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FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



TOPIC:

EDUCATIONAL LANGUAGE APPLICATIONS FOR ONLINE LEARNING

TRANSLATION:

APLICACIONES PARA LA EDUCACION DEL IDIOMA EN EL APRENDIZAJE EN LINEA

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Abstract

Technological tools are of imperative use for an online learning-teaching environment, teachers are forced to cope with technology as their everyday resource to innovate their activities and fulfill students' needs. This final report summarizes a set of tools to be used in E-learning for languages such as the creation of Google Classroom, the design of online educational resources, the use of apps to be applied in the teaching-learning environment, and the Google site for educational purposes, taking into account the enhancement of the four major skills to learn a foreign language.

Several virtual classroom platforms were also taught through the modules to facilitate the interaction between teachers and students. The Pandemic and the forced lockdown in 2019 have increased the way teachers and students use technology to interact with each other around the world due to the necessity of catching up with education, the following document will broaden the different theories, software, and tools participants used along with the specialization.

Keywords: Virtual environment, technological tools, Learning Management System, Online Learning, Educational platforms.

I. Introduction

In recent decades, the use of information and communication technologies (ICT) for educational purposes has increased, and the spread of network technologies has caused E-Learning practices to evolve significantly. E-learning has been part of education since the end of the 90s. The term “e-learning” has only been in existence since 1999 when the word was first utilized at a CBT systems seminar. Other terms such as “online learning” and “virtual learning” also began to spring up in search of an accurate description. Nevertheless, the principles behind e-learning have been well documented throughout history, and there is even evidence that suggests that early forms of e-learning existed as far back as the 19th century. Electronic learning, or e-learning is education based on modern methods of communication including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether accomplished in the classroom or at a distance.

After COVID-19 impacted the whole world and the best option for students to keep learning has been E-Learning. Teachers can get in touch with the students through a virtual classroom, they can see and talk to each other through a camera and a microphone respectively. Technology has given us the opportunity of making teaching-learning easier through several tools that facilitate interactions with students. This report will inform about different Language Management Systems, and also about several tools that have resulted to be very useful when teaching. These online teaching tools are used to make the students feel more incorporated in the class since being away from their classmates and the instructor and just being in front of a computer could result to be boring, stressful, and easier to get distracted.

II. Objectives

General Objective

1. To demonstrate the knowledge acquired about the use of technological tools for learning-teaching foreign languages studied during the three online modules on virtual environments.

Specific Objectives

1. To explain Learning Management Systems (LMS) to set up a virtual classroom and develop asynchronous activities.
2. To review the designs of digital resources to use in the teaching of foreign languages.
3. To describe technological tools that help students to engage, participate, and learn about virtual environments.

III. Theoretical Framework

The coronavirus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. Of these, more than 160 million were students in Latin America and the Caribbean.

In the sphere of education, many of the measures that the region's countries have adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology); the support and mobilization of education personnel and communities; and concern for the health and overall well-being of students. The new circumstances have meant teachers have to use virtual platforms and methodologies with which they may not be familiar.

a) E-Learning

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge that takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-

learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs. There are many e-learning examples out there, and we've covered those in greater detail in our previous articles.

b) Distance Education

This concept is more about the distance between the student and the teacher, and how technology bridges that gap. Many universities are now offering distance learning degrees, where the student attends school through the internet. That means a student in Europe could attend an American university, without ever having to move there. It also makes attending higher education much easier if you live in rural or remote areas.

Sarah Guri-Rosenbilt from the Open University of Israel explored the exact definition of e-learning in great detail in her 2005 research paper "' Distance Education' and 'E-Learning': Not the Same Thing". She defined e-learning as electronic media used for various learning purposes ranging from conventional classroom add-on functions to online substitution for face-to-face meetings with online encounters. Clark and Mayer defined E-learning as instructions delivered through digital devices with the intent of supporting learning in their 2016 research paper "*E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning.*"

c) Virtual Classroom

A virtual classroom is an online teaching and learning environment where teachers and students can present course materials, engage and interact with other members of the virtual class, and work in groups together. The key distinction of a virtual classroom is

that it takes place in a live, synchronous setting. Online coursework can involve the viewing of pre-recorded, asynchronous material, but virtual classroom settings involve live interaction between instructors and participants.

d) Learning Management System (LMS)

Educational platforms (Learning Management Systems – LMS) are innovative tools that educational centers should not be without today. They help to create, adopt, administer, distribute and manage all of the activities related to e-learning training or can act as a complement to classroom learning. When training centers implement an LMS, they make the classroom experience much more powerful, because 21st-century educational methodologies have changed into those which are much simpler, more personalized, interactive, and experiential.

Learning Content Management Systems (LCMS) make the management of everything related to learning much more comprehensive, personalized, of high quality, and enhanced through the use of virtual classrooms and multimedia content, by offering teachers and students a virtual campus, personalized and unique, is what makes LMS classrooms a success in education and learning experiences. The University of El Salvador uses Moodle, Schoology, and Campus UES as an LMS since they have proved to be more suitable and convenient for virtual environments in our country, with easy access to students and teachers.

e) Asynchronous E-Learning vs. Synchronous E-Learning

Asynchronous e-learning is self-paced; the learners are taking the course on their own, usually on a laptop. Asynchronous e-learning programs may include pre-recorded lecture content and video, visuals, and/or text, knowledge quizzes, simulations, games, and other interactive elements.

