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

**TÍTULO:**

**TECHNOLOGICAL TOOLS FOR TEACHING A FOREIGN LANGUAGE**

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

**TO OBTAIN THE DEGREE OF:**

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

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**CIUDAD UNIVERSITARIA, SAN SALVADOR,  EL SALVADOR,  MAY 2ND, 2022**

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# TABLE OF CONTENTS

# ABSTRACT

The purpose of this work is to appraise the knowledge and skills acquired through the Specialization Course on The Management of Virtual Environments for The Teaching and Learning of Foreign Languages. This Specialization was divided into three modules: Online English Language Teaching, Educational Applications for Learning a Foreign Language, and Design of Didactic Materials for Virtual Environments. Throughout the specialization course participants could gather information about the different online platforms and technological tools to be used at the time of teaching classes in an online environment. Participants also learned about the different online resources to better develop the language teaching and learning process in an integrative way by choosing and using the technical resource that better meet the needs of each of the activities to be implemented during the future classes. This Specialization Course has really provided students with knowledge in different platforms such as: Google Classroom, Google Sites, Schoology, Meet, Zoom, among others; platforms that help to the development of classes and that are complemented with other virtual tools according to the need of the activity to develop, technological tools like Padlet, Nearpod, Classroomscreen, Edpuzzle and Powtoon that allow teachers to develop the online live activities in a really attractive, creative and funny way, on the other hand we have technological tools like: Canva, Prezi, Genially Liveworksheet and others that give us the possibility to create different materials to be used in classes.

**Key words:** Virtual Learning Environment, Learning Management System, Synchronous, Asynchronous, Online learning, Distance Education, COVID-19, Online Tools for educators

**INTRODUCTION**

Since the introduction of the Internet and new technologies there has been a real technological revolution in education; teachers and students have been challenged to adapt themselves to this new reality to facilitate knowledge transfer. The use of technological resources can bring to education an improvement to the traditional teaching methods in a context of a globalized world that is making use of applications, different platforms and tools with interactive technology through the computers or other devices like telephones, tablets, allowing people to be in a very efficient communication almost like if they were face to face. But in order to take advantage of this new teaching modality, it is important for teachers and students to get used to the use of all those technological resources out there, and that is one of the purposes of this work, to evaluate the knowledge acquired during the Specialization Course on The Management of Virtual Environments for The Teaching and Learning of Foreign Languages

Technological resources as tools added to pedagogical models can become valuable resources for learning since it can empower students with personal and professional skills convenient to the development of a country. (Prieto, Quiñones, Ramírez, Fuentes, Labrada, Pérez & Montero, 2011).

The Course was divided into three modules, where plenty of knowledge was acquired about the different resources to develop the online teaching process. The first module was focused on English language teaching where learning theories, learning theories for online education, learning management systems, virtual learning and English teaching methods were studied. In the second module, we focused on educational applications for learning a foreign language where we worked with some technological tools to create and develop

different activities by choosing the technological tool that better fulfilled the activity's objective. In the third module, participants learned to use the web tools to design and create educational materials like: podcasts, online presentations, interactive images, videos, among others.

**OBJECTIVES**

**General Objective:**

To reflect the knowledge and skills acquired through the specialization course "THE MANAGEMENT OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES" by the undergraduate students at the Foreign Language Department at the University of El Salvador.

**Specific Objectives:**

- To evaluate all the contents studied in the specialization course "THE MANAGEMENT OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES" by the undergraduate students at the Foreign Language Department at the University of El Salvador.

- To list the most common teaching tools and online resources studied in the specialization course "THE MANAGEMENT OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES" by undergraduate students of the Foreign Language Department at the University of El Salvador.

- To appraise the use of the technological tools into practice studied in the specialization course "THE MANAGEMENT OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES" by undergraduate students of the Foreign Language Department at the University of El Salvador.

