

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



**USE OF CHATBOTS TO IMPROVE COMMUNICATION BETWEEN STUDENTS AND
TEACHERS, AND THEIR EFFECTIVENESS IN RESOLVING DOUBTS**

**(EL USO DE CHATBOTS PARA MEJORAR LA COMUNICACIÓN ENTRE
ESTUDIANTES Y PROFESORES, Y SU EFECTIVIDAD PARA RESOLVER DUDAS)**

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**LAST REPORT FROM THE SPECIALIZATION COURSE IN THE ADMINISTRATION OF
VIRTUAL ENVIRONMENTS FOR FOREIGN LANGUAGES TEACHING AND
LEARNING”**

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BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND
ENGLISH
AND
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING**

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Abstract

This document investigates how the strategic deployment of chatbots can improve communication channels and efficiently respond to student inquiries specifically within the domain of foreign language education. The core aim is to demonstrate the transformative potential of artificial intelligence in virtual learning environments. To begin with, the study lays out a comprehensive theoretical framework. This section not only provides a thorough overview of established learning theories but also furnishes a functional analysis of several common Learning Management Systems (LMS). Furthermore, this work delves into exploring the practical methods for integrating advanced AI-driven tools to establish dynamic and interactive learning environments. Moreover, a critical focus is placed on how these tools support both synchronous and asynchronous educational modalities, thereby ensuring continuous and flexible student support. Consequently, the effective integration of these systems is presented as a fundamental step toward modernizing language teaching. Finally, the report concludes with a detailed summary of all the academic activities carried out across the three modules. This summary corresponds directly to the curriculum of the Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning, providing practical evidence and of the work that the participants developed throughout the course.

Keywords: Chatbots, Artificial Intelligence, Virtual Education, Learning Environments, Technological Tools.

I. Introduction

The progress of artificial intelligence has transformed many areas of society and education. Among the most promising applications are chatbots, which function as conversational agents designed to simulate human interaction. In academic contexts, they have emerged as useful tools for enhancing communication between students and teachers by providing immediate answers, explanations, and guidance. This written report incorporates a theoretical framework that situates chatbots within current educational research and practice.

Based on different research, the framework explores the potential benefits, challenges of these tools and also examines the motivations for this study and its relevance for students and instructors who must adapt to evolving digital academic environments. In addition, this document presents a summary of the activities from the three modules including the information of the activities throughout the course highlighting how each activity contributes to the development of practical skills and deeper understanding of virtual learning environments.

Finally, the report closes with recommendations for the Language Department and the Department of School of Arts and Sciences on how these tools can be used to facilitate learning. Concluding with the main findings and their future applications for language teaching, offering practical ideas to improve communication, collaboration, and meaningful learning outcomes.

II. Objectives

II.I General objective

To analyze the role of chatbots to improve communication between students and teachers as well as their effectiveness in addressing student's doubts. And summarize the activities done in the three modules of the specialization course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning 2025.

II.II Specific objectives

1. To investigate how chatbots assist educators and improve communication with the learners.

2. To demonstrate the effectiveness and efficiency of chatbots in their role of resolving students' doubts and common questions.

3. To describe, the pedagogical activities, practical projects, and evaluative assignments for virtual learning environments developed during the course.

III. Theoretical Framework

Chatbots have become gradually more relevant in education as institutions request innovative ways to support students and improve communication. Defined as artificial intelligence systems designed to simulate human conversation, chatbots are commonly integrated into virtual learning platforms to provide fast access to information, reminders, and guidance. Their ability to deliver instant feedback and assistance makes them valuable tools for development autonomy, self-regulated learning, and greater student engagement in academic activities.

However, the integration of chatbots into education also raises important questions about their limitations and implications. While they are effective in addressing repetitive or low-complexity inquiries, they cannot fully replace human interaction, particularly when critical reasoning, empathy or contextualized support are mandatory. This contrast highlights the need to analyze not only the benefits of chatbots but also their pedagogical and technological challenges, making them an essential subject of study within current educational research.

III.I Chatbots in Education

A. What a Chatbot Is

According to Max Editorial (2023), chatbots are computer programs designed to simulate human conversations, typically integrated into messaging applications, websites, and social media platforms. Their main function is to provide automated assistance, including customer service, answering questions, and supporting users in completing tasks. This definition establishes chatbots as

conversational agents that connect human-computer interaction, enabling communication that is immediate and easy to use.

