

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



TOPIC:

TECHNOLOGICAL RESOURCES IN LANGUAGE LEARNING FOR VIRTUAL ENVIRONMENTS

PRESENTED BY:

**MARIO ORLANDO JUÁREZ VELÁSQUEZ
DÉBORA ESTER ROSALES HENRÍQUEZ
JOSUE ADALBERTO SIBRIAN ORTIZ**

**JV16001
RH10023
SO15004**

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

IN ORDER TO OBTAIN THE DEGREE OF:

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

OR

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

**LICDA. Sey Danisia Najarro de Alvarado
Specialization Professor**

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

SAN SALVADOR, EL SALVADOR, MAY 23, 2022

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

MSC. ROGER ARMANDO ARIAS ALVARADO

RECTOR

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ

ACADEMIC VICE-RECTOR

ING. AGR. JUAN ROSA QUINTANILLA QUINTANILLA

ADMINISTRATIVE VICE-RECTOR

ING. FRANCISCO ANTONIO ALARCÓN SANDOVAL

GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

MSC. OSCAR WUILMAN HERRERA RAMOS

DEAN

MSC. SANDRA LORENA BENAVIDES DE SERRANO

VICE-DEAN

MSC. JUAN CARLOS CRUZ CUBIAS

SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

MSD. ANA GRACE GÓMEZ ALEGRÍA

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

LIC. MIGUEL ÁNGEL CARRANZA CAMPOS, MsE.

GENERAL COORDINATOR OF THE GRADUATION PROCESS

TABLE OF CONTENT

I.	ABSTRACT.....	4
II.	OBJECTIVES.....	7
	A. GENERAL OBJECTIVE.....	7
	B. SPECIFIC OBJECTIVES.....	7
III.	THEORETICAL FRAMEWORK.....	8
IV.	DESCRIPTION OF ACTIVITIES.....	15
V.	ACHIEVEMENTS.....	22
VI.	CONCLUSIONS.....	25
VII.	RECOMENDATIONS.....	27
VIII.	BIBLIOGRAPHY/WEBLIOGRAPHY.....	29
IX.	APPENDIXES.....	30

ABSTRACT

In these times, the use of technological tools has become more and more popular at the time of teaching and learning a foreign language. In all these interaction with new ways of teaching and learning, the internet is becoming probably the most used and reliable tool that offers an almost unlimited source of resources to improve the second language acquisition. Therefore, the main purpose of this report is to present all about the course called Administration of Virtual Environments for the Teaching and Learning of the Foreign Language, taught to the students of the Bachelor's Degree in English Language of the Faculty of Sciences and Humanities of the University of El Salvador, with the objective of offering students the fundamentals of online education and its application in the teaching of the English language, the theoretical foundations, the use of technological tools and to use at least four web tools for the design of educational materials. So they can teach their quality virtual classes, due to the global health problem caused by COVID-19.

Keywords: Teaching, Learning, LMS, Virtual Environments, Resources, Technological Tools, E-Learning, Synchronous and Asynchronous Learning, Flipped Classroom.

INTRODUCTION

This report refers to the Specialization Course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages which was designed to be developed in three modules progressively.

The first module was focused on the fundamentals of online education and its application in English. Language teaching; specifically the virtual teaching approach. This module was developed in two months from August to October. In this module we learned how to use an LMS (Learning Management System) to configure a virtual classroom and develop asynchronous activities, for example: Moodle; and use platforms like TEAMS or Meet.

The second module Educational Applications for Learning a Foreign Language was taught during the time from October to December 2021. This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. All we had to analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. The technological tools that will be used to teach online will be: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon. At the end, we defined the terms which were associated with technological tools for educational purposes.

The development of the last module of the specialization course Design of Didactic Materials for Virtual Environments that was designed to be developed from January to March 2022 on Saturday. The objective for this module was to design digital materials to be used in the teaching and learning of foreign languages and elaborate

materials such as: podcasts, online presentations, interactive images, videos, among others.

