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EMERGENCE AND EVOLUTION OF VIRTUAL CLASSROOMS, AND E-LEARNING TOOLS.

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i. ABSTRACT

The following report shows a summary of the specialization course in which the material and activities seen during the three modules that comprise the course are exposed. Each module contains material oriented to teaching English with virtual tools that facilitate this new teaching modality and techniques that have been adapted for it. The activities and material are broken down by module, as each one is oriented with different educational purposes to best cover virtual teachings, such as theories, tools, and techniques. Likewise, as students we will make a summary of what we have learned during the three modules, detailing the activities carried out to put into practice the information provided by the teachers. We will also show part of the activities and didactic material created to fulfill the tasks assigned to this course.

Key Words: virtual tools, new teaching modality, teaching techniques, didactic material, learning management system.

I. INTRODUCTION

This report presents the knowledge acquired and skills learned during the specialization course called "Administration of virtual environments for the teaching and learning of foreign languages". The purpose of this course is to prepare the students for the new virtual class modality, in this course they could appreciate learning techniques and tools that can be adapted to the virtual modality. The course was divided into 3 modules: Module 1: Online English Language Teaching, Module 2: Educational Applications for Learning a Foreign Language, and Module 3: Design of Didactic Materials for Virtual Environments.

In module 1, four activities were developed which were oriented to English language learning using LMS (Learning Management System). The activities to be developed were the discussion of learning theories in a forum, the creation of an infographic, the creation of a virtual class in Google Classroom, and a demonstration class with a selected topic.

In module 2, the first activity was an infographic showing the benefits of technological tools, then two videos were presented in the second and third activities in order to use different tools to record videos in asynchronous classes. Finally, in the last activity, each student presented a live class using a technological tool to develop macro skills or sub-skills.

In the last course, 5 related activities were developed from the same topic selected at the beginning of the course. The activities were a podcast, an interactive image, a presentation in Google Slides, and a video that had to be grouped in a Google site, which would be the main activity of this course, this work was defended in the last class, showing how the content of each activity was created and explaining the purpose of them.

The objectives of this report are also presented, with a series of achievements, conclusions, and recommendations that may be useful for improving the courses in the future. Finally, images of the activities carried out during the course are attached.

II. OBJECTIVES

General Objective:

Demonstrate the knowledge acquired in the specialization course called "Administration of virtual environments for the teaching and learning of foreign languages ".

Specific Objectives :

- Describe the activities carried out during modules 1, 2, and 3 of the specialization course.
- Present the material done in the course as part of the tasks assigned by the teacher.
- Explain the use of virtual tools for teaching languages in a virtual way.

III. THEORETICAL FRAMEWORK

The History of Online Schooling

Though it may seem that online education had its beginnings in the late 1900s, the concept of distance learning first came into practice in the mid 19th century when the U.S. Postal Service was developed. The notion of reliable, long-distance correspondence led to the development and implementation of what was called commercial ‘correspondence colleges', where instructional missives would be distributed through the postal service between students and professors. Today, at-distance education programs have become more sophisticated and accessible due to the proliferation of the web and digital technology. Elite institutions around the world now offer open courseware, online degrees, and online classes that are both legitimizing and popularizing the idea of education from a computer.

A few significant advancements have shaped and pushed distance learning forward since the late 1800s. In 1873 the first official correspondence education program called the “Society to Encourage Home Studies”, was established in Boston, Massachusetts by Ana Eliot Ticknor. The University of Queensland in Australia founded its Department of Correspondence Studies in 1911, which also relied on Australia's postal system. The University of South Africa, today known as one of the world's open distance learning mega colleges, became a champion and innovator of distance learning when it reshaped its mission and focus in 1946.

In 1953 the University of House made distance learning history when it began offering the first televised college classes on KUHT (today called HoustonPBS), which was the first public television station in the United States. Referring to itself as “The Channel That Changes You”, KUHT ran 13-5 hours of educational material each week, accounting for approximately 38% of the channel's total broadcast time. Many of the courses aired in the evening so that learners who worked during the day had time to view the material.

After the television, the personal computer, and the personal web were the next major inventions to revolutionize distance education. In 1989 the University of Phoenix became the first institution to launch a fully online collegiate institution that offered both bachelor’s and master’s degrees. In 1996, entrepreneurs Glen Jones and Bernand Luskin launched Jones International University, which became the first accredited and fully web-based university. Since the creation of these fully online programs and schools, distance learning has continued to grow in many different directions. In 2003 the Blackboard Learning System staff announced that 40,000 instructors were teaching 150,000 online courses to more than 6 million students, across 55 countries.

Today it is estimated that 1 out of 4 college students are enrolled in at least one online class. In 2009 over 4.5 million students were taking online classes, with a Master of Science in Business Administration (MBA) being the top degree offered in the United States. This trend seems to continue: currently, 83% of all U.S. institutions that offer online courses say they expect an increase in online enrollment in the coming decade.

The growth of distance learning programs has many important side effects on higher education according to Visual Academy (2022). For example, the profile of a typical undergraduate student has changed significantly. The average age of students enrolled at the University of Phoenix is around 33, and more than 50% of all students taking online classes are currently female. Online education has also spurred changes in traditional colleges: now, 93% of all brick and mortar colleges offer online courses. An increasing number of universities, like the University of California Berkeley, Harvard University, and the Massachusetts Institute of Technology offer free online classes called open courseware that feature video lectures and quizzes taken directly from class discussions.

