

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



**TOPIC:**

**Strategies for Incorporating Artificial Intelligence Tools into Teaching and Learning**

**PRESENTED BY:**

Liseth Magaly Alvarado de Barrientos  
Ronny Giovanni Henríquez Palacios  
Yajaira Yamileth Quintanilla Hernández

**CARNÉ:**

AB13030  
HP16025  
QH15004

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

**GENERAL COORDINATOR OF THE GRADUATION PROCESS  
MAESTRO MIGUEL ÁNGEL CARRANZA CAMPOS**

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR  
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## **ABSTRACT**

This paper allows us to acquire the knowledge that current technology offers us to discover that the innovative teaching-learning process in the educational environment has been changing significantly. Therefore, it is essential to focus efforts on specific items. In some way, Artificial Intelligence (AI) is presented as an emerging technology so the strategies to incorporate artificial intelligence tools to teaching and learning have been the fundamental support that has guided educators in their educational tasks, demonstrating its great effectiveness when creating educational content to make it more attractive and thus be able to transmit this knowledge to students. In addition, this present work presents the general objective and three other specific objectives, as well as the meaning of artificial intelligence and its evolution over the years. Also, the introduction of education with artificial intelligence and the feedback to the students in an instantaneous and personalized way through artificial intelligence tools and their application in collaborative work. The comparison of the quality of traditional teaching with learning through artificial intelligence tools is addressed, and the activities developed throughout the course are described, divided into three modules: Online Teaching of Foreign Languages, Educational Applications for Learning a Foreign Language and Design of Teaching Materials for Virtual Environments. This analysis shows us that there is a tendency to integrate AI into education and, therefore, to be part of the essential books in the library.

**Keywords:** Artificial Intelligence, feedback, educational tools, learning environment, strategies, education, education, library.

## I. INTRODUCTION

Artificial intelligence (AI) is fast transforming many aspects of human life, and education is no exception. The arrival of this technology in pedagogy has introduced innovative methods that enhance the teaching and learning process, making it more interactive, personalized, and efficient. With educational practices evolving with technology, the integration of AI tools has become a focal point for educators looking to enhance learning experiences. This study is explored with a focus on foreign language learning. In recent years, powered learning has been heralded as a powerful tool capable of revolutionizing traditional classroom practices. In addition, these advances have the potential to address some of the longstanding challenges in education, such as providing personalized attention in large classrooms and improving engagement among participants. In other words, technically based tools, such as intelligent tutoring systems and learning analytics, provide real-time information about a student's performance, which allows educators to provide early intervention when a learner is struggling. Furthermore, it can provide pupils with detailed explanations and solutions to their problems, helping them learn at their own pace and in a more efficient manner. This report includes a theoretical framework that includes the definition of artificial intelligence, the origin of artificial intelligence in education as an enabler in the pedagogical environment, as well as strategies such as personalized learning and virtual assistants. Likewise, a higher level of student participation also implements and incorporates modern technologies in education, and thus an improvement in the learning process takes place. Consequently, the achievements throughout the course are presented, along with a set of key recommendations for their ethical and effective application in the academic environment and conclusions for the study report.

## II. OBJECTIVES

### 2.1 General Objective:

- Implement strategies to effectively incorporate Artificial Intelligence (AI) tools in teaching and learning towards improving academic performance and designing educational content using web tools for foreign language learners.

### 2.2 Specific Objectives:

- Enhance the use of AI tools inside cooperative work teams in a collaborative environment.
- Summarize the benefits of instant and personalized feedback to students and contrast the quality of traditional teaching with learning using artificial intelligence tools.
- Describe the activities performed incorporating educational technology tools in a weekly progress report.

### **III. THEORETICAL FRAMEWORK**

#### **3.1 Definitions of Artificial Intelligence (AI)**

The concept of artificial intelligence (AI) designates the ability of a device to perform several advanced functions or tasks that would have previously normally required the intervention of human intelligence. It has been around since the 1950s and its very definition is complex and has changed over the decades. As Willick, (1983) declared: "Definition: Artificial intelligence can be described as the ability of a device to perform tasks that are usually related to human intelligence, such as thinking, learning, and overcoming." (Willick, 1983). According to the Oxford Dictionary (Lexico, 2019), AI is defined as, "the theory and development of computational systems that can perform functions that normally require human intelligence, such as optical perception, speech recognition, decision-making capabilities, and translation and interpretation."

