

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



TOPIC:

A NEW ERA BEGINS: LEARNING HOW TO TEACH ONLINE

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

TO OBTAIN THE DEGREES OF:

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

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ABSTRACT

This document aims to describe the new graduation processes implemented as an alternative to conducting a research graduation project. To be specific, it is taking a Specialization Course to obtain a Bachelor's Degree in English teaching. This document contains a written report of the Virtual Environment Specialization Courses as well as some historical background, how the courses were designed, important information such as the number of students who were registered, how the groups were divided, schedules, the teachers who were in charge, what the courses were about, and a summary of the contents seen in each module.

Key Words: A new era begins, learning, teach online

INTRODUCTION

The University of El Salvador students faced a major problem in doing their graduation process known as the thesis project, especially during the Covid19 Pandemic, where most of the bibliography and sources got more difficult to get access to during the confinement. A few years ago, the thesis project was the only requirement students from the Foreign Languages Department of the University of El Salvador had to get their Bachelor's degree. Schools and colleges were closed when the pandemic started in 2020. This led the University of El Salvador's authorities to look for different approaches to facilitate the students with their graduation process. Several months later, the College Council approved new alternatives to do their graduation process.

In this report, there will be some important information about one of the latest alternatives implemented by the authorities of the Faculty of Sciences and Humanities as a requirement for the graduation process. In the first place, a deeper history of the origins of this new alternative of the specialization courses is presented. Secondly, a brief explanation of what the courses were about, the groups for each module, the schedules, the number of students enrolled in each group as well as the name of the professors who were in charge of those groups.

In the following sections, a deeper description of each module, the topics presented, and the evaluation system are presented. After that, what the students achieved during the course.

Finally, the conclusions, recommendations for the student, teachers as well as the campus authorities, and appendixes are presented.

OBJECTIVES

General Objective.

To analyze all the contents of the specialization course, the activities done and the results achieved.

Specific objectives.

- To describe the experiences of the three modules that composed the specialization course.
- To classify the tools and applications explained during the specialization course.
- To describe the use of some of the tools and applications explained during the specialization course towards teaching.

THEORETICAL FRAMEWORK

A few years ago, the Thesis was the only graduation project option for the students of University of El Salvador to get their bachelor's degree. This consisted in a series of procedures such as looking for Bibliography and Webliography, interviewing students as well as expertises in the field according to the topic they are researching about . This meant that they had to go outdoors to look for this information. At least, it was until the year 2020 when the Coronavirus started spreading around the world. On March 13th, the first Coronavirus case in El Salvador was diagnosed, leading to schools and universities to shut down. On march 21st, president Nayib Bukele announced that El Salvador was going to be locked down, meaning that only markets and food establishments would be open. This situation awoke the students' concern towards their graduation process since not only the libraries were closed, but also they were not able to do field research during that time.

Not many days later, the classes resumed, using synchronous learning, in other words, students had to join their classes by using different Learning Management Systems (LMS), that are software applications or web-based technology used to plan, implement and assess a specific learning process. Nevertheless, since this type of learning was still new for both students and teachers, it took some time getting adapted. Teachers and students were forced to learn how to use these LMS to teach and learn. Regardless of this, graduate students still had difficulties when it came to continuing with their Thesis projects.

According to then College Congress president Bachelor Iván Hernández, the College Law Committee members were working on new alternatives to facilitate the students' graduation work. On July 21st, 2020, the Official UES Newspaper published that the College Congress approved new modalities to do the graduation process, apart from the Thesis work, modifying the article 191 of the UES Academic and Administrative Management Regulation. This includes:

- Research Works.
- Practice Internship.
- Research Internship.
- Diploma Programs or Specialization Courses.

All the Faculties and Schools were implementing these new modalities since the Second semester of 2020 had already started. Just the Foreign Languages Department was left behind, upsetting the students that were still not able to get access to these new modalities and a few of them quit their Thesis Project feeling deceived. Master Norma Blandón was the Graduation Process coordinator at that time, but she decided to give her position to someone else more capable to work on new proposals for the specialization courses.