Each module was led by a professor from the University of El Salvador, a specialist in the subject, and each one had a duration of two months. The course was taught on Saturdays from 8 am to 12 m. The characteristic of this course is that it is a technological advance in education. It would have taken many years to reach this stage of teaching; however, due to the global health problem caused by COVID-19, it has become an urgent need in the educational field.

OBJECTIVES

General Objective:

To analyze the essential use of digital tools in a virtual environment for teaching and learning foreign languages.

Specific Objectives:

- To define some of the most important technological tools for designing asynchronous classroom activities.

- To state the specific features of technological tools for teaching and learning a foreign language.

- To list the most essential practices of the Learning Management System for educational purposes in a virtual environment.

THEORETICAL FRAMEWORK

Since approximately December 2019, the World Health Organization (WHO) identified in Wuhan, Hubei province China, the virus called COVID-19. The virus causes respiratory illnesses, high temperatures, and can manifest itself from a common cold to a severe acute syndrome (Abodunrin, Oloye & Adesolaet, 2020). On March 11, 2020, the General Director of the WHO announced that the new coronavirus disease COVID-19 could be characterized as a pandemic. The characterization of a pandemic means that the epidemic has spread across several countries, continents, or the entire world, affecting a large number of people.

Even before the COVID-19 pandemic, the world was already facing a learning crisis. In the case of the education system, strategies for its functioning during the quarantine had to be reoriented. This has brought with it a series of problems and deficiencies. According to statistics from Internet World Stats indicate that as of December 2017, the latest date for which data is available, 57.7% of the Salvadoran population had access to Internet service through different devices and platforms, in that sense a small crack is stimulated that would form the fundamental pillar of now in education, on the other hand, the subsidiary forms that develops the University of El Salvador in the monitoring of education affects many students, now well in what way have the various educational careers been coupled to the situation generated by the pandemic? The first one is the department of foreign language at the University of El Salvador, which has resumed its academic activities at a distance. That is, in an online mode. The students, who suddenly had to stay at home, share, if they have them, the digital devices and the internet

network used by their whole family and must continue with the learning activities of their various enrolled subjects, through assignments, virtual lectures, and a series of overlapping homework. Besides, they have to deal with the possible effects of the pandemic on the family's health, emotions, financial concerns, and physical health.

1. Learning Management System (LMS)

A Learning Management System (LMS) is an online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes. It can be used to support traditional face-to-face instruction, as well as blended/hybrid and distance learning environments. Schools use LMS software to plan, implement, facilitate, assess, and monitor student learning. All of these activities are conducted behind a virtual wall that provides a measure of authentication, security, and privacy.

The LMS helps schools maintain the integrity of their educational programs by enabling educators to effectively and efficiently develop courses, deliver instruction, facilitate communication, foster collaboration between students, assess student success, and provide other learning resources for support. This information can be analyzed to detect patterns and gaps in learning for needed remedial student support and overall class improvement. Leaders can access reports by class and overall school performance for improvement planning and data-driven professional development.

Within an LMS teachers can combine/align standards with curriculum/resources and assessments, monitor students' progress, activities, and other performance

outcomes of targeted individualized student learning objectives and overall school improvement initiatives/strategies. Teachers can set the targeted individual student's learning objectives and provide them with immediate feedback on areas needing improvement.

2. E-Learning

The term E-Learning refers to the delivery of education and training through digital resources. Rather than attending lectures and classes in the conventional sense, eLearning uses modern technology to connect pupils and students with course content, learning resources and qualified tutors.

3. Importance of E-learning

- E-learning has been introduced to empower learners to get basic schooling and enhance skills. Also, they can obtain a degree certificate, without actually attending school or university or any other institution.
- For tutors, it is a great source of earning, wherein they can teach from anywhere in their preferred time.
- Applying e-learning to all levels of schooling helped to ensure students grasp the lessons adequately at a faster pace.
- According to psychology, the audio-visual method of teaching leads to a disciplined learning environment. There are an effective tutor and student engagements.