#### **3.2 Origin and History of Artificial Intelligence**

In this study is of crucial importance to explain the events and to have a brief history of Artificial Intelligence, Artificial Intelligence (AI) has its roots in ancient mythology and modern science, with its formal birth in the 1950s. Alan Turing's Turing Test laid the foundation for exploring machine intelligence. Conforming to Dartmouth (1956), "The 1956 Dartmouth Conference, where John McCarthy coined the term "artificial intelligence," marked the formal birth of AI". Early research focused on symbolic reasoning, expert systems, and logic-based problem solving, but faced

challenges due to limited computational power. The 1980s saw the rise of neural networks and machine learning, while computing advances in the 2000s, particularly deep learning and big data, accelerated AI's growth. Today, AI is a driving force in innovation, pushing boundaries in fields like healthcare and entertainment, with generative models like GPT leading new advances.

### **3.3 Artificial Intelligence in Education**

Artificial intelligence is revolutionizing education by helping educators create new content, track learner performance, and personalize study programs. These tools are making learning more accessible and engaging for students worldwide, motivating them to interact with the material. While AI is leaving its mark in classrooms globally, it is essential to remember that these technologies are meant to support education, not replace it. The integration of AI in education is paving the way for more tailored learning experiences, allowing educators to deliver content in formats that suit individual student needs. As technology continues to advance, the harmonious balance between AI and human expertise becomes crucial for the success of these tools in education. With the proper integration and utilization, AI has the potential to enhance teaching practices and foster autonomous learning outcomes in students of all levels. As Sclater and Peasgood noted, “the success of AI in education depends on the effective integration of technology and human expertise” (Sclater and Peasgood 2018).

### **3.4 Strategies to Effectively Incorporate Artificial Intelligence (AI) Tools in Teaching and Learning**

Implementing AI in education involves incorporating advanced technologies that enhance the teaching, learning, and management processes. The following are some of the essential strategies for the effective incorporation of AI in teaching and learning:

#### **1. Personalized learning**

Adaptive learning platforms: AI can analyze student performance to tailor lessons and exercises to suit their learning style and pace, providing personalized learning experiences. Learning analytics: AI systems can track learner progress, identify strengths and weaknesses, and offer targeted support or resources to address specific needs.

#### **2. Virtual learning assistants**

AI chatbots: Help students with their questions with the help of chatbots that are available 24 hours a day and answer all frequently asked questions, which in turn promotes the will to learn and the available resources. Virtual assistants are also able to help the student review course material by providing help in remembering when assignments are due or taking exams and resolving doubts about course material.

#### **3. Pertinent teaching**

There will be tools that can provide feedback to teachers about their classroom interactions with students in real-time, for example, how engaged their students are, how effective the lesson is, and why certain pupil behaviors are observed. AI

professional development platforms can recommend courses or other educational materials individually for each educator on “who/what/how” to change to restore balance in teaching and learner learning.

#### **4. Enhanced levels of engagement provided by IA-generated content**

Content personalization: Instructors can use AI applications to produce engaging multimedia materials (e.g., videos, quizzes, and simulations) that are tailored to the needs and learning styles of learners.

Gamification: With the help of AI, the students’ engagement is enhanced by the inclusion of a more revolutionary and engaging method of learning which is game-based and can be designed to suit the pace and preferences of the individual pupil.

#### **5. Inclusive learning for students with special needs**

Technologies such as speech recognition, text-to-speech and predictive text can greatly help learners with learning difficulties or language issues. AI-powered tools can develop tailored learning materials, such as translating texts or modifying formats to suit different learner needs.

#### **6. Predictive analytics for learner success**

AI systems can leverage predictive analytics to detect at-risk learners early by examining data patterns, allowing educators to intervene before problems escalate. AI can also predict trends in student performance, allowing facilitators to adapt their teaching methods to improve learning outcomes.

