

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



TOPIC:

**ONLINE ENGLISH LANGUAGE TEACHING: TECHNOLOGICAL TOOLS AND
ONLINE METHODS.**

**ENSEÑANZA EN LÍNEA DEL IDIOMA INGLÉS: HERRAMIENTAS
TECNOLÓGICAS Y MÉTODOS EN LÍNEA.**

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ENVIRONMENTS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES

TO OBTAIN THE DEGREE OF:

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

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I. ABSTRACT:

A learning management system (LMS) is a type of software or technology supported online that allows you to create, implement and develop a training program or a specific learning process. That is the main purpose of this specialization course: “Administration of Virtual Environments for the Teaching and Learning of Foreign Languages” that teaches about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality, in which the students had learned in a total of three modules the importance, the use, the advantages and disadvantages of using a learning management system in the virtual environment. There is a brief explanation about the different technological tools that were taught to the students and then can be found in specific explanations of activity that were developed by the students in the modules. Also, a short summary of what was learned during the specialization course, as well as all the activities done individually and in groups is presented.

Key words: Asynchronous learning, E-learning, LMS (Learning Management System), Synchronous learning, Technological tools.

II. INTRODUCTION.

The teaching of languages has gone through different methodologies and approaches over time. In the past, teachers would use basic tools like a green board and chalk in the classroom to perform their class. With the advent of technological resources, the professionals in the teaching of language have learned to integrate these helpful resources in order to facilitate their lives. The world plunges into uncertain times as the COVID-19 virus continues to post as a threat to everyone. Schools across the globe have closed down temporarily to protect students and teachers from possible infection. In fact, a study by UNESCO says that almost 1.2 billion of students in 143 countries have been affected by the pandemic. Teachers of languages need to find creative ways to help students to comprehend the complexity of the language in its different elements such as grammar, sound, and form. But thanks to the rise of online learning during COVID-19 pandemic, students can carry on with their education. The LMS replaces all the ancient methodology without technology and difficult to manage because it manages the administration, monitoring, and reporting of online courses and training programs within an organization. It serves as a virtual classroom where teachers can interact with their students and conduct learning activities online. This type of solution is essential during this time where social distancing and lockdown protocols are in place.

Thousands of people learn it as a foreign language around the world. In the last decades, technology has progressed and improved in a variety of ways. With the development of technology, education has also seen a change in the teaching methodology. Modern teachers can plug a laptop to a flat television screen and present a video, images, dialogues, role-plays, listening exercises, movies, and all that can be done with this marvelous technological device. The impact of technology in teaching a Foreign Language can be assorted. The University of El

Salvador offers the specialization course for undergraduate students Administration of Virtual Environments for the Teaching and Learning of Foreign Languages for three Bachelors offered by the Department of Foreign Languages. One of the subjects that is part of these majors is Didactics of the English and French Language, in which students have the opportunity to carry out micro-teaching practices and learn about the different approaches in EFL instruction. The following course seeks to describe the use of technological tools by the future professors in the aforementioned specialization and to find out which tools are used by the teachers and the way it impacts students' learning in those days. In order to meet the experience in general and specific objectives the researchers introduced the following subsidiary questions:

1. How To describe the knowledge acquired by the students which was put into practice throughout the specialization management of virtual environments for the teaching and learning of foreign languages course?
2. How to introduce all the virtual tools that were studied during the specialization course in a brief and clear way?
3. How to explain the activities carried out by the students, according to what they learned during the specialization course?
4. What is the knowledge that students acquired about virtual tools during the specialization course?

The present experience is divided into ten chapters. The first three chapters introduces the objectives, abstract and introduction. It aims to give the main reasons for conducting the experience. The fourth chapter provides the theoretical framework. It aims to show the evolution of educational technology in the last three decades and how the pandemic changes the

way to teach also, several technological tools have influenced in the learning process of foreign language is taught in the present. It also presents the main benefits of integrating these tools in class. The fifth chapter describes all the activities we developed during the specialization course the way in which the course will be conducted and deals with the methodology of the study. It gives detailed information on the LMS tools. The sixth it is about achievements during the three modules of the specialization, we learned about the history, definitions, uses and benefits of each of the virtual tools for both teachers and students. In the seventh chapter deals with the conclusion about the course. The eighth chapter offers recommendations based on the experience we have during all course to improve the integration of educational technology in Didactics of the foreign Language, to the students who integrate the Foreign Language Department at the University of El Salvador and professors.

III. OBJECTIVES.

3.1. General objective.

To describe the knowledge acquired by the students which was put into practice throughout the specialization management of virtual environments for the teaching and learning of foreign languages courses.

