

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



"BENEFITS AND LIMITATIONS OF AI ON LANGUAGE TEACHING"

*"BENEFICIOS Y LIMITACIONES DE LA IA EN LA ENSEÑANZA DE
IDIOMAS"*

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

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR'S DEGREE IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

This report examines the integration of Artificial Intelligence (AI) in English Language teaching, analyzing its benefits, limitations, and the evolving role of educators. Guided on recent studies and theoretical models, it highlights how AI enhances instruction through personalization, adaptive learning, automation of tasks, and interactive tools. However, it also identifies pedagogical, social, and ethical challenges including the need for teacher-led content curation, the invaluable interpersonal aspect of learning, and concerns regarding data privacy and misuse. The discussion emphasizes that while AI provides powerful support, it cannot substitute teachers, whose mediation guarantees meaningful, ethical, and contextually relevant learning. Lastly, the report underscores the necessity of AI literacy for educators, following the next parameters awareness, knowledge, capability, and critical thinking, as a requirement for responsibly leveraging AI in language education.

Ultimately, this piece also presents a reflection on the activities undertaken, knowledge acquired, achievements attained, and the virtual teaching competencies developed throughout the three modules of the Specialization course.

Key Words: Artificial Intelligence, Language Teaching, AI literacy, Language Education, Limitations, Teacher's Role, Technological Tools.

I. INTRODUCTION

Technological advancements have changed education, and language teaching has been particularly transformed through online platforms, virtual classrooms, and digital resources. The emergence of Artificial Intelligence (AI) now provides new possibilities, offering tools for personalization, feedback, and the mechanization of tasks. Nevertheless, these innovations also raise pedagogical, social, and ethical questions that require critical reflection.

The analysis begins with a theoretical framework that situates technological innovation within language education, showing how tools such as virtual classrooms, mobile applications, and AI-driven platforms are reshaping traditional pedagogical models. Following this conceptual grounding, the report analyzes the impact of AI in language instruction, dividing the discussion into three major dimensions. First, it explores the benefits of AI in language education. Next, the report examines the essential role of educators and the pedagogical limitations of AI. The final dimension addresses the social aspects of language learning, highlighting the importance of interaction, collaboration, and teacher scaffolding.

The report also considers ethical and privacy concerns, focusing on the risks associated with the collection and storage of personal data by AI

systems. Teachers are called to act as guardians of students' data by selecting trustworthy platforms, ensuring transparency, and educating learners about digital safety.

Furthermore, this report analyzes the activities carried out throughout the course. The first module focused on reviewing learning theories and their application to online language teaching, establishing the theoretical foundations for creating effective virtual classrooms. Building on this base, the second module introduced the TPACK (Technological Pedagogical Content Knowledge) framework, explored the effective use of AI in language instruction, guided the creation of digital learning materials, and examined the integration of immersive virtual environments. Finally, the third module emphasized the design of multimedia resources and the organization of a comprehensive virtual learning environment where learners engage with course content. The report concludes with a critical reflection on the knowledge acquired, the achievements attained, and recommendations to enhance the learning experience of future participants.

In summary, this introduction sets the stage for a comprehensive discussion of AI in language instruction by outlining the key elements required to integrate it effectively into teaching. At the same time, it estimates deep introspection on how the Specialization Course equipped participants with the theoretical foundations and practical skills to

design, implement, and critically evaluate online language instruction in virtual learning environments supported by AI and emerging technologies.

II. OBJECTIVES

General

- To analyze the integration of Artificial Intelligence in English Language teaching by examining its benefits, limitations and pedagogical implications, in order to emphasize the continued role of educators and the importance of AI literacy for effective and ethical language teaching.

Specifics

- To apply effectively the competencies acquired in technological tools, multimedia resources, and the creation of digital educational materials during the three modules to complete the final integrative activity.
- To appraise individual educational outcomes and accomplishments from all the modules, highlighting areas of attainment, mastery, and proficiency in deploying technology-enhanced language teaching in virtual educational environments.
- To research the benefits and limitations of recent mass-consumed Artificial Intelligence (AI) technology in language teaching.

- To determine the role of the teacher in the implementation of AI in language education.

III. THEORETICAL FRAMEWORK

A. Theoretical Framework

Technological innovations have evolved; as a result, language teaching has also evolved. Technology has made learning a new language more accessible. This has been possible by improving methods through the use of individualized and engaging tools, such as virtual classrooms, mobile apps, AI-driven applications, and virtual communities. The integration of technology and language education continues to reshape pedagogical methods and learning experiences. Therefore, it is crucial to understand the benefits and limitations of the newly mass-consumed technology, Artificial Intelligence (AI), on language teaching.

B. Artificial Intelligence: An Overview

Artificial Intelligence (AI) can be understood in different ways, and different definitions help to clarify its scope and purpose. So, what does AI actually mean?

According to Stryker and Kavlakoglu (2024), artificial intelligence (AI) is a technology that enables computers and machines to simulate human learning, comprehension, problem-solving, decision-making, creativity, and autonomy. Similarly, the National Aeronautics and Space

Administration (NASA, 2024) defines AI as computer systems that can perform complex tasks typically done by human reasoning, decision-making, and creation.

Although often perceived as a recent development, artificial intelligence has been the subject of research and exploration for many decades. A paramount moment came in 1950 when Alan Turing, widely recognized as the “father of computer science” and celebrated for his role in breaking the German ENIGMA code during World War II, published his pioneering paper “*Computing Machinery and Intelligence*”. In this composition, Turing posed the intriguing question: “*Can machines think?*”. To investigate this idea, he developed what later became known as the *Turing Test*. An experiment where a human interrogator attempts to determine whether written responses originate from a machine or a human (Stryker & Kavlakoglu, 2024).

AI has advanced significantly, culminating in the rise of Generative AI (GenAI), a type of artificial intelligence. According to the Website of Harvard University (n.d.), Generative AI is: a type of artificial intelligence that can learn from and mimic large amounts of data to create content such as text, images, music, videos, code, and more, based on inputs or prompts.

In this same context, what has made Generative AI increasingly accessible is *Natural Language Processing (NLP)*, which allows users to

interact with AI through prompts and receive generated content in return.

NLP is a branch of artificial intelligence that enables computers to understand, interpret, and generate human language. By analyzing the structure and meaning of text or speech, NLP bridges the gap between human communication and machine learning (ML) models, allowing machines to process natural language data in a meaningful and context-aware manner (Grammarly 2024).

Together, these developments explain how Generative AI has become more practical and widely adopted, as Natural Language processing (NLP) provides the interface of natural and effective human-machine interaction.

C. The Impact of Artificial Intelligence in Language Instruction

Developments in AI, particularly through NLP, are transforming education by offering significant advantages; however, they also present remarkable limitations.

D. Benefits of AI in Language Education

AI helps language teaching by customizing learning experiences, automating repetitive tasks, and generating adaptive materials. As the University of Canada West (2024) explains, AI enables personalized

learning by tailoring educational content to the needs of each student. Through adaptive learning technologies, artificial intelligence can analyze a student's strengths, weaknesses, learning pace, and preferences. This data enables AI systems to provide customized lesson plans and resources, ensuring that students receive instruction tailored to their individual learning styles and needs. As a result, students can progress at their own pace, which helps to improve understanding and retention of the material.

Similarly, it is relevant to consider a recent study conducted in Ecuador, titled "*The Impact of Artificial Intelligence on Personalized Learning in English Language Education.*" The research examines how AI platforms, utilizing intelligent algorithms, can provide personalized learning experiences that enhance English language teaching, thereby improving both comprehension and skills in oral and written expression. (Bernal Parraga et al., 2025, p. 5500).