In January 2021, the bachelor Edgar Nicolas Ayala took over the position of the new Graduation Process coordinator for the Foreign Languages Department. However, for the first semester of the year, most of the students started working on their Thesis as Mr. Ayala was elaborating a new proposal of the specialization courses. The FLD students had several

meetings to check their Thesis progress as well as some ideas for the first proposal of the specialization courses.

Weeks later, Mr. Ayala presented the students the first proposal for the specialization courses, it was going to be about how to create a virtual classroom environment. These courses were originally designed to last from eight to nine months to fulfill the requirements, each module would last one month and it was divided into three groups, according to the students availability to take the classes. The teachers' salaries proposal was also presented.

A pre-registering process was completed as requested by the FLD. The students were informed that a list of students had been sent to Academic management so that they would create the needed groups based on that list. The initial proposal, groups and teachers had already been approved. Nevertheless, on June 8th, after further reviewing costing and amount of hours the course would take, the Management Board of the faculty denied this proposal because "there was not enough money to pay the teachers" and sent it back to the FLD for modification.

On June 21st, Edgar Nicolas Ayala resigned his position as graduation projects coordinator. After that, with the help of Ms. Ana Grace Gomez, on July 7th, Miguel Angel Carranza announced he would eventually take over the position of graduation projects coordinator and would also follow up on the necessary modifications for the specialization courses to be approved.

By July 19th, after a lot of effort from Ana Grace, Mauricio Contreras and Miguel Carranza, another proposal sticking to the budget was sent to Academic Management for

approval. Therefore, by July 30th, students were being informed that the new proposal had been approved and the same day a new inscription was made to formalize the approved groups.

On August 9th, teacher Miguel Carranza submitted the lists for approval to Junta Directiva, by then three masters were assigned, they were: Master Blanca Menjívar, Master Sey Danisia Najarro, and Master Juan Antonio Flamenco. Teacher Miguel said on August 11th, that the course started on August 21st, for groups 02 and 03, and on August 23rd, for group 01. The specialization began with a bunch of issues like grades not being updated in the system, not a payment to the masters, not even being enrolled online since it was the very first specialization course ever. The university is known for being slow in bringing up to date their administration.

Despite all the delays and issues in this new project, the classes for the specialization began according to the designed program, they were online on the platform Google Meet. The specialization lasted approximately six months, and it consisted of three modules of two months each. During that time we used different platforms not only for challenging assignments but also for developing a class. There were three groups and they were divided like this: There were 60 students for group 01 on Mondays and Wednesdays from 6:00 to 8:00 AM in charge of Master Blanca Menjívar, there were 56 students for group 02 on Saturdays from 8:00 AM to 12:00 with a break of 30 minutes at 10 o'clock in charge of Master Sey Danisia Najarro, and there were 56 students for group 03 also on Saturdays from 8:00 AM to 12:00 with a break of 30 minutes at 10 o'clock in charge of Master Juan Antonio Flamenco.

Originally each master was in charge of one group, so that was the way we started, but for module II the masters were instructed to switch, so that group 01 was in charge Master

Najarro, group 02 was Master Flamenco, and group 03 Master Menjivar, at the end for the third module the masters switched back to their original group as instructed. It's worth mentioning that they applied that technique to confirm that all the students were at the same level of knowledge, and they were.

At the end of the course, the students were capable of showing not only a dynamic class but also a mastery of matters regarding online courses. Even when the students completed the modules. The internal issues had not been resolved in the system because the Management Board and the internal administration suddenly decided to add another requirement of graduation, to create in groups of three a sort of memorandum describing the experience of this first specialization, a type of summary about what the students learned for future references. This occurred apparently due to a 'misunderstanding' because the students did not receive this info before the course started but after they had completed it, not giving other options to students but to do it.

Some of the topics covered during the course were:

“**Information and Communications Technology (ICT)** which is technology that is used to handle communications processes such as telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions.” August 18, 2020, www.techopedia.com, Techopedia”.

The very next obvious step was moving into LMS's . “A **learning management system (LMS)**'s purpose is to empower Learning and Development (L&D) departments with training

and development for their learners, so they can continue a company or department's growth, success, and ultimately drive revenue. These are some pretty big learning goals.