3.2. Specific Objectives.

3.2.1. To introduce all the virtual tools that were studied during the specialization course in a brief and clear way.

3.2.2. To explain in detail how the activities were carried out by the students, according to what they learned during the specialization course.

3.2.3. To summarize all the knowledge that students acquired about virtual tools during the specialization course.

IV. THEORETICAL FRAMEWORK.

The COVID-19 pandemic is the first health crisis that had affected educational systems worldwide, in consequence many countries had decided to close schools, colleges and universities as a response to reduce and reverse the negative effects. But, according with UNESCO this measure had brought many challenges for the education system, especially in countries like El Salvador where the educational institutions were not digital prepared. As a result, this new online learning era forced teachers and students to adapt and provided an immediate response with online learning and even though teacher that were not digital prepared continued teaching through a new form of education and they started to learn how online teaching works.

As more teachers and students were immersed in this new online learning method that increased because of COVID-19, they recognized the importance of online learning and its role in education. E-learning and the use of educational technologies are necessary for teachers and students to get the highest development in a virtual environment. The Evolution of Classes to an Online mode: will it revolutionize the educational system? Debarghya Mukherjee. Retrieved 15 mars 2022.

E-learning contributes and provides an enormous type of knowledge which is imparted through the internet. Nowadays, millions of students around the world enroll in online courses where they can learn from the comfort of their homes.

The article ¿Why is E-learning important nowadays? Written by Araceli Virrueta, 2020, explains how the way of learning has changed radically the incursion of new technologies in the educational area that had motivated students and teachers to transform their life through online education. The health emergency that crossed the world during 2020, the demand for online education grew exponentially, proving that it is a great alternative when access

to face-to-face education is not possible. This learning modality represents relevant benefits for students making it possible for them to study from anywhere and at any time. Also, the article mentions that it is important to understand the advantages and disadvantages of E-learning, describing some of them in the following way:

Advantages:

- It is a very efficient way of delivering courses online.
- Everyone, who are part time students or are working full time, can take advantage of web-based learning.
- Provides flexibility, despite people's physical locations, teachers and students can accomplish the same competences.
- Reduces nervousness among students, they are able to communicate more through online education than regular classes.
- E-learning is usually more affordable in comparison to the conventional educational approaches.

Disadvantages:

- Can present problems of the extent of security of online learning programs.
- The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
- Produce less social interaction.
- Students frequently cheat.
- Students Focus more on theory.

In other words, the advantages and disadvantages of E-learning help teachers to understand how this new online teaching era works. In fact, some researchers explain how E-learning is supported with some Learning Theories that try to explain and help teachers to understand how students learn and involve multiple disciplines, including psychology, sociology, neuroscience, and of course, education. Learning Theories and the Online Environment. Thompson Rivers University. Retrieved 16 mars 2022.

The theories of learning study how people receive, process and retain knowledge during learning and how the stimulus, practice or experience can influence people behavior. Human Learning. Boston: Ormrod Jeanne. Retrieved mars 18 2022. Also, learning theories help to group teaching and learning models. For example, synchronous classes run in real time, with students and instructors attending together.

From different locations in this type of classes the learning theory behaviorism observes how students learn through the interaction that occurs in a specific environment, this theory mentions how teachers can stimulate the behavior of students face to face. On the other hand, Asynchronous classes run on a more relaxed schedule with students accessing class materials during different hours and from different locations, but behaviorism can be applied because teachers can also see the student behavior, if they can understand the topics and learn them, even though in a virtual environment.

It also mentions that the students who are in synchronous class are likely to react quickly to this stimulus, but in an asynchronous class, teachers cannot have full control of students because of different issues, for example: access to the microphone, camera or materials that could be used during a class. On the other hand, it said that both environments under this

theory intend to evaluate the competences of the student and provide a grade according to the information that they get. Carleton University. (2017). APPX 1.

- Pros and cons of taking an Synchronous class:
 - Greater engagement
 - Immediate responses
 - Dynamic learning opportunities
 - Direct communication with teachers
 - More structure in classrooms Cons
 - Set schedules
 - Requires strong internet connection
 - Requires webcam and mic be hard to speak up
 - Needs a quiet space to log on
- Pros and cons of taking an Asynchronous class:
 - Schedule flexibility
 - Individually dictated pace democratic
 - More accessible
 - More time with material Cons
 - Less immersive
 - Challenges with procrastination
 - Disconnected social environments
 - Independent learning difficulties
 - More distractions

In other words, the new methodologies and theories help teachers to understand and know the advantages and disadvantages of the different online teaching methods that are involved in online teaching. In addition, nowadays teachers also have access to the learning management system (LMS) that is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for Educational Learning practices in its most common form. They consist of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators. Learn and Teach online. Oberta de Catalunya University. Retrieved 18 mars 2022.

