

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



TITLE:

**THE MOST ACCURATE TECHNOLOGICAL APPLICATIONS FOR
TEACHING THE ENGLISH LANGUAGE**

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Y APRENDIZAJE DE IDIOMAS EXTRANJEROS”**

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TEACHING**

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ABSTRACT

In the following project, the research team provided a synthesis of the virtual tools and platforms learned during the specialization course “Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” (“Management of Virtual Environments for Teaching and Learning of Foreign Languages”); thus, teachers know the importance of the most common tools available for online teaching purpose.

Furthermore, the complete course was divided into 3 modules which had 8 weeks each. In each module, students learned about different current technological tools and applications which provided students with extensive knowledge about them throughout the course. The first module focused mainly on online education and its applications in teaching the English language, specifically in the virtual teaching approach. Moreover, the second module focused on the theoretical fundamentals and the use of technological tools for the teaching-learning of a foreign language in a virtual modality. Additionally, in module three students learned to use at least four web tools for the design of educational materials, and the preparation of other materials such as podcasts, online presentations, interactive images, videos among others.

This project was a compilation of the activities carried out during the course with the aim of showing the learning obtained during it. Likewise, the result of each of the activities that were carried out throughout the course is shown through screenshots. Each activity is described according to the acquired knowledge of the student who carried it out. In addition, the students provided a variety of conclusions and recommendation.

Key words: Distance Education, Educational Technology, E-learning, Learning Management System, Synchronous Learning, Asynchronous Learning, Technological Tools.

INTRODUCTION

Teaching nowadays is changing day by day; for this reason, constant preparation is essential to keep up with new technological trends that arise according to the needs that occur in the field of education. That is why, the specialization course named “Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” (“Management of Virtual Environments for Teaching and Learning of Foreign Languages”) provided the accurate and necessary tools to the students of the Licenciatura en Idioma Inglés Opción: Enseñanza to face the new challenges that accompany the real world in the teaching field. Throughout the course, there were many useful current tools and applications that can be used by any teacher who aims to achieve educational excellence in the area of technology.

The complete course was divided into three modules which had eight weeks each. In each module, students learned about different current technological tools and applications, which were very useful, providing students with extensive knowledge about them throughout the course. For instance, the first module focused mainly on online education and its applications in teaching the English language, specifically in the virtual teaching approach. For this, students learned how to use the LMS (Learning Management System) to prepare a virtual classroom and thus develop different activities, the use of Moodle; and the use of platforms such as TEAMS or Meet for asynchronous activities. In this module, students were also instructed in the creation of virtual classroom focused on online learning. Furthermore, the second module focused on the theoretical fundamentals and the use of technological tools for the teaching-learning of a foreign language in virtual modality. In this module, students developed specific activities based on instructional practices and analyzed at least eight technological tools; In addition, they learned its uses in the teaching-learning process in virtual environments. Additionally, in module three students learned to use at least four web tools for the design of educational materials, and for the preparation of other materials such as: podcast, online presentations, interactive images, videos among others.

This project is a compilation of the activities carried out during the course with the aim of showing the learning obtained during it. Likewise, the result of each of the activities that were carried out throughout the course is shown through screenshots. Each activity is described according to the acquired knowledge of the student who carried it out.

CHAPTER I

1.1 OBJECTIVES

1.2. General Objective:

To demonstrate the importance of using technological applications in teaching English in the major of Licenciatura en Idioma Inglés Opción: Enseñanza at the School of Arts and Sciences Department of Foreign Languages of the University of El Salvador

1.2.1. Specific Objectives:

- a) To analyze the results of using technological applications to teaching English
- b) To empower English teaching through technological applications
- c) To identify the benefits of using technological applications for teaching English

CHAPTER II

THEORETICAL FRAMEWORK

To begin this investigation about the most accurate technological applications for teaching English, it is necessary to clarify the field of study that in this case is the different types of applications available nowadays since they are part of the improvements for educational learning during this pandemic.

2.1. Current Situation of the Problem and Historical Background

John Dewey, (1938) defines traditional education as an educational system that focuses on curriculum and cultural heritage for its content. It consists of a rigid regimentation, ignoring the capacities and interests of the learners. It encourages an attitude of docility, receptivity, and obedience among learners.

Fortunately, education has changed due to technology; history has revealed that technology strengthens the hands of a teacher and makes his or her teaching more effective. Education has been benefitted by technology in various ways and at various levels. Educational technology is not restricted to high technology. Nonetheless, electronic educational technology has become an important part of society today.

2.2. Impact of the COVID-19 Pandemic on Education

According to Open Journals of Social Sciences, (2020) in the world, most countries have temporarily closed child-cares, nursery, primary and secondary schools, colleges, and universities to control the spread of the COVID-19 pandemic. COVID-19 impacts not only students but also it affects teachers and parents across the world. UNESCO, (2020) reported that over 1.5 billion students in 195 countries are out of school in the world due to the school closures. As COVID-19 affects all over the education system, examinations, and evaluation, starting of new semester or term and it may extend the school year.

