

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



TOPIC:

Educational Platforms and Tools and their Application Teaching in a Virtual Class

TITULO:

Plataformas y Herramientas Educativas y su Aplicación Didáctica en una Clase Virtual

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CARNÉ

**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH

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ABSTRACT

The Internet and the virtual learning environments have diversified the opportunities for teachers by varying and broadening the alternatives for learning and teaching of languages. The new paradigm employs now tools and applications, other than classroom and course books in the learning of foreign languages. The virtual modality has strengthened since COVID appeared worldwide. This course will activate educators using a variety of support media. The purpose of this report is to know how the specialization of the administration of virtual environments for teaching and learning foreign languages was developed during six month and to review the activities carried out during the specialization. The present report will explain the tools that were used during the specialization such as: Canva, Padlet, Nearpod, Kahoot, Flippity, Flipgrid, Powtoon, Liveworksheets and Edpuzzle and also some Educational platforms such as Moodle, Classroom, Google Site, and Edmodo. In addition, the report contains the activities made during the course and a brief explanation about the tools used to create the didactical material.

Key words: Virtual environment, Foreign Language Learning, tools, educational platforms.

INTRODUCTION

This report will address mainly the interference that covid 19 has had in education. To begin, it is important to know about the origins of the covid , where and how it originated and the impact that this caused on the health of human beings, as well as the situation of confinement that people lived because of this disease that eventually became a global pandemic. Later on, there will be an explanation about the impact on education, how the educational systems had to rethink the way the classes were taught to the students, as they were passed from the classes in person to the virtual classes and the import of certain applications that helped this transformation, the relevance of LMS in classes as tools that helped make classes more enjoyable for students.

There will be a brief review of the measures taken by the authorities of the university and the Department of Foreign Languages to solve the problems that future graduates presented to continue their graduation process.

The report also contains an overview of the specialization course implemented by the Department, the knowledge acquired by the participants, a brief summary of the topics and activities that were developed during the modules as well as the different tools and virtual applications that were taught and put into practice during the development of this course.

Finally, some recommendations will be given so the authorities of the faculty and the department can apply with the aim of improving the quality in the development of these courses, as well as evidence of the result of the work of our group after developing the different activities requested in the specialization course.

OBJECTIVES

General objective: To explain the educational platforms and tools and their application in a virtual class.

Specific Objectives:

- To identify digital resources that are suitable to be applied in a virtual class.
- To use technological tools and develop synchronous class activities
- To elaborate didactic materials using technological tools.
- To use educational platforms as a support for a virtual class.

III THEORETICAL FRAMEWORK

3.1 The origin of covid 19

Coronavirus disease 19 (COVID-19), originated in Wuhan city of China in early December 2019 has rapidly widespread with confirmed cases in almost every country across the world and has become a new global public health crisis. The etiological agent was designated as Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). The virus originated in bats and human transmission primarily occurs through direct, indirect, or close contact with infected people through infected secretions such as respiratory secretions, saliva or through respiratory droplets that are expelled when an infected person coughs, sneezes, or speaks. The World Health Organization coined the term COVID-19 and declared this novel coronavirus disease as a pandemic on March 11, 2020. The virus is highly contagious and the incubation period ranges between 2-14 days. The virus infects the human respiratory epithelial cells by binding through Angiotensin-Converting Enzyme 2 (ACE2) receptors. Many infected people are either asymptomatic or develop a mild respiratory illness. The major clinical symptoms of the disease are fever, non-productive cough, fatigue, malaise, and breathlessness. Severe illness such as pneumonia, acute respiratory distress syndrome (ARDS), and death occurs in the elderly and patients with comorbid conditions. The case fatality rate is estimated to be 2-3%. The rapid surge was observed in new cases and COVID-19 related deaths outside of China since the beginning of March-2020. As of June 8, 2020 more than 7 million confirmed cases and > 400 thousand deaths were reported from 213 countries and territories. The disease is mainly diagnosed by the detection of viral RNA in nasopharyngeal swab or Bronchoalveolar lavage (BAL) by polymerase chain reaction reverse transcriptase-polymerase

chain reaction (RT-PCR). Treatment is basically symptomatic and supportive. Several vaccines are still under various stages of clinical trials. Remdesivir was the first antiviral drug approved for treatment but its efficacy is yet to be determined. At present preventive measures such as contact, droplet, and airborne precautions are the main strategy to control the spread of the disease.