- To study the teaching methods for online teaching taught through the specialization course "THE MANAGEMENT OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES" by undergraduate students of the Foreign Language Department at the University of El Salvador.

# THEORETICAL FRAMEWORK

**The impact of Covid-19 in Education**

By September 2020 more than 1 billion children were at risk of getting behind due to school closures to contain covid-19. To avoid this, 188 countries around the world implemented remote education (UNICEF 2020, https://data.unicef.org/topic/education/covid-19/). More than one year later, students in El Salvador finally returned to the classrooms but in a hybrid system where it is optional to go to school or to keep receiving virtual classes (Ministerio de Educación de El Salvador, https://www.mined.gob.sv/2021/09/26/gobierno-confirma-que-clases-se-mantendran-bajo-las-modalidades-semipresencial-opcional-y-multimodal/). In 2022 we are still under this system and virtual classes have become as important as on-site classes. For that reason, nowadays it is necessary to train teachers and students in the use of digital tools to guarantee education.

However, we face a hard reality where not all the people have access to a good internet connection, a computer or at least a cellphone, not even a radio or T.V. to receive their virtual classes and to adapt to the fact that online classes are now part of the education system around the world. According to UNICEF (2020), 31% of the children in the world cannot be reached by the broadcast- and Internet-based remote learning policies either due to the lack of necessary technological assets at home, or because they were not targeted by the adopted policies. So, it is up to the authorities in El Salvador and every country to guarantee the access to education to every person.

**The Importance of Technology in Education**

Nowadays the amount of people being benefited by the technological advances to optimize their daily tasks is plenty. One example of this is the educational sector that takes advantage of the many advances that technology has had, since technology has come to play a really important role in education to upgrade the learning processes.

Even though many of the virtual tools have already impulse the scope of online education before the pandemic, during the last two years due to the Covid-19 crisis, the educational sector has had to rethink a new form of interaction and productivity from a virtual environment, and it is thanks to The Information and Communication Technologies (ICTs) that communication methodologies have had an advance in their development.

**What is educational technology?**

We can define Educational Technology as the different applications and devices that are used to facilitate the implementation of the technological tools in educational methodologies.

Educational Technology aims to enable educators to plan and guide the teaching and learning process in a more efficient way either in a face to face or virtual environment. This is possible thanks to the different platforms and tools that allow to optimize the presentations and the understanding of the contents that are being taught (Andreina Meza Izquierdo, Diciembre 3 2021)

**Educational Technology**

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they are learning. It allows students to explore new subjects and deepen their understanding of difficult concepts. Through the use of technology in a face to face or virtual environment, students can gain 21st-century technical skills necessary for future occupations.

The arrival of technologies such as the ICTs in the educational field has greatly benefited students, especially those who for different reasons cannot have a face-to-face education and resort to online classes, thanks to the fact that the Internet allows different proposals to exist with the purpose of professional development and academic education; That is why the ICTs are so important for different areas, especially for the field of education, since it serves as a means of communication for students, in addition to facilitating their academic activities. Thanks to educational technologies, students can be more autonomous, critical and analytical when it comes to researching on their own with the aim of clarifying doubts about an academic-related topic. Through the different devices, technology is part of most people's lives nowadays since it makes it possible to take advantage of the different technological resources to better meet their needs. This reality has both advantages and disadvantages.

**E- Learning**

What is e-learning?

E-learning is a structured course or learning experience delivered electronically; it can also include performance support content. Many different elements can make up an e-learning

program, such as live or pre-recorded lecture content, video, quizzes, simulations, games, activities, and other interactive elements.

Moreover, e-learning can be divided into two categories such as asynchronous learning which allows students to take online courses on their schedule. For instance, teachers provide materials, lectures, tests, and assignments that can be accessed at any time by students. Asynchronous e-learning is self-paced; the learners are taking the course on their own, usually on a laptop. On the other hand, synchronous learning or online classes are those that require students and teachers to be online at the same time, lectures, discussions, and presentations occur at a specific hour. This method typically uses a web-conferencing or virtual classroom platform (such as Zoom, Google meet, or Microsoft teams) that offers features such as slide or screen sharing, as well as interactive tools such as chat, polling, and screen annotation.

