

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



TOPIC:

“USING ARTIFICIAL INTELLIGENCE TO CREATE AND ADMINISTER ASSESSMENTS AS WELL AS PROVIDE AUTOMATED FEEDBACK”

PRESENTED BY:

SARA SARAI ALVARENGA CARBAJAL (AC16095)

IN ORDER TO OBTAIN THE DEGREE OF:

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

ZULEYMA OLIVIA ALVARADO CORNEJO (AC18008)

INGRID THAMARA PÉREZ SOLORZANO (PS19020)

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

LAST REPORT FROM THE SPECIALIZATION COURSE

“ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR FOREIGN LANGUAGES TEACHING AND LEARNING”

**MAESTRA SEY DANISIA NAJARRO DE ALVARADO
SPECIALIZATION PROFESSOR**

**LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS, MsE.
GENERAL COORDINATOR OF THE GRADUATION PROCESS**

**CIUDAD UNIVERSITARIA, DR FABIO CASTILLO FIGUEROA, SAN SALVADOR CENTRO,
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HEAD OF GRADUATE SCHOOL

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MAESTRO JOSÉ ISRAEL OLIVA
HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS, MSe.
GENERAL COORDINATOR OF THE GRADUATION PROCESS

MAESTRA SEY DANISIA NAJARRO DE ALVARADO
SPECIALIZATION PROFESSOR

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ABSTRACT

This report investigates the application of artificial intelligence (AI) in the development and administration of assessments, along with the provision of automated feedback in educational contexts. As educational systems increasingly embrace technology, AI presents a transformative opportunity to enhance assessment practices and student engagement. The report begins by outlining the foundational principles of AI in education, particularly its role in creating adaptive assessments that respond to individual student needs. By employing algorithms that analyze learner behavior and performance data, AI systems can generate customized quizzes and tests that adjust in complexity and focus based on real-time analysis. This adaptive capability not only fosters a more personalized learning experience but also allows educators to identify and address knowledge gaps efficiently. The second section of this work provides an overview of the activities carried out during the three modules of the specialization course. It also highlights the achievements of the participants in terms of the apps, devices, software, websites, and resources explored throughout the modules.

Key words: artificial intelligence, assessment, automated feedback, virtual education.

RESUMEN

Este informe investiga la aplicación de la inteligencia artificial (IA) en el desarrollo y la administración de evaluaciones, junto con la provisión de comentarios automatizados en contextos educativos. A medida que los sistemas educativos adoptan cada vez más la tecnología, la IA presenta una oportunidad transformadora para mejorar las prácticas de evaluación y el compromiso de los estudiantes. El informe comienza esbozando los principios fundamentales de la IA en la educación, en particular su papel en la creación de evaluaciones adaptativas que respondan a las necesidades individuales de los estudiantes. Mediante el empleo de algoritmos que analizan el comportamiento del alumno y los datos de rendimiento, los sistemas de IA pueden generar cuestionarios y pruebas personalizados que se ajustan en complejidad y enfoque en función del análisis en tiempo real. Esta capacidad de adaptación no sólo fomenta una experiencia de aprendizaje más personalizada, sino que también permite a los educadores identificar y abordar eficazmente las lagunas de conocimiento. La segunda sección de este trabajo ofrece una visión general de las actividades realizadas durante los tres módulos del curso de especialización. También destaca los logros de los participantes en cuanto a las aplicaciones, dispositivos, software, sitios web y recursos explorados a lo largo de los módulos.

Palabras claves: inteligencia artificial, evaluación, retroalimentación automatizada, educación virtual.

I. INTRODUCTION

Education has undergone significant transformation in recent decades, driven by the digital revolution and advancements in technology. This evolution has accelerated even further in the recent context, where the COVID-19 pandemic has led to a massive adoption of online learning platforms. In this new educational landscape, the need for more efficient and personalized assessment methods has become imperative. Traditional assessments, often limited by time constraints and their ability to adapt to individual student needs, have highlighted the urgency of exploring new alternatives.

Artificial intelligence (AI) emerges as a promising solution in this area, offering the ability to create and administer assessments quickly and accurately. Through the capacity to analyze large volumes of data, AI not only facilitates instant feedback but also enables adaptive learning that caters to the unique characteristics of each student. However, the implementation of AI tools in the educational process is not without challenges. The lack of teacher training, ethical concerns regarding data privacy, and the need to ensure fairness in assessments are some of the obstacles that must be addressed.

It is essential to recognize that, rather than replacing educators, AI has the potential to transform their roles in the classroom. By allowing teachers to focus on instruction and individualized support for students, artificial intelligence can enrich the educational process and enhance learning outcomes. This research aims to explore the impact of AI on the creation and administration of assessments, as well as the provision of automated feedback, with the objective of identifying its benefits, challenges, and the potential it offers to transform assessment practices in educational settings.

In general, this report focuses on exploring the creation and administration of assessments, as well as the provision of automated feedback based on artificial intelligence. It provides an overview of the topics covered and the activities carried out by students throughout the specialization course. The report aims to offer valuable insights for future educators within our faculty, supporting them both during their specialization and throughout their teaching careers. By leveraging modern tools, they will be better equipped to capture students' attention, enhance participation, and ultimately improve their comprehension and application of the target language. These advancements are crucial not only for academic success but also for their future professional development. Additionally, this report includes an overview of the general achievements from the course, along with recommendations for the authorities of the University of El Salvador and those of the specialization course.

II. OBJECTIVES

GENERAL OBJECTIVE

To explore the impact of artificial intelligence in the creation and administration of assessments, as well as the delivery of automated feedback, in order to identify its benefits, challenges, and potential to transform assessment practices in educational settings.

SPECIFIC OBJECTIVES

- To present an overview of the contents covered and the activities conducted throughout the specialization course.
- To understand in more detail the importance and use of artificial intelligence in creating and administering assessments in modern education, as well as providing automated feedback.

III. THEORETICAL FRAMEWORK

In recent years, the use of Artificial Intelligence (AI) has gained significant traction, not only in fields like robotics and computer science, but also across various industries such as healthcare, finance, entertainment, and notably, education. To explore how AI plays a fundamental role in creating and administering assessments and providing automated feedback, this framework will focus specifically on its application in the educational sector.

WHAT IS ARTIFICIAL INTELLIGENCE?

