UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

TOPIC:

THE INFLUENCE OF EDUCATIONAL APPLICATIONS IN ELEARNING

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INFORME FINAL DE CURSO DE ESPECIALIZACION

ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING AND BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND ENGLISH

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ABSTRACT

ELearning breaks the established belief of education and opens a path to the teaching of the 21st century. ELearning needs the use of the new technology, media, and information that day after day is stored on the internet. These tools represent applications such as YouTube, Nearpod, Kahoot, Flipgrid, Powtoon, among others, that help the teachers to develop the course they are teaching. Technology has become part of daily life so we must be able to manage and not be afraid of it; it would be better to learn how to create digital material to teach. Teachers must be able to keep updated their methodology of creating material to teach content online, and so, demonstrating to the students that teachers can handle their technology This paper focuses on the activities, activities and conclusions achieved in the development of the specialization program of the Department of Foreign Languages of the University of El Salvador. This course was conducted virtually from August, 2021 until February 2022.

Key words: Virtual education, LMS, technological tools, ESL, VLE, EFL, E-learning, Universidad de El Salvador, UES, Foreign Languages Department, Canva, Google Classroom, Edpuzzle.

INTRODUCTION

The history of education has been evolving through generations. Our grandparents and parents were exposed to completely different methodologies of teaching. As a consequence of the evolution of learning, this generation has been exposed to a new phenomenon which is technology; nevertheless, some teachers have been skeptical about getting updated on trends in teaching.

According to the history of ELearning, by the early 90, some schools have been trying to blend teaching and technology; however, not everybody was interested in updating. Before the pandemic, students were unable to attend classes at schools or universities; so, teachers started to prepare classes online. As a consequence, not only students but teachers needed to get updated with new trends in learning and teaching. As a result, a lot of platforms have been helping teachers to design digital material for free; teachers can upload, share, and teach material online because there are apps that help throughout this process of education.

At the University of El Salvador, the Department of Foreign Languages organized a new option for future graduates instead of the traditional graduation process. The new option was entitled: *"Specialization course for the Administration of Virtual Environments for the Teaching and Learning of Foreign Language"* where future graduates learn about: teaching English online, applications for learning a foreign language, and design of didactic materials for virtual environments. In short, these students' achievements have been about the creation of digital materials to teach online; therefore, they will be able to connect with

new generations of students. The mission at the end of this course is to provide a quality learning experience because it is said that online teaching does not work; however, with the correct tools and motivation, the new generation of students will be able to learn. In this document, we will present and inform everyone about this specialization course. The research team will present in this report the description of each module of the specialization course and a summary of the activities done. This report will focus on how those activities helped the research team to learn about digital education, so they will be presenting conclusions and recommendations on how to teach classes online.

OBJECTIVES

GENERAL OBJECTIVE

1- To assess the importance of technological tools on the teaching of foreign languages

SPECIFICS OBJECTIVES

1- To identify the principles of technological tools for students for educational purposes.

2- To state how the technological tools for English virtual classes are important in students' development.

3- To use technological tools to create, share and learn class activities for students.

4- To analyze the information about teaching-learning language for future references.

FRAMEWORK

HISTORICAL FRAMEWORK

The world is changing and the paradigms created in the last century on how to teach are evolving and trying to change the way a class is taught. In recent years, a new skill called "Information, Media and Technology" has been put to test with teachers and students having to interact through the screen of a Desk/Laptop computer, tablet, or cellphone, at the beginning showing some limitations but also the importance of technology in the new paradigm of teaching. This leads us to a question, are teachers prepared to teach English through a computer?

History of "Information, Media, and Technology"

One of the first mentions of "Information, Media and Technology" was presented in a report made by the Secretary's Commission on Achieving Necessary Skills also known by its acronym SCANS. In the April of the year 1991, the president of the United States presented the new Educational strategy called "AMERICA 2000." In the presentation of the said strategy, he said "Think about every problem, every challenge, the research team faces.

The solution to each starts with education. For the sake of the future of our children and the nation, the research team must transform America's schools.

Later on with the implementation of the Partnership for 21st Century Learning: A Network of Battelle for Kids and its Framework for 21st Century Learning three of the Competencies: Information, Systems, and Technology were fused into what now is known as the "Information, Media and Technology" which states that "People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including:

1) Access to an abundance of information.

2) Rapid changes in technology tools.

3) The ability to collaborate and make individual contributions on an unprecedented scale.

Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology." (BattelleforKids, 2019). Having this in mind the introduction of the use of different tools in this course aligns with the beliefs that are presented in the framework for 21st Century Learning.

History of eLearning

It is not known the exact moment E-learning originated but according to Moore, it can be traced back to 1980 (Moore, Dickson-Deane, & Galyen, 2011). Furthermore, it can be added that the first distance learning course was in 1840. This course was done by Sir Isaac Pitman (Bezhovski & Poorani, 2016).

According to an eBook, it is said that what we now as online learning today gave its first steps with the introduction of some of the greatest inventions of the world the computer and internet during the last years of the 20th century, now the tools for e-learning and the way the class is delivered, its methods, have gotten expanded. The first computer MAC in the 1980′s made individuals able to have computers in their homes, making it easier to learn about any topic and to develop certain skill sets. Then, in the next decade, virtual learning environments began to truly flourish, with people gaining access to a wealth of online information and e-learning opportunities.

It can be stated that in some cases the progress in one field starts in another field. It can be said that in the USA military problems with training gave one of the first steps into video classes. These classes were the first recorded for later to be reproduced for the recruits (Fletcher, 1990).

By the early 90s, numerous schools had created setups that delivered courses online only, making the most out of the internet. This brought education to people who previously would not have been able to attend a college due to geographical or time limitations.

The advancements in technology helped educational institutions to reduce the costs of distance learning, said the reduction would also be passed on to the students – which would help to bring education to a broader audience.

In the 2000′s, businesses introduced E-learning as a way to train their employees. Now new and veteran workers alike would have the opportunity to improve upon their industry knowledge base and expand their skill sets. At home, individuals were granted access to programs that offered them the ability to earn online degrees and enrich their lives through expanded knowledge. (Epignosis LLC, 2014)

Nowadays, as Tsai (2016) expresses technology has shaped the new ways people's relationships work from their lifestyles to the way they communicate (Khoshsima, Saed, & Arbabi, 2018). And this has also brought a new way students and teachers communicate and interact.

THEORETICAL FRAMEWORK

The benefits of eLearning

When the research team talks about eLearning schools and colleges have updated due to the following benefits:

- No Boundaries, No Restrictions

The moment the research team talks about face-to-face learning, the place students have to attend limits the attendance to a group of learners that can participate in said area. In the case of time, it limits a group that can attend at a specific time. E-Learning, on the other hand, aids learning due to not having to organize when and where the course will take place.

- More Fun

Designing a course so that students find it interactive and fun using multimedia or any of the recently developed methods of gamification creates a better engagement environment. It makes it possible for the students to keep involved in the class material during the duration of the course.

- Cost-Effective

Usually, when the research team talks about the face-to-face school we also talk about course books that are needed to complete the course, but what this represents for the pockets of not only students but also teachers are exorbitant amounts of money. Furthermore, these books often become outdated after a certain period, needing students and teachers to continuously acquire new editions. However, this is not the case for e-learning.

