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



**TÍTULO:**

**“HOW AI IS TRANSFORMING THE ROLE OF EDUCATORS AND  
EXPECTATIONS IN THE WORKPLACE”**

**IN ORDER TO OBTAIN THE DEGREE OF:**

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

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LICENCIATURA EN ENSEÑANZA DEL INGLÉS: OPCION ENSEÑANZA

OTTO MAURICIO FUENTES RIVERA FR17009

**FINAL REPORT OF THE SPECIALIZATION COURSE ON ADMINISTRATION OF  
VIRTUAL ENVIRONMENTS FOR TEACHING AND LEARNING OF FOREIGN  
LANGUAGES**

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## **ABSTRACT**

The advent of Artificial Intelligence (AI) marks a transformative shift in education and the workplace, heralding unprecedented opportunities and challenges. This study explores the implications of AI for educators and professionals, emphasizing the necessity of integrating AI technologies into pedagogical frameworks and workplace practices. Theoretical foundations, including constructivist and behaviorist approaches, provide insights into how AI facilitates personalized learning and adaptive teaching methodologies. Key AI applications, such as Intelligent Tutoring Systems (ITS) and learning analytics, are analyzed for their roles in enhancing educational outcomes and streamlining administrative tasks. The research is structured around three modules designed to enhance understanding and application of AI in educational settings. Module I focuses on online foreign language teaching, where students engage with various web tools, developing their teaching methodologies in virtual environments. Module II introduces participants to an array of free online technological tools for teaching English, emphasizing collaborative learning experiences. Module III centers on the design of didactic materials for virtual environments, guiding students in creating interactive educational content using diverse technological tools like podcasts, interactive images, and Google Sites. In the workplace context, AI is reshaping job functions by automating repetitive tasks and redefining skill requirements. The demand for soft skills, including emotional intelligence and creativity, is

intensifying as organizations adapt to a technology-driven landscape. This transition underscores the importance of continuous professional development and the need for ethical considerations surrounding AI, particularly concerning bias and data privacy. Through a comprehensive examination of AI's impact on both education and employment, this paper advocates for a collaborative approach among educators, industry leaders, and policymakers. By fostering an adaptive learning environment and promoting ethical AI practices, stakeholders can ensure a future-ready workforce capable of thriving in an AI-enhanced world.

**Keywords:** Artificial intelligence, education, automation, online teaching, professional development, AI ethics, technological tools.

## KEY TERMS

**Artificial Intelligence (AI) in Education:** Refers to the integration of AI technologies in educational settings to enhance learning processes and outcomes, such as personalized learning, adaptive systems, and data-driven decisions (Harvard Graduate School of Education, 2023).

**AI in Teacher Roles:** AI is transforming educators from being content providers to facilitators, allowing them to focus more on mentorship, creativity, and developing critical thinking among students (Harvard Graduate School of Education, 2023).

**AI in the Workplace:** AI is reshaping workplaces by automating routine tasks, creating demand for new skills, and altering job roles, making technological adaptability crucial for employees (Harvard Graduate School of Education, 2023).

**Automation:** AI automates routine, repetitive tasks in both education and the workplace, allowing humans to focus on higher-order, creative, and analytical functions (Harvard Graduate School of Education, 2023).

**Behaviorist Perspectives:** AI technologies that focus on behavior modification through reinforcement, repetition, and feedback, supporting desired skills acquisition through structured tasks (Harvard Graduate School of Education, 2023).

**Constructivist Theory:** A theory emphasizing student-centered learning, where learners build their own understanding through exploration and interaction (Piaget, 1972).

**Connectivism:** A theory focused on the importance of technology and networks in learning. AI enhances this by linking learners to global resources and communities for collaboration and knowledge sharing (Siemens, 2005).

**Cognitive Theories:** Focus on how AI can support complex problem-solving and critical thinking by simulating human-like cognitive processes, enhancing learners' capacity for higher-order thinking (Harvard Graduate School of Education, 2023).

**Personalized Learning:** AI creates customized learning experiences by adapting content and instruction to meet individual student needs, fostering more effective and tailored educational environments (Harvard Graduate School of Education, 2023).

**Teacher Autonomy:** The increasing use of AI might challenge teacher autonomy, as educators may feel compelled to follow algorithmic recommendations, limiting their professional judgment (Harvard Graduate School of Education, 2023).