As technology improves and online programs become respected, education experts predict that distance education will continue to expand and complexify in the future. Some leaders in the realm predict that the number of online students will grow to almost 19 million by 2014. To encourage this, President Barack Obama has pledged over $500 million for the creation of new online course materials to fuel the industry.

Learning Theories

What are learning theories?

According to Brian Fairbanks (2021), theories in education did not begin in earnest until the early 20th century, but curiosity about how humans learn dates back to the ancient Greek philosophers Socrates, Plato, and Aristotle. They explored whether knowledge and truth could be found within oneself (rationalism) or through external observation (empiricism). By the 19th century, psychologists began to answer this question with scientific studies. The goal was to understand objectively how people learn and then develop teaching approaches accordingly.

In the 20th century, the debate among educational theorists centered on behaviorist theory versus cognitive psychology. Or, in other words, do people learn by responding to external stimuli or by using their brains to construct knowledge from external data?

As the prolific number of educational theorists in learning suggests, there’s an impressive variety of educational approaches to the art and science of teaching. Many of them have been pioneered by educational theorists who’ve studied the

science of learning to determine what works best and for whom. “Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one’s knowledge, skills, values, attitudes, behavior, and worldviews,” notes the International Bureau of Education. “Learning theories develop hypotheses that describe how this process takes place.”

Generally, there are five widely accepted learning theories teachers rely on:

- Behaviorism learning theory
- Cognitive learning theory
- Constructivism learning theory
- Humanism learning theory
- Connectivism learning theory

Educational theorists, teachers, and experts believe these theories can inform successful approaches to teaching and serve as a foundation for developing lesson plans and curricula.

The Five Educational Learning Theories

Today, much research, study, and debate have given rise to the following five learning theories:

THEORY	EXPLANATION	APPLICATION
Behaviorism	As Simply Psychology puts it: “Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner.”	Learning is based on a system of routines that “drill” information into a student’s memory bank, as well as positive feedback from teachers and an educational institution itself. If students do an excellent job, they receive positive reinforcement and are signaled out for recognition.
Cognitivism	Learning relies on both external factors (like information or data) and the internal thought process.	Developed in the 1950s, this theory moves away from behaviorism to focus on the mind’s role in learning. According to the International Bureau of Education: “In cognitive psychology, learning is understood

		as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it, and stocks it in memory."
Constructivism	The learner builds upon his or her previous experience and understanding to "construct" a new understanding.	"The passive view of teaching views the learner as 'an empty vessel' to be filled with knowledge," explains Simply Psychology, "whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving)."
Humanism	A "learner-centric approach" in which the potential is the focus rather than the method or materials.	With the understanding that people are inherently good, humanism focuses on creating an environment conducive to self-actualization. In doing so, learners' needs are met and they are then free to determine their own goals while the teacher assists in meeting those learning goals.
Connectivism	Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge.	Strongly influenced by technology, connectivism focuses on a learner's ability to frequently source and update accurate information. Knowing how and where to find the best information is as important as the information itself.

Why are learning theories important?

It is part of the human condition to crave knowledge. Consequently, numerous scientists, psychologists, and thought leaders have devoted their careers to studying learning theories. Understanding how people learn is a critical step in optimizing the learning process. It is for this reason that teacher colleges or educator preparation programs spend so much time having teacher candidates study human development and multiple learning theories. Foundational knowledge of how humans learn, and specifically how a child learns and develops cognitively, is essential for all educators to be their most effective instructors in the classroom.

Pamela Roggeman, EdD, dean of the University of Phoenix's College of Education, explains her take on the role learning theory plays in preparing teachers: "Just as no two people are the same, no two students learn in the exact the same way or at the same rate. Effective educators need to be able to pivot and craft instruction that meets the needs of the individual student to address the needs of the 'whole child.' Sound knowledge in multiple learning theories is the first step to this and another reason why great teachers work their entire careers to master both the art and the science of teaching."

Although espousing a particular learning theory isn't necessarily required in most teaching roles, online learning author and consultant Tony Bates points out that most teachers tend to follow one or another theory, even if it's done unconsciously. So, whether you're an aspiring or experienced teacher, a student, or a parent of a student (or some combination thereof), knowing more about each theory can make you more effective in the pursuit of knowledge.

Are there other theories in education?

Like students themselves, learning theories in education are varied and diverse. In addition to the five theories outlined above, there are still more options, including:

- **Transformative** learning theory: This theory is particularly relevant to adult learners. It posits that new information can essentially change our worldviews when our life experiences and knowledge are paired with critical reflection.

- **Social** learning theory: This theory incorporates some of the tacit tenets of peer pressure. Specifically, students observe other students and model their behavior accordingly. Sometimes it's to emulate peers; other times it's to distinguish themselves from peers. Harnessing the power of this theory

involves getting students' attention, focusing on how students can retain information, identifying when it's appropriate to reproduce a previous behavior, and determining students' motivation.

- **Experiential** learning theory: There are plenty of clichés and parables about teaching someone something by doing it, although it wasn't until the early 1980s that it became an official learning theory. This approach emphasizes both learning about something and experiencing it so that students can apply knowledge in real-world situations.

Synchronous and Asynchronous classes.

What is synchronous learning?

Synchronicity means doing something at the same time, and learning, it's no different. Priscila (2020) states that synchronous learning refers to a learning event in which a group of participants is engaged in learning at the same time. For that, they should be in the same physical location, such as a classroom, or in the same online environment, such as a web conference, where they can interact with the instructor and other participants. There is real interaction with other people.