E-learning can help the professor host a guest lecture without the need of spending any money. This can be done through the internet using the cameras and microphone of a

computer with no need to spend more money to be physically in the place. The added benefit comes in when the students can replay the lecture and gain even more out of it. Students that were not able to be on the video call, for an example, can easily access the recordings, and even students that were present can watch it again to get better gains (Epignosis LLC, 2014)

eLearning after Covid

According to the World Economic Forum, some people are concerned about the unplanned and even rapid way in which different organizations and institutions have moved into online learning without training, not enough bandwidth, and what is worse little preparation. This makes people afraid of the results, and this could lead to a poor user experience that can interfere with the learning process. On the other side of the coin, some people believe that this transition makes led to the birth of a new hybrid model of education with significant benefits. “I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education,“ says Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education.

Just at the beginning of the transition, many universities have found success in this change. Some universities that can be mentioned are Zhejiang University which was able to put into action more than 5,000 courses just two weeks into the transition using “DingTalk ZJU”. Another example is The Imperial College London which started a course on coronavirus that now is 2020 on the platform of Coursera to be the most enrolled class of 2020.

Dr. Amjad, a Professor at The University of Jordan who has been teaching through the platform Lark says, “It has changed the way of teaching. It enables me to reach out to my students more efficiently and effectively through chat groups, video meetings, voting, and also document sharing, especially during this pandemic. My students also find it is easier to communicate on Lark. I will stick to Lark even after coronavirus; I believe traditional offline learning and e-learning can go hand in hand."

COVID-19 forced schools to shut down in every corner of the world. It can be stated that globally, over 1.2 billion children are out of the classroom. Due to this, the way teachers teach has changed dramatically, leading to an easy-to-see result of e-learning taking first place on how to teach, but also given the first test on how e-learning works.

Cathy and Farah state in their article that research suggests that online learning help students increase retention of information, and take less time. Countries find themselves at different points in their COVID-19 levels, around the world there are more than 1.2 billion children in 186 countries affected by the school not being able to work normally due to the pandemic. Denmark that gave the first steps toward reestablishing “normal life,” they started by letting children up to the age of 11 return to nurseries and schools.

With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. (Cathy & Farah, 2020)

What is the future of online education?

As is commonly known the pandemic has caused an enormous impact on students all around the world, from the first steps of education to those that are improving themselves. This has come to the life of people, - educators, students, and their families- and it is going to stay with all is the experiences that people have gone through due to Covid.

Covid taught educators what does and doesn't work regarding online learning, including the tactics and technologies with better performance and the possibility of improvement. People have also learned that people have more acceptance of online learning than could have been believed and have positioned e-learning at the door of becoming a valid and expected mode of learning. When it comes to technology, Covid has taught everyone that Internet access is no longer a luxury, but now is a necessity that needs to be enhanced. As it is said, "necessity is the mother of invention." And hundreds of millions of students, teachers, and parents all over the globe were forced to study online. This gave birth to an atmosphere of innovation, where students, teachers, and parents have shown a way to revolution.

This revolution was not meant to be taken step by step instead had to be achieved and be ready for implementation the next morning showing mixed results. Apps, devices, platforms, LMS, and technologies that previously were not used for education or only used on small scales and once in a while. Now they needed to be working at full capacity and the best performance and those that did not live up to expectations needed to be cut out and enhanced those that were working but needed improvement (ICON School, 2021).

ICT

UNESCO defines ICTs in its guide to measuring information and communication technologies (ICT) in education as "*a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs, and emails), live broadcasting technologies (radio, television, and webcasting), recorded broadcasting technologies (podcasting, audio, and video players, and storage devices), and telephony (fixed or mobile, satellite, Visio/video-conferencing, etc.)"* (Institute for Statistics UNESCO [623], 2009)

If we consider the tools presented throughout the modules of the specialization they follow the definition presented by UNESCO of the ICTS and they also follow the framework for 21st Century Learning of the technological skills that teachers and students must have.

Definition of Key Terms

LMS (Learning Management System)

A Learning Management System as eLearning Basic states is a platform you can use to store your material to be presented to your students. You can also manage your courses and store your statistics on the platform. (spring, 2021) According to Knowles (Knowly, 2020), the first LMS was created in 1924 and it consisted of a machine similar to a typewriter with a window that presented a question and another one where you could write your answer. They also state that the first software was made in 1990 and it was the beginning of today's LMS.

CANVA

Canva was founded in 2012 in Australia. They describe Canva as *an online tool with a mission to empower everyone in the world to design anything and publish anywhere*. (Canva, n.d.) Canva is a tool that lets you create different materials that you can use in your classroom e.g. Posters, Infographics, Cards, Flyers, Videos, etc.

GOOGLE CLASSROOM

Google Classroom was created in 2014 as a tool for the schools' systems. Tech and Learning Present Classroom as several tools used to set assignments receive the submissions of the assignments and score these assignments (Edwards, 2021). Even though, Classroom has all these tools this platform cannot be accepted as an LMS due to the lack of some of the key features of an LMS.

MEET

The meet was created in March of 2017. This tool is used to connect with people from different physical places that connect to learn together through a video conference. This conference is like a call where you can not only listen to the voice of other people, but you can also see them.

EDPUZZLE

Edpuzzle was created in 2013 by several former teachers. This tool lets you create interactive videos where you can give your creative touch. You present the students with a video with questions in the video in which after a part of the video is played a question appears for you to answer. You can replay the part, but have in mind that this is registered for the teacher to see. As a teacher, you can also check the students understanding through this feature of knowing how many times students re-watch each part of the video.

FLIPGRID

Flipgrid was founded in 2014. This tool helps teachers to create small videos called "grids" to have conversations, and discussions about any topic through videos. What the teacher has to do is create a "grid" with the startup statement or question and students will have to answer in a video to the teacher or classmates.

LIVEWORSHEET

Liveworsheet is a tool that lets teachers transform the same old worksheet into interactive activities that have the feature of self-correcting giving scores the moment you finish working. Also, you can have the students send the answer for you to check.

NEARPOD

Nearpod was created in 2012. Nearpod offers the teacher the possibility of creating an interactive lesson for the students. This tool counts with several activities like boards, match games, small games, and quizzes.

PADLET

Padlet was founded in 2012. This tool is one you can use like a bulletin board where you can put images, links, videos, and documents that the students can access so that they can leave their comments.

KAHOOT

Kahoot was created in 2012. On this tool, you can create interactive quizzes and trivia that you can play together with your students. This is a way to play with all your class. Having at the end a podium where those who have the best and faster answer get to be placed.

POWTOON

PowToon is an eTool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with options to upgrade), user-friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals.

CLASSROOM SCREEN

Classroomscreen is an online tool that allows you to display the instructions for your lesson clearly and visually. Choose from over 13 widgets to support your class activities and help students get to work.

GOOGLE SLIDES

Introduced on March 9, 2006, after Google acquired Writely, Google Slides (formerly known as Google Presentations) is a free presentation web application. It includes nearly all the capabilities of a traditional presentation program, such as Microsoft PowerPoint. Google Slides offers the benefit of cloud storage, which means that users' documents are saved automatically, and maybe retrieved even if their hard drive or SSD fails. You can share files and folders with people and choose whether they can view, edit, or comment on them.

