

Usos de la IA en el desarrollo de competencias lingüísticas y literarias en futuros docentes de Lengua y Literatura

Uses of AI in Developing Linguistic and Literary Competencies in Future Language and Literature Teachers

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Abstract

Contemporary education faces paradigm shifts at all levels due to the integration of Artificial Intelligence (AI). Its incorporation transforms how future teachers read, write, and construct meaning. This article aims to analyze the uses of AI in the development of linguistic and literary competencies in Language and Literature students at a Dominican university. Methodologically, this is a qualitative investigation of descriptive scope, under the design of a multiple case study, through the technique of focus groups, stratified into first-year, mid-year, and final-year students. The data were systematized using MAXQDA 2022 software, which enabled for their organization into inductive categories and the presentation of frequencies. The analysis was strengthened with validation procedures such as triangulation and external auditing, which support reliability and interpretive rigor. The findings reveal a clear centrality of academic uses of reading and writing over practices linked to literary competencies. Stratification by year revealed an initial balance in the first year, an academic focus in the middle term, and a final rebalancing with a return to literary and creative writing. Overall, AI emerges as a cross-cutting mediator: it clarifies, organizes, and supports textual revision, without replacing critical reading, situated interpretation, or original authorship. The study provides pedagogical insights for integrating AI into the training of future Language and Literature teachers, and it acknowledges both its potential and limitations in the development of communicative competence.

Keywords: Artificial intelligence, reading, writing, literature, teacher education.

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Introduction

The irruption of artificial intelligence (AI) in educational environments has generated a broad debate about its possibilities, limits and risks. In the field of university teacher training, especially in the Language and Literature program, it is convenient to consider how these tools affect the development of linguistic and literary competencies, generally associated with critical reading, creative writing and academic mastery, according to the perceptions of the student body. Far from constituting a mere technological resource, AI becomes a transversal mediation that reconfigures practices, enables new forms of interaction with texts and raises ethical and pedagogical questions about authorship, criticality and authenticity (Díaz-Cuevas and Rodríguez-Herrera, 2024). According to Cassany (2024), a gear is established between different ways of processing and producing written discourse; thus, AI favors hybrid practices of reading and writing, in which the interpretation of texts, rewriting, assisted generation and critical revision are combined.

Recent literature documents the impact of AI on the teaching of academic writing. These technologies allow personalizing content and offering immediate feedback (Montiel-Ruiz and Ruiz, 2023), as well as analyzing academic records and proposing adaptive learning (Burgueño, 2024). However, Pizarro-Romero and Lovón (2025) warn that, although AI supports grammatical correction, paraphrasing and the search for sources, it also increases risks of plagiarism, loss of autonomy and weakening of critical thinking. This ambivalence is observed in the perceptions of the student body: one part highlights its usefulness to structure texts and clarify concepts (Niño-Carrasco et al., 2025), while another expresses resistance due to fear of the substitution of essential skills and due to the ethical implications associated with its use (Pizarro-Romero and Lovón, 2025).

At the same time, the literature on the teaching of academic writing emphasizes the need for formative strategies that combine technological innovation and reflective authorship. Rafida et al. (2024), in a study on the use of AI to develop writing competence in a second language, report perceptions of improvement in sentence structure, paraphrasing, expansion of lexical repertoire and efficiency to generate topics; however, they also point out a reduction of independence, creativity and originality. In a similar way, Dergaa et al. (2023) found potential to elevate the quality of academic writing and the efficiency of research, but also revealed that there are fears linked to credibility and authenticity.

Regarding academic reading, De Vicente-Yagüe (2024) points out that AI can facilitate the comprehension of complex texts through summaries and conceptual schemes, although its integration must be mediated by pedagogical criteria. On the other hand, in the literary field, recent research highlights the potential of AI for creative writing and critical reading. Kabeer et al. (2025) and Bernal et al. (2025) underline its role in the personalization of learning, as a catalyst of ideas and facilitator of creative and collaborative writing; for its part, Burgueño (2024) proposes its use in interactive activities and differentiated evaluations. Villacreses et al. (2025) confirm that these tools allow improving narrative coherence and immediate feedback, but insist that they require pedagogical accompaniment so as not to sacrifice originality.

In literary reading, Baque et al. (2024) and De Vicente-Yagüe (2024) highlight that AI can enrich the interpretative experience through automatic annotations and semantic analyses, although its effectiveness depends on the development of critical competencies that avoid technological dependence. This leads to the fact that its impact, positive or negative, will depend on the way in which it is used and the cognitive processes consolidated in each individual.

The mentioned studies highlight its potential to strengthen reading and writing practices, both in the academic plane and the literary one. These findings provide an interpretative framework to understand how AI transforms specific formative practices and, at the same time, allow to contrast benefits, risks and perceptions.

Within this framework, the present research is inscribed in a project oriented to analyze the experiences of the students of the bachelor's degree in Language and Literature of the *Instituto Superior de Formación Docente Salomé Ureña* (ISFODOSU) about the integration of AI in the teaching and learning process. This article proposes to analyze the uses of AI in the development of linguistic and literary competencies in the student body of first year, mid-term and final year of the program. The guiding questions are:

1. In what way does the student body of the Language and Literature program of ISFODOSU use AI to strengthen its linguistic and literary competencies?
2. What differences emerge in the uses of AI according to the year of the program in which the teachers in training of Language and Literature are?

With this purpose, it seeks to offer a global vision from data that show the evolution of the use of AI throughout the training of the future teaching group. From these findings, the study aspires to contribute guidelines for the design of a model plan that guides its critical integration in the teaching of language and literature.