2.2.1. UNESCO Response to Educational Institutions Closures

In response to school closures, UNESCO recommended the use of distance learning program and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

UNESCO, (2020) says that the list of educational applications, platforms and resources aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages.

2.3. Meaning and Definition of Educational Technology

Technology, rests on its ability “to increase the productive power of the individual by means of cooperation,” by creating a new productive power, “which is intrinsically a collective one.” (Karl Marx, cited in Andy M. 2019).

According to the Association for Educational Communication and Technology, AECT (1977), ‘educational technology is a complex and integrated process, involving people, procedures, ideas, devices and organization, for analyzing problems and devising, implementing, evaluating and managing solutions to those problems, involved in all aspects of human learning’.

2.4. Learning Theories about Technology in Education

2.4.1. What is the Definition of E-learning?

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. There are many e-learning examples out there, and we’ve covered those in greater detail in our previous articles. (Sander Tamm, 2020)

2.4.1.1. What Is the Value of E-learning?

Online learning has numerous advantages, over traditional learning methods; some of these include the possibility for students to make use of self-paced learning and to choose their own learning environments. Additionally, e-learning is both cost-effective and cost-efficient, as it removes the geographical obstacles often associated with traditional classrooms and education. Taking these benefits and many more into consideration, it becomes evident why the current trends in e-learning show remarkable growth for the industry. Worldwide e-learning revenue is expected to grow to \$325 Billion by 2025, which is remarkable considering the fact that the number was three times smaller – \$107 Billion, in 2015.(Sander Tamm, 2020)

2.4.2. Learning Management System

Learning Management Systems (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is also use to know the appropriate tools that facilitate; a discussion of how to incorporate relevant audio and video into online courses; and a discussion on simulations and virtual world. All of these are based on educational technology, and second language research findings on how to maximize language learning.

According to transactional distance theory, distance is considered a pedagogical phenomenon. The sense of remoteness a learner feels during the learning process transcends geography and is concerned with student interaction and engagement in the learning experience. This is particularly relevant in an analysis of student perspectives of their own engagement in learning.

Dialogue is an important element of all teaching and learning, but in distance education it presents a challenge. In online contexts, instructors must strive to optimize interaction between learner-instructor, learner-learner, and learner-content through effective modes of communication (Chen & Willits, 1999; Jung, 2001; Moore, 1993). The facilitation of dialogue involves an evaluation of the opportunities for discussion as well as an analysis of the quality of the conversation that occurs.

All instructors adopt course structures and organization in their classrooms, both face-to-face and virtual; in transactional distance theory, structure represents the inflexibility or flexibility of the course organization and course delivery. Moore (1993) asserts that the more rigid the course organization, structure, and delivery is, the higher the level of transaction distance experienced by the student.

2.4.3. What Is Synchronous Learning?

Synchronous learning means that although students will be learning from a distance, they will virtually attend a class session each week. Synchronous learning allows students to engage with class materials at the same time as their peers as long as they can connect to the internet (Wintemute, 2022). Technology plays an important role when it comes with synchronous learning.

Variety of technological tools are used by teachers for the synchronous learning as synchronous classrooms use web and video conferences like Google meet, Google hangouts, or even Zoom. All these tools are primary in order to create online learning spaces. However, teachers may choose synchronous deliver over any other learning format because synchronous format allows a more conversational approach, especially if the material requires instant feedback and discussion.

Teachers must be concern about which is the right class style of learning and also do not forget that high outcomes always depends entirely on the individual learner because every student has their own learning style and personality type.

2.4.3.1. Synchronous Online Teaching and Online Platform

Synchronous online teaching supports careful planning and structuring of learning. For example, instructors can prepare a PowerPoint presentation to share during the live synchronous session. The technology is flexible enough to allow instructors to be responsive to students and to change teaching plans according to emerging student needs. This flexibility in structure is intended to decrease the transactional distance level between instructor and students.

The online platform that we adopted allowed us to provide immediate feedback to students and to facilitate constructive feedback between students

themselves. Even with students who may not consider themselves self-directed or who may not have high learner autonomy, the friendly interface we adopted supported a range of various interactions to enable higher levels of student success.

2.5. The Benefits of Choosing Appropriate Technological Tools

When developing online courses, it is important to keep in mind that we are not designing curricula and materials to compensate for the “disadvantages” of online teaching, but rather to maximize the benefits that working via the Internet can bring to the learning experience. As Newlin and Wang (2002) point out, “if educators develop Web instruction solely as a means of changing student access, they have missed the point about using the Web as an instructional tool” (p. 329). For example, online students have the world at their fingertips they can access target-language discourse from a seemingly limitless pool, making it easy to forgo traditional textbooks, which can be poor choices for facilitating SLA because they lack authentic input and emphasize language-as-object (Long, 2007, p. 125).