- One of the importance of e-learning in education is that tutors and participants both can develop advanced learning skills. For example, creating and selling ebooks is one such advancement.

E-learning has worked towards bringing learners, tutors, experts, practitioners, and other interest groups to one place. Thus, there is a good practice of knowledge sharing followed through different online platforms. This is important in current times as competition is rising and the world is also growing. Hence, quick information helps in the better growth of an individual.

4. Advantages of E-Learning to the students

- Teacher can access the study material unlimited times.
- Teacher can study your Courses anytime and anywhere.
- Students can access updated content when they want.
- Unlike the traditional method of teaching, e-learning has a quick mode of delivery. This indicates that learning time is reduced.
- E-Learning provides scalability which helps in providing training.
- All students can receive the same type of syllabus, study materials and train through E-Learning.
- Through E-Learning, you can save time, money and reduced transportation cost. so, E-Learning is cost-effective compared to traditional learning.

5. What is synchronous learning?

Synchronous learning means that the instructor and the students in the course engage with the course content and each other at the same time, but from different

locations. The instructor interacts with students in real time by means of tools such as WebEx to livestream audio, video, and presentations, Bongo Virtual Classroom to hold live classes or meetings, LEARN's chat feature to engage in live conversations, Google Docs to simultaneously edit documents, and more.

6. Advantages of synchronous learning

There are several advantages to the live nature of synchronous learning, including:

- Real-time discussions. Because learners can interact with their peers and instructors in real-time, everyone can be fully engaged with each other. This leaves scope for elaborate, high-quality discussions to unfold.
- Immediate feedback. Similarly, because learners can ask their instructors questions in real-time, they can get instant feedback on their progress. This allows instructors to meet learners' in their exact moment of learning need – instead of only sharing feedback several hours or days later when the lesson is no longer fresh on the learner's mind.
- Accelerated learning curve because learners get to clarify their doubts on the spot, they can move on from their learning obstacles much sooner, allowing them to accelerate their learning curve.

7. What is Asynchronous Learning?

Asynchronous learning means that the instructor and the students in the course all engage with the course content at different times (and from different locations).

The instructor provides students with a sequence of units which the students move through as their schedules permit. Each unit might make use of assigned readings

or uploaded media, online quizzes, discussion boards, and more. The instructor guides the students, provides them with feedback, and assesses them as needed.

8. Advantages of asynchronous learning

- Below is a list of the main advantages of asynchronous learning:
- Feedback and interaction is available
- Even though asynchronous learning doesn't happen in a social setting, learners can still post questions to discussion boards or send them via email and get responses later. There is still room for peer collaboration and interaction with instructors despite not engaging with each other in real-time.
- Flexible scheduling
- Because asynchronous learning isn't restricted to a fixed time, learners can engage in their preferred time and location, and at their own pace. This allows both instructors and learners to prioritize any other commitments they may have besides training, like caring for families or attending to their daily work activities.
- Unlimited learners
- Asynchronous learning can take place across multiple locations and at different times, there is no limit to the number of learners allowed to participate in a single course. This makes the training content far more accessible.
- Optimized classroom discussions.

9. Flipped classroom

The current situation of the global pandemic has had a direct impact on educational instruction. Virtual instruction has pushed students to undertake more independent learning, and the multiple work hours have made it almost impossible for teachers to keep to a traditional methodology. Consequently, Flipped Learning has become an excellent option for teachers and students who want to apply an active methodology and maximize time. Flipped learning is based on a student-centered philosophy, an organized sequence, four key elements, and a great focus on virtual instruction. According to the Observatory of Educational Innovation Tecnológico de Monterrey (2014), Flipped Learning is “A teaching approach in which direct instruction is performed outside the classroom and face-to-face time is used for significant and personalized learning activities.”