Next, some essential notions that constitute the theoretical foundation of the study are presented. Afterwards, the description of the methodological framework, the presentation of the results, the discussion and the conclusions are shown.

Theoretical foundation

The advance of artificial intelligence in education requires revising the conceptual framework that guides its influence on the training of Language and Literature teachers. This section offers, in the first place, an approach to AI from its most relevant uses in the university context. In the second place, it addresses linguistic competencies —with emphasis on academic reading and writing— and literary competencies, with attention to criticism, the reading habit, and creative writing.

In 2013, authors such as Badaro et al. (2013) defined AI as a mechanism analogous to certain human cognitive capacities and warned of its projection toward fields of the social sciences. Likewise, it is convenient to recognize the correlation between the advances of AI and the contributions of generative, computational, cognitive, and corpus linguistics.

Faced with the disjunctive between preserving the culture and knowledge of the past or assuming new technologies and contemporary challenges, Ocaña-Fernández et al. (2019) point out a before and an after following the irruption of AI in higher education. From the contributions of Morín (2018, as cited in Ocaña-Fernández et al., 2019), they raise the need to balance technological development with university responsibility, so that the institution responds to current challenges without neglecting ethics and citizen participation. In this line, AI acquires relevance because of its impact on the market and its contribution to the optimization of educational processes; for this reason, it constitutes a point of inflection in the traditional paradigms of education (García-Peña et al., 2020).

In higher education, in addition to the uses already described, AI is used to automate repetitive and high-volume tasks (García-Peñalvo, 2023), detect plagiarism and works generated with it (Díaz-Arce, 2023), identify feelings and attitudes (Masias et al., 2023), support academic writing tasks (Juca-Maldonado, 2023), favor the personalization of learning (Parra-Sánchez, 2022; Esteves et al., 2024; Flores-Vivar and García-Peñalvo, 2023), and analyze research data (Lopezosa and Codina, 2023). Taken together, the literature agrees on the need for a responsible, rational, and ethical use of AI, with equitable access to its benefits and without detriment to the development of linguistic, cognitive, and social skills.

To understand the use of AI in relation to the development of linguistic competencies in university students, it is necessary to explain the conception of linguistic competence adopted in this research. Chomsky (1965) conceives it as the internal knowledge of the rules that govern a language, necessary to understand and produce utterances. Hymes (1972) broadens this view with the notion of communicative competence, which adds the capacity to use that knowledge appropriately in real contexts. Based on these contributions, linguistic competencies are understood as a complex knowledge that integrates formal and pragmatic aspects of language and allows the user to speak, listen, read, and write appropriately in diverse situations. In this study, the focus is placed on academic situations where reading and writing acquire special relevance because of their role in learning and the management and production of knowledge with ethical and rigorous criteria (Bereiter and Scardamalia, 1987; Carlino, 2005; Cassany, 2024).

The other aspect addressed in this research is the use of AI in the development of literary competence; this is understood as an integrated set of knowledge and practices that makes it possible for the reader to approach literary texts from an interpretative, critical, and aesthetic attitude, which favors their comprehension and enjoyment in a cultural framework (Colomer, 1999). In this sense, the perspectives of Rodari (1999) and Todorov (1975) on creative writing are assumed; likewise, the conception of reading habit of Cassany (2006) and the notions of interpretation/literary criticism of Mendoza Fillola (2004) and Colomer (1999).

Methodology

The study is framed in a qualitative approach of descriptive scope. The research forms part of a larger project, although in this article the dimension on the development of the mentioned competencies is addressed in a specific way. In terms of design, a multiple or collective case

study was adopted, whose approach is supported by Simons (2009) and Ávila et al. (2022). The multiple case study implies the comparative analysis of different units of observation; in this case, focus groups according to academic level and campus. This inductive and descriptive logic privileges the identification of patterns, similarities and differences between cases.

For the collection of data, focus groups were carried out (Barbour, 2013). In order to capture the development in the use of AI throughout the program, the participants were organized by strata: first year, mid-term and final year of the Bachelor's Degree in Language and Literature oriented to Secondary Education, in two campuses of ISFODOSU. In each focus group, between seven and eleven students were included, with voluntary participation and balanced academic representation between both campuses. In total, six focus groups were carried out with a total of fifty-four participants.

The sessions were developed virtually in Microsoft Teams, based on a semi-structured interview guide that collected questions linked to the five categories of the dimension under study: interpretation and literary criticism; creative writing; reading habit of literary texts; academic writing; and comprehension of academic texts. The guiding questions were:

1. Do you consider that artificial intelligence helps you to develop interpretation and literary criticism? How do you identify it? Present an example.
2. Do you consider that artificial intelligence helps you to develop creative writing? How do you identify it? Present an example.
3. Do you consider that artificial intelligence helps you to develop the reading habit of literary texts? How do you identify it? Present an example.
4. Do you consider that artificial intelligence has helped you to improve your academic writing skills? How do you identify it? Present an example.
5. Do you consider that artificial intelligence has helped you to improve your reading comprehension skills of academic texts? How do you identify it? Present an example.

Subsequently, the recordings of each session were transcribed with TurboScribe. Then, they were subjected to a thematic analysis, which combined inductive and axial coding to define the subcategories, carried out in MAXQDA 2022. The validity of the procedure was supported in the triangulation between coders, with agreements on classification decisions, and in an external audit oriented to review the consistency of the process.