According to Sander Tamn (2021) E-learning, also refers to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically". Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs.

**Advantages of e-learning in English Teaching**

E-learning promotes active and independent learning. Therefore, studying online comes with many advantages such as:

- **Abundant teaching Resources**

  The variety of teachers' resources that are available on the internet is varied. Teachers can have access to worksheets, educational videos, podcasts, and also, the use of apps and tools to facilitate learning is easy and accessible for teachers not only to find out the perfect resource but also teachers can create their resources.

- **Cost Effective**

  When attending to traditional, face-to-face classes students must spend a lot of money, taking into consideration the expenses that involve face-to-face classes. However, online learning expenses are lower cost due to students only having to pay for internet connection for attending classes, and of course having a good computer or smartphone.

- **Accommodations to different learning styles**

  Teachers can easily adapt all the lessons to all different learning styles and provide appropriate resources.

- **Flexibility**

  Accessible schedules for students which allow easy access to information and different methods for learning.

**Learning theories of virtual learning**

**How do we acquire Knowledge?**

Knowledge is a thinking skill that involves brain processing information. Moreover, Herbert Simon (2000) stated that knowing means being able to find and use information. Otherwise, a theory is defined as a set of statements or ideas that relate a particular subject. Keeping that in mind, the question emerges: How do we acquire Knowledge? Well, there are many learning theories that help students to acquire knowledge in different ways.

**Community of Inquiry (CoI)**

The "community of inquiry" model for online learning environments developed by Garrison, Anderson & Archer (2000) is based on the concept of three distinct "presences": cognitive, social, and teaching, while recognizing the overlap and relationship among the three components. Therefore, the model supports the design of online learning as an active learning process due to students and teachers are sharing ideas by using technological tools to interact with each other.

**Connectivism**

Connectivism as a theory is driven by the dynamic of information flow. Students need to understand and be provided with experiences recognizing constantly shifting and evolving information. George Siemens (2004) describes that Internet technology has moved to learn from internal, individualistic activities to group, community, and even crowd activities.

**Online Collaborative Learning (OCL)**

Online collaborative learning (OCL) is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. Harasim describes OCL as a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use to reshape formal, non-formal, and informal education for the Knowledge Age" (Harasim, 2012, p. 81).

**Some Disadvantages of Technology in Education:**

- o Virtual tiredness.
- o Viruses on computers.
- o Misuse of equipment and programs.
- o Copy and paste information without understanding it.
- o Lack of knowledge in one or another program.
- o It has cost.
- o Teaching may not be personalized.
- o It requires a good internet connection.

Technological advances in education aim to guide and ensure that students from all over the world have access to effective learning methods. Although many people prefer traditional education, there is no denying that technology is a solution with a wide variety of learning styles and knowledge options. It is important to mention that these teaching and learning processes through the Internet and virtual platforms are known as the E-Learning modality and its main characteristics are flexibility and the possibility to adapt the teaching-learning process to the different needs of the students.

# DESCRIPTION OF ACTIVITIES

## Online English Language Teaching

In this module, students learned about the fundamentals of online education and their application to the English language teaching; specifically, the virtual or online teaching approach. Participants learned to use a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and platforms like TEAMS or Meet were used for synchronous activities. This module also provided students with the experience of creating virtual classrooms in Learning Management Systems available on the internet like: Google Sites, Google Classroom and Schoology.

In this module, students analyzed and identified the importance of learning theories for the development of English language teaching methodology in virtual learning environments.