Recent literature emphasizes the importance of chatbots in both business and educational contexts due to their efficiency and availability. These systems offer continuous service, 24 hours a day, seven days a week, which can significantly improve customer satisfaction and retention (Editorial, 2023). In the case of educational institutions, beyond communication, chatbots can be programmed to execute specific tasks such as scheduling appointments or reviewing and scoring the work of the students, reducing the workload of educators and optimizing institutional resources. This evolution reflects the growing role of chatbots as multifunctional tools that extend beyond simple conversational interfaces to become integral components of digital service and support systems.

B. Chatbots support in education

Academic interest in artificial intelligence (AI) within higher education has grown considerably in recent years, with publications on the subject increasing significantly since 2020 and reaching a peak in 2023 (Edwards, B. et al., 2025). This increase reflects the global shift about online education, driven by technological advancements and educational reforms that emphasize the integration of AI into teaching and learning environments. Such developments highlight the transformative potential of AI, not only as a tool to optimize academic and administrative processes but also as a compound for innovation in pedagogy, assessment, and student engagement. Within this broader context, chatbots have

emerged as one of the most prominent and practical applications of AI in education.

Chatbots are particularly relevant because they demonstrate repetitive tasks to reveal the capacity to handle complex, real-time interactions in a way that closely be similar to human communication (Dinh & Thai, 2018). This capability places them as valuable mediators in digital learning environments, where nearness, accessibility, and continuity of support are crucial. Chatbots simulate human-like conversations, provide students with timely feedback, guidance, and different resources promoting autonomy and improving engagement.

Artificial intelligence is fundamentally reshaping education on two distinct levels. First, it's a catalyst for large-scale systemic reform, enabling a shift toward personalized and adaptive learning models. AI tools can analyze student data to identify learning gaps and tailor educational content to individual needs, which was once a luxury for a few but is becoming a standard for all.

Second, AI is a practical tool that enhances daily academic interactions. For instance, chatbots can provide instant answers to common questions, freeing up teachers' time for more complex tasks like one-on-one mentorship and fostering creativity. This dual function—as both a force for broad change and an aid for individual tasks—underscores its transformative impact (Baker & Siemens, 2014).

C. Chatbots and communication

According to Chassignol et al., (2018). There are four elements to be considered in the communication's path. In the educational field, the concept of

content refers to the body of knowledge and information that teachers deliver and students are expected to learn in a specific subject or area. This content not only includes academic information but also its adaptation to different contexts. Together with content, **teaching methods** play a crucial role as they encompass the principles and strategies applied by teachers to foster learning, which depend both on the nature of the subject and on the learners themselves.

Likewise, **assessment** represents a key component of the teaching-learning process, as it includes the variety of methods and tools used to evaluate students' progress, readiness, and needs. Chassignol et al., (2018) points out that, with the rise of Massive Open Online Courses (MOOCs), there is an increasing need for technology-enhanced assessment tools. These three components—content, methods, and assessment—along with **communication**, form essential dimensions for educational interaction in both traditional classrooms and large-scale, multidisciplinary courses.

III.II Types of chatbots

ChatGPT: is one of the most adaptable and conversational chatbots developed in recent years. It is widely recognized for its ability to generate responses human alike in a variety of contexts, ranging from education to customer service. According to Kumar (2024), ChatGPT has been implemented in academic settings to provide tutoring, language practice, and essay feedback. Its flexibility is because of the extensive training data and advanced natural language processing

models it uses. This allows it to simulate meaningful dialogue and adapt to user's needs.

Gemini: created by Google, is designed to combine conversational skills with problem-solving capabilities. Contrasting other chatbots, Gemini integrates reasoning functions that allow it to perform advanced educational and research tasks (James Spencer, 2025). Its application in higher education has been notable, particularly in assisting students with scientific explanations and data analysis. This makes it an innovative tool for interactive learning and knowledge discovery. Researchers highlight its potential to reshape how students interact with complex content in academic fields.