The learning management system in education allows teachers to easily update learning materials, allows schools to organize the data, and also provides teachers an easy way to update students' grades, customize reposts, activities and students' participation, etc. A learning management system may also provide students to use interactive features such as threaded discussions, video conferencing and discussion forums. In other words, Learning management systems consist of different educational platforms like; Moodle, Edmodo, Google classroom, Schoology, etc. That help schools, colleges, and universities develop, assign, and track online classes and student outcomes. Virtual Environments of formation. Valencia University. Retrieved 18 mars 2022.

According with the article Technological Tools apply in Online Education written by Graciela Monroy Correa says, that know and learn about the usages of technological tools in the teaching-learning process in virtual environments is important because these tools help teachers to teach online effectively through the numerous programs and online learning platforms like Canvas, Flipgrid, Genially, Nearpod, etc.

Also, it mentions that educational tools directly target psychology which helps students to understand and grab the information from a different perspective. The uses of these tools make them understand the concepts easily, the challenging tasks, puzzles, and educational games. Also, with the use of the audio-visual in classes make education more liked by most of the students. Educational tools may also allow students to have access to invaluable resources and learning materials on laptops and mobile devices. Some benefits of these types of apps that we can mention are that they can keep connected to the classroom, even while they're away from school, they can access any information anywhere and anytime, the learning process is easy and faster and they can access through their mobile phones.

Therefore, educational tools are also helping teachers to keep appropriate track of student performance, grading, attendance feature, create tests, create interactive presentations and classes, share documents, recording audio and video, etc. In addition, technological tools in a virtual environment in a teaching learning process help teachers and students to develop new experiences of teaching and learning processes. Technological Tools apply in Online Education. Graciela Monroy Correa. Retrieved 19 mars 2022.

The article Technological Tools for the design of visual materials in educational environments written by Hugo Trejo González, 2018, says that teachers need to create effective didactic materials to guarantee that students are learning to their highest potential, that's why teachers have to know how to use web tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Also, it mentions that they need to know how to elaborate concrete activities using technological tools like podcasts, interactive images, videos and google sites and slides, etc. When teachers decide to use this web tool to create didactic materials, they need to consider a number of factors like taking time to

consider educational goals, ways to create and deliver materials appropriate to the specific body of students being taught. Teacher's classes will be more successful if they apply quality teaching material that promotes learning. It explains that when teachers establish an objective by deciding what their students need to learn at the end of the lesson, they establish objectives prior to creating the material that will provide them with a better understanding of what teachers are trying to accomplish. With this knowledge, they will be more successful in creating material that achieves the lesson's goals.

When teachers integrate technology, using web tools, they increase student engagement. Also, when they create the didactic materials, they are considering ways in which they could use available technology like show an online video or have students complete a digital activity, this means that they are taking advantage of the opportunity that using web tools have. For example: in the specialization course "Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros" offered to the three academic majors of the Department of Foreign Languages.

The course professors explained that for reading, the students can read the transcript before listening and for writing, they can practice transcribing the podcast and then compare that to the transcript. In general, there are numerous web tools that teachers will find helpful to create didactic materials for a virtual environment and make their students be more interested in their classes through new and amazing interactive classes and activities. Technological Tools for the design of visual materials in educational environments. Guadalajara University. Retrieved 20 mars 2022.

In conclusion, The COVID-19 pandemic had triggered the education system into new ways of learning. In fact, this new online learning method brought new important changes

that look forward to building incredible resources to educate students. Also, this new method of learning provides a high-quality learning opportunity, improves student outcomes and skills, and expands educational choice options.

Key terms.

1. **Asynchronous learning:** the interaction between instructors and students occurs intermittently with a time delay. Involving students working separately at different times, for example using recorded lessons or the internet, rather than involving students and teachers taking part in a lesson all at the same time.
2. **E-learning:** is a mode of learning that takes place electronically, often via the Internet. It requires students to use electronic devices such as computers, tablets and cell phones, usually their own, although often students use institutional devices too. With e-learning, students theoretically can learn any time or place, as long as they have access to a device and a Wi-Fi or data connection.
3. **LMS (Learning Management System):** is a type of software or technology supported online that allows to create, implement and develop a training program or a specific learning process.
4. **Synchronous learning:** is any type of learning that takes place in real time, where a group of people are engaging in learning simultaneously. Happening with a teacher and group of students who are all taking part in a lesson at the same time, either physically together in one place or using the internet.
5. **Technological tools:** An electronic, digital or physical tool that can expand human capacity to perform tasks or generate products. For example: word processor, presentation program, spreadsheet program, image editor, movie editor, etc.