The study involved 120 Ecuadorian high school students, demonstrating that AI had a significant impact on personalized language learning, as the experimental group made clear progress in their language skills. Moreover, students felt more motivated and engaged, and teachers noticed the effectiveness of AI in supporting personalized instruction. These outcomes suggest that AI is a beneficial tool for delivering individualized instruction (Bernal Parraga et al., 2025, p. 5511).

These tools provide instant feedback on pronunciation, grammar, and vocabulary, while offering interactive resources such as chatbots and gamified activities to keep students motivated. Even language assessments, such as the TOEFL or IELTS, now utilize AI for online testing and proctoring. Importantly, the role of AI is not to replace teachers, but to support them in designing and guiding learning experiences that better meet the needs of pupils (Petros Lameris & Arnab, 2022).

Another practical use of AI in language learning is the ability to create multiple versions of a single activity (Knight & Reinders, 2023). For example, an exercise designed to practice vocabulary or grammar can be quickly adjusted in complexity, rephrased, with new examples, or adapted to a different context. This flexibility helps teachers reuse the same activity while also providing students with new and personalized practice opportunities. By generating minor modifications, AI ensures differentiation and guarantees that learning materials remain engaging and relevant to pupils' needs.

Beyond personalization, another significant contribution of AI in language teaching is its ability to automate repetitive tasks, allowing teachers to focus more on interactive higher-order learning activities. As Reinders explains in the *Talking ELT Podcast*, many Learning Management Systems (LMS) now integrate AI features that simplify learning analytics for teachers. Through Natural Language Processing

(NLP), educators can ask everyday questions in plain language and obtain interesting results. For example: *Which of my students is struggling with topic "X"?* Or *how are my learners performing compared to another teacher's class covering the same subject?* This functionality allows teachers without technical expertise to access meaningful data and even collaborate with colleagues to explore strategies that may improve student outcomes.

In addition, AI can handle routine tasks such as grading, tracking progress, and generating reports, which further reduces teachers' administrative burden and frees up time for more meaningful interactions with students.

E. The Essential Role of Educators in ELT and AI Limitations

While AI can automate many mechanical tasks and support personalization, its role in education must remain complementary rather than substitutive. The effectiveness of AI in language instructional environments ultimately depends on the teacher's expertise and guidance.

F. Pedagogical Limitations

For a long time, teachers have acted as facilitators who curate, adapt, and supervise the organization and use of content, materials, and tools, ensuring they align with learning objectives and students' needs. In this

context, content curation is the process of collecting, organizing, and displaying information relevant to a particular topic or area of interest. In an educational context, it involves gathering relevant resources from various sources, annotating them, and presenting them in a logical, accessible, and engaging manner. This not only provides a robust learning resource for students but also supports educators in building a structured learning pathway (Movchan, 2025).

Furthermore, when applied to AI in language teaching, curation takes on even greater importance. Teachers must critically assess AI-generated outputs such as exercises, texts, or explanations for accuracy, appropriateness, and suitability for learners' levels. This ensures that AI functions as a supportive assistant rather than a substitute for human teaching.

Another key role of teachers is creating language experiences that truly challenge students. Generative AI has changed that landscape, especially in written English, as students can now generate texts that are accurate and grammatically well-structured with ease. Conversely, accuracy will no longer be their main challenge. Alternatively, the future challenge lies in producing writing that is effective, engaging, and persuasive. Texts that people actually want to read. This educator's adaptive role must guide learners beyond surface-level correctness toward authentic, meaningful, and impactful communication that

responds to the demands of an ever-evolving technological world (Knight & Reinders, 2023).

G. Social Aspect

The social element of learning, where the teacher plays the key role, fosters interaction, collaboration, motivation, and meaningful human connection that AI alone cannot provide.

A 2025 study investigated the long-term effects of AI-driven, gamified language learning on the proficiency, motivation, and engagement of Chinese EFL learners, while also examining the mediating roles of teacher scaffolding and cultural factors. The study involved 150 intermediate EFL learners from three different Chinese universities. Results showed that the AI + Scaffolding group achieved significantly greater IELTS gains than the other control groups, with improvements sustained in later post-tests. Teacher scaffolding proved pivotal in fostering autonomy, competence, and relatedness, while qualitative data revealed its role in helping learners overcome AI's limitations in nuanced language use, cultural adaptability, and motivation. Overall, the study underscores the essential role of teacher mediation in maximizing the benefits of AI-enhanced language learning (Ma & Chen, 2025, p. 12).

These results emphasize that while AI can boost language education, it cannot replace the teacher's social presence. As human beings, learners need interaction, a sense of belonging, opportunities to connect with

classmates, and reassurance that someone cares about their progress —elements that only a teacher can provide, and which AI will never achieve.

H. Ethical and Privacy Concerns

Another significant limitation of AI in language instruction is related to students' data privacy and potential misuse. AI systems often collect detailed personal and behavioral information, including not just test scores, but also patterns of interaction, possibly even biometric or emotional indicators, which can be compromised, shared, or mismanaged without sufficient protections (Jose, 2024; Selvam & González Vallejo, 2025).

Therefore, teachers play an important role in safeguarding student data when integrating AI into language education. They must ensure transparency by informing students and guardians about what information is benignly collected, carefully evaluating what AI tools are appropriate to implement, and prioritize platforms with strong privacy protections. Moreover, instructors must supervise the learner's use of data and storage processes in the learning process. Failing this oversight, risks such as data breaches, profiling, or misuse of information scale substantially.

After reviewing the benefits and limitations of AI in language instruction, it is safe to say that this technology offers a powerful enhancement in

the teaching-learning process. However, it cannot replace the role of the teacher in guiding, contextualizing, and humanizing language education.

I. AI Literacy

AI literacy has become a professional necessity for language educators in the age of artificial intelligence. Brent A. Anders, in *The AI Literacy Imperative: Empowering Instructors and Students* (2023), defines it through four dimensions: awareness, knowledge, capability, and critical thinking. For language instructors, this literacy is essential: without it, they cannot fully perform key roles such as curating resources, adapting content, safeguarding data, or fostering challenges in language learning.

As a result, teachers must evaluate the content generated by AI and apply ethical considerations in their practice. By maintaining an active role, they remain active agents who guide language education while preserving its pedagogical, social, and ethical foundations.

IV. DESCRIPTION OF ACTIVITIES

Module I

Module I: Online Foreign Language Teaching



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Module I was designed to teach synchronous and asynchronous methods, as well as various learning theories, including Constructivism, Humanism, Behaviorism, Connectivism, and Cognitivism. These learning theories were taught to help learners understand what is important. During the module, these theories were accompanied by numerous online tools that learners can use to divide or manage classes. During the course, learners were navigated to tools such as Microsoft Teams, Google Classroom, Google Meet, Moodle, Canva, and Pixabay.

Weeks 1 and 2

At the beginning of the course, the professor presented the syllabus to students, outlining all the activities to be developed during Module I.

Students and the teacher used a forum to introduce themselves and share experiences asynchronously, while synchronous activities included a Padlet Icebreaker to build connections and learn the tool. A key aspect was the creation of a social forum on Moodle by the professor, which allowed learners to participate and provided explanations to in-person students.

In the first two weeks, the primary objective was to understand and apply learning theories in online English teaching, utilizing technological tools such as LMS, Moodle, Microsoft Teams, or Google Meet. The professor introduced learning theories to learners, who realized how people learn in this age with all the tools at their disposal. Learners were taught some concepts and illustrated the multifaceted nature of learning using a video. Learners practiced distinguishing between learning theories through the Genially game and then participated in a live discussion forum.

