

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
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TITLE:

**THE USE OF TECHNOLOGICAL TOOLS FOR THE TEACHING AND
LEARNING OF FOREIGN LANGUAGES**

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i. Abstract

In this report will share how the specialization course at the Foreign Language Department was developed for teachers and the objectives achieved. The main goal of the course “the use of technological tools for the teaching and learning of foreign languages” is provide an option for students to complete the graduation process due to the COVID consequences in the thesis developments. Furthermore, to prepare future teachers to use the virtual environment and all components and methods on a real class once they got graduated. The course is composed of three modules that will be focus on the most important aspects of a virtual environment, such as use different tools and application to create and use didactic materials as well, to integrate learning theories on a multimedia teaching-learning process. To develop this course and guarantee the correct use of methods, students will create videos, interactive images, Google side and slides to present one class task that will integrate all components learned during the course.

Key words: Virtual Learning Environment, Learning Management System, Synchronous, Asynchronous, Online learning, Distance Education.

I. Introduction

The present work is about the specialization course Administration of Virtual Environments for the Teaching and Learning of Foreign Languages explains all the topics, activities and evaluations developed during the course. The course lasted six months and it was divided into three modules. Each of the modules had a duration of two months whose classes were taught every Saturday in a synchronized manner. And in addition, asynchronous activities were carried out.

The first part is about the theoretical framework which contains definitions of the various terms that are used in online learning and concepts learned during the course. Moreover, it provides a complete description with historical background of terms and topics developed in virtual environment. This definitions and historical backgrounds have been selected from reliable and experienced sources to provide a better comprehension of the course.

The second part is the descriptions of activities developed during the course. This part describes the topics covered in class as well as the evaluations carried out chronologically in each module. And also includes some definitions about the platforms and technological tools used in class.

The next chapter deals with the achievements obtained throughout the course. It is mentioned all the new knowledge acquired in each module. Some of these achievements were about the use of technological tools for the creation of educational materials. Another achievement was the discovery of platforms to facilitate the teaching-learning process in a virtual environment.

The final chapter presents the conclusions obtained after the completion of the specialization course, and also it includes the recommendations for the teachers and students. To finish up, it contains the references of the sources used to explain the course and the appendices that provide more information to support this.

II. Objectives

General Objective:

- ✓ To apply fundamentals of online education and its application on the English Language Teaching to set up a virtual classroom and develop asynchronous activities

Specific Objectives:

- ✓ To create virtual classrooms using Learning Management Systems and apply learning theories.
- ✓ To learn the use of technological tools to design didactic material and apply them to a class.
- ✓ To integrate the virtual environment to the teaching and learning process during and after the course.

III. Theoretical Framework

Learning Management Systems (LMS)

With the phenomenal health event in 2019, the Covid 19 pandemic, education has been transformed and implemented in new learning theories and better access to the internet, nowadays teachers are using this opportunity to transform the learning in their classrooms from a traditional class's model to student-centered model. 100 years before, students could complete their learning process by memorizing a set of static facts and rules and this knowledge often provided enough foundation for them to effectively live out their lives. However, the pace of knowledge generation has accelerated to a point where it is estimated that by the year 2020, knowledge will double every 73 days (Appleberry as quoted by Gillani, 2003). Based on this, to prepare students to live in a changing society is the only way to go. In order to do this, teachers need to focus the learning process to student-centered approach where students can become efficient at finding, analysing, organising, evaluating, internalising and presenting new information (Gillani, 2003). LMS can provide unprecedented opportunities for this. At their best, computers can support knowledge construction, learning-by-doing, by conversing and by reflecting (Jonassen, 1999b) by applying all this in a student-centred environment is a compound task but teacher can implement LMS.

LMSs are most of the time associated with distance education, but they can be implemented in traditional and flexible education. An LMS can provide benefits in the form of flexibility, such as offering options in self-study activities, extension activities, the types of learning activities available and in the monitoring of the students' achievement (Collis & Moonen,

2001). By applying flexibility student can be more independent along with self-motivation. There are some aspects that can affect or benefit the use of LMSs in a class, the students learning experience, the teachers' practices, technology requirements, and the ability to maintain these sources (adapted from McGovern & Gray, 2005).

The Features of the Average LMS

Most of the Learning Management Systems have the same general features (SUNY, 2005):

- general course organization (including administration and record-keeping of student marks and absences, as well as general planning for the course)
- content (e.g., lectures, learning objects)
- self-study (including instructions, readings, practical exercises)
- assignments
- testing
- Communication (teacher-to-student, student-to-teacher, student-to-student, group-to-teacher, teacher-to-group, etc.) (Adapted from Collis & Moonen, 2001)

Advantages and Disadvantages of an LMS

Advantages

- An LMS allows flexible classes than can be taken anywhere and anytime with internet access.
- The use if the appropriate strategy combine with a LMS can be a motivation for students to promote meaningful learning, give feedback, and facilitate the learning process. (Ally, 2004).

- A LMS can be implemented in many formats, eg. video, multimedia, images, text, and video.

Disadvantages

- The technology can drive the way instruction is presented (Leflore, 2000). Frequently, in the class teachers are preoccupied with “driving” the LMS rather than the use this on the proper way on their teaching process. (Weaver, Button, & Gilding, 2002).
- Some teachers’ staff are not completely prepared in technology to apply LMS, this causes the decision to apply this learning strategy to be paused while teachers are training.
- Due to the lack of courses for teachers about technology, it is challenge to design a mix of learning activities that are appropriate for student’s needs, teachers’ skills and style, and institutional technical capacity (Anderson, 2004).