V. DESCRIPTION OF ACTIVITIES.

Module 1: Online English Language Teaching:

This module was developed in eight weeks for a total of 60 Hours. In this module participants learned 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.

The module provided the experience of creating a virtual classroom in Learning Management Systems available on the internet. Students also learned how to apply the learning theories for teaching English online using technological tools, and we got familiar with the virtual learning environments that are used currently. In addition, we learned how to identify multimedia resources according to the teaching-learning process that contributes to virtual education.

In addition, students analyzed and identified the importance of Learning Theories for the Development of English language teaching methodology in virtual learning environments.

This module included contents like:

- Virtual teaching (online) and its application in teaching English language.
- Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.
- Educational platforms and their applications and their use for online asynchronous classes: Google classroom.

- Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET

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.

Summative evaluation:

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

5.1. FIRST EVALUATION ACTIVITY: DISCUSSION FORUM.

To complete this first evaluation, students wrote a comparison in their own words between theories of learning in a virtual environment and theories of learning in traditional classrooms. They had to take into account the following Theories of learning: Behaviorism, Cognitivism, Constructivism and Connectivism. They provided a comparison per each theory of learning given above and all comparisons requested were posted in a single entry in the Academic forum 1 on Campus.

The entry was posted in an essay format and the teacher provided them with some essay examples. The essay had to be with the correct use of grammar structures, spelling of words, punctuation and capitalization. Also, they had to reply to two classmates' posts with at least 50 words per each entry and provide an opinion about their entries and let them know if they agree or disagree with their information.

5.2. SECOND EVALUATION ACTIVITY: INFOGRAPHICS.

For this evaluated activity, the students selected and analyzed the features of 4 Learning Management Systems (LMS) and then they elaborated an infographic to identify the features of the selected Learning Management Systems (LMS).

For this activity, the students created an infographic in order to follow these steps: Research information about the 4 most common LMS.

After having analyzed the information, they must select the features of each LMS. Then include them in your infographic. And finally, the students upload the infographic on Campus in a PDF or JPG format and they shared the link and upload it to Infographic Score.

5.3. THIRD EVALUATION ACTIVITY: CREATE A VIRTUAL COURSE.

In this evaluation activity, the students created an English course on Google classroom, they selected a macro skills or subskill to upload material to their course. For this activity they followed the following steps: they added the members of their team with the role of a teacher, they had to went to people and select invite a teacher and there they had to add their classmates' emails one by one.

5.4. THE STUDENTS INVITED THEIR TEACHER TO THEIR GROUP WITH THE ROLE OF A TEACHER.

For this activity the students selected a macro skill (Listening, Speaking, Writing and Reading) or a subskill (Grammar, Pronunciation, etc.). They Uploaded material on Google Classroom for a 45-minute class, they added PDF files, Videos, Audios, PPT, etc. They Uploaded a welcome message to Stream (Tablon) and finally, they uploaded an evaluated activity to Assignment or Quiz Assignment.

5.5. FOURTH EVALUATION ACTIVITY: DEMONSTRATIVE CLASS ON MEET.

This was the last activity of this module and took place in groups of 5 or 6, the same groups that worked together on evaluation 3. Each group prepared a 15-minute class to develop a class. Each group selected a macro skill (Listening, Reading, Speaking and Writing) or Subskill (Grammar, Vocabulary or pronunciation). Also, they created a lesson plan and a PowerPoint presentation to develop the class by sharing the information.

For this evaluation all members of the group must explain any part of the lesson plan and the lesson plan, PowerPoint Presentation, or any other material that they were going to use to teach must be uploaded into Demonstrative Class Score on Campus.

MODULE 2: EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE.

This module was developed in 8 Weeks, the hours per Module were 60 Hours. This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Also, about technological tools used to teach online like edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

The purpose of this module was to get familiar with theoretical information about technological tools for teaching learning a language and their functions and at the end of this module the students were able to define the terms and principles associated with technological tools for educational purposes, they can use technological tools to plan and develop synchronous class activities.

The students analyzed at least eight technological tools and learned their usages in the teaching-learning process in virtual environments and they developed specific activities based on instructional practices.

