

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



TOPIC:

Technological Tools for the Design of Didactic Material in Teaching a Foreign Language.

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**FINAL REPORT OF THE SPECIALIZATION COURSE “ADMINISTRATION OF
VIRTUAL ENVIRONMENTS FOR TEACHING AND LEARNING FOREIGN
LANGUAGES” TO OBTAIN THE DEGREE OF:**

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

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ABSTRACT

This report presents the activities participants went through in three modules that composed the specialization course on the administration of virtual environments for the learning and teaching of foreign languages. The course represented the first time a specialization course was offered as an option to the classic graduation work at the Department of Foreign Languages. Students received virtual classes using the institutional Campus classroom. Participants were provided with the opportunity to learn or improve their abilities to use different programs and tools to design materials and activities that can be used in virtual classes to transform a basic or “boring” topic for students into a positive, easy to learn and entertaining one. This report has been broken down to different LMSs learned, their purposes to teach English, and how these tools encourage students to learn actively and help them to lose the fear to participate in class, since they are not among an audience as we see on traditional teaching methods. The purpose of this paper is to present a review of the use of technological tools for teaching-learning a foreign language in a virtual modality, which has been learned through a specialization course provided by the University of El Salvador. The results obtained at the end of this specialization caused a positive impact since it was developed in an adequate online environment as well as effective feedback were provided at the time of putting into practice the content learned. Considering all of these, the more we learn how to teach a class online, the best performance we will have in an online environment.

Key words: Technological Tools, Online Applications, Virtual Platforms, Learning Process, Education.

INTRODUCTION

This course of on digital tools to teach other languages in virtual mode was thought to complete the graduation process instead of a regular thesis. It took place after the pandemic that began in 2020. In the specialization course, the participants were able to learn how to teach using different technological tools and acquired the skills to create and to teach using interesting, not boring teaching-learning materials for the students and very useful time saving and spirit lifting for the teacher.

In *module I* the team was asked to create **infographics** using Canvas. In order to accomplish with this task, we had to prepare all the materials we were going to use beforehand and then log in Canvas. The participants were also requested to create a google classroom: First, we had to log in to *classroom.google.com* to be able to create it. In this module I, the participants had also the opportunity to acquire knowledge about Learning Theories just to mention some of them: Behaviorism, Cognitivism, Constructivism. Also, we also learned about how to use a Learning Management System (LMS) which is a really useful online management platform used for teaching and learning. MODULE II was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Electronic educational technology is using technological resources, processes, and systems to improve or manage the learning process. e-Learning is learning via the internet or any electronic means. The technological tools that we had got familiar with to teach online were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, kahoot, classroomscreen, powtoon and canvas.

Module III was focused on the use of *technological tools* for the design of didactic materials as *audacity*, *genially*, *gimp*, and others. We also made a review about multimedia and the application of the resources to e-learning activities in order to support on-line teaching and learning.

Finally, for the culmination of this specialization course participants completed an integrative task through which we applied all the competencies acquired during the three modules. It had to be on google classroom. This final report will explain in further detail the activities carried out during the degree specialization and the aspects learned as students of the Foreign Language Department.

OBJECTIVES

General Objective:

- To describe the contents learned in the “Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” offered by the Department of Foreign Language at the University of El Salvador.

Specific Objectives:

1. To explain the uses of the technological tools and platforms learned during the degree specialization offered by The University of El Salvador.
2. To state the most important activities carried out during each of the modules developed in the specialization course.
3. To identify the most useful digital materials for the language teaching-learning process created during the specialization offered by the Department of Foreign Languages.

THEORETICAL FRAMEWORK

Due to the pandemic Covid-19 a large disruption of the education system has affected billions of learners and teachers in more than 190 countries. The pandemic has reduced the opportunities for children, youth and adults to continue their learning because the schools were closed and the education was disrupted. In others cases the lack of access to technology and the economic impact has affected to continue the learning process.