To really achieve all of the above, a learning management system (LMS) needs to be an intelligent and modern solution. This is because, for a platform to see high user adoption, people have to like using it. Audiences take most naturally to an LMS when it adopts modern solutions that people are used to working with. More traditional modes of employee training like paper tests and in-person instructor-led training just don't hit the mark for modern learners these days. "Reanna Mardinger, 2021, www.docebo.com, Docebo".

"**E-learning**, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs." Sander Tamm, Dec 21, 2020, www.e-students.org, e-students.org"

Face-to-face learning, trying not to leave behind all the great benefits of face-to-face learning but also to contrast its disadvantages. Face-to-face learning is an instructional method where the course content and learning material are taught in person to a group of students. This allows for live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another. (tophat.com,2022).


Face-to-face learning was the basis for many educational approaches and methodologies such as Constructivist, Collaborative, Integrative, Reflective, and Inquiry-Based Learning. Along with technology, many more were born which would perfectly correlate to its ancestors.


Here is where **Blended learning** comes into the game. Education is no longer just about putting pen to paper and memorizing facts. Today, innovative educators in both higher education and corporate learning & development are improving learning through technology, as evidenced by the rapid adoption of technology-assisted teaching methods and blended learning models.

Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences. (What Is Blended Learning? panopto.com, August 16, 2019)

“**Synchronous** online learning means that students are required to log in and participate in class at a specific time each week.” (OSU, 2021)

“**Asynchronous** online learning allows students to view instructional materials each week at any time they choose and does not include a live video lecture component.” (OSU, 2021)

 “is a learning platform designed to provide educators, administrators, and learners with a single robust, secure and integrated system to create personalized learning environments. You can download the software onto your own web server or ask one of our knowledgeable Moodle Partners to assist you.” (The Moodle Project, 2020)

 Launched in 2013, Canva is an online design and publishing tool with a mission to empower everyone in the world to design anything and publish anywhere. (Canva, 2021)”



”Google Classroom is your all-in-one place for teaching and learning. Our easy-to-use and secure tool helps educators manage, measure, and enrich learning experiences.” (Google, 2021)



”is the one app that can help your small business meet, chat, and collaborate from anywhere.” (Microsoft, 2021)



The video platform powers all of your communication needs, including meetings, chat, phone, webinars, and online events. (Zoom Team, 2021)



is a video discussion tool quite like no other as it is designed with the might of Microsoft to work specifically for teachers and students in a digital classroom? (Flipgrid. 2021)



is a free website that allows you to turn Google Worksheets into interactive digital manipulatives, activities, and tools. The site offers a wide range of ready-made templates that you copy and customize. (Flippity, 2020)



is a tool that allows teachers to create interactive worksheets for their students. It is also possible to create speaking experiences which students have to record themselves using the microphone item. A variety of worksheets already created by other users can also be accessed. (Liveworksheets, 2021)




is an online tool that allows teachers to use slide-based teaching both in the classroom and remotely thanks to a hybrid layout. Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device or a single screen in the room. It is also possible to add in question points along with the way and have the students take part as you go. (Nearpod, 2021)





is a place where you can create single or multiple walls that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It is collaborative too, allowing you to involve students, other teachers, and even parents and guardians. (Padlet, 2021)





is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging. This free cloud-based tool makes for a useful way to bring learning online without compromising, but actually enhancing teaching. (Kahoot. 2021)


 **ClassroomScreen** is an online tool that allows you to display the instructions for your lesson in a clear and visual way. Choose from over 13 widgets to support your class activities and help students get to work. (Classroom Screen, 2021)


 **POWTOON** is the global leading most user-friendly and most intuitive animation software. With Powtoon, anyone can create engaging animated videos with a professional look and feel. (Powtoon, 2021)


 **genially** a tool that allows you to create presentations, infographics, and other stunning content by yourself or with your team. (Genially, 2022)

 **SOUNDCLOUD** As the world's largest music and audio platform, SoundCloud lets people discover and enjoy the greatest selection of music from the most diverse creator community on earth. Since launching in 2008, the platform has become renowned for its unique content and features, including the ability to share music and connect directly with artists, as well as unearth breakthrough tracks, raw demos, podcasts, and more. This is made possible by an open platform that directly connects creators and their fans across the globe. Music and audio creators use SoundCloud to both share and monetize their content with a global audience, as well as receive detailed stats and feedback from the SoundCloud community. (Soundcloud, 2022)