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

5.6. FIRST EVALUATION ACTIVITY: INFOGRAPHICS BASED ON THE FUNDAMENTALS OF TECHNOLOGICAL TOOLS WHEN TEACHING A LANGUAGE.

The students learnt that an infographic uses striking, engaging visuals to communicate information quickly and clearly. They were a valuable tool for visual

communication and the most visually unique. The students learned that when they create an infographic, they were creating the most effective didactic material because they get the students attention and they remember the information and visuals.

That's why in this activity the students had to upload an infographic using a tool Canva, Genially or PowerPoint and this infographic was elaborated in order to communicate the importance of use technological tools in teaching language learning.

First, the students researched information about technological tools used in online classes, their most important features and the principles of the use of technology. They analyzed and selected the information and included the most important aspects of the use of technology or technological tools in teaching-learning in our infographic and finally, the students uploaded the infographic on campus in a PDF or JPG format.

5.7. SECOND EVALUATION ACTIVITY: VIDEO IN FLIPGRID ABOUT TWO TECHNOLOGICAL TOOLS: EDPUZZLE, FLIPGRID, FLIPPITY, LIVEWORKSHEETS.

For this activity the students elaborated a video using two education tools and they explained their features and uses. Also, they created and uploaded the video using Flipgrid.

For this activity they followed these steps:

1. The students looked for information about the Educational tools, their features, uses and their most important activities that they can create or use in an online class.
2. The students analyzed and selected the information about the two Educational Tools.
3. The students prepared a short description for each Educational Tool and a concrete example on how to use them in class.

4. The students recorded a video using Flipgrid with their phone, or any other device and finally, they uploaded the video to Flipgrid.

5.8. THIRD EVALUATION ACTIVITY: VIDEO IN POWTOON ABOUT ADVANTAGES AND DISADVANTAGES IN THE USE OF TECHNOLOGICAL TOOLS WHEN TEACHING ENGLISH.

This activity was developed in pairs, they had to create a video using Powtoon about one Educational Tool, from the ones learnt in class (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Wordwall, Pear Deck, Genially). This video had to recommend the use of an Educational Tool and it had to be focused on teachers, in order to do this activity, they followed these steps:

1. The students researched the information about the Educational tools, their use in online classes, their most important features and the activities that they can create with them or how they can use them in a virtual class.
2. The students analyzed the information and they selected one Educational Tool.
3. The students prepared a description about their features and uses of the Educational Tool.
4. The students created a 3 minutes video in Powtoon.
5. The students uploaded the link to the video Campus.

5.9. FOURTH EVALUATION ACTIVITY: DEMO CLASS USING TECHNOLOGICAL TOOLS.

For this activity the students prepared and made a micro-teaching lesson using Educational Tools, this activity took place in groups of 5. Also, for this activity each student prepared a five-minutes participation in order to present the topic.

The demo class must include a warm up, presentation, practice, production and wrap and also, they created a lesson plan and shared it as a document link in Microteaching groups. Also, to deliver this demo class they had to use one educational tool and they had to try to not repeat tools in the group. In addition, this group evaluation activity took place in 25 minutes and after their classmates provided them feedback.

MODULE 3. DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS

In this module the students learned to use four Web tools for the design of educational materials and they elaborated materials such as podcasts, online presentations, interactive images, videos, google site and slides. These module activities were fundamental parts of the culmination of this specialization. Through the activities and information of this module they learned how to use technological tools for the design of didactic materials, also they learned how to use digital materials for the teaching-learning of foreign languages and how integrate tools to present content in a Virtual Learning Environment.

Some of the contents of this module were about Fundamentals Multimedia Resources in a virtual learning environment. For example, the use and creation of podcast, the use of Audacity, SoundCloud, the use and creating a Google Site and Google Slides and use of Genially for the elaboration of didactic materials.

The evaluation of this module took place in two ways:

•Formative Assessment:

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

process. Effective formative feedback helped participants improve their practices during the module.

•**Summative evaluation:**

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

5.10. FIRST EVALUATION ACTIVITY: ELABORATION OF A PODCAST.

This evaluation activity that the students selected an audience and a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.) After that they had to write a script for our podcast and they recorded developing their topic. They had to record themselves developing the topic.

They used the Audacity platform to record out audio and the podcast was developed in the following parts:

Introduction, body and conclusion.

- To add background music in our Podcast.
- To add a picture at the moment of uploading our podcast to SoundCloud.
- The podcast had to have a length between 3 to 5 minutes and it had to be in MP3 format.
- They shared the link of our Podcast to Campus and the script in a Word or PDF format.