OPENSHOT

OpenShot Video Editor is an award-winning, open-source video editor, available on Linux, Mac, and Windows. OpenShot can create stunning videos, films, and animations with an easy-to-use interface and rich set of features

GOOGLE SITE

Google Sites helps anyone create clean, functional, responsive websites on any topic. The drag-and-drop editor is easy to use, but there's little design inspiration built-in.

Students can personalize their Google Sites page by creating their website style, even making and adding their favicon. They can customize their site with logos and use matching colors and styles. Staring at a blank page, to begin with, though, might discourage some students, but the open-ended possibilities will excite others.

Still, most students will eventually need to access the help files within Sites and possibly even the more in-depth help on the Google site itself. Built-in help, though, has plenty of useful information on getting started, creating sites, editing and sharing, accessibility, troubleshooting, and more.

YOUTUBE

YouTube is a video-sharing service where users can watch, like, share, comment, and upload their videos. The video service can be accessed on PCs, laptops, tablets, and mobile phones. The world's largest video sharing platform 'YouTube' opens up loads of opportunities for both educators and learners. One can watch countless educational and informative videos to make complex concepts clear and create own video content to help others achieve their academic goals.

Most educators start their channels and get YouTube subscribers so more learners can easily watch educational video lessons from the comfort of their mobile devices.

Video content is very easy to consume and re-watch as many times as a learner wants. Furthermore, videos can also be downloaded on YouTube so users can watch them offline without an internet connection. The beauty of YouTube videos is that they can

easily be integrated into a variety of eLearning courses and learning management systems available these days

TECHNOLOGY

With the growing convergence of media (which is driven by commercial forces as much as by technology) the boundaries between «information» and other media have become increasingly blurred. In most children's leisure-time experiences, computers are much more than devices for information retrieval: they convey images and fantasies, provide opportunities for imaginative self-expression and play, and serve as a medium through which intimate personal relationships are conducted. These media cannot be adequately understood if we persist in regarding them simply as a matter of machines and techniques, or as «hardware» and «software». The internet, computer games, digital video, mobile phones, and other contemporary technologies provide new ways of mediating and representing the world, and of communicating. Outside school, children are engaging with these media, not as technologies but as cultural forms. If educators wish to use these media in schools, they cannot afford to neglect these experiences: on the contrary, they need to provide students with means of understanding them. This is the function of what I am calling digital literacy.

DESCRIPTION OF ACTIVITIES

Online English Language Teaching

Module I

The first module presented the students with theories of learning in the creation of a methodology meant for the virtual learning environment. Also, students studied some tools that can be used in this type of environment. During this module, four were the main activities done by the students with the end goal to practice and study the theories studied during the module. The activities completed in this module are the following:

Discussion Forum

In the first two weeks of the module, students were presented with theories for the creation of a methodology for virtual learning. This led to the first activity that students worked on which was a discussion forum. In this forum, the students answered a question having in mind the theories studied during the class sessions, and then they commented on the work of their peers. The "how-to" that this activity followed was the next to be presented. First, students prepared the answer for the question they were given, the question was related to the theories studied in the sessions. Then, students would read the answers given by their peers and they will comment on their work keeping in mind respect and fellowship. (Appendix A. Module I, Activity 1)

Infographics

In the following weeks, students learned about LMS, an acronym that stands for Learning Management Systems. This took the students to be presented with a new activity in which they had to create an infographic depicting the features of these tools.

The steps the students follow to complete this activity were as follow. First, students look for four LMS of their election and they did a throughout analysis of the tool to extract the features of said tools. Then, the students created an infographic where they stated the LMS and its features. (Appendix B. Module I, Activity 2)

Create a Virtual Classroom

Over the next few weeks, students learned about Google Classroom and its use in teaching in a virtual environment. For the students to show their skills and understanding of the classes, they were asked to work on creating a class in Google Classroom. This activity was the first activity to be done in groups. The four students created a course in Classroom choosing a topic and subject of their agreement. They had to present four activities in total, one for each. They had to use the tools presented in Classroom Forum, Homework, Quiz, and Material to create the activities. For these activities, they had to create a rubric for the ones that needed one. As a final part of this activity, students presented their work to the whole class during the Class Sessions. (Appendix C. Module I, Activity 3)

Demonstrative Class on Meet

The work and learning continued during the sessions. This took us to the last activity in which students created a class to be given during the class sessions. This activity was a ten minutes class in which all the students of the team would present different activities to the whole class. To complete this task, students chose a topic and subject of their liking having in mind the limited time. Also, they prepared the planning for the activity taking into consideration that each had to present one activity. (Appendix D. Module I, Activity 4)

Educational Applications for Learning a Foreign Language

Module II

The second module was about theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. In this module, they learned how to develop cooperative academic activities and the use of some platforms. Those theoretical fundamentals of teaching-learning that the students practiced and presented for around two months were the following:

Infographic

In the first two weeks under the II module, students watched some videos about digital tools for online teaching, incorporating technological tools, digital tools for teachers, and the top tech tools for teachers in 2021, this helped them a lot to create the first activity that was a presentation using infographics about technological tools for educational purposes, students used one of the following tools Kahoot and Nearpod, both of them were used properly and they have gotten the first score. (Appendix E. Module II, Activity 1)

Video Summary

In the next few weeks, students watched some tutorials about the use of the EdPuzzle platform, Flippity, and Liveworksheets, taking into consideration what they learned about these technological tools, they went to create a Video Summary, on this individual activity, they recorded a video mention some advantages, disadvantages, and features of Edpuzzle, Flipgrid, Flippity, and Liveworksheet.

Under this second activity, they had the option to use the camera, smartphone or laptop, or any other technological device tool. (Appendix F. Module II, Activity 2)

Video in Powtoon

In the next activity, students continued to practice and learn more about the use of Nearpod, also how to use Powtoon videos, Padlet platform, and Kahoot. This time the idea was to record a video in Powtoon, they talked about some advantages and disadvantages of the use of technological tools when teaching English.

They have two options when they created the video, one was Horizontal and they add a background, picture, text, voice-over, and some images. The second option was a capture mode, they created a PowerPoint presentation and recorded themselves using Powtoon. In the end, they provided the point of view about using technological tools when teaching English. (Appendix G. Module II, Activity 3)

Demo class (groups one and two)

To finish with the last activity about everything learned by the students, they performed the last one, this activity was done individually, and they have gotten from 5 to 8 minutes to develop a demo class using one of the following educational tools: Nearpod, Kahoot, Padlet, and Liveworksheets. They developed the demo class and used one of the macro skills: Listening, speaking, reading, or writing. Everything was excellent with the effort of each of them, they demonstrated adequate knowledge of the subject, and the communication was clear, that was the objective of this activity. (Appendix H. Module II, Activity 4)

Design of Didactic Materials for Virtual Environments

Module III

In this module, students learned how to use tools for the design of didactic materials for teaching languages in virtual learning environments. Students elaborated concrete activities using the technological tools selected for this module. They also carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform. All materials were designed to be coherent in content, with this in mind they needed to think about a general topic that they could teach, and then divide it into four sub-topics; in the end, the aim of the group was to create material related to the sub-topic the students were on charge.

Use and creation of Podcasts

The first activity done in this module was to create a podcast. Therefore, the students needed to plan and write a script for our audio in a word document. The students included: objectives, audience, name of the podcast, and topic. In addition, the students added background music. The students recorded the audio with their smartphones and pretend that would be shared with our students. In the end, the students converted the audio to MP3 format. The tool that the students used to edit and import the audio was audacity.