In the University of El Salvador, the students and teachers as in many institutions of our country the education was interrupted and the process for obtaining the diplome was stopped. However, the crisis has stimulated innovation within the education sector. The efforts make in a short time to respond to the shocks to education has leded to find new ways to address the learning crisis. Distance learning solution was developed in order to support the education continuity. Therefore, in the University an online course for teaching in virtual environments was created in order to help the undergraduate students to obtain the diplome and making possible to finish the process.

Online learning is an strategie for education around the world and millions of students enrolled in online courses. The developments in educational technology continue to advance, the ways in which knowledge is transferred in both the traditional and online classrooms has evolved. It is necessary to investigate and understand the progression and advancements in educational technology and the variety of methods used to deliver knowledge to improve the quality of education we provide today and motivate, inspire, and educate the students of the 21st century.

Online education unites two main areas, learning and technology. Learning is a cognitive process for achieving knowledge, and technology is an enabler of the learning process, meaning that technology is used like any other tool in the education praxis.

ONLINE EDUCATION

Online education is defined by Kentnor(2015) as a form of distance education that uses computers and the internet as a delivery mechanism with at least 80% of the course content delivered online (Allen & Seaman, 2008)

Distance education was based on the premise that education was possible without the face-to-face interaction between the student and teacher. In the 1700s, this may have been difficult to conceive. Today, with the advancements in communications technology and the connectivity of computers and the Internet, distance education is a commonplace. Distance education plays an important role in education in the United States, as it provides greater access and, in some respects, an affordable option. From the Postal Service, to spark transmitters, to television broadcasting, to the Internet and the Web, advances in communication technology have led to the changing landscape of education and the proliferation of distance education. Online education is the fastest growing form of distance education and is valued at both traditional and non-traditional colleges and universities. According to Bryn Holmes and John Gardner 2006, Today, the ‘computer as teacher’ is essential for the managing or integrating learning systems, and offers the student a self-packing, non-judgemental and individualized learning environment. The ‘teaching’ machine of today is the universal personal computer, whether as a vehicle for the types of learning environments above or those that can be constructed online on the Internet.

Any successful learning environment will be characterized by a number of features relating to how learners engage with their learning and how this is supported by the tutor. An e-Learning environment is essentially no different except in the important triangularity of the learner–computer–tutor interaction, where the ‘computer’ part in the phrase is a simple way of denoting the technical complexity of an e-Learning environment.

Anderson (2011) Examined the possibility of building a theory of online education, starting with the assumption that it would be a difficult task.

He approached this undertaking from a distance education perspective, having spent much of his career at Athabasca University, the major higher education distance education provider in Canada. While he acknowledged that many theorists and practitioners consider online learning as “a subset of learning in general” (Anderson, 2011, *Theory and practice of online Learning* p. 46-47), he also stated: online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education (Anderson, 2011, *Theory and practice of online Learning* p. 53).

Anderson considered a number of theories and models but focused on the well-respected work of Bransford, Brown, and Cocking (1999) who posited that effective learning environments are framed within the convergence of four overlapping lenses: community-centeredness, knowledge-centeredness, learner-centeredness, and assessment centeredness. These lenses provided the foundational framework for Anderson’s approach to building an online education theory, as he examined in detail the characteristics and facilities that the Internet provides with regards to each of the four lenses. Second, he noted that the Internet had evolved from a text-based environment to one in which all forms of media are supported and readily available. He also accurately commented that the Internet’s hyperlink capacity is most compatible with the way human knowledge is stored and accessed. In this regard, he referred to the work of Jonassen (1992) who associated hyperlinking with constructivism. Finally, Anderson extensively examined the importance of interaction in all forms of learning and referred to a number of mostly distance education theorists. The essence of interaction among students, teachers, and content is well understood and is referenced in many theories of education, especially constructivism.

Just as no single learning theory has emerged for instruction in general, the same is true for online education. A number of theories have evolved, most of which derive from the major learning theories discussed previously. For example: Community of Inquiry (CoI), Connectivism, Online Collaborative Learning (OCL), and others.

An Integrated Model

Anderson's model assumed that none of the instruction is delivered in traditional, face-to face mode, and so excluded blended learning models that have some face-to-face component. Is it possible, therefore, to approach the search for an integrated model for online education from the face-to-face education in general or even the blended learning perspective?

