

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



*"ANALYSIS OF EDUCATIONAL PLATFORMS THAT USE AI TO ENHANCE
LEARNING EXPERIENCE"*

*"ANÁLISIS DE PLATAFORMAS EDUCATIVAS QUE USAN IA PARA
MEJORAR LA EXPERIENCIA DE APRENDIZAJE"*

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CONTENT

ABSTRACT	6
I. INTRODUCTION.....	7
II. OBJECTIVES	9
General Objective:	9
Specific Objectives:.....	9
III. THEORETICAL FRAMEWORK	10
What is Artificial Intelligence in Education?	10
Artificial Intelligence as a Transformation in Education.....	11
Adaptation of AI in educational materials and teaching methods.....	12
Analysis of platforms that use AI for teaching and learning.....	12
Aspects to consider when using Artificial Intelligence for Education	18
IV. DESCRIPTION OF ACTIVITIES.....	19
Module I: Online Foreign Languages Teaching	19
Module II: Educational Applications for Learning a Foreign Language	23
Module III: Design of Didactic Materials for Virtual Environments	30
V. ACHIEVEMENTS.....	35
VI. CONCLUSIONS.....	37
VII. RECOMMENDATIONS.....	39
VIII. BIBLIOGRAPHY/ WEBLIOGRAPHY	41
IX. APPENDIXES.....	46

ABSTRACT

Technology is evolving, and with it, Artificial Intelligence (AI) is becoming a powerful tool for performing various activities. This report examines the use of AI in educational platforms to enhance the learning experiences of students and teachers. AI has numerous definitions, but all of them include the relationship between humans and machines to create a tool that can do it all. AI is transforming education in different ways. However, it is essential to assess how to mitigate negative aspects, such as privacy violations, bias, and incorrect outcomes resulting from poor commands. Platforms such as Google Classroom and Gemini, Coursera, Duolingo, Magic School AI, Eduaide.Ai, Schoolai, Cerego, Stuy Fetch, Teachy, and others provide resources to enhance the teaching/ learning experience of teachers and students by providing easy ways of course planning, activities, assessments, grading, communication, feedback, and other tasks. The second part of the report includes a description of the theory of online teaching and some Language Management Systems (LMS), the use of educational applications for creating content, and the creation of didactic material. Lastly, the achievements of students show the knowledge acquired during the specialization.

Keywords: artificial intelligence, online teaching, virtual education, Learning Management Systems.

I. INTRODUCTION

The rapid evolution of digital technologies has profoundly reshaped educational landscapes, offering new possibilities for teaching, learning, and collaboration. Among these innovations, Artificial Intelligence (AI) stands out as a transformative force, capable of enhancing pedagogical practices and expanding access to quality education.

AI, broadly defined as the simulation of human intelligence by machines, has begun to play a central role in the design of virtual learning environments. Its applications range from automated feedback and adaptive learning paths to intelligent tutoring systems and content generation. In the field of language education, AI tools can support pronunciation practice, grammar correction, vocabulary expansion, and even cultural immersion through interactive simulations.

However, the adoption of these technologies also raises critical questions: How do we ensure that AI supports rather than replaces human connection in learning? What ethical considerations must guide its use in diverse educational contexts, especially in regions like El Salvador, where digital access and equity remain pressing concerns?

This report aims to analyze a selection of AI-integrated platforms—such as Google Classroom, Gemini, Duolingo, Magic School AI, Eduaide.Ai, and others that have been explored throughout the course. Each tool was

evaluated not only for its technical features but also for its pedagogical relevance, accessibility, and adaptability to local realities.

Beyond technical proficiency, the report highlights the importance of ethical engagement in the use of AI, because it should not be viewed merely as a tool for efficiency, but as a catalyst for reimagining education in more inclusive, reflective, and transformative ways. The role of the teacher becomes even more vital—not as a passive user of technology, but as a critical mediator who guides students through complex digital landscapes with empathy and purpose.

This report offers a synthesis of theoretical insights, practical experiences, and pedagogical reflections that contribute to the ongoing conversation about AI in education. It advocates for a balanced approach that embraces innovation while remaining grounded in ethical responsibility and cultural relevance. Through collaborative exploration and creative experimentation, the authors demonstrate how AI can be harnessed to enrich language teaching and foster deeper connections between global challenges and local realities.

Ultimately, the course was structured around three key modules: online foreign language instruction, educational app integration, and digital material design for virtual environments. Each module emphasized creativity, collaboration, and critical thinking, encouraging participants to reflect on the role of technology in shaping educational experiences.

II. OBJECTIVES

General Objective:

“To analyze and synthesize in this document the benefits of AI in educational platforms to enhance the learning process and virtual environments for teaching a foreign language.”

Specific Objectives:

1. To critically analyze educational platforms that incorporate Artificial Intelligence to enhance the teaching and learning process, with a focus on their pedagogical effectiveness, accessibility, and adaptability to bilingual education.
2. To describe the activities implemented in virtual learning environments, focusing on integrating Artificial Intelligence tools into the learning process.
3. To analyze the pedagogical potential of educational platforms that integrate artificial intelligence in strengthening the teaching and learning process of foreign languages.

III. THEORETICAL FRAMEWORK

Technology is evolving globally, enabling people to perform tasks more effectively. Education is one of the activities that is evolving, helping teachers and students interact not only in face-to-face classes, but also through online platforms. To understand how education and the learning process are enhanced, an analysis of machine and human interaction is shared as follows:

What is Artificial Intelligence in Education?

There are many concepts of Artificial Intelligence (AI), but not all of them connect humans with machines. Artificial intelligence refers to computer systems that can perform complex tasks normally done by human-reasoning, decision making, creating, etc. (NASA, n.d.). Therefore, the creators of AI are humans, and machines can perform their activities after being programmed.