The purpose of this activity was to use multimedia resources that could be exposed in a virtual learning environment; the advantages of using a podcast are that it helps in building better relationships with the audience; they are highly engaging and improve public speaking skills. In short, by using podcasts as a learning resource teachers will be able to connect with students, or teachers could ask students to create podcasts to practice speaking and pronunciation. As well, the research team keeps in mind that by using a

podcast people can express themselves based on content and emotions. (Appendix I. Module III, Activity 1)

Elaboration of an interactive image

The second activity done through this module was to create an interactive image. To begin with, the students needed to download an image related to our subtopic. Then the students needed to include the objective of our design in the same interactive image. Genially has a variety of options to include for the interaction you can add bottoms to get more information, to jump into a YouTube video, to add music; so at the end, the image would be interactive enough to have the attention of the students.

The purpose was to create an interactive image with all the needed elements according to our subtopic and the objectives. In addition, the image needed to be something catchy and funny, so they could learn through something visual. The tool that the students used was Genially, so the students were able to choose between creating images, presentations, or games. Therefore, the advantage that the students could get by using interactive images is that students will be able to see learning as a game. (Appendix J. Module III, Activity 2)

Creating a Google presentation

The following activity was to create a presentation on Google Slides; this one needed to include the subtopic, our name, and the objectives of the presentation. Also, it needed to contain from 20 to 30 slides. The students must include audio that was recorded by themselves, to make it more interactive and attractive. Other aspects that the students needed to add were a video from YouTube, appropriate images, and not more than 3 types

of fonts. Something important when creating a presentation is that the students must include a background that keeps the text: legible, clear, and visually appealing to the reader.

The purpose of having this activity was to understand and practice the correct way to arrange: colors, text, images, audio, etc. on a presentation. Because it is important to be able to create visual support that will be attractive and interesting for people, otherwise, they may get bored easily. In addition, the students needed to arrange a presentation that looked well organized, the students kept in mind that usually, less looks more elegant and interesting on a presentation. Usually, crowded presentations but a lot of text and colors don't look interesting, on the contrary, those fail to be informative; our goal was to create a presentation informative and straight to the point. (Appendix K. Module III, Activity 3)

Elaboration of a video

Another activity in this module was the elaboration of a Farewell Video. First, the students needed to plan and write the script; so the students pretended that they students finished the requested activities. As well, the students added background music to join it later with the video that the students recorded. Also, the students included images and took into consideration the recommendations given in the class to record videos: lighting, background, what to wear on camera, camera angles, voice tone, and so on. In the end, the students recorded our video with their smartphones and convert our video to MP4 format if needed, and edited the video on OneShot.

The purpose of the video was to place an end to the subtopic; the students were able to give a conclusion of the topic, to let students know that the objectives were achieved, and as teachers, they were able to motivate students. The farewell video was the last option to engage with the students because the teachers could show the students that they cared about them throughout the unit, by giving the last goodbye or letting the doors open in case the

students may need the teachers in the future. That is why making sure that the students could make a simple but catching video was important. (Appendix L. Module III, Activity 4)

Creation of a Google Site

For the last activity, the students needed to create a Google Site linked to a class in the Google Classroom Platform. In these two tools, they had to integrate the activities and materials that the students designed for their students through the third module. The students had to make use of two technological tools you learned in Module II (These needed to be to welcome the students or for them to perform a task or practice). It was important to mention that everything that was done in Classroom and on the Google site must be linked and must be consistent in content.

The purpose of this activity was to create a website where the students could upload all the material that we were creating through the module; it was important to keep the content coherent so students could the connection between the Google Presentation and a Quiz on Google Form, as well between an informative Podcast and a Forum to discuss the topic presented, and so on. They could keep in mind that it is important to create material that looks professional and creative at the same time, so students would be interested in the learning process. (Appendix M. Module III, Activity 5)

ACHIEVEMENTS

The team learned to differentiate between LMS and technological tools. LMS stands for Learning Management Systems which refers to the software that teachers can use to create, operate and assess a learning course. Meanwhile, the technological tools support the information presented in a course that can be created on LMS platforms.

The team learned to create infographics for educational purposes. An infographic is a creative and visual way to present information so that it can call the attention of the students.

The team learned how to create a course in Google Classroom. The team learned to create material, forums, assignments, and quizzes using the tools presented in Classroom.

The team learned about the virtual learning environments that are currently in use. This includes learning about asynchronous and synchronous classes. Which represent virtual classes that you have session classes (synchronous classes), and those you follow your own time to complete the activities (asynchronous classes).

The students learned about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality.

The technological tools that they practiced and learned to teach online were: Edpuzzle, this tool creates a space where they can develop a class with the students, it witch videos can be edited, they practiced this. The second one was Flipgrid this tool is for creating a video discussion; it is designed to work specifically for teachers and students in a digital classroom as they did in this module.

Then they learned about the Flippity tool, this platform is so interesting because is for making Google sheets presentations and flashcards to create quizzes and more, it’s a

basic platform for teachers and students to create activities, the team practiced this using the tutorials.

Liveworsheets are useful for creating interactive exercises for students; it is easy for teachers and can make learning more fun. Also, another important tool is Nearpod this tool is to create lesson activities, students can create presentations that can contain quizzes, videos, and collaboration boards.

Students also learned about Padlet, they practiced this digital tool where they created images, links, videos, and documents, this tool is most basic, but it's like a digital board.

Something important is dynamic in classes, they used and practiced the Kahoot tool, and this is an interactive tool for quizzes and games, for teachers and students. Almost at the end of the course, the students learned Classroomscreen, an online tool that allows students and teachers to display the instructions for lessons clearly and visually. And the last one was Powtoon where the students practiced animation software that allows them to create animated presentations.

CONCLUSIONS

The team concludes that the use of LMS in the creation of virtual courses can simplify the work of the teacher. We state that for the different tools can be used to create, assess, organize, gamify and tabulate the course almost in an automatic form.

Also, the team concludes that the theories that are currently in use for the virtual classroom are the baby steps for the development and improvement of the virtual classroom. This classroom gave the first big step in 2019 with the global health emergency that created the conditions to make a run test of this new classroom.

As a team, we conclude that this type of teaching-learning and technological tools are so important for each student, and teachers as well, to make life easier by learning these tools in a fun and dynamic way, with each different activity provided, students learned and practiced a lot, this is something that the students are pretty sure that in the present or future is going to be useful, for future teachers.

In addition, they will have the correct tools and apps to develop in classes cooperatively, and they will have the opportunity to teach online not only using an app, but rather using the resources learned, all the apps were so helpful, and many students implemented different ideas and topics, the students considered as a successful team.

Also, the use of Podcasts helps students to practice listening. As well, students can create their podcasts to practice speaking. If students create podcasts, they would be able to analyze their intonation and pronunciation when recording themselves; this will allow them to process a self-assessment, so they would practice. To sum up, the use of interactive images helps students to learn by practicing or playing.

Teachers must be able to create websites and be well organized. The managing of colors, fonts, images, audio, and videos helps teachers to create attractive material for

teaching. In general, the participants conclude that technology has become part of daily life so the students must be able to manage and not be afraid of it; it would be better to learn how to create digital material in ode to teach.

RECOMMENDATIONS

The team recommends the Foreign Language Department to continue innovating and using the up-to-date tools so that the students' soon-to-be teachers can apply this new technology to their everyday work-related activities.