Artificial Intelligence (AI) is commonly understood as the capacity of machines to execute tasks that usually require human intelligence, including voice recognition, decision-making, and understanding natural language. According to IBM, AI encompasses several subfields, such as machine learning, which enables computers to learn from large datasets without being explicitly programmed, and deep learning, which leverages neural networks to analyze massive amounts of data (IBM, n.d.).

Similarly, Microsoft defines AI as "the simulation of human intelligence processes by machines, especially computer systems." These systems can perform cognitive functions like learning and problem-solving, allowing them to adapt and improve their performance over time.

ARTIFICIAL INTELLIGENCE IN EDUCATION

Although the concept of Artificial Intelligence is not new, its recent growth and increased use in various fields have been remarkable. In education, one of the primary

challenges is to continue innovating by incorporating new techniques and teaching methods that enhance the learning process. As a result, educators have increasingly integrated AI-powered tools into academic processes, recognizing their significant potential to improve education.

AI is becoming a critical asset in modern classrooms. According to the blog "*Top 10 AI Assessment Tools for Educational Institutes*," 60% of educators now rely on AI tools, with younger teachers being the most likely to adopt these technologies. AI has established a firm foothold in education through specialized assessment tools that not only grade assignments but also provide detailed feedback on student performance (Hey, A., 2024).

Moreover, as Chen et al. (2020) note, AI is revolutionizing education by optimizing teaching and learning processes. It promotes a more personalized approach, enabling teachers to tailor their methods and materials to meet the individual needs of students. This personalized feedback and adaptability enhance the educational experience, fostering more effective learning outcomes.

DEFINING AI IN EDUCATION

A key starting point is understanding how AI is defined in academic contexts. According to Chen, L., Chen, P., & Lin, Z. (2020), Artificial Intelligence refers to the field of study and the resulting innovations that have led to machines, computers, and other systems developing human-like intelligence. This is characterized by cognitive abilities such as learning, adaptability, and decision-making.

THE ROLE OF AI IN EDUCATION

According to Ahmad et al. (2021), in their article, *Artificial Intelligence and Its Role in Education* (2021), artificial intelligence (AI) has significantly transformed the education sector, a shift that has been accelerated by the COVID-19 pandemic. The adoption of AI in education has intensified in recent years, reshaping both the way teachers and students interact and the overall learning experience. AI plays a crucial role in improving access to education, enhancing communication between teachers and students, and offering personalized learning experiences. Unlike traditional approaches, AI-driven systems continuously analyze each student's learning history, assessing weaknesses and suggesting personalized learning paths based on their pace, goals, and areas for improvement.

One of the most impactful roles of AI is in providing personalized tutoring through applications such as chatbots and speech recognition tools. These AI tools offer students support beyond the classroom, helping them address knowledge gaps at any time from anywhere. This alleviates some of the burden on teachers, who often have limited time to provide individual assistance. Additionally, AI addresses the issue of timely responses by answering frequently asked questions instantly, reducing frustration from long delays in feedback. AI also supports teachers in handling repetitive tasks, allowing them to focus more on student interaction (Ahmad et al., 2021).

Perhaps one of the most remarkable aspects of AI is its universality. With access to the internet and the appropriate technology, students can engage with educational resources from any location at any time. AI systems have also resolved barriers related

to accessibility, health, and environmental factors, which previously hindered the acquisition of education. In summary, the key roles of AI in education include automating both administrative and academic tasks, personalizing learning, creating smart content, and offering 24/7 accessibility to educational resources (Ahmad et al., 2021).

BENEFITS OF USING AI IN EDUCATION

Artificial intelligence is a tool that can be used in different areas of life, but specifically in education, it has had a significant impact. According to Pathak (2024), the benefits of AI in education are numerous, including:

- Providing personalized learning experiences.
- Assisting teachers with grading.
- Facilitating administrative tasks for teachers.
- Systems that adapt to the learning pace of each student.
- Adaptation to the different learning styles of each student.
- Providing valuable information on students' progress and challenges.

These benefits illustrate the transformative potential of AI in the educational landscape, enabling more individualized and effective learning experiences.

AUTOMATION OF ASSESSMENTS

The traditional process of creating and grading exams has been labor-intensive and prone to human error. However, AI automates these processes, increasing efficiency and accuracy in student assessment (Chen, Chen, & Lin, 2020). AI-based systems can generate tests tailored to each student's skills and knowledge, leading to more precise and fair evaluations. Additionally, automated grading not only reduces the workload for educators but also eliminates potential biases or mistakes that can arise from manual evaluation.

ADAPTIVE AND PERSONALIZED ASSESSMENTS

One of the main advantages of AI in assessments is its ability to personalize tests according to each student's progress. As noted by Chen et al. (2020), adaptive assessments adjust questions in real-time based on student performance, allowing students to receive an exam appropriate to their level of competence. This adaptive approach not only improves the quality of the assessment but also optimizes the learning experience.

IMMEDIATE AND AUTOMATED FEEDBACK

Immediate feedback is another key benefit of AI implementation in assessments. According to Chen et al. (2020), AI systems can provide detailed feedback in real-time, allowing students to correct their mistakes instantly and improve their understanding of the concepts being assessed. This automated feedback adapts to the individual

responses of students, providing specific and personalized comments. This type of feedback is crucial for promoting active and continuous learning.

CHALLENGES OF USING AI IN EDUCATIONAL ASSESSMENT

Although AI-powered tools bring many advantages to educational assessment, they also present certain challenges that require careful consideration. According to Owan et al. (2020), some of the most prominent challenges include the following:

- 1. Lack of stakeholder participation in the development of AI tools:** The absence of participation from educators, students, parents, and other key actors in the design of AI tools can hinder their adoption. Tools that are not designed with input from these stakeholders may not meet the specific needs of the educational system, leading to a lack of relevance and usage in classrooms. As noted by Luckin and Cukurova (2019), AI developers often lack knowledge of learning sciences and sufficient pedagogical understanding to successfully integrate AI into teaching. This results in the frequent neglect of teachers' expectations, who are the primary users of these technologies (Cukurova & Luckin, 2018).
- 2. Lack of transparency:** One of the main challenges is the lack of clarity regarding how AI algorithms reach their conclusions, making it difficult for educators to assess the accuracy and fairness of the evaluations.
- 3. Bias:** AI algorithms can be biased, resulting in inaccurate and unfair assessments. This occurs because AI systems depend on the data they are trained on. If that data is biased, the results will be as well.