Synchronous e-learning, more commonly referred to as live-online training, online learning, synchronous online training, or virtual classroom training, is instructor-led and taken at the same time as other learners – everyone just happens to be geographically dispersed. This training typically uses a web-conferencing or virtual classroom platform that offers features such as slide or screen sharing, as well as interactive tools such as chat, polling, and screen annotation.

f) Software and Application

The terms software and application are often used interchangeably by people with limited comprehension of computer technology. Technically, applications are a form of software, but not all software is an application. To make a more accurate distinction between the two, we can discuss them in terms of systems software vs application software.

g) Software Types

The term 'software' refers to the set of electronic program instructions or data a computer processor reads in order to perform a task or operation. In contrast, the term 'hardware' refers to the physical components that you can see and touch, such as the computer hard

drive, mouse, and keyboard. The software can be categorized according to what it is designed to accomplish. There are two main types of software: systems software and application software.

h) Systems Software

Systems software includes the programs that are dedicated to managing the computer itself, such as the operating system, file management utilities, and disk operating system (or DOS). The operating system manages the computer hardware resources in addition to applications and data. Without systems software installed in our computers, we would have to type the instructions for everything we wanted the computer to do.

i) Applications Software

Application software, or simply applications, are often called productivity programs or end-user programs because they enable the user to complete tasks, such as creating documents, spreadsheets, databases, and publications, doing online research, sending email, designing graphics, running businesses, and even playing games! Application software is specific to the task it is designed for and can be as simple as a calculator application or as complex as a word processing application. When you begin creating a document, the word processing software has already set the margins, font style and size, and line spacing for you. But you can change these settings, and you have many more formatting options available. For example, the word processor application makes it easy to add color, headings, and pictures or delete, copy, move, and change the document's appearance to suit your needs.

Learning Theories for Online Education

a) Community of Inquiry

Developed by Garrison, Anderson & Archer is based on the concept of three distinct “presences”: cognitive, social, and teaching. Their model supports the design of online and blended courses as active learning environments or communities dependent on instructors and students sharing ideas, information, and opinions. Using discussion boards, blogs, wikis, and videoconferencing.

b) Connectivism

George Siemens (2004) has been the main proponent of connectivism, a learning model that acknowledges major shifts in the way knowledge and information flows, grows, and change because of vast data communications networks:

- Learner autonomy
- Openness
- Diversity
- Interactivity is particularly appropriate for courses with very high enrollments and where the learning goal or objective is to develop and create knowledge rather than to disseminate it.

c) Theory of Online Learning

Terry Anderson (2011) explains that effective learning environments should contain four overlapping components. These four lenses are community-centered, knowledge-centered, learner-centered, and assessment-centered learning. Anderson proposes a

model of E-learning which illustrates the two major actors: learners and teachers and their interactions with each other and with the content. Learners can interact directly with the content they find and in any way they choose. However, they may choose to have their learning sequenced and directed through the assistance of the teacher.

d) Didactic material

Also known as auxiliary or media, is any resource used to support and/or facilitate the teaching-learning process, used by the professor or student. Tomlinson (1998) identifies didactic material as “anything which is used by teachers or learners to facilitate the learning of a language”.

Harmer (2005) refers to didactic material as “a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity” Ogalde and Bardavid (2003) define didactic material as “all those means and resources to facilitate the teaching-learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities, and skills, as well as the formation of attitudes and values”.

e) Multimedia

“Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer” (Fenrich, 1997). “Multimedia is characterized by the presence of text, pictures, sound, animation, and video; some or all of which are organized into some coherent program” (Phillips, 1997). Multimedia is the field concerned with the computer-controlled integration of text, graphics, drawings,

images, video, animation, audio, and any other media where every type of information can be represented, stored, transmitted, and processed digitally. (Cardiff University, 2004)

IV. Description of activities

Module 1

English Online Teaching:

In this module, the students started to learn the basics of English Online Teaching. The module was about the fundamentals of online education and its application to English Language Teaching; specifically, the virtual or online teaching approach, like using an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance, Moodle; and use platforms like TEAMS or Meet for synchronous activities.

The module also provided students with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

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

To start with the course, the instructor shared with the students the program of Module I in which he explained in detail what participants would be learning every week and also the activities and Evaluations. During these weeks, the professor provided us with some videos and questions that were discussed during the class or on the “campus” so the students could learn about E-Learning History, Virtual Learning, and English Teaching, and she also shared with us an Academic Forum so participants could discuss everything

that was learned during the course. The first topic the instructor taught us was Synchronous and Asynchronous Learning. This was a PDF document that she explained during the class and she also made some questions at the end of the class to discuss with the other students about it.

The Learning Theories in Virtual Learning like Behaviorism, Cognitivism, Constructivism, and Connectivism were also taught during the second week, the instructor's information through a PDF document was uploaded by the Moodle (also called "campus") so all the students could read it. The Academic Forum, previously mentioned, which was the Week 1 Evaluation was also shared on the campus so the students could comment with the other ones about the topic learned.