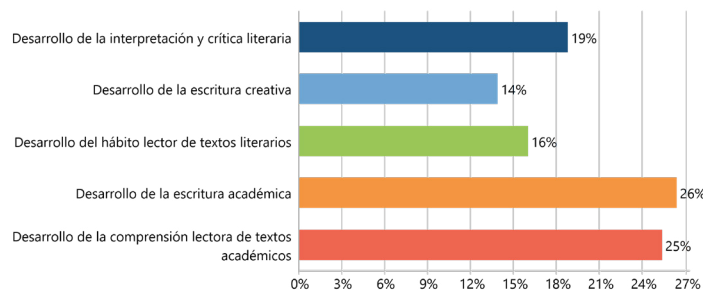
Results

The analysis of the dimension on the development of linguistic and literary competencies allows understanding how the student body articulates the use of AI to the strengthening of competencies linked to language and literature. It is a diverse field that ranges from the critical interpretation of literary texts to the comprehension of academic writings, creation, reading habit, and written production.

As for the distribution of the findings, the data reflect a greater weight in competencies of a linguistic nature, specifically in what concerns academic reading and writing. The category of development of academic writing concentrates 26.30% of the mentions, followed very closely by reading comprehension of academic texts with 25.26%, which evidences a predominant use of AI in the field of academic production and analysis. In contrast, the development of interpretation and literary criticism gathers 18.69%, the reading habit of literary texts reaches 15.92%, and creative writing represents 13.84%. This can be visualized in Figure 1.

Figure 1

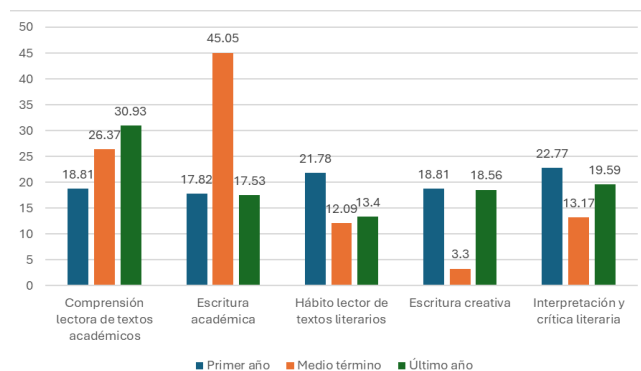
Development of linguistic and literary competencies



The stratification of the results by year of the program allows observing how the impact of AI on the development of linguistic and literary competencies evolves throughout the training. Next, the evolution by year is presented (Figure 2).

Figure 2

Development of linguistic and literary competencies of participants (first year, mid-term, and final year)



The comparative analysis by year shows a clear pattern: at the beginning, the student body is distributed in a more homogeneous way between the literary and the linguistic; in the mid-term, the latter predominates, especially academic writing and reading, which responds to the curricular demands of research and scientific production of the academic periods; and, in the final stage, a new balance is observed, where literary competencies regain weight in combination with linguistic ones.

Hereafter, the subcategories that emerged within each of the main categories are presented: interpretation and literary criticism, creative writing, reading habit of literary texts (literary competencies), academic writing, and comprehension of academic texts (linguistic competencies).

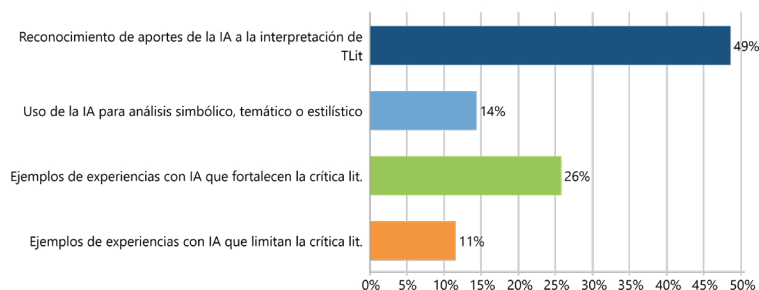
1.1. Development of interpretation and literary criticism

The analysis of the category Development of interpretation and literary criticism makes evident that the student body conceives AI as a resource capable of expanding its interpretative horizons and of accompanying the processes of literary analysis. On this basis, the evidence grouped in the following subcategories is presented: recognition of contributions of AI to the interpretation of literary texts (49%), use of AI for symbolic, thematic or stylistic analysis (14%), examples of experiences with AI that strengthen literary criticism (26%), and examples of experiences with AI that limit literary criticism (11%).

Figure 3 shows the percentages of the coded segments.

Figure 3

Development of critical and literary interpretation



A) Recognition of contributions of AI to the interpretation of literary texts

In this subcategory, the student body recognizes that AI can enhance the comprehension and interpretation of texts by offering additional resources. A recurring example is the support in the identification of literary figures such as metaphors or similes (A-1, Pos. 289), which facilitates a formal analysis of the work. In addition, they value the possibility of new interpretative perspectives: "It opens the door for me to then be able to flow and make my own analysis" (B-1, Pos. 254). On the other hand, its usefulness is recognized to guide reflection, formulate critical questions and broaden points of view that might go unnoticed in a first reading (A-3, Pos. 271; B-2, Pos. 239).

B) Use of AI for symbolic, thematic or stylistic analysis

At this level, the student body points out that asking AI to identify characters, scenes or topics contributes to a more organized approach to the work (A-2, Pos. 287; A-3, Pos. 134). Likewise, it is used to ask reflective questions that guide thematic analysis (A-3, Pos. 133).