- 4. Lack of human interaction:** The use of AI in educational assessment can reduce human interaction, which is essential for capturing nuances that can only be perceived through personal interaction, potentially negatively affecting students' learning experiences.
- 5. Limited scope:** AI tools typically focus on assessing lower-order cognitive skills, such as knowledge and comprehension, but are less effective at evaluating areas like critical thinking, creativity, and problem-solving. Furthermore, due to their inanimate nature, they may not be well-suited to assess affective attributes or psychomotor skills, necessitating teacher intervention to supplement evaluations in these areas.
- 6. Ethical considerations:** The use of AI in educational assessment raises ethical concerns, such as data privacy and the risk of replacing human educators.
- 7. Limited understanding:** Many educators lack the technical knowledge necessary to understand how AI algorithm's function and how they impact assessment outcomes.
- 8. Inadequate training:** Educators need training to understand how to use the technology and accurately interpret assessment results. Without adequate training, assessments may be imprecise.
- 9. Integration with existing systems:** Integrating AI-powered assessment tools with current systems can be challenging. This requires investment in new technologies and ensuring that the tools work seamlessly with existing evaluation processes.

- 10. Cost:** The development and implementation of AI-powered assessment tools can be expensive, which may hinder equitable access to these technologies.
- 11. Resistance to change:** The adoption of these tools may face resistance from educators, students, and parents, who may distrust the technology or prefer traditional assessment methods.
- 12. Student motivation and engagement:** AI-powered assessment tools can affect student motivation and engagement, as students may perceive these evaluations as impersonal or become overly reliant on technology.
- 13. Standardization:** The focus on standardized testing that AI tools often have may not consider the diverse learning experiences of students, promoting a one-size-fits-all approach that may not be suitable for everyone.
- 14. Technical difficulties:** These tools require stable technological infrastructure. Issues such as internet outages or software malfunctions can disrupt the assessment process.
- 15. Data management:** AI tools generate large amounts of data that must be stored, managed, and analyzed, necessitating ensuring accuracy, security, and compliance with privacy regulations.
- 16. Feedback and support:** While AI tools can provide quick feedback, it may lack the level of personalization that students need to improve their learning. Educators must balance the benefits of rapid feedback with the need to provide meaningful comments that support student development.

ROLE OF TEACHERS IN ARTIFICIAL INTELLIGENCE-BASED ASSESSMENT

According to Owan et al. (2020), the role of teachers in AI-based assessment is crucial. Owan and his colleagues discuss several key points, including the design of assessments, the contextualization of results, and the interpretation of data generated by AI, among others.

- 1. Assessment Design:** Teachers are tasked with developing assessments and setting learning goals, ensuring that these align with curricular objectives.
- 2. Contextualizing Assessments:** Teachers can make assessments more relevant by providing context to the questions, increasing student engagement and understanding.
- 3. Interpreting Results:** While AI offers instant feedback, it is the teacher's job to interpret these results and provide tailored feedback based on individual student needs.
- 4. Continuous Improvement:** Teachers can use the data generated from AI assessments to refine their instructional strategies and address areas where students struggle.
- 5. Ethical Use:** Teachers ensure that AI assessments are used ethically, safeguarding fairness, reliability, and the protection of student data.
- 6. Providing Personalized Feedback:** Beyond automated responses, teachers can offer in-depth feedback that helps students understand their strengths and areas for improvement.
- 7. Individualizing Instruction:** Teachers can leverage AI-generated data to personalize learning for students who need additional support in specific areas.

- 8. Monitoring Progress:** By using AI to track student progress over time, teachers can identify trends and adjust their teaching methods as necessary.
- 9. Encouraging Critical Thinking:** AI assessments may measure knowledge, but teachers play a critical role in fostering critical thinking by prompting students to reflect on their answers and the feedback they receive.
- 10. Ensuring Accuracy:** Teachers are responsible for verifying the accuracy of AI assessments, ensuring that the data is valid and relevant, and addressing any potential errors.

AI-POWERED ASSESSMENT TOOLS

The use of various AI-driven tools has revolutionized the way educators create and manage assessments. Below are some of the most popular platforms:

- **Questionmark:** Teachers can use this AI-powered tool to create and analyze online assessments. Its predictive analytics identify areas where students need help, allowing teachers to adjust lesson plans accordingly for better academic outcomes.



- **Hurix:** This tool enables digital creation and evaluation with AI-based grading systems. It offers personalized tasks such as multiple-choice questions, true/false, and other options, providing flexibility in online assessments.

hurixdigital

- **Gradescope:** It helps teachers manage assessments, generate educational projects, and analyze student work using AI-assisted grading. This tool reduces grading time and offers detailed performance analytics.



- **Grammarly:** Grammarly aids both teachers and students in correcting writing, particularly in EFL (English as a Foreign Language). It identifies punctuation, spelling mistakes, and grammar issues, providing detailed feedback on writing quality (Ghufron & Rosyida, 2018).



- **Blackboard Learn:** It is a platform that works with AI. Blackboard Learn supports teachers in the creation and supervision of assignments, quizzes, among others. It includes a tool that allows teachers to provide immediate feedback and allows them to manage the work and progress of students.



The integration of artificial intelligence in the creation and administration of assessments marks a significant advancement in educational practices, offering various benefits such as increased efficiency, personalized feedback, and enhanced student engagement. However, this transition also brings forth challenges that must be addressed. One of the primary concerns is the potential for over-reliance on technology, which may undermine the critical thinking skills and creativity that traditional assessment methods foster. Furthermore, issues such as data privacy, algorithmic bias, and the digital

divide can pose significant barriers to the equitable implementation of AI tools in education.

Despite these challenges, the role of teachers remains essential in navigating this new landscape. Educators must be equipped not only to utilize AI tools effectively but also to critically evaluate their impact on student learning. They play a pivotal role in ensuring that AI assessments are designed with clarity, context, and ethical considerations. By embracing their role as facilitators, teachers can guide students through the complexities of AI-enhanced learning environments while fostering critical thinking and creativity. Ultimately, the successful integration of AI in education relies on a collaborative approach, where technology and pedagogy work hand in hand, allowing educators to adapt their teaching strategies to meet the evolving needs of their students while addressing the challenges posed by these new tools.

