

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



“AI TOOLS AS TEACHING ASSISTANTS: HOW ARTIFICIAL INTELLIGENCE SUPPORTS ENGLISH TEACHERS”

“HERRAMIENTAS DE LA IA COMO ASISTENTES DOCENTES: CÓMO LA INTELIGENCIA ARTIFICIAL APOYA A LOS PROFESORES DE INGLÉS”

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ABSTRACT

This study explores the integration of artificial intelligence (AI) tools into English language teaching within virtual learning environments. Drawing on knowledge acquired in a specialization course, it examines how AI supports teachers in lesson planning, delivery, assessment, and student engagement. The theoretical framework highlights both the pedagogical benefits, such as personalization of instruction, workload reduction, and support for differentiated learning, and the main challenges, including ethical concerns, overreliance on technology, and teacher preparedness. Findings emphasize that AI should not be viewed as a replacement for educators but rather as a complementary resource that enhances teaching efficiency and enriches student learning experiences. Ultimately, the study underscores the importance of teacher AI collaboration, positioning educators as facilitators of critical thinking, creativity, and socioemotional development while leveraging AI as a pedagogical assistant in digital contexts.

This study highlights the use of digital tools across three modules designed to strengthen foreign language teaching. Module I focused on virtual platforms, such as Google Meet and Canva, to support online classes and provide visual resources. Module II introduced tools like Liveworksheets, Powtoon, Nearpod, Padlet, and Gamma, fostering interactive and collaborative learning. Module III emphasized the design of didactic materials through podcasts, Google Sites, Genially, and Google Slides. Overall, the modules demonstrate the relevance of digital resources in promoting innovative teaching practices.

Keywords: artificial intelligence (AI), English language teaching, virtual learning environments, teacher–AI collaboration, pedagogical assistant.

I. INTRODUCTION

The rapid development of Artificial Intelligence (AI) has transformed many professional fields, including education. In English Language Teaching, AI tools are increasingly recognized as valuable assistants that help teachers design more dynamic, personalized, and effective learning experiences. This report focuses on the topic *“AI Tools as Teaching Assistants: How Artificial Intelligence Supports English Teachers”*, presenting both a theoretical perspective and a record of practical experiences during the specialization course.

The report outlines its objectives, which center on exploring the knowledge acquired throughout the specialization course and analyzing the use of technological tools—particularly AI—and their integration into the teaching of English in virtual learning environments. To address this purpose, the research section reviews the historical development of AI, its relationship with learning theories, and its applications in English classrooms, as well as the benefits and challenges of its implementation.

In addition to the research component, the report includes a Description of Activities that details the three modules of the specialization course, organized into two-week periods and explained through the activities carried out in each stage. This is followed by a section on Achievements, which highlights the progress and skills developed by students. Finally, the report presents conclusions derived from both the research and practice, along with recommendations for the Department and the authorities of the School of Arts and Sciences regarding the future integration of AI in English Languages Teaching.

II. OBJECTIVES

2.1 General Objective

- To evaluate the knowledge acquired during the specialization course and analyze the implementation of various technological tools, with special emphasis on artificial intelligence, as well as their integration into the teaching of English in virtual learning environments.

2.2 Specific Objectives

- To identify the main benefits and limitations of using AI in English language teaching from pedagogical and technological perspectives.
- To describe the complementary roles of teachers and AI in the teaching–learning process, emphasizing collaboration rather than replacement.
- To analyze the pedagogical implications of integrating the technological tools studied in the specialization course, particularly artificial intelligence, into English language teaching, with attention to their role in lesson preparation, delivery, and student engagement.

III. THEORETICAL FRAMEWORK

Education has evolved over time, incorporating new pedagogical approaches and emerging technologies that enrich the teaching-learning process. In this context, Artificial Intelligence (AI) has taken on an increasingly significant role, not only as a learning tool for students but also as a pedagogical assistant for teachers. In English language teaching, AI provides concrete support to teachers through personalized instruction, task automation, and the creation of instructional materials. This section of the paper explores the conceptual and pedagogical foundations that underpin the use of AI as a teaching assistant in English language education, its practical applications, benefits, challenges, and the role that teachers play in collaboration with these technologies.