Even though this specialization course was focused on virtual environments, it was important to know the different learning theories since technology is not the factor that determines the models nor the didactic strategies for the teaching-learning process. That is why the creation of virtual learning environments must be inspired by the best theories of educational sociology and pedagogy. Likewise, participants analyzed learning theories like: The Gestalt Theory, Behaviorism, Cognitivism and Constructivism.

Once students worked on the learning theories, they focused on the Learning Management Systems (LMSs), which is a software designed to create, distribute, and manage the delivery of educational content. Some of the most common LMS on which this module was focused are Blackboard, Canvas, Edmodo, Schoology, Moodle, FB Groups and Google Classroom.

**Academic Activities**

In this module students:

- Created an Infographic with the information of four different LMSs, where they highlighted the features that they considered the most important ones, they also had to add two features they considered important for teaching languages.

- Students created a Google classroom class, and they also created different material to share with their classmates, subscribed to the google classroom class and assigned homework.

- Students created a 5-minute class that was handled in Google Meet, they had to prepare material to present a topic, and also they had to create activities, so the participants could interact.

# Educational Applications for Learning a Foreign Language

In module II, students learned how to use online applications such as Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon for creating activities and different resources to be used during online classes. Moreover, they were informed about the theoretical fundamentals of online educational applications. Students analyzed at least eight technological tools and learned their usages in the teaching-learning process in virtual environments. Students developed specific activities based on instructional practices.

1. Fundamentals and principles of using technological tools.

2. Tutorial of Edpuzzle live practice. General information and tutorial of Flipgrid.

3. General information and tutorial of Flippity. General information and tutorial of Liveworksheets live practice.

4. General information and tutorial of Nearpod live practice. General information and tutorial of Padlet live practice. General information and tutorial of Powtoon live practice.

5. General information and tutorial of Kahoot live practice. General information and tutorial of Classroomscreen live practice.

During module II, students were taught how to use applications for teaching a language by developing formative and summative activities. Those activities are detailed below.

- **Infographic**

Students designed an infographic based on the fundamentals of technological tools when teaching a language by using Canva or Genially as a tool. The percentage of the activity was (20%).

- **Video in Flipgrid:**

Students created a video based on how to use videos as tutorials or demonstration activities when teaching a language. Moreover, students learned how to design a Liveworksheet, and also, they had to explain how to use liveworksheets by using Fliggrid as a tool. The percentage of the activity was (25%)

- **Create a video in Powtoon:**

Students created a video in Powtoon about the advantages and disadvantages in the use of technological tools when teaching English. The percentage of the activity was (25%)

- **Demo class using technological tools**

Students performed a Presentation of educational resources that they had created during module II. Students presented a demo class using technological tools in the development of a class. The percentage of the activity was (30%)

# Design of didactic materials for virtual environments

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

In this module, participants also learnt how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants elaborated concrete activities using the technological tools selected for this course. They also carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform. All materials designed had to be coherent in content. In this case, each participant had to choose a topic for a subject of the English area.

## Academic Activities

In this module, participants:

- Recorded a 4-6 minute podcast about a subject of the English area for their Google Classroom course using Audacity for the recording and edition of the material.
- Created a 4-6 minute educational video using the tools of their preference and uploaded it on YouTube.
- Elaborated a 10-12 slides presentation and recorded a video explaining it and uploaded the video on YouTube.

- Designed an interactive image on genial.ly with elements like videos, links to websites and explanation about topics related to the image itself.

- Built a Google Site linked to their Google Classroom Class and to all the material they created during the module and presented it to the class explaining how it was going to be used in a class.

# ACHIEVEMENTS

## Online English Language Teaching

At the end of module I, students learned how to:

- The team learned to identify and apply learning theories for teaching English online using emerging technological tools.

- The team learned to get acquainted with the virtual learning environments that are used currently.

- The team learned to identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.

- The team learned to create a virtual classroom using a Learning Management System available on the internet.

- The team learned to carry out synchronous work sessions using available tools.

- The team learned to design digital material for use in the teaching and learning of foreign languages.