## **I. INTRODUCTION**

The rapid advancements in Artificial Intelligence (AI) and digital technology have transformed various sectors, including education. AI is not only changing how knowledge is delivered but also redefining the role of educators.

This report, presented to the Foreign Language Department at the University of El Salvador, also provides an overview of the activities carried out by students enrolled in the specialization course on teaching English online. The course, titled *Specialization in the Administration of Virtual Environments for Foreign Language Teaching and Learning*, is structured as follows: first, Online Foreign Language Teaching; second, Educational Applications for Learning a Foreign Language; and third, Design of Didactic Materials for Virtual Environments.

Participants in this course gain a comprehensive understanding of the fundamentals of virtual teaching and develop the skills necessary to effectively integrate AI and digital tools into their teaching practices. The report concludes that AI and digital tools have a transformative impact on educators, requiring them to adapt to new technologies.

This report underscores the need for educators to embrace the changes brought about by AI in education. By equipping them with the appropriate

skills, we can better prepare students to meet the demands of the 21st-century workforce. The integration of AI and digital tools not only enhances the learning experience but also empowers educators to navigate their evolving roles in a dynamic educational landscape.

## **II. OBJECTIVES**

### **General Objective.**

- To offer educators a comprehensive understanding of the knowledge and skills needed to effectively integrate Artificial Intelligence (AI) and digital tools into English language teaching, enabling them to adapt to the evolving educational landscape and enhance the learning experience in virtual environments.

### **Specific Objectives.**

- To recognize the advantages and drawbacks of using AI in virtual teaching of foreign languages.
- To demonstrate AI is transforming teachers' roles and expectations in the workplace.
- To establish that teachers have control over AI and not AI over teachers.
- Use technological tools for the design of didactic materials.

- Use technological tools to plan and develop synchronous class activities.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.

### **III. THEORETICAL FRAMEWORK**

Artificial Intelligence (AI) is becoming one of the most significant technological forces of the 21st century, with the potential to reshape numerous industries, including education and the workplace. This transformation presents new challenges and opportunities for educators, who must integrate AI into their teaching methods, and for professionals, who must adapt to evolving workplace expectations. This theoretical framework explores the impact of AI on the role of educators and workplace dynamics, drawing from educational theories, AI technology concepts, and labor market trends.

#### **Defining Artificial Intelligence in Education**

AI in education involves using machine learning, natural language processing, and data analytics to enhance the teaching and learning process. These technologies enable personalized learning, automate administrative tasks, and create new ways of engaging learners through virtual classrooms

and intelligent tutoring systems. UNESCO highlights the potential of AI to address critical challenges in education and advance progress toward global educational goals, such as Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education for all (UNESCO, 2021).

As AI continues to evolve, it not only enhances educational practices but also introduces risks and challenges, such as the need for ethical policies and regulatory frameworks to manage its impact. Educators must therefore be equipped to understand and implement AI tools effectively while preparing students to thrive in a technology-driven workplace.

## **AI Technologies and Tools in Education**

In many ways, teaching with AI tools is based on a familiar concept: tasks that help students develop linked thinking and writing (or other generative skills). This includes the process of discussing, drafting, and revising ideas in relation to sources and evidence. Key technologies transforming education include:

- **Intelligent Tutoring Systems (ITS):** Adaptive systems that provide personalized instruction based on student performance and learning styles.

- **Natural Language Processing (NLP):** Facilitates automated essay scoring, feedback provision, and language translation.
- **Learning Analytics:** Use of big data to track student progress, predict outcomes, and customize learning experiences.

### **Theoretical Perspectives on AI in Education**

The integration of Artificial Intelligence (AI) in education significantly transforms traditional learning environments and methodologies. Various theoretical frameworks elucidate how AI can enhance educational outcomes. Constructivist theories highlight AI's capacity to create personalized, learner-centered experiences, while behaviorist perspectives emphasize adaptive learning technologies that reinforce skills through repetition and feedback. Cognitive theories examine AI's role in supporting complex problem-solving and critical thinking by mimicking human-like learning processes. Understanding these perspectives helps to navigate the potential and challenges that AI presents in reshaping education for the 21st century. As noted by Academic Dean Martin West at the Askwith Education Forum, the influence of AI on education is shaped by human responses from policymakers to teachers and students (Harvard Graduate School of Education, 2024).