Jill Watson: it supports students in online learning environments by answering questions and providing immediate clarification about course material (Dede et al., 2019). Its effectiveness lies in its ability to simulate the role of a teaching assistant, available 24/7. Jill Watson has been proven to enhance student satisfaction and reduce instructors' workload. The system also demonstrates how artificial intelligence can fill communication breaks in large online classes. For this reason, Jill Watson is considered a pioneering chatbot in higher education.

Hubert.ai: is an educational chatbot created to collect and analyze student feedback in a structured style. Zaphiris (2021) insights have been adopted by several European universities to evaluate teaching effectiveness and classroom experiences. This chatbot uses natural language processing to categorize responses and generate useful insights for faculty. This reduces the manual effort required for surveys and increases the accuracy of results. Moreover, Hubert.ai

enables real-time adjustments in teaching methods by providing timely reports. Its data performance method makes it an essential tool for quality guarantee in education.

Ivy.ai: specializes in administrative communication within educational institutions. It provides immediate answers to questions related to admissions, scholarships, financial aid, and student services (Marr, 2024). This chatbot reduces the waiting time for students by automating repetitive questions that would otherwise overcome administrative work. Universities adopting Ivy.ai report greater efficiency in communication and improved student satisfaction. Its design allows customization to meet the specific needs of each institution. Consequently, Ivy.ai plays a vital role in streamlining processes and enhancing the student experience in higher education.

III.III Effectiveness of Chatbots Resolving Doubts

The effectiveness of chatbots in resolving student doubts has been increasingly recognized in recent educational research. The integration of AI tools not only facilitated students' ability to manage new technologies but also deepened their understanding of prospective methods. Importantly, students strengthened three essential soft skills: communication, critical thinking, and logical-methodological reasoning (Michalon & Camacho, 2021). This suggests that chatbots, beyond providing immediate answers, can contribute to broader cognitive and professional development. The interactive nature of these tools creates

opportunities for learners to practice formulating questions clearly and to evaluate responses critically, fostering skills that extend beyond the classroom.

At the same time, the role of chatbots becomes even more relevant when considering the limitations of remote education. Camacho. et, al. (2023) found that while most professors evaluated online teaching positively, they still preferred face-to-face instruction due to the lack of personal interaction and the prevalence of distractions. In this context, chatbots can mitigate some of these challenges offering a consistent and accessible channel for student support providing immediate clarification and guidance. Chatbots reduce dependency on synchronous teacher availability and help maintain student engagement. Even though they cannot entirely replace human interaction, they serve as an effective complement that strengthens communication and reduces the negative impact of distance learning.

IV. Description of Activities / Organized into the 3 modules

MODULE I: Online Foreign Languages Teaching

Module I took place from March to May 2025, a variety of topics were developed such as the fundamentals of online education and its application on the English language teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like Teams or Meet for synchronous activities.

Participants had the opportunity to learn and put knowledge into practice through the following activities.

Activity 1: Discussion Forum.

The purpose of a discussion forum is to provide an online platform for people to exchange ideas and share information creating a space for both collaborative learning and community building. For this activity, participants learned about the theories of learning like: behaviorism, cognitivism, constructivism, etc., applied to virtual education through an interactive discussion, sharing ideas and getting a deeper understanding on how learning theories occur and how they can be applied taking into consideration that when it comes to a virtual environment learning can happen in synchronous or asynchronous way.

Activity 2: Infographics.

The infographics are used to communicate information, data, or knowledge quickly, clearly, and engagingly using visual elements like charts, graphs, and illustrations. Infographics help to improve comprehension and retention of complex information, making it easier for audiences to understand and digest content.

For the second activity, participants had to create an infographic that included information about Moodle and one more Learning Management System (LMS). After having analyzed the information, they had to select the features of the Platforms, uses, resources that can be used on those platforms including the most important aspects about Learning Management Systems (LMS).

Activity 3: Create a virtual classroom

For the third activity, using Google Classroom, participants created an English course. It was developed in groups of three. Participants selected an English subject, for example: Phonetics, Literature, Linguistics, Compositions etc. Then, in each course, they posted their class. Based on the respective subject, participants chose a topic to develop different activities in google classroom like: Forums, assignments, quizzes, and provide additional material about the topic.

The group added three or four participants from the same course that were going to be the students who were going to develop the activities. Then in class the group members had to present their course with their peers in a live class, describing what are the elements that composed their class and the purpose that each activity had.