Flipped learning is based on a student-centered philosophy. Generally, professors dedicate most of the classes to lecturing and assigning homework at the end of their classes. These homework assignments will be briefly checked the following day, probably they would respond to a couple of questions, but there would not be too much time left to go in-depth due to the vast amount of content to cover. In other words, it is a teacher-centered methodology. On the other hand, flipped classrooms give students the main role in the process. Teachers become guides who provide the students with meaningful electronic media and resources such as videos, digital stories, simulations, electronic books, among others that are studied out of the classroom. The students watch the videos and get ready for the following face-to-face session in which they present evidence of their learning, consolidate

their knowledge through collaborative activities, and have a better interaction with the teacher.

DESCRIPTION OF ACTIVITIES

Module I

The first module explains the principles of online education and its application to English Language Teaching; the virtual or online teaching approach, like using a Learning Management System to design a virtual classroom and the development of asynchronous activities, for example, Moodle; and used platform Google Meet for synchronous activities. This module granted students with the experience of creating virtual classrooms in LMS (Learning Management Systems) available on the internet. In the next lines, you will read information about the principal activities that were performed by students during this module.

In the first activity, the students held a Discussion Forum. A discussion was held with classmates where the learning theories studied in class and their application to online learning of the English language were the main objectives.

The second step was to analyze the correct use of grammatical structures, spelling, punctuation and capitalization. Afterwards, the students published their activities on the Moodle platform so that the teacher could later grade them. Lastly, students were warned not to copy and paste information or ideas that did not belong to them.

In the second part, the students read the opinions of their peers. Then, they gave their point of view on the opinions of two students. There, they concluded whether they agreed or disagreed with the information from their classmates.

The second activity consisted of determining and analyzing the characteristics of four Learning Management Systems. Students created an infographic (visual representation of data information) using an online tool called “Canva”; after analyzing the information of the characteristics of these LMS. The infographic had to be attractive in terms of design, and the information presented in chronological order. Students had to add images to make the information about those LMS easy to understand. They also had to take care of the color, shape and size of the images that would give the essential meaning of the LMS.

In the end, the spelling, capitalization, punctuation and consistent use of the English language had to be reflected in the infographic. Finally, the students uploaded their work on campus in PDF or JPG format and shared the link with the teacher for their respective evaluation.

For the third activity, the students designed a virtual classroom based on topics that they themselves selected. The teacher shared a video on campus in order to provide audiovisual material to his students.

The teacher created groups of students to design and share different materials and activities for their peers. The activities were the following: Class materials in PDF format for students to read and view some images related to the topic, a Quiz created

with google docs and an evaluated activity in which students shared their answers, a discussion forum for interact and audiovisual resources.

For the last activity, the students provided a Demonstration class in Google Classroom for which they used some tools and resources from the Web to make the class dynamic. To generate this activity, they used a video as class material previously uploaded to the campus by the teacher.

The students planned a 45-minute video class that included the use of four resources (videos, Google Slides images or PPP). They designed the class and gave it a name. To work as a team, they had to add their classmates as teachers in order to give them access, selecting “invite a teacher” and using their email. Also, they selected a macro skill (Listening, Speaking, Writing, Reading) or a sub-skill (Grammar, Pronunciation, among others).

Finally, students were required to post a welcome message to Stream attaching an assignment or quiz as a graded activity.

Module II

In module II the use of technological tools for learning a foreign language was studied. The objective was to educate oneself on the theoretical information of technological tools and their functions. For this module, eight technological tools were integrated: Nearpod, Liveworksheets, Flipgrip, Padlet, Kahoot, Classroomscreen and Powtoon.