### **3.5 Instant and Personalized Feedback to Students with Artificial Intelligence Tools**

Artificial intelligence (AI) is growing fast and can improve different industries. When talking about education, it is not a secret that AI promises to change the teaching-learning process for students. AI technology offers immediate and tailored feedback to students with several benefits. First, intelligent data analytics use algorithms to analyze great amounts of data, revealing trends and patterns in students' behavior, and helping educators track progress and make adjustments. Second, AI provides quick feedback on assignments and exams, identifying areas where students struggle and offering suggestions for improvement. As Godwin-Jones (2022) pointed out in his treatise on AWE tools in second language writing, GPT-powered programs can correct errors in essays and compose essays. Moreover, AI creates adaptive learning pathways based on student performance, ensuring targeted resources for mastery of concepts. Additionally, AI can enhance learning experiences through virtual and augmented reality simulations, making abstract concepts become reality. AI also assists in content development, offering suggestions to improve writing skills. Lastly, AI facilitates continuous learning and skill acquisition by providing personalized guidance and promoting professional development throughout students' lives.

### **3.6 Artificial Intelligence Applied to Collaborative Work Tools**

Artificial Intelligence enhances collaborative learning by shifting focus from competition to achieving objectives for all students. It requires careful task preparation and active participation. Implementing information technologies in education, particularly at the university level, supports knowledge acquisition and social

interaction. According to Lee, “when collaboration manages to consolidate, educational action is more enjoyable and effective”. (Lee et al., 2011). Educators are instrumental in fostering collaborative learning environments by integrating AI tools and promoting teamwork and shared objectives in the classroom.

According to Calzadilla 2001, proposed: “Collaborative learning benefits from new technologies in the following aspects.

- It facilitates collaborative work since it is possible to share information through files, contact quickly, make discussion forums, etc.
- Computer-assisted collaborative learning facilitates the task for those members who prefer not to face face-to-face classes with the group and who prefer not to face face-to-face classes with the group and opt for remote work.
- The progress of the group members can be tracked through the actions they perform, which we can automatically follow with new technologies.
- Access to information and learning content, through Internet-accessible databases and learning programs.” (Calzadilla, 2001, p. 8):

### **3.7 To Contrast the Quality of Traditional Teaching to the Quality of Learning Using Artificial Intelligence Tools**

- **The end of memorization when learning**

Artificial intelligence is transforming many fields, including education, and at the same time, it is detaching society from the traditional structure that emphasizes only theoretical learning. By incorporating new learning mechanisms and integrating audiovisual media as a fundamental tool in the educational process, artificial intelligence is moving away from a memorization-based approach. Its goal is for students to understand the content as well as possible and retain the parts that are

well understood. In addition, it helps to refine cognitive development and thus to bring about a radical change in the learning system.

- **Instant help at the right time**

The usual learning structure is based on face-to-face learning and guidance. However, it has been found that when learners are curious about something or have a concern, they tend to create a mental block that prevents their potential from flourishing and obstructs their professional development. Artificial intelligence brings many things to the improvement of education, including a chatbot. Chatbots provide 24/7 assistance, helping students resolve their doubts quickly and allowing them to reach their true potential.

Artificial intelligence is very present lately in discussions about blended learning and the creation of a hybrid teaching system. It is expected to go beyond traditional techniques and methods and cooperate with both learners and educators to establish a new model. It is performing administrative tasks and proving efficient in terms of time for teachers and ultimately providing the highest potential for students' professional development.

- **Traditional teaching methods**

Conventional teaching methodologies in schools involve an organized curriculum, teacher-led instruction, textbooks, and assessments. They offer advantages like structured language acquisition, face-to-face interaction, and immediate clarification of doubts. However, they lack customization and may not fully prepare learners for real-life communication. According to Yanushkevich (2003), focusing on grammar and vocabulary may not fully train learners for communication in

real situations. Therefore, language learners should supplement their group learning with individual practice and exposure to language use in everyday life.

### **3.8 Use of Artificial Intelligence in Language Learning**

Language acquisition has been greatly enriched by the advancement of Artificial Intelligence due to the many tools and applications it provides today. Intelligent tutoring programs (ITS) use (Nagao, 2019) AI algorithms to provide appropriate learning strategies, adaptive feedback, and personalized teaching. Pronunciation assessment and improvement are possible through speech recognition technologies. Virtual reality (VR) and augmented reality (AR) applications generate immersive scenarios for language learning. Machine translation tools make it easier to understand and translate messages. AI-based language learning systems offer numerous advantages. Teaching can be customized according to learners' requirements, interests, and abilities. According to Kühne & Edler, Real-time feedback from AI tools helps learners correct errors and improve their language proficiency (Kühne & Edler, 2022).