Several educational theories support the integration of AI in teaching:

- **Constructivist Theory (Piaget, 1972):** AI tools such as interactive simulations and virtual labs provide environments where students can construct their own understanding through exploration and experimentation.
- **Connectivism (Siemens, 2005):** Emphasizes the role of technology and networks in learning. AI enhances connectivist learning by linking learners to vast resources and communities.
- **Zone of Proximal Development (Vygotsky, 1978):** AI tutoring systems can act as a 'more knowledgeable other' to provide scaffolding that supports learning within a student's ZPD.

### **Impact of AI on the Role of Educators**

AI is redefining the role of educators from traditional knowledge dispensers to facilitators and guides in a technologically enhanced learning environment. Educators must now navigate digital tools, support personalized learning, and engage in continuous professional development to stay current. AI tools can handle administrative tasks, offer personalized learning experiences, and provide instant feedback to students, allowing teachers to focus more on mentorship, creativity, and critical thinking development. While some fear AI may replace educators, its true potential lies in augmenting their capabilities, making the teaching process more effective and tailored to individual student needs.

## Shifting Responsibilities

- **Content Delivery to Facilitation:** AI handles repetitive tasks and content delivery, allowing educators to focus on mentoring and providing emotional support.
- **Data-Driven Decision-Making:** Educators use learning analytics to inform instructional strategies and interventions, making data literacy a crucial skill.
- **Professional Development:** Teachers must continuously update their skills to integrate new AI tools effectively. This includes understanding ethical considerations and data privacy issues related to AI use.

## Challenges and Ethical Considerations

- **Bias and Fairness:** AI systems can perpetuate biases present in training data, affecting decisions in educational contexts.
- **Teacher Autonomy:** Over-reliance on AI might undermine the professional autonomy of educators, who may feel pressured to conform to algorithmic recommendations.

## AI and Expectations in the Workplace

Artificial intelligence (AI) is redefining workplace expectations by automating routine tasks, fostering new forms of collaboration, and creating greater demand for technology management and data analytics skills. This

transformation requires workers to engage in continuous learning and develop soft skills such as creativity and emotional intelligence. Likewise, the educational process will need to be geared toward such competencies.

### **Automation and Skill Shifts**

Automation reduces labor, facilitating activities with the least human effort. Some of its characteristics are:

Automation of routine tasks: AI systems are increasingly capable of handling repetitive tasks, allowing employees to focus on higher-order cognitive activities. However, in the study "Automation of Routine Work"; the authors argue that considerable attention has been paid to the idea of automation replacing humans in the workplace, while less attention has been paid to how people develop a meaningful work life with the automation of routine work. It is essential to value human interactions in the workplace, with a vital interest in the human connections that must be generated in the environment.

Demand for soft skills: Another feature is that as AI takes over more technical roles, skills such as critical thinking and adaptability are becoming crucial in the modern workplace. Automation improves work times and efficiency. However, the work environment and human treatment are aspects that should not be neglected in work and learning environments.

In fact, to meet the requirements of the changing knowledge economy and ensure sustained workforce engagement, current approaches to learning and training need to be rethought. This can be achieved by adopting the concept of “knowledge in action.” An Integrative Personal and Professional Development (IPPD) model (Figure 1.1) designed to jointly recognize and develop all skills and competencies within the knowledge framework in the age of AI.

The IPPD model highlights two interrelated components of knowledge in action: personal and relational. It organizes personal knowledge into a three-level hierarchy of skills, which can be structured into competencies. These levels are:

- Life skills and personal fulfillment
- Domain-general skills (highly transferable and abstract concepts)
- Domain-specific skills (specialized knowledge and related task performance)