Before identifying the content for an online course, instructors and administrators should determine the purpose of the course and what types of online materials would be most useful (see Long, 2005; Long & Norris, 2000, for a discussion of the importance of a needs analysis before designing any foreign language program). Another advantage of online courses is the ability to incorporate a wide variety of synchronous, asynchronous, and multimedia-based tools (Menchaca & Bekele, 2008).

However, while it is tempting to include all of the latest web-based resources, online instructors must choose tools that have demonstrated their utility in the process. That is, instructors should select tools that give students opportunities for output and interaction, increase students' exposure to the target language, make target-language input more relevant, and provide students with appropriate feedback.

2.6. Proper Technological Tools and Applications for Teaching English Language

In this new era of technology, it seems hard to find a proper technological tool to implement when referring to teaching-learning a new language. Teachers can get a bit confused and dazed, or even hesitate about what tool they can use. Light (2021) mentions that as an online English teacher, setting up a fun-filled yet organized virtual classroom may be puzzling. You might have a goldmine of ideas for how to plan lessons and grab students' attention, but you're unsure which online programs are fit to make them happen.

While a number of online ESL companies have their own online English teaching platforms for managing and running classes, most virtual teachers use video conferencing software to communicate and hold meetings with students. For this reason here are some of the most useful virtual tools for teachers.

2.6.1. What is Zoom?

The most popular video calling software, Zoom is a great fit for teaching English online because it is easy to use.

2.6.2. What is Meet?

Google Meet is a video-chatting service designed primarily for business and office use, which lets colleagues chat over video and text.

2.6.3. What is Microsoft Teams?

Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.

2.6.4. What is Edmodo?

This is another free online teaching tool for class management and collaboration which can be used not only by teachers and students but also parents and school administrators. The program runs on any browser, so you don't need to download and install it separately:

2.6.5. What is Google Classroom?

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. It was created as a way to get eliminates paper in classes and to make digital learning possible.

2.6.6. What is Google Site?

Google Sites is a website-building platform from Google. If you're familiar with other website platforms like WordPress or Wix, you can think of Google Sites as something that's somewhat similar, but perhaps more specialized for businesses and web-based teams.

There are plenty of other tools that can be used with the purpose of teaching, here we only mentioned some of the most relevant and useful virtual tools nowadays for the majority of teachers around the world. However, teacher must look for which ones are the accurate and fulfill their needs in the field of teaching English.

CHAPTER III

3.1. DESCRIPTION OF THE ACTIVITIES

3.2. English Module I: Online English Language Teaching

This module was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance, Moodle; and use platforms like TEAMS or Meet for asynchronous activities. This module also provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

The objectives of this module were first of all, to know the learning theories, after that apply them in teaching English online. It means that every student needed to know what the multimedia resources are to apply them in virtual classroom.

3.2.1. Week 1

At the beginning of this Module the course studied the word *Netiquette* which is a combination of 'net' (from internet) and 'etiquette'. "It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups". Further, students started watching a video about Learning Theories related Asynchronous and Synchronous communication tools. It was about the advantages and disadvantages and the similarities.

3.2.2. Week 2

In the following week students learned the evolution of learning into E-learning. It means that learning has been as a natural cognition to human's beings. Students learned the evolution of learning since the self-learning until E-learning which is virtual education. Also, the team learned the benefits of E-learning, which were: what learner really want, lower cost, faster delivery, more effective learning and lower environment impact.

3.2.3. Week 3

In the next class students learned what Learning Management System is. The teacher said that LMSs is focused on online learning delivery but support a range of uses acting as a platform for fully online courses. Further, the course learned some open sources LMSs that are Moodle, ATutor, Opingo and so on. Teacher mentioned the most popular and the best learning management of we can mention Edmodo, Moodle, Blackboard and Canva.

To put in practice what students learned, the course did an Infographic which is a visual representation of information of data. In this activity, students mentioned the four most common LMS, and they selected the most important features of each.

3.2.4. Week 4

In the following week team studied the role of Google classroom and the use of it in the learning process. It was proved that students can focus on their discipline because the assignments have deadline. Moreover, students learned the benefits of using Google classroom in implementing education is to improve the teachers' and students' quality to use technology wisely, especially for learning process, saving time, being environmentally friendly, overcoming distance of residence, increasing collaboration among students, timeless communication, and as a secure document storage.

3.2.5. Week 5

In this section the teacher taught us how to create a Google classroom. First, it is important to decide a Google account type; it can be for business or personal. Then, students need to add their names and confirm their password. Of course students learned the advantages and disadvantages of it.