Activities week 1:

- a) Introduction (Program, Session's time, Class Policies)*
- b) Theories of learning in virtual learning*
- c) Video about Synchronous and Asynchronous concepts.*
- d) Video about Theories of learning*
- e) Forum to answer questions or clarify doubts*

Activities week 2:

- a) E-learning definition and application*
- b) Virtual teaching and its application in teaching languages.*
- c) Discussion forum about theories of learning*
- d) Forum to answer questions or clarify doubts*

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

Throughout these weeks the students learned about the Learning Management System, LMS for English Language Teaching, and the most common LMS.

The participants also learned about Infographics on the E-Learning process. One of the Evaluations was the elaboration of an infographic containing the Learning Management System where the students included the information learned in the class.

These weeks were very interesting because the participants could discuss with the professor and with the other students the topics learned during the class. After providing our Infographic evaluation to the instructor, the students talked about the differences and similarities that Synchronous and Asynchronous learning have. In case the students had any doubts they could ask about them during the class or also at the end of it. The instructor also shared this information using multimedia material, tutorials, and readings. Since the main topic of the module was Learning Management Systems several examples and activities were shared during the class.

Activities week 3:

- a) Language Management Systems (most common ones)*
- b) Videos*
- c) Website*
- d) Forum to answer questions or clarify doubts*

Activities week 4:

- a) *Language Management Systems (most common ones)*
- b) *Infographic*
- c) *Forum to answer questions or clarify doubts*

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

The main topic during these weeks was “Google Classroom”. The instructor was very specific when sharing the details and functions of this platform since this is one of the most common tools when online teaching. Google classroom has several functions that can be very useful when the students share information with the students. The students had a Google Classroom of this module with the professor where she shared information from the course, homework, activities, and evaluations. She taught us how to use the different tools so the students could be able to use them. She explained through the presentations she showed to us during the class or with videos to give us extra tips and also with live demonstrations. The evaluation of these 2 weeks was the creation of a Virtual Classroom. It was necessary to pay attention during the class so the students could create one. It was not that hard but at the same time, there were some details that students needed to pay attention to so they could know how to make it work.

Activities week 5:

- a) *Language Management System - Google Classroom*
- b) *Tutorial, multimedia*

c) Forum to answer questions or clarify doubts

Activity week 6:

a) Language Management System - Google Classroom (Live demonstration)

b) Create a Virtual Classroom

c) Forum to answer questions or clarify doubts

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

The most imperative tool for delivering an online class is the virtual classroom. During these last two weeks the students learned about two tools: Teams and Classroom, they are different tools but they have the same function: a virtual classroom where an instructor teaches and where a student learns.

The professor shared different activities so the students could see how these tools work. This was a tool that the students were already familiar with since the virtual classroom they used to receive classes was Google Meets. The students already knew how to use the microphone, the camera, and how to comment through the chat because they were the students; however, in that class, they needed to learn from the teacher's point of view. Learning how to manage a virtual class was very important, not only because the objective of the whole Specialization is to know how to teach, but also because at the end of module 1 the students were going to make a demonstrative class on Google Meets. The demonstrative class was one of the most fascinating evaluations because the students had to present, as teachers, the character that they were studying to be. It was

entertaining to prepare the class with all the tools that we've learned during the entire module.

Activities week 7:

- a) Platforms for Videoconferences (Zoom, TEAMS, MEET)*
- b) MEET*
- c) Videos, Multimedia, Tutorials, Web sites*
- d) Forum to answer questions or clarify doubts*

Activities week 8:

- a) Demonstrative class (MEET)*
- b) Forum to answer questions or clarify doubts*

Module 1 taught us the basics of English Online Teaching. The students learned about history, learning systems, educational platforms, and virtual sessions through different activities. Activities are imperative during the learning process since the application of the information learned is fundamental. It's important to learn about the basics so the students can know how to start using the tools that they are going to use during online teaching.

Module 2

Module number two was focused on Educational Applications for Learning a Foreign Language. This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, Kahoot, classroom screen, Powtoon.

This module allowed us to get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

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

In the first week, the students got an introduction to what the coming module was going to be about, they knew application names for the first time. The professor explained to the students the activities and how she was going to evaluate them during the second module. Something the participants appreciated as students were the professor introduced the topic using the tools, she played an introductory video about the course presenting a video created on Powtoon. The students also got an introduction to the usage of technological tools for educational purposes.

The first activity the students had for the first two weeks was the infographic where they mentioned and explained technological tools. The tools the students can use for creating an infographic they learned during these classes were PowerPoint and Canva.

Activities week 1:

- a) Presentation (Program, Content, and Class Policies)*
- b) List of technological tools and an overview*
- c) Presentation of the concept of educational applications*
- d) Presentation of the question-and-answer forum*

Activities week 2:

- a) Fundamentals and principles of using technological tools*

b) Reading about technological tools for educational purposes when teaching a foreign language.

c) Infographics Guideline

Week 3 and 4: Use the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.