The team considers that this type of learning resource is so suitable for each student since it was enriching, the students recommend the Foreign Language Department and teachers continue providing this type of tools in future specializations.

Teachers must be able to keep updated on their methodology of creating material to teach content online because the new generations of students are going to be taking classes and they could get bored easily if they detect that a teacher has an old-fashioned style of teaching. With this in mind, the students need to create interactive material whenever they are giving classes online.

Teachers should encourage and keep students motivated to learn online by demonstrating that the students can manage technology.

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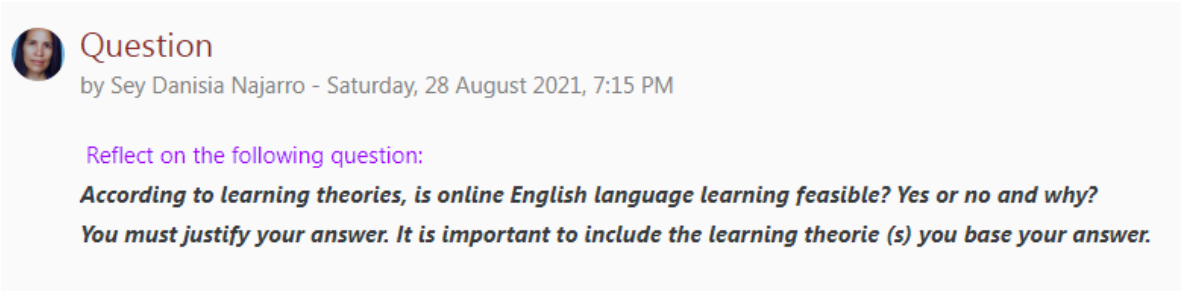
Appendixes

Appendix A. Module I, Activity 1



Question

by Sey Danisia Najarro - Saturday, 28 August 2021, 7:15 PM

Reflect on the following question:

According to learning theories, is online English language learning feasible? Yes or no and why?

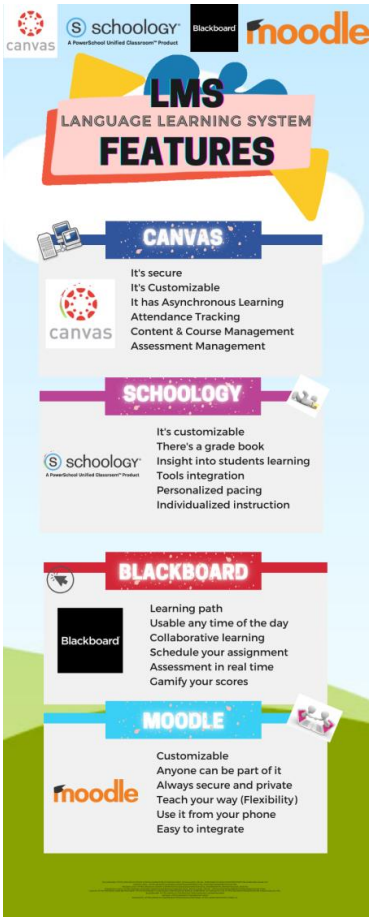
You must justify your answer. It is important to include the learning theorie (s) you base your answer.

Re: Question

by Luis Ernesto Alvarenga Rodríguez - Monday, 30 August 2021, 10:47 PM

Online English Language learning is a feasible process. I base this on constructivism where is said that the teacher is the facilitator that creates an environment for the students to participate actively. And the students are the ones building their own knowledge helped by the tools given by the teacher. In online learning, the teacher creates the environment and provides the student with the tools to create their own knowledge. Finally, as Kozma said the computer doesn't make the student learn, but the interaction with the models and simulations.

Appendix B. Module I, Activity 2



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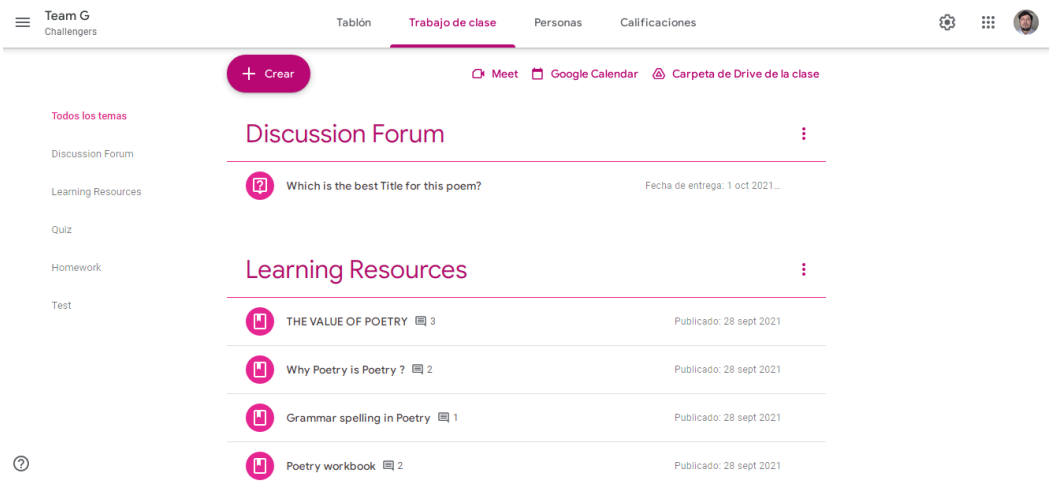
Appendix C. Module I, Activity 3



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Appendix D. Module I, Activity 4

