UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

TOPIC:
"EMERGING TECHNOLOGICAL RESOURCES AFTERWARDS COVID 19"

"RECURSOS TECNOLÓGICOS EMERGENTES DESPUÉS DEL COVID 19"

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

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

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ABSTRACT

The Covid 19 pandemic has disrupted education in over 150 countries and affected 1.6 billion students. In response, many countries implemented some form of remote learning by using a variety of technological resources. Since remote learning has grown without borders**,** it has opened doors where people around the globe can connect not only to learn a second language but also to get a remote job or have an online medical appointment. In this report, the tea, will describe the most functional and convenient technological resources that teachers and students can use to connect for synchronous and asynchronous online classes. The specialization course, Administration of virtual environments for the teaching and learning of foreign languages of the University of El Salvador began in August 2021. Students of the Specialization course acquired knowledge about LMS (Learning Management System) to set up a virtual classroom followed by educational applications that are used to teach languages and finalized with the process of making didactic material to teach online. As a result, learners of the course can set up a virtual classroom and start teaching by using all the technological resources that are now available in this era of technological breakthroughs.

Key words: synchronous, asynchronous, virtual classroom, remote learning, virtual environments.

I.   INTRODUCTION

Moving the transition from in-person education to online education has represented a challenge for students and teachers in the educational system for the last two years. Because of the Covid-19 pandemic, which started at the end of 2019, schools were forced to shut down as all people were told to remain in isolation to reduce the risk of spreading the virus and avoid more deaths since it was a new virus and for that year there was no vaccine for coronavirus. Schools and universities were not prepared for such a change but had to move quickly since it was a situation out of control. And students needed to receive their education as well as teacher needed to work so that online classes were the only way students could continue their educational plans. Platforms such as Zoom, Google classroom, and Teams started to take a lot of popularity because they resulted in useful and complete tools to use in education. Of course, most teachers were not knowledgeable about the new technologies but as soon as possible schools and universities helped them learn about the tools and nowadays take part in the curriculum. But this issue was not only for teachers, it was also for students who did not have access to the internet and adequate equipment for continuing their study plans.

"Several challenges made the transition difficult: limited resources due to pandemic-related costs and revenue losses; equipment and workspace constraints for students; and misunderstandings about the pedagogical differences between instructional modes. Schools and programs restricted by hiring freezes and reduced budgets made it difficult for instructors to plan, build and manage courses, and to get extra help to use new technologies (Costa et al., 2021)". Online classes have taken a lot of demand because it has brought a lot of advantages for students who cannot take in-person education for different reasons which means that teacher needs to be ready to use these platforms and adapt their teaching curriculum to the new technologies.

The following paper will discuss the three modules studied during 2021-2022. The first one is about **Learning Management System "**An LMS allows instructors to facilitate and model discussions, plan online activities, set learning expectations, provide learners with options, and assist in problem-solving with processes for decision making. An instructor's presence within an LMS creates an engaging learning environment (Bradley, V. M. (2021)". LMS encompasses all apps that are used nowadays with the purpose of learning and students and teachers need to be prepared with the usage of these apps to reach the goals expected in the curriculum with an emphasis on the teaching of English.

II.   OBJECTIVES

a) General Objective:

- To describe the technological resources that students learned during the development of the specialization course, Administration of virtual environments for the teaching and learning of foreign languages.

b) Specific objectives:

- To evaluate the use of an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous and synchronous activities by using different platforms such as; MOODLE, TEAMS, and MEETS.

- To classify the online didactic material that can be used in an online class by using different educational applications.

- To analyze the features of different educational applications that can be used to teach Online Classes.

III.   THEORETICAL FRAMEWORK

1. Learning management systems

In 2000, the world was introduced to the first open-source LMS: Moodle, short for Modular Object-Oriented Dynamic Learning Environment. With Moodle, learners could start learning as soon as they downloaded the application onto their desktop computers. Personalized learning was made possible by letting learners pick the content they wished to store or export. Moodle's plug-and-play functionality meant that training content could be delivered to the learner/s faster and at a lower price. Being thus, learning management systems technologies have been promoted as supporting students' learning (Dyson et al., 2015), assisting with teaching (S. Manca & Ranieri, 2017b), facilitating research collaboration among researchers from different parts of the world (Al-Daihani et al., 2018; Gu & Widén-Wulff, 2011), and enhancing staff's professional development and growth (Donelan, 2016)

Before the last decade, most colleges and universities provided distance education face-through to-face face sessions, live satellite, or closed-circuit television. Recently, broad use of the internet for conducting instruction has become popular in academia (Fuller, Rena, Pearce, and strand,2000). However, nowadays we have a tool called LMS (learning management systems) a software application that helps with the management of digital training content. Its key characteristics can be found in the name itself: Learning: A single repository for all your learning material, which learners can access every time.