### Skills and Skill Relations in Integrative and Adaptive IPPD

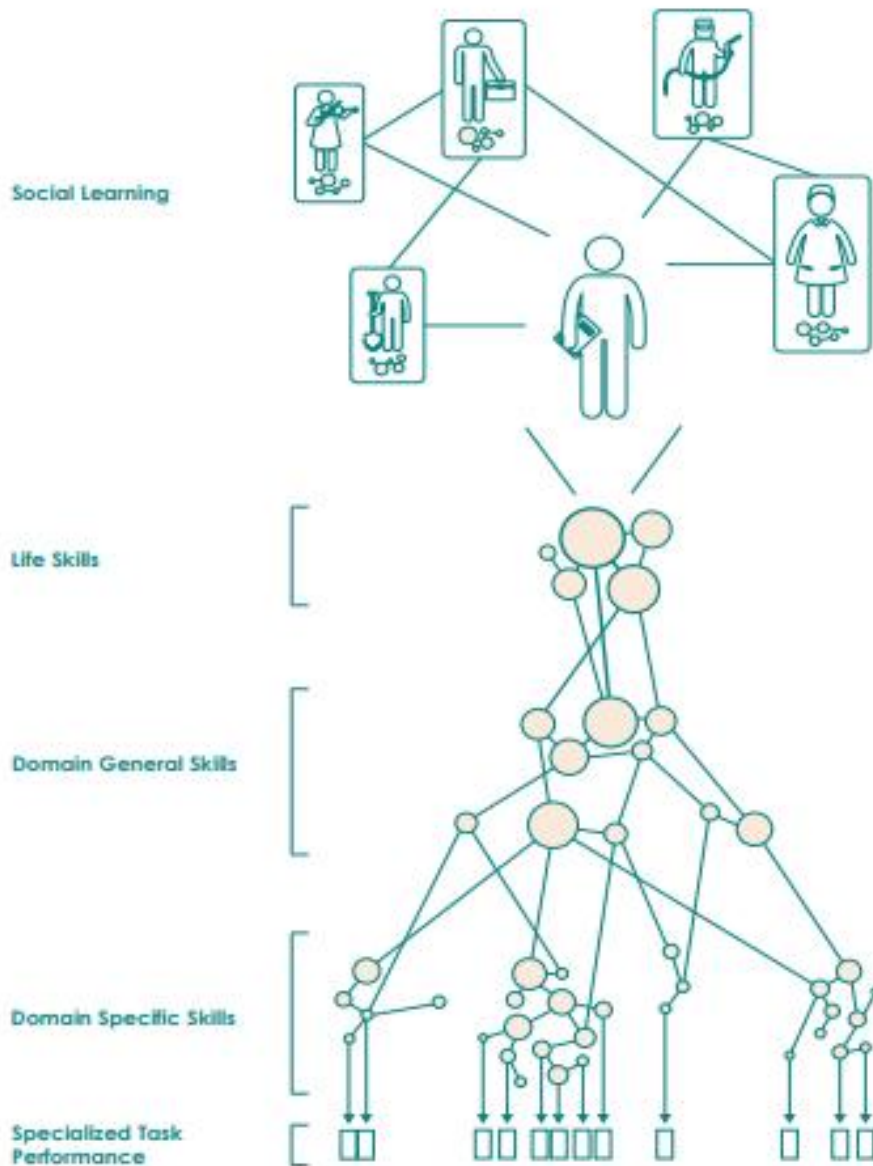


Figure 1.1

In that sense, Artificial intelligence (AI) is profoundly reshaping workplace expectations by automating routine tasks, enhancing collaboration, and creating new demands for both technical and soft skills. As AI takes over

more operational functions, the role of human workers is shifting toward tasks that

require critical thinking, creativity, emotional intelligence, and adaptability. This shift emphasizes the need for continuous learning and upskilling to keep pace with technological advancements. AI is also influencing human resource management, streamlining recruitment, and offering personalized employee development opportunities.

However, with these advancements come ethical and social challenges, such as job displacement and potential bias in AI systems. Addressing these concerns requires proactive measures like reskilling initiatives and the implementation of transparent, fair AI policies. Furthermore, AI's impact on workplace dynamics underscores the importance of collaboration between educators, employers, policymakers, and technologists to create an inclusive, future-ready workforce.

In conclusion, while AI is driving significant changes in workplace expectations, it also offers an opportunity for individuals and organizations to evolve. Embracing this transformation through continuous learning, ethical practices, and forward-thinking policies will be key to thriving in the AI-powered workplace of the future.

## IV. DESCRIPTION OF ACTIVITIES OF 3 MODULES

### 4.1 Module I: Online Foreign Languages Teaching.



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To comprehend and apply learning theories in teaching English online with emerging technological tools, students explored the significance of these theories in developing English teaching methodologies within virtual environments. They engaged with various web tools, assuming dual roles as both learners and facilitators in their virtual classrooms.