Initial investigations identified a novel coronavirus designated as SARS-CoV-2 (previously known as 2019-nCoV) as the etiological agent. The infection originated in Huanan seafood and animal market in Wuhan city of Hubei province and it provided some link to an animal to human transmission through the sale of seafood and live animals. Subsequently, the infection was noticed in an increasing number of patients inside as well as outside the Wuhan city, who did not have exposure to animal markets and this suggested person to person transmission . The novel coronavirus was found to be highly contagious and has rapidly spread across the world within a span of 2-3 months. The number of COVID-19 related cases and deaths increased exponentially outside of China since the beginning of March 2020. So far around 213 countries and territories have reported novel coronavirus cases . On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak as a public health emergency of international concern (PHEIC). Further, on February 19, 2020, WHO coined the term COVID-19 and declared this novel coronavirus disease as a pandemic on March 11, 2020. As of June 8, 2020, more than 7 million cases and 400 thousand deaths were reported globally. The COVID-19 has resulted in an unprecedented human and health crisis and the measures undertaken to contain the frightening pandemic has resulted in the global financial crisis.

3.2 The impact of Covid 19 in education

The COVID-19 pandemic compels educators to explore and implement methods of distance learning on a larger scale than ever before. Although distance education practices were in place before the COVID-19 pandemic, it was uncommon, and most learning activities happened in the classroom. Initially, when Japanese schools were closed in March 2020, most schools postponed their classes for a certain period. When this period was prolonged, these schools initiated distance learning practices that, at that point, were quickly becoming the new standard. Distance education has a long history (Sumnar 2000); the first attempts at distance learning were made during the nineteenth century⁵ when print-based course materials were sent to learners through the postal service. More recently, the second generation of distance education involved a combination of multimedia (such as radio, television, cassette tapes, and CD-ROMs) and print materials. The third generation of distance learning is Internet-based. The emergence of Internet-based distance learning is attributed to the information revolution. In addition to print materials, course materials are now available in digital format. Today, students can even conduct virtual experiments and simulations with educational software applications. Aside from these differences, third generation distance learning is unlike the first two generations in a fundamental way. The main objective of the first and second generations was to produce and distribute teaching and learning materials to learners. The learning activities were predominantly one way, and interactivity was supported marginally. Internet-based learning, on the other hand, enables interaction between instructors and students. Internet-based distance learning can be categorized into two models: recorded online courses and online interactive sessions. The following section reviews these models and their merits in detail.

Most governments around the world have temporarily closed schools in an attempt to contain the spread of COVID-19. Homeschooling is now the obvious option for parents because learning content is accessible remotely and educational technologies (or EdTechs) are developed and shared to assist learning. The COVID-19 pandemic presents the education system with a renewed opportunity to embrace new EdTechs. In recent years, there has been rapid innovation in EdTechs. Current EdTechs are mainly a utilization of new IT devices and the digitization of textbooks and teaching materials. Although such EdTechs improve the efficiency of education, they do not increase the effect of education and, therefore, do not fundamentally transform the education service.

3.3 Learning Management System

Some EdTechs, such as the learning management systems (LMS), will change the traditional education industry dramatically. An LMS is a software application that assists with the administration, documentation, tracking, reporting, and delivery of educational courses and training, learning, and development programs. Companies often use LMS for online training courses for employees. Now, the LMS is used in 2 How the COVID-19 Pandemic Is Reshaping the Education Service 21 the education service more widely. Despite its merits, an LMS used to be costly, but lately, the development of cloud-based LMSs has reduced the initial and operational cost of these systems. There are several reasons to introduce an LMS in the education service. First, it improves the efficiency of teaching preparation and communication between instructors and students. For example, students can submit their assignments online. Accordingly, instructors do not need to print out documents and assignments, thus saving costs and acquiring additional time to prepare for teaching. In addition, some LMSs have a social networking service (SNS) function with which

instructors, students, and parents can communicate. Importantly, an LMS informs instructors of education performances immediately because it allows students and instructors to confirm attendance, submit assignments, and complete tests and simple surveys online. An instructor can gain insight into a subject or a student's performance and provide relevant feedback by analyzing the data on the system. Such efforts will eventually improve teaching materials and methodologies in the education service. (Smartphone applications offer similar services.) As Nakane (2005) points out, Japanese students tend to be silent in classrooms—even when an instructor encourages them to talk. It has been reported, however, that the use of educational applications, such as the above, improves interactions between instructors and students in the class.