KEY TERMS:

1. **Artificial Intelligence:** The capability of computer systems or algorithms to imitate intelligent human behavior. (Merriam-Webster Dictionary, n.d.)
2. **Educational administration:** It is the study and practice of managing the resources, tasks and communications involved in running a school. (Masih, R., 2020)
3. **Assessment:** It refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (The Glossary of Education Reform, 2015)
4. **Automatization:** The technique of making an apparatus, a process, or a system operate automatically. (Merriam-Webster Dictionary, n.d.)
5. **Feedback:** Helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. (The Britannica Dictionary n.d.)
6. **Virtual learning:** It refers to an environment where students study a digital-based curriculum taught by instructors that lecture online via video or audio. This instruction can take place either in a self-paced (asynchronous) environment or in a real-time (synchronous) environment. (Coursera, 2023)
7. **AI powered tools:** An AI tool is a software application that uses artificial intelligence algorithms to perform specific tasks and solve problems. (Synthesia, AI Tool. n.d.)

IV. DESCRIPTION OF ACTIVITIES

Module I: “Online Foreign Languages Teaching”

The first module of the specialization course was carried out in two months. In this module, the fundamentals of online education and its application in English language teaching were presented. In addition, the importance of the use of an LMS (Learning Management System) in virtual teaching was taught, to learn how to set up a virtual classroom, allowing the creation of asynchronous activities in platforms such as Moodle, or the development of synchronous activities using platforms such as TEAMS or Meet.

To obtain meaningful results related to the topics presented in this module 1, students were allowed to practice creating virtual classrooms in Learning Management Systems available on the Internet.



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Weeks 1 and 2:

In week 1, information was presented about learning theories by Tony Bates, what these theories are, why they are important and how to apply them in a virtual learning environment, therefore, the following theories were discussed: Behaviorism, cognitivism, constructivism and connectivism, considering the teaching methods and how these theories can influence their use.

Furthermore, an interactive activity was carried out using Padlet where students were asked to answer the question: What are the advantages of the use of technology in an online class? The importance of collaborative work was fomented, so the group was divided into small groups to work on an activity which consisted of watching videos related to the topic of the class and then presenting the information to the whole class.

Week 2, the topic of asynchronous and synchronous teaching was developed, which involved collaborative work among students using Jamboard. For the understanding of this topic, information and videos were presented by the professor. Besides that, guidelines were given for the first evaluated task which was about "Forum discussion" where students had to participate by giving their answer to the question: Which theory(s) do you think influences the way foreign languages are taught online and why do you think so?

Weeks 3 and 4:

In week 3, information and videos were presented about Learning Management Systems (LMS), what it is, why it is important, among other information related to the topic. To understand more about LMS, a guided practice was conducted using the Moodle platform, where students created an educational space by selecting topics, images from Pixabay, YouTube videos, and information from a website and then uploading and organizing all the material in Moodle. At the end of the activity, the work done was presented to the whole class.

Week 4. At the beginning of the class, an activity was carried out with the participation of the whole group where they were asked to recap information about the

previous class since in week 4 they continued developing the topic about LMS. Information and videos about Edmodo were presented. In addition, students learned about infographics, what they are, how to use them, and to put into practice the knowledge acquired, the class was divided into different groups to create an infographic using the Canva platform. At the end of the activity, a member of each group presented the infographics created to the whole class.

Weeks 5 and 6:

Week 5, students learned how to use Classroom taking the role of teachers and how to have all the material organized in Classroom, so they watched a Youtube video. A practice using Classroom was carried out, for which different work groups were created and asked to perform different practice activities. The indications for the third evaluation of module 1 were presented.

Week 6, the class of this week was in charge of the students, since they would present the evaluated task that was assigned the week prior to this class. The activity consisted of each group of students, previously organized by the professor in charge, would present a virtual class in Google Classroom, for this the students were asked to follow certain indications and it would be that in the virtual class they would add at least 4 resources either videos, images, assignments, forums among other things, so that each member of the group would practice uploading different elements or resources in Google Classroom, then in the live class each student presented their part explaining the process of how to use Classroom to add the different resources that were used.

Weeks 7 and 8:

During the week 7 class, information about video conferencing platforms was presented. An activity was carried out in Meet, presenting the tools that the platform has, practicing using the Meet calendar, how to schedule students, create surveys, add backgrounds (visual effects), and the use of break out rooms.

In week 8, the last evaluated activity of module 1 was performed. During this session, students developed a short class presenting different topics using the Google meet platform and other didactic resources, putting into practice all the knowledge acquired from previous classes, specifically the use of Google meet tools to have a more active class with the help and collaboration of all students.

At the end of this class, the first module of the specialization course was successfully concluded, where students learned and put into practice information about LMS, among other relevant information for English language teaching.

Module II: “Educational Application for Learning a Foreign Language”

This module was focused on the conceptual foundations and the application of digital tools for teaching and learning a foreign language in an online format. Among the digital tools that were utilized for online instruction are Edpuzzle, Narakeet, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon.



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Weeks 1 and 2:

In the first class the professor presented the syllabus and explained what was about the whole course. Then, the students made groups of work to share ideas about what was their perspective of the future teachers by drawing, using the Google Work page. The groups of students presented and explained information of the pros and contras of technological tools, according to the point of view of each one. The facilitator explained the background of the uses of technology, as well as explained some of the current technological tools that teachers can use, emphasizing that no matter what the tool is, the teacher will always be the one in control of the tool.

During the second week, participants also learned how to identify the appropriate objectives based on the activities planned in the classroom and learned the importance of using technological tools for educational purposes such as Gamification used to get the student's attention.

Weeks 3 and 4:

In this dynamic class, students delved into a selection of cutting-edge educational tools designed to enhance teaching and learning experiences. Participants explored Edpuzzle, a platform that allows educators to create interactive video lessons, making content engaging and significant. Additionally, the class covered Narakeet, which enables the creation of video presentations with ease, integrating audio and visuals seamlessly. Lastly, learners examined Liveworksheets, an interactive platform for creating and sharing digital worksheets that provide instant feedback to learners. Through hands-on activities and discussions, educators could gain practical skills to effectively integrate these tools into their teaching strategies, fostering an engaging and interactive learning environment.