In week number two the students got more information and practice with educational tools, they learned how to use them and how they can employ them. The participants associated Edpuzzle and Flipgrid as tools related to videos, the difference between them is that on Edpuzzle they can copy a paste a YouTube video, select a part of the video on which they want to interact with students place questions about the video, on Flipgrid they created a quick video where they wanted to provide a quick explanation. The other two, Flippity and LiveWorkSheets, are very helpful when the students want to place activities during the course, for example; Flippity provides several options for developing an activity, in case they want to choose randomly a student, and also has the options for playful activities. On the other hand, the students have LiveWorkSheets which allows teachers to have a quick evaluation of exercises, getting questions from a PDF document.

Activities week 3:

a) General information and tutorial of Edpuzzle. Live practice.

b) General information and tutorial of Flipgrid.

i) (Videos - Tutorials - Websites)

Activities week 4:

- a) *General information and tutorial of Flippity.*
- b) *General information and tutorial of Liveworksheets. Live practice.*
- c) *Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets*
- d) *Guideline for a video in Flipgrid with the characteristics of the technological tools studied.*

Week 5 and 6: Use the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroom screen.

Nearpod was one of the learning tools included in this module that helps teachers to engage students with interactive presentations combining different tools they know nowadays, you can add PowerPoint presentations, google documents, and videos either from file or YouTube platform. Nearpod is also useful as a formative assessment tool and can output student efforts in easy-to-analyze graphs and charts for a clear snapshot of progress. Since the students started the course, module number two, the instructor used Padlet as an ice-breaker activity. Padlet is a tool that allows not only students but also people who want to participate and share comments, opinions, written information, etc. Padlet allows you to choose a topic so participants can comment about it in real-time, you can also select a theme to make the board look better. The students also learned to use Kahoot, one of the tools that most learners have used before but in this team, they learned

the other face of the app. The students learned how to create a group of questions about a topic, and choose the right answer, and false one. Kahoot is one of the most enjoyable learning tools because of the competition and animation the app has. At the end of the game, the app selects the three winners with more success. The instructor also used the app Powtoon for creating introductory videos for explaining a topic at the beginning of the course. Powtoon is a tool that helps you to create presentations in video format, you can select an avatar and the decoration you like the most to introduce a topic.

Activities week 5:

- a) General information and tutorial of Nearpod. Live practice.
- b) General information and tutorial of Padlet. Live practice.
- c) General information and tutorial of Powtoon. Live practice.

Activities week 6:

- a) General information and tutorial of Kahoot. Live practice.
- b) General information and tutorial of Classroom screen. Live practice.
- c) Assignment: Create a video in Powtoon about the advantages and disadvantages of the use of technological tools when teaching English.

Week 7 and 6: Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroom screen.

The last two weeks were for putting into practice all the knowledge acquired not only in the first two modules but also during the whole career and professional experience. Each learner had to prepare a 5 minutes presentation for teaching any topic of their choice,

each student had to use two of the learning tools learned during the two previous modules to engage colleagues during their presentation.

During the 5 minutes presentation, students had to show they were prepared, following their course schedule on time, and placing activities in order so they would be able to leave a space for listeners to place their questions at the end of the presentation. Learning tools could be used as ice-breaking activities, playful activities, or concluding ones either for reviewing the knowledge shared during the presentation or placing questions to make sure students were engaged during the presentation.

Activities week 7 and 8:

- a) Demo class using technological tools
- b) Question and answer forum

Module 3

Design of Didactic Materials for Virtual Environments

Weeks 1 and 2: Fundamentals of Using Multimedia Resources in a Virtual Learning Environment, Use and creation of Podcasts, Using Audacity, Using SoundCloud.

In this module, the students were taught how to use and create four Web tools for the design of educational materials: podcasts, online presentations, interactive images, and educational videos. As a fundamental part of the culmination of this specialization,

students will complete an integrative task through which they will apply the competencies acquired during the three modules

a) Podcasts

During the first two weeks, the students went back to the basics of using Multimedia Resources in a Virtual Learning Environment, lately, they found out what a podcast is about and how they can include this kind of tool in our virtual classrooms, and they experienced ourselves, by listening to one podcast first, how it helps students to develop their language skills, then they created one podcast using a random topic in which they could talk to our students and link this podcast to future activities.

b) Audacity and Soundcloud

The students discovered a software called Audacity in which they can add and modify recordings to create a better-elaborated podcast, adding sounds, and effects, erasing the noise from the recording and making it professionally.

As a final task for this topic, the students were told to upload this podcast to SoundCloud, a very useful streaming website in which people share music, recordings, podcasts, etc. and you can get social interaction just by uploading it.

Podcasting offers the opportunity for lecturers to easily broadcast engaging audio content, which students can then listen to at any time and wherever they are. A student only needs to subscribe to a podcast feed and suddenly you can push educational content to them, rather than wait for them to come. Podcasts can easily be used in schools, universities, or colleges to engage students, and improve your teaching and learning practice.