Use of SMLs with learning theories.

The Learning Management Systems can be accommodated with the learning theories. Behaviorism theory states that learning is a change in observable behaviour caused by external stimuli in the environment (Skinner, 1974 as quoted by Ally, 2004). LMSs can support this type of learning: Lecture notes and text activities can be uploaded and sequenced supporting a teacher-directed style. Some of the tools offered by the LMS support drill and practice testing (Smussen& Sims, 2002) and feedback can be immediate.

Cognitive learning theories, claim that learning is an internal process that involves the use of memory, motivation and thinking and that reflection plays an important part in learning. There are many ways to present content by the teacher using a LMS from a range of sources based on the needs of the student (Smissen & Sims, 2002).

Constructivist knowledge is built upon another knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning. . Teaching is therefore a process of supporting that construction rather than transmission of information (Duffy and Cunningham as quoted in Lefoe, 1998). Constructivist teaching tends to be more holistic, more collaborative in method and more encouraging and accepting of student initiative (Henriques, 1997 as quoted in Fahy, 2004).

Blended Learning

In a world where the development of new technology never stops, the need of innovation in all areas of human activity increases. Education is not an exception to this, but it is usually questioned at what point teachers are innovating the way classes are taught or if they are simply digitalizing teaching. Here is where the role of blended learning is crucial on this matter since “The potential of blended learning is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focused development path” (Thorne, 2003). In other words, blended learning pretends to mix rather than replace the traditional way to teach and the use of technology to do it.

Background

Blended learning has usually been associated with different terms like “hybrid”, “technology-mediated education” or “mixed-mode instructions” according to Nuruzzaman (2016). The earliest references to the term ‘blended learning’ are from the late 1990s and, since that time, definitions of its meaning have varied according to particular combinations of pedagogy and technologies (Friesen, 2012), but in short, blended learning is the use of multiple methods to deliver learning combining face to face and online interactions.

The blended learning term was not completely clear at the beginning, and that is why it is important to understand the origins of blended learning are tight to the distance education courses, computer trainings, TV- Based technology to support live trainings, and Web- Based Instruction (Pappas, 2015). In all of the above, learners may not be physically present in the classroom or in direct contact with the instructor in order to learn; meanwhile, blended learning considers equally important the interaction with technology and the face-to-face interaction in the classroom to enrich education.

Nuruzzaman, on *The Pedagogy of Blended Learning: A Brief Review*, says “Blended learning has been in use since the popular advent of the Internet and the World Wide Web in the late 1990s. The present, blended learning has been understood as a combination of face-to-face and technology-mediated instructional forms and practices (...)” (2016, p. 126). Most of the authors limit the term to face to face interaction and use of online learning with technology; while, Graham goes beyond his definition and he says that blended learning is “the combination of instruction from two historically separate models of teaching and learning: traditional F2F learning systems and distributed learning systems.” (2006, p. 5).

Thus, in order to understand what blended learning is, it is significant to explore the terms face-to-face instruction and distributed learning systems.

E- Learning

According to Kidd (2010) there is no single evolutionary point from which the e-Learning originated nor is there a single agreed definition of electronic learning abbreviated as e-Learning. The European Commission (2001) defines e-Learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration.”

Urdan and Weggen (2000) say that e-Learning covers a wide set of applications and processes including computer-based learning, web-based learning, virtual classrooms and digital collaborations. E-Learning besides online learning can represent ideas of what ICTs can do for education and how they modify education. (Norberg, 2017). Thus, E-Learning uses specific platforms that have been designed with a specific educational purpose where tasks, time, and assessments are already stated, and learners have the opportunity to control the way they learn and adapt it with their schedules and pace.

Models of Blended Learning

According to Friesen (2012), Blended Learning can generally be classified into six models:

- Face-to-face driver: the teacher drives the instruction and the way each student will be interacting with the digital tool according to the learning needs. For example, students who are running behind or are going over the rest of the students can use technology in the classroom. This is usually more applicable on language learners since it helps them to get engaged.

- **Rotation:** students have a fixed schedule of independent online study and face-to-face classroom time. By using this model, students become more active learners and often challenge themselves to work harder and learn material that had not yet been introduced in their classroom.
- **Flex:** Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support. By using this model, students become more independent and self-guided.
- **Labs:** The entire curriculum is delivered via a digital platform but in a consistent physical location where they have to attend, where there is no real tutor or a person trained on the subject since later, students have to go back to a traditional classroom environment.
- **Self-Blend:** Students have the opportunity to decide what else they want to learn about a specific subject. Students can opt to take online courses; learn beyond what their institution can offer. The success of this model depends on how self-directed and motivated the students are.
- **Online Driver:** It is the opposite of face to face driver model since on this one, all curriculum and teaching are delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary.

Benefits of using Blended Learning

Implementing the blended learning classroom requires deep change in terms of pedagogical approach to instruction and curriculum requiring the school leaders (teachers and principals) to know how blended learning will affect curriculum, assessment, and instructional practices (Nabi, The Effectiveness of Blended Learning on the Palestinian Seventh Graders' English

Listening Skills and their Attitudes toward it, 2015). For this reason, it is important to explore not only the challenges but the benefits that blended learning has in an educational setting.