3.1 Artificial Intelligence in Education: Conceptual and Historical Perspectives

Artificial Intelligence (AI) has evolved significantly since its origins in the 1950s, when Alan Turing raised the possibility that machines could imitate human thinking (Turing, 1950). In its early stages, AI focused on solving logical problems and performing specific tasks such as playing chess or executing complex calculations. In the following decades, the development of machine learning algorithms and neural networks enabled computer systems to learn from data, marking the beginning of a new era in intelligent automation (Russell & Norvig, 2010).

In the 21st century, the rise of big data, cloud computing, and generative models has driven the expansion of AI across multiple sectors, including education (Jordan & Mitchell, 2015). In this context, AI has moved from being an emerging field to becoming a practical tool that transforms teaching and learning, especially in areas such as English as a foreign language education (Holmes, Bialik, & Fadel, 2019).

But what is AI? According to the *Encyclopædia Britannica*, artificial intelligence is “the capability of computer systems or machines to perform tasks that normally require human intelligence, such as reasoning, learning, pattern recognition, decision-making, and solving complex

problems” (*Encyclopædia Britannica*, n.d.). This definition highlights the cognitive functions that AI can simulate, which is key to understanding its potential in educational contexts.

In the pedagogical field, Jackson (2024) states that “artificial intelligence in education refers to the use of AI-powered technological tools to transform educational processes, including personalized learning, curriculum design, assessment, teacher support, and institutional management.” This definition directly aligns with the focus of this study, as it considers how AI can act as a pedagogical assistant in English language teaching, facilitating teachers’ decision-making and enriching the learning experience.

3.2 How AI Supports Language Learning: A Theoretical Perspective

The teaching of English as a foreign language has been informed by various theories that explain how students learn and how teaching should be structured to maximize that learning. Below are the most influential approaches and how AI aligns with them to enrich the teaching and learning process:

- **Communicative Language Teaching (CLT)**

Theory: CLT focuses on developing communicative competence, emphasizing functional language use in authentic contexts rather than solely on grammatical accuracy. This approach promotes meaningful interaction, problem-solving, and real-life communication skills (Qasserras, 2023).

How AI Aligns: AI tools, such as chatbots and conversational assistants, provide interactive dialogues and simulations that replicate real-life communication scenarios. These tools enable students to practice language in safe, responsive environments, enhancing fluency and confidence.

- **Constructivism**

Theory: Constructivist approaches argue that learners actively build knowledge through experience and social interaction. Teachers serve as facilitators, and learning occurs in meaningful, context-rich settings (Piaget & Vygotsky, 1978; Szabó & Csépes, 2022).

How AI Aligns: AI platforms offer adaptive learning environments and personalized feedback, supporting active engagement. Tools like *Write & Improve* developed by Cambridge University Press and Assessment, allow students to reflect on mistakes, adjust their output, and learn autonomously, reinforcing constructivist principles.

- **Sociocultural Theory**

Theory: Sociocultural theory emphasizes that language learning emerges through social interaction, particularly within the Zone of Proximal Development. Cultural and social mediation plays a critical role in developing linguistic competence (Vygotsky, 1978).

How AI Aligns: AI facilitates collaborative learning and virtual peer interaction. Teacher-guided AI tools provide feedback and scaffolding, ensuring students engage in socially and culturally meaningful learning experiences.

- **Cognitivism**

Theory: Cognitivist approaches highlight the importance of internal mental processes, including attention, memory, and knowledge organization. Learning occurs as students connect new information to existing knowledge (Piaget, 1972).

How AI Aligns: AI organizes learning materials logically and progressively, helping students structure information and relate new concepts to prior knowledge. Intelligent tutoring systems guide learners step by step, enhancing comprehension and retention.

- **Input and Output Hypotheses**

Theory: The Input Hypothesis posits that learners acquire language when exposed to comprehensible input slightly above their current level (Krashen, 1985). The Output Hypothesis emphasizes that producing language (speaking or writing) allows learners to identify gaps in knowledge and self-correct (Swain, 1985).

How AI Aligns: AI-driven platforms like *Duolingo* and *ELSA Speak* provide comprehensible input and consistent opportunities for output with immediate, automated feedback. This supports both acquisition and production, reinforcing the learning process effectively.

3.3 AI as a Teaching Assistant in English Language Education

In the context of educational technology, artificial intelligence (AI) has increasingly assumed an active role as a teaching assistant, supporting instructors in a range of tasks from lesson planning to personalized feedback. Unlike traditional tools, AI systems can dynamically adapt to classroom needs, process large volumes of information, and provide immediate responses, making them strategic allies in English as a Foreign Language (EFL) instruction.