In El Salvador due to the covid, the president ordered that the population should keep confinement in their homes, the trade in general was affected, in the same way education at all levels since the president ordered the suspension of classes in person. Focusing on higher education the UES like all other universities also closed its doors to the student population, after a few months the education would resume at the University of El Salvador, but in a new and for the majority of students and teachers except those who were part of the distance education programs. The virtuality of the classes arrived at the university taking students and teachers by surprise many of these accustomed to the classes where a blackboard and a pilot were the protagonists. However, virtual classes were the only way out for the university and its students, in the beginning it represented a big problem for students who did not have the resources to buy internet and so be able to connect to classes. Similarly, teachers who were not used to technology had to adapt as quickly as possible. Now the virtuality of the

classes became more and more common, the university offered their careers in a virtual way and with the implementation of the specialization courses opened the opportunity for students to carry out their degree work in a different way to the thesis. For the year 2021 the first specialization in the language department was offered, such was the success that one year after two more were opened. Undoubtedly there is much to improve in the virtual classes but without doubt they are a great solution to the situation due to pandemic and violence in our country.

IV. DESCRIPTION OF ACTIVITIES

Module I

At the beginning of this module, the students learnt some theories for teaching English online, such as: Behaviorism, Cognitivism, Constructivism and Connectivism. Also, the participants defined the difference between synchronous and asynchronous learning and identified some multimedia resources according to the teaching and learning process. On the first evaluation, the students had to participate in an academic forum and give two examples of teaching-learning situations in which they would apply two of the four theories seen in the class and also add an opinion about two students' entries. On the second evaluation, the students used Canva to elaborate an infographic to identify the most important features of the Learning Management System (LMS) for teaching languages.

On the third evaluation, the participants created a course on Google Classroom. They had to select at least two topics and prepare the material for the class.

The students had to share a video from Youtube, create a PDF document, they also added a website, image, audio and created a PowerPoint Presentation about the topics. On Google Classroom, the students added two questions, one multiple options question and a short answer question. They created a quizz and at the end participants invited some of their classmates and they invited the teacher to the group and added her as a teacher. For the last evaluation of module one, the students worked in groups of five, they chose a topic and developed it in five minutes and they motivated our classmates to participate in the activities we prepared.

Module II

During module two, the students learnt how to use some technological tools for teaching-learning a foreign language in a virtual modality to have an interesting and dynamic class. The technological tools that the participants studied were: Edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroom screen and powtoon. Participants developed specific activities based on instructional practices.

On the first evaluation, the students used Canva to create an infographic about technological tools. They selected the one that they would like to use in a class and students explained how the tool worked and how they would use it in virtual class.

On the second evaluation, the students used Liveworksheets and Flipgrid. First, they created an account on liveworksheets, then they created a document to share in liveworksheets and create worksheets. The students also created an account in Flipgrid and they used it to record themselves explaining how to use the tool Liveworksheets. During week five, the students learnt how to use Flippity, Edpuzzle and Powtoon. They did some activities during the class using the three tools.

The third evaluation took place in week six. The participants designed a video about Advantages of using technological tools in an online class. They selected around 4 tools that they had already learnt in class and students designed the video in Powtoon explaining the advantages of using the specific tool in an online class, they also added some examples of activities they can do using the tool. On week seven, the students learnt about how to use Padlet and Nearpod and they did some interesting activities using the tools.

The final evaluation of module two took place in week eight. The students designed a lesson plan and performed a five minutes class. They prepared a topic for the class and the teacher gave them three different tools that they had to use in the class.

Module III

In this module, the participants learnt some web tools for the design of didactical materials for the teaching-learning of foreign languages in virtual learning environments. During the first week, the students learnt some fundamentals of using multimedia resources in a virtual class. On the first evaluation, the students selected a topic from the Google classroom that they created on the first module and created a Podcast using Audacity. In the class, the students watched some videos about how to use Audacity and the advantages of using podcasts in a virtual class to teach an educational concept.