Weeks 3 and 4

During these weeks, synchronous and asynchronous sessions were designed to provide the necessary information about using the tools related to Learning Management Systems. The professor focused the synchronous session on management, assessment, security, and

privacy. Learners were taught to use Moodle, the tool that enables them to monitor time spent and track recent activity, which helps them analyze engagement patterns. They practiced with milaulas.com to gain practical teaching experience relevant to classroom scenarios, where they upload images, PDF files, and links. Pixabay was introduced as a resource for creating unique class images, allowing students to enhance their lesson materials.

After exploring Learning Management Systems and their features, students created presentations that detailed the differences between synchronous and asynchronous classes. Learners had to practice and show what they learned about theory learning in the class session related to that topic. They had to show their knowledge and creativity by designing an infographic using the Canva tool. They had to practice the tips and ideas that the professor gave them based on the guidelines given for the task. Developing these activities demonstrates learners' deep research, digital literacy, presentation, and content creation skills relevant to online teaching and learning.

Weeks 5 and 6

These weeks were different because learners had week 5 off because of Holy Week. Then in week 6, learners were taught how to create quizzes in Google Classroom through group work, organizing their own virtual courses, and presenting them to their peers. As a result, they enhanced

their collaborative lesson planning skills and became proficient in utilizing Google Classroom for assessments and course management. In this case, they learned how to create a quiz, add a due date, and set a time. Additionally, they learned how to personalize who can view, edit, or make a copy of their content. They learned how to conceal some tools to prevent students from changing the classroom configuration.

Weeks 7 and 8

Learners worked in groups and designed their own Google Classroom. Additionally, they developed a lesson plan to sequence and organize their classes effectively. These activities fostered teamwork, multimedia integration, and lesson planning skills crucial to online teaching. Finally, they presented their work in the classroom. Additionally, they received guidance on how to organize their Google Classroom.

They were able to organize their group, select a topic, and work on their Google Classroom assignment. Learners are prepared to present all the work done. Each group presented their Google Classroom, showcasing the activities they had created, including reading activities, listening exercises, questions, and forums. They learned all the settings, for example, accepting submissions for an assignment at a specific time. How many activities have students completed in the classroom? How to grade the assignment automatically.

Module II

Module II: Educational Applications for Learning a Foreign Language

Module II was developed with a range of technological tools to support teachers in facilitating students' learning. The variety of Educational Applications that exist were practiced during each synchronous session, guided by the professor, and asynchronous practice was facilitated through the use of guidelines, rubrics, and tutorials for learners. These tools and activities enhance the learning process and teaching methods. Some technological tools used include PowToon, Liveworksheets, Gemini, ChatGPT, Classroomscreen, Google Labs, WordArt, Narakeet, Delightex Edu (formerly known as CoSpaces Edu), Miro, Padlet, Nearpod, and Gamma.



THE UNIFIED
AI VIDEO PLATFORM



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Weeks 1 and 2:

Module II began with an explanation of the use of computers and technology, highlighting aspects of their history and evolution over the years, and how people can leverage them in education, which is a present and future reality. Students were also introduced to tools that enable them, as educators, to develop lessons and activities in virtual environments. Additionally, learners watched a video about the TPACK Model, in which the author explains the most critical areas of knowledge an educator needs: technological, pedagogical, and content knowledge. The model emphasizes the importance of educators continually expanding their expertise. In connection with this model, students worked collaboratively on Google Slides, creating one slide per member, in which they had to explain their understanding of the model in breakout rooms organized by the professor.

During the first two weeks, the students began using Liveworksheets, which is a powerful tool. They had to transform a simple worksheet into an interactive one and create a video tutorial based on it, demonstrating what they had learned with the teacher's explanation in the synchronous

class. The teacher showed them, step by step, how to perform this task and how to select the most suitable function of the tool based on the worksheet's content. Another helpful tool was Classroomscreen, which helps teachers guide their class by adding photos, videos, QR codes, and various other features to make the class more interesting and engaging.

Weeks 3 and 4:

During these two weeks of classes, the initial point was the impact of artificial intelligence on the teaching and learning process. Learners studied how these technologies are both present and future-oriented in education, providing teachers and learners with various ways to access information, generate content, personalize learning, and enrich academic experiences. Additionally, they learned that the use of AI presents some challenges, which can be related to academic ethics and critical thinking when utilizing information generated by AI tools, and leveraging them as a complementary resource rather than a substitute for human effort.

This reflection provided insight into the increasingly relevant role that artificial intelligence plays in contemporary education. A keyword was studied, PROMPTS, understanding that the responses generated by the AI depend largely on the clarity and precision with which the instruction is formulated. Prompt writing exercises were conducted using the Gamma App, which enables users to create presentations with AI

assistance, and it was observed that small variations in the approach significantly altered the results obtained.

Additionally, one of the powerful tools learned regarding keyword prompts was Gemini, Google's intelligent assistant, which was used to solve users' questions, help organize ideas for classes or activities, and produce academic content, such as lesson plans. Google Labs was also used as a testing space, allowing them to explore and develop innovative solutions. In this context, they learned how to transform text into images, which allows learners to continue recognizing the creative potential of AI for creating visual resources applicable to presentations, projects, and educational materials. Another fundamental aspect was learning how to cite properly with ChatGPT.

One of the risks of AI is plagiarism; therefore, the professor has taught students how to generate information using AI, providing directions through prompts and guidance on how to cite it in academic documents, emphasizing the importance of honesty and proper citation in all research work. This exercise reminded students that artificial intelligence must be used responsibly, respecting the ethical principles that guide academic production. In this regard, a PowToon video was created to explain the ethics of citing and to showcase an AI tool, including its features and uses.

Learners also worked with the WordArt application, which facilitated the creation of word clouds as a visual resource to synthesize and represent key concepts in a dynamic and creative manner. This tool facilitated the organization of ideas and the understanding of complex topics through graphic support. Finally, they developed the ability to add audio to presentations using Narakeet, a tool that converts text into narration. Its use allowed us to enrich academic presentations, providing them with greater dynamism and clarity in the communication of ideas.

Over the past two weeks, learners worked on a comprehensive experience that combines critical reflection and practice with various artificial intelligence tools. This process contributed to recognizing not only the technical possibilities that AI offers in the academic field, but also the importance of its conscious, creative, and ethical use within current educational processes.

Weeks 5 and 6:

Over the next two weeks of classes, participants continued to learn about different technological tools applied to education, with the principal purpose of understanding their potential and reflecting on how they can be integrated into teaching and learning processes. These sessions allowed for the combination of theory and practice. On this occasion, learners work with the Miro tool, a collaborative platform that

facilitates the organization of ideas through interactive whiteboards, which capture learners' attention with their visual features.

Additionally, they used Padlet, a platform that functions as a digital wall where text, images, links, and videos can be shared. This tool facilitated collaborative work in collecting and presenting information, marking a closer interaction between teachers and students. Also, one of the important tools included was Narakeet, a resource that converts text into audio narration to enrich presentations and academic materials. All of this was based on a topic developed collaboratively with the work groups that students formed since module I.

Learners continue to explore various platforms, including Nearpod, which is a powerful tool used to develop interactive lessons and icebreaker activities. Nearpod enables teachers to design quizzes, surveys, videos, simulations, and real-time activities and integrate them into a class that encourages student participation. This creates a more dynamic class environment that fosters students' motivation and attention during class sessions. The professor also prepared a class for learners to know the concept of Immersive Learning for Student Teachers, which addressed the potential of immersive environments in education.