The module's activities included both asynchronous and synchronous sessions. Cooperative work was emphasized during synchronous classes, fostering interaction and feedback between the facilitator and participants, as well as among participants themselves. Through comprehensive reading and content analysis, students recognized the pivotal role of learning theories and their impact on virtual English teaching methodologies.

Ultimately, students created virtual classrooms using available Learning

Management Systems and conducted scheduled synchronous sessions via platforms like TEAMS or MEET.

**Weeks 1 & 2:** Virtual teaching (online) and its application in teaching the English language.

***Activity 1: Discussion Forum.***

Virtual teaching (online) and its application in teaching the English language.

**Weeks 3 & 4:** Learning Management Systems (SAA-LMS in English) for the creation, feeding, and use of online courses. Asynchronous activities.

***Activity 2: Infographics.***

Elaborate an infographic to identify the features and the resources or activities that can be carried out with the assigned LMS.

**Weeks 5 & 6:** Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.

***Activity 3: A virtual class in Google Classroom.***

Create a virtual class in Google Classroom to manage activities and resources from a classroom. Assign Google Meet for synchronous classes. Work as a team to design virtual learning environments.

**Weeks 7 & 8** Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.

#### **Activity 4: A virtual class in Google Classroom.**

Demonstrative class on MEET (group work).

These activities enabled students to gain practical experience using various digital tools and platforms for virtual teaching. They learned to effectively integrate technology into their teaching practice, design engaging online learning environments, and collaborate in virtual settings. By working through real-world scenarios, students enhanced their understanding of digital pedagogy and developed the skills necessary to facilitate interactive and dynamic virtual classes.

#### **4.2 Module II: Educational Application for learning a foreign language.**



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During this module, undergraduates were able to learn more about technological online tools for free that are available to the public. The approach for these T-tools was educational, so the participants taught and

learned how to use these with real English Subjects and topics taught at the University. The technological tools were Classkick, Classroomscreen, Padlet, Kahoot, Liveworksheet, Edpuzzel, PowToon, Nearpod, and Socrative among others. Some of these activities were working on teams to make this a more meaningful learning experience. Students were not only assigned one of these T-tools, but they also switched these and created small activities to present in online tutorials.

**Weeks 1 & 2:** Presentation of a list of technological tools for educational purposes and their foundations and principles.

**Activity 1: T-tool based on the fundamentals of technological tools.**

For this assignment, students worked with different tools. Google Forms was assigned to our group. Participants showed the main features of examples, advantages, and disadvantages.

**Weeks 3 & 4:** Use Technological tools Liveworksheet, Google Classroom

**Activity 2: Video**

Students recorded a video tutorial on how to create a worksheet on Liveworksheet tool (website). They explained step by step the material while navigating through the tool. At the end, students showed the final version of the material on the same video.

**Weeks 5 & 6.**

### **Activity 3: PowToon video**

Students created a PowToon video about the advantages and disadvantages of technological tools when teaching English. Learners navigated and used a wide variety of features on PowToon such as: animation, record audios, add music, change background.

**Weeks 7 & 8:** Presentation of educational products by students: Lesson plan & demo class.

### **Activity 4: Demo Class using technological tools**

Students were divided into groups of three and each group gave a demo class following the lesson plan done previously and shared on Campus, then they carried out 3 activities, each activity was developed by one member of the group and each member used at least one different tool to develop their activity.

## 4.3 Module III Design of Didactic Materials for Virtual

### Environments



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Throughout this module, participants were able to use a wide range of technological tools. Students created educational materials, working both individually and in groups to explore the tools introduced, such as: Soundcloud, Audacity, Genially, Google Sites, Google Slides, Google Classroom, OpenShot, YouTube, and more. Additionally, Module 3 trains students in the use of these technological tools, as it focuses on practicing the tools from both Module 3 and previous modules, allowing learners to apply what they have learned throughout the specialization by creating useful material for teaching purposes. On the other hand, this report will offer a more in-depth overview of the activities conducted during class.

#### **1. Elaboration of a podcast**

The participants wrote a script in a Word document, which included the following: podcast objectives, target audience, an assigned topic, and subtopic. They then recorded the audio and edited

it in Audacity, adding copyright-free background music. Afterward, the file was converted to MP3 format, and finally, the students uploaded the podcast to the Soundcloud platform.