The benefits of synchronous learning

- Interaction between participants.
- Exchange of knowledge and experience between participants.
- Real-time feedback for the instructor.
- Training happens on a fixed schedule.

What is asynchronous learning?

If synchronous learning takes place at the same time, asynchronous learning refers to the opposite according to Priscila (2020). The instructor, the learner, and other participants are not engaged in the learning process at the same time. There is no real-time interaction with other people. An example of this method in corporate training is creating online content with pre-recorded videos or publishing an on-demand online exam.

The benefits of asynchronous learning

- Participants can learn in their own time and schedule
- Less work for trainers and HR managers.
- Automated tasks reduce repetitive work such as giving online classes and grading exams.
- Employees and customers spend less time in a classroom or amphitheater during work hours.

Learning Management System (LMS)

According to Kate Brush (2019), a learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for eLearning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students, and administrators.

Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing, and discussion forums.

What are Learning Management Systems used for?

LMSes are beneficial to a wide range of organizations, including higher education institutions and corporations. The primary use of a learning management system is for knowledge management (KM). KM refers to the gathering, organizing, sharing, and analysis of an organization's knowledge in terms of resources, documents, and people skills. However, the specific role of the LMS will vary according to the organization's training strategy and goals. Some popular LMSes used by educational institutions include Moodle, Blackboard Learn, and Schoology. Popular enterprise-level LMSes include Adobe Captivate Prime, Docebo LMS, TalentLMS, iSpring Learn, and eFront.

Types of Learning Management Systems

The different types of LMS deployment options are:

- Cloud-based
- Self-hosted
- Desktop application
- Mobile application

What is blended learning?

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

Types of blended learning models

Eoghan Quigley (2019) classifies blended learning as follows :

Flipped model

This blended learning model allows trainers to prioritize active learning during class time, by giving learners the training materials and presentations before the actual class. The trainer can simply share the content via a learning management system (LMS), email, or however training is delivered.

Face-to-face driver model

This is the closest to a traditional classroom structure. Instead of the session taking place in a physical classroom, learners log into a webinar or meeting session, like a Zoom Meeting. The learning happens online, with assignments being set afterward. This blended learning model is easily delivered using an LMS. With one, you can deliver the training session and share assignments with learners before or after the session has taken place.

Enriched virtual

An alternative to full-time online training that allows learners to complete the majority of coursework online, and also attend webinars for face-to-face learning sessions with an instructor. Attendance is ad hoc and at the learner's discretion, giving them the flexibility to learn at their own pace.

Blended learning LMS

Which blended learning LMS to use

Quigley suggests the use of the following blended learning based on their features that facilitate learning.

Course management

This is a basic function of any LMS, but some systems are more powerful than others. A great LMS lets you drag, drop, and arrange content into place, making it easy to create courses. On top of this, you need to be able to use multiple content formats; PDFs, slides, videos, and audio. It's vital that your courses can be easily created and consumed to meet the needs of a corporate blended learning environment.

Social learning tools

To make your blended learning training more appealing and engaging, make sure your LMS comes with social learning capabilities. These tools encourage learners to share their learning experiences and knowledge gained from training. It also promotes communication between trainers and learners. By facilitating this communication through an LMS forum, it creates a space where learners can support, and learn from each other. It also acts as a repository for learners to search and find additional training information. It's an excellent tool for fostering your company's learning culture.

Reporting

Reporting is one of the most valuable LMS features you'll ever use. Without it, how can you know the impact your blended learning training is having? LMS reports should showcase data on learner progression, survey responses, exam results, and so on. It's also helpful to be able to export or schedule reports so they're sent straight to your inbox. Reports can also give insights into how your blended learning

programs are performing, in addition to what your learners want to learn and how they want to learn it.

Webinar integration

Webinars are key to blended learning training. When delivering courses that feature webinar sessions, you want to ensure it's as seamless as possible, and that you have access to your data all within a single solution.

Connecting your favorite webinar tools, like Zoom, MS Teams, GoToMeeting, or Webex, will allow you to schedule and manage webinar sessions within your LMS. A first-class LMS should provide additional integration features such as auto or self-enrolling registration, real-time polling, virtual breakout rooms, and attention monitoring tools, making implementing a blended learning model easy. You can easily reuse your webinar sessions for on-demand videos within courses, or as dedicated video content for training. Make sure you record each session so that you can use these recordings at a later date.

What is the definition of e-learning?

E-learning, also referred to as online learning or electronic learning, is defined by Sander Tamm (2020) as the acquisition of knowledge that 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.

What is e-learning used for in education?

E-Learning has a vast amount of uses across all sectors of society and the available examples of e-learning being used effectively are plentiful.

Adult E-Learning

For adults, online learning often manages to solve the numerous challenges adult learners face during their studies. Online learning allows them to progress at their own pace, submit assignments,d take assessments at times best suited for them. This kind of flexibility is especially beneficial for adult learners because often they are forced to balance employment, family duties,s, and online learning altogether.

Corporative E-Learning

Companies, on the other hand, use e-learning to boost the knowledge, skills, and overall productivity of their employees while cutting down on the costs normally associated with employee training. Successful companies who have utilized e-learning in the past include Toyota, Shell, PayPal, and Lyft, among others.

On the other hand, for career seekers and unemployed people, e-learning has become an effective method of boosting their resumes and developing new skills in the fields they are most interested in. Not only are there online learning courses available for virtually any career direction, but there are even “career track” type of online training programs which often come with a guaranteed job proposal for all graduates.