Activity 4: Demonstrative class on MEET

For the fourth activity, participants planned a short class that was conducted through Google Meet, using tools and resources from the Web they prepared a dynamic class for the rest of the students to participate in a synchronous class. The purpose of the activity was to work collaboratively to create a meaningful learning experience. According to the selected topic, students used four resources like: short videos, images, short readings, PPP or Google Slides, a tool from the Web, and carry out some of the activities using the tools provided by Google Meet like: Polls, Screen sharing, Backgrounds and effects. Then each member of the team presented his or her corresponding part of the class.

MODULE II: Educational Applications for Learning a Foreign Language.

Module II, took place from June to July 2025, it provided a comprehensive overview of the theoretical foundations and practical applications of technology in foreign language education. The module focused on leveraging a variety of technological tools to create engaging and effective virtual learning environments. Key concepts such as the integration of artificial intelligence and immersive learning were explored to understand their potential in fostering interactive and dynamic educational experiences. A range of specific digital tools were utilized throughout the course, including Liveworksheets, PowToon, Nearpod, Padlet, Classrooms, Gamma, Narakeet, and CoSpaces Edu, each contributing to the practical application of the theoretical concepts discussed. Participants put knowledge into practice through the following activities:

Activity 1: Liveworksheets.com Demonstration

For this activity, participants created a video tutorial to explain how to use Liveworksheets.com. The video was made using a webcam and screen sharing, directly demonstrating the tool's features, such as converting traditional worksheets into interactive exercises with self-correction capabilities. This exercise highlighted the importance of creating practical resources for both teaching and independent study, providing immediate feedback and reinforcing concepts.

Activity 2: Video and AI Tool Research

The second activity involved two parts: creating a video with PowToon and researching AI-powered tools for educators. The objective was to elaborate a video

that effectively synthesized the most important aspects of a chosen topic, specifically focusing on the findings of their research on AI tools. This task went beyond simple video creation, requiring individuals to conduct a thorough search for emerging technologies and evaluate their potential for use in education. This project helps individuals learn how to create digital content, while the research part encourages them to think critically about new technologies and their potential to enhance teaching, such as personalizing content or automating administrative tasks.

Activity 3: Application of Tools in Language Teaching

This activity focused on using different digital tools to teach a foreign language. Participants were tasked with designing and leading a class session, using a variety of resources to support the learning process. The selection of tools aimed to address different pedagogical needs, from delivering content to managing learner interaction. Examples of activities included using collaborative boards like Padlet for brainstorming vocabulary, creating dynamic presentations with Nearpod to engage learners, and managing the lesson flow with Classroom. The main goal was to put theoretical ideas into a real teaching situation. This exercise is essential for developing the skills needed to manage a classroom and use technology to facilitate interaction.

Activity 4: CoSpaces Edu Project

The final activity was a group project using CoSpaces Edu, a platform for creating 3D virtual spaces and augmented reality experiences. The goal was to

create an interactive video designed for presentation. This task required individuals to collaborate in groups to develop a project from conception to execution, with the final product being a live demonstration of their work. This activity improved teamwork skills and the ability to create immersive 3D content. The interactive nature of the video allowed the audience to navigate and engage with the content in a more dynamic way than traditional video.

MODULE III: Design of Didactic Materials for Virtual Environments

Module III took place from August to October 2025; participants learned how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. At the beginning of the Module students learned about Multimedia resources for virtual environments which include texts, graphics, audio (like podcasts), video (lectures, animations), and interactive components such as quizzes and simulations.

Students had the opportunity to learn and put knowledge into practice through the following activities.

Activity 1: Podcast

In this activity students planned and write a script for an educational audio, then using Adobe Podcast students recorded audios that sound accurate and capture the audience's attention, after doing that students hosted their audios in SoundCloud to make them public so that anyone can listen to them.

This was individual work, participants took into account that their script had to be prepared including objectives, audience, name of the Podcast and subtopic

to be presented. Students used different resources to make the audio more interesting like the use of background music with the audio and add a personalized image in Soundcloud

Activity 2: Creation of an interactive image

Students created an interactive image using Genially and used the different features that the tool provides like: audios, interactive elements, text, pages to present your content. The image included information about the subtopic selected from previous activity.