3.2.6. Week 6

The professor helped students to create a course in Google classroom and taught us the parts that it includes. It helped us to archive a class by using Google classroom too. Students learnt how to create a class in Google classroom and how

can add members. In the same week, teacher explained that students had to create a course as an evaluated activity. He gave a guideline and the steps to follow.

3.2.7. Week 7

In this week, students learned some important tools which are: zoom, Microsoft teams, Google Meet and online conferencing tools. Also, the teacher explained us in a brief the uses and the most important features. Besides, the teacher taught us the eight Free, Open Source and Secure Video Conferencing and Webinar Tools alternatives to Zoom and Skype.

3.2.8. Week 8

For this week, teams presented a demo class, in which student showed the things they learned during the whole module. In this activity, their role was as a teacher. It was a great experience because students do not know to perform an online class, either the steps to follow or the easy way students can interact with their students in real time.

3.3. Module 2: Educational Applications for Learning a Foreign Language

This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. In this module, Students developed specific activities based on instructional practices and analyzed at least eight technological tools; furthermore, learned their usages in the teaching-learning process in virtual environments. The technological tools that was used to teach online was: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon.

3.3.1. Week 1

In this week, the teacher welcomed students to module 2 and talked about what the module was going to be about. Also, she asked some question in order to resolve some doubts about the module. Then, she played a presentation about the history of educational technology, its meaning, its definition, its characteristics,

objectives and some aspects it has. Moreover, bring some extra material for students who wants to learn more about educational technology.

3.3.2. Week 2

During this week, the teacher asked student to develop the first evaluation which was about to create an Infographic about “the importance of the use of technology or technological tools in teaching-learning” using some tools like Canva and Genially, making use of PowerPoint or other another tool to create a presentation. The teacher also gave students some extra material and many examples of info graphics in order to get more references.

3.3.3. Week 3

During this week, the instructor explained some common and very useful educational tools for learning like Flipgrid, Edpuzzle, Flippity, Liveworksheets, Powtoon, Nearpod, and many others. Besides, the teacher shares with the students some extra material and many video tutorials with basic information that explained how teachers can use some of these tools in order to enhance their online classes.

3.3.1. Week 4

In this week, the professor continuing explaining in a deep way the tools and apps explained during the third week like Liveworksheets and Flippity, for example the use and types of activities from live worksheets and their commands. Then, she asked students to create their own Fripgrid video talking about “Two Educational tools and their use in online classes”, a short description and a concrete example on how to use them in class for each one.

3.3.5. Week 5

During this week, the teacher continuing explaining some useful tools, in this time she talked about Nearpod, Powtoon and Padlet. Also, she shares some videos about the use of these tools. At the end of the class, asked students to create a video using Powtoon about recommending other teachers the use of an educational tool, this activity was developed in pairs.

3.3.6. Week 6

In this week, the professor explained three excellent tools Kahoot, Quizizz and Classroom screen that are suitable for an interactive online class. Also, the teacher share many video tutorials which explained in detail the use of the Google digital board in class and other material to get more about these tools.

3.3.7. Week 7

In this week, the course instructor started to evaluate students' performance in the micro-teaching lesson. For this final activity, students were asked to develop a demonstrative class using Educational Tools. This activity was developed in groups of five, and each member had five-minute to present each part. Also, students were told not to repeat tools so each student had to use a specific tool in order to develop his/her part.

3.4. Module 3: Design of Didactic Materials for Virtual Environments

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

3.4.1. Week 1

In this week, the professor welcomed students and gave them a brief introduction about what module three would be about. Then, the teacher asked students to read some documents about fundamentals of using multimedia resources in a virtual learning environment. Besides, the teacher asked students to watch two videos about multimedia and its advantages and disadvantages.

3.4.2. Week 2

During this week, the course instructor asked students to read new materials about how create a podcast. Also, he asked students to watch the videos about Audacity, Podcasts, and Soundcloud. These videos were useful to create the first task which was a podcast.

3.4.3. Week 3

In this week, the teacher explained in class the fundamentals of image selection, and he asked students to watch two videos about how to use genially and one about how to use GIMP. These videos helped students to elaborate the second homework assignment which was the elaboration of an interactive image and creation of a Google Site.

3.4.4. Week 4

In week four, teacher the teacher explained more about how to use GIMP since students had problems editing the image. Also, he explained in class how to create a Google Site, and he left some material to read. Further, the teacher asked students to watch the video about Using and Creating a Google Site.

3.4.5. Week 5

During this week, teacher Juan Antonio explained the fundamentals of creating a Google Site and a Google Presentation. Moreover, he asked students to watch the video about using and creating a Google Site; these videos were quite useful to do the third task since students had to create a Google Site and Google Presentation.

3.4.6. Week 6

In this week, the teacher continued explaining the fundamentals of creating presentations using Google Presentations, and he asked students to watch the video about creating Google Slides. In addition, the teacher gave an introduction to video editing, and he left some new tutorials about Openshot and Camtasia.