The tools were integrated into four activities with specific percentages, an infographic, a video using the tools, and a demo class at the end of the course. Video material, tutorials, and small activities were integrated into each class to help students practice. In the first activity, the students designed an infographic where they investigated information to present the fundamentals of technological tools when teaching a language. The activity had to be uploaded to the campus. The next class was about learning more about the use and features of technology tools: Flipgrid, Flippity, and Liveworksheet. The activity consisted of creating short videos to add the advantages and disadvantages of these tools. Here is a brief description to understand the use of these technological tools:

- ◆ Flipgrid is a free online tool that makes it easy for students to promote their voices through the creation of short videos where they can share their ideas, opinions, thoughts, and comments on a specific topic.
- ◆ Flippity is a free website that enables students to turn Google Spreadsheets into interactive digital activities and tools. The site provides a wide variety of ready-to-use templates that can be copied and customized.
- ◆ Live Worksheets are interactive worksheets. Teachers create an account on the website; next, they upload a PDF worksheet, drag the text entry boxes across the top of the worksheet, and finally, students enter answers online.

In the third activity, the students discovered other technological tools such as: Kahoot, Nearpod, Padlet and Powtoon. In this class the students learned about the characteristics, advantages and disadvantages of these tools. The activity was the

creation of a three minute video on Powtoon to highlight the advantages and disadvantages of the four tools.

- ◆ Powtoon is a tool that allows students to create animated videos that can be customized and shared, it has a selection of free animations and short clips that can be inserted to create more interesting and creative material.

Teachers use these technological tools to create material for an online class, due to the great advantages they provide; one of them is that they all have free versions, and can create interactive activities in real time. In addition, these technologies allow students to design their own activities, customize them and learn while playing. Furthermore, these tools are suitable for asynchronous classes because the material can be shared on a platform for students to access through a link or code.

The downside of these tools is that they must be connected to the internet to work effectively. It is a limitation for students who are not or do not have a WIFI or Internet connection. For the final project, all students would give a Demo class using the technological tools learned in this module. Students will select a topic and design material and assignments for their peers and then present the work as a real class. And with this latest work, the objectives were achieved: that students learn to create content using new technological tools to teach online classes.

Module III

The third module studied some important aspects of teaching to design material according to the needs of the students and the objectives to be achieved in a virtual class. The next section provides more information about the activities that were

developed in the module. In addition, as a result of the use of some materials, technological tools and topics studied in the first modules, it concludes with the largest assigned activity. First, the teacher prepared the necessary materials to create a podcast and its importance for virtual teaching. The tools to be used were: Audacity and SoundCloud, which helped students raise their knowledge to a more professional level to develop their teaching material and project them on accessible platforms in a world where technology is a fundamental part of learners.

As a second point, for the following activity, the students had to create an interactive image using the Genially tool. The teacher supported herself with videos and activities to explain the advantages of this tool. She also explained the use of Pizap and Photophunia to make modifications to images.

- ◆ Pizap and Photophunia, these tools allow students to make changes to their images such as collage, cropping different images, adding another image to an existing one, etc. This makes it easy for students to expand their creativity to craft the best content in a single image.

Subsequently, the teacher announced one of the most efficient technological tools in the virtual area: Google Sites, an easy-to-use and totally free website, appropriate and comfortable for people who do not know programming. This tool favored the final project of the students to design their sites, according to the topic of choice, covering the 3 modules studied.

For the final project, the students were divided into groups of four people. With the topic already selected and previously approved by the teacher, the next step was to

design activities putting into practice the tools of Module II. Students designed their class in the Classroom app and then linked to it on their Google site.

In the following paragraphs, you will find a brief explanation of the most essential aspects to complete the final work:

- ◆ Apply some technological tools to design teaching materials such as: Audacity, SoundCloud, Google Slides, Google Sites, etc.
- ◆ Design digital content for the teaching-learning of foreign languages: Select two tools to be integrated in the final project.
- ◆ The incorporation of technological tools to present content in a Virtual Learning Environment: the creation of a podcast, an interactive image in Genially, a Google presentation, and the video edited in OpenShot.
- ◆ The design of a Google site that would be linked to a class in Google Classroom: a welcome forum, a forum question, a quiz, and an assignment, were the activities to be designed.