## **2. Elaboration of an interactive image**

The students continued working with their assigned subtopic and created an interactive image using Genially. They added audio clips, texts, video pop-ups, animations, bibliographic references, and a quiz. All these elements were integrated to make the educational material dynamic and engaging.

## **3. Creation of a Google Site**

In this activity, students worked in groups of three to create a website using Google Sites. It was an integrative task, as the students developed a page presenting their assigned topic while incorporating all the educational materials created with other technological tools learned previously in this module. The learners embedded the podcast, the interactive Genially image, a farewell video for the class, and a direct link to Google Classroom. This approach was designed not only to utilize all the web design tools available in Google Sites but also to simulate a real class.

## **4. Creation of a Google Slides**

Throughout this activity, students had access to tutorial videos on how to create a presentation in Google Slides. The presentation

focused on their assigned topic, which they showcased creatively and engagingly. The learners utilized a wide range of options, including designing and inserting images, organizing slides, and applying transitions and animations to create a unique presentation.

## **5. Elaboration of a video**

In this activity, students wrote and simulated a farewell in a video. They added background music, and images, learned to consider camera angles, and converted the video to MP4 format, which they edited in OpenShot. After completing the editing process, the students uploaded the video to YouTube as part of the simulation for concluding a class. For this activity, they learned how to effectively record themselves using their smartphones and to edit the video on a platform completely different from those used previously.

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

1. Students selected multimedia resources that are relevant and effective for the teaching-learning process, making them well-suited for virtual education.
2. Students set up a virtual classroom by utilizing an online Learning Management System.
3. Students utilized technological tools to design and conduct synchronous class activities.
4. Students created and designed comprehensive digital materials to support the teaching and learning process of foreign languages, enhancing the overall educational experience.
5. Students integrated a range of tools to organize, present, and deliver content within a Virtual Learning Environment, enhancing both the presentation and accessibility of educational materials.

## **VI. CONCLUSIONS**

This specialization course has successfully concluded. It is essential to highlight the knowledge acquired by the students. The following conclusions provide perspective on the results obtained at the end of the course.

1. The specialization in online teaching not only provided the necessary tools and strategies to adapt education to a digital environment but also fosters a deep understanding of students' needs and learning styles. As education evolves, this specialization prepares educators to face future challenges, promoting inclusive and accessible learning.
2. The specialization in teaching in virtual environments enabled educators to develop skills to adapt their teaching methods to various digital platforms, ensuring that students receive quality education regardless of the medium used.
3. Educators trained in this specialization are better prepared to integrate emerging technologies into their teaching practices, enriching the learning experience and preparing students for an increasingly digitalized workforce.
4. The specialization equips educators with the digital competencies necessary to navigate and utilize various technological tools, allowing them to enhance their teaching and interaction with students in the virtual environment.

## **VII. RECOMMENDATIONS**

This research includes teachers, students and authorities of the University of El Salvador, after gathering theory and experience using AI during this course the group has come up with some recommendations.

### **1. Student of the Foreign Language Department from the**

**University of El Salvador:** To take an active role in the changes that AI is generating in the workplace because AI does not control the educational community, but all these actors control AI. By practicing with these AI tools and collaborating with developers and authorities.

### **2. Professors of the Foreign Language Department from the**

**University of El Salvador:** To recognize the importance of not only the use of Technological tools on a daily basis, but also to elaborate a plan to teach how to use them and include these in the curriculum.

### **3. Authorities from the University of El Salvador:**

To create more inclusive laws for the usage of AI for the benefit of students of all economic backgrounds and according to the sources they possess.

## VIII. REFERENCES: BIBLIOGRAPHY AND WEBLIOGRAPHY

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# IX. APPENDIXES

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**Introduction to Phonology**  
Otto Mauricio Fuentes Rivera  
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## International Phonetic Alphabet (IPA)

consonant sound

p park	b bike	t tree	d day	tʃ chair	dʒ June	k cat	g goal
f photo	v very	θ think	ð this	s sorry	z zoo	ʃ shout	ʒ vision
m man	n never	ɪŋ sing	h honey	l lake	r red	w what	j yes