C) Examples of experiences with AI that strengthen literary criticism

Here testimonies are grouped where AI has had a positive and strengthening impact on critical practice. Experiences of validation of one's own productions are mentioned, such as asking AI for feedback on poems created by the student body (A-1, Pos. 299). In other cases, AI was used to summarize or explain complex texts, such as *The Divine Comedy* (A-2, Pos. 286), or to elaborate outlines that would help organize an essay (A-3, Pos. 276). In addition, AI is recognized as a mediator that generates initial inputs: summaries, brainstorming or possible questions to guide criticism (A-2, Pos. 295; B-1, Pos. 256). The tool is also valued for its capacity to provoke contrast between one's own ideas and external ones, which enriches criticality by allowing comparisons and adjustments in the analysis (B-2, Pos. 244-245; B-3, Pos. 277).

D) Examples of experiences with AI that limit literary criticism

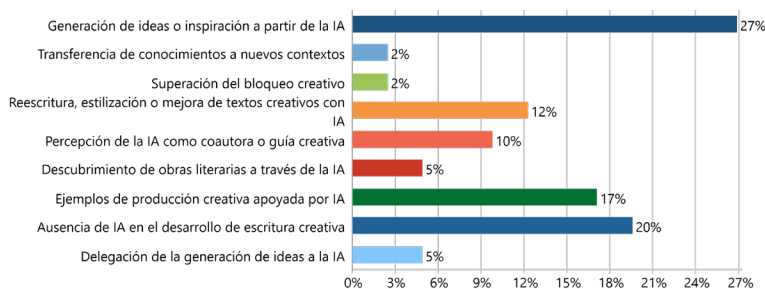
A frequent criticism that participants make is the tendency of AI to validate the user's opinion uncritically, without offering a counterpoint that enriches the discussion (B-1, Pos. 260). Several participants maintain that literary criticism requires confrontation with other readers or teachers, something that AI cannot supply due to its tendency to agree without questioning. As expressed in more than one testimony: "AI will always tell you yes" (B-1, Pos. 269); "I consider that we need, in any case, a person who disagrees with your idea" (B-1, Pos. 260). Distorted or incomplete responses and serious interpretative errors are also highlighted, such as confusing characters in a story or attributing wrong meanings in poems by Pizarnik (B-1, Pos. 265) and in *La otra estirpe* (B-1, Pos. 270).

2. Development of creative writing

This category brings together the testimonies of the student body about how AI is integrated or not in their processes of literary creation. To facilitate reading, the findings are organized into nine subcategories: generation of ideas or inspiration from AI (27%); transfer of knowledge to new contexts (2%); overcoming creative block (2%); rewriting, stylization or improvement of creative texts with AI (12%); perception of AI as co-author or creative guide (10%); discovery of literary works through AI (5%); examples of creative production supported by AI (17%); absence of AI in the development of creative writing (20%); and delegation of the generation of ideas to AI (5%). This classification allows appreciating both the diversified uses of AI and the resistances of some participants toward its influence in the creative dimension. Figure 4 shows the percentages of coded segments.

Figure 4

Development of creative writing



A) Generation of ideas or inspiration from AI

The student body recognizes that AI functions as a trigger of creativity, especially in the initial phases of the writing process. It is asked for inspiration to create poems, stories, names of characters or narrative situations. This practice is seen as a complementary resource that expands expressive possibilities and offers multiple paths to explore. This is shown in the following testimonies:

- “We who are from the area of language and literature, I mean, we are always inventing with a poem and other things. For that I use it, so that it gives me ideas of creative things” (A-1, Pos. 87).
- “I consider that yes, since there are moments in which, as my classmate O-3 mentioned, one asks for an idea and even with that idea many more can arise” (B-1, Pos. 298).
- “If I need to write a story, I can give it the ideas that I already have thought and it can like help me with other ideas that if I mix them, put them together, very, very good texts can arise” (B-2, Pos. 265).

B) Transfer of knowledge to new contexts

Some testimonies reveal that the ideas generated do not remain in a single exercise, but can be transferred to other fields, even non-literary ones:

“One asks for an idea and even with that idea many more can arise. And even if it is in an unconscious way, we remain with that memory... we can express others in other contexts, even for something that has nothing to do with what we asked for.” (B-1, Pos. 298)

C) Overcoming creative block

Less frequently, the student body turns to AI as a strategy to overcome blocks. In these cases, the tool offers narrative structures or suggestions that allow reactivating the creative flow when it is stagnant: “The first thing is that it can generate suggestions or ideas to start a project, help to overcome a creative block or give you a structure for you to work based on that structure” (B-1, Pos. 288).

D) Rewriting, stylization or improvement of creative texts with AI

AI is also perceived as a tool to review, embellish or adjust texts. The student body highlights that it can help to clarify expressions, improve coherence or suggest styles more appropriate to the audience:

- “When we are writing, since we are the ones doing it, we understand the text... So I accept suggestions from ChatGPT and I ask it what I can do so that my readers understand it” (A-3, Pos. 311).
- “It can also offer recommendations on style and tone and even review the text to improve the coherence and cohesion of the ideas” (B-1, Pos. 289).

E) Perception of AI as co-author or creative guide

In several accounts, AI is seen as a creative companion, a kind of “co-author” that expands and nuances the initial ideas. However, the student body insists that this function is valid as long as the user maintains a prior base of what they want to create:

- “I am of the opinion that as long as you already have an idea, a base of what you want artificial intelligence to expand or help you with, it can be an excellent tool” (A-3, Pos. 299).
- “I have not used it for that either, but I think that it could help with creative writing. An example even comes to mind” (B-3, Pos. 314).

F) Discovery of literary works through AI

This subcategory is explained in category 3 Development of the reading habit of literary texts.

G) Creative production supported by AI

The most concrete experiences of integration of AI in creative writing appear in the production of stories, theatrical scripts and narrative scenes. The student body reports having used AI to elaborate dialogues, adjust characters or explore alternative endings.