Finally, the students created a video using Openshot (a tool that provides the options to add audio, transitions, music, images, and other functions).

The main objective of the course was to design online content for a virtual class, using different technological tools, essential for the development of didactic content.

ACHIEVEMENTS

The team during the Specialization course: Administration of virtual Environments for the Teaching and Learning of Foreign Languages learned how to make use of technological tools to be applied not only for the educational area but also for activities that can be developed with them.

As the case of LMS (Learning Management System) designed to settle a virtual classroom and develop asynchronous activities making use of platforms such as: Moodle; and Teams or Google Meet for synchronous activities. This helped the team to have a better understanding and good handling for this practical and essential tools that can be used for teaching purposes and regular utilization of them. In addition, Applications such as Padlet designed for organizing your ideas or the use of canvas to make an informative picture, as well as Audacity for improving audios for podcasts or Photofunia for having excellent and pictures properly designed for presentations are applications that they were taught during the specialization course

Talking about Padlet, we were able to design our own page in Padlet's website so that students can be able not only to comment about an specific questions asked by the teacher but also to implement activities were students can interact by each other in a timely manner so whole class can participate during an activity where this application is used. Besides Padlet, learning the proper use of Canvas has been absolutely helpful at the moment of creating a good image to be presented in a class so many points of view can be covered. By using and learning how to make use of Audacity as an essential application usually available for PCs only, it helps

to modify audios creatively so you can add 1,2 or more recordings into just one and add background music to make it sound better, the options to extract the audios from there and post them in different platforms were also provided so the audios edited or made in there can also be shared with students or a different audience the creator or teacher decides to share with.

The Educational Application on technological tools for teaching-learning a foreign language in a virtual modality help the team to learn the use of virtual environment tools for teaching online classes, As it is Liveworksheets. Properly designed to assist teachers with tests, activities, and practical games to be completed where students are able to put into practice what was taught by the tutor and this activities can be according to an specific topic that is being developed by the teacher.

Including kahoot that consist in a practical knowledge test that is catchy for the individual that is doing the activity assigned by the teacher, this tools enables many options for the designer cause allows you to create short quizzes or test that can be done in a competitive way for students to challenge themselves.

The team also learned how to implement the use of genially similar to and infography (The use of this tool was taught in course No 1) the similarities they have are not many. However, both can be used to provide information to students in an interactive manner, making difference on Genially it allows you not only to paste pictures in pictures, aside from that we learnt how to add additional links from other websites to make pictures more interactive and make it full of information with Audios, Videos and other Webpages where students can be taken by just clicking specific icons.

To summarize the learning process for the Specialization course: Administration of virtual Environments for the Teaching and Learning of Foreign Languages helped us to see and be aware about the different applications that can be used for developing a good class to create and design virtual classes that can be provide the extra mile, classes that are regularly taught where students are expecting and most of the time know what is going to happen and by making use of classroom for teaching online classes or using Google sites to create and add many tools in just one place is really helpful and now we are able to create a virtual class totally different but essential to catch everybodies attention.

CONCLUSIONS

After finishing the Specialization course, The members of this group listed the following conclusions:

- The Specialization course showed that most of regular online classes for English teaching can be taught in more than one way. So, It can be concluded that regular English classes have a lot of advantages by using different application for the development of each macro skill and teachers can either have the knowledge of the existence of applications for online teaching or not.
- Despite the fact that online classes being affected by the lack of knowledge for the usage of online applications, the good explanation and instructions commanded by excellent professors that have shown several instructions in the respective platforms in their classes have given the opportunity to impact in aspects like the motivation and awareness about different activities that can be made. The perception of the teachers' performance is positive at any time during the course. When providing a good explanation about an initial topic for an specific application, the examples were not only given but also the practice of them was absolutely helpful.
- The Acknowledgement and the perception of each student has varied during the specialization course mainly because when receiving the class, the use of technology has affected some of them. It is very necessary to have good devices not only for the class but also at the moment of the practice and use of the

application being taught. Some participants were not able to develop the activities because of the smartphone capacity or internet connections. Forcing the participants during the course to watch the way other students were able to create their own examples when they were asked to make use of an specific application.