Artificial intelligence in education refers to the use of computer systems that can perform tasks typically requiring human intelligence to enhance learning experiences, streamline administrative processes, and support educators (University Canada West, 2024). Additionally, this tool is incorporated in different fields, but education is growing every day, so students and teachers use it as a resource.

Artificial Intelligence as a Transformation in Education

According to UNESCO, Artificial Intelligence (AI) has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and accelerate progress towards SDG 4 (Sustainable Development Goal 4). In other words, this is a tool that is changing the way processes and methods of education are implemented, providing benefits to learners and educators. Nevertheless, it is necessary to take into account that AI has advantages and disadvantages.

According to University Canada West, 2024, some of the advantages of AI in education include personalized learning, immersive learning experiences, improved student engagement and motivation, cost-effective learning, raising academic standards and educational quality, and others. Therefore, these and other benefits are helping to meet the goals of Sustainable Development 4 and enabling institutions to transform techniques and methods of teaching.

AI has disadvantages such as: lack of human interaction, privacy concerns, bias in algorithms (AI systems may reflect or reinforce existing biases in data), and dependence on technology (University Canada West, 2024). For that reason, it is necessary to understand that programming platforms can lead to failures in the structure of algorithms, which end in failures in the product created by Artificial Intelligence. Nevertheless, adaptation helps to evolve in the use of platforms that include AI for education.

Adaptation of AI in educational materials and teaching methods

Artificial Intelligence (AI) is increasingly transforming the educational landscape, offering benefits such as personalized learning, improved accessibility, and enhanced teaching efficiency (Sain, 2024, 1). On the other hand, as AI is evolving, students have learned the different ways it can be used, so for educational purposes, it is a good idea to understand the benefits of the tool and the ethics and considerations that can make it more inclusive for the people who participate in the teaching and learning process.

Adaptive learning involves dynamic changes in the learning process based on continuous monitoring and analysis of student progress (Dei, 2025). Even though this tool is transforming education, not all educational institutions, students, or teachers are familiar with Artificial Intelligence. One of the issues with the adaptation of AI is privacy, because some of the platforms sometimes collect personal information of students or educators.

Analysis of platforms that use AI for teaching and learning

AI is used in different fields, allowing users to automatically finish tasks that can take longer in regular methods. Teachers have access to some tools that can create plans for their classes or reduce the time spent searching for information. Students can explore a wide range of topics simply by entering a prompt, gaining instant access to diverse sources of information. To get a clear picture of how these platforms leverage AI to enhance learning, the following is a brief overview of some key examples.

- ***Google Classroom and Gemini***

Google Classroom is one of the most used web-based platforms. It can be used to streamline assignments, boost collaboration, and foster communication (Google, n.d.). It is connected with other features of Google, such as Google Docs, Gmail, Google Meet, and Calendar. One of the disadvantages of Google Classroom is the limitation of some of the features in free plans, which do not allow teachers and students to enhance the learning process.

Furthermore, one of the new features introduced by Google is Gemini, an Artificial Intelligence feature on Google Platforms. In the case of Google Classroom, it is incorporated to support educators, and it is known as “Google AI tools for educators.” This tool allows teachers to enhance the productivity of classes by creating Lesson Plans, Quizzes, Rubrics, Re-level text, and others (Google, n.d). Teachers can create content or plan activities, but the key to good educational materials is the good use of prompts to allow AI to understand what product was wanted.

Gemini’s potential for multilingual communication could be an advantage for creating educational materials that cater to diverse student populations, particularly in a multilingual community with diverse linguistic needs (Imran & Almusharraf, 2024). Nevertheless, it is necessary to remember that some features are paid, so free versions would give good

information, but to enhance the learning experience, it will be necessary to pay a monthly or yearly.

- ***Coursera***

Coursera is a platform that provides courses in different fields. There are three types of Generative AI included in this platform: Generative AI for Students, Generative AI for Faculty, and Generative AI for Staff (Coursera, n.d.). According to Dei (2025), Coursera utilizes AI to tailor courses to students' interests and needs.

Moreover, the platform analyzes data on course participation and test scores to offer personalized courses and learning paths that match users' skills and goals. Also, this platform provides all the necessary information to train teachers about the use of AI for better productivity. The big challenge of this platform is the prices because there is no real free version of it, which sometimes does not allow users to see basic features.

- ***Duolingo***

Duolingo is a well-known app and platform that is very popular worldwide. It is used by students from different levels of education. Duolingo positively influences language learners' engagement in classroom activities, encompassing affective, cognitive, behavioral, and total engagement (Ouyang et al., 2024).

Additionally, AI in Duolingo analyzes mistakes and provides feedback to help students improve their pronunciation and grammar (Dei, 2025). It uses

AI to keep its learners squarely in the zone where they remain engaged but are still learning at the edge of their abilities (Bicknell et al., 2023). As the learner progresses through activities, Duolingo advances to other content.

Besides that, a positive part of Duolingo is the free version, where learners can test their proficiency in English to some level. This is beneficial because learners have the opportunity to learn some basic grammar through an app on their smartphones.

- ***Magic School AI***

Magic School AI provides tools for educators, students, and educational centers, according to its website. This AI platform was developed to help teachers differentiate instruction, create rubrics, draft emails, etc (Angelone & Burton, 2024).

In consequence, this tool is also known as Generative AI, it provides simplicity for the creation of content, such as assessments and feedback. MagicSchool works like ChatGPT but with pre-determined categories aimed at supporting teacher work (Angelone & Burton, 2024).

- ***Eduaide.Ai***

This is a similar tool to Magic School AI and Schoolai, which provide good resources to teachers to plan and develop content.

Eduaide.Ai is a professional workspace for teachers to efficiently design lessons, generate instructional materials, and construct learning environments grounded in cognitive science and sound pedagogy (Eduaide.Ai,

n.d.). All features are exceptional for teachers and students, allowing them to enhance their teaching and learning experiences. Also, according to its website, it includes a free version and prices affordable for professionals and educational institutions.