On the other hand, regarding the experiences and practices, the participants showed how these tools allow them to learn actively, placing

them in contexts closer to real-life practice and increasing motivation, knowledge retention, and the development of applied skills. This approach highlighted the relevance of augmented and virtual reality technologies as transformative resources within the educational field.

Learners were immersed in virtual reality, and in relation to that, the professor introduced the Delightex tool, which aims to create innovative educational experiences through interactive environments, such as video game creation using virtual reality. In this case, the class was developed as a practical activity in which students had to design a story using a previously assigned grammatical topic. This was to demonstrate how creativity can be combined with the learning of grammar structures, and to show how applying technology not only serves as a support resource but can also become a means to apply and consolidate knowledge in a playful and meaningful way.

Moreover, these two weeks of learning provided insight into how the incorporation of digital technologies such as Miro, Padlet, Narakeet, and Nearpod, as well as reflection on immersive environments and the pedagogical use of Delightex, represent a fundamental contribution to contemporary education. This practice provided both technical knowledge and insight into the role of technological innovation in the education sector. The use of virtual tools with VR demonstrates students'

creative and ethical use, with the aim of enriching teaching and promoting more meaningful learning for students.

Weeks 7 and 8:

In these last two weeks of module II, the topics selected by the different groups continued to be presented, following a dynamic that highlighted the broad exploration of the digital tools developed throughout the course. The tools used during the course were divided among the group members, and each presented the topic using a different tool, which allowed for a deeper understanding of its functionalities and reflection on its pedagogical relevance. In this way, the sessions became a space for comparing and assessing the effectiveness of technological resources applied to the teaching and learning process.

Additionally, presentations were developed for learners, demonstrating constant experimentation, in which digital platforms were used not only as teaching resources but also as central means for organizing, presenting, and constructing knowledge. The variety of tools explored was taught to learners to have practical lessons, as each has unique features that contribute to creativity, enhance innovation, introduce new methods, and strengthen students' communication skills.

In this context, a special space was dedicated to practicing with the Delightex platform, which had already been introduced in previous

weeks. During these classes, the tool was used more intensively in an activity involving story design and a specific grammatical theme. The activity aimed to integrate virtual language learning with digital tools. This promoted the practical application of lessons using a tool that encourages creativity, and the best part is that it is free.

Besides that, the practice was also essential in preparing for the eighth week. At that time, all groups would formally present their final projects. The strategies that the professor planned for this course, by integrating various tools and utilizing them in different activities, demonstrated the importance of collaborative learning and how technology allows users to work online in the same scenario.

This course enables students to demonstrate their skills and knowledge at no cost. The course combines theory and practice; the development of each activity shows how virtual environments and multiple digital approaches provide an exceptional learning experience and effective classroom control.

Module III

Module III: Design of the Didactic Materials for Virtual Environments



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During this module, the professor focused each class on designing teaching materials that engage innovative students by using digital resources for this digital learning era. Learners were involved in using various tools and platforms to create engaging and pedagogically sound materials suitable for virtual environments. At the beginning of this module, the tools that were presented were Pizap, SoundCloud, Coolers, Vecteezy, Adobe Podcast, and Genially, which facilitate high-quality audio creation; Genially, a platform for interactive and multimedia presentations; and practical guidelines for creating an educational podcast. The primary objective of this module was to integrate technology into the teaching process and adapt didactic materials to provide a dynamic learning process.

Week 1 and 2

The module began with an introduction to various multimedia tools, including text, images, audio, video, animation, and interactivity. The first two weeks were focused on how these resources can make learning easier, more attractive, and motivating by helping students understand concepts and keeping their attention. The professor explained to learners how to create an audio file and add it to a presentation in Google Slides, and then convert the audio into an MP3 format. They also learned how to use Adobe Podcast, exploring options like inviting guests, adding music, editing podcasts, downloading scripts, and exporting files. Additionally, learners work by adding audio and images to SoundCloud to upload their podcasts. This involves creating accounts, customizing profiles, uploading audio files, and sharing the links on Moodle.

They also learned about the role of images in education, as well as basic knowledge of digital formats such as JPG and PNG. The professor presented and taught how to use Pizap to find and edit creative images, adding text, icons, and backgrounds to enhance their visual appeal. They also practiced reducing image size for online use. Finally, they explored Vecteezy and Freepik to learn how to choose and attribute images correctly in their projects and digital portfolios.

Weeks 3 and 4

These weeks, learners selected the topics for their written reports. They also had to work on creating an interactive image by watching a tutorial on how to use Genially, as it required incorporating audio, text, pages, and other interactive elements. Time was allocated for both reviewing draft documents of the written report and creating the interactive images. Additionally, specific settings in Google Classroom were examined. The professor provided learners a space in which each group had the opportunity to ask some questions about the written report. The synchronous meeting, as emphasized in the planning, included analyzing the audience, selecting a topic, defining objectives, organizing the body, and integrating data, expert quotes, and personal experiences.

Learners practiced strategies to make their presentations engaging, such as using descriptions, adding questions, and learned how to incorporate humor, utilize visuals, or make inspirational statements. They also learned how to design effective introductions and conclusions that are relevant to the audience's needs, values, and goals. A practical focus was placed on visual design. Students explored Colors, a digital tool for choosing contrasting color palettes to improve the visual impact of presentations. A key takeaway for learners was the introduction of

the topic of typography, followed by a review of the corresponding guidelines.

Weeks 5 and 6

The professor taught a new tool called Photofunia. This tool is very useful for editing a unique and amazing photo. A video was seen to learn how to use Google Sites. Work groups take place during the class using Sites. The primary purpose was to present on any topic and explore the tool. During these weeks, learners worked in the groups they had formed in the previous modules, seeking information to write their own final written report, which they would present to the professor to receive feedback.

Weeks 7 and 8

Students were taught how to create a farewell video. To develop this educational video, they followed expert tutorial videos shown to them by the professor. Afterward, the students added their Google Sites link, which in turn linked them to Google Classroom. Students had to design their website, incorporating three of the tools learned in Module II and the assessments developed in Module III. They also presented their work in class and explained everything they had done, such as the welcome forum, the forum discussion, the quiz, and the assignment.

V. ACHIEVEMENTS

- Students demonstrated a profound understanding of learning theories, the foundation of online education, and how these concepts are deeply interconnected through a virtual discussion.
- Undergraduates showed faculty how to properly set up Learning Management Systems using Moodle and Google Classroom.
- Learners demonstrate their understanding of the theoretical fundamentals of technological tools and their functions and applications in language teaching by planning and developing synchronous and asynchronous interactive activities.
- Participants demonstrated their proficiency in integrating didactic materials and multimedia content for language instruction, presenting them in a virtual environment.
- Pupils evidenced competence in responsibly integrating AI-driven tools, such as ChatGPT, Gemini, and Google Labs, in language teaching.
- Undergraduates exhibited strengthened cooperative work skills during synchronous classes and evaluated activities.
- Ultimately, scholars demonstrated awareness by reflecting on their learning process during the course and their understanding of AI in language education in a written report.