 **Google Slides** makes your ideas shine with a variety of presentation themes, hundreds of fonts, embedded videos, animations, and more. All free of charge. (Google, 2022)

 **Audacity**® is an easy-to-use, multi-track audio editor and recorder for Windows, macOS, GNU/Linux, and other operating systems. Audacity is free, open-source software. (Audacity, 2022)

 **OpenShot** is free software: you can redistribute it and/or modify it under the terms of the GNU General Public License as published by the Free Software Foundation, either version 3 of the License, or (at your option) any later version. (Openshot Studios, 2022)

 **Google Sites** Collaboratively create engaging, high-quality sites for your team, project, or event. The sites look great on every screen, from desktop to smartphone. All without learning design or programming. (Google, 2022)

DESCRIPTION OF THE MODULES

MODULE I:

This module was called “Online English Languages Teaching”. It was a great start since it included the basics and fundamentals of online education. It was developed in the estimated timeframe. It was started on August, Saturday 21st and finished on October, Saturday 9th.

We started week 1 with an introduction to the program and a very relevant topic, theories of learning. This was an amazing way to start with since it was a very good introduction not only to the program but also to the overall focus of the course which was the teaching-learning process through an asynchronous approach which means not happening at the same time or place, this makes it easy for some other forms of teaching-learning to happen, therefore, deleting some difficulties when teaching-learning a second language. Week 2 was a very similar class but with a very noticeable transition from e-learning in general to virtual teaching and its applications in teaching languages. A discussion forum was created as part of the evaluation process and also for students to get familiarized with the concept of forums.

Week 3 and week 4 moved dramatically and efficiently to Language Management Systems and examples of the most common ones (Moodle, and infographics. LMS is used widely by many education institutions to create, feed and manage online or semi-online courses, asynchronously. During week 4 infographics were the main topic and all of their uses. An infographic was created as a form of practice and evaluation. Students were introduced to different platforms that allow and make easy the creation of infographics.

Week 5 and week 6 also focused on LMS's but mainly focused on the use of Google Classroom through tutorials and a great explanation from the teacher. After that, we moved into a live presentation of how to use it and all of its tools. Once all of the main features and benefits had been listed, students created their own virtual classroom through google classroom as a form of practice and evaluation and even had the opportunity to show it to the class in groups.

Weeks 7 and 8 changed the focus from LMS's to platforms. Not only platforms but platforms for videoconferences (TEAMS, MEET, zoom, etc). Students accessed TEAMS using their institutional emails and were able to make use of the system and discover all of the features it has to offer. During week 8, specifically, students demonstrated a class through MEET making use of the different tools and features it has available. That was done mainly to practice the use of it but also as a form of evaluation which was a great way to finish the first module.

MODULE II:

The name of this module was "Educational Applications for Learning a Foreign Language" whose period was from October to December 2021. This module was about theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that were used to teach online were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

The general objective of this module was “To get familiar with theoretical information about technological tools for teaching-learning a language and their functions”.

The specific objectives were “define the terms and principles associated with technological tools for educational purposes” and “use technological tools to plan and develop synchronous class activities”.

The methodology used was the analysis of at least eight technological tools and their usages in the teaching-learning process in virtual environments. Besides, the development of specific activities based on instructional practices and the discussion of these activities 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 were developed online and cooperative learning emerged spontaneously, according to the requirements of the course.

The contents seen in this module were: from weeks one and two, a Presentation of a list of technological tools for educational purposes and their foundations and principles. From weeks three and four, the use of the following educational tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. From weeks five to six, the use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen. Finally, from weeks seven to eight, a demo class using technological tools learned in the development of a class.

The evaluation system took place in two ways: the formative evaluation, which took place as a self-evaluation, co-evaluation, discussions, reflections, and questions to enrich the

process. Effective formative feedback helped participants improve their practices during the module, and the summative evaluation was considered to demonstrate the extent to which each of the participants was able to complete the evaluation criteria designated by the facilitator. Numerical weights were assigned and thus the results were evidenced at the end of the module.