Online Colleges

For educational institutions, e-learning brings perhaps the most potential uses of all. Many accredited online colleges already offer online degree programs, and more of them will start to do so in the upcoming years. E-Learning degrees enable universities to accept considerably more students than they would have otherwise been able to due to space and working staff constraints. With e-learning, universities have the chance to become more international than ever before. With increased amounts of admitted students and reduced costs, educational institutions that are properly able to adapt to the standards of Internet learning will undoubtedly see increased profitability.

The COVID-19 pandemic has changed education.

While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic according to World Economic Forum (2022). In Denmark, children up to the age of 11 are returning to nurseries and schools after initially closing on 12 March, but in South, Korea students are responding to roll calls from their teachers online. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market. Even before COVID-19, there was already high growth and adoption in education technology, with global edtech investments reaching US$18.66 billion in 2019 and the overall market for online education projected to reach $350 Billion by 2025. Whether it is language apps, virtual tutoring, video

conferencing tools, or online learning software, there has been a significant surge in usage since COVID-19.

How is the education sector responding to COVID-19?

Other companies are bolstering capabilities to provide a one-stop-shop for teachers and students. For example, Lark, a Singapore-based collaboration suite initially developed by ByteDance as an internal tool to meet its exponential growth, began offering teachers and students unlimited video conferencing time, auto-translation capabilities, and real-time co-editing of project work, and smart calendar scheduling, amongst other features. To do so quickly and in a time of crisis, Lark ramped up its global server infrastructure and engineering capabilities to ensure reliable connectivity. Alibaba's distance learning solution, DingTalk, had to prepare for a similar influx: "To support large-scale remote work, the platform tapped Alibaba Cloud to deploy more than 100,000 new cloud servers in just two hours last month – setting a new record for rapid capacity expansion," according to DingTalk CEO, Chen Hang.

What does this mean for the future of learning?

While some believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is unconducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits. "I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education," says Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education.

There have already been successful transitions amongst many universities. For example, Zhejiang University managed to get more than 5,000 courses online just two weeks into the transition using "DingTalk ZJU". The Imperial College London started offering a course on the science of coronavirus, which is now the most enrolled class launched in 2020 on Coursera.

The challenges of online learning

There are, however, challenges to overcome. Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries. For example, whilst 95% of students in Switzerland, Norway, and Austria have a computer to use for their schoolwork, only 34% in Indonesia do, according to OECD data. This situation has made learning very difficult for children and young people

who do not have access to the internet. A report from the U.N. showed that around 60 percent of families in El Salvador have no or insufficient access to the internet. This creates an environment where youth in marginalized communities are not able to continue their education. Many students have had to drop out of college because they are not able to attend virtual classes, while younger students are falling behind and dropping out of school stated Larry Parr (2020).

IV. DESCRIPTION OF ACTIVITIES

MODULE 1: Online English Language Teaching

DISCUSSION FORUM ON THE VIRTUAL PLATFORM

The objective of that forum was to engage in a meaningful and extended discussion with peers, taking into account the learning theories studied in class and the application to online English language learning. Each student had to respond to the forum and then comment on the response to three classmates, an important fact that was the students were divided into different groups and each of them had to respond and comment in the group that had been assigned.

ELABORATION OF AN INFOGRAPHIC

The second activity in that module consisted of the elaboration of an infographic, which should contain the analysis of features of 4 learning management systems(LMS)Sakai, Educative, Edmodo, Schoology, etc. students had to use CANVA to create an infographic, then they had to identify the goal of their infographic. Each infographic had to contain certain criteria such as visuals, content, and attractiveness. When the students finished creating the infographic, they had to upload the link and share with their peers the image in PDF, JPG, or PNG format.

VIRTUAL CLASSROOM

Students had to create a virtual class on Google Classroom. It would work in a group of four students, first, the topic to be taught was selected, also the duration of the same, then each of the members had to select a resource to add material related to the chosen topic (video, links to web pages). each member also had to add an activity, be it an exam, homework, a reading, a video, etc. in that activity each group chose a name for their teams such as the Jaguars the fantastic team, etc. each group had the obligation to do the activities that the other team uploaded in Google Classroom, in short word the groups played both roles, teachers, and students. Finally, each student had to upload a Pdf file with the screenshots of the activities they created and the resources they used. that as proof that each one had contributed something to the creation of the virtual class.

DEMONSTRATIVE CLASS (Google Meet)

The last activity of the first module was to create a demonstrative class. The same members of the Google Classroom group would work together to plan a class, the plan must contain the important parts of a plan, such as the description of the class, the experiences of learning, general information, and the details of the video class, the resources, the tools and the duration of the same. The students chose the theme

and with it, they created the activities (the warm-up, the introduction, a brief explanation about the topic, an activity related to the topic, an activity, the wrap-up, and finally the assignment). On the day of the presentation, each group had ten minutes to lend and give their video class through Meet.

MODULE 2: Educational Applications for Learning a Foreign Language

ELABORATION OF AN INFOGRAPHIC

The first activity in the second module was to create an infographic in CANVA related to identifying the principles of the use of technological tools for teaching a language. For that activity students had to research information about technological tools, then they had to select 4 educational tools (Kahoot, Nearpod, etc.) Finally, students had to upload their infographic on campus in a Pdf or Jpg format.

VIDEO SUMMARY

The students had to create a video summary about the applications: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. That was an individual activity. Each student had to record themselves talking about the advantages, disadvantages, and features of Edpuzzle, Fligrid, Flippity, and Liverworksheets. For recording, the video students could use a camera, smartphone, laptop, or any other technological device or tool (Flipgrid). At the end of the video, each student had to make a reflection on using those applications. That video had to have a length of between 5 to 10 minutes and it had to be in MP4 format. Finally, students had to upload the link for the video at the video summary score which was on campus.