VI. CONCLUSIONS

- The Specialization Course equipped students with a diverse range of technological tools to enhance the language teaching and learning process in online virtual learning environments.
- The modules instill in learners' theoretical knowledge and underlying principles to critically assess the selection and implementation of resources based on the needs and goals that have to be fulfilled.
- As Language education evolves in alignment with technological advancements, teachers must undergo ongoing educational formation to stay updated not only on new technologies but also on pedagogical skills, subject mastery, and learners' particularities, ensuring a better teaching practice.
- When it comes to Artificial Intelligence in language education, it is an undisputed fact that it must play a complementary role to traditional pedagogical strategies, rather than a central role, and this is only achievable if teachers are AI literate.

VII. RECOMMENDATIONS

The following evidence-based and experience-driven suggestions are addressed to the Department and authorities of the School of Humanities at the University of El Salvador, offering practical strategies to enhance the learning experience of future participants in the Specialization Course:

- Invest in the technological tools studied throughout the course so that the tutor and students can fully explore their benefits in language education, rather than just using their free versions.
- Develop more online English language teaching experts to stay current on the ever-evolving technologies that enhance education.
- Provide more practice with the digital tools introduced in the course to ensure long-term mastery and integration into future teaching contexts.
- Encourage deeper reflection on the pedagogical value of each tool, beyond its technical use, to strengthen critical thinking in selecting appropriate resources.
- Offer more hands-on workshops that focus on immersive and AI-based tools, enabling learners to explore advanced applications in real-world educational scenarios.
- Enhance awareness of and address the risks associated with ethical considerations in the use of AI and digital platforms,

emphasizing the importance of academic integrity, data privacy, and responsible content creation.

- Offer optional advanced modules on specialized areas (e.g., podcast production, VR lesson design, or data-driven learning analytics) for students interested in further exploration.

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X. APPENDIXES

Images of Online Classes

The screenshot shows a Google Meet interface. The main window displays a presentation slide titled "Comparison of the Learning Theories". The slide contains a table with the following data:

Theory	Focus	Learner Role	Instructor Role
Behaviorism	Observable behavior	Passive recipient	Cogntroller
Cognitivism	Mental processes	Active processor	Organizer
Constructivism	Knowledge construction	Active constructor	Facilitator
Connectivism	Network formation	Network participant	Curator

Below the table, the slide text reads: "This table summarizes key differences. Theories evolved to address learning contexts." The Meet interface includes a sidebar with participant avatars (Sey Danisia Naj..., Jose María Arg..., Selim Arturo Sa..., Felix Antonio Ri..., ANA ESTHER G..., Xiomara Elizabe..., Katherine Stefa..., 18 más, Sttefanie Garcia...) and a bottom control bar with icons for mute, video, chat, and other functions. The time 18:10 and the meeting ID rmr-hrgi-aag are visible in the bottom left corner.

What is e-learning?

E-learning is the extension of the learning environment beyond its traditional physical, geographic and temporal limits through the use of networked technologies.

By Peter van de Pol
Translated by MEVA. Sey Najarro

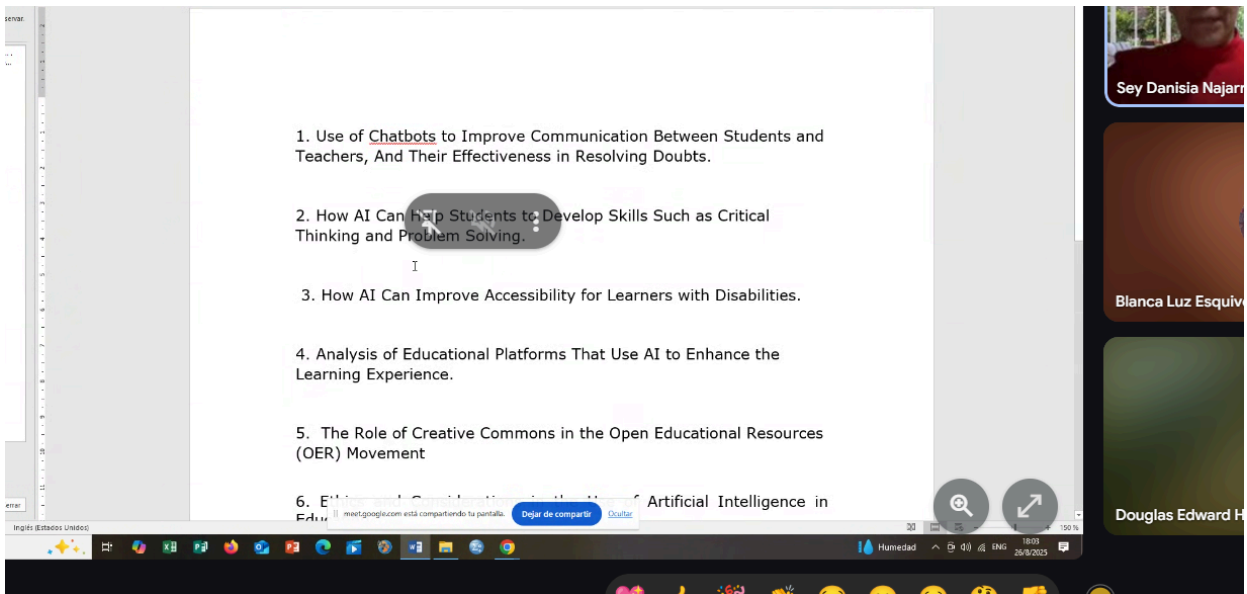
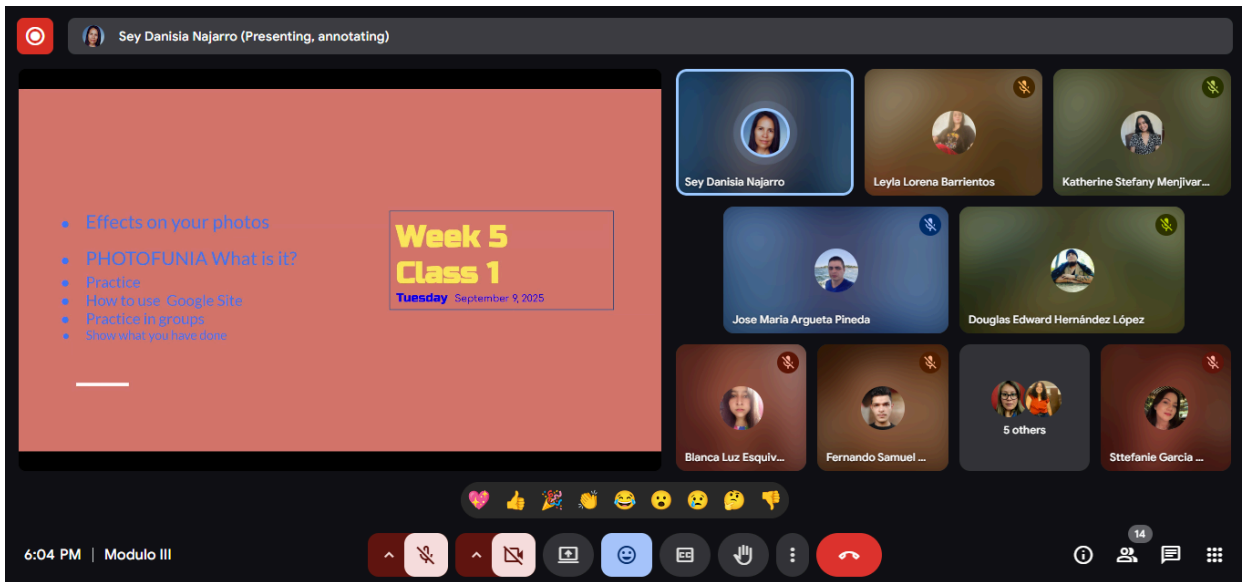
There can be no doubt that technology has transformed the way education is delivered to people across the globe.