Blended learning allows students and teachers to shift from traditional lecturing to student-centered classes. According to Alexander (2010) the use of new communication technologies improves not only access to learning but also energizes students' attitudes towards learning. It also increases the interaction between student-teacher, student-student, student-content and student-outside resources. This method enables the possibility to access information and integrates evaluation techniques for teachers and students.

In addition, blended learning is cost and time-efficient. The cost of paper and photocopying is easily reduced in it. All course documents, syllabi, lecture notes, assignment sheets and other hard copy handouts, are accessible to the students on the course web site (Gould, 2003). Hence, students and teachers can save tons of money by searching on the web instead of purchasing books and different materials. It also increases time productivity by working from any place at any time as the student or teacher may need; it eradicates boundaries of place and time.

Heightened Interest among Higher Education Administrators in Blended Learning

Recently online education has become a topic of discussion in the mainstream news and research literature related to higher education. Many university presidents are showing interest in online learning as a viable mode of instruction (Young, 2011). Online education is now being touted as a method to make educational opportunities accessible to a wide range of audiences. It has been gaining attention as a vehicle for improving pedagogy, introducing flexibility in student access to instruction, and lowering costs associated with education

(Graham, 2006; Taplin, Kerr, & Brown; 2013). Interests in online education among higher education and corporate professionals have risen to the point that Carnegie Mellon University is now leading the creation of a consortium including other universities and corporate entities for developing standards to promote best practices for online learning (O'neil, 2013).

There are also efforts to better define blended learning; however, in many cases, the answer to what is blended learning is "it depends." For example, Graham, Woodfield, and Harrison (2013) introduced a spectrum of course delivery modalities in higher education that situated blended learning within the context of traditional face-to-face delivery and completely online delivery with a caveat that institutions of higher education liberally label course delivery modes as blended as long as they are somewhere on the spectrum. Similarly, several authors have pointed out that institutions of higher education may refer to blended learning as a combination of online and face-to-face learning when it involves anywhere from 20% to 80% blending of online instruction with traditional face-to-face courses. In many cases, there is no agreed-upon percentage of what constitutes a course as blended, and in many institutions, there are idiosyncratic definitions of online, distance education, and blended instruction.

Graham (2006) defined blended learning not based on percentages of instructional delivery mode, but on what is being blended. Graham, referred to instructional modalities/delivery media, methods, and the ratio of online and face-to-face instruction as elements that all take a role in defining blended learning. Blended learning has also been referred to as a catalyst of potential change in institutions of higher education because there is a little bit of old and new mixed together, but it needs a better articulated definition so that higher education institutions can align their strategic goals to be successful at facilitating blended learning (Moskal, Dzinban, Hartmen, 2013). Therefore, blended learning has been found to not only

bring flexibility into student learning, but also to help institutions explore efficient use of space and faculty time (Dziuban, Hartman, Juge, Moskal, & Sorg, 2006).

Synchronous Online Learning

Much of the current scholarly discussions related to designing online learning environments within instructional technology are focused primarily on asynchronous communications. While looking for books and articles that specifically discussed synchronous pedagogy I found Finkelstein (2006) in recent works, and older publications related to interactive video conferencing such as Knox (1997), Carville and Mitchell (2000), and Fetterman (1996). The older literature tended to discuss the effectiveness of video-conferencing compared to face-to-face meetings and the potential of video-conferencing to deliver education to geographically remote learners who do not have access to traditional educational facilities. In many cases, these articles established a discussion for how video-conferencing tools can be a legitimate media for instruction, but did not provide insights on how to engage students in active learning. One article that provided pedagogical insights for both synchronous and asynchronous learning was Bonk and Cummings (1998) where the authors discussed their experiences teaching online and aligned their ideas about teaching online to the American Psychological Association's Learner Centered Psychological Principles.

Within more recent literature related to synchronous communications Asterhan and Schwarz (2010) pointed out that there is little discussion regarding how to effectively support learners in synchronous online learning environments? Asterhan and Schwarz conducted a study regarding online synchronous group discussions and effective moderation that relied on a communication tool that enabled participants to communicate through text and diagramming. Their study included 9th grade students and graduate students. Participants from both groups

expected a good moderator to be active and keep the live discussions focused to help participants to stay on topic.

Participants also reported that they did not necessarily desire the moderator to insert his or her expert opinion regarding the topic during the discussion. Asterhan and Schwarz concluded that the type of dialogue that the instructor facilitated and the degree to which students were engaged in synchronous collaborative discussion affected student-learning outcomes for both the 9th grade students and graduate students. They also concluded that the nature of discussion in asynchronous and synchronous online discussions was qualitatively different. Other studies have found that while engaged in synchronous learning when compared to asynchronous learning participants (a) find a stable means of communication, (b) tend to stay on task, (c) feel a larger sense of participation, and (d) tend to experience better task/course completion rates (Chen & You, 2007; Mabrito, 2006; Hrastinski, 2010).

In terms of the use of video conferencing in university synchronous instruction Han (2013) examined the effects of instructor video casting on his/her students' sense of connection to the instructor. Han found that in courses that included instructor video casting, compared to courses that did not use video casting, students were able to overcome the sense of being at a distance from the instructor. The use of video casting helped Han's study participants to engage in meaningful interactions with the instructor and peers to minimize what Moore (1993, 2013) discussed as transactional distance.