The four evaluated activities were:

- Infographics are based on the fundamentals of technological tools when teaching a language.
- Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.
- Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.
- Demo class using Technological tools.

MODULE III:

The name of the last module is "Design of Didactic Materials for Virtual Environments". It developed from January to March 2022. The goal was to create a website so our 'students' could find all the information needed in one place so they could avoid spending their time looking for the correct information all over the internet.

To make that possible, students used Google Sites, which is a free online application offered by the American company Google as part of the G Suite productivity suite. It is a tool for creating web pages. The students were arranged in groups of four, and the idea was to use the knowledge of the three modules to make a variety of content within the website, keeping in mind that for every student in a group, there was a subtopic that had to be individually developed.

Students started learning a little bit of Audacity, which is a cross-platform audio recording and editing program that is free of charge. Distributed under the GPLv2+ license. The objective was basically to use it to make a podcast that later on, it would be uploaded through the platform SoundCloud, which is a music streaming service that, unlike Spotify and other platforms, allows users to upload songs and albums straight to the site, eliminating the need for third-party distributors.

It is worth mentioning that Learning websites are a great way to make the learning process interactive. They are also a great way to make it more interesting and engaging for the students and, when it comes to creating a process of learning websites, there are many tools available. Pixabay is a website where you can find free pictures that can be used in any project. Genially is a website that allows you to create interactive images with the use of their tools and options to elaborate on a variety of content for the class, and Google slides that help you to elaborate something similar to what you do on PowerPoint but even better. With these tools, students will be able to create interactive presentations and lessons.

A very interesting task that students learned in class and then developed as homework was to elaborate a video using home lighting techniques, also techniques to improve the sound

of the voice can be better caught by the equipment that you may have. Using OpenShot, which is a video editor program, students made a video as if they were teachers finishing a module and they had to thank the students for being in our class and then upload it to YouTube

For assignments, the way to work was basically to create our little project every time we saw a new website in class to assess the student's understanding of the material, to be used as a way to reinforce what they were taught in class, once the assignment was ready we submitted it to the Master so they could review it and approve it.

As mentioned before, the final evaluation was to create a website using Google Sites using all the techniques and all the elements that students learned in class, so the combination of all those parts turned into something very useful for future students and also for the ones who are attempting to complete this module.

ACHIEVEMENTS

MODULE I

- Students learned how to mix and make use of both, synchronous and asynchronous learning and when to decide to use which. Students were taught how to combine both types of activities to create a great learning experience.
- Students learned what tools to use to create virtual material like infographics, like canva which is really useful to create presentations and other visual content.
- Also, students learned how to create, feed and manage virtual classrooms through different LMS like Moodle, as used in the UES, or also google classroom and how easy it is to link these to a wide variety of other electronic educational tools.

MODULE II

- Students developed interactive and engaging video lessons using edpuzzle.
- Students prepared and recorded video lessons using Flipgrid.
- Students created activities using Flippity.
- Students developed interactive worksheets by using Liveworksheets.
- Students were able to prepare different lessons and activities using Nearpod.

- Students learned how to plan and develop quizzes in Kahoot.
- Students created content using Powtoon.
- Students developed different activities using Classroomscreen.
- Students got familiar with theoretical information about technological tools for teaching-learning a language mentioned above as well as their functions.

MODULE III

- Students learned all the processes from scratch on how to start to develop a podcast and finally share it on Soundcloud.
- Students learned how to use Genially to create interactive images that contain valuable information for academic purposes.
- Students learned all the advantages that Google Slides offers when it comes to creating presentations for class.
- Students learned to develop a fully functional website through Google Sites.
- Students learned to improve their abilities as virtual teachers by creating short videos with OpenShot and Youtube.

CONCLUSIONS

- The technological tools for teaching languages are not new, but they are now more accessible and available than ever before. Teachers must use these tools to maximize their classes and provide the best learning experience for their students.
- The Learning Management Systems have been around for a long time, but they have seen a major increase in popularity in recent years as more schools and universities adopt them as their primary tool for delivering content to students since they are technological tools that allow the courses to be better organized.
- This course has been a great learning experience. To learn a lot from tools and websites for on-line classes has been very helpful to make understanding content for the students and, to be enrolled in this course, it has helped to clarify thoughts and doubts.