Weeks 5 and 6:

In this interactive class, participants explored a range of innovative technological tools designed to enhance classroom engagement and collaboration. They dived into Nearpod, a versatile platform that allows educators to create interactive lessons with real-time assessments and student participation. Next, students examined Padlet, a collaborative tool that enables students to share ideas and resources visually, fostering a vibrant learning community. Participants were also engaged with Kahoot, a game-based

learning platform that makes reviewing content fun and competitive through quizzes and polls. Additionally, they explored Powtoon, which offers a creative way to create animated presentations and videos, making lessons more dynamic and engaging. Finally, they looked at Classroomscreen, a versatile tool that provides a digital workspace for teachers, streamlining classroom management.

Weeks 7 and 8:

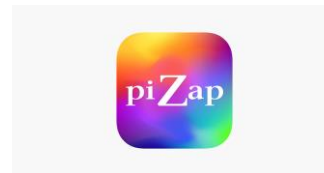
In this engaging class, students presented their lesson planning through interactive demo classes that showcased the use of various technological tools. Each student designed and delivered a lesson that integrated innovative resources, highlighting how these tools can enhance the learning experience. Participants demonstrated their proficiency with platforms such as Nearpod, Padlet, Kahoot, and others, effectively engaging their peers in the learning process. The online classroom buzzed with creativity as students collaborated, shared insights, and provided feedback on each presentation.

Module III: "Design of Didactic Materials for Virtual Environments"

The third module of the specialization course lasts 8 weeks (or 2 months). During this module, students had the opportunity to explore at least five web tools for designing educational materials, such as Audacity, SoundCloud, OpenShot, Google Sites, and Genially.



PhotoFunia



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Weeks 1 and 2

In the first class of the module, the teacher provided an overview of the activities planned for the entire module. Additionally, the fundamentals of Educational Multimedia Resources were explained. Students formed groups of three and selected topics for creating a website using Google Sites. Finally, they worked in teams to develop a presentation with embedded audio using Google Slides.

During the second class, the lesson focused on audio formats and podcasting. The facilitator presented videos and tutorials on how to use Audacity and SoundCloud. The

groups then continued working on their previous task which involved recording audio on their cell phones and inserting it into their Google Slides presentations. Afterward, they presented their work and received individual feedback. Once all presentations were completed, the lesson continued with a discussion on the advantages of podcasting in education, supported by examples and a podcast tutorial on creating one. Finally, the guidelines for the first graded activity were explained.

That week, the assignment was to create a podcast using Audacity and SoundCloud.

Weeks 3 and 4

In the third class, the instructor explained the importance of using images in education and discussed common image file formats. She also showed a video tutorial on how to resize images using a website called "Resize Images." Additionally, she introduced useful websites for downloading copyright-free images and demonstrated how to create collages using Pizap. Afterward, the students practiced by using the tools covered in class to create their own collages in Pizap, which they then presented. The educator continued by giving examples of interactive images in Genially and showing video tutorials on creating interactive images on the platform. Finally, she explained the guidelines for the interactive image task and for the written report covering the three modules of the specialization course. During this week, students worked on creating an interactive image in Genially.

In the fourth class, the teacher explained the steps for preparing a presentation, including how to choose appropriate background and font colors for slides. The class first

watched a video on the basics of color theory. Then, the instructor gave a presentation on typography, accompanied by a video explaining what typography is and how different fonts can be used. She also showed a tutorial on creating presentations in Google Slides. Afterward, everyone worked individually to create a presentation in Google Slides, applying what they had learned about images, audio, text color, background formatting, and links. Finally, some students presented their work, and feedback was provided. During this week, students worked on the draft of their written report.

Weeks 5 and 6

During the fifth class, the professor began by presenting a video tutorial on a tool called Photofunia, which is used for photo editing. She then gave the class time to practice, and some students shared their creations with the class. Afterward, the instructor introduced Google Sites by showing another video tutorial about its use. She allowed time for group practice, during which the students created websites using Google Sites and presented them to the class. Finally, she provided examples of websites and explained the guidelines for creating their own.

In the sixth class, the professor taught how to record good-quality videos with a cell phone through some video tutorials. Additionally, she showed some tutorials on video lighting and what to wear on camera. Afterward, she divided the class into three groups to work on a Google presentation, where each group had to create a presentation about the key points from the tutorials the students had watched earlier. Each group then presented their work. Finally, the professor introduced participants to video editing with a program called OpenShot and demonstrated its use by showing two video tutorials

Weeks 7 and 8

In the seventh class, the teacher covered the fundamentals of video production and showed video tutorials on video editors. Students then had a brief practice session using the OpenShot video editor. During this week, students worked on editing an educational video using OpenShot Editor.

In the final week, students submitted the final version of their written report for the specialization course, which covered all three modules. Additionally, during the live class, they presented their integrative task, which involved creating a Google Site linked to Google Classroom and participated in a live defense.

V. ACHIEVEMENTS OF THE SPECIALIZATION COURSE IN THE ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR FOREIGN LANGUAGES TEACHING AND LEARNING

Over the three modules, students demonstrated significant progress and mastery in using a variety of technological tools to enhance their learning and teaching experiences. Here are some key achievements:

1. Students acquired skills in organizing virtual classes using Google Classroom, including how to create discussion forums, share videos, assign homework, and enroll new students in a class.
2. Participants gained essential skills in utilizing various digital tools and platforms useful for gamification in online classes, such as Edpuzzle, Liveworksheets, and Nearpod, among others.
3. Students learned how to select and use technological tools based on fundamental principles when teaching a foreign language. They also learned how to set objectives for specific activities according to the intended purpose, such as activating prior knowledge, guiding learning, or introducing new content, among others.
4. Students learned how to use tools to create didactic materials for teaching and learning foreign languages in virtual environments. These materials include podcasts, online presentations, interactive images, videos, and more.

5. Students learned about the importance of adapting the study content based on the audience of the class, understanding when to create didactic material for children, adolescents, and adults.

6. Participants learned how to create a Google Site linked to the Google Classroom Platform.

Through these achievements, students not only gained proficiency in using a diverse array of technological tools but also developed critical skills in communication, collaboration, and creativity, preparing them for future educational and professional endeavors.

