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

TOPIC:

"THE USE OF TECHNOLOGICAL TOOLS TO EFFECTIVELY MANAGE VIRTUAL LANGUAGE COURSES"

PRESENTED BY:	**CARNÉ**
Milton Rogelio Cruz Grijalva	(CG14045)
Irvin Efrain Pleitez Aguilar	(PA13039)

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 AND ENGLISH

Licdo. Juan Antonio Flamenco
Specialization Professor

MsE. MIGUEL ÁNGEL CARRANZA CAMPOS
GENERAL COORDINATOR OF THE GRADUATION PROCESS

CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL SALVADOR, 25 DE MAYO DEL 2022

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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AUTHORITIES OF THE DEPARTMENT OF FOREING LANGUAGES

MSD. ANA GRACE GÓMEZ ALEGRÍA

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

MsE. MIGUEL ÁNGEL CARRANZA CAMPOS

GENERAL COORDINATOR OF THE GRADUATION PROCESS

LICDO. JUAN ANTONIO FLAMENCO

SPECIALIZATION PROFESSOR

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Abstract

One of the major consequences of our response to the COVID-19 pandemic has been a disruption to traditional classroom learning and instruction. A national health emergency forced teachers to move online, and although educators had more time to plan for online and hybrid classes, they faced many unknowns: changing rates of infection, chaotic decision-making, and more. Most schools have continued to organize teachers and students in class groupings and follow modified school schedules, trying to replicate traditional teacher and student interactions in virtual platforms like Google Meet or Zoom. For future graduates to be better prepared, the University of El Salvador looked for alternatives to facilitate the tools to effectively manage virtual classes. Through this course, future graduates have been provided with several tools to teach and learn a foreign language in a virtual classroom; the course is made up of three modules covering the fundamentals of online education, its application on the English Language Teaching, theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The purpose of this report is to empower future graduates to create and deliver effective virtual lessons.

Keywords: Virtual Education, Online Learning, Learning Management Systems (LMS), English Second Language, Synchronous learning, Asynchronous learning.

I.   Introduction

Over the course of the years, technological tools are of essential use for a virtual teaching-learning environment; teachers are now empowered with technology, which has become one of the most powerful resources, to innovate the class activities and increase students' engagement.   In the present report, readers will dig deeper into E-Learning and some technological tools and topics reviewed during the six months' specialization course. These tools empower English Second Language teachers to develop more dynamic, enriching, and interactive online courses. The Management of Virtual Environments for the Teaching and Learning of Foreign Languages' specialization course was first launched on August 21, 2021, by the Department of Foreign Languages to students in the undergraduate process (degree work modality), the purpose was to provide an insight about online tools, apps and asynchronous activities. This specialization course consisted of three different modules; The first module was about the fundamentals of online education and its application on the 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 asynchronous activities. The second 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 are used to teach online like: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. In the third and last module, students learned how to use at least four Web tools for the design of educational materials and will elaborate materials such as podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students also completed an integrative task through which they applied the competencies acquired during the three modules. The report contains the experiences future graduates went through in order to complete the first specialization course.

II.   Objectives

General Objective

1. To assess the knowledge acquired, during the 6 months' specialization course, about the use of different Technological tools for effectively conducting ESL courses virtually.

Specific Objectives

1. To describe the use of the Learning Management System (LMS) to conduct effective courses virtually.

2. To list the technological tools that help teachers to create more dynamic & Interactive virtual lessons.

3. To summarize the contents studied on the 3 modules of the Specialization Course Management of virtual environments for the teaching and learning foreign languages.

III. THEORETICAL FRAMEWORK

Education has been hit particularly hard by the COVID-19 pandemic. With a staggering <u>1.53 billion learners out of</u> school, it's impacted 87.6% of the world's total enrolled learners. School closures in response to the pandemic have shed light on numerous issues affecting access to education. Felt heaviest by deprived schools, <u>a report by Sutton Trust</u> identified 15% of teachers reported more than a third of their students as not having access to electronic devices or fast internet access.

<u>Laptops and tablets are being provided for disadvantaged families</u> by the Department for Education for children and young adults who do not currently have access to them through another source, such as their school. Although it's unsure <u>how effective the scheme has been</u>, it's clear the gap needs to be narrowed.