Importantly, this role does not replace the teacher; rather, it complements their work, allowing educators to focus on more human and pedagogical aspects, such as motivation, emotional support, and the design of meaningful learning experiences. As Jackson (2024) points out, “artificial intelligence in education transforms educational processes by supporting personalized learning, curriculum design, assessment, and teacher guidance.”

3.4 Key Functions of AI as a Teaching Assistant

a) Creation of Instructional Materials

AI can generate exercises, texts tailored to students' proficiency levels, and interactive activities aligned with curriculum objectives. According to Baule (2025), these tools enable teachers to design more dynamic and personalized content without investing excessive time in repetitive tasks.

b) Automated Feedback

Tools such as *Write & Improve* and *Grammarly* provide instant corrections in writing, grammar, and style, allowing learners to learn from their errors without waiting for manual review. Muncey (2025) emphasizes that this type of feedback enhances learner autonomy and frees valuable time for teachers.

c) Monitoring Student Progress

AI platforms analyze student performance and generate reports that help teachers identify strengths, weaknesses, and learning patterns, facilitating informed pedagogical decisions.

d) Support for Differentiated Instruction

AI adapts content and difficulty levels according to individual student profiles, supporting instruction in heterogeneous classrooms. Baule (2025) highlights that this capacity for personalization is especially useful in classes with diverse language proficiency levels.

e) Optimizing Teacher Time

By automating administrative tasks such as grading exercises and organizing resources, AI allows teachers to dedicate more time to creative planning and individualized support. Muncey (2025) notes that this efficiency enables educators to focus on professional development and direct student engagement.

For AI to function as an effective teaching assistant, its implementation must be guided by sound pedagogical principles and ethical considerations. Teachers remain the critical agents who determine how, when, and why these tools are used. Human-machine collaboration should be based on trust, transparency, and respect for student diversity.

3.5 Applications of AI in English Language Teaching

Artificial Intelligence has gradually moved from being a futuristic concept to a practical tool in today's classrooms. In the field of English Language Teaching (ELT), AI offers a wide range of applications that go beyond simple technological support. These tools can strengthen the development of language skills, provide learners with interactive platforms such as chatbots and apps, and even deliver automated feedback that helps both teachers and students. Moreover, case studies from different contexts show that AI can transform traditional practices, making learning more engaging and personalized. To better understand its potential, the following section explores the main applications of AI in ELT.

a) AI tools for language skills (listening, speaking, reading, writing)

Artificial Intelligence is increasingly applied to strengthen the four core language skills. For instance, listening skills can be enhanced through AI-based speech recognition systems that provide immediate feedback on comprehension tasks. As noted by Li and Ni (2021), "AI-powered pronunciation tools give learners opportunities to improve speaking accuracy by analyzing voice patterns and offering corrective suggestions" (p. 3). In reading and writing, grammar checkers, automated summarizers, and writing assistants like Grammarly support students by providing instant corrections and style recommendations. Research has shown that these tools contribute to higher student engagement and more autonomous language learning (Zawacki-Richter et al., 2019).

b) Use of chatbots, language learning apps, automated feedback systems

Chatbots and mobile applications have become popular in English language classrooms. According to Fryer and Carpenter (2006), chatbots simulate conversation partners, giving students a safe environment to practice without fear of making mistakes. Similarly, apps such as Duolingo or ELSA Speak rely on gamification and AI to personalize content and track student progress. Automated feedback systems are also central: they allow teachers to assign writing tasks that are instantly graded by AI, saving time and ensuring that students receive “immediate, consistent, and detailed feedback on their performance” (Chen et al., 2020, p. 212). These tools not only enhance learner motivation but also free up teachers to focus on higher-order tasks.

c) Case studies/examples of AI in English classrooms

Several studies demonstrate the practical integration of AI in English teaching. For example, a case study in China found that students using AI-based platforms for English vocabulary acquisition showed significantly higher retention rates than those relying solely on traditional instruction (Liu et al., 2021). In another project, teachers integrated an AI writing assistant into ESL classes, and the results indicated improved writing fluency and reduced anxiety among learners (Wang & Vásquez, 2012). As highlighted by Zawacki-Richter et al. (2019), these cases illustrate the “transformative potential of AI in reshaping language pedagogy” (p. 10). However, they also emphasize the importance of teacher guidance to balance AI use with human interaction.