THE IMPORTANCE OF TECHNOLOGY

LET'S INTRODUCE THE NEW TOPIC!

The technologies that facilitate the provision of courses over long distances are broadly termed "learning management systems" or "LMS." Learning management systems can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes.

WHAT IS A LMS (LEARNING MANAGEMENT SYSTEM)?



Meet - Modulo III

meet.google.com/fov-sknr-tjf

Centro educativo

Sey Danisia Najarro (Presentando y anotando)

Thursday September 4, 2025

- Typography
- Question on the Written Report
- Google presentations

Sey Danisia Najarro

Sttefanie Garcia Herna...

Blanca Luz Esquivel Cl...

Leyla Lorena Barrientos

Katherine Stefany Men...

Kevin Ernesto Canjura ...

12 más

Fátima Lisseth Figueroa Sola

18:07 | Modulo III

18:07 04/09/2025

Sey Danisia Najarro (Presentando y anotando)

Week 4

- Steps in Preparing a Presentation
- Color Pallet
- Choosing Colors for Your Slides

Date: Tuesday September 2, 2025
By Sey Najarro

Sey Danisia ...

Sttefanie Ga...

21 más

Fátima Liss...

Mensajes de la llamada

Al fijar un mensaje, las personas que se unan más tarde podrán verlo. Los mensajes se están grabando junto con la llamada.

Ue nadad!!

Tú 18:24
THEORETICAL FRAMEWORK IS ABOUT THE TOPIC, AND THE ACTIVITIES IS ABOUT THE MODULES

Sey Danisia Najarro 19:02
<https://visme.co/blog/how-to-choose-a-color-scheme/>

Sey Danisia Najarro 19:08
<https://colors.cole88d67-1b999c-9999c3-7b8cde-c0e6de>



Envía un mensaje

19:12 | Modulo III

19:12 02/09/2025

Images of Didactic Materials

BY STEFANIE GARCIA


CANVAS
vs
BLACKBOARD


A Comprehensive LMS Comparison

EXPLORING FEATURES, RESOURCES, GLOBAL REACH, AND TEACHERS' TOOLS

OVERVIEW

It's a cloud-based platform that provides educational institutions with the tools to create, manage and deliver online courses and learning materials to students.

It's a teaching and learning solution that offers an array of tools to manage student information and enrollments, create and conduct assessments, measure learning effectiveness and more on a cloud-based platform.


FEATURES COMPARISON TABLE

User Interface	<ul style="list-style-type: none"> ✓ Modern and intuitive dashboard ✓ Color-coded calendar 	<ul style="list-style-type: none"> ✓ Traditional interface ✓ Customizable menus
Course Design	<ul style="list-style-type: none"> ✓ Drag-and-drop module builder ✓ Easy-to-use page editor 	<ul style="list-style-type: none"> ✓ Syllabus builder ✓ Flexible course layout settings
Mobile App	<ul style="list-style-type: none"> • Canvas Student, Canvas Teacher ✓ Optimized for mobile use 	<ul style="list-style-type: none"> • Blackboard App, Instructor App ✓ Push notifications
Integrations	<ul style="list-style-type: none"> • Google Workspace, Zoom, Microsoft 365, LTIs 	<ul style="list-style-type: none"> • Microsoft 365, SafeAssign, Zoom, Panopto, Turnitin
Grading Tools	<ul style="list-style-type: none"> • SpeedGrader with inline annotation ✓ Rubrics and bulk feedback 	<ul style="list-style-type: none"> • Inline grading, feedback annotations ✓ Grade center with filters
Communication	<ul style="list-style-type: none"> • Discussions, announcements, inbox ✓ Audio/Video comments 	<ul style="list-style-type: none"> • Announcements, course messages, video feedback via Collaborate

ACTIVITIES & RESOURCES

Instructional Content


- Upload PDFs, presentations, and videos
- Modular course builder with drag-and-drop
- Integrates easily with Google Drive and YouTube



- Upload multimedia content, slides, and documents
- Organize lessons with Learning Modules and Lesson Plans
- Store files in "Content Collection" and link within courses

Assessment Tools


- Quizzes with multiple question types
- SpeedGrader for fast, annotated feedback
- Rubrics connected to Outcomes for tracking progress



- Flexible tests and surveys with custom settings
- Online grading with file annotations
- Rubrics and SafeAssign plagiarism checker

Engagement Tools

- Media-rich discussion boards with likes and replies
- Group workspaces for peer collaboration
- Push notifications via mobile and email



- Traditional threaded forums for discussions
- Groups feature with file sharing and collaboration
- Course announcements via system and email

Linguistic Relativity & Lingui... Cambios sin publicar **Publicar** Mejora tu plan Presentar Compartir

Añadir página

1 | 00

2 | 00

Lista Cuadrícula

Does the language you speak change how you think? Think & answer

objectives

LINGUISTIC RELATIVITY

Perceptions of... Listen

time memory behavior self-reflection

Linguistic relativity Linguistic determination

References

Añadir página 100% 1

view.genially.com/68b094b03e6cd86c9a751278/interactive-content-social-variation-in-language-fatima-figueroa Centro educativo

SOCIAL VARIATION IN LANGUAGE

Speakers adjust their speech depending on the situation:

OBJECTIVES

?

by Fatima Lisseth Figueroa de Marin - F815005 Fuente: Yule (2017, p. 741)

Want to create interactive content? It's easy in Genially! Get started free



UNIVERSITY OF EL SALVADOR
ENGLISH PHONETICS
VOICED AND VOICELESS SOUNDS
TEACHER: XIOMARA ELIZABETH VASQUEZ ACOSTA

THE CONSONANTS PLOSIVES

1 Instructions

1. Read the following paragraph about voiced and voiceless sounds. You must identify each word with the voiced sounds /b/, /d/, /g/ and /p/, /t/, /k/ voiceless sounds.
2. Record your voice mentioning all the words that you recognized on the paragraph with each sound. Use vocaroo <https://vocaroo.com/>
3. Update a pdf with your name, and include 2 different links audios one for voiced and the other one for voiceless sounds.
4. Due date to submit your assignment May, Wednesday 7th 2025 until 11:59 pm

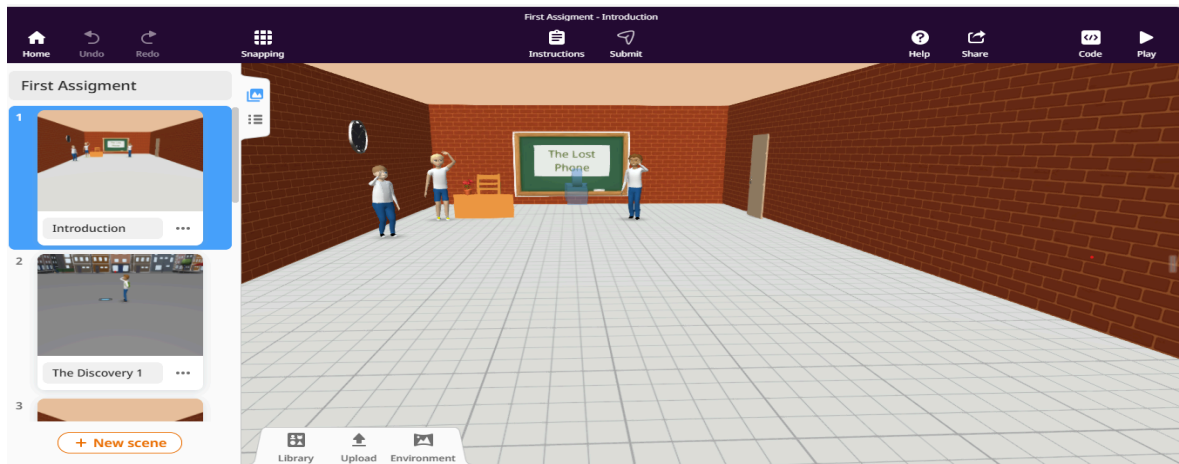
2 Reading

English has six plosive consonants, p, t, k, b, d, g. /p/ and /b/ are bilabial, that is, the lips are pressed together. /t/ and /d/ are alveolar, so the tongue is pressed against the alveolar ridge. /k/ and /g/ are velar; the back of the tongue is pressed against an intermediate area between the hard and the soft palate. /p/, /t/ and /k/ are voiceless. /b/, /d/ and /g/ are normally voiced. The release of the voiceless plosives is followed by audible plosion and, in the postrelease phase, by an aspiration. So, the most noticeable difference between the voiceless and the voiced plosives is this aspiration.