- “Artificial intelligence has helped me to develop in creative writing. For example, I had to create a theatre script from a story... and from there it generated the script for that scene” (A-3, Pos. 307).
- “I could ask AI how it suggests, based on the data that I give it, that this character should die... which one would be more attractive?” (B-3, Pos. 314–315).

H) Absence of AI in the development of creative writing

A minority group of participants explicitly rejects the use of AI in literary creation, since they argue that creative writing must preserve its intimate, emotional and personal character. For these cases, the intervention of the tool is perceived as a threat to authenticity:

- “I consider that creative writing must contain feelings, must contain things that come from us and not from artificial intelligence. From that side, I do not agree” (A-1, Pos. 316).
- “From my part, I do not consider that artificial intelligence has helped me with my creative way because, for a simple reason, I am this type of person... I am creative” (A-1, Pos. 325).

I) Delegation of the generation of ideas to AI

Finally, some testimonies warn about the risk of depending excessively on AI to produce ideas. Although its effectiveness to solve blocks is recognized, there is also fear that this practice weakens creative autonomy.

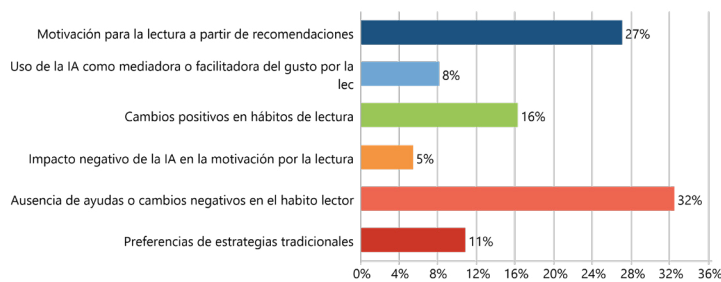
- “I consider that yes, but it has a double-edged sword because it can make us dependent... one goes to AI and sees that AI can solve it for them” (B-1, Pos. 291).
- “Today we had to make a poster for a fair and usually ideas come to me... but I felt blocked. I said: ‘Let’s ask AI.’ And that was my first option” (B-1, Pos. 292–293).

3. Development of the reading habit of literary texts

The category of the reading habit of literary texts was structured into different subcategories: motivation for reading from recommendations or summaries (27%); use of AI as mediator or facilitator of the taste for reading (8%); positive changes in reading habits (16%); negative impact on motivation for reading (5%); absence of help or negative changes in the reading habit (32%); and preference for traditional strategies (11%). This is shown in Figure 5.

Figure 5

Development of reading habits



A) Motivation for reading from recommendations or summaries

Several participants pointed out that AI allows them to access suggestions of books, summaries and main objectives of a work, which directly influences their decision to read or not to read certain texts. For example, one commented:

Before reading a book, sometimes ChatGPT gives me summaries, it gives me the main objectives that that work or any type of writing, of text, focuses on. So, depending on what ChatGPT tells me, it results in me an interest or a lack of interest in reading or not reading that text or that literary work. (A-2, Pos. 130)

In other cases, AI acts as a recommender of titles linked to specific genres, which allows planning readings more in line with their tastes (A-1, Pos. 352). In addition, a group recognized using AI to pose specific questions about books and receive suggestions. One participant stated:

In my case, I use it for book recommendations, for example, if I want a story that talks about, I don’t know, resilience, I tell the AI about a text that talks about resilience, and it gives me a list. (B-1, Pos. 312)

Likewise, some warned that this practice requires caution, since the responses of AI can be imprecise (A-2, Pos. 116). To a lesser extent, participants mentioned the usefulness of AI to

obtain lists of authors linked to certain genres. One student expressed: “I have asked it for lists of authors that have like a specific genre, and currently I have become very interested in the works of Edgar Allan Poe” (B-1, Pos. 316).

B) Use of AI as mediator or facilitator of the taste for reading

The testimonies reflect that AI can also play a role of mediation in the taste for reading, by providing additional explanations or complementary perspectives. One student explained:

When one asks ChatGPT to explain the whole document to you, in one way or another it will always look for an extra bibliography, but what it will do is that it will look for extra information to that document. (B-2, Pos. 279)

C) Positive changes in reading habits

Some participants highlighted concrete transformations in their reading habits from the use of AI. For example, the use of audiobook assistants allowed integrating reading into daily life:

If I am doing some things and we are assigned to read a book, which is usually our case, artificial intelligence helps me with audiobook assistants, where I send it the document and it reads it and I listen to it. (A-1, Pos. 172)

Others valued how the schemes generated make it easier for them to understand and then go deeper in a more effective way into the complete reading (A-3, Pos. 334).

D) Absence of help or negative changes in the reading habit

In the subcategory with the greatest presence, numerous members of the student body declared not perceiving improvements in their reading habit through the use of AI. Expressions such as “It does not develop the reading habit for me” (B-1, Pos. 314) or “I understand that no, because it does not even occur to me in any way that I see one as having a reading habit” (B-3, Pos. 322) illustrate this perception.

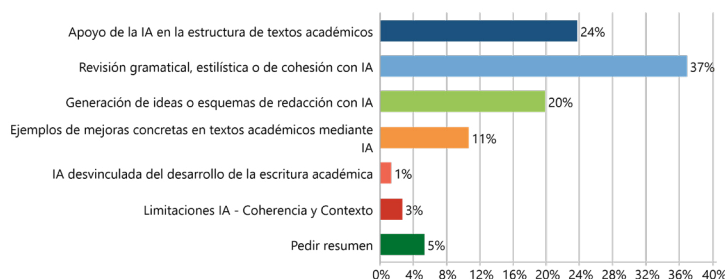
Finally, reflections emerged on the need for caution in the use of AI, especially during academic training. One student warned: “It would be of no use to us to do it with AI and that later on we do not know how to do the analysis” (A-2, Pos. 305).