Bosch (2016), in a review of instructional technology, identified and compared four blended learning models using twenty-one different design components. These models emphasized, to one degree or another, the integration of pedagogy and technology in course design. Among the models was a Blending with Pedagogical Purpose Model, in which pedagogical objectives and activities drive the approaches, including the online technology that faculty members use in instruction. The model also suggests that blending the objectives, activities, and approaches within multiple modalities might be most effective for, and appeal to, a wide range of students. The model is flexible and assumes that other modules can be added as needed and where appropriate. The most important feature of this model is that pedagogy drives the approaches that will work best to support student learning.

Content is one of the primary drivers of instruction and there are many ways in which content can be delivered and presented. While much of what is taught is delivered linguistically (teacher speaks/students listen or teacher writes/students write), this does not have to be the case, either in

face-to-face or online environments. Mayer (2009) has done extensive reviews of the research and has concluded that learning is greatly enhanced by visualization. Certain subject areas, such as science, are highly dependent upon the use of visual simulations to demonstrate processes and systems. The humanities, especially art, history, and literature, can be greatly enhanced by rich digital images as well.

According to Friedman 2009, when the teachers use technology in classrooms they are more suitable to “replicate traditional learning modalities such as using a mobile device to take class notes or take a poll”. Technology has helped to transform traditional media (books, tables, figures, blackboard writing, etc.) into online interactive learning resources that can be accessed from anywhere at anytime through internet connection.

There are specialized systems and tools that are used for online teaching in order to look for better quality of education between we can mention:

A course/learning management systems (CMS/LMS) such as Blackboard, Canvas, or Moodle provide basic content delivery mechanisms for blended learning and easily handle the delivery of a variety of media including text, video, and audio. Games have also evolved and now play a larger role in instructional content. In providing and presenting content.

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for eLearning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators.

Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation and assess student performance. A learning management

system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing and discussion forums.

According to Sung. (2009), incorporating technology and making it part of the educational environment is one of the foremost responsibilities of educators and instructors.

A Technological Tool

An electronic, digital or physical tool that can expand the human ability for performing tasks or generating products. For example: word processor, presentation program, spreadsheet program, graphics editing program, picture editor, movie editor, video format converter, web design editors, web design programs and platforms, web design script languages, web applets, voice recorder, digital video camera, etc.

Even though the strength of each method is something that is met with varying degrees of evidence, teaching with the help of technological tools has been found to be generally more effective or at least equally effective to traditional methods of teaching. The purpose of the use of technology in teaching and learning process is to improve productivity, the effectiveness of current practices and bring pedagogical changes which are beneficial for the betterment of education.

Some authors stated that the importance and need for technology in education are absolutely evident. Moreover, some authors mention that the use of animation tools have improved understanding. MacNeil (2016) asserted that it is palpable that the application of technological tools has influenced and impacted the motivation level of students.

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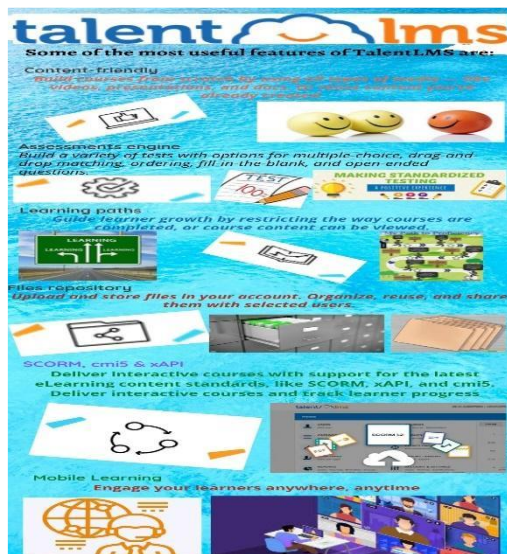
DESCRIPTION OF ACTIVITIES