3.6 Benefits of AI for English teachers

The integration of Artificial Intelligence into English Language Teaching does not only transform the student experience, but also directly supports teachers in their professional practice. By automating routine tasks, offering tools for instructional personalization, and providing resources to manage diverse classrooms, AI functions as a valuable assistant rather than a replacement. Its benefits are evident in the way it reduces workload, facilitates differentiated instruction, and enhances the overall teaching process. The following section explores some of the most relevant advantages that AI brings to English teachers in their daily work.

a) Personalization of Instruction

Artificial Intelligence can adjust content to meet the individual needs of learners. For example, adaptive platforms “modify the difficulty and type of activities according to the student’s responses and progress” (Wei L, 2023), which helps both slow and fast learners advance at their own pace. This kind of personalization keeps students more engaged and motivated because they feel the learning process is tailored to them.

b) Reduction of Workload (Grading, Lesson Planning, Administrative Tasks)

One of the most significant benefits for teachers is the automation of repetitive tasks. AI can provide immediate feedback on grammar, vocabulary, and pronunciation exercises, grade multiple-choice assignments, and even suggest lesson plan structures based on curricular goals. This allows teachers to dedicate more time to interactive classroom activities and human-centered aspects of teaching, such as motivating students or addressing individual concerns (Zawacki-Richter et al., 2019).

c) Support for Differentiated Learning (Students with Different Levels)

According to Kerr (2023), English classes often include learners at varying proficiency levels, which makes teaching challenging. AI can support teachers in this context by offering exercises at multiple levels, providing scaffolding activities, and tracking student progress individually. This ensures inclusivity and allows teachers to manage mixed-level classrooms more effectively. Research also shows that AI can provide targeted support to both low-achieving and high-achieving students, helping teachers ensure that no learner is left behind.

3.7 Challenges and Limitations**a) Dependence on Technology and Possible Reduction of Critical Thinking**

Excessive reliance on AI tools may reduce students' ability to think critically and solve problems independently. For instance, if learners use AI-generated translations or answers without reflection, they may bypass deeper cognitive processes required for language acquisition. Teachers must therefore design activities that encourage reflection, analysis, and creativity rather than uncritical use of technology (Arriazu et al., 2024).

b) Ethical Concerns: Data Privacy, Plagiarism, and Bias in AI Systems

The use of AI raises serious ethical questions. Parra et al. (2024) argue that “issues of plagiarism, data protection, and algorithmic bias must be addressed before AI can be fully trusted in educational contexts.” Students may misuse AI-generated texts as their own work, and biases in language models can reinforce stereotypes (Wright, 2025). These risks make it essential to create clear classroom policies for responsible AI use.

c) Teacher Preparedness and Training to Use AI Effectively

Although AI offers many benefits, not all teachers are adequately trained to integrate these tools into their pedagogy. A lack of technical knowledge or professional development opportunities can lead to underutilization or misuse of AI. Without proper preparation, teachers may feel overwhelmed, which could reduce the effectiveness of AI in enhancing English teaching. Continuous professional development and institutional support are therefore essential (Holmes et al., 2021).

3.8 Teacher - AI Collaboration

The advancement and integration of artificial intelligence (AI) in education has sparked an extensive debate among specialists in the field, with one of the main questions being: Will AI merely support teachers, or will it eventually replace them? It is evident that the use of AI has supported educators in the development of the teaching–learning process. For example, in a study on primary and secondary education, Seo, Dodson, and their colleagues (2024) identified eight key functions in

which AI could complement teachers, ranging from curriculum design and student assessment to career guidance and administrative support.

They referred to this phenomenon as “augmented teachers,” highlighting educators who leverage AI to deliver personalized learning more effectively. Similarly, Holstein and Alevan (2021) designed Lumilo, a portable tool that provides real-time analytics to teachers, and found that students achieved better outcomes when teachers and AI worked in tandem during classes.

Nevertheless, Oh and Ahn (2024) add an important nuance by pointing out that, while educators value AI’s efficiency in handling routine tasks and personalizing instruction, they also acknowledge its socio-emotional limitations. The teacher’s role is evolving into that of a learning facilitator, guiding students through complex thinking, creativity, and socio-emotional development—areas that AI has not yet been able to replicate effectively (Zawacki-Richter et al., 2019). In this sense, AI complements teachers by improving efficiency but cannot replace the interpersonal relationships and contextual judgments that educators bring.