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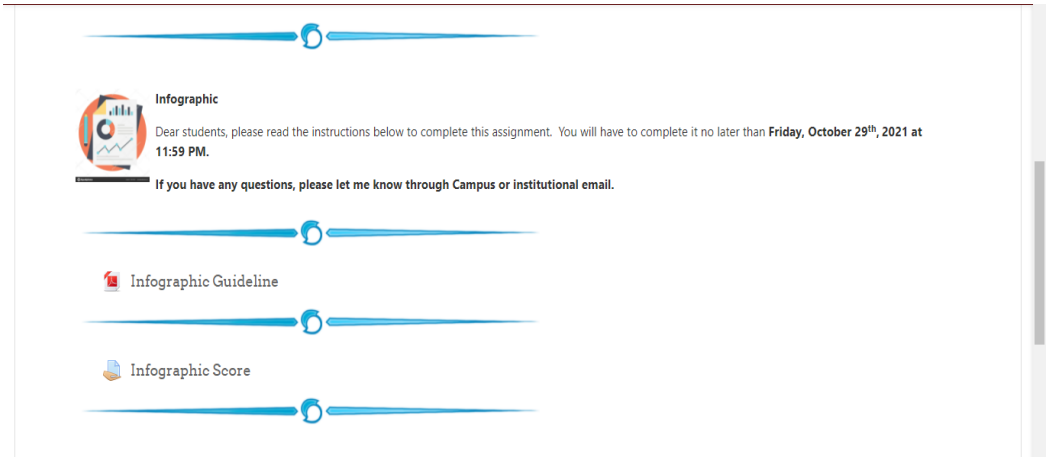
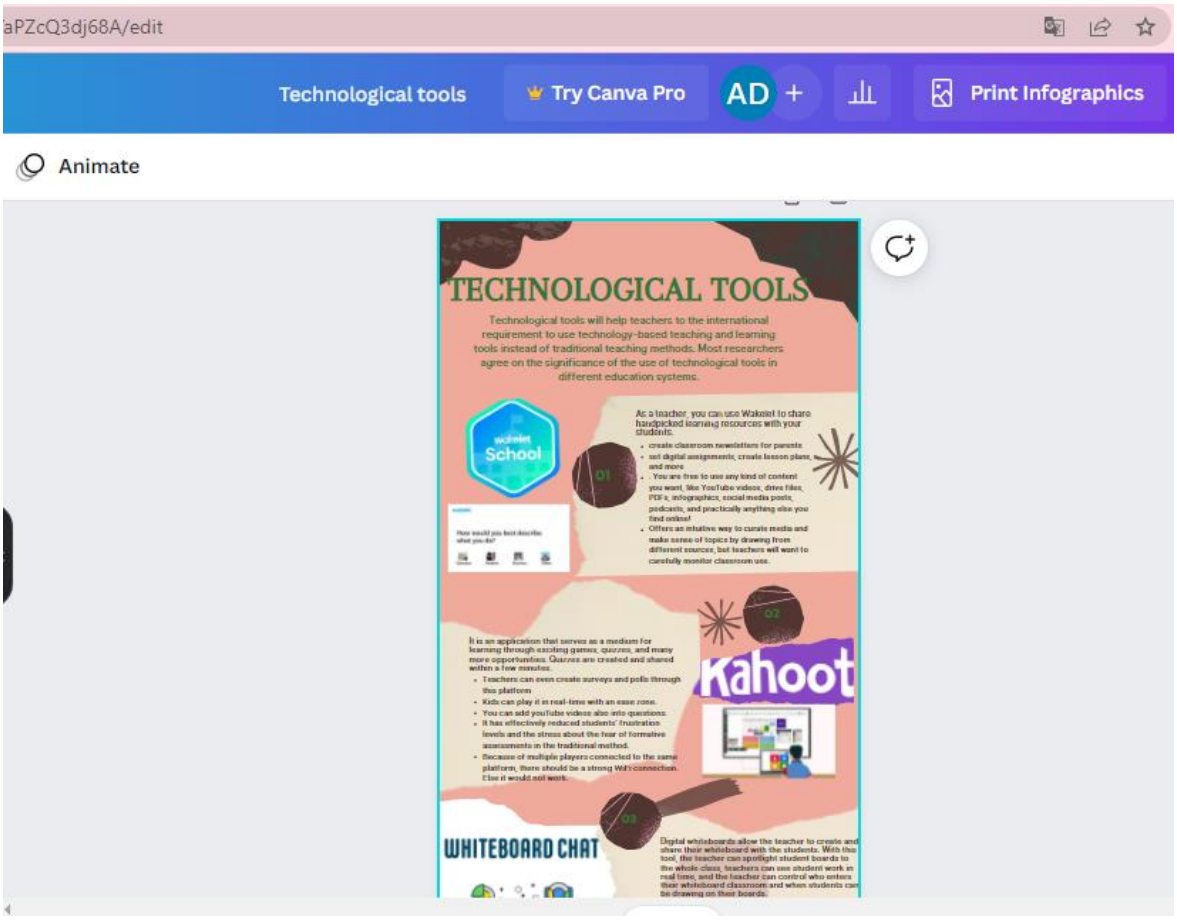
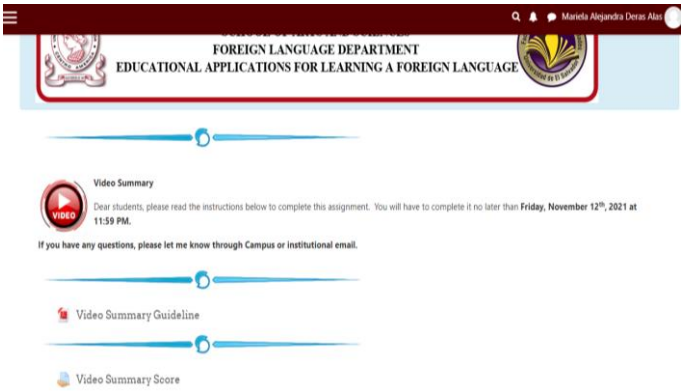
Appendix E. Module II, Activity 1