## IV. DESCRIPTION OF ACTIVITIES

### 4.1 MODULE I: Online Foreign Languages Teaching

This module was a great learning experience that introduced us to the process of how to use new tools and develop our skills in the fundamentals of online education in foreign languages, knowing the meaning of Learning Management Systems. We are students, and sometimes it is difficult to know how to use these digital tools and put them into practice, however, the educator instructed us with active methodologies of effective teaching and knowledge to be able to experiment and create asynchronous and synchronous activities.

**Week 1 and 2:** The learners acquired knowledge with videos about Synchronous & Asynchronous Learning in an Online Course and learning theories such as Cognitivism, Behaviorism, Constructivism, and Connectivism. They also developed the first evaluation of how to debate in a social discussion forum to interact among peers and learn different opinions on a specific topic while respecting each other and putting collaborative learning into practice.



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**Week 3 and 4:** The facilitator developed the topic and provided videos as a complement to the content explained about the world of LMS. Also, the information of the explained contents, about the world of LMS which through the second evaluated activity the trainees put into practice this knowledge and thus developed through the Canva tool an infographic describing the characteristics, advantages, and disadvantages of Moodle and putting their best effort in creativity and organization and logical order of the evaluation.



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**Week 5 and 6:** The pupils learned how to create a space in Google Classroom, how to organize the classes in the tool, upload content, extra materials, and main activities before doing the third evaluation they practiced during the live class creating breakroom creating the classes to then apply their understanding in the evaluation and thus creating groups of 4 members they did the third evaluation in google classroom choosing a subject in English and taking the role as teachers, In addition, we added some other aspects such as a welcome message, an evaluation, homework and the lesson plan, we also sent the invitation to three or four of our classmates using the institutional mail so that they could interact in the class.

**Week 7 and 8:** The professor covered the topic of conference platforms such as Meet and Teams and their functionalities and thus have better control of the classes while some classmates had problems accessing the Teams tool because they did not remember the account or problems with the password other classmates provided help

to enter and thus have knowledge of the tool as experiences were shared where Teams is not widely used by the university. Then, learners work collaboratively to prepare a demonstration class to demonstrate their ability to use such a tool and then do the demonstration on Google Meet where each student had to put into practice confidence as a teacher and thus learn to share their screen and explain their work for the rest of their peers in a given time and effective use of technology.



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## **4.2 MODULE II: Educational applications for learning a foreign language in 2024**

This module consisted of the use of the theoretical foundations of technological tools for teaching and learning a language and its functions. At the end of this module, students learned how to plan and develop synchronous activities when teaching classes. The technological tools used during this module were: Edpuzzle, Flip, Narakeet, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon.

**Week 1 and 2:** During the first two weeks, the facilitator shared with them information about the impact of technology in education. She presented the syllabus in which there was a list of all the technological tools to be used during the whole module 2. They learned their educational purposes, foundations, and principles. On the other hand, the educator made the trainees do an interactive practice in groups creating an image related to technology applied to teaching. In addition, the pupils did

a collaborative activity on a Jamboard in which they explained content knowledge, pedagogical knowledge and technological knowledge. Likewise, the graduate shared with the class 10 objectives to evaluate before elaborating an activity for her learners using a technological tool. Finally, activity 1 was assigned in which the participants chose a technological tool and evaluated its advantages and disadvantages. The class made a presentation that highlighted the main virtues of that tool. Both learners demonstrated the use of the tool in the 10 minutes they both had to present.

**Week 3 and 4:** The facilitator taught the pupils the use of 4 technological tools through video tutorials, exercises, demonstrations, slides, and access to websites. These technological tools were: Edpuzzle, Flip, Narakeet, and Liveworksheets. In week 3 the educator shared with the learners a video tutorial about the general use of Liveworksheets. In week 4 pupils were able to watch video tutorials about the use of the tools: Edpuzzle, Powtoon, and Narakeet. Not to mention that the trainers practiced during the class. On the other hand, before the students created a video tutorial about the use of Liveworksheets the graduate recorded a video tutorial as an example for learners. Finally, the students created a 9–10-minute Google meets video tutorial about the use of Liveworksheets. In addition, the class showed how to create a quiz using the same tool.