Looking ahead, most scholars envision collaboration between humans and machines. Rather than replacing teachers, AI is likely to evolve into a “teaching companion” that enhances human capabilities (Holmes & Porayska-Pomsta, 2022). According to UNESCO (2021), the future of education with AI will depend on ensuring the ethical and inclusive use of technology, always positioning teachers at the center as leaders of learning experiences. Thus, the collaboration between teachers and AI is seen as a partnership in which artificial intelligence supports routine and analytical tasks, while educators remain irreplaceable in shaping the personal and social growth of students. This perspective reinforces the idea that the role of teachers will be redefined, but not eliminated, emphasizing their unique human abilities of care, inspiration, and contextual understanding.

IV. DESCRIPTION OF ACTIVITIES

4.1 MODULE I: Online Teaching of Foreign Languages

Students used virtual platforms and tools to present their knowledge on various topics through group-based discussion forums. They also created an informative infographic on Learning Management Systems (LMS), outlining their features, uses, and tools, making it accessible within the implemented platform. Additionally, participants developed a Google Classroom, organized into groups, and applied predefined topics for an online class, which they later shared with their peers via Google Meet.



Google Classroom

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Weeks 1 and 2

During the first week of the specialization course, students engaged in a self-introduction activity through a social forum on the University of El Salvador's online platform, fostering a sense of community and preparing for upcoming collaborative tasks. The syllabus of the module was introduced, including its objectives, methodologies, and evaluation criteria. Students also explored the main learning theories, establishing a foundation to guide their future teaching practices.

In the second week, students were assigned their first group-based evaluative activity, which consisted of a Live Discussion Forum. For this task, participants conducted preliminary research on a topic assigned by the course instructor. The primary objective was to facilitate academic dialogue and

the exchange of knowledge regarding online foreign language learning. Additionally, students learned about synchronous and asynchronous learning, as well as key concepts related to e-learning.

Weeks 3 and 4

In the third week, participants were introduced to the concept of Learning Management Systems (LMS) and their applicability in online academic environments. They explored the various advantages of LMS platforms for both educators and learners, including affordability (with many being free or low-cost), collaborative features, flexibility, and the ability to streamline and target essential course content effectively.

In the fourth week, students applied the theoretical knowledge gained by developing an infographic using an LMS tool such as Canvas. The assignment focused on presenting the features or applications of Moodle or another LMS, with the purpose of demonstrating their relevance and utility in virtual learning contexts. The completed infographic was subsequently submitted through the University of El Salvador's platform.

Weeks 5 and 6

During the fifth week, students became acquainted with Google Forms as a digital assessment tool. They learned how to design quizzes and integrate them into the Google Classroom platform with the aim of utilizing them in virtual learning environments with prospective students.

In the sixth week, students implemented the skills acquired by collaboratively designing a virtual classroom using Google Classroom. In this activity, participants assumed the role of instructors and conducted a simulated class session for their peers, thereby reinforcing their practical understanding of the tool.

Weeks 7 and 8

In the final two weeks of the module, participants explored various videoconferencing platforms, analyzing their functionalities, features, and distinctions. During the eighth week, they applied this knowledge by conducting a group-based virtual class using one of the selected platforms. The class was structured into segments, with each participant taking on the role of the instructor for a portion of the session.

4.2 MODULE II: Educational Applications for Learning a Foreign Language

In the second module, students engaged in the study and application of technological tools designed to support the teaching and learning of a foreign language, specifically English. This module emphasized the integration of Artificial Intelligence as a resource for the creation of instructional materials and the development of lesson plans, among other pedagogical applications. The technological tools introduced included Liveworksheets, Powtoon, Nearpod, Miro, Padlet, Classroomscreen, Gamma, Narakeet, and Delightex Edu. The knowledge acquired was applied through both individual and collaborative online activities.



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Weeks 1 and 2

During the first week, students were introduced to a wide range of online tools that facilitate the design of multimedia content, such as presentations and assessments incorporating audio and

video. In the second week, students were assigned the task of producing a video tutorial on the use of Liveworksheets. This activity required them to create a step-by-step guide demonstrating how to design an assessment worksheet utilizing the various interactive activities provided by the platform.