The students created a podcast of seven minutes in Audacity and they uploaded it in Soundcloud, then they got a link and we shared the link in Moodle. On the second evaluation, the students learnt about instructional videos and then they created an Educational video. The students watched some videos about how to use Flipgrid. The teacher gave them the option to explain a topic on the video or to explain how to use a specific tool. The task was individual, some of the participants decided to explain a topic that students had on the Google Classroom and some of them preferred to create a video explaining a tool to assign a task to their students using that tool. After the students created the video on Flipgrid, they uploaded it to Youtube and then they shared the link to the teacher in Moodle. The third evaluation took place in week five. The students learnt how to use PowerPoint and Google slides to create animated presentations.

The students selected a topic already posted in Google classroom that they did on the first module, then they created an interesting presentation in Powerpoint, Google Slide, Canva or Prezzi with 12 slides. After that, they recorded our Powerpoint presentation and they uploaded the recording to Youtube. Finally, they shared the

Youtube link in Moodle. On the fourth evaluation, the students learnt how to create an interactive image to be employed in the course. For this evaluation, the participants selected a topic (grammar, vocabulary or something related to our cour in Google classroom). After they selected a topic, they researched information, websites, videos or activities they could use for that topic. When having all the information, the students looked for an appropriate picture or pictures that would help them to create interactive images. For this activity, the participants used Genially and uploaded the image, then they included between five to eight interactive elements (text, audios, videos, links from websites). Then, they shared the link in Moodle.

The final evaluation of the last module was the most challenging. The students created a Google site. They added some sections to Google site, such as introduction, meet your teacher, assignments, schedule, etc. Then, they included all the material created from module 1 to module 3 and they divided them from topics. At the end of the module, they presented our Google site to the whole class and explained how they created it and the purpose of the Google site.

V. ACHIEVEMENTS

In the first weeks of the course, the participants learned how to create a classroom, this platform allows the teacher to have a direct contact with students, while allowing the teacher to perform different activities in one place as share didactic material such as videos, pdf files or post links that redirect students to pages with information of interest to them. Also, this platform allows the teacher to leave small tasks to the student for example using google docs where several students can give their contribution at the same time and the teacher is able to observe the development of the activity in real time, finally classroom allows the teacher to leave notices to students related to the course being developed.

In the first module, the participants also learned to use tools to make video conferences, including MEET or TEAMS. These applications are very useful when giving a class because almost all devices that support an internet connection are accessible. It also allows the teacher to attend a good number of students at once. Another benefit is that the teacher is able to see how many students are connected to the class so confirm if the students are in class using the camera tool or ask the participation of a student with the option of microphone.

Another important learning of the specialization was to learn about the LMS, tools designed to give a more pleasant environment to the classes, where the protagonists are the students and not the teacher, the use of these tools mostly promote the participation of students making use of different tools such as , KAHOOT, SUTORI, GOOGLE FORMS, CANVAS , etc. certainly the LMS provide a range of opportunities for the teacher to make the class interactive.

VI. CONCLUSIONS

- Websites and virtual learning environments have the potential to transform the methodologies for foreign language learning and teaching. Educators and learners have the opportunity to work together and collaborate while teaching-learning the language by creating their own designs and projects
- Teachers and learners would have more opportunities to contact all classroom materials, activities and the instructor on and out of site. They would also serve as synchronous and asynchronous learning environments, where learners could create and learn together both during and out of class.
- In asynchronous learning environments, for instance, learners could contribute by having time for research and acquiring the necessary skills for further knowledge construction. The acquisition of these social and interactive skills would contribute to their development into more confident, proactive, responsible and social individuals.
- Finally, this specialization proved that it is possible to teach and learn a new language in a virtual class by using the right tools to create didactical material and educational platforms as a support.

VII. RECOMMENDATIONS

For the Department and for authorities of the school of Humanities, invest in the preparation of the faculty teachers in virtual environments, with the objective that the quality of education becomes the best and the classes that are given to students are of the best possible quality.

It is urgent to clarify the system of validation of the specialization processes since it is not congruent that new modalities of degree processes are approved and at the end the student has to do extra work to evaluate in one way or another what they learned in the courses, since during the development of the modules approved the learning of the students developing different evaluations that have a weighting and are uploaded to our academic records.