According to Moore (1993) transactional distance is a pedagogical concept that learners at a distance from their instructors and peers experience through their interactions with one another and defines the nature of their relationship. Participants may sense more or less transactional distance in an online course depending on the level of shared dialogue, the

structures that the instructor puts in place, and the level of autonomy participants experience in a course (Moore, 2013).

Asynchronous Online Participatory Learning

Studies about asynchronous online learning suggest that students will experience meaningful learning when they are in participatory learning environments (Pratt & Palloff, 2011). These environments are intentionally designed to help participants develop a sense of community to provide them with opportunities to engage in collaborative discussions. These interactions encourage participants to actively construct new meanings related to the course content (Conrad & Donaldson, 2011; Lehman & Conceição, 2011). Asynchronous online participatory learning involves a series of highly complex and ill-defined activities that requires participants to reflect and question their traditional learning practices while developing a new identity as a learner (Palloff & Pratt, 2011).

The success of community development efforts in an asynchronous text-based learning environment is often associated to how much participants feel present within the shared space. Works such as Garrison, Anderson, and Archer's (2000) study related to the community of inquiry model played a considerable role in bringing attention to the value of presence in online asynchronous learning environments. These works heightened interest among researchers and practitioners in how social presence, teaching presence, and cognitive presence affect participants' level of engagement.

Garrison and Cleveland-Innes (2005) also found through a multi-case comparison study of asynchronous courses that participant interaction alone does not instill a shared feeling of social presence or engagement in an online course. They found that participants of

asynchronous online courses need structures placed by the instructor/designer or participants themselves to help them engage in meaningful learning activities. By understanding presence and its relation to participant engagement in a course from its physical, social, emotional, and psychological aspects designers of online learning environments are able to understand the inherently social nature involved in human learning that needs to be carefully addressed in asynchronous learning environments (Lehman & Conceição, 2011).

For many adults who attend asynchronous online programs the developmental process involved in understanding and becoming a participatory learner is a completely new experience (Arbaugh, 2004). Most adults need to adjust their role as a learner and the way they understand the role of the instructor. This can be a unique individualized process, but in many cases prior to becoming an effective online participatory learner students need assistance learning how to (a) use technologies involved in managing their online course experiences, (b) navigate course materials, and (c) engage in appropriate communication with other participants (Motteram & Forrester, 2005).

Ultimately, to succeed in online programs, students need time to figure out how to make their online course related activities fit into their lives while managing other obligations for family and work (Muilenburg & Berge, 2005).

IV. Description of Activities

The specialization course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages was developed in three modules, each module with a duration of two months, with a total duration of six months.

Module 1: Online English Language Teaching was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and developed asynchronous activities, for instance Moodle; and used the platform Meet for synchronous activities. This module provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

In module 1 the first two weeks of classes the first topics developed by the professor was about Synchronous and Asynchronous concepts and their pros and cons. Synchronous classes run in real time, with students and instructors attending together from different locations. And Asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period of time. The other topic was about E-learning definition, benefits and application. E-learning, also called online learning, electronic learning or distance education, is a learning model that uses technological infrastructure such as computers and the internet to carry out learning-teaching activities.

And also the other topic developed was about the different Theories of learning. The theories of learning are used by educators to understand the different ways of learning. In order to implement different teaching techniques focused on the diverse needs of students. There are five primary educational learning theories: behaviorism, cognitive, constructivism, humanism, and connectivism.

The first evaluation after two weeks was to individually write a comparative essay about theories of learning and its application in a virtual environment and in traditional classrooms. With this activity the group analyzed and identified the importance of Theories of Learning for the development of English language teaching methodology in virtual learning environments. The next two weeks students knew about the most common ones Learning Management Systems. Learning management system or software (LMS), also known as virtual learning environment (VLE) a software program that contains a number of integrated instructional functions. Instructors can post lectures or graphics, moderate discussions, invoke chat sessions, post video commentary, and give quizzes, all within the confines of the same software system. Not only can instructors and students “manage” the flow of information and communications, but the instructor can both assess and keep track of the performance of the students, monitoring their progress and assigning grades. The most common ones Learning Management Systems seen in class were Moodle, Microsoft Teams, Schoology, Blackboard, Canvas, Sakai, Edmodo, Open edX and Coursera.

The next evaluation activity was to individually create an infographic about four most common LMS. Infographic means “a visual representation of information or data” (Oxford dictionary). With this activity every student select and analyze the most important features of four Learning Management Systems.

The next two weeks 5 and 6, students learned about the use and role of Google classroom in the learning and its advantages and disadvantages. Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. The evaluation activity was in groups of five. The activity consisted of creating an English course on Google Classroom with its basic features.

The other week students also learned about Platforms for Videoconferences Zoom, TEAMS, MEET. The first platform was Zoom, is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat. The second platform was Microsoft Teams, is cloud-based team collaboration software that is part of the Microsoft 365 and applications. The core capabilities in Microsoft Teams include business messaging, calling, video meetings and file sharing. Businesses of all sizes can use Teams. The last one was Google Meet, is a video conferencing service from Google: designed primarily for business and office use, which lets colleagues chat over video and text.

The last evaluation of module 1 was to develop a Demonstrative class in groups of five. Each group prepared a 15-minute class and developed the class by sharing the information in a PowerPoint presentation. The aimed was to prepare and manage a microteaching lesson on Google Meet with all the elements.