3.4.7. Week 7

In week 7, the teacher explained the fundamentals of video production, and he gave examples of Video Editors. Furthermore, he asked some volunteers to practice with him in class. Also, the teacher asked students to watch the new videos about Openshot and Camtasia to do the fourth task about creating a video. Finally, the teacher gave brief suggestions for the final task in groups of five or six students.

3.4.8. Week 8

In this week, the teacher was evaluating student's performance in the final task. Students were asked to work in group of five or six to explain how they would use in a real class all the applications studied in module three. Moreover, students had to create a Google Classroom group with all the activities created about this module.

CHAPTER IV

ACHIEVEMENTS

The team learned a great deal of terminology about education such as Netiquette which is a combination of 'net' (from internet) and 'etiquette'. It means respecting other users' views and displaying common courtesy when posting your views to online discussion groups". Besides, another important term that the team learned was E-learning which is known as electronic learning as well; It consists on education based on modern methods of communication including technological devices such as computers, cell phones, tables, so on. Further, it also includes new technological applications such as Edmodo, Genially, Google Classroom, Google Site, Google Slide, and so forth. The team concluded that E-Learning is cost-effective compared to traditional learning.

Then, the team learned how to create a Google Classroom for educational purposes, and it consists of creating a class in which the teacher can add any kind of activities such as documents, videos, images, homework assignments, quizzes, etc. Moreover, the team learned how to create an Infographic about "the importance of the use of technology or technological tools in teaching-learning" using some tools like Canva and Genially. This is an image that be use it for giving information about a specific educational topic. Another important application that team learned to use it was Powtoon. In this educational tool, teachers can create videos in an easy way without paying anything. Teachers can add images, texts, music, and even create their own cartoons, so we recommend this tool to teach English since it is a quite entertaining form to teach.

Furthermore, the team learned how to create podcasts for educational purposes. Also, they learn how to use Audacity for editing the audio and Soundcloud for uploading a podcast. In addition, podcasts consists on creating a collection or series of digital audios that are made available for downloading or listening via the Internet, so that the listener can play it as many times as he or she wants. On other

hand, the team learned how use Google Slide which is another good option to create presentations for teachers' classes. Besides, the team used Google Sites to create Google websites. Finally, the team learned how to use another good video editor which is Openshot. It serves for creating stunning videos, and animations with an easy-to-use interface and rich set of features, and it is available on Linux, Mac, and Windows. Thus, all the applications and terminologies that the team has learned during this course are quite useful for their future experiences in teaching.

CHAPTER V

CONCLUSIONS

Module I was so important because it set as a precedent for the next modules. The team discovered the different ways to present an online class, and the different free essential tools that are useful in nowadays.

On module II, students studied the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Students made use of different tools and we created activities like videos and we performed a class as well.

On module III, students learnt to use 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, the team completed an integrative task in which students applied the competencies acquired during the three modules.

To conclude this report, the research team can say that this course was so effective and important because students learnt how to develop an online class. Every module contains different themes that were crucial to learn about the technological applications. Students take advantage from the uses of technological tools in a way that they managed to apply the academic knowledge into practice through many activities, tasks, assignments that teacher was instructed to do.

CHAPTER VI

RECOMMENDATIONS

Bearing in mind the great importance of good interaction and good practices of different learning management systems and the advantages that learning online offers, it is necessary to recognize that the course was quite useful because set a precedent for the next graduates. The research team presents the following recommendations to the authorities, teachers and students of the Foreign Language Department, in order to make this course better.

To the Authorities of the University of El Salvador

- It would be good to create a document in which each requirement is detailed and inform to the students what they are going to do during the course and at the end of it.
- It would be better give to the students a diploma in which certificate that they are finished the course successfully.

To Specialization professors

- Make use of better techniques that motivate students to participate in the virtual session.
- Pay attention to the students' needs, such as, explain in a detail the use of different tools in the virtual environment, how to create an account and implement different methodologies and strategies in order to get students attention.
- Be better organized to plan the class. This means that every stage should have support materials, videos, and so on. The students' participations should be mandatory in each session.

To students

- To have a specific and private place to receive the class that will not affect the learning process. The distractions will influence negatively the online education.
- Even though the participation is fundamental, it is polite to wait turn to talk. And do not interrupt the development of the class.