A) E-learning

It refers to the use of various kinds of electronic media and Information and Communication Technologies (ICT) in education. It uses the latest technologies to assist and enhance knowledge distribution, and calls for flexible and active interactions amongst online teachers and students

B) Distance Education

Distance learning is a way of educating students online. Lectures and learning materials are sent over the internet. Students work from home, not in a classroom. Distance learning – also referred to as 'online learning' – is an alternative route to studying a degree course offered by a university. Instead of attending lectures and seminars on campus, you study at home or work. All teaching, materials, and support are delivered online. You submit assessments online, too. However, you may have to travel to sit exams, in person. Distance learning is far

more flexible. Courses are broken down into bite size modules, each worth a certain number of credits and study hours.

C) Virtual Classroom

The term 'virtual classroom' commonly refers to an online learning environment that connects teachers and students in real-time from any location. It allows teachers and students to communicate and collaborate, and aims to replicate the experience of a physical classroom in an online environment.

Virtual classrooms are typically cloud-based solutions (see Sanako's blog post on the benefits of cloud-based learning solutions) which can be accessed by all participants/users wherever and whenever they need. Such virtual classroom environments facilitate student workgroups, enhance interaction between students and their educators, and allow the online delivery of the widest range of lessons/teaching materials.

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 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. 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

Synchronous courses are conducted in a live learning environment, creating a platform for students and instructors to interact in the same session together. Maintaining a sense of community and personal connection is a big motivating factor for students to attend class each day, which rarely happens in an asynchronous course format. Some instructors even ask students to have their webcams on during the session, which lets students see their classmates and know that they're not alone in the session. Asynchronous courses can be beneficial for students with sporadic schedules because students can pick and choose when they work on their course work each day. In addition, students can progress through their courses at their own pace, meaning if they need extra time on a section they can take as long as they need to before moving on. While this style of learning is convenient and seems empowering, there are many risks to asynchronous courses.

F) Software and Application

Using technology in the educational sector has completely changed the game. It enables improving the education of students no matter their level and age. E-learning software allows studying a course and learning new information at any time and any place. The only thing a student needs is a computer or a smartphone and a stable internet connection.

G) Software Types

To summarize the idea of education software, we can say that it is computer software that is designed primarily for teaching or self-learning. Computer software and hardware have been utilized in other sectors for training for many years now. But now the era is different. Education software is now a part of a school's identity, since it can do all the associated functions. At the moment, software even allows parents to get a bird's-eye perspective of their children's development in the classroom.

H) Systems Software

System software is a type of computer program that is designed to run a computer's hardware and application programs. If we think of the computer system as a layered model, the system software is the interface between the hardware and user applications. The operating system is the best-known example of system software. The OS manages all the other programs in a computer.

System software is used to manage the computer itself. It runs in the background, maintaining the computer's basic functions, so users can run higher-level application software to perform certain tasks. Essentially, system software provides a platform for application software to be run on top of.

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.

J) Learning Theories for online education

Learning theories were created as a basis to understand how people learn and a way to explain, describe, analyze and predict how learning should take place. It is important for e-learning professionals to understand how learning takes place because they are in the business of helping people learn. By understanding the strengths and weaknesses of each learning theory, e-learning professionals can combine and apply a combination of learning theories that suits the needs of their learners best. Learning styles also help e-learning professionals formulate e-learning strategies, which in turn helps them motivate the learners, help to reinforce their character, facilitate the cognitive procedure, provide prompt and accurate feedback, identify and meet the specific needs of each learner and support her/him during the entire learning and development program.

Let us now revise a look at all the learning theories that were and are still used by e-learning professionals in their e-learning courses:

1. The Behaviorist Learning Theory

The behaviorist learning theory is perhaps the oldest of learning theories, used by many educators of the past to teach and instruct learners. According to this theory, learning is an observable change in the behavior of the learner that originates from external conditions. Thus, this theory is all about provoking reactions from learners and detecting any changes in behavior. Things that invoke a reaction and a change in old behavior are repeated until they

become new behavior. The behaviorist learning theory is still used in e-learning courses in the form of drag-and-drop exercises to classify concepts into different categories. Feedback is all-important in this theory, as it helps in the evaluation of correct or appropriate behavior.