The module 2: Educational Applications for Learning a Foreign Language was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools used were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

In this module 2 the first two weeks of classes the topics developed were about Educational technology its history, meaning, characteristics, and also a list of technological tools for educational purposes and their foundations and principles. According to S. K. Mitras, (1968) educational technology can be conceived as a science of techniques and methods by which educational goals could be realized. It includes a variety of tools, media, machines and networking hardware as well as considering theoretical perspectives for their effective application.

The first evaluation activity for module 2 was to create individually an infographic. The infographic was based on the fundamentals of technological tools when teaching a language infographic.

The next two weeks 3 and 4, students learned about the use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets. The first educational tool was Edpuzzle is an online tool that allows teachers to pull in personal and web-based videos, like YouTube, to be cropped and used with other content. This can mean adding in voice overs, audio commentaries, extra resources, or even embedded assessment questions. The next educational tool was Flipgrid is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics. The other tool was Flippity is a useful tool for taking Google Sheets and turning it into helpful resources from flash cards to quizzes and more. Flippity works, at its most basic, by using a selection of Google Sheets that allow teachers and students to create activities. And the last educational tool was Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which we call "interactive worksheets".

The next evaluation activity was to individually create and upload a video using Flipgrid about two Educational Tools. Each student could be recorded the video using Flipgrid, a cellphone, or any other application. The video contained a short description of two educational tools and a concrete example of an activity on how to use them in class.

The incoming week the topics developed were about more educational tools: Nearpod, Powtoon and Padlet. Students learned about Nearpod, is a tool for creating and delivering interactive presentations, formative or summative assessments. Teachers can upload videos, images, audio clips, and files as well as embed multiple-choice quizzes and polls. Drawing tools, collaboration boards, and open-ended questions provide plenty of variety to liven up presentations.

The next tool was Powtoon. It is an online platform for creating short video presentations. Powtoon gives anyone the ability to create videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover. And the other tool was Padlet. It is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files.

The next evaluation was to create in pairs a video of 3 minutes using Powtoon about one Educational Tool, from the ones seen in class (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet). This video had to recommend the use of the selected Educational Tool and focused on teachers.

On week 6 the topics developed were about educational tools: Kahoot, Quizizz and Classroom screen and Jambord. Students learned about Kahoot. It is a game-based learning platform that brings engagement and fun at school, at work, and at home. Quizizz is a gamified student engagement platform that offers multiple features to make a classroom fun, interactive and engaging.

The last weeks, 7 and 8, the students had the last evaluation of module 2. The evaluation consisted of doing a Demonstrative class (microteaching). In groups of 5, the students did a demo class using some educational tools to develop a class. Each member had to develop a different part of the lesson plan using an educational tool in every part of the class. The objective was to prepare and develop a micro-teaching lesson using Educational Tools.

In the last module 3, students learned to use at least four Web tools for the design of educational materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students completed an integrative task through which they applied the competencies acquired during the three modules.

In the first week of the last module, the topic developed was about Fundamentals of Using Multimedia Resources in a Virtual Learning Environment. The multimedia resources learned in the class: Text, Sound, Image, Video, Animation, Graphics, Software.

The concepts learned were about Multimedia. It encompasses text, audio, still or animated images (Smaldino, Lowther, & Russell, 2012). Januszewski and Molenda (2008) explained that the implementation of multimedia allows the learner to transform the learning experience

“from a solitary to a collaborative one” (p. 30). And also teacher explained some Advantages and disadvantages of multimedia. Some advantages of multimedia were:

- 1) It is very user-friendly. It doesn't take much energy out of the user, in the sense that you can sit and watch the presentation, you can read the text and hear the audio.
- 2) It is multi sensorial. It uses a lot of the user's senses while making use of multimedia, for example hearing, seeing and talking.
- 3) It is integrated and interactive. All the different mediums are integrated through the digitization process. Interactivity is heightened by the possibility of easy feedback.
- 4) It is flexible. Being digital, this media can easily be changed to fit different situations and audiences.

And some disadvantages were:

- 1) Information overload. Because it is so easy to use, it can contain too much information at once.
- 2) It takes time to compile. Even though it is flexible, it takes time to put the original draft together.
- 3) It can be expensive. As mentioned in one of my previous posts, multimedia makes use of a wide range of resources, which can cost you a large amount of money.
- 4) Too much makes it unpractical. Large files like video and audio has an effect of the time it takes for your presentation to load.

The next week teacher explained about how to create a Podcast, the difference types of podcast and how to use Audacity and Soundcloud with their features. A podcast is a digital media file, or a series of such files, that is distributed over the Internet using syndication

feeds for playback on portable media players and personal computers. 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. And SoundCloud is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts.

The evaluation consisted of creating an audio Podcast individually on a topic with the following parts: Introduction, body and conclusion. The students used Audacity to record their audio or any other software to edit it and add all the elements. At the end students uploaded their podcasts and add a picture to Soundcloud.

On week 3 the topic developed was about The Fundamentals of an image and how to use the tools Genially and GIMP to create or edit images. The tool Genially It is a web-based tool, available in a free version, which allows you to create animated infographics, interactive presentations and even escape games. It is use to create an interactive image to develop and teach any topic.

GIMP provides a free way to create and edit image files for your business, and it supports the PDF file format. The program can open PDF documents consisting of a single page or multiple pages, and let you export each page individually.