RECOMMENDATIONS

For the students:

- To take advantage of all the technological tools available for improving the teaching-learning process to better manage synchronous and asynchronous experiences.
- To keep on learning more and more about how to include technology to experience a wide variety of activities that would consequently positively impact the learning process.

For the professors:

- To stay interested in keeping specializing themselves and growing their knowledge so that they can continue to transmit that knowledge to the students.
- To continue to update constantly their knowledge about the latest technologies available for facilitating the use of technology.

For the department.

- To consistently discuss more in depth the necessary approvals for the projects ahead of time to make sure that it does not carry inconveniences to the students since it could delay their graduation process even more.
- To carefully plan every specialization course proposal, so that future generations of graduate students will not be able to develop some extra reports that can affect them negatively.

- To keep on supporting and encouraging teachers to grow their knowledge so that there is a diversification of modules.

For the authorities:

- Read carefully every proposal the general graduation process coordinator gives you in order to avoid issues that affect students negatively.
- The authorities should also better manage the budget in order to support the new proposals for the specialization courses since some of them have lots of potential that can benefit the students.

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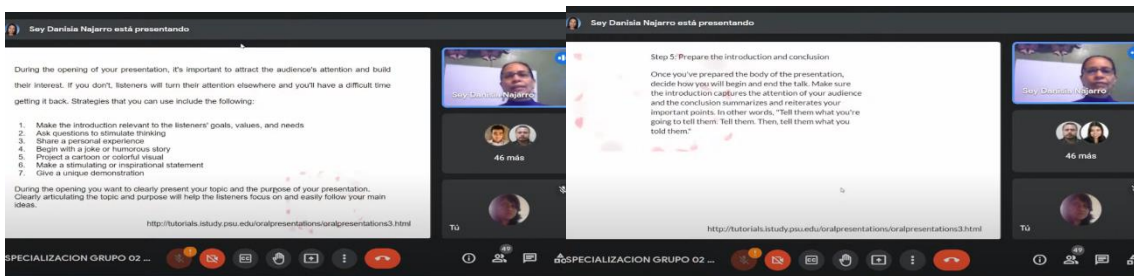
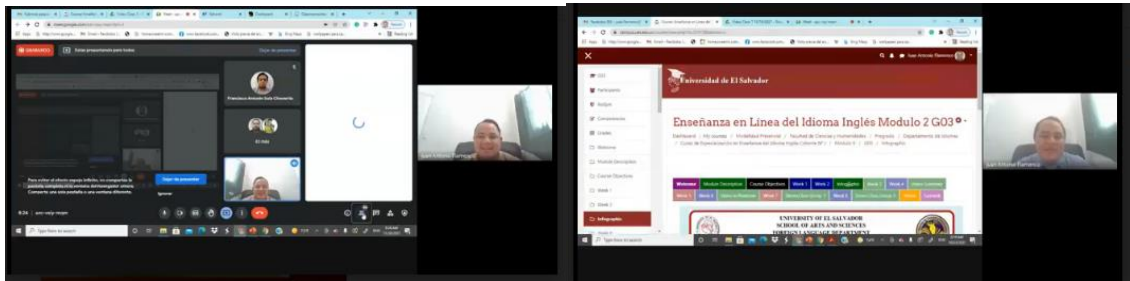
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APPENDIXES

Appendix A Screenshots of the specialization courses



Appendix B Infographics

EDUCATIONAL TOOLS FOR ESL

storybird

Pros

- EASY TO USE AND INTERACTIVE FOR STUDENTS
- COLLABORATION AND COMMUNITY ASPECTS
- STORYBIRDS CAN BE USED AS A WRITING PROMPT OR AS A WAY TO PRACTICE WRITING AND READING
- STORYBIRDS CAN BE USED TO PRACTICE WRITING AND READING

Cons

- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS

MINECRAFT

Pros

- EASY TO USE AND INTERACTIVE FOR STUDENTS
- COLLABORATION AND COMMUNITY ASPECTS
- STORYBIRDS CAN BE USED AS A WRITING PROMPT OR AS A WAY TO PRACTICE WRITING AND READING
- STORYBIRDS CAN BE USED TO PRACTICE WRITING AND READING

Cons

- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS

ANIMOTO

Pros

- EASY TO USE AND INTERACTIVE FOR STUDENTS
- COLLABORATION AND COMMUNITY ASPECTS
- STORYBIRDS CAN BE USED AS A WRITING PROMPT OR AS A WAY TO PRACTICE WRITING AND READING
- STORYBIRDS CAN BE USED TO PRACTICE WRITING AND READING

Cons

- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS

Kahoot!