VIDEO ON POWTOON

Individual activity.

Students had to record a video on Powtoon, where they had to talk about the advantages and disadvantages of the use of technological tools when teaching English. The first thing was to record the video and there were two options, the first one was to create a video on Powtoon by adding background picture texts, transitions, voiceover, and images. In the second option, students had to prepare a PowerPoint and record themselves on Powtoon. At the end of the video, each student had to give their point of view about using technological tools when teaching English. Finally, the students had to upload the link for the video at video Powtoon score which was on campus.

DEMO CLASS

Each student had to have from 5 to 8 minutes to develop their demo class using one of the following educational tools: Nearpod, Kahoot, Padlet, or live worksheets. the learners had to select a macro skill (speaking, listening, reading, writing) or subskill (grammar, vocabulary, or pronunciation). At the same time, students had to create a lesson plan and upload it to the Demo class on campus.

MODULE 3: Design of Didactic Materials for Virtual Environments.

In that module the main activity was to select a theme in a group of 4 and each member had to choose a subtopic of the main topic, then the group had to create a Google site and each member had to work on one page with their subtopic. Within the pages of the Google site, there would be other activities that were developed throughout the module and at the end of that, all students had to present their Google site with all the activities.

The students had to create a Google site linked to a class in the google classroom. if those two tools had integrated the activities and materials designed for the audience, students should also make use of two technological tools that they learned in module II.

A) PODCAST

The first activity within the Google site was to plan an educational audio (podcast) with a duration of 2 to 3 minutes. For that activity the students had to plan and write the script for their audio in a word document, they had to include objectives, audiences, the name of the podcast, and the topic. Then learners had to download background music to join it later with the audio when they recorded it, they could use Audacity to edit them together. Finally, students had to export and log in to sound cloud the audio and after that copy the link and share it on campus.

B) INTERACTIVE IMAGE (GENIALLY)

The second activity within the Google site was to elaborate an interactive image using the tool genially. Each student had to choose an image related to their sub-topic, they could modify the image if necessary. into the image, they had to use at least 4 different features provided in Genially: Audio, Interactive elements text, pages among others. In the end, each student had to share their link to the interactive image on campus.

C) GOOGLE PRESENTATION(GOOGLE SLIDES)

The third activity within the Google site was to create a Google presentation using Google slides. the content had to be more related to the subtopic of each student. The presentation had to have from 20 to 30 slides, within the presentation should include audio as well as images and a video from youtube, all of that always related to the subtopic of each member of the group. then the students had to copy the link to share it on campus.

D) ELABORATION OF A VIDEO (OPENSHOT)

students had to create a video no longer than one minute to say goodbye and thanks for their participation in all the activities within the Google site. In that opportunity, the students used the tools Openshot for editing. Once students had finished editing the video they must export it and upload it to youtube, then they copied the link to share it on campus.

E) DEFENSE OF THE GOOGLE SITE

That was the last activity of module three, in that defense each group had the opportunity to show their work throughout module three. Each team had 20 minutes and each member of the group had 5 minutes to show their work to classmates.

V. ACHIEVEMENTS

- The students learned how to elaborate on 2 **infographics** with the help of the tool CANVA. Canva is a free-to-use online graphical tool that combines design, photo-editing, and layout to help teachers and students create a beautifully finished project.
  The infographic consists of a visual representation of any kind of information. In that case, it was to engage in meaningful learning theories and to identify the principles of the use of technological tools for teaching.

- The team learned how to create a **virtual class** with the Google Classroom tool.
  Google Classroom is a suite of online tools that helps teachers to set assignments, and have work submitted by students to mark and return graded papers.

- The group learned how to **plan a class** and present the class with the help of Google Meet.
  Google Meet is a video conferencing application where people can speak, share videos, or do presentations.

- The students learned how to use **Powtoon to record a video** about the advantages and disadvantages of the use of technological tools.
  Powtoon is the most intuitive animation software, with it, anyone can create engaging animated videos with a professional look and feel.

- The team learned how to develop a **Demo class** using technological tools (Nearpod, Kahoot, Padlet, Liveworksheets.)
  These tools help educators make any lesson interactive and are possible to add quizzes, videos, images, etc.

VI. CONCLUSIONS

In summary theoretical information about theories for teaching English online and technological tools for teaching-learning, a language and their function is valuable knowledge that participants can use for educational purposes, and these also serve to plan and develop synchronous and asynchronous class activities.

As a final observation students were able to use technological tools for the design of didactic materials for the teaching-learning of foreign language and demonstrate the knowledge acquired in the specialization, all this to integrate tools to present content in a virtual environment.

Considering all of the participants were able to get acquainted with the virtual learning environments that are used currently, they also identified multimedia resources for specific teaching-learning processes suitable in virtual education. At the same time, they were able to create a virtual classroom using a learning management system available on the internet.

After All, is said and done today's version of distance education is online education (e-learning) which uses computers and the internet as the delivery mechanism and therefore requires a different pedagogy for the use of the different tools. E-learning is very important because it adds benefits to the teachers' methodology and interactive lessons that make online platforms the best tool to enhance student learning.

VII. RECOMMENDATIONS

- The Language Department of the University of El Salvador should encourage the introduction of specialization courses that cover the different areas in foreign languages such as interpretation and translation.