Activities week 1 and 2:

1. *Videos about using podcasts in class*
2. *General information about Podcasts and how to use Audacity*
3. *Tutorials about Audacity*

Weeks 3 and 4: The Fundamentals of image selection, Using Genially, Fundamentals of video creation OpenShot working environment.

a) Interactive Images

As part of using tools in a virtual environment, the students were first introduced to image selection, selecting an image with good quality, and websites, where they could find useful images, were also presented to the class.

b) Genially

Genially is a platform designed for students to enjoy learning and creating. It adds interactivity and animation to digital content, the students learned to get students more involved, by using and creating interactive images so they can make students get motivated. When using Genially, the students discovered that this was a fully-equipped platform, you can add any link or video on the web and attach it to your image, they learned to add our recordings to images just in case they wanted to explain or make ourselves clearer, they studied about the different resources they can use such as adding text, other images, background, and smart locks. Finally, the students concluded this is a teacher-friendly platform, handy, and not difficult to learn how to use. All is needed is

creativity and practice to enrich your image by inserting text, audio, videos, and more into other layers of information.

c) Videos and Openshot

After learning about image selection and image edition, the students were introduced to video edition, they learned about software that helps teachers in video making. This software is called Openshot. The students found out that this software can be used to add animation effects such as fade, flying text, snow, and bounce, watermarks, 3D titles, and audio tracks among others to enhance the videos. Specifically designed for video editors, the multilingual platform lets teams adjust color contrasts, and brightness, and add time or motion effects across multimedia.

Activities weeks 3 and 4:

- 1. The importance of video editing and how to use them in class (presentations)*
- 2. General information about Genially (video, tutorials, and PTT)*
- 3. General Information about Openshot (Tutorials)*

Weeks 5 and 6: Fundamentals of Creating Presentations, Using Google Presentations.

a) PowerPoint and Prezi Presentations

PowerPoint presentations are nowadays a must which many people are already familiar with, nevertheless, the students were given a brief introduction about this kind of presentation and how to edit, create and use them, they watched pro tips videos on YouTube on how to make presentations look more professional and about how to unlock

some features. Prezi is a web-based tool for creating presentations. It's similar to other presentation software like Microsoft PowerPoint, but it offers some unique features that make it a good alternative. This concept is much easier to describe with a visual aid for visual learners.

Most types of presentation software use a slide-based approach, where you move back and forth between individual slides, kind of like pages in a book. Prezi, however, uses a canvas-based approach. Instead of using slides, Prezi has one very large canvas that your presentation moves around on, zooming in and out to view various frames.

b) Google Slides

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 might be retrieved even if their hard drive or SSD fails. Many features are included in Google slides such as the ability to insert images, formatted text, animations, other media, the use of a variety of templates, and the ability to edit transitions between slides but the most innovative feature is collaborative editing for sharing between computers, devices, and other users. The students also learned about the supported file types Google slides support: .ppt, .pptx, .pptm, .pps, .ppsx, .ppsm, .pot, .potx, and .potm presentation file types.

At the end of the week, The students were told to create a presentation on Google Slides and record a video in which they were told to teach a specific topic and manage the use of this platform in online courses.

Activities weeks 5 and 6:

- 1. General information about using presentations in class*
- 2. Tutorial about Google Slides and PowerPoint*
- 3. Presentations about the importance of images and how to choose appropriate visual resources for students.*

Week 7 and 8: Using and Creating a Google Site, Final presentations.

a) Google Sites

The students learned to use Google sites as a tool for online courses, creating a website from scratch, since adding content to editing text or image, they learned to add content from other websites as well as link the site to google classroom and use the site as an extra resource for your class. Google Sites are integrated with other Google Workspace tools like Docs, Sheets, and Slides. So you can drop in projects from your Google Drive into the website that you're building. And like those services, Google Sites can be built, shared, and copied between editors. This is ideal for creating a website for a work project that requires charts and tables or for an event you're planning with others.

Once you've created your website, you can customize its look and feel using the editing function. As part of the final task of this module, the students presented our Google Site created and edited every student in this module, sharing ideas and tips to make our Google Sites more interactive with the students.

Activities weeks 7 and 8:

- 1. General information about Google Sites*
- 2. Tutorials*
- 3. Practice and questions*
- 4. Final Presentations showing individual work (Google site)*

V. Achievements

Through the specialization, the research team learned how to involve students in virtual environments, and motivate their learning process using technology. The research team also learned how to create an “infographic” which is a visual aid image such as a chart or diagram used to represent information or data.

The students also learned how to host a video conference and enhance virtual spaces using tools from the apps and platforms that definitely create a new experience of learning. They learned the importance of the usage of Video conferencing tools since they are powerful tools that increase student engagement and maintain lines of communication with both students and parents such as Zoom, Skype, Microsoft Teams, and Google Meet.

Learning how to create trivia games is pivotal for maintaining and catching the attention of students. They learned about two apps that complete this task: Kahoot and Flippity. These apps most important work is to keep motivation among students.

Different tools were taught to the students so they could learn how to improve and make a virtual class more interactive. For example, to start a class, an icebreaker is needed, some of the tools that can be used are Jamboard, Padlet which allows for creating interactive boards where students can communicate with each other by giving opinions or ideas. When giving the class, the teacher needs to keep the students focused on the topics they're teaching, for this reason, they can use several tools that will avoid them to

get distracted. For example, Flipgrid, a video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text, as well as Powtoon, a platform that gives them the freedom to create professional and fully customized videos; very alike to Edpuzzle, an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos.