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**Week 5 and 6:** The learners learned how to use different technological tools such as: Nearpod, Padlet, Kahoot, Powtoon, and Classroomscreen. Ms. Najarro shared many video tutorials and didactic materials about the operation of each of the 5 tools used during these 2 weeks. Not forgetting the practices made by the pupils during the classes of the specialization to start mastering them. During week 5 the students received information and video tutorials about the use of Nearpod, Padlet, and Powtoon. During week 6 trainers learned how to use the technology tools Kahoot and Classroomscreen. Finally, they created a video in Powtoon with the topic: The Importance of Artificial Intelligence in Education: Advantages and Disadvantages. In addition, in this video the students used 3 AI technology tools for educators.

**Week 7 and 8:** In the last 2 weeks the students taught a small 10-minute demonstration class individually on Google Meets about a topic assigned by the facilitator. In addition, to carry out this activity, the educator assigned each pupil 3 technological tools intending to carry out a minimum of 3 activities with the participant at the time of teaching the class in Google Meet. On the other hand, the learners presented a lesson plan in PDF including in detail the activities they would perform at the time of presenting their class.

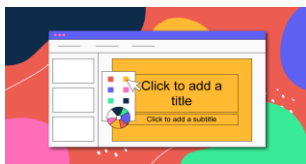


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### 4.3 MODULE III: Design of Didactic Materials for Virtual Environments

In this final module, pupils focused on the advantage of employing and putting into practice the educational technology tools that have been learned in modules 1 and 2 and at least four new tools to create different types of educational materials that facilitate self-learning for each student and that awaken their interest in a fun and interesting way to acquire deeper knowledge of technology. All of these resources have the value of changing the way we learn and teach.

**Week 1 and 2:** The educator explained the instructions on how to classify module three and its different evaluations, and we also created groups of 3 members with whom we collaborated by choosing a topic in English and developing the evaluative activities. The instructor explained how to create a podcast explaining the steps and advantages and showing videos as an example and a practice was made where at the beginning the class had problems like inserting the link in Google slide but then we presented it without any problem. The presentations were made by listening to the different audios of the classmates with the different topics they did.



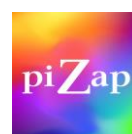
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**Week 3 and 4:** The learners practiced in piZap, reduce images, and Pixabay to create a collage that represents a theme where we chose two different images, then we shared them in class to give a brief explanation, also the instructor presented us the introduction to do this activity and gave us a certain time and presented us some

extra videos enriching our knowledge, then the facilitator showed an interactive image where students had to participate saying the parts of the face also showed videos how to use the app genially and showed examples of interactive images from last year. Then the educator explained the instructions for the second evaluation and the steps of the guideline where the participants asked their questions. On the other hand, the professor explained the instructions for the written report to be submitted. In addition, the professor presented how to use the right colors for the slides in Google Slides with informative videos in the class, then work groups were made to advance in the slides and receive feedback on what we could improve.

**Week 5 and 6:** The professor guided us to create educational videos with the support tool Google Sites and PhotoFunia production with which the pupils carried out an evaluated activity creating an educational video. In addition to working on the written report, the students organized themselves in their respective groups to work on each part of the report in addition to attending the online classes every Saturday at 8 am.

**Week 7 and 8:** In the last week, as in the other weeks, students practiced everything they had learned previously, where they developed Videos, Tutorials, Websites, Question and answer forum, and Guidelines for the elaboration of activities to finish module III and also to perform Integrative Task (Google Site linked to Google Classroom and live defense).



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## V. ACHIEVEMENTS

Below we have listed highlights of achievements accomplished during the specialization course:

- ❖ Students learned about the difference between Synchronous and Asynchronous Learning.
- ❖ The undergraduates taught a class in Google Classroom. They included in this platform different aspects such as a welcome message, an evaluation, homework, and a lesson plan.
- ❖ They recorded a tutorial video about the use of Liveworksheets in Google Meets. In addition, the class showed how to create a quiz using the same tool.
- ❖ The participants acquired knowledge about these tools: Nearpod, Padlet, Kahoot, and Classroomscreen.
- ❖ The trainees created a video in Powtoon with the topic: The Importance of Artificial Intelligence in Education.
- ❖ Students learned how to create a podcast in Audacity by adding it background music and submitting it to SoundCloud.

- ❖ Participants created an interactive image in genially about the subtopic that every student had assigned. They used at least 4 features.
  