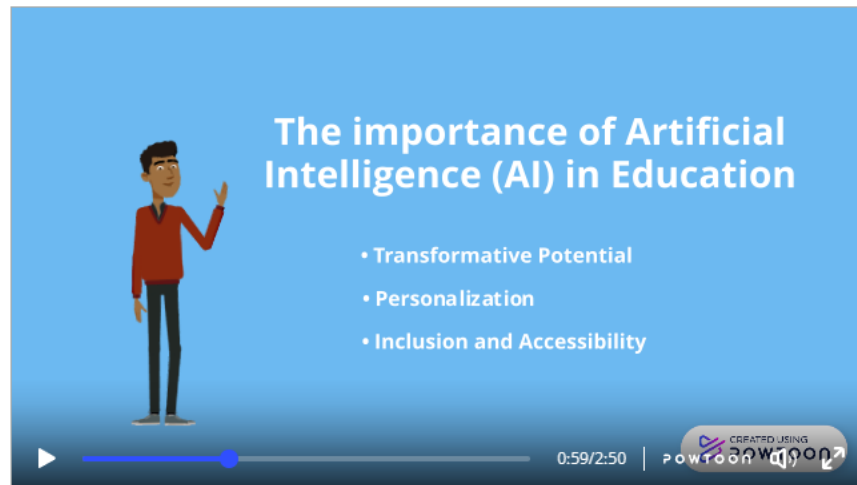
By Otto Fuentes



# The Importance of Artificial Intelligence (AI) in Education by Otto Fuentes

By fr17009 | Updated: Aug. 1, 2024, 4:44 a.m.

Slideshow  Video



Classroom > Cohorte IV T4 Basic I

Pregunta Respuestas de los alumnos



**Thursday 5/2 | Lesson 2: Introducing yourself! (GRADED)**

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

Hello, dear students! Let's get to know each other. 😊

**Instructions:**

- 1) Watch the videos.
- 2) Answer the following in one single entry:
  - Say: Hello or Hi.
  - What is your name?
  - How old are you?
  - When is your birthday?
  - Where are you from?
  - What's your city like?
  - What is your favorite color?
  - What's your favorite food?
  - Add: Nice to meet you!
- 3) Reply to one of your classmates typing: a greeting, your first and last name, and "Nice to meet you, too!"

 Greetings | Introducing Your...  
Video de YouTube • 0 minutos
  ESL | Introduce Yourself  
Video de YouTube • 0 minutos

Comentarios de la clase

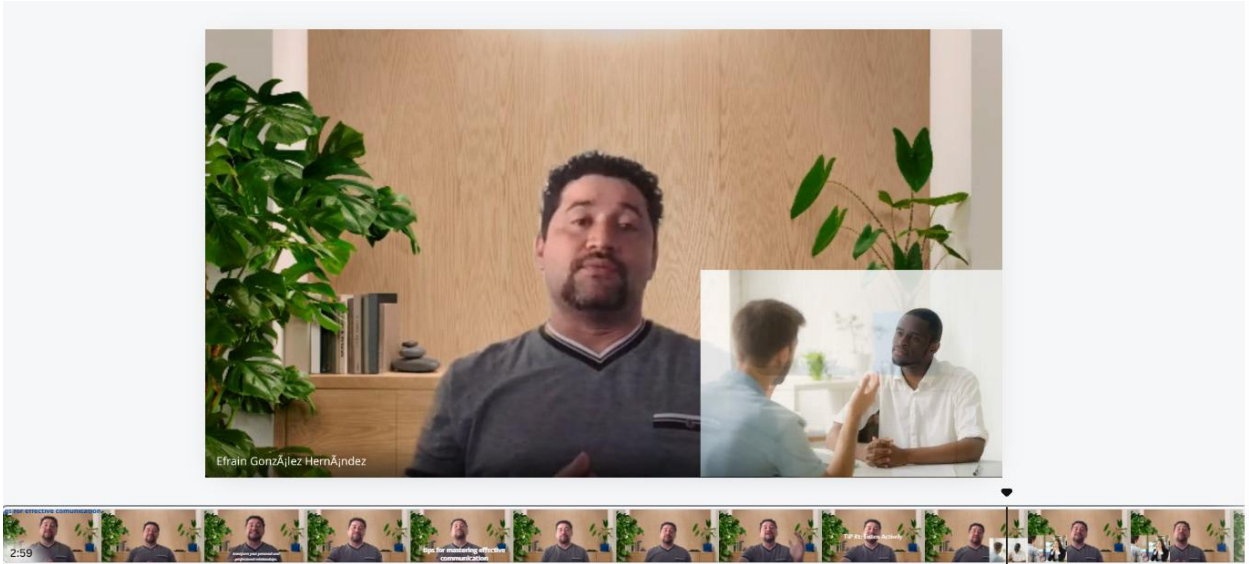
Añade un comentario de clase...