Management: an LMS is not just a bunch of training courses hosted online. It is a neatly organized system of managing training processes (such as user registrations, and course assignments) for both eLearning and in-class sessions. System: Using the LMS, a trainer can

automate tasks such as tracking and reporting learner activities, processing stats, generating detailed reports, grading assessments, and creating and awarding certificates.

To sum up, the term LMS is currently used to describe several different educational computer applications, and we would argue that it is often used incorrectly. Indeed, an LMS delivers content but also handles course registration and administration, skills gap analysis, tracking and, reporting (Gilhooly, 2001). Also, an LMS is software created to manage users learning activities, taking into consideration the features that will make this possible (Emelia, 2010). All these functions are made possible through LMS. E-learning courses should be developed in a way that teachers' and students need are met in the best way possible (Dimitrios et al., 2010).

2. Features of learning management systems

A Learning Management System (LMS) can be analyzed by sorting the features into four groups; tools for distribution, tools for communication, tools for interaction and tools for course administration. This classification was used for the first time when the use of LMS at the School of Engineering, University of Borås, in the year 2004 and the academic year 2009-2010 was investigated. XVII Scientific Convention on Engineering and Architecture, Havana City, Cuba 2015. If online learning management systems are to support these areas, then inbuilt features allowing the tailoring of courses to suit these domains should be expected. LMSs such as Blackboard and Moodle provide collaborative tools like email, chat, discussion forums, virtual classrooms and reflective journaling features (Corich, 2005). For that here we have some important features here in the following table.

FEATURES OF A LEARNING MANAGEMENT SYSTEM	
Course Management, e.g., lists of courses, registration, credit information and syllabus, pre-requisites	Student tools: Home page, self-tests, bookmarks, progress tracking
Self-assessment quizzes	User and group management
Asynchronous Communication: email, forums	Learner feedback: course evaluation surveys, test evaluation surveys etc.
Synchronous Communication: chat, whiteboard, teleconferencing,	integration with other systems, e.g., single-sign login, other learning platforms

Theoretical Framework - Table 1: Learning management system. (2019, May 3). EduTech Wiki

3.- Benefits of learning management systems

When considering the overall management of administration and training processes, learning platforms, or LMS (Learning Management System), can offer so much. Advantages include supported face-to-face learning, and online and blended learning solutions which facilitate and improve upon traditional educational methods. LMS can also save organizations time and money by allowing the easy administration of large amounts of information in a user friendly, web-based environment.

There are numerous benefits to Learning Management (LMS). Professors of courses or facilitators of training can use online tests or quizzes to guide progress and knowledge of students, post materials or lectures, host discussions amongst students, have students submit assignments through the platform, mass email the class list, and much more. "The LMS brought together content delivery, communication, assessment and administration of online instruction into a single secure platform that could be accessed by anyone on the internet" Dabbagh & Bannan-Ritland, 2005) By

using a LMS in education programs, teachers need their cell phone or another electronic device to access the learning materials during each session. They also have the ability to access these materials, ask questions, and participate in discussions outside of sessions from virtually anywhere.

Other benefits include accessing materials at a later date, the ability to go at the learner's pace, the chance for learners, who may not participate in classroom, to express opinions outside the classroom, and the opportunity to carefully time and plan out a semester (Dehinbo & Odunaike, 2010).

4.-Online education during the covid-19 pandemic

One of the sectors most affected by the COVID-19 pandemic has been education according to UNESCO. In El Salvador, 100% of the student community was affected by the pandemic, more than one million 300 thousand students from primary to secondary school had to follow classes online and around 190 thousand higher education students. Manzano, M. (2020). According to a bill for "universal digital inclusion" of the Legislative Assembly of November 2019, in El Salvador only 30% of the population has internet, well below what is recommended to lead El Salvador to development, that is why the bill aims to provide the technological tools for the digital society of information and knowledge of the entire population (Ramos, C (2019).