Pros

- EASY TO USE AND INTERACTIVE FOR STUDENTS
- COLLABORATION AND COMMUNITY ASPECTS
- STORYBIRDS CAN BE USED AS A WRITING PROMPT OR AS A WAY TO PRACTICE WRITING AND READING
- STORYBIRDS CAN BE USED TO PRACTICE WRITING AND READING

Cons

- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS
- NO WAY TO TRACK STUDENT PROGRESS

A FEW LEARNING MANAGEMENT SYSTEMS AND FEATURES

MOODLE

- Most popular LMS in the world
- Open source and free to use
- Highly flexible and powerful system
- Can be used for a wide range of courses
- Can be used for a wide range of courses

E-DUCATIVA

- Open source and free to use
- Can be used for a wide range of courses
- Can be used for a wide range of courses

SAKAI

- Open source and free to use
- Can be used for a wide range of courses
- Can be used for a wide range of courses

DOKEOS

- Open source and free to use
- Can be used for a wide range of courses
- Can be used for a wide range of courses

Learning Management Systems

highly user friendly

- Moodle
- Chamilo
- Add learning material
- Grade assignments
- Track progress
- Restrict access
- Mobile friendly
- Create forums to interact

created by top education entities

- OPEN edX
- s school

All of these LMS's are free and as you can see they share some very good features and some of them are outstanding in some very specific aspects as in the case of OPENedX which was created and is managed by Harvard University and the MIT or Chamilo which user friendly interface makes it stand out against its LMS competitors.


TECHNOLOGICAL TOOLS FOR LANGUAGES TEACHING

Research seems to show that technological tools do have a positive effect on students.

The research addressed the attitude of the students before and after technology was introduced into the classroom and found interactive learning with technology increased student participation and improved their attitude toward the class, however teacher centered learning while using technology did not improve the attitude of students. (Using Technology Tools in the Public School Classroom by Rose Young A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree III Education The Graduate School University of Wisconsin-Stout December, 2008)


Improved engagement

The use of technological tools for learning languages allows to engage students very well by making use of the variety of activities that can be found. The most interactive tools are the ones who promote this principle. One of them is Quizlet. It offers interactivity in the progress of lessons.




Offers mobility

Many of nowadays tools can be accessed through different devices such as computers, tablets and laptops. It has become an easy for students to be able to interact and learn in their preferred device. One of those apps is Kahoot! which allows facilitators to have an engaged and their view of the results.




Increased productivity

By having access to many tools that are available through different devices, it has become an easy for students to be able to interact and learn in their preferred device. One of those apps is Kahoot! which allows facilitators to have an engaged and their view of the results.



Promotes learner independence

By having learners not only see the class but actually do something inside the class, they move into a higher cognitive ability that allows them to learn more of the content while having fun. There are many tools available only out classroom that are a huge amount of customizable interactive activities that is a great for facilitators. One of them is ClassTools. It can be used as a puzzle or as a drag and drop related to the topic. ImagineGlobe is the link.



Appendix C
Course Programs

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

Module 1: Online English Language Teaching

PROGRAM

I. GENERAL INFORMATION

1.1 Module 1:
1.2 Code: **EDH114**
1.3 Pre-requisite: **None**
1.4 Academic Credits: **3**
1.5 Target Population: **Students who have concluded their academic process**

1.6 Month and Year: **August 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: **MSc. Blanca Alicia Menjivar Gonzalez**
Licda. Sey Daniah Nájera de Alvarez
MScN. Juan Antonio Plasencia Plasencia

2. Module Description

This module will be about the fundamentals of online education and its applications on the English Language Teaching, specifically for 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 Objective:
At the end of this module, participants will be able to:
- To get acquainted with the virtual learning environments that are used commonly.
- To identify educational 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 apply on 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 environment. For the development of the academic activities, the teacher will present among the participants to take an active role in the analysis and discussion forums, as well as in the use 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 in forums and to facilitate in their virtual classroom.