TRUJILLO, (2006) TEACHER TRAINING IN THE DIGITAL AREA: ENGLISH PHONETICS AND PHONOLOGY
[HTTPS://WWW.UGRES/-/FS/AE2/FONETICA.HTML](https://www.ugres/-/FS/AE2/FONETICA.HTML)

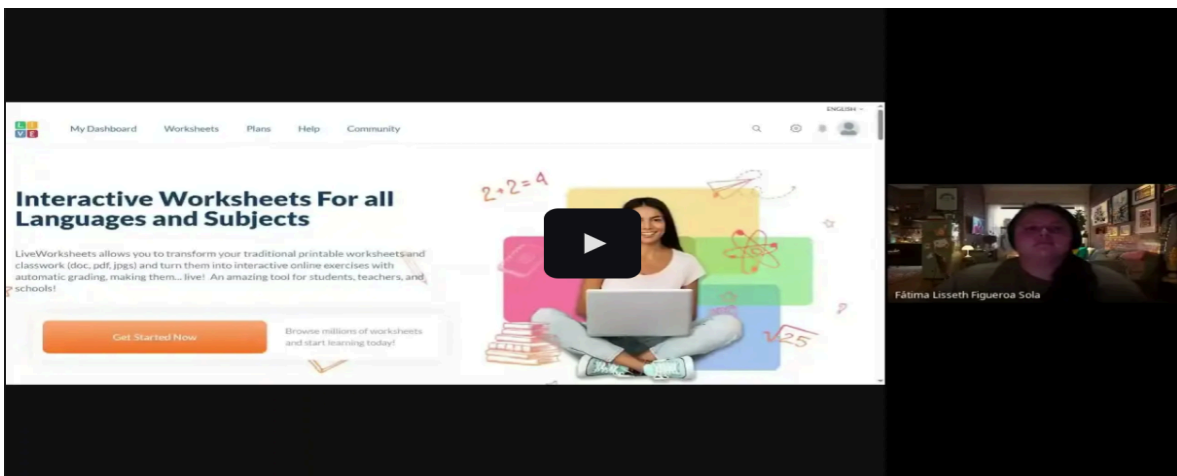
Diseño
Elementos
Texto
Marca
Subidos
Herran

Images of Immersive Learning






Images of Multimedia Educational Materials



BACK TO EDIT

SLIDESHOW VIDEO 100% Upgrade Publish

Contact



Using and Citing AI in education

with a focus on ChatGPT

Presented by: Stéfanie García

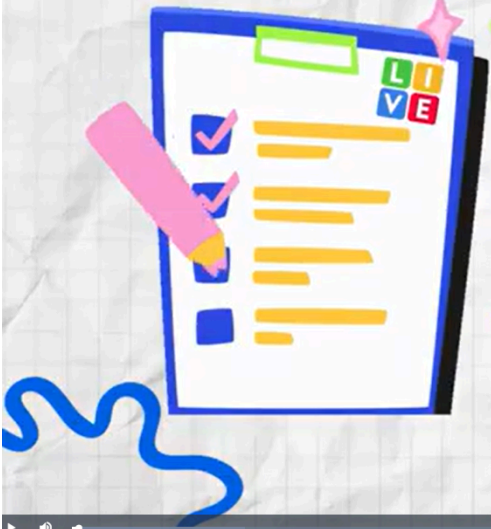
CREATED USING POWTOON

01 / 10

Ayuda

This image shows a Powtoon presentation slide. On the left is a portrait of a woman with long dark hair. The main text reads 'Using and Citing AI in education with a focus on ChatGPT'. Below the portrait, it says 'Presented by: Stéfanie García'. A small cartoon character of a woman stands next to the text. The slide is part of a 10-slide presentation, and the interface includes 'BACK TO EDIT', 'SLIDESHOW', 'VIDEO', '100%', 'Upgrade', and 'Publish' buttons. A 'Contact' link is in the top right. A 'POWTOON' logo is in the bottom right, and an 'Ayuda' button is at the very bottom right.

Video Tutorial - How to make an interactive test using LiveWorksheets



HOW TO MAKE A TEST INTERACTIVE

Copy and paste...



11:55 1x

This image is a video thumbnail for a tutorial. It features a clipboard with a checklist and a pink pencil on the left. The text 'HOW TO MAKE A TEST INTERACTIVE' is written in large, bold, green letters with a black outline. The background is a crumpled paper texture with colorful starburst and squiggle graphics. At the top left, it says 'Video Tutorial - How to make an interactive test using LiveWorksheets'. At the top right, there is a 'Copy and paste...' button. At the bottom left, there are video control icons. At the bottom right, it shows the time '-11:55' and '1x'.

Home Feed Library Search Upgrade now For Artists Upload

Lingua Lab Podcast
Sttefanie Garcia

17 days ago
#Linguistics

Write a comment

¿Tu música en vinilo? Sí, por favor. Convierte tus álbumes en discos con SoundCloud. Apúntate a la lista de espera

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All Popular tracks Tracks Albums Playlists Reposts Your Insights Station Share Edit


Spotlight Edit Spotlight

Followers 0 Following 1 Tracks 2

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

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Social Variation in Language-Fatima Figueroa-WORDWEAVERS PODCAST
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Purple Planet Music
Welcome back
264 2 1

ON TOUR

With an Artist Pro account, you can create ticketed live events on SoundCloud, and list existing events.

Upgrade to Artist Pro

1 FOLLOWING View all

Sey Najarro
3 5 Following

Fátima Lisseth Figueroa
Social Variation in Language-...