VI. CONCLUSIONS

The completion of the specialization course "Administration of Virtual Environments for Foreign Languages Teaching and Learning" has contributed significantly to the training of future professionals in the field of education. Therefore, important aspects that have been considered at the end of the specialization course will be presented below:

1. Due to recent events in the world, such as a pandemic that took many people by surprise, it is important to keep in mind that education cannot stop. Educators have to be ready for the use of technology in the classroom, how to use the different educational platforms, Moodle for example, not only because of unexpected situations like COVID-19, but because technology is a fundamental part of modern education. For this reason, it can be said that the implementation of this type of specialization courses contributes greatly to education, since the participants are able to learn theoretically and to put into practice all the knowledge acquired. In this case, they successfully understood the use of LMS (Learning Management System).
2. Online teaching is more complex than one might think, as it requires different teaching techniques or methods. It is important for educators to know how to manage virtual environments, to communicate to an online audience, to generate interest in students despite being in different times and places, in case of asynchronous and synchronous activities and classes. Online teaching is not only about finding a video and presenting it in the classroom, it goes beyond that. It aims to generate awareness in the creation or selection of didactic material that is

appropriate for the students, taking into account their ages, needs, among other aspects, and likewise to learn how to adapt to them.

3. It can also be concluded that the use of technology is important in education, but in this process, it is essential the participation of teachers, who have the human warmth that makes the academic process more meaningful for students. Therefore, it is indispensable to emphasize the importance of collaborative work between educators and technology. The good results that can be obtained by working with virtual tools that are and will be of great help in education, specifically for the teaching and learning of the English language. As demonstrated in the different activities carried out throughout the course where learners practiced with tools such as: Miro, Kahoot, Live worksheet, among others, where they demonstrated their skills in using these tools effectively.
4. Finally, it can be concluded that the use of technology, specifically the use of artificial intelligence, is involved in the creation of evaluations by teachers, as well as in the solution of tasks by students. It must be taken into account that the use of this tool must be ethical and must be used as an additional support to the human work performed by educators and students. In other words, the use of these tools will have advantages and disadvantages, but this will depend on the management that people give them and the purposes they have. Thus, concluding in the indispensable use of technology and its administration in virtual environments that will serve to enrich the teaching and learning process of the English language.

VII. RECOMMENDATIONS

- 1. To the authorities of the Foreign Languages Department:** Provide comprehensive training sessions for faculty on the use of AI tools. This should cover both the technical aspects and best practices for integrating AI into assessments while maintaining academic integrity. Establish clear guidelines for the ethical use of AI in assessments. This includes transparency in how AI tools are used, ensuring that students understand the role of AI in their evaluation process. Ensure that AI tools align with the existing curriculum and pedagogical goals. Assessments should not only test knowledge but also encourage critical thinking and creativity.
- 2. To the professors of the Foreign Languages Department:** Integrate Artificial Intelligence into the classrooms, either in the creation of activities or the revision of assignments. For teachers in charge of a group with many students, it can be complicated to use different teaching methods or techniques that are beneficial to all members of the group. As it is known, each student learns differently, so educators have to take this important point into account when creating lesson plans.
- 3. To the authorities in charge of the specialization course:** Throughout the three modules of the course, we have participated in numerous activities, which have enriched our learning. However, we have observed that the third module, in particular, is quite overloaded with tasks. The activities carried out throughout the specialization course are extensive and require a considerable amount of time and dedication. For this reason, we suggest that the written report be better distributed

throughout the three modules or, at least, across the last two, for better time and workload management. Additionally, it would be beneficial to receive step-by-step feedback from the teacher, rather than receiving just one near the end of the course.

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IX. APPENDIXES

The screenshot shows a web browser displaying a Powtoon presentation. The title is "The Importance of Artificial Intelligence (AI) in Education. Ingrid Thamara Pérez...". The author is "By ps19020" and it was updated on "July 31, 2024, 4:47 p.m.". The presentation is in "Slideshow" mode. The main slide features the title "The Importance of Artificial Intelligence in Education" and the text "It is the use of innovative technologies to improve learning processes, benefiting both teachers and students." A yellow callout box says "For educators" and contains the text "There are a large number of AI-powered tools that help teachers to design teaching materials, among others." The slide also includes an image of a teacher in a classroom. The interface includes buttons for "EDIT IN STUDIO" and "PUBLISH OPTIONS", social sharing options, and a "0 comments" section. A blue banner at the bottom right asks "WANT TO REMOVE THE POWTOON BRANDING?" with a "Hey there!" tooltip.

The screenshot shows a SoundCloud track page. The title is "Improving our English pronunciation through the subtopic of English Spelling and English Sounds" by "Purple Planet Music". It was uploaded "22 days ago" and is tagged with "# Learning". The track features a waveform and a profile picture of a woman with dark hair. Below the track, there is a "Write a comment" section with a "Share" button and a "Copy Link" button. A comment is visible: "Greetings, dear students. Welcome to this educational space. The English language is wonderful, and pronunciation is one of its most important branches, so I...". The track is currently playing at 1:25 out of 2:51. The interface includes navigation buttons like "Home", "Feed", "Library", and "Search".

Meet: jlyy9w-pm

livesheet.com/moda/7773027/wdior

Add new element
Click & Drag Elements to add to the worksheet

- Textfield
- Single Choice
- Checkboxes
- Select
- Word search
- Speak
- Drag
- Drop
- Join
- Play MP3
- Boost value
- Classroom Assistant
- Worksheet Tools

2. We use **these** and **those** with _____.

a) plural nouns b) singular nouns

3. We use **this** and **these** to talk about _____.

a) things that are close to us b) things that are not very close to us

4. We use **that** and **those** to talk about _____.

a) things that are close to us b) things that are not very close to us

La millonaria de 23 años de San Salvador comparte cómo se hizo rica

Haz esto durante 15 minutos al día y gana 370 dólares al día

22°C Nebina

14/7/2024

Ingrid Tamara Pérez Solorzano

Classroom > Cohorte IV T8 / English Grammar

Instrucciones Trabajo de los alumnos

Write a short conversation using the coordinating conjunctions.

Ingrid Tamara Pérez Solorzano · 2 may

100 puntos Fecha de entrega: 3 may, 23:59

Hello dear students. These are the instructions for the assignment, read carefully.