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 participants to participate. An extensive 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, freedom 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 classrooms and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (20%)

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd Wednesday 25th	<ul style="list-style-type: none"> Introduction (Program, Sessions time, Class Policies) Theories of learning in virtual learning 	<ul style="list-style-type: none"> Video about Synchronous and Asynchronous concepts. Video about Theories of learning Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th Wednesday 1st	<ul style="list-style-type: none"> E-learning definition and application Virtual teaching and its application in teaching languages 	<ul style="list-style-type: none"> Discussion forum about theories of learning Forum to answer questions or clarify doubts
3 Saturday 5th Monday 7th Wednesday 9th	<ul style="list-style-type: none"> Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> Video Website Forum to answer questions or clarify doubts
4 Saturday 12th Monday 14th	<ul style="list-style-type: none"> Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> Infographics Forum to answer questions or clarify doubts
5 Saturday 19th Monday 21st Wednesday 24th	<ul style="list-style-type: none"> Learning Management Systems - Google Classroom 	<ul style="list-style-type: none"> Tutorial, multimedia Forum to answer questions or clarify doubts
6 Saturday 26th Monday 28th Wednesday 30th	<ul style="list-style-type: none"> Learning Management Systems - Google Classroom (live demonstration) 	<ul style="list-style-type: none"> Create a Virtual Classroom Forum to answer questions or clarify doubts
7 Saturday 3rd Monday 5th Wednesday 8th	<ul style="list-style-type: none"> Platforms for Videoconferences (Zoom, TEAMS, MEET) 	<ul style="list-style-type: none"> Video, Multimedia, Tutorials, Web sites Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th Wednesday 13th	<ul style="list-style-type: none"> Demonstrative class (MIET) 	<ul style="list-style-type: none"> 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 then the results will be evaluated 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

1. 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 give a work a valid resource such as a screen shot that shows the time and date of the failed attempt to access, either to a course class or an evaluation event.

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

3. HOMEWORK ASSIGNMENT DELIVERABLES - Students must turn in their homework assignments on the due date, except an accepted delay if a health major person the student first turning first in time.

4. COURSE MATERIALS - such as presentations, videos, notes, PDF notes, and for file format allowed for sharing.

5. CLASS TIME - Students are required to be connected to the sessions for the complete period of time allowed for sharing.

6. 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, by to stay focused on the activities being carried out, avoid language slurs and emojis. When connecting to the platform, they must have an appropriate behavior of themselves to be recognized by the teacher and their peers.

7. Students must have an e-mail - It is advisable that it is institutional, that is, it must contain the domain @unsa.edu.sv.

8. GROUP CHANGES - These changes are not Teachers' responsibility. If needed, students must request to the competent authority. In any case this authority is Juan Director of the Faculty or Administrative Academics of the Faculty.

*Artículo 147
El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una calificación en las actividades académicas mayor a igual al 70%.

**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 notas a solicitar el formato de solicitud por escrito a revisión sustantiva de la prueba ante el Jefe de Departamento de Exámenes.

**Artículo 150
Si el estudiante no se presenta a una evaluación por causas justificadas, éste podrá solicitar por escrito su reevaluación en forma escrita a una fecha dentro del tiempo disponible de haberse realizado ésta, ante el jefe de departamento o director de exámenes, quien evaluará a más tardar el día siguiente a la de presentarse la solicitud, considerando a desfavorable, de caso de ser favorable, deberá indicar el lugar, día y hora para su evaluación, aceptándose únicamente el estudiante y docente responsable, lo cual deberá estar considerado dentro de la programación del ciclo, en caso de no estarlo, éste deberá ser programado dentro de los tres (3) días hábiles contados a partir de la recepción de la solicitud oficial del estudiante, respetando la consideración 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 Exámenes.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151
Se admitirá únicamente como motivo justificativo de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o pariente hasta el segundo grado de consanguinidad; d) Programación de días o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador. ***

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