- When it comes to determine if the participants during the specialization course have been able to learn what they were expecting. The comments might vary despite the fact that the online classes provided by the professors were excellent, technological facts could have affected the good performance for the course provided but activities were also provided as well as videos made by the tutor in charge of an specific group were uploaded when scoring the activities they have left so students could have a good guidance when making them.

- To summarize the importance of the apps (Google meets, Padlet, Flipgrid, PowToon, Kahoot, Liveworksheets, Genially, Photofunia, Audacity, Canvas, Edpuzzle, Palette and others). As they can help teachers to support the learning process for online classes is very essential because of the fact that regular online classes need to be updated. During the whole course different tips have been shared from one student to another. **The support this tools provide** REVISE THIS: when teaching helps and leads tutors to prepare a good base for their classes and develop it as needed. The whole course has been important because having 0% of knowledge to an 80% or more, leads the teacher to use them and put them into practice. The importance of having a practical class being far from the local institution and learn what was expected, fulfills the students need to make use of them when teaching.

RECOMMENDATIONS

For the authorities of the School of Humanities:

- The authorities of the School of Humanities are suggested to implement the use of online apps for every single class taught. Not only for language Majors' but also for all the ones available within this Faculty that are still ignoring the advantages this applications can have to improve significantly the results during the teaching process.
- Support the use of online applications economically for the easy access to them due to the fact that some of this important apps have the features as "paid to use" which means the teacher needs to either have a subscription paid already or make a transaction for a monthly service fee to use them and that also goes for the students to have the full access for this applications.

For the Department

- It will be very significant for the Foreign Language Department to implement the use of technological apps to the class contents which are not related to computer science allowing them to learn tricks and many advantages for platforms such as Moodle, Schoology, Microsoft teams and others so the learning process cannot only be applied during the class but also the learners can still be involved with the class even when it has finished.

- It is suggested that authorities of the Foreign Language Department (FLD) motivate professors to implement strategies outside the class taking advantage of the technological apps normally provided to them such as Google meets, zoom meeting, and Teams. Mainly because the regular online apps mentioned previously can be associated to other applications to enhance the regular knowledge provided and to make students aware about the new use of important online applications that can be used to develop the information and to process it with different practices through different apps.

- To motivate the students population the use a big variety of online applications so they can choose according to the situation of each individual a good app where they can have a good development on their online or attended classes if needed.

WEBLIOGRAPHY

Digital Class. (n.d.). What is E-learning and know the importance of elearning in education. Educational Marketing.

<https://www.digitalclassworld.com/blog/importance-of-elearning-in-education/>

HSC. (n.d.). What is Elearning?. Home Study Center.

<https://www.oxfordhomestudy.com/OHSC-Blog/what-is-elearning>

Keep Learning. (n.d.). Synchronous and Asynchronous Online Learning. University of Waterloo. <https://uwaterloo.ca/keep-learning/strategies-remote-teaching/synchronous-vs-asynchronous-online-learning>

U.S. Department of the Interior Bureau of Indian Education (n.d.). Learning Management System (LMS). U.S. Department of the Interior Bureau of Indian Education. [https://www.bie.edu/landing-page/learning-management-system-lms#:~:text=A%20Learning%20Management%20System%20\(LMS,reporting%20educational%20courses%20and%20outcomes.](https://www.bie.edu/landing-page/learning-management-system-lms#:~:text=A%20Learning%20Management%20System%20(LMS,reporting%20educational%20courses%20and%20outcomes.)