MODULE I Description

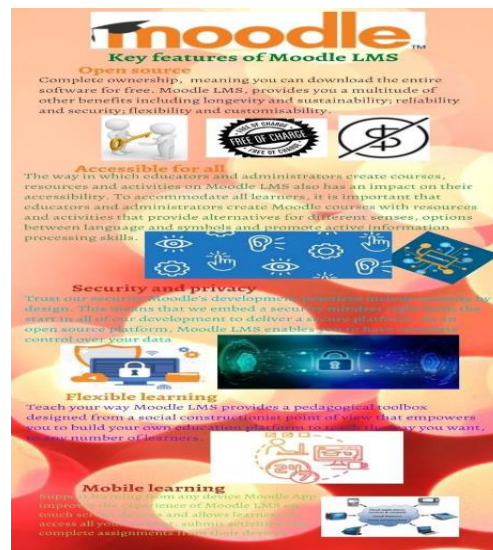
This module was about the fundamentals of online education and its application on the English Language Teaching; was centered on the virtual or online teaching approach, like using LMS (Learning Management Systems) available on the internet to set up a virtual classroom and create asynchronous and synchronous activities, for example, Moodle; and used platforms like Teams or Meet for synchronous activities. We were also introduced to some Learning Theories like: *behaviorism cognitivism* and *constructivism*, What is LMS? (<https://youtu.be/ezbJwaLmOeM>) and Benefits of using Learning Management System (<https://youtu.be/Qe7dLl-m-gc>).

The team was asked to create infographics using Canvas. We had to prepare all the materials we were going to use beforehand and then access Canvas once there it was not that difficult to manage it since Canvas is very friendly to use. This specific LMS offers very utile characteristics like, when you have finished your job, it allows you to save it in your devices. Another useful characteristic is that it saves your task automatically and in case you get disconnected when you go back in it will be there as you left it.