5.11. SECOND EVALUATION ACTIVITY: CREATE AN INTERACTIVE IMAGE.

To take part in this evaluation activity, first the students selected a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.) After that they logged in to Genially to create an interactive image, they had to add text to the image and they created the 3 to five pages on their interactive image on Genially. Then, they had to edit an image that was provide by their teacher. They had to edit an image given by their teacher and they edited it using GIMP, in this application they modified the image with the different aspects present in the rubric like the image had to contain 1000 ppi, it had to be in JPEG or JPG format and they had to compress the image between 70 KB and 100 KB.

In addition, the students had to put the image in the appropriate angle like the example that was given by their teacher in the class. When they finished the interactive image, they shared the link and the edited the image using GIMP on Campus.

5.12. THIRD EVALUATION ACTIVITY: ELABORATED A GOOGLE SITE AND GOOGLE SLIDE PRESENTATION.

For this activity, the students selected a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.) After that they had to create a GOOGLE SITE, added text, images related to their topic and use from 5 to 6 sub-parts in their site. Also, they added an index, a division in each sub-part and inserted a video from YouTube related to their topic site.

In the second part of this activity, the students had to create a Google Slide presentation using the information and images from their Google Site. This presentation had to

have texts, images and transitions. Finally, they had to share the Google Slide on Google Site and share the links of both activities on Campus.

5.13. FOURTH EVALUATION ACTIVITY: VIDEO EDITING.

For this activity the students selected a topic and they recorded a video that had length from 3 to 5 minutes, for this recording the video they used a camera, Smartphone, laptop or any other technological device.

They were able to use Openshot, Camtasia, Movie Maker or any other software for editing videos and at the moment of editing, they had to add a front page at the beginning and also and slide at the end saying “Thank for watching the video”. Besides that, they added background music at the beginning and at the end of the video, added transitions to each sub part and they added text and images in two images where they could write their names or any other important information. Finally, they uploaded the video to YouTube and then shared the link on Campus.

Final evaluation activity: Integrative Task.

For this activity the students integrated all the content that they learned in this module. For part 1 they selected a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc.) Then they had to create a course on Google Classroom where they must include all the information and the activities that were developed in the Demo class. After that, they created a Google Site related to the topic they selected, adding text, images and using from 5 to 6 sub-parts, also they added a division in each sub-part and inserted a video from YouTube related to the topic.

Also, they created a Google Slide with the information and images from the Google Site, they added texts, images, and transitions. Finally, they shared the link on Google Classroom.

Besides that, they developed a Podcast, an Edited Video, an Interactive image, related to their topic using the information that they learned in class and then they shared the Google Classroom link. Finally, for the final defense they let their classmates and teacher know about how they can develop each activity in a real classroom.

VI. ACHIEVEMENTS.

During the 3 modules of the specialization, students learned about the history, definitions, uses and benefits of each of the virtual tools for both teachers and students.

I. Module:

This module was about what an LMS (learning management system) is. It is set as the software used by schools and businesses to manage the delivery of educational or training content. The term can be applied to basic course management systems, but it typically refers to large-scale learning platforms that can be used to advance teaching and learning experiences.

Also, participants learned the bases of online education, its application on the English Language Teaching and the virtual or online teaching approach, like using of the most common ones Learning Management System to make an infographic for educational purposes, also, to create a google classroom and how to use some platforms for video conference like Zoom, Teams and Meet to set up a virtual environment and develop asynchronous activities for the students as a teacher.

II. Module:

In this module, participants learned about the fundamentals, the advantages and disadvantages of edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon when teaching a language in virtual environments to the teacher and the students in the virtual environments. They also learned the use of all the educational tools mentioned before and put into practice what was learned, doing some videos in Flipgrid showing the use and benefits of the others tools while teaching another video in Powtoon about advantages

and disadvantages in the use of technological tools when teaching English. At the end, those videos were shared in its own platforms to all the classmates and the teacher could watch them.

III. Module:

In this module, the students learned how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. The students elaborated concrete activities using the technological tools selected for this course. They did also carry out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform.

Then, they learned how to elaborate a podcast and how to edit it using Audacity and SoundCloud, also, how to elaborate an interactive image using Genially, next, they learned how to create a Google Site and a Google Presentation. Finally, they learned how to make a video and edit it using Openshot and Camtasia in order to put all of those activities at the end of this module showing it to the teacher in a presentation as the final evaluation.

VII. CONCLUSIONS.

As education started to depart from the traditional methodology and integrate technological tools into the classroom, educators began to diversify the methodologies in which they were conducting their classes.