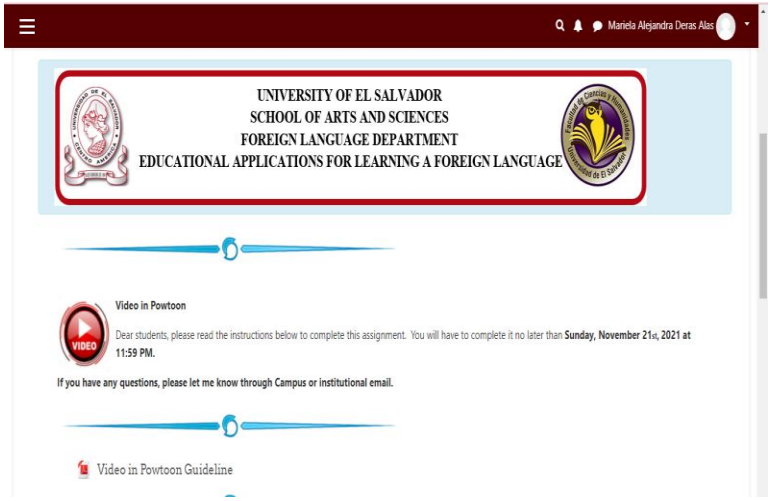




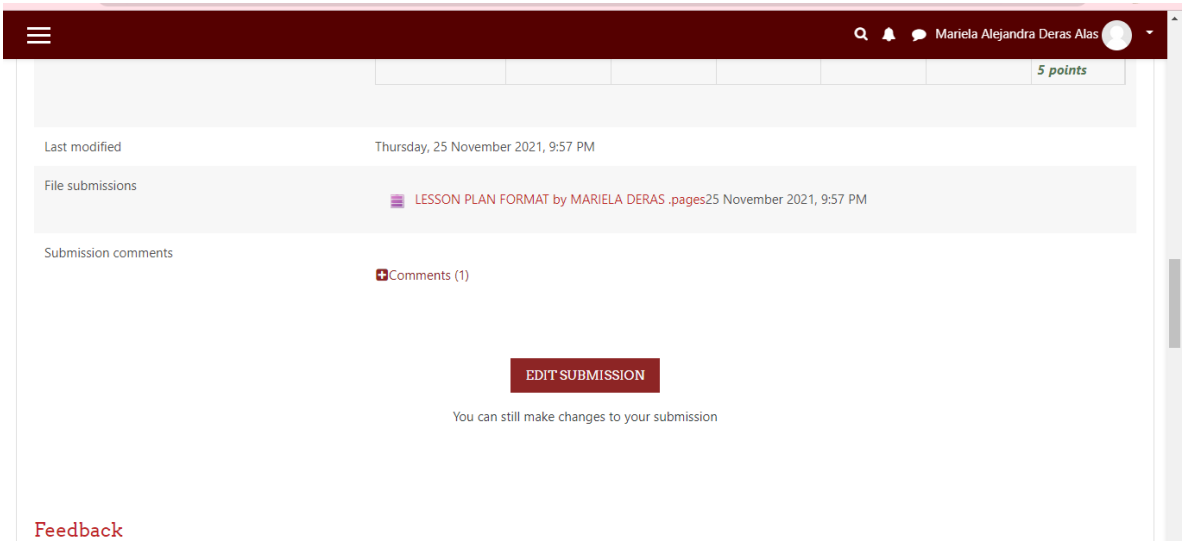
Appendix F. Module II, Activity 2



Appendix G. Module II, Activity 3

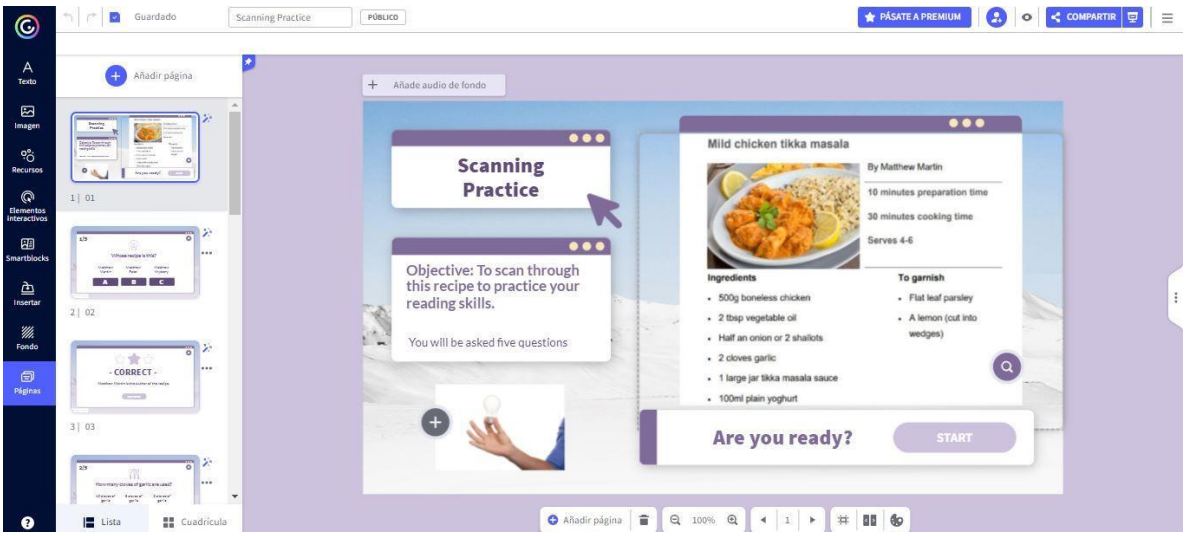


Appendix H. Module II, Activity 4 1



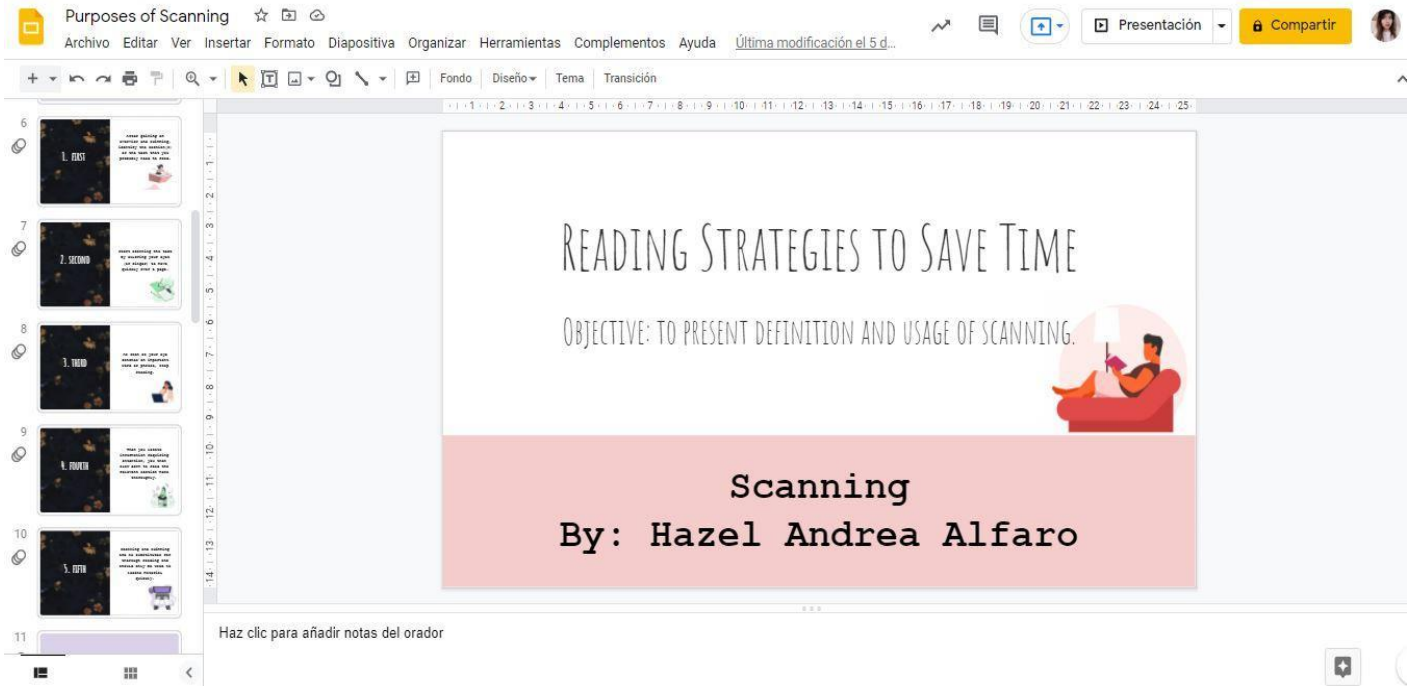
Appendix I. Module III, Activity 1