At the end of the class, the teacher can use some other practicing tools, that will help students to practice what they just learned during the class. One great example is LiveWorkSheets allows transforming traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which the users call "interactive worksheets".

When learning online is imperative for teachers and students to be continually communicated. For this is essential to use some tools that will keep them in touch. Google Classroom, as was mentioned before, where the teachers can share educational material, and notifications about the class, and it can also be helpful to ask questions. Also, Google Sites is a tool that lets teachers create a basic "website" where they can upload information, and at the same time, the students can have access to it to go through topics taught during the classes.

To evaluate the knowledge of the students, the elaboration of a Podcast can be useful, since it is a digital audio file that can be downloaded or listened to over the Internet. The students can record audio summarizing a topic and the teacher can listen to it. Powtoon is also a good option to make presentations about what they've learned.

VI. Conclusions

After taking the 3 modules of *Curso de Especialización “Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros”* the general conclusion is that e-learning is part of the new dynamic that characterizes educational systems since the start of the 21st century, resulting from the merge of different disciplines, such as computer science, communication technology, and pedagogy, given that all the collected definitions contained characteristics of more than one discipline.

Therefore, the concept of e-learning can be expected to continue to evolve for a long time. In today's world, learning needs change very quickly and the concept and functions of e-learning must continuously be adapted to these needs.

The results of this course showed that participants accomplished the objectives set at the beginning of it. Answers were given, and the lack of knowledge about E-Learning that, at the beginning was unknown, has been taught.

VII. Recommendations

Before closing this report, the research team would like to give some recommendations based on the experience they had, they will divide them into three parts

1. For the Department of Languages:

- To take into account the participation of students who have recently finished the specialization course to gain teaching experience in the future opening modules.
- To create different specialization courses for different students' needs such as translation and interpretation.
- To include specializations courses in the French language for the Modern Languages major.

2. For the Authorities of the School of Humanities

- To provide the teachers with the required elements for the implementation of the online courses.
- To take students' needs as a high priority, such as graduation or specialization process since the first specialization took a long time to be developed after the pandemic started.

3. For the students.

- To take the risk of studying a course that will provide them with the knowledge, the tools, and the experience of virtual teaching.
- To get used to educational platforms and apps that will enhance their technical abilities.
- To be consistent and strive to get the expected results during the course.

VIII. Webliography

1. Elearning Industry

<https://elearningindustry.com/differences-between-elearning-and-distance-learning>

2. e-student.org

<https://e-student.org/what-is-e-learning/>

3. Innovative Learning Solutions <https://www.cae.net/lms-in-your-educational-centre-reasons-to-implement/>

4. CEPAL

https://repositorio.cepal.org/bitstream/handle/11362/45905/1/S2000509_en.pdf

5. E-Learning History

<https://www.talentlms.com/elearning/history-of-elearning>

6. Theoretical Framework (Activities)

<https://campus.ues.edu.sv/login/index.php>

Apps Websites

1. Powtoon

<https://www.powtoon.com/>

2. Kahoot

<https://kahoot.it/>

3. Flipgrid

<https://info.flipgrid.com/>

4. Flippity

<https://flippity.net/>

5. Google sites

<https://sites.google.com/new>

6. Padlet

<https://es.padlet.com/dashboard>

7. Jambord

<https://jamboard.google.com/>

8. Edpuzzle

<https://edpuzzle.com/>

9. Liveworksheets

<https://es.liveworksheets.com/>

10. Nearpod

<https://nearpod.com/>

11. Classroom

<https://classroom.google.com/>

12. Zoom

<https://zoom.us/>

13. Microsoft teams

<https://www.microsoft.com/es-ar/microsoft-teams/log-in>

14. Google Meet

<https://meet.google.com/>

IX. Appendixes

ACTIVITIES AND EVALUATIONS:

Module 1:

a) Infographic

The screenshot shows a PowerPoint slide titled "Features of Learning Management Systems". The slide is presented in a "Protected View" window. The main content is an infographic with a central blue box containing the title. Surrounding this are several callout boxes, each with a rocket icon and a description of a feature:

- Creation and management course:** It allows to organize materials in folders, which makes accessing important documents easy. (Schooloo)
- Tests and Assessments:** This allows to create test and assessments in 9 formats, furthermore easy and friendly for teachers. (QuizIQ)
- Cloud-Based Translation Tool:** This feature allows to users or students to translate courses in 100 language in one click. (EdAPP)
- LMS should allow a global interaction with international teachers in order to evaluate and interact with students.**
- LMS could add features like virtual dictionary that provides not only meanings but also the way we can use words, phrasal verbs or sentences.**

The infographic also includes icons for a laptop, a globe, and a group of people. The slide is attributed to "Edwin Jacobo Cruz Cano - CC12142". The bottom of the slide shows "Diapositiva 1 de 1" and "Inglés (Estados Unidos)".

b) Google Classroom

The screenshot shows a Google Classroom page for a class named "Basic English Grammar I". The page is viewed in a browser window. The class details are:

- Group 02- Monday to Friday 8am-9am
- Tablón (selected)
- Trabajo de clase
- Personas
- Calificaciones