E) Preferences for traditional strategies

A group explicitly defended the value of traditional reading in physical format as an irreplaceable strategy. “I prefer to go to the book and verify what it says and immerse myself in it” (B-1, Pos. 318).

4. Development of academic writing

The category Development of academic writing is organized into seven main subcategories: AI support in the structure of academic texts (23.68%); grammatical, stylistic, or cohesion revision (36.84%); generation of ideas or writing outlines (19.74%); examples of concrete improvements in texts (10.53%); dissociation of academic writing from AI (1.32%); limitations related to coherence and context (2.63%); and requests for summaries (5.26%). This is clearly shown in Figure 6.

Figure 6*Development of academic writing***A) Support of AI in the structure of academic texts**

The student body highlights the value of AI as a guide to organize and give form to essays, articles or research. One student expressed that they use it “so that it structures the work for me” (A-1, Pos. 86), while another pointed out that they consult it “when they do not know some structure of a text, how they should work it” (A-2, Pos. 60).

AI functions as a pedagogical resource that offers examples of textual models, which facilitates users to follow academic conventions with greater security. This is reflected by a student: “I really like to write articles, so when I forget some parts of the structure (what went first, the methodological framework, the theoretical framework), it helps me a lot” (A-2, Pos. 137).

B) Grammatical, stylistic or cohesion revision with AI

The most frequent subcategory shows how the student body uses AI as an advanced textual corrector, capable of pointing out spelling errors, adjusting connectors, proposing synonyms and improving the fluency of ideas. This practice, according to what was stated by the participants, does not replace authorship, but rather complements the process by offering a mirror in which users verify the clarity and cohesion of their productions. In the words of one participant: “Well, AI has helped me with grammatical errors” (B-1, Pos. 345). Another adds that the tool contributes to the style of the writing itself, since it “corrects coherence and cohesion” (B-1, Pos. 348).

C) Generation of ideas or writing outlines with AI

Several testimonies underline that AI is used as a cognitive stimulator, which helps to organize dispersed thoughts or to generate new thematic approaches. This use favors the planning of academic work and offers the student body writing outlines that serve as a starting point for the personal development of texts. An example is provided by a student who points out: “I tell AI to help me with that, I mean, to present the topic from different perspectives and it gives me things that I had never considered” (A-2, Pos. 278).

D) Examples of concrete improvements in academic texts through AI

Beyond structure and organization, the student body recognizes tangible changes in the quality of their productions, especially in aspects such as the correct use of connectors, the elimination of redundancies or the clarity of statements. A student recalls how, thanks to AI, they were able to correct common errors: “In the first semester, I used the connector ‘mas’... and I used it in a wrong way. However, with AI, I have noticed in which occasions it should be used” (B-1, Pos. 341–342).

E) AI disconnected from the development of academic writing

Although minor, this subcategory shows the position of some students who prefer to preserve academic writing as a personal practice, detached from technological mediation. The perception is that excessive dependence can distort the authenticity of learning. As one participant expresses it: “I maintain the same position as with creative reading. In this case, I also like to do it in a personal way... and I do not give it that utility in that aspect” (A-1, Pos. 383).

F) Limitations AI – Coherence and context

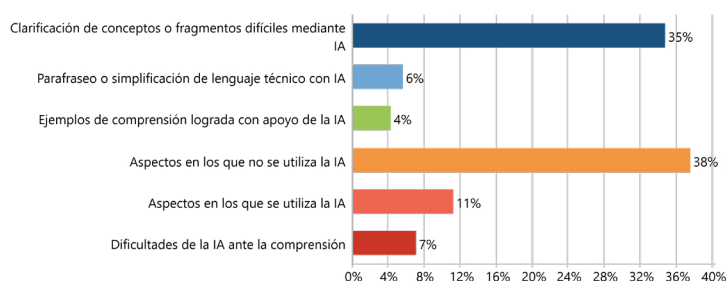
Some students recognize that the tool presents limitations in contextual interpretation and in the appropriate selection of vocabulary. The algorithms can produce phrases that are correct from a formal point of view, but not very coherent with the communicative intention of the author: “There are errors that it overlooks, that, as I am human and understand the context in which I am writing, then I can correct it” (B-2, Pos. 291).

G) Asking for summary

Another recurrent practice consists of using AI to condense long texts, identify main ideas and facilitate the preparation of tasks. Although some associate it with a time-saving strategy, they also recognize that these summaries can act as a starting point to go deeper into later readings. One student comments: “If, for example, sometimes they assign very long documents or that we make an essay or something from a book, and for that yes, I only use the intelligence so that it summarizes the whole book for me” (A-1, Pos. 379).

5. Development of reading comprehension of academic texts

The findings around the Development of reading comprehension of academic texts allow observing that AI occupies an intermediate place: although it is highly valued as support to clarify concepts or difficult fragments (34.72%) and to translate or simplify technical language (5.56%), the student body also strongly marks the limits of its use (37.50%), especially in tasks that require critical judgment and personal elaboration. In a complementary way, specific instrumental uses are reported (11.11%) and concrete examples of comprehension achieved with the support of AI (4.17%), together with the identification of difficulties associated with errors of interpretation and contextual limitations (6.94%). Figure 7 shows what will be explained next.