Weeks 3 and 4

In the third and fourth weeks, the focus was placed on the impact of Artificial Intelligence in education. Learners examined its direct influence on the teaching–learning process, as well as the ethical considerations associated with the use of AI tools. Additionally, emphasis was placed on the responsible use of these technologies, including proper citation practices when incorporating AI-generated content, specifically through ChatGPT. As part of the second assessment of the module, learners were required to independently produce an explanatory video using Powtoon. In this video, they analyzed the ethical implications of AI in education and demonstrated correct citation practices. These projects were subsequently shared via a link on the University of El Salvador’s institutional platform.

Weeks 5 and 6

In the fifth week, participants examined immersive learning environments and their influence on contemporary educational practices, particularly in relation to virtual learning contexts and the acquisition of foreign languages. In the sixth week, the third assessment activity took place, for which the educator had previously divided the students into groups. In this activity, participants had to plan and develop a lesson integrating five digital tools: Narakeet, Miro, Nearpod, Padlet, and Classroom Screen. The assessment took place over two days. The groups that presented their class on the first day were responsible for integrating the Narakeet, Nearpod, and Classroom Screen tools. The groups that presented on the second day worked with Narakeet, Miro, and Padlet.

Weeks 7 and 8

In the final stage of Module II, students engaged with Delightex, an immersive tool for creating 3D presentations. Working in teams, they developed projects within the platform, which

included the design of a lesson plan outlining the narrative constructed in Delightex and associated learning activities. In week eight, these projects were presented and defended in the online classroom, fostering interaction and collaborative reflection among the students of Module II.

4.3 MODULE III: Design of Didactic Materials for Virtual Environments

In the last module, students learned to create various materials such as podcasts, interactive images, videos, and a website using Google Sites. All of these resources were developed around a single topic selected at the beginning of the course, with the purpose of designing a complete class using different digital tools. The main objective of this module was to design materials that could be applied in the teaching and learning of foreign languages.



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Weeks 1 and 2

During the first two weeks of the last module, students were introduced to the fundamentals of using multimedia resources in a virtual learning environment. In the first week, they selected a topic that served as the basis for completing a series of related tasks. During this period, they also explored a tool designed to make podcasting easy and accessible for users of all experience levels. This tool allowed them to transform their ideas into professional-sounding podcasts by simplifying the process from recording to editing. As part of the first evaluation task, students learned to use Adobe Podcast to create and upload their work on SoundCloud, focusing on a subtopic chosen during the first week.

Weeks 3 and 4

During the third week, participants learned to create interactive images using Genially, one of the most widely used tools for this purpose. They practiced editing and adding icons to provide interactive options such as linking to YouTube videos, opening new pages, and other features. This activity culminated in the design of their own interactive image, based on the topic chosen during the first week. In the fourth week, participants selected a topic for their final written report. They reviewed the corresponding guidelines, while the educator introduced key aspects related to typography and formatting rules. This week was also dedicated to addressing questions and clarifying any doubts about the assignment.

Weeks 5 and 6

During the fifth week, learners received training through tutorial videos on how to use and create websites using the *Google Sites* platform, and participated in a group practice to explore its features. That same week, they submitted the first draft of the report corresponding to their group projects. In the sixth week, they explored the fundamentals of video creation. The facilitator introduced various video editors, which helped enrich and expand their knowledge. They also learned to use smartphones to record audiovisual material and explored the *Google Vids* tool, which allows users to create personalized videos using artificial intelligence. Additionally, they received feedback on the first draft of their group project report from the facilitator.

Weeks 7 and 8

During the seventh week, participants were guided on how to organize their integrative task. They began building their websites in *Google Sites*, integrating the various activities completed throughout the module, such as the podcast and the interactive image created with *Genially*. Finally, in the eighth and final week, participants delivered the oral defense of their integrative task and submitted the final report of their group projects.

V. ACHIEVEMENTS

- a) The students utilized various virtual platforms and digital tools to present knowledge on different topics within a group-based discussion forum. As part of the activities, they designed an informative infographic on the use of Learning Management Systems (LMS), highlighting their main features, functions, and integrated tools, with the purpose of providing easily accessible material on the implemented platform.
- b) Within this module, participants created a Google Classroom, where they organized into groups to develop predefined topics for an online class and subsequently shared the activity with their peers through Google Meet.
- c) The students were also trained in the use of digital tools for the creation of instructional materials, such as *Liveworksheets.com*, which enables the development of interactive worksheets and assessment resources for learners at different educational levels.
- d) In a subsequent activity, they explored the tool *Powtoon.com*, which facilitates the design of animated presentations aimed at engaging and capturing students' attention.
- e) Additionally, participants became familiar with *Delightex.com*, working collaboratively in teams to apply creative strategies for the asynchronous and immersive explanation of topics through the implementation of a structured Lesson Plan.
- f) Finally, they developed skills in the use of *Adobe Podcast*, a tool that enables the creation of immersive audio content and automatic transcription, along with *SoundCloud.com*, a platform that allowed them to freely share the podcasts they produced.