CHAPTER VII

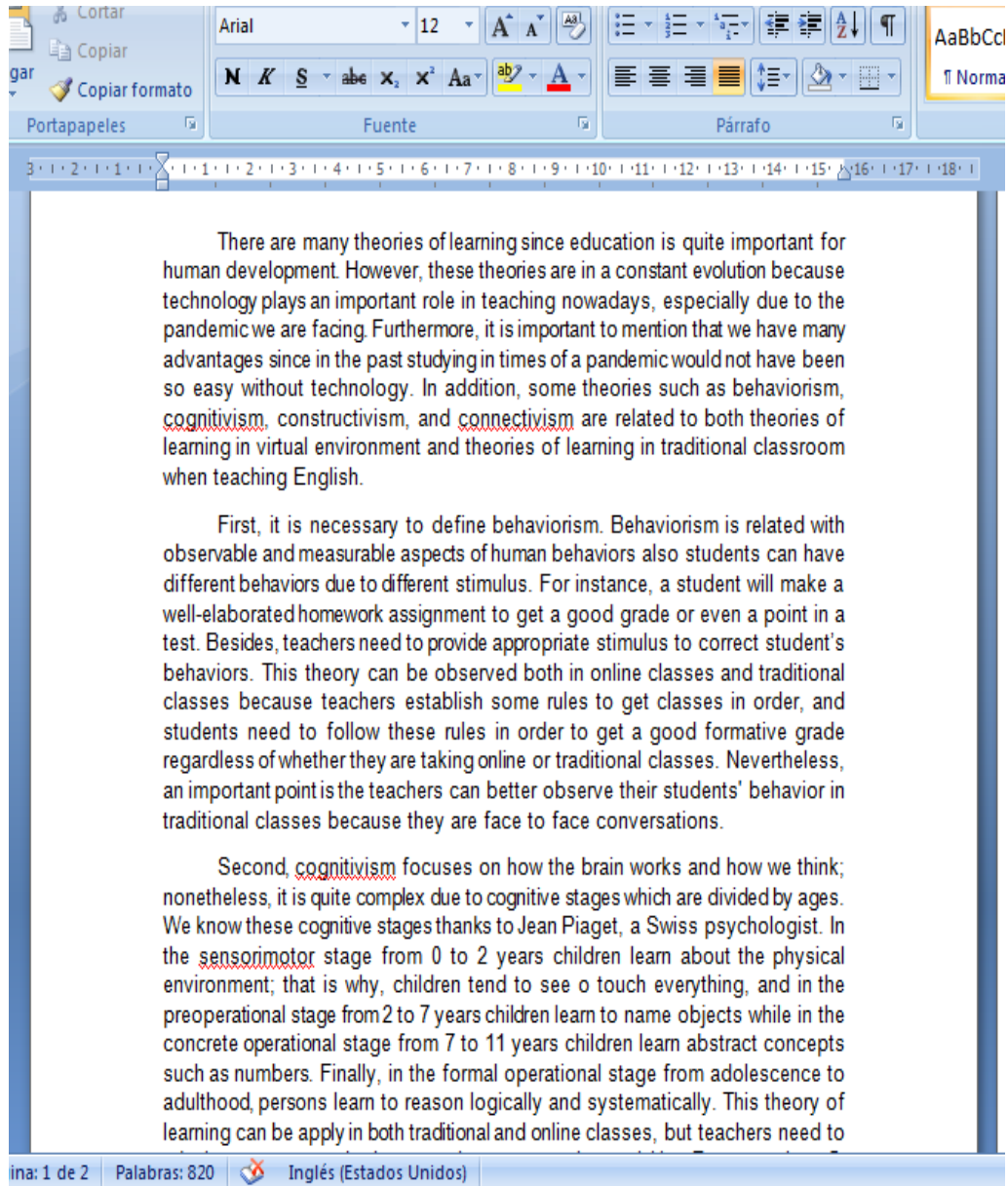
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CHAPTER VIII

APPENDIXES

MODULE I



The image shows a screenshot of a Microsoft Word document. The document is titled "MODULE I" and is part of "CHAPTER VIII APPENDIXES". The text discusses learning theories and their application in virtual environments. The document is written in English (United States) and contains 820 words. The text is as follows:

There are many theories of learning since education is quite important for human development. However, these theories are in a constant evolution because technology plays an important role in teaching nowadays, especially due to the pandemic we are facing. Furthermore, it is important to mention that we have many advantages since in the past studying in times of a pandemic would not have been so easy without technology. In addition, some theories such as behaviorism, cognitivism, constructivism, and connectivism are related to both theories of learning in virtual environment and theories of learning in traditional classroom when teaching English.

First, it is necessary to define behaviorism. Behaviorism is related with observable and measurable aspects of human behaviors also students can have different behaviors due to different stimulus. For instance, a student will make a well-elaborated homework assignment to get a good grade or even a point in a test. Besides, teachers need to provide appropriate stimulus to correct student's behaviors. This theory can be observed both in online classes and traditional classes because teachers establish some rules to get classes in order, and students need to follow these rules in order to get a good formative grade regardless of whether they are taking online or traditional classes. Nevertheless, an important point is the teachers can better observe their students' behavior in traditional classes because they are face to face conversations.