- ***Schoolai***

According to Eklavvya (n.d.), this platform includes features for automated grading, student progress tracking, personalized learning recommendations, and administrative workflow automation. SchoolAI helps schools implement AI solutions safely and effectively. This is a good source for preparing classes and for administrative purposes in the case of institutions' use.

Similar to School Eduaide.ai and Magic School AI, this tool is created for teachers, students, and educational institutions. Students have assistants who guide them into a good environment of learning. The institutions have to request the use of this tool for students (Eduaide.Ai, n.d.), who sometimes have a chance to sign up for the free version of other platforms.

- ***Cerego***

This platform allows teachers to create content from previously created documents. The tool analyzes the information and captures the main concepts to structure class planning and lessons, taking into account the needs of the students.

Therefore, the platform monitors how well students retain information and customizes learning sessions to optimize the process of memorization and repetition. This ensures more effective learning and improved learning outcomes (Dei, 2025). It helps a lot to track the progress of students enrolled in class by using AI and other tools.

- ***Study Fetch***

Study Fetch has lots of resources for students and teachers. It allows teachers to create course materials in seconds by using AI. Students interact with a version of the teacher when not available (STUDYFETCH, n.d.).

Besides that, there is a diversity of resources such as Notes, Flashcards, Quizzes, Assistants, Personal AI Tutors, and more. This allows students to enhance their experience by learning, creating content, and working with a virtual tutor previously created by the teacher.

Teachers can generate vocabulary, create quizzes, plan lessons, generate worksheets, and more (STUDYFETCH, n.d.). As a result, all in a platform-friendly environment, with multiple resources that allow them to get a good experience of using and creating materials with an AI-based platform.

- ***Teachy***

Teachy is another platform that allows teachers to plan activities for students, including planning to grade resources with the help of AI. Indeed, it is a valuable resource for students to complete their homework and communicate with classmates to practice.

This platform has similar features to other AI platforms. It also includes resources for schools, enabling them to create lesson plans and automatically grade students (Teachy, n.d.).

Aspects to consider when using Artificial Intelligence for Education

The use of such tools as adaptive learning platforms, intelligent learning systems, virtual assistants, and chatbots significantly expands the opportunities for students and teachers (Dei, 2025). However, it is necessary to take into consideration that some platforms could get personal information of students and teachers, raising security issues.

Discriminatory analytics can contribute to self-fulfilling prophecies and stigmatization in targeted groups, undermining their autonomy and participation in society (The Council of Europe, n.d.). This could reduce the effectiveness of teaching large groups of students if AI discriminates against groups according to its bias.

Probably the outcomes from AI will not be the ones that teachers or students want, so it is important to use prompts (In case of using chatbots or prompt options) with all the necessary and specific information needed. Algorithms were created to help automate tasks, but there will be errors sometimes.

IV. DESCRIPTION OF ACTIVITIES

Module I: Online Foreign Languages Teaching

In Module I, students were introduced to a variety of digital tools that support interactive and inclusive learning environments. They explored various platforms, including Moodle, Microsoft Teams, Google Meet, Google Classroom, and Canva. Each application offered unique features for content management, virtual collaboration, creative design, and knowledge sharing. Through hands-on practice, students developed essential skills for navigating online education, enhancing both their technical proficiency and their ability to engage critically with digital resources.



Note. Images downloaded from Google Images©. Credits belong to the websites of the applications and platforms. See bibliography for more information.

The course focused on the foundations of online education, particularly its application in English language teaching. Participants explored the pedagogical principles behind virtual instruction and examined the role of Learning Management Systems (LMS) in facilitating effective online learning. This module focused on the establishment of virtual classrooms, emphasizing the design of asynchronous activities on platforms including Moodle and the execution of synchronous sessions using tools such as Google Meet.

To reinforce the concepts introduced, students engaged in hands-on practice by designing and managing virtual classrooms using freely accessible LMS platforms. This experiential approach enables participants to apply theoretical knowledge in real-world digital environments, fostering a deeper understanding of online teaching strategies and technological integration.

- ***Learning Management System (LMS)***

Students learned about the Learning Management System (LMS), a digital platform that supports the administration, documentation, and delivery of educational content, also guides learners through problem-solving processes, enhancing autonomy and motivation in online settings. They explored how LMS tools facilitate access to course materials, enable interactive learning through quizzes and assignments, and support communication between instructors and peers.

- ***Moodle***

Participants were introduced to Moodle, an open-source Learning Management System (LMS) widely adopted in educational institutions around the world. They engaged in the process of creating a class in Moodle by first setting up the course structure, activating editing mode to customize the layout, adding thematic sections, and uploading learning materials such as presentations, images, PDFs, and videos.

Learners worked in groups to design and build their own Moodle classes, fostering a collaborative learning environment. After creating their courses,

they shared them with the rest of the class, allowing peers to explore different formats, resources, and teaching strategies. This exchange encouraged mutual feedback, critical reflection, and the integration of diverse perspectives.

- ***Teams***

Scholars were introduced to Microsoft Teams as a key platform for synchronous online teaching. They learned how to navigate its interface, schedule virtual meetings, and manage live sessions with features such as screen sharing, breakout rooms, and chat moderation. The training emphasized how Teams can foster real-time interaction between teachers and learners, making it a valuable tool for language instruction where immediate feedback and communication are essential.

This hands-on experience helped them understand the pedagogical potential of Teams not just as a video conferencing tool, but as a dynamic space for building community, supporting engagement, and enhancing the overall online learning experience.

- ***Meet***

Trainees engaged with Google Meet as a practical instrument for synchronous online learning. They were instructed in the scheduling of meetings, the management of access, and the utilization of features such as screen sharing and live captions. Special attention was given to the function of chat as a means to encourage inclusive communication. The sessions

highlighted the value of interactive environments in language teaching, with real-time tools supporting pronunciation, listening, and spontaneous dialogue. Meet has been instrumental in fostering creativity, collaboration, and significant linguistic development.