- The team learned to use technological tools for design of didactic materials.

- The team learned to elaborate digital materials for the teaching-learning of foreign languages.

- The team learned to integrate tools to present content in a virtual learning environment.

**Educational Applications for Learning a Foreign Language**

At the end of module II, students learned how to:

- The team learned to define the terms and principles associated with technological tools for educational purposes. Also, they can use technological tools to plan and develop synchronous class activities.

- The team learned how to create an infographic for educational purposes.

- The team learned the theoretical fundamentals of using Fliggrid and Liveworksheets. Moreover, they can make instructional videos using educational applications.

- The team learned how to use Flippity for designing interactive activities and developed them in an online class.

- The team learned the theoretical fundamentals of using Nearpod and creating activities as educational resources.

- The team learned how to use Kahoot for designing interactive activities such as; trivia, quizzes games, and developed them in an online class.

- The team learned the theoretical fundamentals of using Ed-puzzle and creating video activities to apply during an online class.

- The team learned the theoretical fundamentals of using Padlet and creating collaborative activities for instance; writing opinions and answering questions on a digital wall.

- The team learned the theoretical fundamentals of using Classroomscreen to interact within an online class.

- The team learned the theoretical fundamentals of Powtoon and its use of it to develop in a class.

**Online English Language Teaching**

At the end of module III, students learned how to:

- The team learned to record and edit educational podcasts and videos about subjects of the English area for their virtual or on-site courses.

- The team learned to create interactive images about different topics using genial.ly.

- The team learned to build a Google site and link it to their Google Classroom course and to materials created on their own.

- The team learned how to apply the basic fundamentals of an image selection when using genially.

- The team learned how to apply the basic fundamentals of Creating Presentations while using Google Presentations.

- The team learned how to apply the basic fundamentals of video creation when using a video editor.

- The team learned the fundamentals of using Multimedia Resources in a Virtual Learning Environment.

**CONCLUSIONS**

Due to the Covid-19 pandemic, virtual classes became as important as on-site classes and for that reason it was and it is necessary to prepare teachers and students in the use of digital tools guaranteeing education.

The Specialization Course *Management of Virtual Environments for the Teaching and Learning of Foreign Languages* was very useful for the undergraduates of the Foreign Languages Department as they acquired the competencies needed to teach and adapt to the new modality implemented during the pandemic for Covid-19.

Even when the pandemic is over, the knowledge acquired during the course Management of Virtual Environments for the Teaching and Learning of Foreign Languages will be beneficial as the tools learnt can be applied to face to face courses.

The acquired knowledge about the different learning theories taught on the first module will allow students to identify the importance of learning theories and the direct impact that these have on the teaching methodology of the English language in virtual learning environments. On the other hand, the implementation of theoretical knowledge has allowed students to develop their technological skills through the different activities that were carried out such as: the creation of the website, the discussion of the different learning theories, the creation of the class in the Google Classroom LMS, and of course the development of the class created to teach the rest of the participants.

# RECOMMENDATIONS

**To the authorities:**

- Even though a virtual environment allows a bigger number of students to take the classes on synchronous sessions, my recommendation is not to abuse this advantage, so it does not affect the integral teaching-learning process neither for students nor for teachers. Since the bigger the group of people is the less personal the teaching process will be. The research team recommends the authorities of the Department to have classes with no more than 30 students in each group.

- There should be more professors in the professional staff to teach the specialization course or more groups with different schedules to facilitate students' learning experiences.

- To train teachers and students in the use of digital tools guaranteeing education in the new modalities established to avoid spreading the Covid-19.

- To guarantee the access to all the students to the technology (good internet connection, computer, laptop, cellphone, radio, T.V.) needed to take virtual classes.

**To professors and students:**

- Students must employ personal technological tools to develop meaningful language learning.
- Professors have to encourage students to use technology correctly.
- To take advantage of the courses offered by the University to gain more tools to adapt ourselves to future emergencies to continue providing.