VI. CONCLUSIONS

In a world where education is constantly evolving and hybrid or distance learning continues to gain ground, students in the specialization course on managing virtual environments acquired knowledge and developed skills in the use of different technological tools and platforms that enrich

the teaching-learning process of the English language in virtual settings. The main conclusions of the course are the following:

- The participants recognized the importance of Learning Management Systems (LMS) and how these must be properly organized to facilitate students' engagement in both synchronous and asynchronous activities.
- Through the use of Google Meet, students gained hands-on experience in organizing and delivering synchronous online classes. This practice allowed them to identify their strengths and weaknesses when conducting virtual lessons.
- By using technological tools such as Narakeet, Gamma, and ImageFX, students learned to integrate AI into the design of didactic materials. In addition, other educational tools such as Liveworksheet, Powtoon, Nearpod, and Delightex broadened their knowledge and enabled them to create more interactive, innovative, engaging, and effective resources for their future learners.
- The course strengthened participants' abilities to design and produce diverse multimedia materials such as podcasts, presentations, and videos.
- The integration of various multimedia materials into a website using Google Sites demonstrated the participants' ability to create innovative and appealing educational resources for their future students.

Overall, the specialization course highlighted the importance of incorporating innovative platforms and technological tools that enhance students' development in the teaching and learning of English within the modern educational context. Consequently, the course prepared undergraduate students to adapt to the ongoing transformations in the educational field.

VII. RECOMMENDATIONS

The integration of Artificial Intelligence into English teaching presents both opportunities and responsibilities for academic institutions. While the specialization course demonstrated the potential of AI to enhance instruction and support teachers, its sustainable and effective use requires institutional commitment. For this reason, the following recommendations are directed to Foreign Language Department and the authorities of the School of Arts and Sciences, with the aim of strengthening teacher preparation, ensuring ethical implementation, and promoting innovation in language education.

For the Foreign Language Department:

- a) Promote continuous teacher training in the use of AI tools to ensure educators feel confident and competent integrating them into English language teaching.
- b) Encourage the design of blended methodologies where AI complements traditional approaches, fostering both technological innovation and human-centered teaching.
- c) Integrate AI-based tools into the curriculum gradually, starting with pilot projects in specific courses to measure impact and effectiveness before large-scale adoption.
- d) Facilitate access to AI platforms (premium versions of chatbots, automated feedback systems, language apps, etc.) so teachers and students can explore real applications.
- e) Promote research projects where students and teachers evaluate AI tools for language learning, generating academic contributions for the institution.

For the Authorities of School of Arts and Sciences:

- a) Allocate funding and resources to support technological innovation in teaching, ensuring sustainable access to AI tools.
- b) Establish partnerships with EdTech companies or AI platforms to provide institutional licenses or training opportunities for faculty and students.
- c) Develop ethical guidelines and policies on the responsible use of AI in education, addressing issues such as data privacy, plagiarism, and academic integrity.
- d) Create an innovation hub or laboratory where teachers and students can experiment with AI technologies and share best practices across different departments.
- e) Incorporate AI literacy programs for students across the School of Arts and Sciences, so they become not only consumers but also critical users of AI technologies.

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IX. APPENDIXES

Module I

Canva Create Nuevos horizontes

Personas con acceso

01 What is Edmodo?

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom.