Figure 7*Development of reading comprehension of academic texts*

A) Clarification of concepts or difficult fragments through AI

The group indicated that they resort to AI to summarize, translate or reinterpret long and complex passages, which facilitates comprehension and reduces cognitive load. One testimony summarizes it like this: “I go into ChatGPT and look for it to give me a summary of that class. Or to turn that document into a summary that is readable and understandable” (A-1, Pos. 119). Another case shows the usefulness in the reading of complex works: “When I need to learn quickly about a book that turns out to be complex, then simply with a summary I can have a whole idea of the panorama” (A-3, Pos. 230).

The personalization of the tool is also highlighted: “I personalize it to ask it that examples of these complex ones it writes them for me in an easier way, in a way that I understand it” (A-3, Pos. 263).

Likewise, AI is valued for saving time in the approach to long texts: “To have a clearer example of what the author is telling me without having to read 40 pages, I often ask it to interpret certain fragments for me” (A-3, Pos. 344). Other participants recognize that this use has strengthened their learning: “AI has helped me to improve my reading comprehension skills of academic texts, because there are texts that are a little difficult to understand and that you need some main ideas” (A-3, Pos. 349).

B) Paraphrasing or simplification of technical language with AI

Although less frequent than the clarification of concepts, several students recognize that they use AI to simplify technical terms or complex phrases. One example expresses it clearly: “Sometimes I do not understand with a more structured language and I tell it to simplify it” (A-2, Pos. 59). In other cases, the use is associated with the reformulation of ideas: “I also use it to paraphrase ideas” (A-3, Pos. 87).

This paraphrasing process is perceived as a linguistic mediation resource, especially when they face texts with high terminological density. One participant points out: “I have shared texts that have that type of technical language and I have asked it to clarify it into a plainer language that I can understand” (B-2, Pos. 230). Similarly, another testimony highlights the combination between examples and accessible language: “I have used AI so that these texts are explained in a better way, with examples and in a plainer and more accessible language” (B-2, Pos. 232).

C) Examples of comprehension achieved with the support of AI

Some testimonies illustrate how AI not only clarifies concepts, but also contributes to the construction of examples or metaphors that make the comprehension of texts more accessible. One student explained it with an analogy: “I consider that artificial intelligence helps us and performs the function of a trailer. But for a more effective comprehension, we must look for other means” (A-1, Pos. 404).

In other cases, it is used to identify key words and focus reading: “In a Morphology report of 200 pages I simply put a synthesis of what the key words were so that I myself could read those parts” (B-1, Pos. 363). Likewise, a recent example connects comprehension with the preparation of presentations: “I had to make a presentation about symbolism and allegory in The Divine Comedy, and AI helped me to clarify the difference between symbol and allegory” (B-2, Pos. 223).

D) Aspects in which AI is not used

A significant proportion of the student body established clear boundaries about when not to resort to AI. These restrictions are associated with creative writing, personal essays and critical interpretation, activities that they consider must preserve the voice and individual reflection. Some examples illustrate it: “That is why I would not use artificial intelligence. To make a report of a work I want to do it my way” (A-1, Pos. 438); “I do not use it for creative writing and for some academic things that I consider need of mine” (A-1, Pos. 450). Likewise, several participants highlighted the risk of an excessive use: “When it comes to creative assignments, such as poems or essays, that have that personal part, then I do not use it there” (A-3, Pos. 428).

E) Aspects in which AI is used

Although a large part of the student body pointed out limitations, a group recognized the usefulness of AI in the reading comprehension of academic texts. These uses were concentrated in tasks of schematization of ideas, orthographic and grammatical verification, and planning of academic activities. As one participant expressed: “Well, I use the intelligence to schematize ideas” (A-3, Pos. 402). Another example shows how AI was used to evaluate the linguistic correctness of one’s own texts: “I use it so that it can evaluate if the spelling is correct, if I am using punctuation marks correctly” (A-3, Pos. 412). Likewise, it was recognized as a didactic resource in the context of teaching practice: “I consider that it is good for the didactic parts, to make the class more dynamic” (B-3, Pos. 407).

F) Difficulties of AI in comprehension

Finally, concrete limitations in the use of AI for reading comprehension were documented. These are related to problems in the generation of references and citations, as well as with the inability to offer deep interpretations. One student pointed out: “In my case, in APA format citations... it always gives it to me in a wrong way because the teacher always points out to me that it is not correct” (B-1, Pos. 373). Others highlighted the emotional and conceptual distance of the responses: “Because it is very limited by not having feelings, its opinions

will always be very holistic and very far from reality” (B-1, Pos. 378). Cases of excessive dependence that led to stagnation were also identified, as illustrated by this testimony: “So I went the easy way, which was artificial intelligence. And I am there. I am stuck” (B-1, Pos. 394).

Discussion and conclusions

The findings of this research confirm that AI has positioned itself as a central mediator in linguistic and literary training, with differentiated effects according to the type of competence and the formative moment of the Language and Literature teachers in training. The predominance of uses linked to academic writing and reading comprehension of academic texts confirms that the student body conceives AI mainly as an instrumental scaffolding, oriented to organize ideas, clarify complex concepts and optimize the quality of texts. This perspective coincides with Montiel-Ruiz and Ruiz (2023) and Burgueño (2024), who highlight its potential to offer immediate feedback and personalization of learning. Likewise, it connects with the contributions of Incio et al. (2022) and García-Peñalvo (2023), who, in their review, identify a shift toward the automation of routine tasks, which allows the student body to focus on processes of greater cognitive value.