- ❖ Learners were more engaged in their learning thanks to artificial intelligence that enabled more engaging game-based learning that can be designed to adapt to each student's pace and preferences.
  
- ❖ The AI improved the quality of trainees' papers, essays, or research papers as this technology can evaluate students' writing and offer recommendations for correcting, for example, grammar, style, or structure.

## VI. CONCLUSIONS

1. The educator taught the contents of the specialization in the established schedule, provided extra didactic material in the Campus to reinforce the information, and implemented the adequate use of these tools efficiently, encouraging collaborative activities among students in classes and evaluations, always being attentive to give us feedback on learning. In addition, the professor developed the course in 3 modules in which the students learned Online Teaching of Foreign Languages, Educational Applications for Learning a Foreign Language, and Design of Didactic Materials for Virtual Environments developing in each of them essential emotional and motivational behaviors and aspects in the students.

2. The incorporation of AI into education has the potential to revolutionize teaching practices and learning processes through the implementation of the strategies described in this report. As educators update and use innovative tools, learners can take advantage of all this knowledge, and measuring learning progress also becomes more effective as well as the different subsections mentioned in the article demonstrate how AI can be used to personalize each student's learning experience, tailor content and activities to their learning needs, and provide personalized feedback.

3. The students of the specialization course Management of Virtual Environment for the Teaching and Learning of Foreign Languages acquired theoretical knowledge about the technological educational tools available on the Internet which they implemented through practice in different activities carried out during the study period, such as Google Meet, Canva, Padlet, Genially, Kahoot,

Liveworksheets, Socrative and others. Since each tool is different and suits the intended approach to teaching educational content, learning to use these tools was an evolution for the students.

4. The specialization course academically prepared the student efficiently and effectively incorporating in virtual classes the different tools available on the internet helping to have a broader knowledge about what is learning management system and apply the different theories, design podcasts and interactive images with different topics in English applying them to teaching as a professor for future students between launched with Google Classroom to be able to teach a course and have a chronological order in the mastery of the contents.

5. The integration of AI in education offers significant potential to change the pedagogical process, and it is also important to approach it in a preventive and cooperative manner in order to ensure that it is used effectively and in a balanced way for the benefit of all students.

## VII. RECOMMENDATIONS

To implement AI in educational practices more effectively, educators should follow the following recommendations:

### **To authorities of the School of Humanities**

- ❖ Authorities should prioritize the integration of artificial intelligence (AI) tools in language subjects, making certain that these technologies complement the critical and reflective approach characteristic of these subjects.
- ❖ It is recommended that the authorities promote permanent training programs that allow teachers to develop skills in the use of AI tools.

### **To the professors**

- ❖ Strategically incorporate AI in the classroom and teachers can take advantage of artificial intelligence tools to personalize learning for students, adapting content to their needs and learning pace and integrate both automated and adaptive assessments that allow students to receive instant feedback.

### **To students**

- ❖ For learners, acquiring and developing digital competencies to interact effectively with AI tools becomes essential. These include ability using educational platforms, exploiting tasks such as proofreading, interactive simulations, and language learning.

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## IX. APPENDIXES

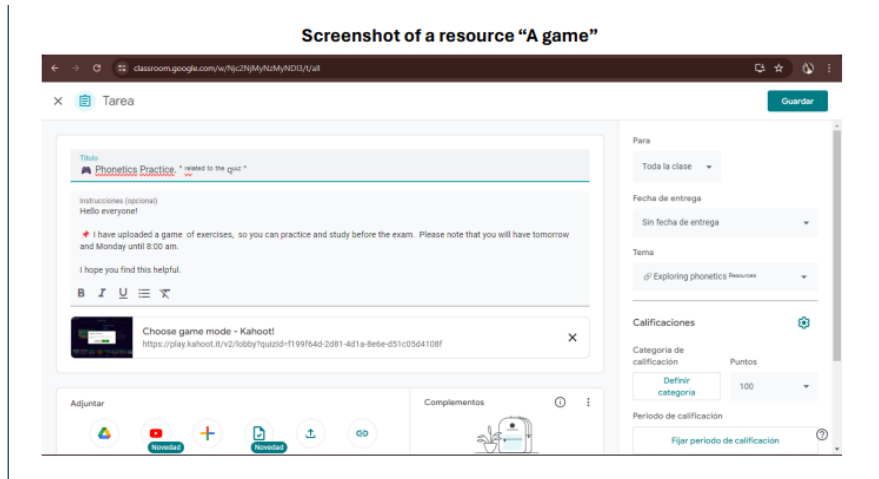


Figure 1. Using Google Classroom in the class, assignment Module I.