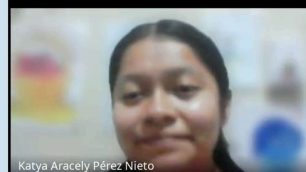
02 Main features:


Sey Danisia Najarro

Disadvantage of synchronous learning (Katya Pérez)

Technical issues

- Internet connection issues
- Electronic devices failures




☰ Classroom > The Teaching Tribe ☰ 

Tablón **Trabajo de clase** Personas Calificaciones ⚙️ ⋮


[+ Crear](#) [Compartir Trabajo de clase](#)

Todos los temas ▾


Quiz

 Paragraph Structure - Quiz Fecha de entrega: Ayer, 23:59 ⋮


Assignment


 Paragraph Writing Evaluation Fecha de entrega: Ayer, 23:59 ⋮

Forum

 In your own words, what are the main pa... Fecha de entrega: 20:59 ⋮

Material

 How to Build a Clear Paragraph (Link) Publicado: 3 may ⋮

 Understanding Paragraph Structure (PDF) Publicado: 3 may ⋮

Module II



Módulo II Aplicaciones Educativas para el Aprendizaje de un Idioma Extranjero Ciclo I-2025

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8

Module II
Educational Applications for
Learning a Foreign Language
June-July, 2025

The Concept of Beauty
Across Cultures and Time

What is the first word that comes to your mind when you hear the word 'beauty' in your culture?

Katherine Stefany Merjivar Azunaga

The Concept of Beauty Across Cultures and Time
Group 03

Katya Aracely Pérez Nieto

nearpod Menú código: X6F4Q

Quiz: Apply what you have learned
1 actividades

| Estudiantes | Time to Climb |
|--------------------------------|---------------|
| Stefanie | - |
| Jose Maria | - |
| Esther | - |
| Marianela | - |
| Douglas Edward Hernández L... | - |
| Xiomara Vasquez | - |
| Kevin Ernesto Canjura Menjivar | - |
| Leyla Lorena Barrientos | - |

José Abel Oviedo Mejía

Katherine Stefany Menjivar Azcunaga

Module III

The screenshot shows a SoundCloud interface for a track titled "Podcast The Writing Process" by José Abel Oviedo Mejía, uploaded 15 days ago. The track is categorized under "# Learning". The main visual is a waveform with a duration of 2:18. To the right is a placeholder image of a typewriter keyboard with a "Replace image" button. Below the track, there is a comment section with a "Write a comment" field and a "Report" button. A large text overlay reads: "The goal is to explain the stages of the writing process in a clear and structured way, highlighting their importance in improving the quality of texts and motivating listeners to view writing as a process of growth and empowerment, rather than as a perfect product on the first try." Below this, it says "Seems a little quiet over here" and "Be the first to comment on this track". On the right, there are "INSIGHTS" for the track, including "Reproducciones recomendadas" (Total de reproducciones del algoritmo de SoundCloud) and "Oyentes que repiten" (¡La gente te tiene en repetir!).

The screenshot shows a Genially interactive presentation titled "The Writing Process Int...". The interface includes a top navigation bar with "Mejora tu plan", "Presentar", and "Compartir" buttons. On the left is a vertical toolbar with various interactive elements like "Texto", "Recursos", "Elementos Interactivos", "Preguntas Interactivas", "Widgets", "Insertar", "Estilos", and "Fondo". The main content area features a background image of an open book with handwritten notes. A central text box states: "The Writing Process Writing is a process that involves at least four distinct steps." To the right is a flowchart titled "THE WRITING PROCESS" with steps: GENERATE (Think about and research your topic, make notes and organize your information), PUBLISH (Make your work public), DEVELOP (Organizing writing to have a clear beginning, middle and end. Revising, editing and proofreading. Going to write about before you start), EDIT (Check your spelling, grammar and punctuation), REWRITE (Revising how you say things and how you think about the subject. Adding and deleting words and changing sentences), and DRAFT (Get into the subject. Get on the subject. Start writing. Don't worry about spelling and grammar). Below the flowchart is a "Bibliography" section with five URLs:


- https://blog.heinemann.com/teaching-the-six-stages-of-the-writing-process
- https://pixabay.com/photos/old-books-writing-paper-1941274/
- https://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process/
- https://writing.ku.edu/writing-process
- https://www.youtube.com/watch?v=K6imUx4zg64&t=5
- https://lmu.se/en/library/self-study-guides/Writing-and-referencing/the-writing-process/

 The bottom of the screen shows a navigation bar with "Añadir página", "100%", and navigation arrows.

Sey Danisia Najarro (Presentando y anotando)

MODIFY YOUR PHOTOS

Use Photofunia
Select one Photo
Modify it in Photofunia
Show your work



18:12 | Modulo III

Katherine Stefany Menjivar ...

Sey Danisia Najarro

19 más

22

Navigation icons: back, mute, video off, gallery, chat, hand, menu, call