However, this functionality is not exempt from risks. In line with what was pointed out by Pizarro-Romero and Lovón (2025), the results show the possibility of a functional dependence, to the extent that some students delegate critical phases of writing to the tools, which weakens their autonomy and critical thinking. This risk has also been warned by Díaz-Arce (2023), who documents academic plagiarism mediated by AI as a problem in secondary education, and by García-Peñalvo (2023), who warns that the irruption of ChatGPT has generated both expectations and panic, which requires institutional responses based on clear policies rather than prohibitions. In a complementary way, Flores-Vivar and García-Peñalvo (2023) maintain that the incorporation of AI in education requires solid ethical and pedagogical frameworks, given that the risks of plagiarism, superficiality and loss of autonomy can only be faced with strategies of responsible use. From this perspective, it is also necessary to point out that the risks of not interacting directly with sources could generate limitations of different magnitudes (Anson, 2024). Likewise, the dependence on AI to simplify texts is highlighted, based on summaries, paraphrases and simplification of style.

A key aspect of this study is the progression observed in the different moments of the program: the initial balance between the literary and the academic, the intermediate predominance of the academic, and the subsequent revaluation of the literary and creative in the final stage. This pattern reflects that AI accompanies the transition toward a research profile, but does not replace the aesthetic and critical dimension of language. Such a finding dialogues with Ávila et al. (2022), who maintain that writing must be approached in a transversal way in the teacher training curriculum; not as a set of isolated tasks, but as a situated practice that articulates reflection, creation and academic production. In this sense, AI cannot be reduced to a mere resource of technical assistance: it must be conceived as part of an ecology of learning that accompanies the student body in the development of complex competencies throughout their formative trajectory.

In the field of creative writing and the reading habit, the findings show contrast between them. On the one hand, the student body recognizes that AI allows to unblock ideas, explore new narratives and approach complex readings through summaries or explanations. These actions are consistent with the conception of literary competence that is assumed in this research, understood as the capacity to approach literary texts in order to understand them, produce them and enjoy them from a critical and cultural perspective (Colomer, 1999; Rodari, 1999; Todorov, 1975; Cassany, 2006; Mendoza Fillola, 2004).

On the other hand, they point out that these practices can lead to a homogenization of texts and to the loss of personal aesthetic experience. The above coincides with De Vicente-Yagüe (2024), who emphasizes that AI can mediate in reading comprehension, but does not replace critical reflection and personal discovery that characterize deep academic and literary reading. It also connects with Ocaña-Fernández et al. (2019), who already warned that intelligent technologies, although they promote new forms of learning, imply the risk of technological dependence if they are not framed within integral pedagogical processes.

Likewise, the contribution of Cassany (2024) is decisive to interpret these tensions. His notion of “hybrid writing” illuminates the way in which the student body and teaching staff resignify authorship in the era of AI. The testimonies collected in this study show that the student group is aware of the usefulness of AI to elaborate drafts, outlines or reformulations, but also recognizes that criticality and interpretative depth are constructed in the classroom and in human interaction, which reaffirms the role of communicative practices at the higher level in the transformation of knowledge and the rigorous management of concepts and theories (Bereiter and Scardamalia, 1987; Carlino, 2005; Cassany, 2024).

The above suggests that concerns about plagiarism or loss of creativity should not be addressed only with punitive measures, but with pedagogical protocols such as those proposed by Cassany (2024): transparency (recognizing the use of prompts), verification (contrasting with sources), justification (explaining the benefits of use) and deepening (adding one’s own reflection). These principles offer a viable framework to legitimize AI as a didactic tool and, at the same time, safeguard the ethical values of academic practice.

This study reveals that AI is highly valued as a resource that facilitates, organizes and accompanies, but that it does not replace human competencies of interpretation, creation and criticality, which constitute the core of training in Language and Literature. As Ayuso and Gutiérrez (2022) point out, initial teacher training requires that AI be integrated not only as a technical resource, but as an object of pedagogical and ethical reflection.

The present research allows recognizing contributions and tensions that directly impact university teacher training. In pedagogical terms, the findings show that AI constitutes a significant mediator to strengthen academic writing and reading comprehension, while at the same time offering possibilities of innovation in creative writing, literary interpretation and the reading habit. These potentialities, however, only reach their true formative value when they are framed in explicit didactic proposals that promote self-regulation, critical reflection and

ethics in the use of technologies.

In line with Popenici (2023), the future of higher education will depend on our capacity to design scenarios where AI becomes a cognitive partner that expands possibilities, without replacing intellectual autonomy or academic ethics, which sustain a quality education. In this sense, this research reaffirms the need to design curricular strategies that integrate in a transversal way the work with AI in the teaching of language and literature, so that it becomes a tool for the stimulation of cognitive processes and not a substitute for human competencies.

At the same time, it is important to specify the scope of this article. It forms part of a larger project that analyzed multiple dimensions on the integration of AI in the teaching and learning process; however, here only the analysis Development of linguistic and literary competence is presented. This implies that the conclusions do not exhaust the complexity of the study, but rather focus on a specific aspect. The data allow a deeper understanding of this field, but must be understood as part of a broader corpus that includes other equally relevant elements.

To close, the results confirm that the integration of AI in university training poses an unavoidable ethical and pedagogical challenge: to take advantage of its benefits without sacrificing the autonomy, creativity or criticality that define academic practice. As Cassany (2024) points out, hybrid writing forces us to rethink originality and authorship in the contemporary university. The key lies in fostering protocols of transparency, verification and deepening that legitimize the use of AI, while reinforcing the intellectual responsibility of the student body. Under these conditions, these technologies could have a positive impact and enrich teacher training (for example, integrating AI in workshops of critical writing, designing rubrics that value personal reflection in contrast to the text generated by the machine, or promoting comparative reading between human productions and those assisted by AI), as well as consolidating an inclusive, critical and creative educational approach, in tune with the current demands of higher education.

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