The second evaluation of module 2 was to individually create an interactive image and the other activity was also edit an image given by the teacher on GIMP. Students used from 3 to 5 pages on their interactive image on Genially to develop a topic.

The others two weeks, 4 and 5, teacher explained how to use and create a Google Site and also about Fundamentals of Presentation Creation. Google Sites is a free web application for

creating websites. You can develop the website by yourself or collaborate with others to create the content of the pages. You can decide the level of sharing you would like to permit, who the owners of the website are, and to whom you'd like to give permission to edit or revise the site. You can also provide permission to visitors for viewing purposes only.

On week 6 teacher explained how to use and create a Google Slides. Google Slides is an online presentation app that lets you create and format presentations and work with other people.

The evaluation 3 was to individually elaborate a google site and a google slide/presentation about any topic in English. The google site and slide had to include specific elements such as text, images related to the topic, from 5 to 6 sub-parts in the site, an index to the site and divisions in each sub-part and a video from YouTube related to the topic on the site.

On week 7 the topics developed were about Fundamentals of video production and how to use Openshot, Camtasia to edit or record a video. Camtasia Studio is a software suite, created and published by TechSmith, for creating and recording video tutorials and presentations via screencast, or via a direct recording plug-in to Microsoft PowerPoint.

The next evaluation activity consisted of editing a video. Every student had to record a video talking about any topic that last from 3 to 5 minutes. After that students edited the video using Openshot or Camtasia to add some elements to the video.

And the last evaluation of module 3 was an Integrative assignment in groups of 4 students. This final integrative task consisted of integrating on Google Classroom all the activities learnt during the whole Module 3. At the end, the students explained the benefits and uses of

each of the activities for the teaching and learning of the English language in virtual environments.

V. Achievements

During the specialization course Administration of Virtual Environments for the Teaching and Learning of Foreign Languages. The group learned how to teach a foreign language in virtual environments using different technological tools, platforms and applications.

In Module 1 the group wrote individually a comparative essay where they took an in-depth look at learning theories to find out which of them can best adapt to the virtual environment and traditional classrooms. The group identified which learning theories can be applied to both environments based on the different aspects and characteristics that they have. These theories helped the group to know which theories apply for the different types of learning or individual differences among learners for including activities that have variety and interest for all the learners in educational programs.

Another activity learned by the group was the creation of two infographics on Canvas about different topics. The group created individually an infographic about four most common Learning Management Systems and other infographic about the importance of technology in education. With this activity the group learned how useful infographics are to create different types of images to inform topics in a summarized and concise way. Every member of the group searched and read about different Learning Management Systems and created an Infographic including the most important features for each of them. And also knew the importance of technology in education and created an infographic explaining the benefits of using technological tools for education.

Students developed in groups of five a Demonstrative class about any topic in English using Google classroom. The group prepared all the activities for a class with different materials and then added all the elements to google classroom. Google classroom is a great LMS to organize and manage a course or class since it has a lot tools to help. With this activity the group learned how to create and develop a class on google classroom.

Another activity the group learned was to create and upload a video using Flipgrid about two Educational Tools. Each member of the group selected two educational tools for the video. In the video, students explained the purpose of both tools discussed their features, and provided an example of an activity for the selected tools. Also the group learned how to create an animated video of 3 minutes using Powtoon about one Educational Tool.

Students also did a demo class using some educational tools to develop a class. The group selected different educational tools to create activities that adapt every part of the class. Besides that the group created a Podcast for educational purposes. For recording and editing the audio the group used Audacity and uploaded the podcast on Soundcloud.

The group also learned how to use Genially and GIMP to create educational material. Students created an interactive image to develop a topic using Genially. And learned how to use GIMP to edit images. The group also elaborated a google site and a google slide/presentation. Another activity students did was to edit a video using Openshot or Camtasia.

At the end of Module 3 students did an Integrative assignment using all the activities to develop a class.

VI. Conclusions

The use of technological tools for the teaching and learning of foreign languages specialization course, achieved the objectives to students complete their graduation process and incorporate them on the application of learning theories during each project during the course that was important to demonstrate the appropriate use of material and tools to develop each stage during the learning process. Another important aim achieved in this course was the use and implementation of the learning theories to create virtual classes using different tools and applications learned. Students decide which content each material can be applied to and design them to teach them in a practice class.

The specialization course successfully and practically focused on teaching students how to use technological tools to create virtual rooms and didactic material to apply the knowledge on a real virtual class.

There were some important projects students developed during the course such as: infographics, which can help to deliver key concepts in a class or describe any process or structure and explain a topic in a brief way. Another important project during the course was the online class, in this class students had to prepare a google site with different online activities and interactive materials in order to teach a class using all elements and theories learned in the course.

Finally, students learn how to create a google site with different subparts focused on a main topic and audience in order to demonstrate how to create and use Google site and slide in a real virtual class using all tools and applications learned during the course to get the knowledge to apply them in their future classes.

VII. Recommendations

According to the topics and project executed during this course participants make the following recommendations in order to improve the teaching and learning process.

For the authorities of the Foreign Language Department.

- To add more course options to the specialization in order students have a variety of alternatives to select.

- To promote a virtual environment in traditional classes for students to get familiar with this method.

- To prepare teachers on the use of technological tools to develop their online and face to face classes.

- To use blended learning at the foreign language department in order to help the teaching-learning process.

- To prepare students of the course to use the applications and tools to teach in a virtual environment.