- The School of Humanities should pay attention to the needs of language students as the department with the largest number of students.

- The specialization course could show learning tools that can be used on cell phones or online since not all students have access to a computer and not all tools are compatible with mobile phones.

- Teachers of the specialization course should consider that not all students have teaching skills since there are Modern Languages students majoring in communications taking the specialization course.

VIII. WEBLIOGRAPHY

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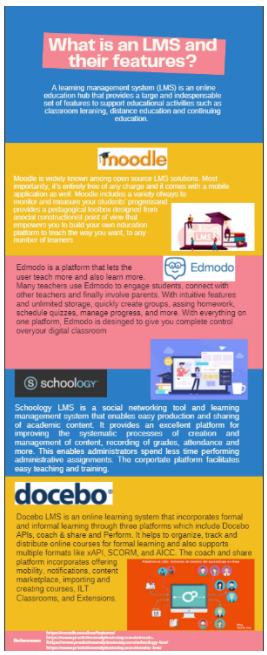
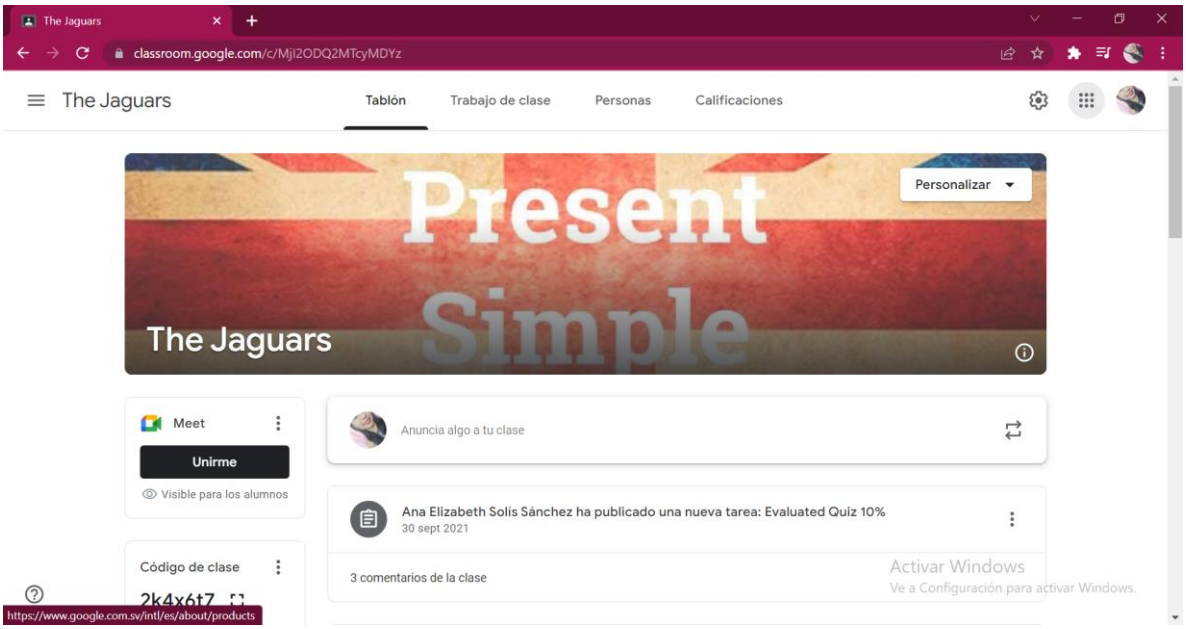
IX. APPENDIXES

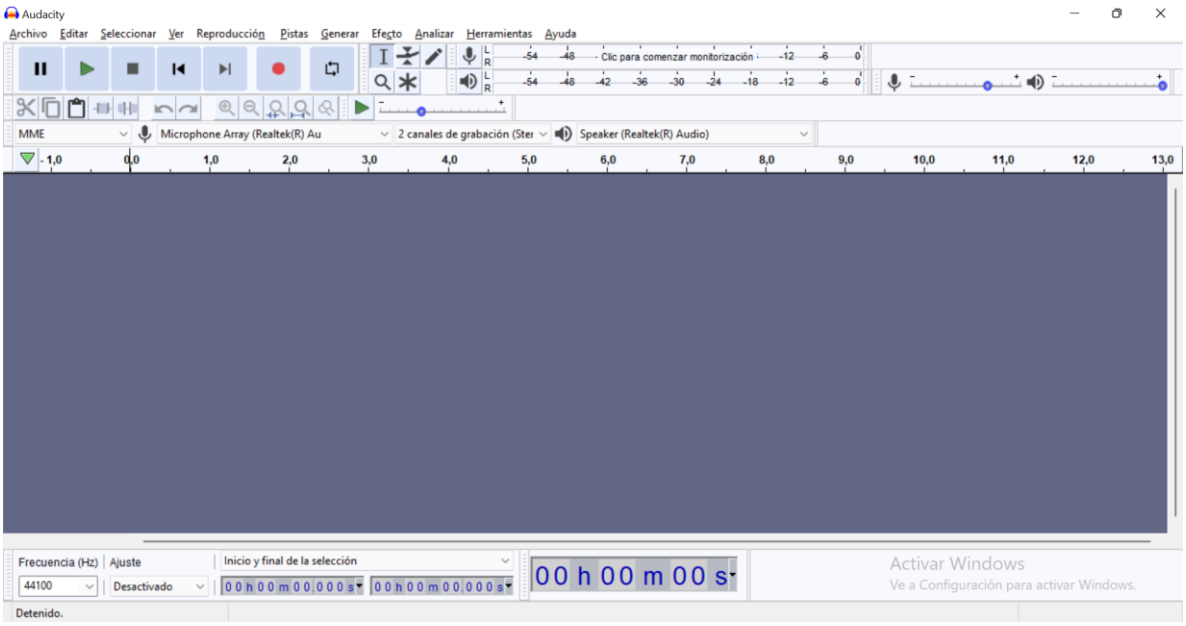
First infographic:



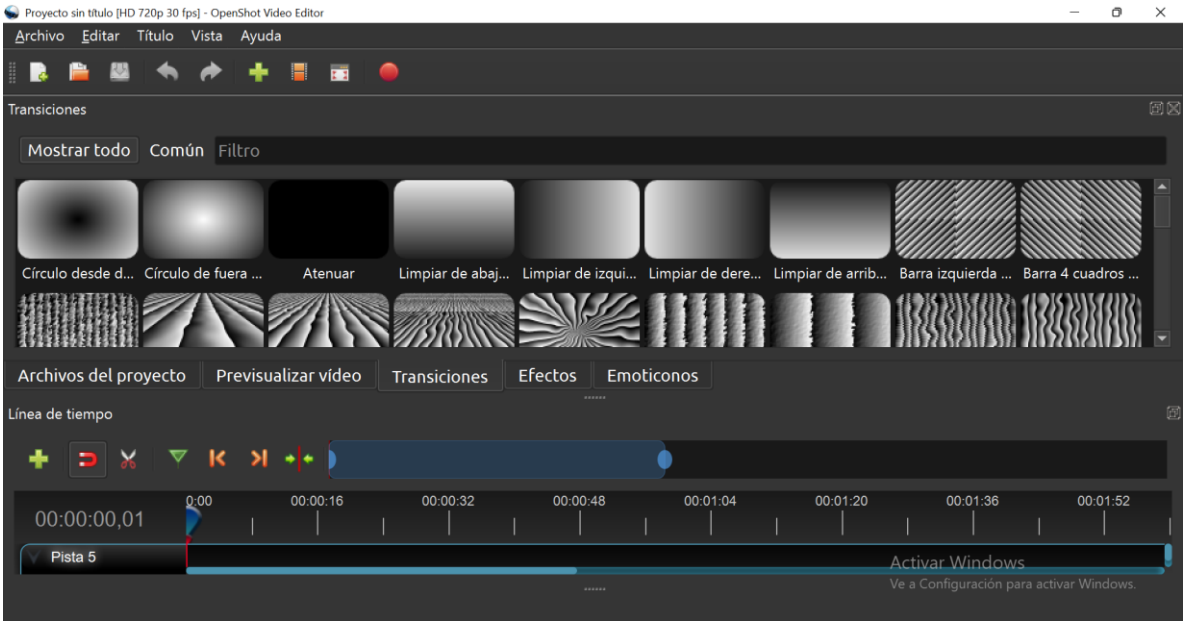
Google Classroom from Module 1



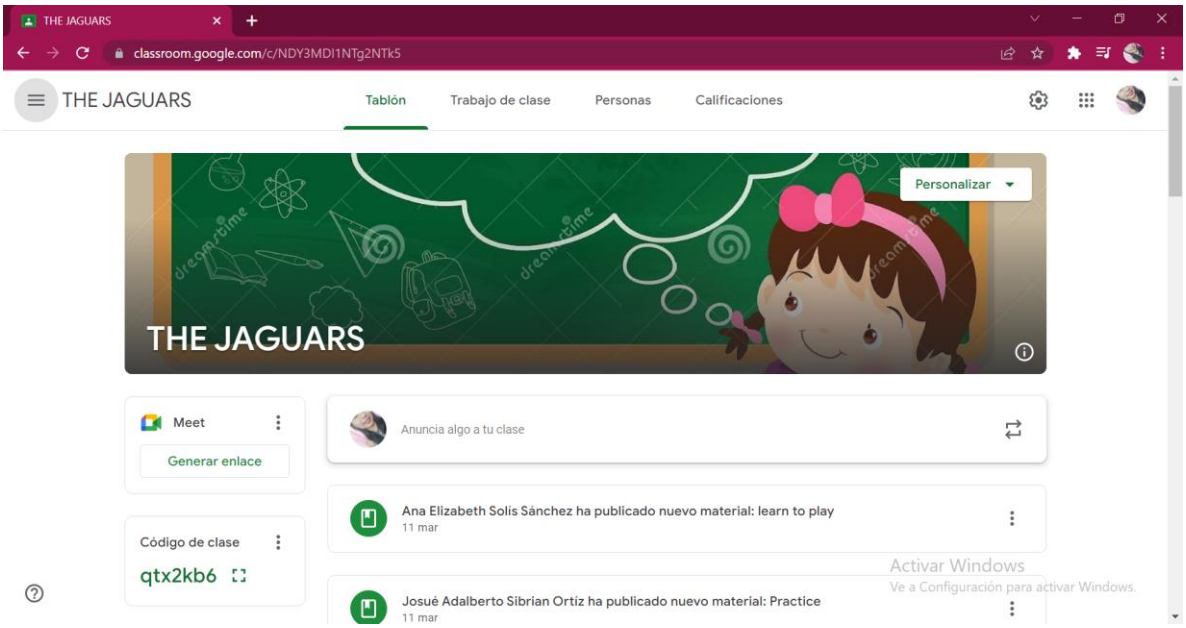
The application used to create the Podcast, Audacity.