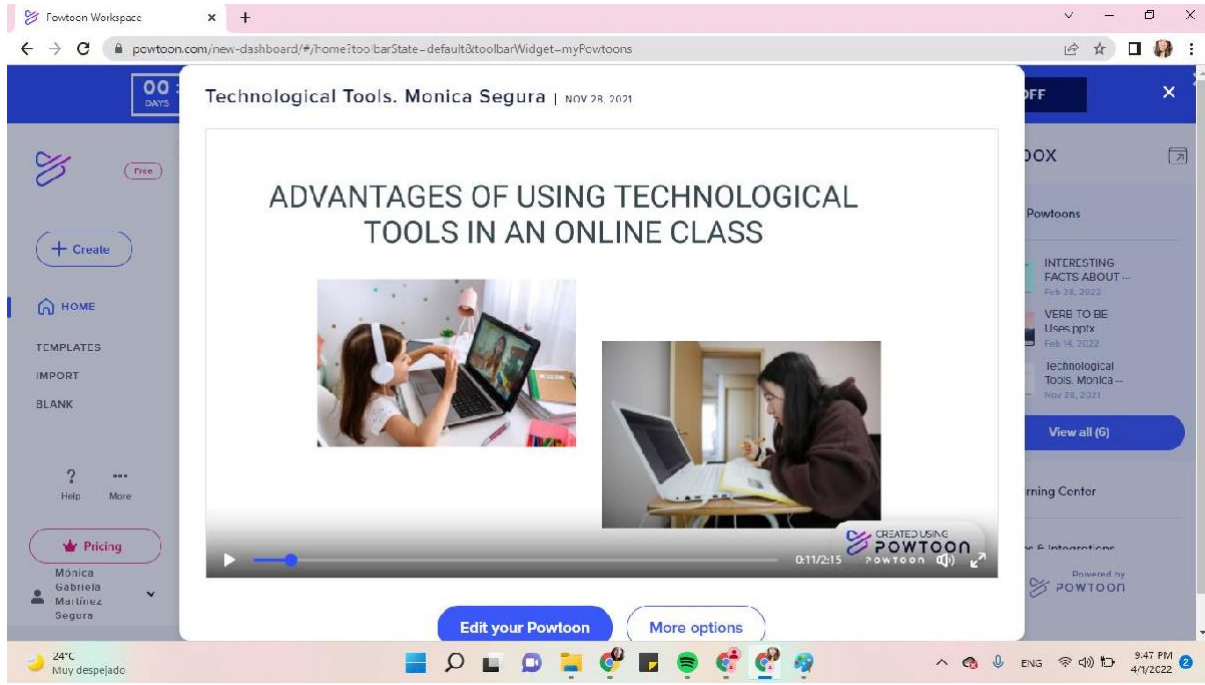
The main content area features a banner with the class name and a "Personalizar" button. Below the banner, there are several sections:

- Meet:** A section with a "Generar enlace" button.
- Código de clase:** A section with the code "qexfk5m".
- Próximas entregas:** A section with a "Verb to be- Baseball playe..." entry.
- Announcements:** A section with a post from "Mónica Gabriela Martínez Segura" dated "27 feb (Última modificación: 27 feb)". The post text reads: "Good morning guys, Before we start our today's class, I want you to take a look on this interactive image. We will be talking about some of the uses of the verb to be that we can find on those interactive icons. You will find profiles of the players, a map of the stadium, Instagram profile of the team, some merch of the clothing."

The bottom of the page shows the system tray with the date "4/1/2022" and time "9:56 PM".

Module 2:

a) Powtoon videos



The screenshot shows a web browser window displaying a Powtoon video player. The video is titled "Technological Tools. Monica Segura | NOV 28, 2021". The main content of the video is a presentation slide with the title "ADVANTAGES OF USING TECHNOLOGICAL TOOLS IN AN ONLINE CLASS". The slide features two images: one of a person wearing headphones and using a laptop, and another of a person sitting at a desk with a laptop. The video player includes a progress bar at 0:11/2:15 and a "CREATED USING POWTOON" watermark. The interface also shows a sidebar with navigation options like "HOME", "TEMPLATES", "IMPORT", and "BLANK", and a top navigation bar with "00 DAYS" and "Free" labels. The bottom of the browser shows a Windows taskbar with various application icons and system tray information including "24°C Muy despejado" and "9:47 PM 4/1/2022".



The screenshot shows a web browser window displaying a Powtoon video player. The video is titled "INTERESTING FACTS ABOUT SCHNAUZERS.pptx | FEB 28, 2022". The main content of the video is a presentation slide with a blue background and the title "INTERESTING FACTS ABOUT SCHNAUZERS" in large, bold, black letters. Below the title, it says "Dog's Breeds". The video player includes a progress bar at 0:14/1:44 and a "CREATED USING POWTOON" watermark. The interface is identical to the first screenshot, showing the same sidebar and top navigation bar. The bottom of the browser shows a Windows taskbar with various application icons and system tray information including "24°C Muy despejado" and "9:48 PM 4/1/2022".