Second, cognitivism focuses on how the brain works and how we think; nonetheless, it is quite complex due to cognitive stages which are divided by ages. We know these cognitive stages thanks to Jean Piaget, a Swiss psychologist. In the sensorimotor stage from 0 to 2 years children learn about the physical environment; that is why, children tend to see or touch everything, and in the preoperational stage from 2 to 7 years children learn to name objects while in the concrete operational stage from 7 to 11 years children learn abstract concepts such as numbers. Finally, in the formal operational stage from adolescence to adulthood, persons learn to reason logically and systematically. This theory of learning can be apply in both traditional and online classes, but teachers need to

ina: 1 de 2 Palabras: 820 Inglés (Estados Unidos)

MODULE II

Applications for Learning a Foreign Language

This is the program of this module, you can check here methodology, dates, evaluations and the policies.



Avisos

Please check this video. This is important to have a good communication during this module.



 Evaluation 1 -
Infographic

In this section you have to upload your infographic as a PDF document or as JPG (image).

To create your infographic you can use online tools like Canva and Genially, you can also use PowerPoint. Use the one you found easier to use.

These are some short tutorial to check these tools and I hope they helped you to decide which one to use:

- Canva:



- Genially:



- PowerPoint:
-




Guiding Principle for Teaching with Technology



Online Tools for Language Teaching

This is a list of tools you can explore and use in your classes



How Important Is Technology in Education?

This is an article on the importance of technology in the class, maybe it can help you to gather information for your infographic.



The Growing Importance of Technology in Education

Extra information about The importance of Technology in Education.

PROGRAM MODULE II



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



PROGRAM

1. GENERAL INFORMATION

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

5. CONTENTS

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

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.

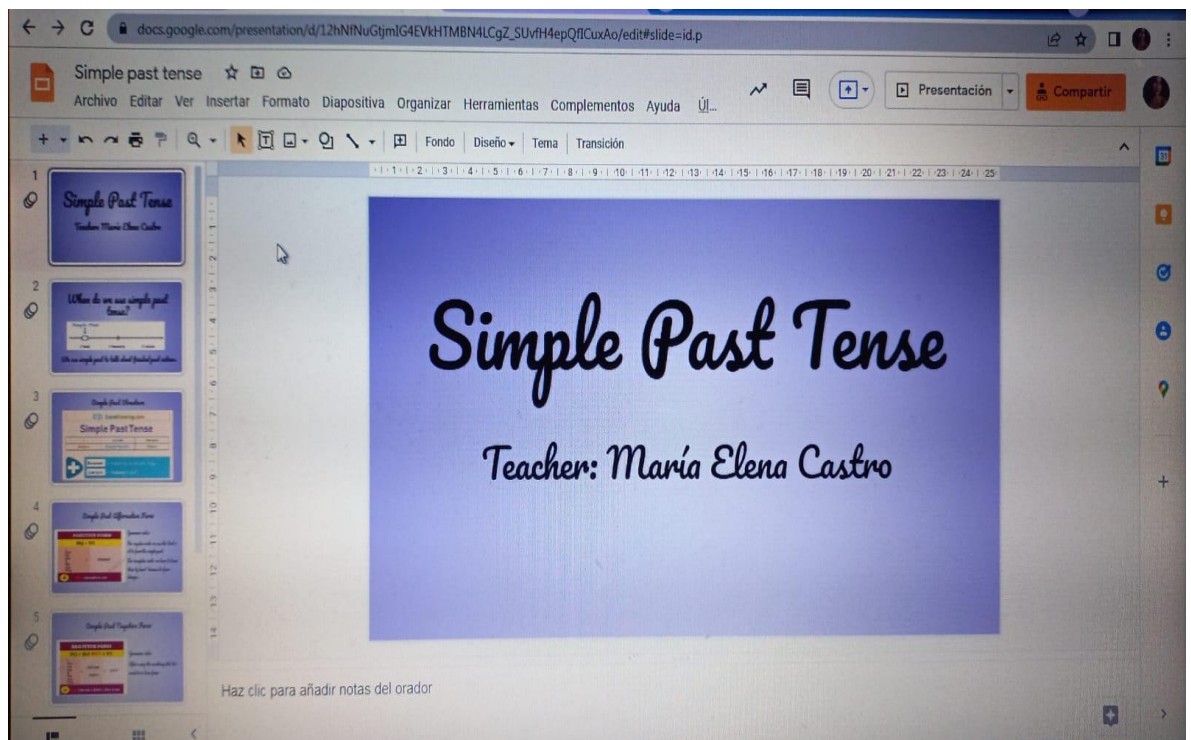
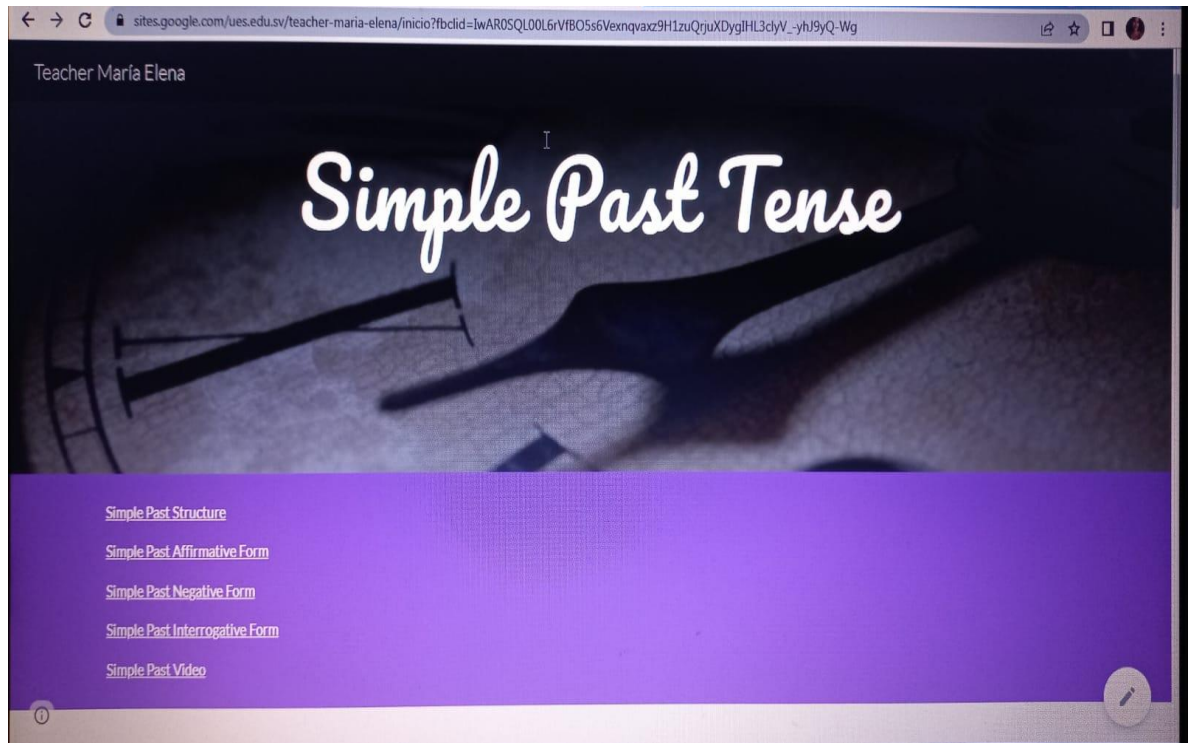
EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological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