Please click on the attached link, where you will find a video about "Coordinating Conjunctions. Using (and, but, so, or, nor, for, yet)" and additional information related to the topic. And then do the following:

- Watch the video.
- Write a short conversation using the coordinating conjunctions.
- You can take as an example the conversations shown in the video.
- Use at least 5 coordinating conjunctions. (You can repeat the coordinating conjunctions if necessary)
- Deadline: May 03, 2024

Remember, if you have any questions you can use the question and answer forum designated for this activity, and we will be more than happy to answer your questions.

Rúbrica: 5 criterios · 10 ptos.

Sound Grammar 5-1 Coordin...
<https://www.soundgrammar.com/6>

Module I -Online Foreign Languages Teaching (2024-05-04 07:59 GMT-6)

Classroom > Cohorte IV T1 BASIC ENGLISH

Inicio
Calendar
Recursos **Novedad**
Clases impartidas
Para revisar
Cohorte IV T1 BASIC ENGL...
Cohorte IV: Summer Engli...
Cursos en los que te has in...
Tareas pendientes
Cohorte IV T2 - English Gra...
Cohorte IV Basic Intensive

ORAL ACTIVITY

Publicado 30 abr (última modificación: 30 abr)

Hello students, this is an oral activity. Please read the guidelines and rubric to better understand what you are going to do.

1 Entregada
2 Asignadas

Rúbrica: 4 criterios • 16 ptos.

GUIDELINES FOR THE O... PDF
RUBRIC FOR THE ORAL ... PDF

Ver instrucciones

QUIZ

Zuleyma Olivia Alvarado Cornejo

44:50 / 4:16:58

Classroom > Cohorte IV BASIC ENGLISH

Inicio
Calendar
Recursos **Novedad**
Clases impartidas
Para revisar
Cohorte IV BASIC ENGLISH
Cohorte IV: Summer Engli...
Cursos en los que te has in...
Tareas pendientes
Cohorte IV Basic Intensive ...
ESTADISTICA APLICADA A ...
READING AND CONVERSA...

Instrucciones Trabajo de los alumnos

ORAL ACTIVITY

Zuleyma Olivia Alvarado Cornejo • 22:40 (última modificación: 22:45)

100 puntos Fecha de entrega: 3 may, 23:59

Hello students, this is an oral activity. Please read the guidelines and rubric to better understand what you are going to do.

Rúbrica: 4 criterios • 16 ptos.

GUIDELINES FOR THE ORAL ... PDF
RUBRIC FOR THE ORAL ACTI... PDF

Comentarios de la clase

Añade un comentario de clase...

24°C
Prac. despejado

30/4/2024

Module I -Online Foreign Languages Teaching (2024-03-23 08:01 GMT-6)

Lets start!
This is about you. Why are you in this course?

I am Ronny, I love learning foreign languages. In addition, I am responsible and determined to achieve my goals.	I am Sandra, I love to read and spend time with my family. I am a responsible and friendly person	Hello, I'm Carlos. I'm autodidact, helpful, adaptable, and little curious	Hello, my name is Lisbeth. I consider myself sociable, dynamic and organized.	Kevin Hi, everyone. My name is Kevin. I consider myself very friendly. I enjoy watching movies. I love animals and I have 3 dogs and a cat.	I am Jessica. I am patient and kind. I also like learning new things and reading. It's nice to meet you!	I am Karina, I am a friendly and polite person.
Hello! I am Carmen. I consider myself as an easy-going and adaptable person.	I am Gabriela. I am creative, very organized, and friendly. I have many hobbies such as drawing and listening to music. I love cycling and being surrounded by nature.	Sara Alvarez Hi there! This is Sara. I'm glad to meet you! I am a patient person. I love cycling and being surrounded by nature.	I am Karla. I consider myself as I responsible, creative, kind and good listener. Also I love watch Korean series.	Hi, I am Karla Hernandez, I am empathetic, responsible and friendly.	Zuleyma Alvarado I am Zuleyma. I am responsible, organized and a friendly person.	I am Karina, I am a friendly and polite person.
I am Sey, I am enthusiastic, organized, responsible...		Im Gerardo, love reading and very curious, love history as well	I am Monica. I am dynamic, responsible and curious	Hi, I am Karla Hernandez, I am empathetic, responsible and friendly.	My name is Wendy. I'm friendly, organized and love adventures	

Stanley Batres
I'm able to learn new things. I consider myself a friendly guy. I'm originally from Juarez. I work as a teacher, mainly with children and teenagers. It's great to be here.