TALENT LMS Infographic

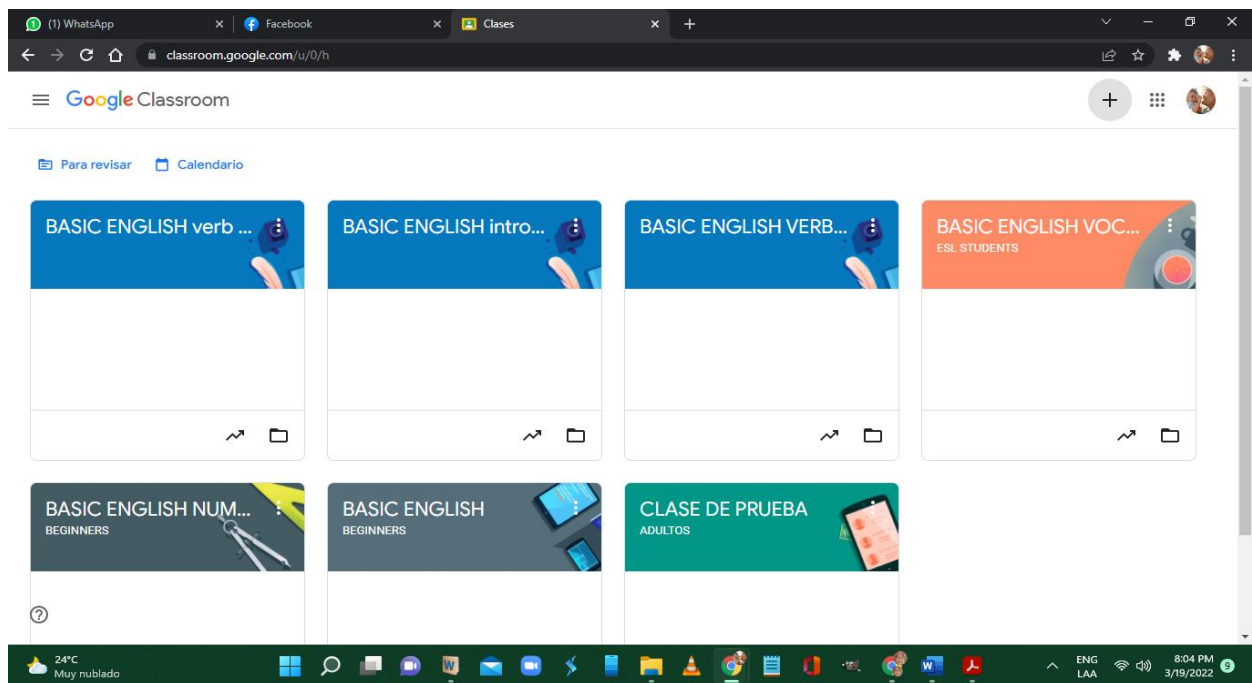


MOODLE Infographic



We were also requested to create a Google Classroom. First, the team had to log in to classroom.google.com, then had to roll down and choose our role as teacher then we clicked the + (plus) icon on the upper right corner and proceeded to name the class, so far so easy, but then proceeded to add all the multimedia needed to properly teach our class: videos, podcasts, still images, animated images etc. On this graphic it can be seen the option to invite a co-teacher on the right-hand side the INVITE TEACHER (+) button to invite co-teachers to the class. Co-Teachers have the same permissions as teachers in the class.

Which ended like this:



MODULE II

History has revealed that technology strengthens the hands of a teacher and makes his/her teaching more effective. Education has been benefited by technology in various ways and at various levels. Educational technology is not restricted to high technology. Nonetheless, electronic educational technology has become an important part of society today.

Module II 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 we used to teach online were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, kahoot, classroomscreen, powtoon and canvas. For weeks 1 and 2 we were asked to create an infographic reflecting the importance of technological tools in the teaching – learning languages. It was made by accessing CANVAS we had to create a blank page then filled it up with the pictures we had selected previously, chose the background color and added some text according to the topic and the picture. Finally, we downloaded it as a PDF document.

Teachers could take advantage of technology and reach new levels of productivity by utilizing useful digital tools to create learning opportunities for students and improve their involvement and interest, also teachers might improve their teaching methods and personalize lessons.

For weeks 3-4 the participants were asked to record a video in Flipgrid with the characteristics of the technological tools studied. In this video the technological tools described were EdPuzzle and Liveworksheets.

EdPuzzle is a free assessment-centered tool that allows teachers and students to create interactive online videos by embedding either open-ended or multiple-choice questions, audio notes, audio tracks, or comments on a video and also crop a video either at the beginning, the middle or the end.

Liveworksheets allows to transform traditional printable worksheets (doc, pdf, jpg, png ...) into interactive online exercises with self-correction, which we call "interactive worksheets". Students can do the worksheets online and send their answers to the teacher. They also are able to see their grades immediately.

Flipgrid is a video discussion tool that allows to record short videos in response to a topic or question. In order to record a video in Flipgrid the team had to go to flipgrid.com and then clicked the red video camera button to start recording, the team was able to pause, and resume recording the video at any time or click redo to start over, when we had finished, we clicked on next to review the video and had the option to trim the video or record more. Clicked again on *next* to review the display of our names and had the option to add a video title or related web link. Then clicked submit.

For weeks 5-6 the participants created a video in Powtoon about the advantages and disadvantages in the use of technological tools when teaching English. This is the YouTube link for the animated video from Powtoon. <https://youtu.be/6MO4bEuPWzU>

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

The team used our Google account to sign up into Powtoon, and while there participants were able to use the Interface & Panels. From there it is so easy to use it, just needed to add slides in the slide panel like in a Power Point Presentation thus the team added what we needed into the slides, pictures, texts etc. Plus, participants were able to add animated avatars from the right panel.

Weeks 7-8 demo class

The team ended up this module preparing and presenting a micro-teaching lesson using educational tools. This activity was performed in groups of 5 where we created a google classroom, invited the members of our group as teachers, uploaded the materials and chose level of the class and the topic. Each of us prepared a five-minutes participation using different educational tools and received immediate feedback from the professor.

MODULE III DESCRIPTION

In this module, the participants learned to use at least four Web tools for the design of educational materials, and also elaborated materials such as podcasts, online presentations, interactive images, videos, among others. The course was focused on the use of technological tools for the design of didactic materials as audacity, genially, gimp, and others. The team also made a review about multimedia and the application of the resources to e-learning activities in order to support on-line teaching and learning.