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IX. Appendixes
Appendix A. Module 1 Program



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



Module 1: Online English Language Teaching

PROGRAM

GENERAL INFORMATION

1.1 Module 1:	Online English Language Teaching
1.2 Code:	EDII114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic courses
1.6 Month and Year:	August-Oct. 2021
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	60 Hours
1.11 Professors:	MsE. Blanca Alicia Menjívar González. Licda. Sey Danisia Najarro de Alvarado. MsDi. Juan Antonio Flamenco Flamenco.

Module Description

This module will be about the fundamentals of online education and its application on the English

Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

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

OBJECTIVES

a) General Objective:

- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

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

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

Methodology

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participants to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

CONTENTS

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

TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, August 21 st , 2021	<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, August 28 th , 2021	<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, September 4 th , 2021	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday, September 11 th , 2021	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Infographic ● Forum to answer questions or clarify doubts
5 Saturday, September 18 th , 2021	<ul style="list-style-type: none"> ● Language Management System - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts
6 Saturday, September 25 th , 2021	<ul style="list-style-type: none"> ● Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
7 Saturday, October 2 nd , 2021	<ul style="list-style-type: none"> ● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET 	<ul style="list-style-type: none"> ● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts

8 Saturday, October 9 th , 2021	<ul style="list-style-type: none"> • Demonstrative class (MEET) 	<ul style="list-style-type: none"> • Forum to answer questions or clarify doubts
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Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

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

CLASS POLICIES

- I. **CLASS PARTICIPATION AND ATTENDANCE****: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.
- II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
- III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.
- IV. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.
- V. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.
- VI. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.
- VII. **Students must have an institutional e-mail**, that is, it must contain the domain @ues.edu.sv
- VIII. **GROUP CHANGES**: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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 admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos 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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Appendix B. Module 2 program



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



PROGRAM

1. GENERAL INFORMATION

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

2. Module Description

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: **edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.**

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

- ✓ Define the terms and principles associated with technological tools for educational purposes.
- ✓ Use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

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

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

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	<ul style="list-style-type: none"> - 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.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid; Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	Demo class using technological tools (30%)

Time Table

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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum

<p style="text-align: center;">8</p> <p>Saturday, December 4th to Friday, December 10th , 2021</p>	<p>Demo class using technological tools</p>	<ul style="list-style-type: none"> - Demo class using technological tools - Question and answer forum
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6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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 admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos 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 *****

8. REFERENCES

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/>

Appendix C. Module 3 program



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



1. GENERAL INFORMATION

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

2. MODULE DESCRIPTION

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

3. OBJECTIVES

a) General objective

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

b) Specific objectives

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

- Use technological tools for the design of didactic materials.

- Elaborate digital materials for the teaching-learning of foreign languages.

-Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments.

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

5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 y 2	<ul style="list-style-type: none"> ✚ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ✚ Use and creation of Podcasts ✚ Using Audacity ✚ Using SoundCloud 	<ul style="list-style-type: none"> ✚ Readings ✚ Tutorials ✚ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Week 3 y 4	<ul style="list-style-type: none"> ✚ The Fundamentals of image selection ✚ Using and Creating a Google Site ✚ Using Genially 	<ul style="list-style-type: none"> ✚ Presentations tutorials ✚ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	<ul style="list-style-type: none"> ✚ Fundamentals of Creating Presentations ✚ Using Google Presentations 	<ul style="list-style-type: none"> ✚ Readings, tutorials ✚ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Week 7 y 8	<ul style="list-style-type: none"> ✚ Fundamentals of video creation ✚ OpenShot working environmen. 	<ul style="list-style-type: none"> ✚ Readings, tutorials ✚ Software for videos ✚ Guidelines for elaboration of evaluated activities 	Elaboration of a video

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17 th to Saturday, January 22 nd , 2022	<ul style="list-style-type: none"> ✚ Presentation (Program, Content and Class Policies) ✚ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Monday, January 24 th to Saturday, January 29 th , 2022	<ul style="list-style-type: none"> ✚ Use and creation of Podcasts ✚ Using Audacity ✚ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Monday, January 31 st to Saturday, February 5 th , 2022	<ul style="list-style-type: none"> ✚ The Fundamentals of image selection ✚ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7 th to Saturday, February 12 th , 2022	<ul style="list-style-type: none"> ✚ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities

<p style="text-align: center;">5</p> <p>Monday, February 14th to Saturday, February 19th, 2022</p>	<p style="text-align: center;">✚ Fundamentals of Presentation Creation</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">6</p> <p>Monday, February 21st to Saturday, February 26th, 2022</p>	<p style="text-align: center;">✚ Using Google Presentations</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
<p style="text-align: center;">7</p> <p>Monday, February 28th to Saturday, March 5th, 2022</p>	<p style="text-align: center;">✚ Fundamentals of video production</p> <p style="text-align: center;">✚ Examples of Video Editors</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">8</p> <p>Monday, March 7th to Saturday, March 12th, 2022</p>	<p style="text-align: center;">✚ Use of Smart Phones for video recording.</p> <p style="text-align: center;">✚ Use of OpenShot.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

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

7. CLASS POLICIES

- I. **CLASS PARTICIPATION AND ATTENDANCE***: Students’ active participation and attendance are required. Students’ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a

screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

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

III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework

assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

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

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

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

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

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

Artículo 147

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

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable. Artículo 150

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

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 admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos 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.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