Activity 3: Drafting the Written Report

The initial task of this stage was the drafting of a written report, an activity that required the consolidation of theoretical and practical knowledge acquired in the previous modules. This activity not only evaluated the participants' ability to synthesize information but also to structure a formal document that served as an initial blueprint for the final work. Drafting the report involved organizing ideas, formulating arguments, and correctly presenting concepts, thereby laying the groundwork for the development of a more comprehensive document. It was a fundamental exercise to ensure that participants had a clear understanding of the specialization before proceeding to the final version of the report.

Activity 4: Creating a Google Presentation

As an integral part of the evaluation, participants created a presentation using Google Presentations. This activity focused on applying principles of visual design and effective communication. Beyond simply transferring text to slides, it

required participants to strategically select and organize information, using graphic elements to complement and reinforce key points. The presentation served as a visual companion to the written report, demonstrating the ability to summarize complex information in a dynamic and visually appealing format. This task was crucial for developing communication skills that are applicable in a wide range of professional contexts.

Activity 5 Creating a Video

The production of a video was one of the more dynamic tasks, designed to evaluate the participants' ability to communicate ideas through an audiovisual medium. The activity centered on the practical application of video creation fundamentals, from the conception of the script to the final editing. Participants were required to use this format to present their work in a creative and compelling manner, which involved careful planning, the use of editing tools, and the integration of visual and sound elements to capture the viewer's attention. The video solidified itself as a key piece for demonstrating mastery of the module's topics in an innovative way.

Activity 6: Writing the Written Report (Final Version)

The culmination of the writing process was the submission of the final version of the written report. This crucial final task required a complete review and a deeper exploration of the initial draft, incorporating corrections, expanding sections, and ensuring the coherence and consistency of the entire document. The final report was a demonstration of the participants' ability to produce a complete

and polished academic work, evidencing a deep and consolidated understanding of the concepts from all three modules. It was the final document that attested to the successful completion of the specialization's requirements

Activity 7: Live Defense of the Integrative Task

The participants defended the integrative task. This final activity was the last opportunity for participants to demonstrate their command of the topics in an oral and live setting. It not only evaluated their knowledge of the report and video content but also their ability to defend their arguments, answer questions clearly and articulately, and present the results of their work in a confident and professional manner. The live defense was an essential exercise for developing public speaking and critical thinking skills under pressure.

Activity 8: Submission of the written report (Final version)

During this activity, the participants reviewed their working drafts, integrating all prior feedback and corrections. The key focus was to transform the preliminary version into a formal written academic report by ensuring the use of professional, clear, and grammatical correct English. Culminating in the submission of the final version of the written report.

V. Achievements

During the specialization course in the Administration of Virtual Environments for Foreign Language Teaching and Learning the participants developed valuable skills for designing and managing virtual environments, understanding the purpose that learning theories have and also exploring the multiple Learning Management Systems that can be used for a meaningful learning implemented in both synchronous and asynchronous modality.

Throughout the process, participants learned the importance that technology has and how to manage different tools that can help us prepare dynamic and interactive classes such as: Google Meet, Google Classroom, PowToon, Narakeet, Gamma, Padlet, etc. Attendees also had meaningful experiences through the complementary activities that were developed to facilitate and encourage collaborative work like: forums, live practice sessions and group projects.

Finally, these experiences allowed them to strengthen both technological and pedagogical skills, getting the respective confidence and knowledge to continue innovating in virtual education. Individuals are now sure that next time they create a course or a class, they are prepared to apply all strategies learned in

future virtual language teaching contexts to have a more effective learning experience.

VI. Conclusions

After reviewing the theoretical framework, several key points emerge regarding the use and impact of chatbots in education. These conclusions highlight the main findings and insights derived from the analysis, providing an overall understanding of their role, benefits, and limitations.

Chatbots have increasingly become essential tools in modern education due to their capacity to provide immediate support, reminders, and guidance to students. By facilitating fast access to information and academic resources, they promote learner autonomy, self-regulated learning, and higher engagement, making them a valuable complement to traditional classroom instruction and institutional processes.

Despite their benefits, chatbots are limited in their ability to fully replace human educators. They are most effective in addressing repetitive or low-complexity inquiries, but they cannot adequately replicate critical reasoning,

empathy, or nuanced contextual support, highlighting the importance of human interaction in educational environments.