The participants were asked to create a podcast using audacity about a topic of our preference, before doing the podcast we had to prepare the material as the script, the music, a photo, etc. In this task participants present the topic leaded to an specific audience with many details. This specific tool is very nice software and easy to use because we can import, export, and record in various file formats and we can also edit the audio.

The team used Sound Cloud to upload and share the podcast. The participants also learned to use Genially, which is an online tool for creating interactive and animated content in an easy manner. Working with this tool, we selected a topic and then we logged in to genially to make a task and to know about the functions that genially have. The interactive image can contain various pages with text, videos, links and others.

GIMP is a cross-platform image editor available for GNU/Linux, macOS, Windows and more operating systems. It is free software, you can change its source code and distribute your changes. GIMP provides us with sophisticated tools to get our job done. We can further enhance our productivity with GIMP thanks to many customization options.

Google Sites is a versatile tool that makes creating a website easy. We can create and build a site to include a variety of information. Use a variety of page templates based on our needs. We can collaborate with others on creating our site and choose to keep our site as private or as public as we like.

In this activity the team did the presentation from the Google site with the same information we used in our website. To finish the individual work the participants learned to use Camtasia Studio 8, which is one of the Best All-In-One Screen Recorder and Video Editor. Tutorials, training videos, and more can be Made by us. Camtasia is quick to learn don't need a big budget or fancy video editing skills it can start with a template or just record our screen and add a few effects. It gives us everything needed to make a high-quality video. The team can also create content our viewers actually watch and this will give us more interaction.

The team created a video using Camtasia Studio, choosing a topic and recording ourselves the team started the video. Camtasia makes it simple to record and create professional-looking videos on Windows and Mac. The participants were asked to include the front page, a slide at the end, background music at the beginning and at the end of our video. For the culmination of this specialization course, the participants complete an integrative task through which we apply all the competencies acquired during the three modules. It has to be on Google Classroom with the names of the teachers integrating the group, with the activities to use in a class and has to contain the

website, the slide presentation, a podcast, an interactive image and a video related to the same topic to present as a group.

ACHIEVEMENTS

During this specialization course for the management of technological tools in virtual classrooms, many skills and aptitudes were developed, culminating in an incredible experience and very important accomplishments.

The students were able to manage to learn how to create infographics for educational purposes. Infographics consist of making visual representations of information that aims to explain or summarize data, combining elements such as images, graphs, text, etc. Moreover, students learned to make visual interpretations of texts making them more attractive to the reader.

Participants also learned to use the Nearpod digital tool. This technological tool consists of having a learning database that is used not only to present slideshows for students, but it is a helpful learning tool in the classroom when it comes to note-taking, it also allows teachers to give students open-ended questions like where the students type their responses. Students learned to make a guided presentation through devices capable of connecting to the internet, and also able of incorporating multimodal content and interacting with students through activities that allow synchronous activities.

In addition to that, the learners discovered how to create podcasts for academic purposes. A podcast consists of a collection or series of digital audio files that are made available for downloading or listening via the Internet, which is typically hosted by an individual or individuals who lead a conversation. In this process, the team was able to share information and listen to the different opinions of other colleagues by listening to their podcasts.

During the course, participants also learned how to use an online platform that allows the creation of animations with a fun and intuitive approach, that is called PowToon. This tool allows the creation of animated videos for personal, educational, or professional use. Moreover, PowToon is

very useful since it helps to capture the attention of the public and to develop the explanation of a concept by adding interactive elements within the video.

Moreover, the group learned how to create a virtual class in Google Classroom and how to develop different activities by using the tools that the platform provides. Considering that it is a free tool that helps to manage classes in the educational field we learned, we managed how to take advantage of the different tools that this platform provides such as inserting videos, images, links, text. Besides that, the team learned how to create online quizzes through the tool “Google forms” to insert them within the virtual classroom.

Also, the group learned how to create Flipgrid, it consists of creating video discussions that seek to allow everyone to express themselves easily in a friendly environment that, in addition, increases social learning.

Another digital platform that was learned by the students was Padlet. We learned how to create collaborative murals, offering the possibility of building spaces where multimedia resources, videos, audio, photos, or documents can be presented, which is very useful at the time of asking students to share their opinions.