- ***Google Classroom***

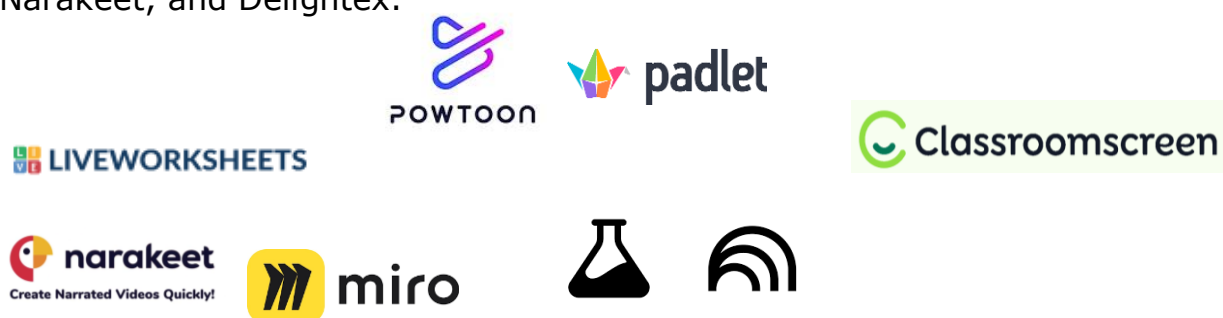
Google Classroom served as a central hub for organizing course materials, fostering communication, and streamlining assignment submissions. Its intuitive interface allowed both educators and learners to navigate bilingual resources efficiently, supporting the development of interactive and socially conscious learning experiences. The platform's integration with Google Workspace tools—such as Docs, Slides, and Drive—enabled collaborative work and real-time feedback, which were essential for engaging students in critical reflection on environmental and social issues.

- ***Canva***

Participants engaged in a focused exploration of Canva, which emerged as an essential tool for designing visually engaging educational materials, such as infographics, presentations, and podcast branding. Its user-friendly drag-and-drop interface and extensive library of templates meant that relevant content could be easily created. Canva's flexibility allowed for the integration of global themes—such as environmental protection—into localized narratives, which enhanced student engagement through effective visual storytelling.

Module II: Educational Applications for Learning a Foreign Language

In this module, the facilitator shared with the participants the syllabus and explained the different Educational Applications for Learning a Foreign Language. During this module, the students learned to elaborate digital materials using some online tools, for example, Google Labs, NotebookLM, Liveworksheets, Powtoon, Nearpod, Padlet, Classroomscreen, Gamma, Narakeet, and Delightex.



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The facilitator shared a YouTube video about the TPACK model. Students got a clear idea of the role of technology in enhancing knowledge, as well as the importance of selecting appropriate tools when designing activities. It was important to consider the learning objectives for which these tools are used, such as activating prior knowledge and introducing content.

- ***Google Labs***

During the class, students engaged with Google Labs as a dynamic tool for enhancing foreign language instruction in virtual environments. Through guided exploration and hands-on practice, they discovered how the platform integrates artificial intelligence to support the creation of educational content. Features such as AI-generated questions, summaries, and personalized feedback allowed students to experiment with designing bilingual materials that respond to diverse learning needs. This experience encouraged them to think critically about how emerging technologies can support inclusive and student-centered teaching.

- ***NotebookLM***

Scholars learned how to use the NotebookLM application to organize, plan, and document educational content in virtual environments. They have been taught to organize lesson ideas, record reflections, and manage resources efficiently using the system's user-friendly interface. The platform facilitated their approach to the instruction of foreign languages. This enabled them to develop teaching materials that were straightforward to comprehend and adapt.

- ***Liveworksheets***

The professor shared a Google Slides presentation of Liveworksheets in a virtual learning environment. The educator continued developing the synchronous class by explaining the different features that this tool includes,

encouraging students to explore it and have active participation, and conducting their own activities. The teacher played a YouTube video on how to create an interactive worksheet using the Liveworksheets.

Additionally, the facilitator showed an example of how to create an activity by explaining step by step to the students. Then, the teacher encouraged collaborative work, and each group presented its activity. Finally, the teacher assigned the student's individual work. The evaluated activity was about creating a video tutorial on the use of Liveworksheets.

- ***Padlet***

Learners became familiar with Padlet as a versatile digital platform that fosters collaboration and creative engagement in virtual learning environments. By navigating its visual interface and interactive features, they learned to organize ideas, share multimedia resources, and facilitate bilingual communication. Padlet served as a dynamic space for language practice, cultural exploration, and reflective dialogue, allowing students to design activities that promoted participation and built a sense of community in online settings.

In addition to mastering its technical functions, students examined Padlet's pedagogical potential in the context of foreign language instruction. They reflected on how the platform could support differentiated learning, amplify student voice, and integrate global and local perspectives into classroom discussions.

- ***Classroom Screen***

As part of their exploration of digital teaching tools, trainees engaged with Classroom Screen to enhance classroom management and instructional clarity in both virtual and face-to-face settings. They experimented with features such as timers, traffic light indicators, random name selectors, and customizable widgets to structure lessons and maintain student engagement. The platform's intuitive design enabled them to organize bilingual activities and transitions effectively, contributing to a more interactive and visually coherent learning experience.

Building on this practical engagement, students also reflected on the pedagogical value of Classroom Screen in promoting inclusive and student-centered foreign language instruction. They considered how its visual cues and interactive elements could be adapted to diverse learning styles and cultural contexts, particularly within Salvadoran university classrooms. By integrating the tool into their lesson planning, students gained insight into how digital platforms can support not only instructional delivery but also the creation of structured, responsive, and empowering learning environments.