The use of chatbots contributes to the development of essential soft skills among students, such as effective communication, critical thinking, and logical-methodological reasoning. By interacting with AI systems, learners are encouraged to formulate questions clearly, evaluate responses critically, and engage in reflective problem-solving, extending the impact of learning beyond the classroom. Various types of chatbots, including ChatGPT, Gemini, Jill Watson, Hubert.ai, and Ivy.ai, illustrate the versatility of AI in education. They serve multiple roles, from tutoring and language practice to administrative communication and feedback analysis, demonstrating how artificial intelligence can enhance both academic and institutional processes in diverse educational contexts.

Concluding the Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning the pupils learned how to combine theory and practice in a meaningful way. Through each module, they studied learning theories and explored the important role that technology has in education. Developing multiple activities allowed them to get experience in creating virtual classrooms, for synchronous and asynchronous learning, and designing innovative didactic materials.

VII. Recommendations

For the authorities of the Schools of Arts and Sciences

Technology in the Schools of Arts and Sciences offers unique opportunities for the development of teaching and research. Here are some suggestions:

Implementing AI tools for textual analysis. Introducing artificial intelligence for textual analysis can transform the way students and faculty engage with historical, literary, and philosophical works. These tools can analyze vast amounts of text to identify patterns, themes, and connections that are difficult to discern through manual reading alone. This not only deepens research but also allows for a more comprehensive exploration of primary sources.

Creating workshops on AI ethics. As AI continues to occupy an ever-larger part of the cultural landscape, it's necessary for students in the humanities to have a baseline understanding of the ethics and implications of AI. A focused workshop might examine such pressing concerns as algorithmic bias, authorship in the age

of AI, and the impact of the technology on human creativity. This serves as a foundation for how students engage with technology in a diversified, and critical manner.

Integrating virtual and augmented reality. In the cases of art history, archaeology, or cultural studies, augmented reality (AR) and virtual reality (VR) can be used to foster an immersive learning environment. A feature like this enriches learning by making it interesting and interactive, by bringing visually remote or abstruse phenomena into the class room.

Recommendations for the Department of Foreign Languages.

Technology can allow the student to become more fluent in speaking and more culturally aware. As a group who participated as part of a specialization course we have some suggestions for the Department of Foreign Languages.

Leveraging AI-Powered language tutors. AI-powered language tutors could immediately analyze pronunciation, grammar, and syntax to provide students with instant, personalized feedback. Such tools provide a safe environment for the students to train their conversational skills outside the class and share responsibility for their learning by supporting them to become confident conversationalists. It can take each student at his own pace, and meet the specific needs of each one.

Immersive learning environments. Rather than a gamified environment, this works on creating a complete language learning environment rather than boring

points and leaderboards. By engaging with interactive simulations, VR and role-play scenarios, students can practice their language skills in a real-world context in a fun and challenging way, which can improve retention and confidence in their fluency.

Regularly updating course content. A regular course content review process should be introduced by the department to reorder all materials. Language and culture are dynamic and it is important to include new vocabulary, recent events, and present- day cultural references. This keeps the curriculum exciting and engaging for students and prepares them to use the language in the real world.

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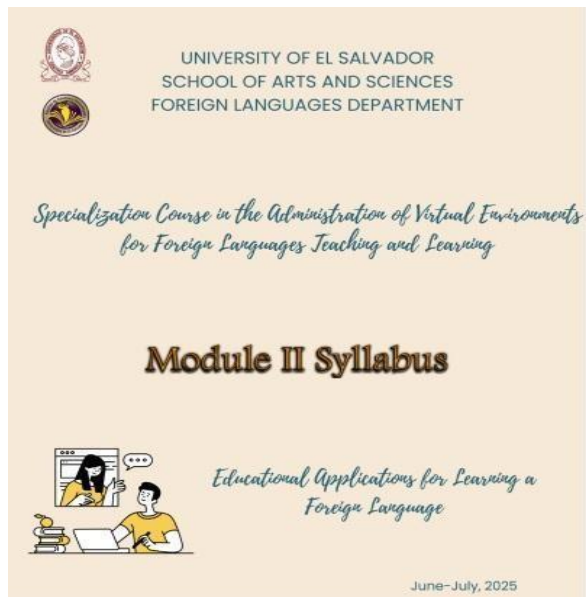
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IX. Appendices