For the development of societies, learning, studying and education play an important role. With the appearance of COVID-19 in El Salvador and the implementation of preventive measures to avoid the spread of the educational community, the suspension of regular classes did not prevent the academic activities from having an immediate continuation in the online modality. This enabled educational institutions to continue with the academic programs thanks to the advantages offered by technology and a generation of students who have been born in the digital era- Ronny Reyes 2020. According to the Ministry of Education, in El Salvador, 30,000 teachers have the skills to be

able to teach online classes with the classroom platform. So many teachers studying a virtual diploma, realized that this course would be very useful to learn to use educational platforms and applications such as Microsoft Teams, Zoom, Google Classroom, Google Meet, Podcast, etc. Using Moodle is a puzzle for the teacher who runs away from technology.

IV.   DESCRIPTION OF ACTIVITIES

MODULE I: Online English Language Teaching

The future of learning is more flexible than ever. There is nothing we can do about this natural shift toward the digital, but one thing we can do is make sure our school, educators, and students are equipped with the best resources out there so they can stay focused on what is important: education. Therefore, the General University Assembly through agreement 033/2019-2021, Second Part (IV), dated May 26, 2020, approves the Specialization Courses as graduation work, at the same time, The Department of Languages formulated the specialization course available to the three academic majors of the Department.

In addition, this specialization course deepens the central themes for the teaching of the English Language, acquiring proficiency during the 3 modules, as a result, module number 1 called "Online English Language Teaching "with a duration of 60 hours from August 23 to 14 October 2021. This module number one consisted of studying the fundamentals of online education and its application in the teaching of the English language; specifically, the teaching approach virtual or online, how to use mainly LMS (Learning Management System) also from its beginnings, characteristics, and history for classroom assembly virtual.

This module was based on analyzing the beginnings of online education and its application in the teaching of the English language; specifically, the teaching approach online, also how to use an LMS to develop a classroom virtually. This number 1 module also created a virtual classroom using a classroom to put into practice what was learned during this module, additionally, the importance of Learning Theories was identified for the methodology of Online Teaching of the English Language. that is, each student had the opportunity to Define the concepts, importance and history of LMS and its relationship with online English language teaching. And last but not least, each student creates a virtual classroom using a Learning Management System.

To sum up, participants of the module are now able to identify the different learning theories in the teaching of the English language in virtual learning environments to implement them in different activities throughout the course. Also, active participation in the forums was promoted among students as a means of interaction and feedback. In addition, the use of tools related to teaching and the creation of didactic materials was also discussed, such as the use of the canvas application to make infographics and thus use significant material for future students. Thus, all this program was of benefit to the students since it was intended to encourage the use of different platforms and show a friendly way of using them.

MODULE II: Educational Applications for Learning a Foreign Language

One of the most rewarding aspects of the human experience is our ability to connect with others, being able to communicate with someone in his or her language is an incredible gift. Nowadays technology allows us to not only to connect through the internet but also to work to see people from abroad and as well study a language. There are many educational applications that teachers and students can use to learn a language and develop all the necessary skills to be proficient. During the study of the module Educational Applications for Learning a Foreign Language participants of the course had the opportunity to learn about different applications that are very beneficial for teachers and students during the online learning process. Learning about Educational Applications for learning a foreign language was so interesting because the research team analyzed the different technological tools and the features that make classes more professional and compelling not only when teaching online classes but also at the moment of having face-to-face classes. Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, and Powtoon are the educational applications that the team mastered after taking the module.

If you want to place interactive content into pre-existing videos from a variety of sources, such as TED or YouTube, or into videos you have made, Edpuzzle is an amazing program that allows teachers to customize the video content that you want to show to the students by editing, cropping, recording audio, and adding quiz questions directly to the video stream as well teachers can use Edpuzzle as a tool to support an assignment that asks students to create their video lesson. Creating an Edpuzzle account is quick, easy, and free: first go to edpuzzle.com and sign up as a teacher, choose your school or click on "add a new school" in the dropdown menu and choose the subject /level, verify your email address and it is all set.