- ***Gamma***

The teacher explained how to use Gamma. This is an AI-powered tool that helps to create visually appealing and structured presentations and documents quickly, among others. The students learned that the tool focuses on content while designing professional layouts, making lessons more

engaging for students. Besides that, the facilitator encouraged students to practice using Gamma and giving the appropriate prompt to AI to create presentations. Participants had the opportunity to share their work that evidenced their understanding of the use of Gamma.

- ***Narakeet***

The facilitator introduced the use of Narakeet by showing how to create a text-to-speech and video creation tool that transforms written scripts into narrated videos. The instructor explained to the students that they can use it to prepare instructional materials, tutorials, and classroom resources with natural-sounding voices in multiple languages.

- ***Powtoon***

The educator introduced the synchronous class on the use of Powtoon and showed how to create a presentation and animation, including its different features that enable the creation of interactive and dynamic videos. The teacher divided the class into groups to enhance collaborative work. Participants had the opportunity to design educational content that included creative learning activities.

- ***Miro***

The professor introduced the use of Miro, which is an online collaborative board platform designed for teamwork, brainstorming, and project planning. It offers visual collaboration – Teams can draw, write, add images, and add sticky notes in real time. The board is similar to the one used in a face-to-face

class. The teacher organized collaborative work to present the evaluated activity. Students explored Miro, which provides ready-made templates for brainstorming, strategy planning, customer journey maps, and more. Miro is a digital workspace where teams can think, plan, and create together in an interactive and visual project.

- ***Nearpod***

As part of their learning, trainees explored Nearpod as an interactive platform that enables educators to design dynamic, multimedia-rich lessons. With features such as live participation, student-paced activities, and real-time assessments, Nearpod transforms traditional presentations into engaging learning experiences. Educators can incorporate videos, polls, quizzes, and even virtual reality field trips, allowing students to participate actively and receive immediate feedback. Its compatibility with tools like Google Slides and YouTube makes it especially effective for blended and remote learning environments.

- ***Gemini***

As part of their exploration, learners examined Gemini, Google's AI-powered assistant designed specifically for education. Integrated into Google Workspace, it helps educators to streamline lesson planning, personalize learning materials, and automate administrative tasks. Gemini provides students with real-time guidance, generates quizzes and summaries, and enhances classroom engagement through intelligent content creation. Gemini

is equipped with built-in privacy protections and AI literacy resources, promoting responsible and creative use of generative AI within educational institutions.

- ***Chat GPT***

As part of their digital literacy development, participants interacted with ChatGPT, a conversational AI tool designed to support personalized learning, academic writing, and research assistance. In educational settings, ChatGPT helps students brainstorm ideas, clarify complex topics, and practice language skills across various disciplines. Its natural language processing capabilities enable learners to engage with content dynamically and responsively, fostering deeper understanding and critical thinking.

- ***Delightex***

As part of their exploration of immersive technologies, scholars discovered Delightex (formerly CoSpaces Edu), a creative platform that empowers them to design interactive experiences using augmented and virtual reality. Learners built 3D environments, animated them with code, and explored their creations through VR headsets or AR-enabled devices, engaging in embodied learning that bridges imagination and curriculum. From virtual museums and literature-based storytelling to scientific exhibitions and historical reconstructions, Delightex enabled students to visualize complex concepts and express their understanding through spatial design. The platform also supports multimedia integration—such as audio narration, video,

and 360° imagery—allowing for personalized and interdisciplinary projects. By shifting students from passive consumers to active creators, Delightex fosters digital literacy, collaboration, and innovation.

Module III: Design of Didactic Materials for Virtual Environments

In this module, students learned how to use different technological tools for the design of educational materials for teaching and learning foreign languages. This module lasted eight weeks; during this time, the participants elaborated digital materials, for example, podcasts, recorded audio, online presentations, interactive images, videos, and modified photos. As a fundamental part of the culmination of this specialization, learners completed an integrative task through which they applied the competencies acquired during the three modules. The integrative task was created using the technological tool Google Sites linked to the Google Classroom Platform.



Adobe Podcast



Google Slides



Google Vids



Sites

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- **Adobe Podcast**

Participants learned how to use audios and create a podcast using Adobe Podcast. During the sessions, the facilitator did her best to provide support offering constructive feedback, and encouraging the students to have active

participation in the activities by organizing different techniques such as presenting her own podcast creations as examples, sharing video tutorials to explain how to create podcast using the tool, working in groups and individually to participants have the opportunity to practice how to create podcasts using Adobe Podcast to be ready to present the evaluated activity creatively.

- ***Soundcloud***

During the Synchronous class, the facilitator allowed students to record a sound and create a podcast. Then, learners had time to explore the tool features and practice individually. After that, the participants upload their podcast, providing relevant information and establishing a clear purpose, engaging the listener immediately by including background music and images in the podcast, having in mind the seven different steps shared by the educator to create and host the podcast on Soundcloud.

- ***Genially***

In this activity, the facilitator encouraged participants in synchronous sessions on how to elaborate an interactive image using Genially to design creative content by using technology. In the elaboration of an interactive image, it was required to use different features provided in Genially: audio, interactive elements, video, text, and pages, among others.

The educator clarified the importance of using image file formats and how to resize images to reduce the image resolution. Because not all the

images are the exact size, it is necessary for different purposes. Besides that, the learners had the opportunity to practice using Pixabay to create their own image collage, and some volunteers presented their work to the class and received the appropriate feedback. They also practice resizing images using Pizap, which can be useful to select appropriate images according to their needs to work on the interactive image in Genially or in any other online tools. Finally, the teacher explained the guidelines for presenting the interactive image.

- ***Google Slides***

The professor explained how to use Google Slides by sharing a presentation focusing on the five steps participants should follow to create their own presentation that reinforced and reviewed the main ideas of the information presented. The instructor encouraged the learners to capture the audience's attention by avoiding reading the information included in the slides. After that, the facilitator showed a video related to the color palettes.