Sey Danisia Najarro

14:42 / 3:49:05

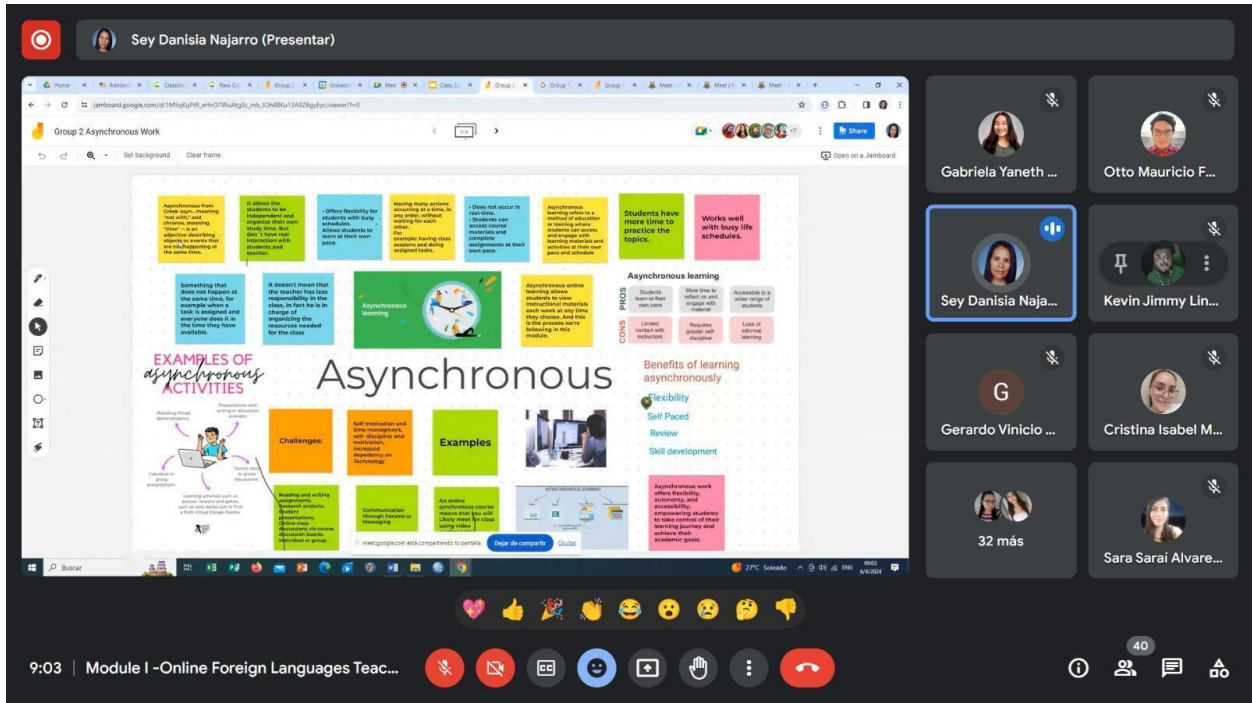
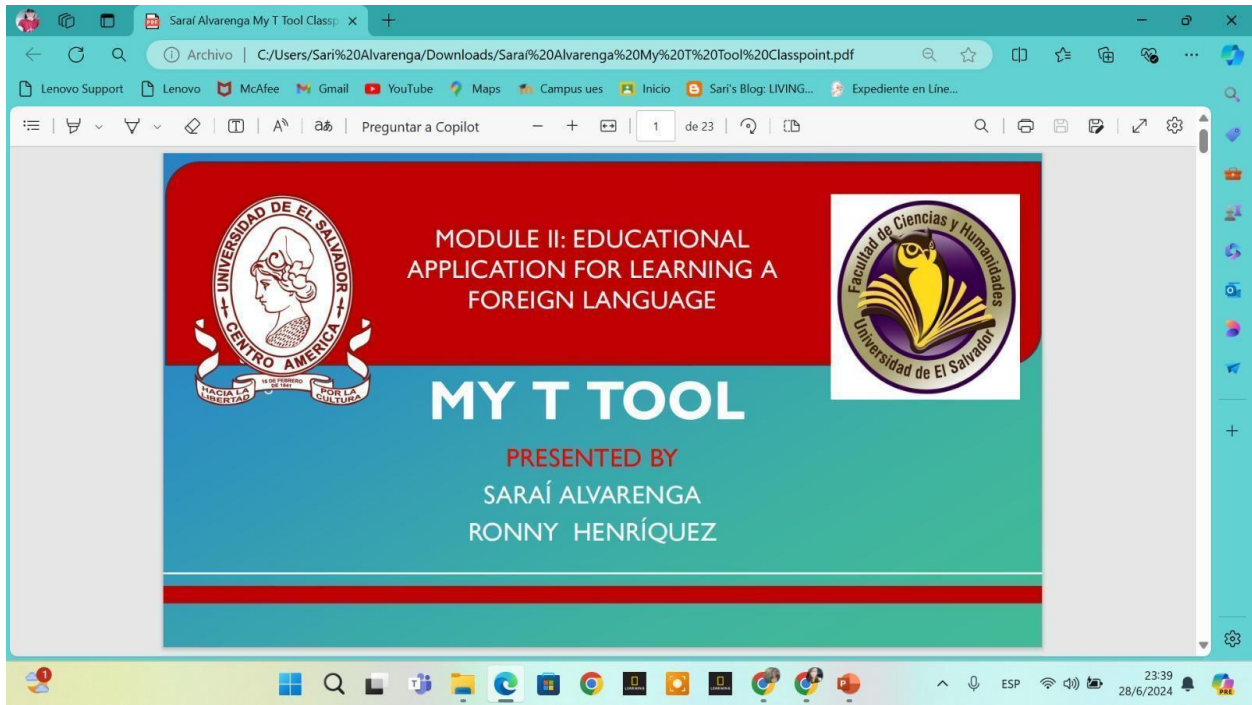
STRESS AND INTONATION
audionautix.com
23 days ago

Write a comment

Share Copy Link Replace File Edit Distribute More

Related tracks
Zuleyma Olvia Cornejo Presentacion 1

0:00 2:46



WHAT ARE THE THINGS YOUR... x

classroom.google.com/c/NjgxNjI3MzgxNDU4/sa/Njc3NjQwMzZwODE0/submissions/by-status/and-sort-last-name/done

Gmail YouTube Maps Campus ues Inicio Sari's Blog: LIVING S... Expediente en Línea... PASSIVE VOICE - En...

Classroom > Cohorte IV T1 BASIC ENGLISH

Inicio
 Calendar
 Recursos **Novedad**
 Clases impartidas
 Para revisar
 Cohorte IV T1 BASIC ENGLI...
 Cohorte IV: Summer Engli...
 Cursos en los que te has in...
 Tareas pendientes
 Cohorte IV T2 - English Gra... Grammar

Pregunta **Respuestas de los alumnos**

Enviar 100 puntos

Toda la clase
 Ordenar por estado
 Entregado
 Carlos Enrique Aviles Carias 100
 Asignado
 Cristabel Beloso De Sanch...

1 Entregada 2 Asignadas
 Acepta entregas
 Entregado
 Carlos Enrique Aviles Carias Ayer
 Hello!! my family daily routine are:
 My mother wakes up at 7:30 a.m.
 My sister takes a shower at 5:15 a.m.
 My father goes to work at 6:00 a.m.
 Responder

ESP LAA 10:38 3/5/2024

Sey Danisia Najarro (Presentar)

Search or type a command

Teams
 D1 General Posts Files Wiki +
 Your teams
 Demo 1
 General
 Hidden teams
 Leveraging Digital Inc. ...

Welcome to the team!
 Here are some things to get going...

Add more people Create more channels Open the FAQ

Start a new conversation. Type @ to mention someone.

Sey Danisia Naja... Gabriela Yaneth ...
 Carlos Enrique A... JIMMY STANLEY...
 Nilya Dorin Caria... Kevin Jimmy Lin...
 29 más Sara Sarai Alvare...

10:37 | Module I -Online Foreign Languages T...