## Basic 3 Final Exam

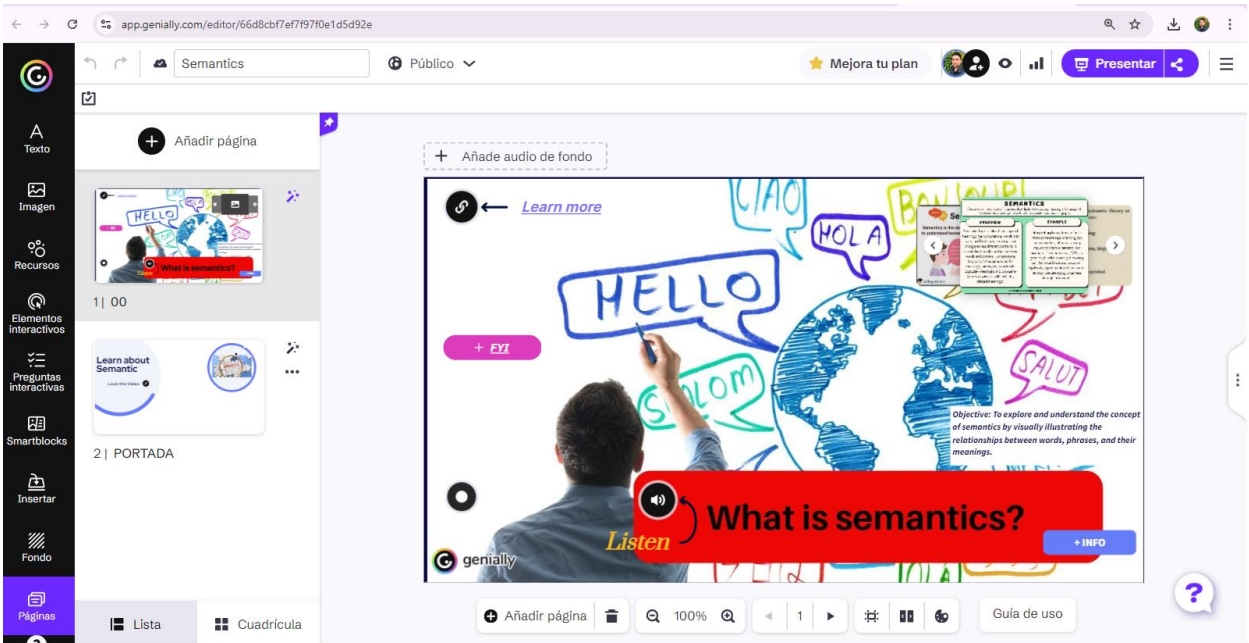
### Part 1: Grammar

**Instructions:** Choose the correct form of the verb in simple past tense to complete each sentence.

1. Sarah \_\_\_\_\_ her grandparents last weekend.  
 A) visit  
 B) visited  
 C) visiting
2. They \_\_\_\_\_ to the beach every summer when they were children.  
 A) go  
 B) went  
 C) going
3. He \_\_\_\_\_ hard for his exams last month.  
 A) study  
 B) studied  
 C) studying
4. We \_\_\_\_\_ a great time at the party yesterday.  
 A) have  
 B) had  
 C) having
5. The company \_\_\_\_\_ its new product last week.  
 A) announce  
 B) announced  
 C) announcing



**CREATING VIDEO TUTORIALS**




**ACTIVITIES IN GENIALLY**

meet.google.com/svx-frmx-xzj?authuser=0

radio button checked devices draw Gerardo Vinicio Climaco Aldana (Presentar)

DO NOT BE RIGHT BELLOW LIGHT SOURCE



This could created shadows or back eyes. Always remember to

Gerardo Vinicio Cl... Sey Danisia Najarro Jessica Yamileth ...

JIMMY STANLEY B... Ingrid Thamara Pé... Ronny Giovanni H...

Brenda Esmerald... 15 más Julio Angel Castro...

9:46 | Design of Didactic Materials for Virtual Envir... exp. exp. me presc. tc more call

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