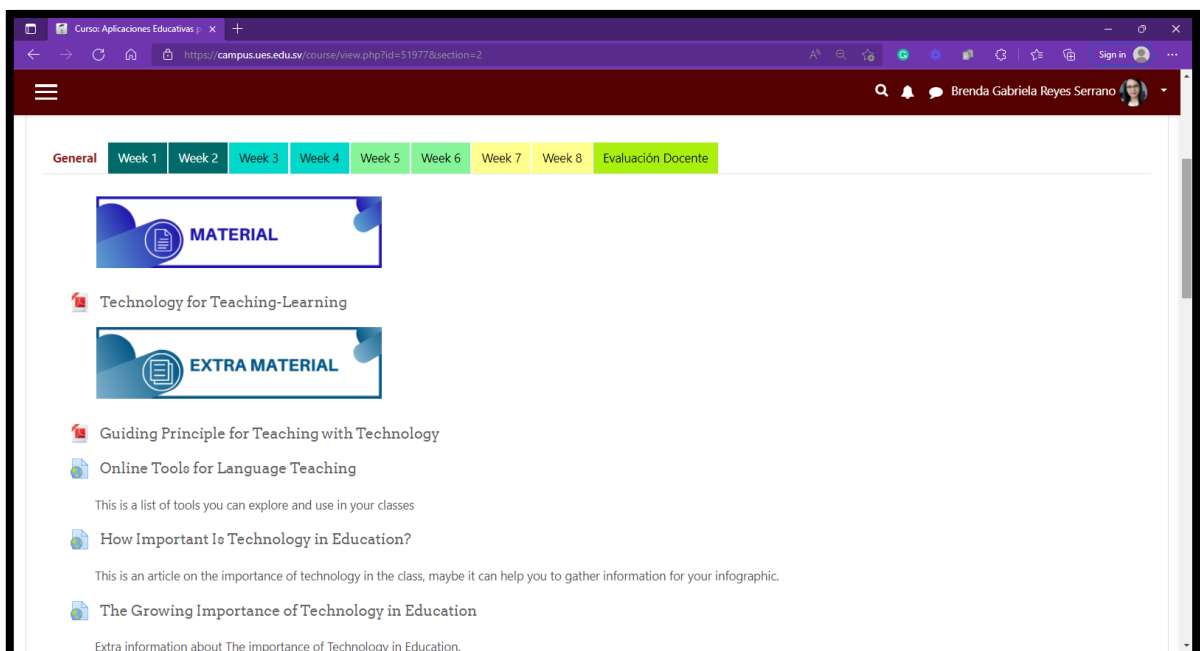
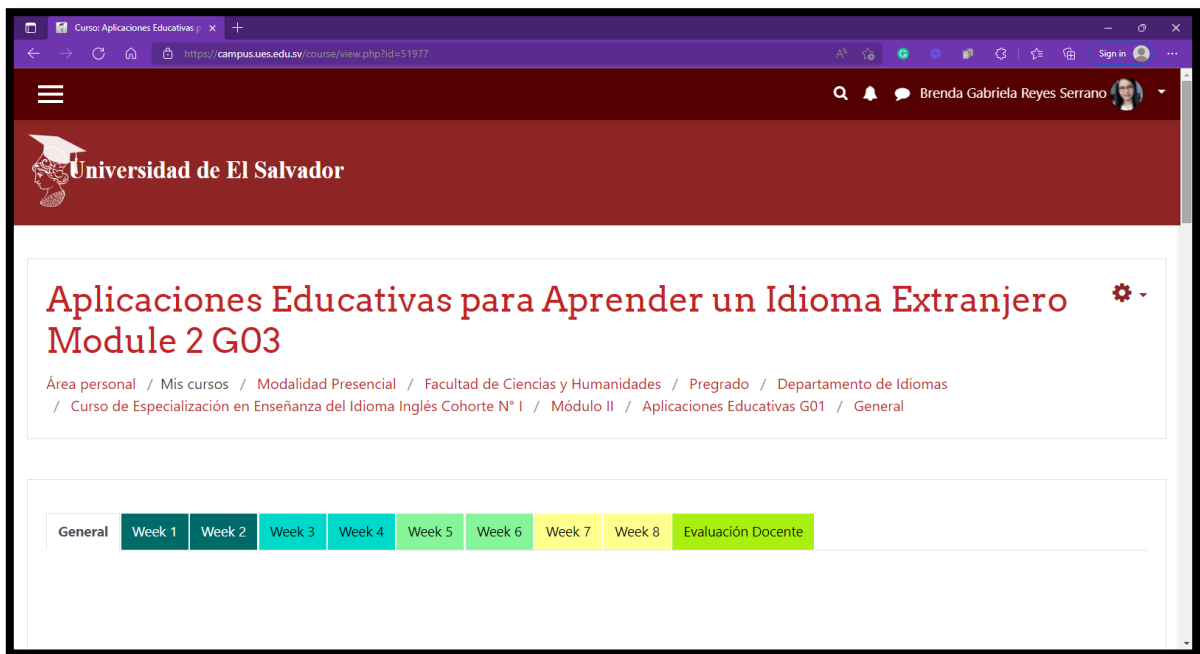
oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.



En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.

Appendix D. Images from the course

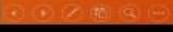




 UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS 

MODULE 3

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 Juan Antonio Flamenco

 You  Victor Fer...   47 others