This is a useful tool that helps people by providing a consistent set of colors that can be used to design a presentation or project. By using a defined set of colors, the presentation looks professional, making text and graphics easier to read. Colors can also highlight important points or provoke emotions, such as red for warnings or green for success. Additionally, having a palette allows one to quickly apply the same colors to shapes, text, backgrounds, and

charts without guessing, making the work more efficient and visually attractive.

- ***PhotoFunia***

The educator introduced the tool by sharing a YouTube video explaining how to use it, and students have time to explore the different effects and filters to edit their own image to make attractive visual photos. Finally, the participants shared with the class their work.

- ***Google Vids***

The facilitator supported students by sharing with them the fundamentals of video production. Additionally, the professor showed materials such as videos, tutorials, Websites, and clarified doubts about video productions. Finally, the teacher explained the guidelines for the elaboration of a video. Scholars worked independently to create educational videos, applying their creativity, planning skills, and digital literacy.

- ***Written Report on the 3 Modules of the Specialization Course (Final Version)***

The professor provided support to students on the final written report by clarifying any doubts related to it. Additionally, the facilitator explained through a video the typography that would be useful for the report's format. This support helped learners better understand the structure and presentation required for their presentation of the final written report, which made it

possible for students to submit on time the final version of their written report for the specialization course, which covered all three modules.

- ***Google Sites***

Google Sites served as a central tool for learners to organize all materials designed during the module and share their knowledge about any of the tools they learned. The facilitator shared two videos to introduce the use of Google Sites, the first one from YouTube and the second one was created by the teacher, explaining step by step how to use the tool. Besides that, the professor encouraged collaborative work to explore the Google Sites features and be ready to carry out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform.

The group chose a topic, and all the materials designed were coherent in content. In that case, each participant chose a sub-topic for the main topic and prepared the materials using the tools that were required to present the integrative task, and each learner participated in a live defense.

V. ACHIEVEMENTS

During the three modules, students demonstrated the acquisition of knowledge by practicing the different tools and creating content from assessments previously planned by the tutor. All activities helped to obtain the following achievements:

- Students gained and analyzed knowledge of concepts of learning theories that include behaviorism, cognitivism, constructivism, humanism, and connectivism. With this knowledge acquired, students can prepare classes, considering the relationship of emotions, learning environments, behavior, and other characteristics of the students.
- Participants acquired knowledge on the use of Moodle, a Learning Management System that allows teachers to organize and personalize virtual classes.
- Learners acquired skills to plan and organize classes in Google Classroom. This allowed them to create materials for classes, assessments and implement virtual classes. A very positive achievement of this part of the specialization is how students had the chance to interact by sharing and learning from each other.
- Trainees learned how to create content and prepare classes using various web-based educational applications that enable teachers to enhance their learning experience for students. This also allowed them

to understand how to organize activities with content and time relationships, so students in class can learn efficiently.

- Scholars learned about the importance of Artificial Intelligence and how to consider Ethics and Considerations to avoid violations of the privacy and personal information of students and teachers.
- Attendees obtained the ability to create images, presentations, and other content by using free AI tools from Google, Gamma, and other AI resources on the web.
- The group learned how to create a Podcast on a topic with a determined time and the necessary information to attract an audience for a specific topic.
- The class acquired skills of organizing and creating information on an interactive image that allows readers to understand the topic in one place.
- The team learned the theory of color and how to use the right colors for a clean presentation of a specific topic. This allowed them to prepare with the theory and practice of combining color and the necessary elements of presentation, avoiding putting unnecessary information that will distract readers.

VI. CONCLUSIONS

The specialization in **Administration of Virtual Environments for Foreign Languages Teaching and Learning** has helped students acquire the necessary knowledge and skills to conduct courses on online platforms and utilize various available tools. In conclusion, we include the following:

1. Educational processes are being transformed, and this includes not only methodologies. This adaptation and transformation consist of the incorporation of online platforms for education, applications for learning a foreign language, and tools for creating materials for classes. All of them allow teachers and students to enhance their learning experience.
2. Artificial Intelligence is evolving every day, and nowadays there is a diverse number of platforms and applications that use it for educational purposes. The incorporation of this tool has benefits in reducing the time for planning classes or doing homework. Students and teachers can interact better if using AI in a good way.
3. Even though artificial intelligence is a great tool to enhance the learning experience of teachers and students, it will be necessary to consider some considerations related to privacy, negative bias, and security issues. It is recommended to read all the pros and cons of a selected platform that includes AI before using it for educational purposes or adding personal information of teachers, students, and parents.

4. Online teaching theories are important to consider when preparing the content and activities of classes by taking into consideration not only the platforms or resources available; it is also important to analyze who, and their context, is going to receive education through these platforms and tools.
5. The specialization gave students the ability to use applications and platforms to create content for classes and to put them in online classrooms where teachers and students can interact with each other.
6. Finally, technology helps a lot to enhance the experience of learning, but it is necessary to consider the people and analyze what resources are adapted to their needs.

VII. RECOMMENDATIONS

To the authorities of the Foreign Languages Department:

- Promote Research and Innovation in AI for Language Education.

The Department is encouraged to support interdisciplinary research initiatives that explore the intersection of AI, language pedagogy, and digital education. This includes facilitating thesis projects, pilot programs, and academic publications that contribute to regional and international dialogue on ethical and transformative uses of AI in language teaching.

- Ensure Equitable Access to AI Tools Across Language Programs.

The Department is encouraged to provide equitable access to AI-enhanced platforms for all language programs and levels. This includes offering institutional licenses, technical support, and digital infrastructure to ensure that both faculty and students can benefit from these innovations regardless of their academic or geographic context.

- Strengthening the Integration of AI-Enhanced Platforms in Language Teaching.

It is recommended that the Department continue to promote the use of educational platforms powered by Artificial Intelligence—such as Google Labs, Padlet, Classroom Screen, and NotebookLM—as strategic tools to enrich the teaching and learning process. These platforms offer functionalities that support bilingual content creation, personalized

feedback, and dynamic classroom management, which are particularly valuable in virtual and hybrid language instruction.