Technological resources have made possible what used to be a privilege reserved for few specialized people, like scientists, designers, architects, mathematicians, etcetera, and it is beneficial in distinct aspects of teaching. It can save time, paper, money, and it simplifies life in the classroom.

The researchers consider that the future professors of the Department of Foreign Languages are highly aware of the importance of designing a class that integrates technological resources as part of their ordinary class. The results of that specialization demonstrated that they are applying those tools and that they are exposed to different options that they can also implement as future professionals.

The experience in this specialization determined that professors play an important role as students tend to copy professors who are motivated. The students are constantly exposed to technological tools that they later can adopt in their classes. All future teachers would implement technological tools in a class if they had the opportunity.

Moreover, according to our experience in this course professors make more use of laptop computers and projectors than other types of resources, this is beneficial for the development of their classes, but indicates that there is a limitation in the access to other types of technological resources on both sides, professors and students.

Furthermore, we found out that the use of technological resources or tools that we use improve our understanding of the subject, which is positive, due to the lack of interest that some students may have. Professors who use technological resources motivate their students to study thanks to the diversity of technological resources. On the other hand, thanks to LMS, 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.

Finally, this experience concludes that technological tools for teaching a foreign language helps teachers to encourage students to take advantage of the technological resources, because in that way, they can start using them on a regular basis and they will not have problems understanding how each one works and it will become a habit.

VIII. RECOMMENDATIONS.

Based on the experience at the end of the specialization research work, the research group would like to share the following suggestions to the learners, professors, and authorities at the Foreign Language Department of the University of El Salvador:

- Professor should warn against students using popular learning tools or Apps as they may have malicious software and may damage to equipment.
- Learners should consider technological resources as a means of finding new learning strategies in order to increase their language knowledge.
- Professors should establish the purpose of each technological resource they use and consider which one best fits their needs, taking into account the limitations of the Foreign Language Department.
- Professors should tailor the technological resources to their learning goals, in that way, their use in the course can be meaningful for students.
- Professors should reinforce the habit of using technological resources in their students as they become more independent when they start looking for learning resources on their own.
- These kinds of learning strategies, involving the use of technological resources can be used in all of the subjects that are part of the Bachelor Degree in English Teaching and Modern Languages.
- The technological resources should be focused on the learning necessities of professors and learners.

- The Foreign Language Department at the University of El Salvador should modernize its technical instruction capabilities by updating the equipment and laboratories for supporting the teaching process.
- The Foreign Language Department should be constantly updating the technological resources that are used by professors and students in accordance with the current educational trends in English and French teaching.

IX. BIBLIOGRAPHY/WEBLIOGRAPHY.

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X. APPENDIXES.

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What is an LMS?

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process.

Four of the most common LMS:

Edmodo

It's a platform that enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents.

FutureLearn

- Discussion forum.
- Learning material management.
- Asynchronous document sharing.
- Mobile learning – anytime, anywhere.
- Ability to create polls, quizzes, assignments, notes, blogs, and award badges online.

Shift to Virtual Learning

Moodle

It's a web-based, e-learning portal that allows you to access a range of training resources at work, at home, and on the road, whenever and wherever you have the need and time.

- Access a variety of instructional and assessment learning assets from the built-in catalog and custom catalogs.
- Create and follow training plans created by you and your manager.
- View and report on your progress and test scores.

TECHNOLOGICAL TOOLS IN TEACHING-LEARNING

Technology provides numerous tools that teachers can use in and out of the classroom to teach or enhance student learning, and have the opportunity to practice what they learn.

SOME IMPORTANT ASPECTS:

- Interactive video environments that present students with challenges that require them to understand and apply what they learn.
- Create environments of respect by asking and answering questions during class so that students are confident about everything they learn.
- It turns students into self-taught people to research and create a schedule for studying.
- Supports different forms of teaching-learning thanks to the different platforms using video, documents, games, etc.

IMPORTANT FEATURES:

- Teachers can create online collaborative groups, administer and provide educational materials, monitor student performance, and communicate with parents, among other features.
- Teachers can create exercises or educational games which students can solve using mobile devices, whether smartphones, laptops, or tablets.
- Teachers and students can create multimedia presentations with dynamic slides in which you can embed interactive maps, links, audio games, Twitter feeds, and videos, among other options.
- Teachers and students have access to the different platforms and materials at any time and from anywhere free of charge.

APPENDIXES B: <https://www.youtube.com/watch?v=C2q7XFQ9Le8&t=292s>



•Edpuzzle is available on the app store and online, making it easily accessible to students in whatever their situation is.

•Videos can be taken from YouTube or directly uploaded.