- To do our best to become excellent professionals and represent our alma mater with pride showing we can overcome any situation that we have to face.

- To implement more professional development workshops for teachers in order to improve the experience of the students and teachers while receiving online classes.

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# ANNEXES

# 1.1 SPECIALIZATION COURSE SYLLABUS

## Module 1: Online English Language Teaching

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

**Module 1:  Online English Language Teaching**

**PROGRAM**

**1. GENERAL INFORMATION**

1.1 Module 1:

1.2 Code:                              **EDII114**

1.3 Pre-requisite:                  **None**

1.4 Academic Credits:           **3**

1.5 Target Population:          **Students who have concluded their**

                                            **academic process**

1.6 Month and Year:             **August 2021**

1.7 Major Academic Unit:      **Foreign Languages Department**

1.8 School:                           **School of Arts and Sciences**

1.9 Module Term:                  **8 Weeks/ 2 Months**

1.10 Hours per Module:         **60 Hours**

1.11 Professors :

                                            MsE. Blanca Alicia Menjívar González

                                            Licda. Sey Danisia Najarro de Alvarado
                                            MsDi. .Juan Antonio Flamenco Flamenco

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.

**5. CONTENTS**

| WEEK | CONTENTS | RESOURCES | EVALUATION |
|---|---|---|---|
| Weeks 1 & 2 | Virtual teaching (online) and its application in teaching English language. | -Readings of learning theories - Discussion Questions | Discussion Forum (20%). |
| Weeks 3 & 4 | Learning Management Systems (SAA-LMS in English) for the creation, 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**<br><br>Saturday 21st<br><br>Monday 23rd - Wednesday 25th | • Introduction (Program, Sessions time, Class Policies)<br>• Theories of learning in virtual learning | • Video about Synchronous and Asynchronous concepts.<br>• Video about Theories of learning<br>• Forum to answer questions or clarify doubts |
| **2**<br><br>Saturday 28th<br><br>Monday 30th - Wednesday 1st | • E-learning definition and application<br>• Virtual teaching and its application in teaching languages. | • Discussion forum about theories of learning<br>• Forum to answer questions or clarify doubts |
| **3**<br><br>Saturday 4th<br><br>Monday 6th - Wednesday  8th | • Language Management Systems (most common ones) | • Videos<br>• Website<br>• Forum to answer questions or clarify doubts |
| **4**<br><br>Saturday 11th<br><br>Monday 13th | • Language Management Systems (most common ones | • Inphographic<br>• Forum to answer questions or clarify doubts |
| **5**<br><br>Saturday 18th<br><br>Monday 20th - Wednesday 22nd | • Language Management System - Google Classroom | • Tutorial, multimedia<br>• Forum to answer questions or clarify doubts |
| **6**<br><br>Saturday 25th<br><br>Monday 27th - Wednesday 29th | • Language Management System - Google Classroom (Live demonstration) | • Create a Virtual Classroom<br>• Forum to answer questions or clarify doubts |
| **7**<br><br>Saturday 2nd<br><br>Monday 4th - Wednesday 6th | • Platforms for Videoconferences (Zoom, TEAMS, MEET)<br>• MEET | • Videos, Multimedia, Tutorials, Web sites<br>• Forum to answer questions or clarify doubts |
| **8**<br><br>Saturday 9th<br><br>Monday 11th - Wednesday 13th | • Demonstrative class (MEET) | • Forum to answer questions or clarify doubts |

**6. Evaluation System**

The evaluation system will take place in 2 ways:

**Formative Assessment:**

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

**Summative evaluation:**

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and 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% |

**7. CLASS POLICIES**

1. **CLASS PARTICIPATION AND ATTENDANCE\***: Students' active participation and attendance are required. Students´ attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must 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.