Finally it is important to consider updating the curricula of the careers offered by the department as they have around 10 years of being implemented and the society advances quickly , while education remains stagnant. It is important to review the programs so that they go according to the different specialties that are offered in the department. Tourism or translation are fields in which the careers have great potential.

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IX. APPENDIXES

Video using Powtoon.



Infographics LMS and prepositions.

IMPORTANT FEATURES OF LMS FOR TEACHING LANGUAGES

Each group created has an area for folders and you can get all files organized (EDMODO)

Each group created has an area for folders and you can get all files organized (EDMODO)

A built-in Google Calendar and access to Google drive (Google CLASSROOM)

Students can stay in touch with their classmates and teacher through the messaging and notification (MOODLE)

On the quiz tool you can put together a test using different types of tasks like multiple-choice exercises and true or false activities and you can save the quiz and reuse it with a different group (EDMODO)

Learners can share ideas in forums, engages them with media and uses quizzes to check their understanding (MOODLE)

Students can communicate with teacher or their classmates in the Stream (Google CLASSROOM)

Teachers are able to organize students into small groups (EDMODO and MOODLE)

Learners can submit assignments on the go from their smartphones (Google CLASSROOM, MOODLE and EDMODO)

Give a feedback with the grading tool (Google CLASSROOM)

I would add a virtual dictionary that helps students to look for the correct meaning


LMS could have a live chat to interact with teachers and classmates to solve questions.

By Rosa María Reyes Rodríguez

PREPOSITIONS

WHAT IS A PREPOSITION?

Preposition (noun): a part-of-speech usually coming BEFORE a noun phrase and connecting it to another part of the sentence. It tells us about the relationship between the noun phrase and another part of the sentence. Some very common prepositions are: in, of, on, for, with, at, by.



PREPOSITION RULE


There is one very simple rule about prepositions. And, unlike most rules, this rule has no exceptions.

Rule: A preposition is followed by a "noun". It is never followed by a verb.

By "noun" we include:

- noun (dog, money, love)
- proper noun (name) (Bangkok, Mary)
- pronoun (you, him, us)
- noun group (my first job)
- gerund (swimming)


A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the "-ing" form which is called a gerund or verb in noun form.



PREPOSITIONS OF PLACE

Prepositions of place describe the position of a person or thing in relation to another person or thing.

- There is a cup on the table.
- The helicopter hovered above the house.
- The police placed a sheet over the body.
- He stood in front of the door and rang the bell.
- Ram sat beside Tara.
- A small stream ran below that bridge.
- He put the key under the doormat.
- He put his hands behind his back.




PREPOSITIONS OF TIME: AT, IN, ON

We use:

- at for a PRECISE TIME
- in for MONTHS, YEARS, CENTURIES and LONG PERIODS
- on for DAYS and DATES

Look at these examples:

- I had a meeting at 9am.
- The shop closes at midnight.
- Jane went home at lunchtime.
- In England, it often snows in December.
- Do you think we will go to Jupiter in the future?
- There should be a bit of progress in the next century.
- Do you work on Monday?
- Her birthday is on 20 November.
- Where will you be on New Year's Day?



PARCEL
<https://www.englishclub.com/grammar/prepositions-of-in-on-at.html>

Online Class Planning.

Online Class Planning Elaborated by Rosa María Reyes Rodríguez.

1. Description

For this class we will be giving an introduction to the topic: Auxiliary verb "CAN" in negative, affirmative and interrogative form describing abilities.

2. Learning Experiences

- ❖ Use the auxiliary verb CAN in affirmative, negative and interrogative form.
- ❖ Use basic vocabulary about abilities and skills.

3. General information

Date: December 6th, 2021

Topic: Auxiliary verb CAN

Duration: 5 Minutes

4. Details of the Video Class

No.	Activity	Resources	Tools	Duration (mins)
1	Warm up	Vocabulary	Padlet	1
2	Short explanation about the structure of the auxiliary CAN.	Video	Powtoon	1
3	Interactive game using the auxiliary CAN	Game	Kahoot	2.5

Podcast using Soundcloud.



Presentation using Prezi.



Google site activity in group.