Santandreu


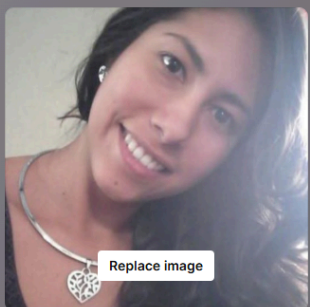
Fátima Lisseth
FÁTIMA LISSETH FIGUEROA SOCIAL VARIATION IN LANGUAGE-...
4 years ago

2:48

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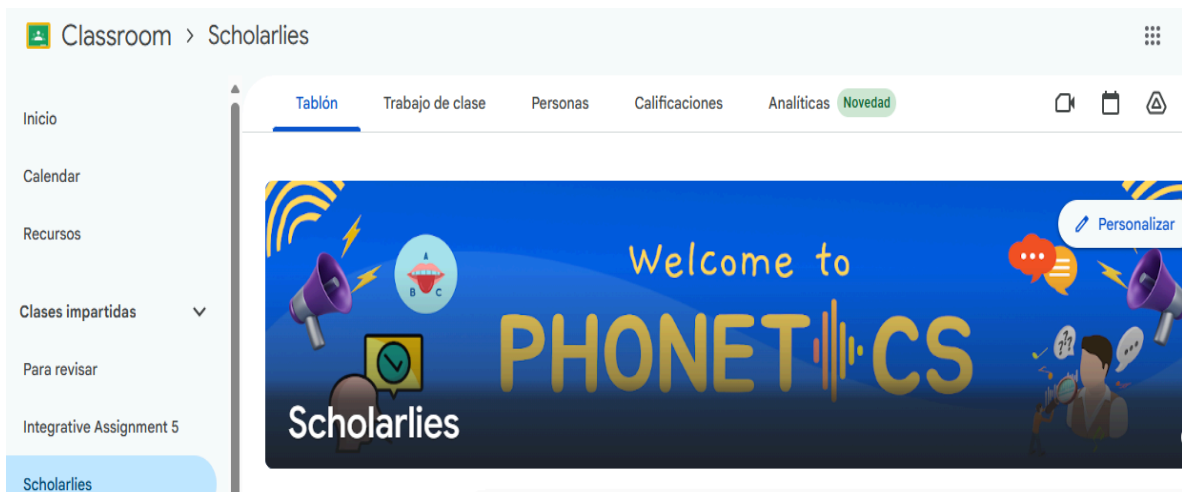
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Elizabeth Vásquez

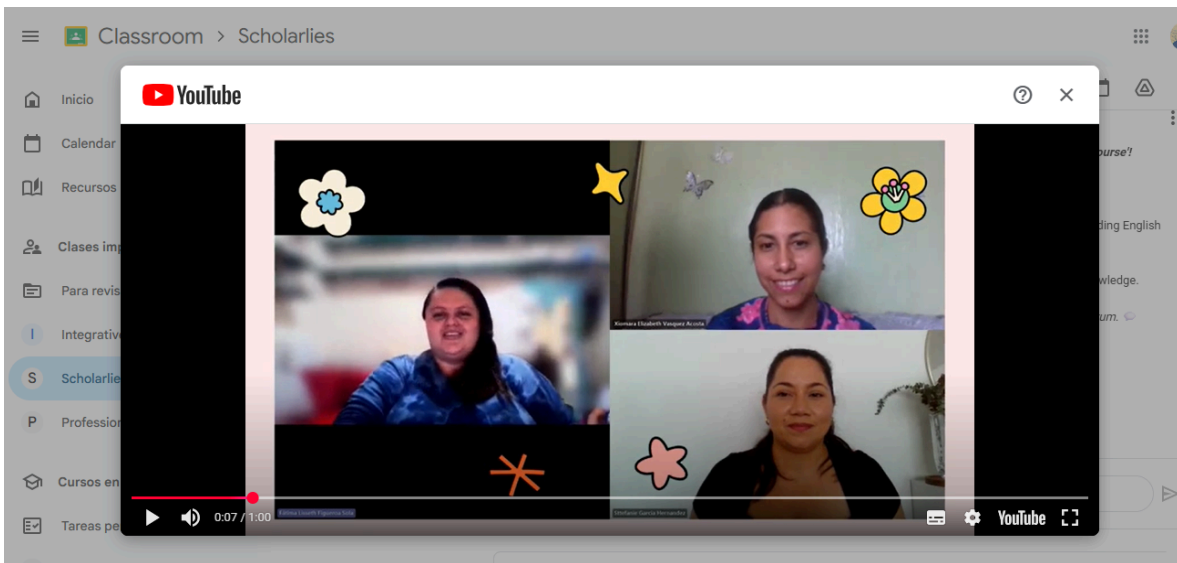
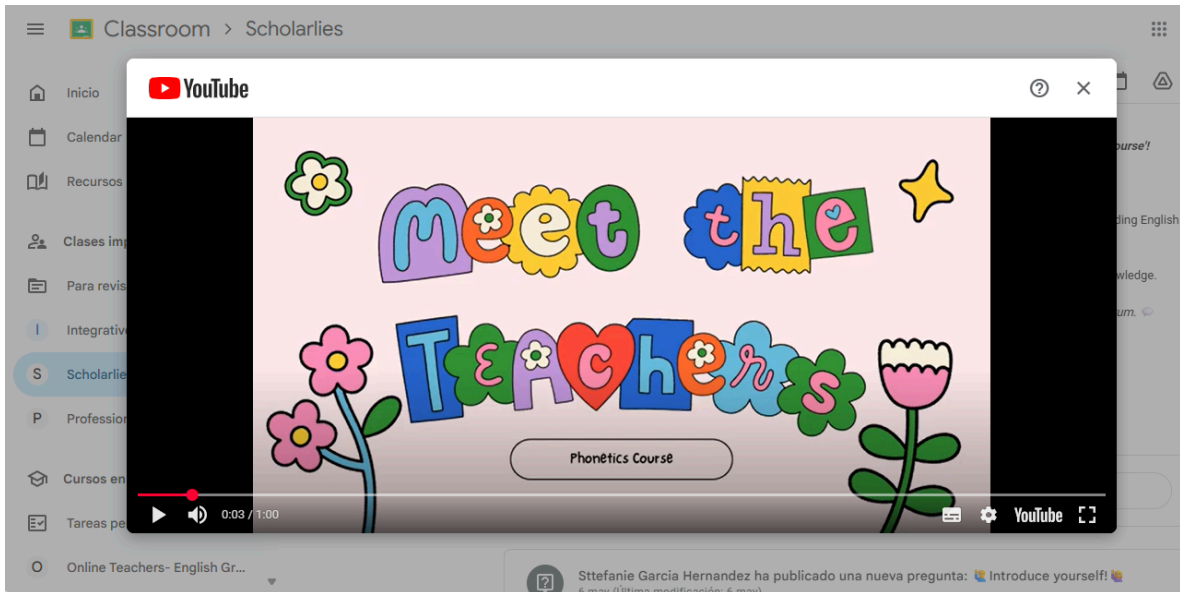
16 days ago
#Audiobooks

Replace image

Images of Virtual Learning Environments





Classroom > Scholarlies

Inicio
 Calendario
 Recursos
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 Para revisar
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S Scholarlies
 Professions
 Cursos en los que te h...
 Tareas pendientes
 Online Teachers- English Gr...

Tablón Trabajo de clase Personas **Calificaciones** Analíticas Novedad

Filtro de trabajo de clase
 Ver todo el trabajo de clase

Ordenar por apel...

	Sin fecha de entr... Introduce yourself	13 may Audio Recorded...	13 may Quiz Time	Sin fecha de entr... SOCIAL FORUM	8 may How can voiceless or...
Media de la clase					
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Marianela De La Cruz Briz...	0 Borrador · Sin entregar	0 Borrador · Sin entregar	0 Borrador · Sin entregar	100	0 Borrador · Sin entreg...
ANA ESTHER GUARDADO ...	0 Borrador · Sin entregar	0 Borrador · Sin entregar			100

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SCHOLARLIES

Linguistics

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Classroom > Integrative Assignment 5

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All topics

★ 🌈 welcome! 🌈 ★

📄 🌈 Getting to know each other Lingua... Edited Sep 25

📖 Regional Variation in Language 🧑🏫🧑🏫

📄 Assignment 📄 Due Oct 28, 12:59 AM

📄 Rubric 📄 Posted 11:04 AM