b) Padlet

The screenshot shows the Padlet dashboard in a web browser. The browser's address bar displays "padlet.com/dashboard". The user is logged in as "ms14006". The dashboard includes a search bar labeled "Buscar padlets" and two buttons: "Unirse a un padlet" (Join a padlet) and "Hacer un padlet" (Create a padlet). A sidebar on the left contains navigation options: "Recientes" (Recent), "Hecho" (Done), "Compartido" (Shared), "Me gustan" (I like), "Archivado" (Archived), and "Nueva carpeta" (New folder). The main content area, titled "Hecho", displays three padlets: "IDEAS", "Module 1- Module 3", and "Marcadores". Each padlet is represented by a thumbnail image and a title. The system tray at the bottom shows the temperature as 24°C, the time as 3:57 PM on 4/1/2022, and various system icons.

c) Infographic

The screenshot shows a web browser displaying an infographic titled "IMPERATIVE LMS FEATURES FOR E-LEARNING". The infographic is a vertical list of features for different LMS systems, each with a small icon and a list of features. The features listed are: EDAPP (EVALUATION, DIDACTIC RESOURCES, COMMUNICATION/INTERACTION, INTERFACE), HISTOC (EVALUATION, DIDACTIC RESOURCES, COMMUNICATION/INTERACTION, INTERFACE), SAKAI (COORDINATION, EVALUATION, COMMUNICATION/INTERACTION, DIDACTIC RESOURCES), EDWOOD (INTERFACE, NAVIGATION, COMMUNICATION/INTERACTION, COORDINATION, ADMINISTRATIVE). The infographic also includes a question "What other features could we add to e-learning?" and two numbered points: "1. An interactive system" and "2. Group chats". The browser's address bar shows the file path "C:/Users/monic/OneDrive/Documents/Imperative%20LMS%20Features%20for%20E-Learning-%20Monica%20Segura...". The system tray at the bottom shows the temperature as 24°C, the time as 10:08 PM on 4/1/2022, and various system icons.

d) Flipgrid

The screenshot shows a web browser window with the Flipgrid website. The browser tabs include 'Powtoon Workspace', 'Course: Aplicaciones Educativas', and 'Flipgrid | d1ee81de'. The address bar shows 'flipgrid.com/d1ee81de'. The website header features the Flipgrid logo. The main content area displays a circular profile picture, the title 'Especialización Modulo II', and the name 'Sey Danisia Najarro'. Below this is a 'Student username' field with a QR code icon and the text 'Enter student username or scan QR code', and a blue 'Go' button. A small disclaimer at the bottom reads 'By continuing, you agree to Flipgrid's Terms of Use and Privacy Policy.' The footer includes 'Microsoft' links, 'Made with love by your Flipgrid friends. © Microsoft 2022', and a Windows taskbar showing the date '4/1/2022' and time '11:19 PM'.

Module 3:

a) Podcast

The screenshot shows a SoundCloud player interface for a podcast titled 'Whatch Out! COVID!- Podcast' by 'Mónica Segura'. The player includes a play button, a progress bar at 0:00, and a 6:04 duration. A waveform visualization is visible below the title. To the right is a profile picture of Mónica Segura with a 'Subir imagen' button. Below the player is a comment section with the text 'Escribe un comentario' and buttons for 'Masterizar pista', 'Me gusta', 'Compartir', 'Copiar enlace', 'Editar', and 'Más'. A 'Pásate al móvil' section promotes the app on the 'App Store' and 'Google Play'. The browser tabs show 'Powtoon Workspace' and 'Escucha Whatch Out! COVID!- Podcast'. The address bar shows the SoundCloud URL. The Windows taskbar at the bottom shows the date '4/1/2022' and time '9:50 PM'.

b) Google Sites

The screenshot shows a web browser window with the following elements:

- Browser Tabs:** Powtoon Workspace, Escucha Whatch Out! COVID-19, Basic English Grammar.
- Address Bar:** sites.google.com/ues.edu.sv/basic-english-grammar/inicio
- Page Header:** Basic English Grammar (left), Inicio, Meet your Teacher, SCHEDULE (right).
- Main Content:** Large white text "BASIC ENGLISH GRAMMAR" on a dark background with a red underline.
- Buttons:** "CLASSROOM" and "Go to our class 8am-9am" in white boxes on a red background.
- Text:** "This website has been created for Basic English Grammar 1, Group #2".
- Topics:** "Main topics that have been learned on module 3" with buttons for "Verb To Be", "USES", and "FORMS".
- Footer:** Weather (24°C, Muy despejado), taskbar icons, and system tray (9:55 PM, 4/1/2022).

c) Interactive Image

The screenshot shows a web browser window displaying an interactive image on the Genially platform:

- Browser Tabs:** Verb to be- Baseball players por...
- Address Bar:** view.genially/62193104fbc42e001200f013/interactive-image-verb-to-be-baseball-players
- Image Content:** A baseball game scene with the text "VERB TO BE They are baseball players" overlaid. The image includes interactive hotspots (circles) and a red play button icon.
- Player Names:** "POLANSKI 25" and "OLIVA 44" are visible on the backs of players.
- Footer:** Genially logo and a promotional banner: "¿Quieres hacer contenidos tan geniales como este? REGÍSTRATE AHORA".
- System Tray:** Weather (24°C, Muy despejado), taskbar icons, and system tray (9:39 PM, 4/1/2022).