One of the greatest achievements of the course was that we learned how to use Google sites, which is a virtual tool that allows users to easily create websites, upload content, and share it with their peers.

In conclusion, we learned how to plan an online class and deal with the different digital tools learned in the modules by using them in exercises, different kind of activities and ending with micro-teachings.

CONCLUSIONS

The amount of technological information that is now available to both teachers and students wishing to integrate technology into their classes in a more integrated way has certainly increased over the last few years. The use of technology at the Universities has become a necessity, and so now the question ‘should we use it?’ is supplanted by ‘how do we use it?’

We concluded that through the use of technological tools for example: ed puzzle, live worksheet, Nearpod among others, it is easier not only for teachers but also for students to get involve into a more interesting, interactive and dynamic class where they can practice and share their comments making the class an appropriate learning environment.

This team concludes that, through the use of different technological tools and platforms, we can create a more audio-visual, colored and attractive class, activities and assessments to make learners feel motivated and interested at the moment to carry out any type of task. Taking advantage of technological tools could be an easier way to involve students.

As a group, we conclude that technological tools are indispensable nowadays since technology has become part of our daily life and education isn’t the exception in this new century, therefore, to learn how to use technological tools is essential in the teaching-learning of a foreign language as English, French and others. Therefore, making use of technological tools and platforms should be the ideal option at the moment to prepare our classes and at the moment to teach them.

RECOMMENDATIONS

The Department should include in the academic curriculum of the different major subjects basic knowledge of the use of technological tools within the study plan of the major “Licenciatura en Idioma Inglés Opción Enseñanza” so that students are able to have an early introduction to the new types of technological tools.

The research group also recommends to the Foreign Language Department authorities to assign more training for teachers of the Department in the use of technological tools to provide to their students with the most updated information in an interactive way.

Since students have to reinforce the information learned in each module to better comprehend, the materials and the information on each module should be available all time and not only during the course.

Participants should know what the course requirements and expectations are before, during and at the end of the course to avoid time management issues.

The professors in charge of this specializing course should be paid on time, so that will help them to be more motivated to develop each module

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<https://nearpod.com/>

APPENDIXES

Appendix A : Example of LMS used in virtual classes

Appendix B : Example of technological tools studied

Appendix C : Guideline for the tasks assigned during the course

Appendix D : Some of the activities done

Appendix E : Program per module

Appendix A : Example of LMS used in virtual classes



What is MOODLE? Moodle is a free software, a learning management system providing a platform for e-Learning and it helps the various educators considerably in conceptualizing the various

courses, course structures and curriculum thus facilitating interaction with online students. Moodle was devised by Martin Dougiamas and since its inception, its primary agenda has been to contribute suitably to the system of e-learning and facilitate online education and attainment of online degrees. Moodle actually stands for Modular Object-Oriented Dynamic Learning Environment and statistics reveal that about 14 million consumers are engaged in about 1.4 million courses propagated by this learning management system. Systems compatibility of MOODLE While Moodle presents certain common features in almost all similar e-learning tools, it also provides certain plug-in options. As an e-learning platform, Moodle features: blogs chats database activities glossaries support systems enabling the functioning in multiple languages content management regular examination and assessment The current infrastructure facilities adopted by Moodle enable it to support a plethora of plug-in options like graphical themes and content filters, enrolment and authentication processes as well as resource and question patterns. Any operating system that supports the usage of PHP allows the usage of an e-learning platform like Moodle and some of the systems where Moodle can perform without any alterations include Mac OS X, Windows, Linux, Unix, NetWare etc.

Appendix B : Example of technological tools studied

One platform, multiple ways to teach

nearpod

Request a quote Sign up for FREE Log in

Visualize and support student understanding

- Use insights from 20+ formative assessment and dynamic media features to guide your teaching and improve student outcomes
- Adapt instruction or address misconceptions on-the-fly
- Differentiate, enrich, or provide extra support to meet students where they're at from wherever they are learning (physical classroom, remote, hybrid)

Start free trial

Interactive slides: Make any slides-based lessons interactive and gather data on student understanding by adding formative assessments, simulations, and dynamic media. Or choose from thousands of ready-to-teach, customizable, standards-aligned lessons from teacher favorite brands.