To the professors of the Foreign Languages Department:

- Foster Collaborative and Reflective Learning Practices through AI Platforms.
- Platforms such as Padlet and NotebookLM should be leveraged to facilitate collaborative learning, peer interaction, and reflective dialogue. These tools enable students to co-create content, share perspectives, and engage in meaningful language practice that extends beyond traditional classroom boundaries.

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IX. APPENDIXES

a) Modules of the Course

The screenshot shows the top navigation bar of the Universidad de El Salvador Campus Virtual. The main title is "Módulo I Enseñanza en Línea de Idiomas Extranjeros Ciclo I-2025". Below the title is a navigation menu with tabs for "Week 1" through "Week 8" and a "Recordings" button. The main content area features a banner for "Module I" with the subtitle "Online Foreign Languages Teaching" and the dates "March-May 2025". The banner includes logos for the university and IDOMAS, and an illustration of a person at a computer with a 3D globe and user icons.

The screenshot shows the top navigation bar of the Universidad de El Salvador Campus Virtual. The main title is "Módulo II Aplicaciones Educativas para el Aprendizaje de un Idioma Extranjero". Below the title is a navigation menu with tabs for "Week 1" through "Week 8". The main content area features a banner for "Module II" with the subtitle "Educational Applications for Learning a Foreign Language" and the dates "June-July, 2025". The banner includes logos for the university and IDOMAS, and an illustration of a person at a computer with a 3D globe and user icons.

Universidad de El Salvador Campus Virtual

Módulo III Diseño de Materiales didácticos para entornos virtuales Ciclo I-2025

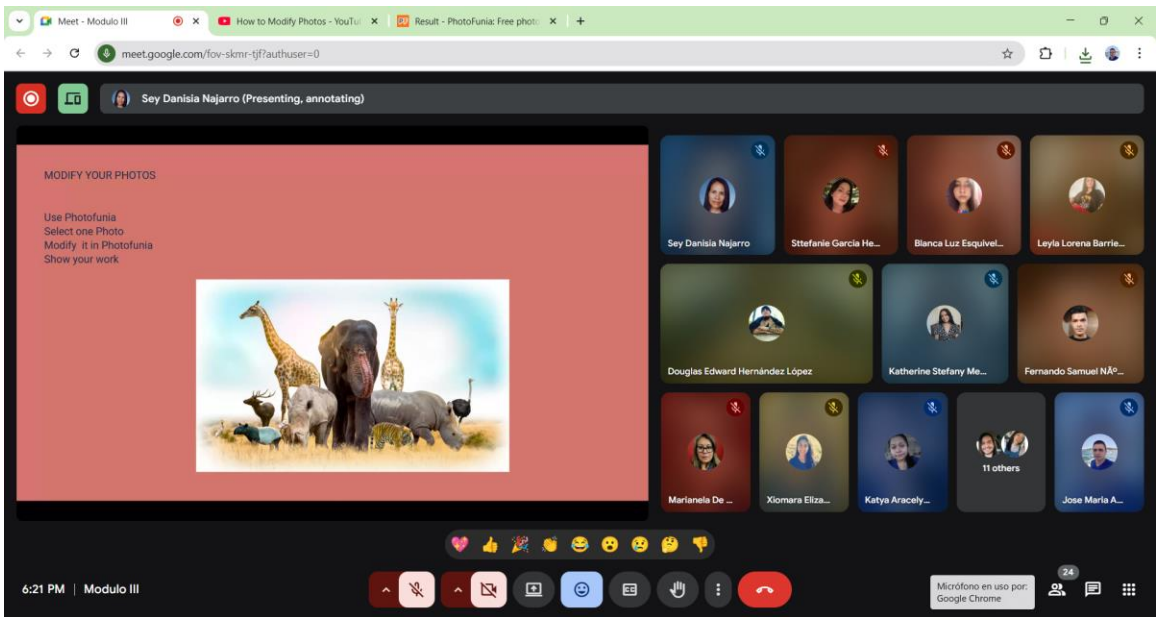
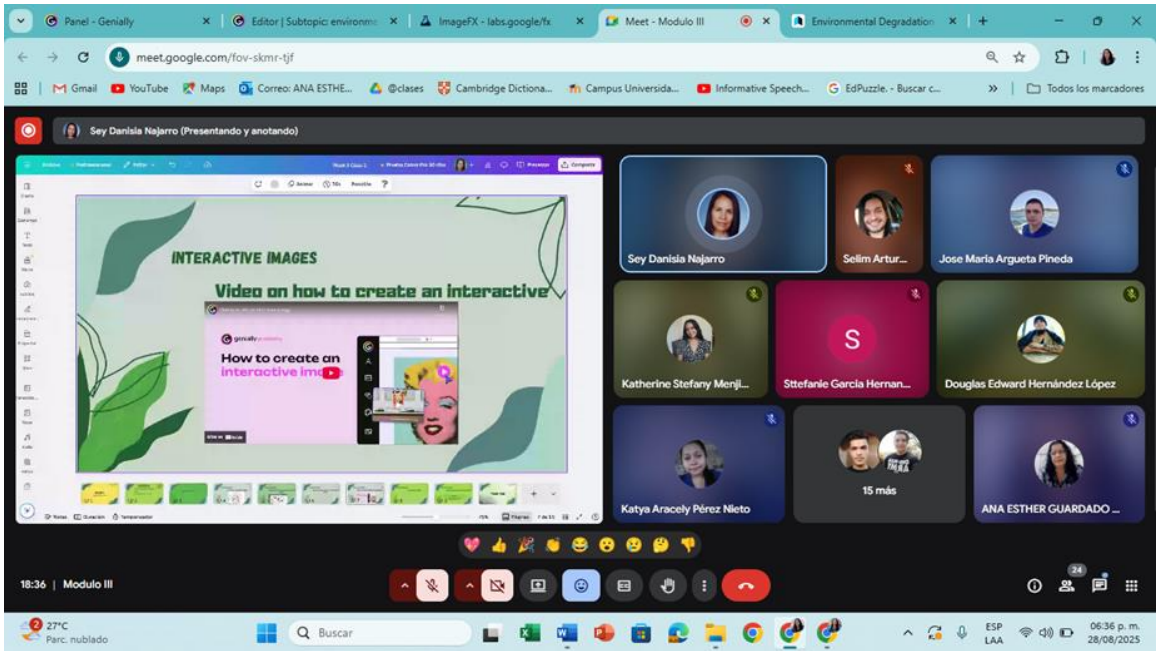
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 **Week 8** Doubt Forum Documentos importantes para ...