2. The Cognitive Learning Theory

Some educators were of the opinion that not all learning was behavioral change, and thus not observable. This led to the creation of the cognitive learning theory, which states that learning involves a different kind of memories, motivation, and thinking. It also states that information is stored in memory using a node pattern that creates a network, where nodes are connected to each other by means of relations. The cognitive learning theory has further two aspects, social cognitive learning, which is used in e-learning as social learning, and cognitive behavioral learning, which is used in e-learning by reminding learners of concepts they already know at the beginning of a course, in order to activate the nodes of the brain related to the subject at hand.

3. The Constructivist Learning Theory

The constructivist learning theory is the theory that is still widely used by e-learning professionals. This theory states that learners interpret and encode the information on the basis of their own personal perception and experiences. Learners bring with them rich reserves of experiences that form the foundation of their learning. They analyze, rationalize, synthesize, and develop new ideas or tweak old ones through the filter of their experiences. This means that learners learn better when they are able to attribute a personal meaning or connection to information. The theory is used in e-learning by giving real-life perspectives to learners by using simulations, or through story-telling, thus providing learners with something they can relate or emotionally connect with.

4. The Active Learning Theory

The active learning theory too is a modern learning theory like the constructivist learning theory and is the most widely used in e-learning programs these days. Learners learn best when they learn by doing. The active learning theory says that learners should be actively engaged or involved in the learning procedure in order to learn better. Interactive, gamification, quizzes, and exercises are all elements in e-learning which adhere to the active learning theory.

Each theory offers a different way to look at learning and the essential ingredients that make learning happen. In order to create an effective e-learning course for modern learners, e-learning professionals must use a variety of e-learning strategies while keeping in mind the learning theories they adhere to, in order to help them learn and retain information better. Each theory has influenced and shaped instructional practices and methods, and all-new theories will continue to do so. Thus, e-learning designers must begin the design of training by first identifying the goal of training and then select the right theoretical framework or a combination of them to help achieve those learning outcomes.

III.   Description of Activities

a) Module 1: Online English Language Teaching

This module was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a 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. This module also provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

Some asynchronous activities developed during this module included the following:

1. Constantly read the material uploaded to Moodle.

To reinforce knowledge, students had to read the documents uploaded to Moodle about the topics: "Synchronous and Asynchronous concepts," "Theories of learning," "Evolution and benefits of learning into E-learning," "Learning Management System," etc.

2. Write an essay and comment in the forum.

This assessed activity consisted of writing an essay on "Theories of Learning" and then uploading it to Moodle in the forum section.

3. Create an infographic.

Students had to research information about the four most common LMS and select the main features of each LMS. Then, include them in the infographic.

4. Create a virtual classroom.

Students were asked to work in groups of 5 members and create a virtual course taking into account all the elements or features that provide Google Classroom, upload material for a 45-min class about a macro skill for teaching English, and add people, etc. Students used this classroom and the information uploaded to perform their last evaluation, previously described in the synchronous activities.

b) Module 2: 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. During this module, students learned how to use technological tools like: Edpuzzle, Flipgrid, Fflippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. These tools are of great help for creating more interactive class activities. The first activity developed was to create an infographic to elaborate on the technological tools students were familiar with and also highlight the advantages. The tool used for creating an infographic was **Canva.com.**

Students also learned to use **Kahoot.com**. Students learned how to create questionnaires and quizzes for a variety of activities. Kahoot is one of the most enjoyable learning tools because of the competition and animation the app has and at the end of the game, the app selects the three winners with more correct answers. The teacher also used another app, **Powtoon.com**, for creating introductory videos for explaining a topic at the beginning of the course.

During the last two weeks, students were able to put into practice all the knowledge acquired not only in the three modules but also during the whole career and professional experience. Each learner had to prepare a presentation using the technological tools learned during the module to develop a "dummy class". This was great to get hands-on experience.

c) Module 3: Design of Didactic Materials for Virtual Environments

In this module, students learned to use at least four Web tools for the design of educational materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students also completed an integrative task through which they applied the competencies acquired during the three modules.

Some asynchronous activities developed during this module were:

1. Constantly read the material uploaded to Moodle.

Students had to read the documents uploaded to Moodle about the topics: A systematic review of multimedia resources to support teaching, Advantages, and disadvantages of multimedia, using multimedia objects in an online learning environment, creating a Podcast workbook, how to use GIMP to edit images, etc. All this was theory or guides about using the software studied in class.