Interactive videos.

Create active video experiences to check for understanding with built-in interactive questions. Choose from the library of standards-aligned videos, or bring one of your favorite videos into Nearpod

Gamification & activities. Deepen student understanding and engagement through gamification and activities like Time to Climb, Matching Pairs, Draw It, and NEW Drag & Drop.

Create your own or choose from thousands of activities across grades and subjects.

Appendix C : Guideline for the tasks assigned during the course



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DEMONSTRATIVE CLASS ON MEET (30%)

Objective: To prepare and manage a micro-teaching lesson through Google Meet.

GUIDELINE

- ✚ This activity will take place in groups of 5 or 6.
- ✚ The same groups that worked on evaluation 3 will have to work together.
- ✚ Each group must prepare a 15-minute class.
- ✚ To develop your class, you will have to select a macro skill (Listening, Reading, Speaking and Writing) or subskill (Grammar, Vocabulary or pronunciation).
- ✚ Create a lesson plan. You can select any format.
- ✚ At the moment of having your demo class, you will have to develop the class by sharing the information in a PowerPoint presentation. Make sure that all members of the group will teach any part of the lesson plan.
- ✚ Upload the Lesson plan, PowerPoint Presentation, or any other material that you are going to use to teach your class to **Demonstrative Class Score**.
- ✚ The due date for this evaluation will be on **Saturday, October 9th, 2021 from 8:00 am to 11:50 am**.
- ✚ This activity will take place in the last session of class, you need to be prepared to deliver your topic.



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Student's name: _____ Date: _____ Score: _____

Criteria	5	4	3	2	1	Points
Knowledge of subject/topic	Demonstrates masterful knowledge of subject	Demonstrates above average knowledge of subject	Demonstrates adequate knowledge of subject	Demonstrates below average knowledge of the subject	Demonstrates poor knowledge of the subject.	
Communication skills (clarity)	Demonstrates superior ability to communicate / the teacher is easily understood.	Demonstrates above average ability to communicate with the audience.	Demonstrates average ability to communicate with the audience.	Demonstrates below average ability to communicate with the audience.	Demonstrates poor ability to communicate with the audience.	
Confidence	Demonstrates an extremely poised and confident demeanor.	Demonstrates above average poise and confidence.	Demonstrates an average display of confidence.	Demonstrates below average display of confidence.	Demonstrates a poor display of confidence.	
Voice	Speaks using superior modulation of volume and with clarity.	Speaks using above average level of modulation of volume and with clarity.	Speaks using average modulation of volume and clarity.	Speaks using below modulation of volume and clarity.	Speaks using poor modulation of volume and with clarity.	
Effective use of materials/technology	The teacher has a superior ability to use technology for effective conduct class.	The teacher has above average ability to use technology for effective conduct of class.	The teacher has average ability to use technology for effective conduct of class.	The teacher has below average ability to use technology for effective conduct of class.	The teacher has poor ability to use technology for effective conduct of class.	

Appendix D: Some of the activities done

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“ ONE OF THE MOST APPRECIATED TOURIST DESTINATIONS IN THE WORLD ”

NICE ”

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PARIS

REINO UNIDO

ALEMANIA

ESPAÑA

ITALIA

OCÉANO ATLÁNTICO

MAR MEDITERRANEO

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



1. GENERAL INFORMATION

Module 2: **Educational Applications for Learning a Foreign Language**

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

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.**

2. 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.

3. 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.

4. 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%)

Week/Dates	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 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 23 rd to Friday, October 29 th , 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 30 th to Friday, November 5 th , 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 6 th to Friday, November 12 th , 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 13 th to Friday, November 19 th , 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 20 th to Friday, November 26 th , 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 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	Videos Tutorials Websites Question and answer forum
8 Saturday, December 4 th to Friday, December 10 th , 2021	Demo class using technological tools	Demo class using technological tools Question and answer forum

5. 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%

6. 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

REFERENCE BOOKS

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/><https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>