# 1.2 SPECIALIZATION COURSE SYLLABUS

# Module II Educational Applications for Learning a Foreign Language

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

**PROGRAM**

## 1. GENERAL INFORMATION

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

2. **Module Description**

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

3. **OBJECTIVES**

   a) **General Objective:**

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

   b) **Specific Objectives:**

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

   ✓ define the terms and principles associated with technological tools for educational purposes.

   ✓ use technological tools to plan and develop synchronous class activities.

4. **METHODOLOGY**

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

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

5.  **CONTENTS**

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

# 1.3 SPECIALIZATION COURSE SYLLABUS

# Module III Design of Didactic Materials for Virtual Environments

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: | MsE. Blanca Alicia Menjívar González (Group 01) |
| | MEVA. Sey Danisia Najarro de Alvarado (Group 02) |
| | MsDi. Juan Antonio Flamenco Flamenco (Group 03) |

## 5. CONTENTS

| Week | Content | Resources | Evaluation |
|---|---|---|---|
| Weeks 1 Y 2 | ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment<br>❖ Use and creation of Podcasts<br>❖ Using Audacity<br>❖ Using SoundCloud | ❖ Readings<br>❖ Tutorials<br>❖ Guidelines for the elaboration of activities | Elaboration of a Podcast |
| Weeks 3 y 4 | ❖ The Fundamentals of image selection<br>❖ Using Genially<br>❖ Using and Creating a Google Site | ❖ Presentations tutorials<br>❖ Guidelines for the elaboration of evaluated activities | Elaboration of an interactive image<br><br>Creation of a Google Site |
| Weeks 5 y 6 | ❖ Fundamentals of Creating Presentations<br>❖ Using Google Presentations | ❖ Readings, tutorials<br>❖ Guidelines for the elaboration of evaluated activities | Creating a Google presentation |
| Weeks 7 y 8 | ❖ Fundamentals of video creation<br>❖ OpenShot working environment. | ❖ Readings, tutorials<br>❖ Software for videos<br>❖ Guidelines for elaboration of evaluated activities | Elaboration of a video<br><br>Integrative Assignment (live defense) |

# Time Table

| Week/Date | Synchronous Session | Asynchronous Session |
|---|---|---|
| **1**<br>Monday, January 17th to Saturday, January 22nd, 2022 | ❖ Presentation (Program, Content and Class Policies)<br><br>❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Guidelines for the elaboration of activities |
| **2**<br>Monday, January 24th to Saturday, January 29th, 2022 | ❖ Use and creation of Podcasts<br>❖ Using Audacity<br>❖ Using Soundcloud | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Elaboration of a Podcast<br>- Guidelines for the elaboration of activities |
| **3**<br>Monday, January 31st to Saturday, February 5th, 2022 | ❖ The Fundamentals of image selection<br><br>❖ Using Genially | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Guidelines for the elaboration of activities |
| **4**<br>Monday, February 7th to Saturday, February 12th, 2022 | ❖ Using and Creating a Google Site | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Elaboration of an interactive image<br>- Google Site Design<br>- Guidelines for the elaboration of activities |
| **5**<br>Monday, February 14th to Saturday, February 19th, 2022 | ❖ Fundamentals of Presentation Creation | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Guidelines for the elaboration of activities |

| 6<br>Monday, February 21st to Saturday, February 26th, 2022 | ❖ Using Google Presentations | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Creating a Google Presentation<br>- Guidelines for the elaboration of activities |
|---|---|---|
| 7<br>Monday, February 28th to Saturday, March 5th, 2022 | ❖ Fundamentals of video production<br>❖ Examples of Video Editors | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Guidelines for the elaboration of activities |
| 8<br>Monday, March 7th to Saturday, March 12th, 2022 | ❖ Use of Smart Phones for video recording.<br>❖ Use of OpenShot. | - Videos<br>- Tutorials<br>- Websites<br>- Question and answer forum<br>- Creation of a video<br>- 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.

# APPENDIXES