The banner features the text "Module III" in a cursive font, "DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS" in bold white letters, and "AUGUST-OCTOBER, 2025" in the bottom right. It also includes logos of the Universidad de El Salvador and other educational institutions, along with images of laptops and a smartphone.

b) Screenshots of activities and workshops

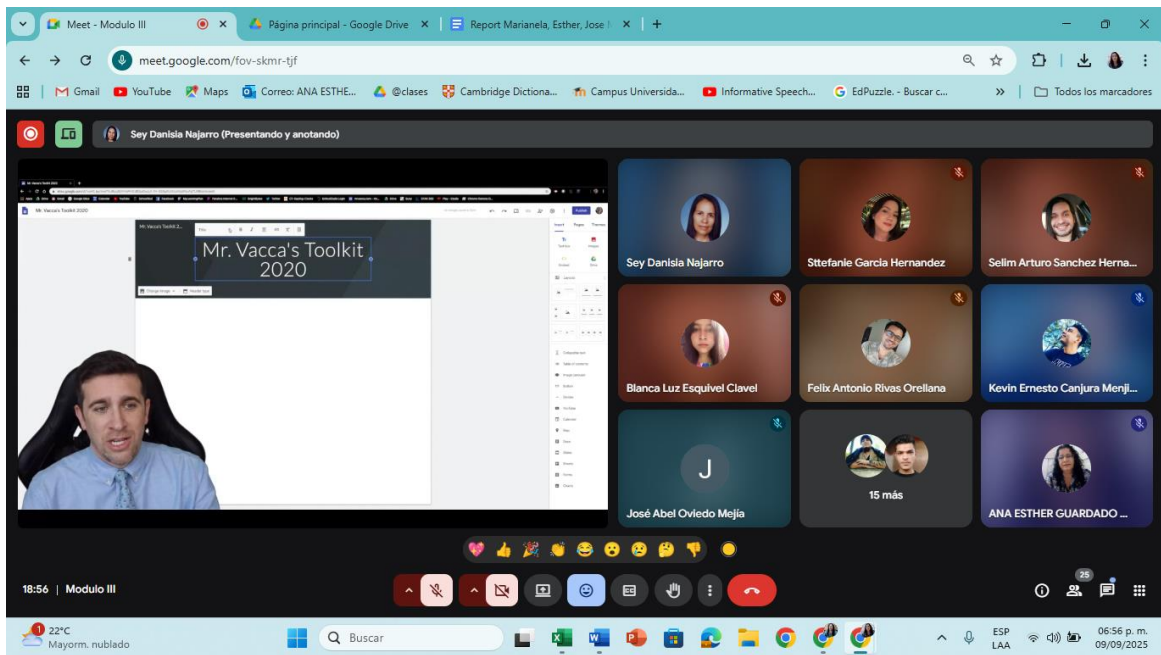
Sey Danisia Najarro (Presentando y anotando)

The screenshot shows a Zoom meeting interface. The main window displays a Spotify playlist titled "One Fine Summer (2-03) 170bpm" by Purple Planet Music. The interface includes a search bar, a "Mejora ahora" button, and a grid of participant avatars on the right side. The avatars are labeled with names such as Sey Danisi..., Sttefanie..., Katya Ara..., Leyla Lorena Barrie..., Fátima Lisseth Figu..., Douglas Edward Hernández..., Fernando..., 12 más, and Marianela... The bottom of the screen shows the Zoom control bar with icons for mute, video, chat, and other functions. The system tray at the bottom indicates the time is 19:25 on 14/06/2023.





Students can use the podcast for reference purposes or when preparing themselves for upcoming examinations. Any student who had challenges understanding a topic in the classroom can listen to this podcast. They can study the content and understand the topic at their own pace.

The screenshot shows a Google Meet session in progress. The main window displays a presentation slide titled "Mr. Vacca's Toolkit 2020" with a speaker's video feed in the bottom-left corner. The right side of the screen features a grid of participant avatars, including Sey Danisia Najarro, Sttefanle Garcia Hernandez, Selim Arturo Sanchez Herna..., Blanca Luz Esquivel Clavel, Felix Antonio Rivas Orellana, Kevin Ernesto Canjura Menj..., José Abel Oviedo Mejia, and ANA ESTHER GUARDADO. The bottom of the screen shows the meeting controls and the Windows taskbar with the date 06:56 p. m. 09/09/2025.



UNIVERSIDAD DE EL SALVADOR

FACULTAD DE CIENCIAS Y HUMANIDADES
LICENCIATURA EN ENSEÑANZA DEL INGLÉS
EDUCACIÓN A DISTANCIA



MODULE II

EDUCATIONAL APPLICATIONS FOR LEARNING FOREIGN LANGUAGE

AGENDA

- Greeting
- Warm up
- Brief explanation about Why we laugh: the science and sociology of humor.
- Exercise



ANA ESTHER GUARDADO ALVARENGA

Padlet • Mariana De La Cruz Brizuela Osorto

BENEFITS OF LAUGHING

Enter your sub headline here



Mariana De La Cruz Brizuela Osorto

▶ Automático

< 2 / 6 >