2. Create a Podcast.

Students had to: select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.), write the script of the podcast, record themselves developing their topic, use Audacity to record the audio or any other software, add background music and add a picture.

3. Create an interactive image.

Students had to: select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.), log in to create the interactive image, add text to the image and use from 3 to 5 pages on the interactive image.

4. Elaborate on a Google site and Google Slide/presentation.

Students had to: select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.), create a Google site and add text to the site, add images related to the topic, use from 5 to 6 sub-parts, add an index, insert a division in each sub-part and finally insert a video from YouTube related to the topic. In addition to this, students had to: create a Google slide/presentation, use the information and images from part 1, add texts, photos, and transitions.

5. Video editing.

Students had to record themselves talking about any topic from 3 to 5 minutes, edit the video using Openshot, Camtasia, Movie Maker, or any other software, add a front page at the beginning of the video and add a slide at the end of the video, add background music at the beginning and the end, add transitions to each subpart, add text and at least two images, write any vital video editing information and upload the video to YouTube.

V. Achievements

At the end of the specialization course, the group achieved the following:

- To get a deeper theoretical insight of the virtual teaching approaches and be able to put this theory into practice through the use of a lot of new and emerging technological tools for classroom management activities in a controlled environment.

- To create materials that make classes more dynamic. As an example, an infographic which is a visual aid image such as a chart or diagram used to represent information or data.

- To use very specific technological tools (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet,Kahoot, Classroomscreen, Powtoon) that helped us to exemplify how to create more dynamic and Interactive virtual lessons.

- To implement synchronous and asynchronous class activities using a variety of technological tools like Google Meet, Google sites, Audacity, Flipgrid, etc.

- To design and elaborate didactic materials for the teaching-learning of foreign languages, such as podcasts which consist of digital audio files available on the Internet for downloading to a pc or mobile device; videos, presentations, websites, along with others.

- To learn how to leverage the virtual learning process through the use of a Learning Management System that consists of two elements: a server that performs the base functionality and a user interface operated by instructors, students, and administrators. This is an amazing tool to conduct virtual courses.

VI. Conclusions

Forced by a pandemic, teachers, students and all kinds of educational institutions have had to adapt to a new reality in which virtual learning has taken the lead. This great course was designed for all undergraduates aiming to become professional language teachers after getting their bachelor's degree. 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 specialization course "Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros" has been a great resource of knowledge for the students; this helped them to have a clearer picture of E-Learning and how this has become part of the new educational system. Students discovered a variety of online applications designed specifically to create creative and interactive content to develop when teaching an online course; therefore, students experienced the advantages and disadvantages of each application studied in class, and they learned how to use some applications to create online sessions, having in mind synchronous and asynchronous work sessions.

Students were also able to create complete and creative sessions for teaching languages online using the educational tools that were reviewed during the course and had the opportunity to put everything into practice by delivering individual and group activities for each of the topics covered. In addition, students developed demo classes in which they had to share materials with the rest of the class. They shared ideas with each other and applied all the knowledge, creativity and online resources in each activity that was learned on the specialization course.

VII. Recommendations

Before closing this report, we would like to give some recommendations based on the experience students had, divided into three parts:

      a. For the Department of Languages:
- To facilitate the course in French as well for students of the BA in Modern Languages bachelor.
- To continue hiring well-prepared professionals to deliver this course to make the most out of the experience
- To provide a participation diploma at the end of the course. This could be an added value for undergraduates.

      b. For the Authorities of the School of Humanities
- To increase the budget to allow having more professors and groups and classes are not too crowded.

      c. For the students.
- To make the best effort on all the activities during the course since they will definitely use them in real life and will facilitate the teaching experience.
- To be open to try new things, and tools that you may not even know of their existence.
- To be prepared to participate during the class. Practice is a key element to be able to lead language courses.