•Open ended questions or notes can be put into the videos at any point.

and you can find this at the Apple

Tania Mayeli S

Nov 12, 2021 9:45am

Wordwall

12 vistas · 18 nov 2021

Hayley Meza

CREATED USING POWTOON

2 NO ME GUSTA COMPARTIR GUARDAR

ESTADÍSTICAS EDITAR VIDEO

— Created using Powtoon — Free sign up at <http://www.powtoon.com/youtube/> — Create animated videos and animated presentations for free. Powtoon is a free tool that allows you to develop cool animated clips and animated presentations for your website, office meeting, sales pitch, nonprofit

APPENDIXES C:

LEARN ENGLISH TOGETHER

Tablón Trabajo de clase Personas Calificaciones

Personalizar

LEARN ENGLISH

LEARN ENGLISH TOGETHER University of El Salvador

Meet Unirme Visible para los alumnos

Código de clase 7fkt54

Próximas entregas No tienes ninguna tarea para esta semana Ver todo

Anuncia algo a tu clase

Efrain Arias Majano 10 mar (Última modificación: 10 mar)

Hello Guys!

Google Site <https://sites.google.com/view/dailyroutineusingimplepresent/e5CS%41ojna-riajncial>

Free resource for teachers and students. This tool is designed to teach you and help you learn English for free through vocabulary, phrases, grammar and audio too.

Let's learn with Google site!

Have a good one!

Daily routine using simple pres...

Se guardaron todos los cambios en Drive

Publicar

How to describe the daily routine?
Construction of a sentence describing the daily routine using the simple present.
Let's do a practice!
Thank you for join to the class today, see you tomorrow and have a wonderful rest of your day!
Bye!

Insertar Páginas Temas

Cuadro de texto Imágenes

Incorporar Drive

Diseños

Grupo que se puede contrair

Índice

Carrusel de imágenes

Botón

Daily routine

Archivo Editar Ver Insertar Formato Diapositiva Organizar Herramientas Complementos Ayuda Última modificación hace 6 días

Fondo Diseño Tema Transición

1 2 3 4 5 6

How to describe the daily routine?

We use the simple present to talk about daily routines because the simple present is used to describe actions that happen regularly.

Example:

I get up at 7 o'clock.

get up = present simple.

Haz clic para añadir notas del orador

PRACTICE YOUR LISTENING, NOW!



LEARN HOW TO TALK ABOUT YOUR DAILY ROUTIN IN ENGLISH

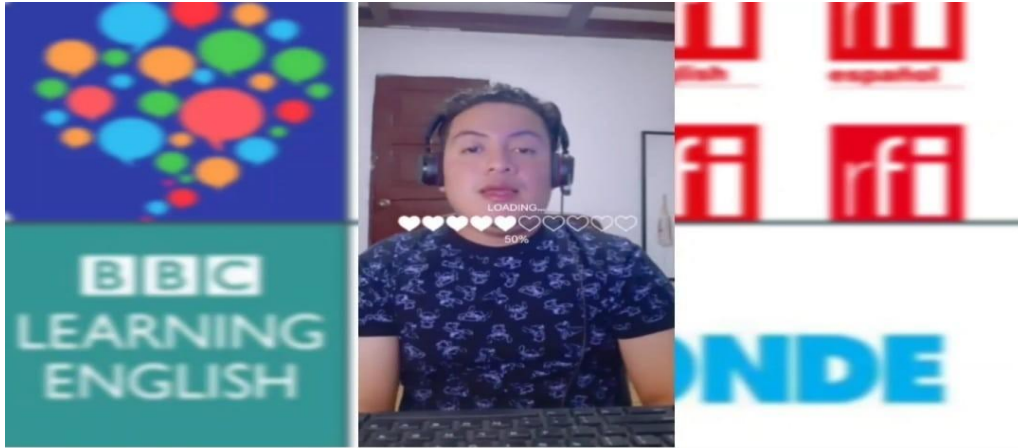
TANIA SÁNCHEZ



I'm Efra

Hi, I'm Belki

CREATED USING POWTOON



POWTOON
Powtoon
Specialization Course – Module 2
Saturday, November 13th, 2021

What is it?

Powtoon is an online platform for creating short video presentations. Powtoon gives anyone the ability to create videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.

Go to **powtoon.com** and sign up

Now you can create a video

Sign up to Powtoon
Already have an account? Log in

Small address: [input field]
Continue

Sign up with:
Google Facebook

By registering you agree to our [Terms of Service](#) and [Privacy Policy](#).

Welcome home, **BLANCA ALICE!**
What do you want to create?
Animated Whiteboard