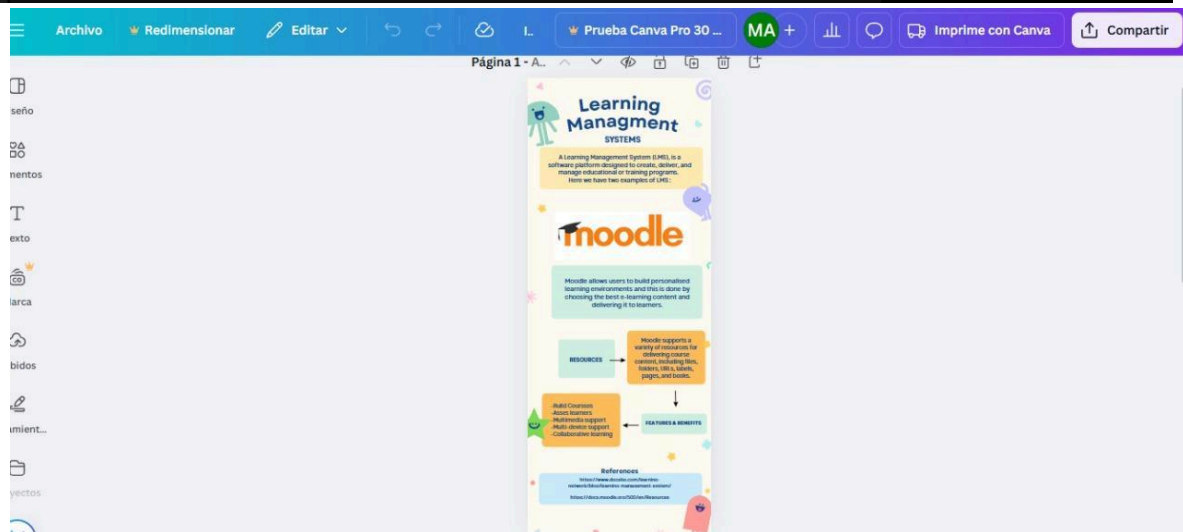
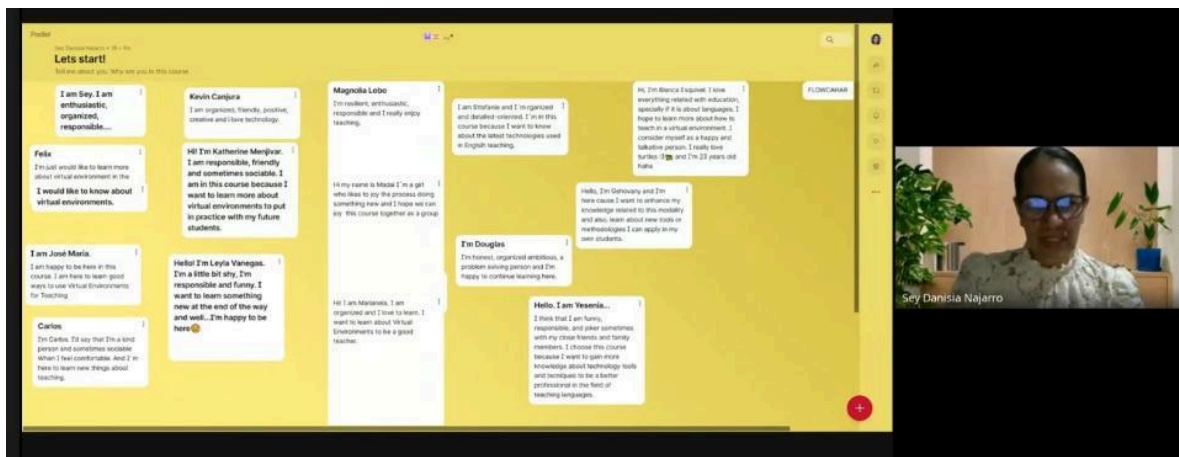


I. GENERAL INFORMATION

1.1 Module 1:	Online Foreign Languages Teaching
1.2 Code:	EDH114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	March-May 2025
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	54 Hours
1.11 Professor:	MEVA. Sey Danisia Najarro de Alvarado

1. GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	August – October 2025
1.7. Major Academic Unit:	Foreign Languages Department
1.8. School:	School of Arts and Sciences
1.9. Module Term:	8 Weeks/ 2 Months
1.10. Hours per Module:	54 Hours
1.11. Professor:	MEVA. Sey Danisia Najarro de Alvarado



Classroom > Online Educators

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WELCOME to Phonetics

Online Educators

Enlaces rápidos
 + Añadir enlace

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 Unírme
 Visible para los alumnos

Código de clase

Anuncia algo a tu clase

Evelyn Madeline Henríquez Arévalo
 3 may (Última modificación: 13 may)

Welcome to our Phonetics class!
 We are excited and grateful to have you here. Through this space, you will have the opportunity to learn about the sounds of English to improve your pronunciation and listening skills.

In this platform you will find materials, exercises, and activities to practice that will help you improve. We are here to support you, feel free to share your opinions and if you have questions do not hesitate to ask us.

We wish you the best in your learning journey.
 Sincerely,

Home Feed Library Search Upgrade now For Artists Upload

Evelyn Madeline Henríquez Arévalo

Your Insights Station Share Edit

Highlight your best tracks and playlists: put them in Spotlight so that your audience will find them first when they visit your profile.

0 0 1

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Evelyn Madeline Henríquez Arévalo
 Grammar bites- Simple Present tense - August 26, 2025
 # Learning

1 month ago

Write a comment

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Language: English (US)

More uploads means more listeners.

Understanding te...
 why pedagogical...
 the natu...

- Student unde...
- Knowledge of...
- Classroom ma...

Martha Batres

Farewell video - Fernando Nuñez

7 vistas hace 7 días ... más

tres Lainez

Detalles del vídeo

Deshacer cambios Guardar ⋮

Título (obligatorio) ⓘ
Educational video Leonardo Figueroa

Descripción ⓘ
Musica usada de google vids library

Musica: Confident Day
Cantante: Nesterouk

Miniatura
Usa una miniatura que destaque y capte la atención de los usuarios. [Más información](#)

Subir archivo ⓘ Generar automáticamente Probar y comparar

Enlace del vídeo
<https://youtu.be/7iTKWL8a3n8>

Nombre del archivo
Vídeo sin título.mp4

Calidad del vídeo
SD HD

Visibilidad
Oculto

YouTube SV Buscar 🔍 🎤

Evelyn Madeline Henríquez Arévalo
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Farewell message
4 visualizaciones · hace 6 días

KEY ASPECTS - (Sttefanie)

The diagram illustrates the 'Essential Aspects of Synchronous Learning' through a central hub and three surrounding nodes:

- Real-Time Interaction**: Represented by a blue circle with a speech bubble icon, leading to the text 'Immediate Feedback from the Instructors and Peers'.
- Well-structured Classes**: Represented by an orange circle with a classroom icon, leading to the text 'Well-structured Classes'.
- Direct Communication**: Represented by a yellow circle with a communication icon, leading to the text 'Direct Communication'.

Supporting images on the left include a video call grid, a man's face with the text 'You just got [FEEDBACK]ed', and a person working on a laptop with the text 'Instruction'.

Video call participant: Sttefanie Garcia Hernandez

The screenshot shows the 'Classroom' interface for a class named 'Vacations'. The left sidebar lists navigation options: Home, Calendar, Resources, Teaching, To review, g 1, Vacations (selected), Testin, 7th grade VLE, 4, Enrolled, To-do, and Knowledgeables.

The main content area is divided into 'Stream', 'Classwork', 'People', and 'Grades' tabs. The 'Stream' tab is active, displaying a welcome message from 'welcome-3-16457.gif' and a comment input field. Below are three announcements:

- Jose Maria Argueta Pineda posted a new assignment: Vacations Collage (Apr 22 (3:04pm Apr 22))
- Mariela De La Cruz Bricuela Osorio posted a new question: What did you do on last vac... (Apr 22 (3:04pm Apr 24))
- Mariela De La Cruz Bricuela Osorio posted a new material: VACATION TIME! (Apr 22 (3:04pm Apr 22))

Video call participant: Jose Maria Argueta Pineda