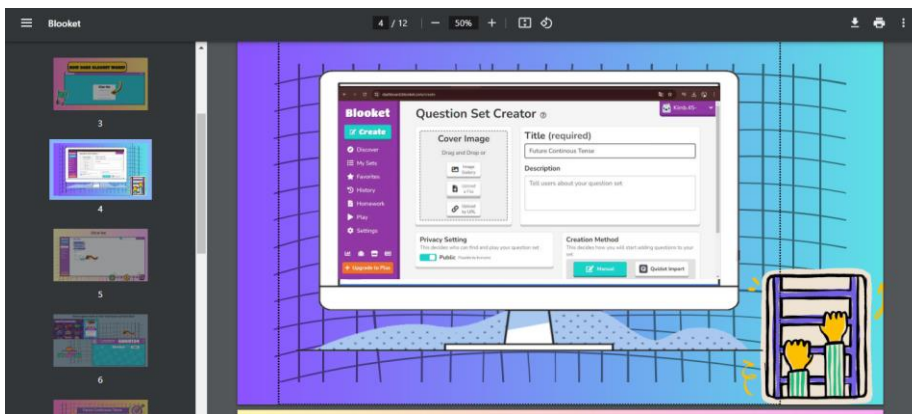


Figure 2. Implement T tool, assignment Module II.



Figure 3. Create an Interactive Image, assignment Module III.

| EVALUATION  | PERCENTAGES |
|---|-------------|
| 1. Elaboration of a Podcast   | 15%         |
| 2. Creation of an Interactive Image in Genially                                 | 15%         |
| 3. Written Report on the 3 Modules of the Specialization Course(Draft)          | 15%         |
| 4. OpenShot Video Production  | 15%         |
| 5. Written Report on the 3 Modules of the Specialization Course (Final Version) | 20%         |
| 6. Integrative Task (Google Site linked to Google Classroom and live defense).  | 20%         |
| TOTAL   | 100%        |