Vigehi, B. (n.d.). Synchronous vs asynchronous learning: learn their advantages and disadvantages. Easy generator. <https://www.easygenerator.com/en/blog/e-learning/synchronous-learning-vs-asynchronous-learning/>

BIBLIOGRAPHY

Leonor, F. Odil, F. & Manuel, M. (2021). The impact of Covid-19 global pandemic on the English language proficiency of the students registered in the fourth year of the bachelor of arts in English language teaching of the Foreign Language Department at the University of El Salvador, semester I, 2021. To obtain the degree of Licenciatura en Idioma Inglés: Opción Enseñanza. University of El Salvador

APPENDIXES



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



Module 1: Online English Language Teaching

PROGRAM

GENERAL INFORMATION

- 1.1 Module 1:
- 1.2 Code: **EDIII14**
- 1.3 Pre-requisite: **None**
- 1.4 Academic Credits: **3**
- 1.5 Target Population: **Students who have concluded their Academic process**
- 1.6 Month and Year: **August 2021**
- 1.7 Major Academic Unit: **Foreign Languages Department**
- 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

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

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 21st Monday 23rd - Wednesday 25th	<ul style="list-style-type: none"> ● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning 	<ul style="list-style-type: none"> ● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	<ul style="list-style-type: none"> ● E-learning definition and application ● Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> ● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	<ul style="list-style-type: none"> ● Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> ● Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Inphographic ● Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<ul style="list-style-type: none"> ● Learning Management Systems - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts

<p style="text-align: center;">6</p> <p style="text-align: center;">Saturday 25th</p> <p style="text-align: center;">Monday 27th - Wednesday 29th</p>	<ul style="list-style-type: none"> ● Learning Management Systems - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
<p style="text-align: center;">7</p> <p style="text-align: center;">Saturday 2nd</p> <p style="text-align: center;">Monday 4th - Wednesday 6th</p>	<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
<p style="text-align: center;">8</p> <p style="text-align: center;">Saturday 9th</p> <p style="text-align: center;">Monday 11th - Wednesday 13th</p>	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts

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

1. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must 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.
2. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
3. **HOMEWORK ASSIGNMENT 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.
4. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.
5. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.
6. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, 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.
7. **Students must have an e-mail**. It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv
8. **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 *****

REFERENCES

Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski (2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.

WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>
<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles> <https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



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



PROGRAM

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**
- 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.

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.*

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.

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.

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.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)
-------------	---	--	--

Time Table

Week/Date	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

<p style="text-align: center;">5</p> <p>Saturday, November 13th to Friday, November 19th, 2021</p>	<p>General information and tutorial of Nearpod. Live practice.</p> <p>General information and tutorial of Padlet. Live practice.</p> <p>General information and tutorial of Powtoon. Live practice.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
<p style="text-align: center;">6</p> <p>Saturday, November 20th to Friday, November 26th, 2021</p>	<p>General information and tutorial of Kahoot. Live practice.</p> <p>General information and tutorial of Classroomscreen. Live practice.</p>	<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
<p style="text-align: center;">7</p> <p>Saturday, November 27th to Friday, December 3rd, 2021</p>	<p>Demo class using technological tools.</p>	<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</p>	<p>Demo class using technological tools</p>	<ul style="list-style-type: none"> - Demo class using technological tools
<p>Friday, December 10th, 2021</p>		<ul style="list-style-type: none"> - Question and answer forum

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%

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/>



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

Module III Syllabus

January, 2022

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 to be used 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>	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<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>	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<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>	<ul style="list-style-type: none"> ❖ Fundamentals of video production ❖ Examples of Video Editors 	<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>	<ul style="list-style-type: none"> ❖ Use of Smart Phones for video recording. ❖ Use of OpenShot. 	<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.