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IX. Appendices

a) Appendix A

Syllabus Module I

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:	
1.2 Code:	**EDII114**
1.3 Pre-requisite:	**None**
1.4 Academic Credits:	**3**
1.5 Target Population:	**Students who have concluded their academic courses**
1.6 Month and Year:	**August-Oct. 2021**
1.7 Major Academic Unit:	**Foreign Languages Department**
1.8 School:	**School of Arts and Sciences**
1.9 Module Term:	**8 Weeks/ 2 Months**
1.10 Hours per Module:	**60 Hours**
1.11 Professors :	

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a 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.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

3. OBJECTIVES

a) General Objective:
- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

At the end of this module, participants will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

4. Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants,

as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, August 21st, 2021	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday, August 28th, 2021	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday, September 4th, 2021	• Language Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday, September 11th, 2021	• Language Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday, September 18th, 2021	• Language Management System - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday, September 25th, 2021	• Language Management System - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday, October 2nd, 2021	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday, October 9th, 2021	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

7. CLASS POLICIES

I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

Syllabus Module II

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

PROGRAM

1. GENERAL INFORMATION

1.1. Module 2:	**Educational Applications for Learning a Foreign Language**	
1.2. Code:	**APE214**	
1.3. Pre-requisite:	**None**	
1.4. Academic Credits:	**3**	
1.5. Target Population:	**Students who have concluded their academic courses**	
1.6. Month and Year:	**October- December 2021**	
1.7. Major Academic Unit:	**Foreign Languages Department**	
1.8. School:	**School of Arts and Sciences**	
1.9. Module Term:	**8 Weeks/ 2 Months**	
1.10. Hours per Module:	**60 Hours**	
1.11. Professors :	Licda. Sey Danisia Najarro de Alvarado	
	Lic. Juan Antonio Flamenco Flamenco, MsDi.	
	Licda. Blanca Alicia Menjívar González, MsE.	

2. Module Description

This module will be 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, classroomscreen, powtoon.**

3. OBJECTIVES

a) General Objective:

✓ To get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

b) Specific Objectives:

At the end of this module, participants will be able to:

✓ define the terms and principles associated with technological tools for educational purposes.

✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid:, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Time Table

Week/Dates	Synchronous session	Asynchronous session
1 Saturday, October 16th to Friday, October 22nd, 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23rd to Friday, October 29th, 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30th to Friday, November 5th, 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6th to Friday, November 12th, 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13th to Friday, November 19th, 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
6 Saturday, November 20th to Friday, November 26th, 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, November 27th to Friday, December 3rd, 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4th to Friday, December 10th, 2021	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

c). Appendix C

Syllabus Module III

1. GENERAL INFORMATION

1.1. Module 3:	**Design of Didactic Materials for Virtual Environments**	
1.2. Code:	DIM314	
1.3. Pre-requisite:	**None**	
1.4. Academic Credits:	**3**	
1.5. Target Population:	**Students who have concluded their academic courses**	
1.6. Month and Year:	**January- March 2022**	
1.7. Major Academic Unit:	**Foreign Languages Department**	
1.8. School:	**School of Arts and Sciences**	
1.9. Module Term:	**8 Weeks/ 2 Months**	
1.10. Hours per Module:	**60 Hours**	
1.11. Professors:	MEVA. Sey Danisia Najarro de Alvarado	
	MsDi. Juan Antonio Flamenco Flamenco	
	MsE. Blanca Alicia Menjívar González	

2. MODULE DESCRIPTION

In this module, students will learn to use at least four Web tools for the design of educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. 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.

3. OBJECTIVES

a) General objective

- To design digital materials for use in the teaching and learning of foreign languages.

b) Specific objectives

At the end of this module, participants will be able to:

- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
-Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each group will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics for each group member.

5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 Y 2	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Elaboration of a Podcast
Week 3 y 4	❖ The Fundamentals of image selection ❖ Using and Creating a Google Site ❖ Using Genially	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities	Creating a Google presentation
Week 7 y 8	❖ Fundamentals of video creation ❖ OpenShot working environmen.	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities	Elaboration of a video

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17th to Saturday, January 22nd, 2022	❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Monday, January 24th to Saturday, January 29th, 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Monday, January 31st to Saturday, February 5th, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7th to Saturday, February 12th, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Monday, February 14th to Saturday, February 19th, 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

6 Monday, February 21st to Saturday, February 26th, 2022	❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Monday, February 28th to Saturday, March 5th, 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Monday, March 7th to Saturday, March 12th, 2022	❖ Use of Smart Phones for video recording. ❖ Use of OpenShot.	- Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.	30%
TOTAL	100%

7. CLASS POLICIES

I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

IV. **COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

V. **CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

VI. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. **Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

VIII. **GROUP CHANGES:** These changes are not Teachers´ responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.