Figurative 4. Syllabus module III

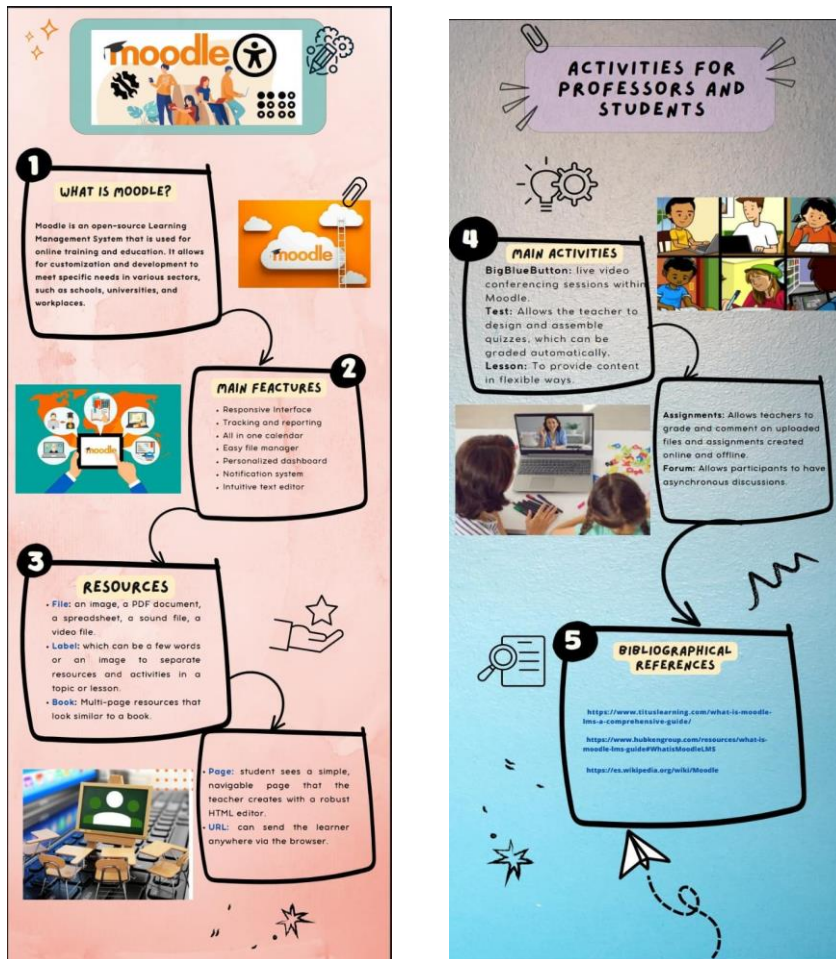


Figure 5. Infographic about Learning Management System (LMS), second activity in Module I.

| No. | Activity   | Resources                  | Tools           | Duration (mins) |
|-----|--|----------------------------|-----------------|-----------------|
| 1   | Warm up  | Questions                  | Classroomscreen | 2               |
| 2   | Brief explanation of keys issues.  | Pre-recorded video         | Narakeet        | 3               |
| 3   | Short reading with examples of topics such as poverty, gender inequality, climate change or deforestation. | Passages                   | Nearpod         | 2               |
| 4   | Quiz related to the topic.   | Multiple choice questions. | Nearpod         | 2               |

Figure 6: Lesson plan of online class using technological Tools, Final activity In Module II.



Figure 7: Create a podcast, first activity Module III.

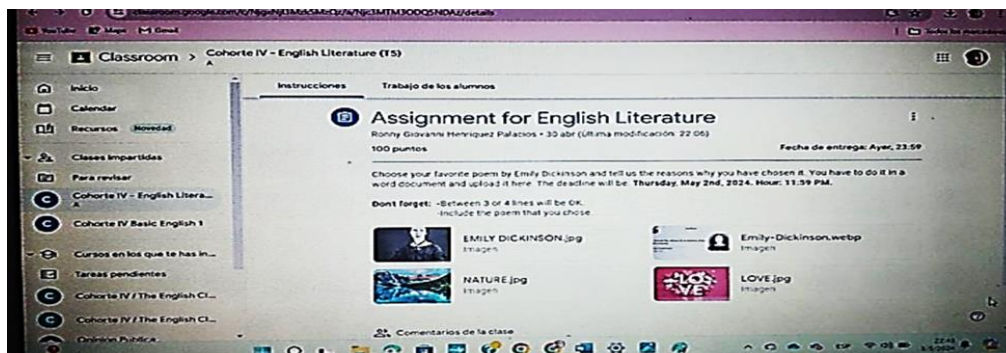


Figure 8: Class in Google Classroom, third activity in Module I.

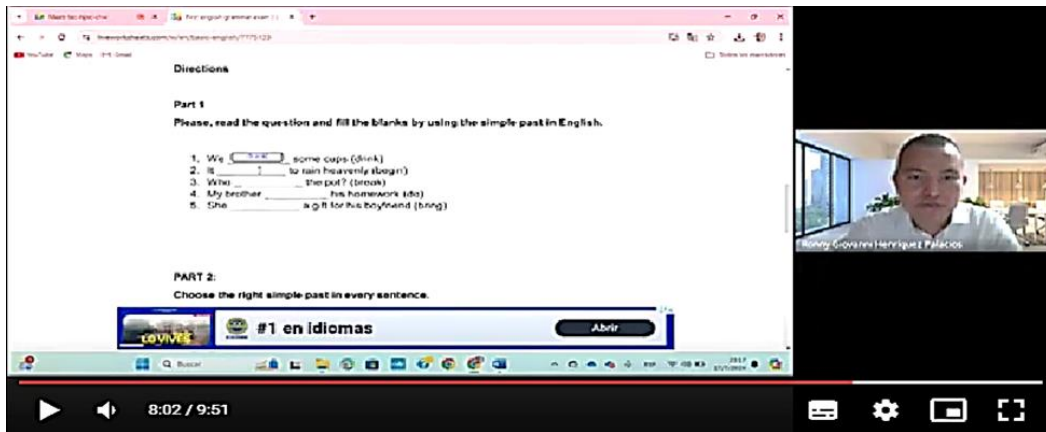


Figure 9: Create a video about the use of Liveworksheets, the second activity of Module II.



Figure 10: Video in Powtoon about the importance of artificial intelligence in education. Third activity in Module II.