Appendix J. Module III, Activity 2

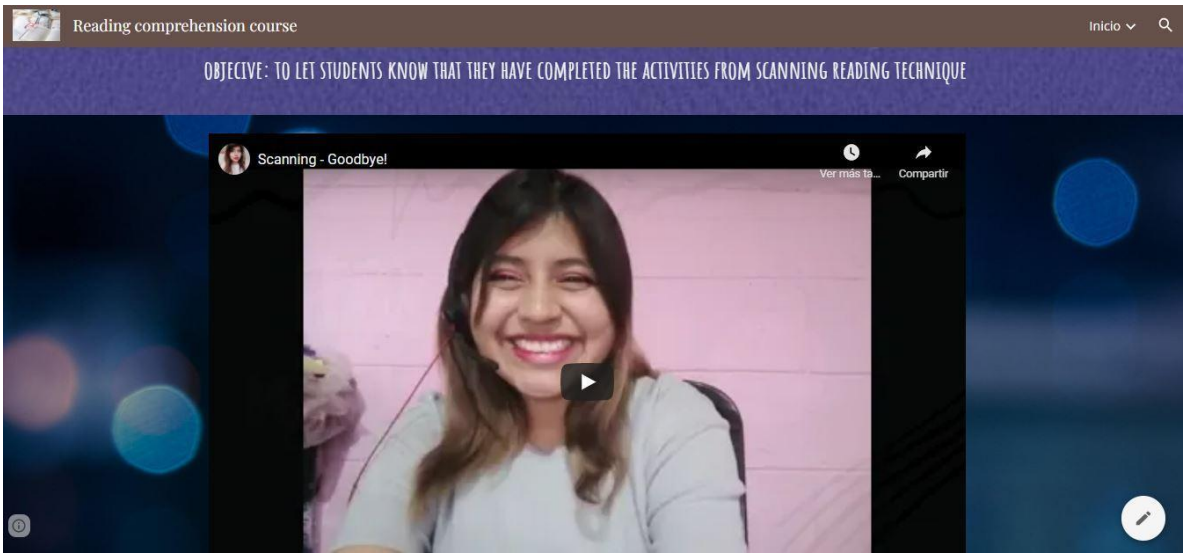
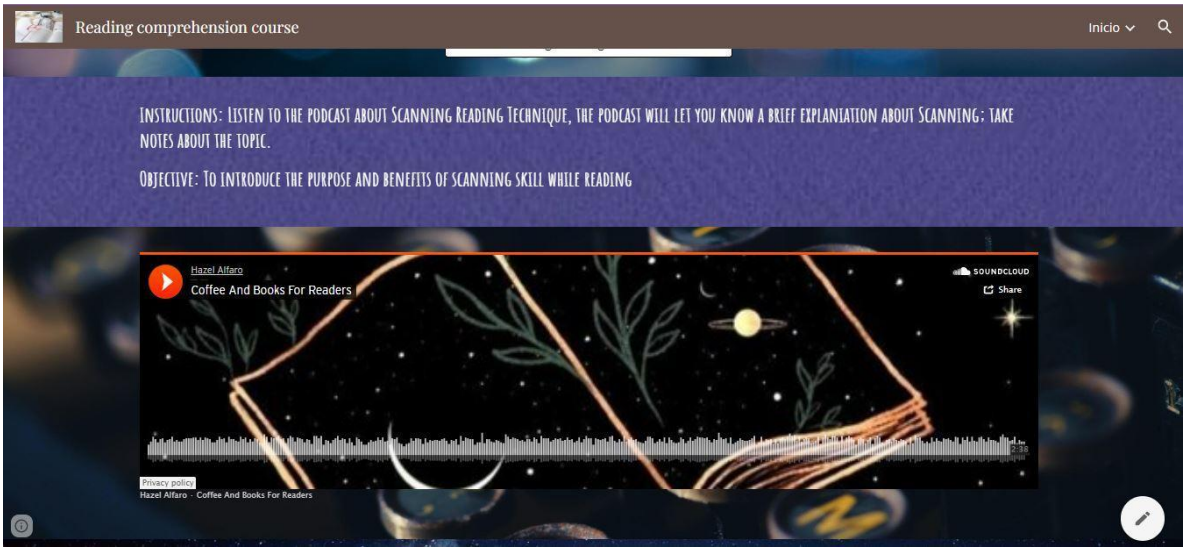
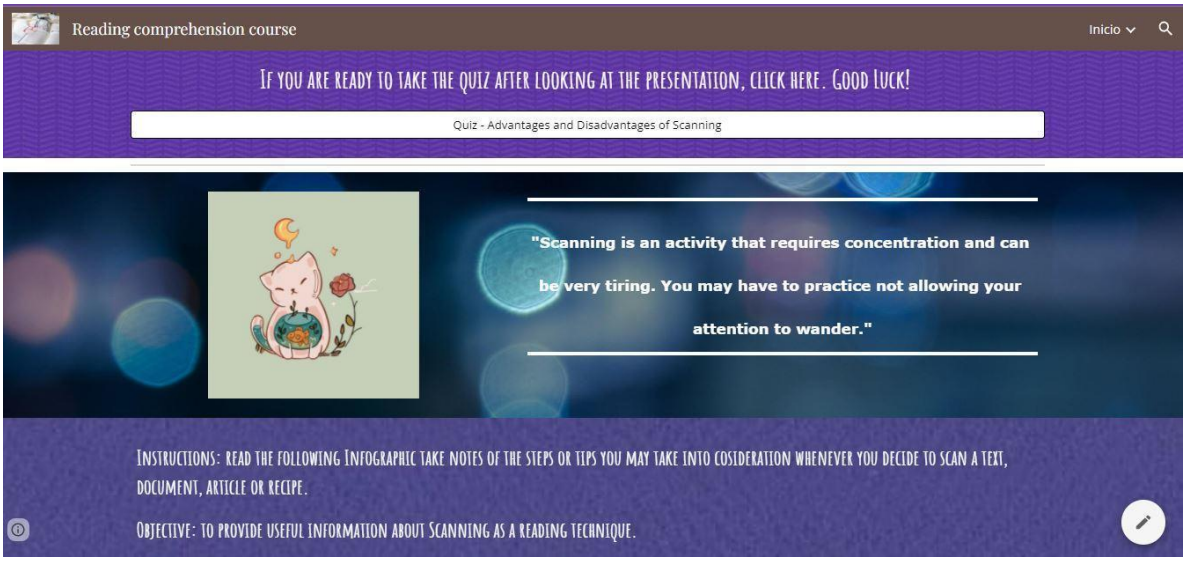
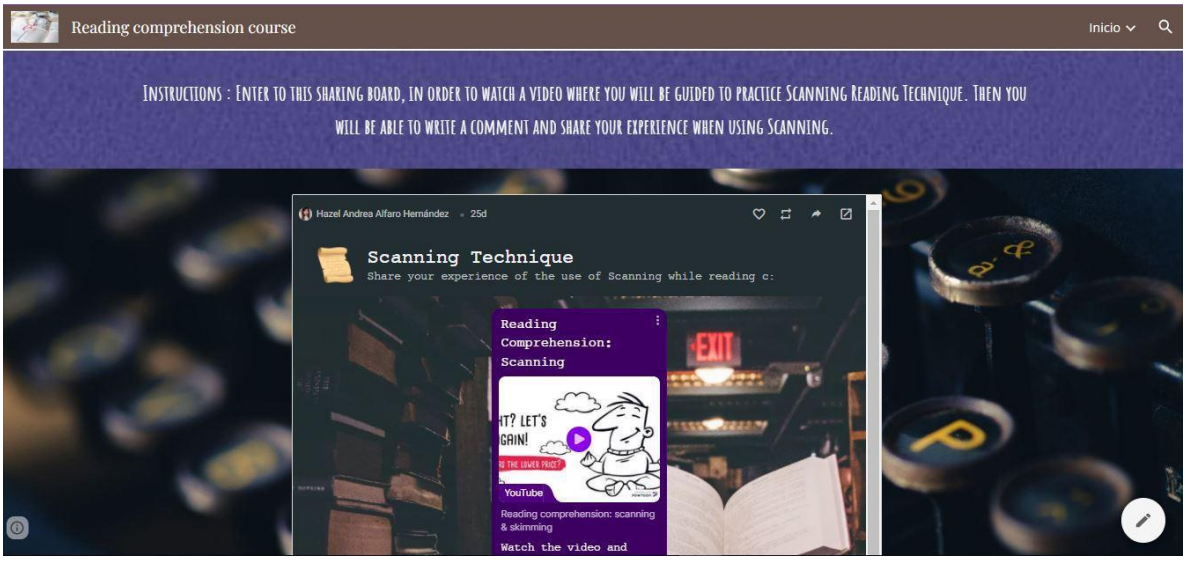


Appendix K. Module III, Activity 3

Appendix K. Module III, Activity 3



Appendix L. Module III, Activity 4



Appendix M. Module III, Activity 5