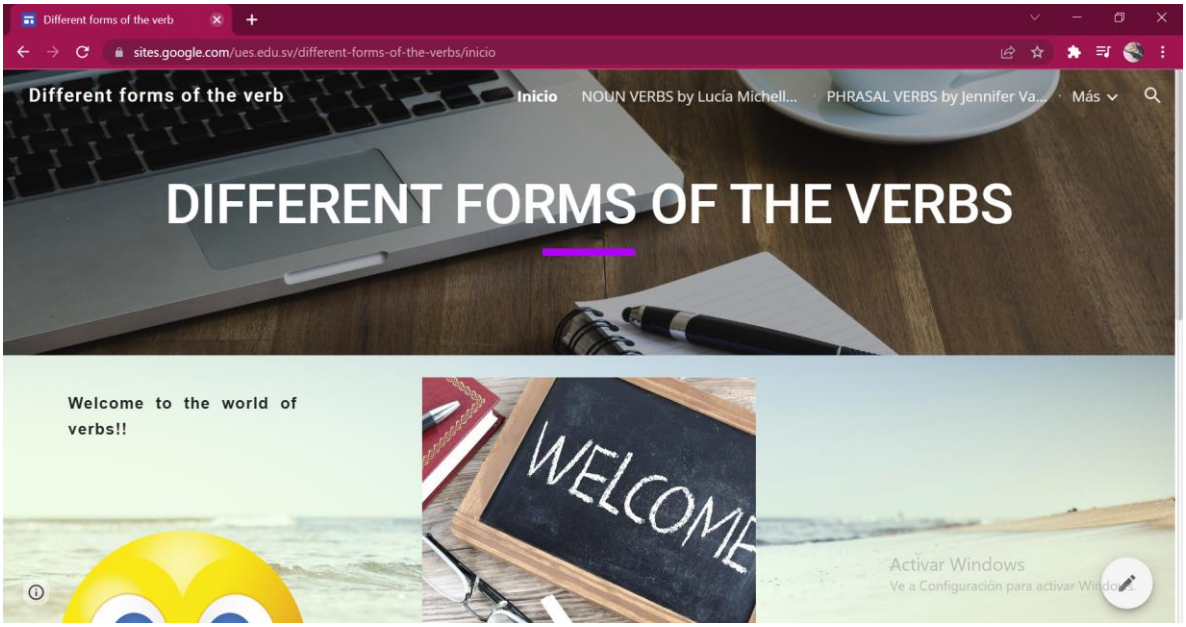
App used to edit videos, OpenShot



Google Classroom from Module 3



Google Site



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Different forms of the verb
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PHRASAL VERBS
Vanessa
Phrasal verbs Podcast (1-39) 90bpm
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Fun with Phrasal Verbs
Instruction: Listen to the podcast for an introduction on phrasal verbs.
Objective: Identify what a phrasal verb is and its uses.
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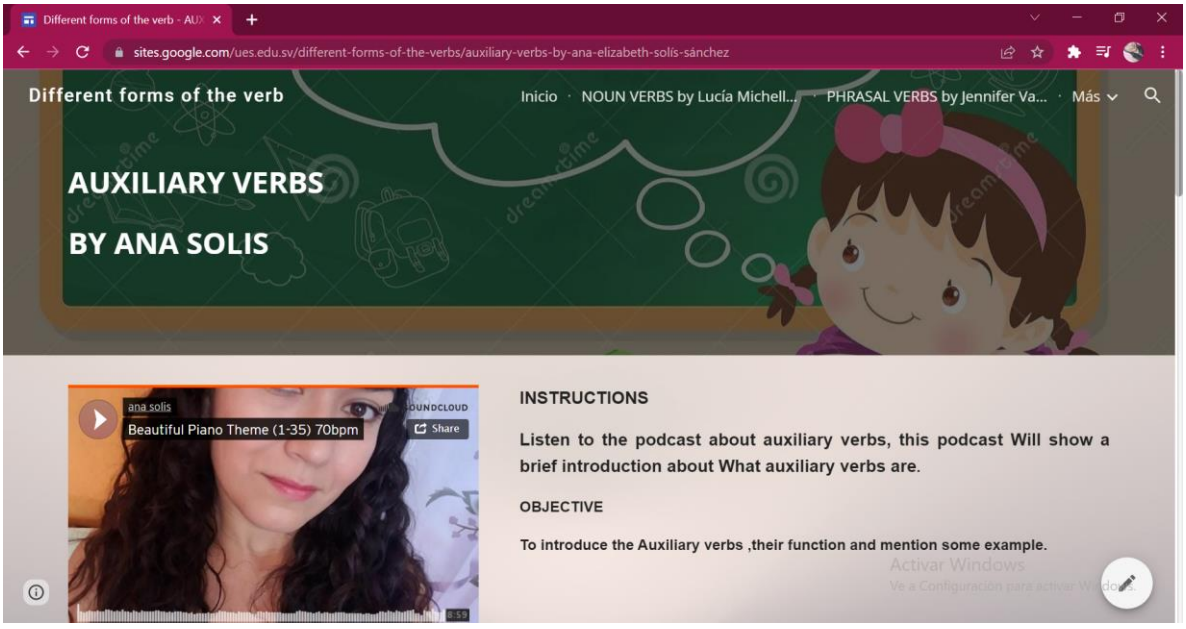
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Listen to the podcast about auxiliary verbs, this podcast Will show a brief introduction about What auxiliary verbs are.
OBJECTIVE
To introduce the Auxiliary verbs ,their function and mention some example.
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