Time Table

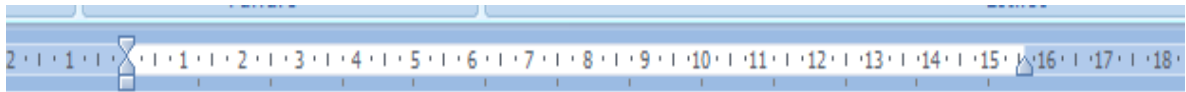
Week/Dates	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, October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

MODULE III

GOOGLE SITES AND GOOGLE SLIDE



PODCAST SCRIPT



Passive Voice Is a Simple Topic to Understand

Audience: Advanced English

Objectives: To show students that passive voice is a simple topic

To improve students' speaking while using passive voice

Hello, everyone! I hope you are doing fine! My name is María Elena Castro Labor. This time I will talk about passive voice to show that it is a simple topic. First, what is passive voice and when do we use it? We use passive voice to emphasize the importance of the action, and not the doer. For instance, in the sentence, the bank was stolen. We are giving emphasis to that fact that the bank was stolen, not to the one who stole the bank. Thus, we use the passive voice mostly for emphasis or for news.

Another important point about passive voice is to highlight that the doer of the action is optional, so this means that you can mention him or her, or you can simply omit him or her. As in the previous sentence: The bank was stolen. It is not necessary to mention the doer because the important fact is that the bank was stolen since this is a sentence for news. Besides, this part of the sentence has two names: doer or agent. Nevertheless, do not worry because they are the same; this is just to give you extra information, and to help you to understand better this topic.

But, what is the structure of the passive voice? Basically, it is the form of the verb "to be" plus the verb in past participle, and the agent or doer. For example, the apple was eaten by me. The subject is "the apple" and then, we have "was" as the form of the verb "to be" and "eaten" is the verb in past participle. Finally, we have the agent which is me. Did you see how simple is passive voice? Thus, I hope you have learned more about passive voice in a quite simple way. Thank you for listening to this podcast, and please share it with your friends if you like it. Bye, bye guys! See you!