The second educational application studied during this module was Flipgrid. It is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics. To use Flipgrid in online classes it is necessary to visit www.Flipgrid.com and click the blue educator signup button in the upper-righthand corner. Choose to use your Google or Microsoft email to begin your account creation.

The third educational application is Flippity. It is a great and useful tool for taking Google Sheets and turning them into helpful resources from flashcards to quizzes and more. Flippity works at its most basic by using a selection of Google Sheets that allow teachers and students to create activities. Since these templates are ready to use, all that requires is personalization to the task and it's ready to go. Flippity is a free resource for teachers that allows for the creation of quizzes, flashcards, presentations, memory games, word searches, and more. While it can be used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects.

To continue the team studied the Liveworksheets platform which allows teachers to transform traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which it is called "interactive worksheet". Students can do the worksheets online and send their answers to the teacher. This is motivating for students and good for teachers. Additionally, these interactive worksheets take full advantage of the new technologies applied to education: they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice and even speaking exercises that the students must do using the microphone.

Moreover, Nearpod is an interactive classroom tool to engage students by adding interactive activities to your lessons like polls, collaboration boards, and game-based quizzes. Students can interact and submit responses through any mobile device or laptop. To get started it is necessary to create a new account by signing up as a teacher at https://nearpod.com. The team also learned about Padlet. This is a virtual place where teachers can create a single or multiple walls that are able to house all the posts teachers want to share. From videos and images to documents and audio, it is literally a blank slate. It allows educators to involve students, other teachers and even parents. It is a great app to make students gather or practice vocabulary.

Finally, PowToon is another great tool that gives the opportunity to create animated videos for personal, educational purposes. It is a friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals. Novice users can select one of five looks (i.e., Modern Edge, Whiteboard, Infographic, Cartoon, Corporate) and can choose to edit templates that have already been created, whereas experienced tech users may choose to design their own storyboard and video rather than use a template ,those were the most important applications that the team studied through the development of the module II, most of them are beneficial for students and educators since they have free plans and that allows both students and educators to have more options at the moment of presenting a topic, practicing

vocabulary creating interactive images and more.

MODULE III: Design of Didactic Materials for Virtual Environments

      This module began in January 2022 and ended in March 2022. Module III was named as **"Design of Didactic Materials for Virtual Environments"** The purpose of it was to review existing approaches to modern training methods design and to create a variant of its technology in virtual educational environments in order to develop general cultural and professional education. The participants learned to use four Web tools for the design of educational materials, and the team elaborated materials such as: podcasts, online presentations, interactive images, videos, among others that will be explained below.

Description of activities - Image 1: Logo genially, is a media creation platform focused on designing and sharing media creations and presentations of all kinds.

      The first web tool was podcast. It is an audio content, available through a file or streaming. The advantage of the podcast is that the student listens to it when they want to and it can be on a cellphone or computer. It can be heard on various devices and this has helped the student to understand a specific topic easily. In addition, if the students wish to listen to it several times, they have the possibility to do so or repeat the audio if they did not understand a certain instruction or content. It is a very useful tool for the teacher and for the student.

Description of activities - Image 2: Logo Podcast, is a series of spoken word, audio episodes, all focused on a particular topic or theme.

The second dealt with **INTERACTIVE IMAGES**. This application consists of showing the student a certain topic using an image that describes that topic and on top of it, using icons that help us link certain information about the topic that teachers are developing. The platform that helps us develop this type of interactive images is called **"GENIALLY"**

How does it work and how do students work to them, though? It is easy, student go to the interact images and they click some icons that describe a specific information related to the topic and directly go to the link where the information is, student will learn in a different way.

Description of activities - Image 3: Logo Google Sites, is a free tool that lets you create websites and is compatible with other Google apps like Docs, Sheets, and Slides.

The third activity was to create a Google site using 6 minimum tools seen in the specialization course, those might be liveworksheet, Pawtoon, Interactive images, kahoot, presentations, or any other seen during the development of the three modules. In this activity the

team developed a Google site where could include some of the activities presented during the course and other activities that were made for a specific group of students to teach online.

As a result, it was an excellent activity because the research team put into practice all the knowledge acquired throughout the course. Different activities were developed, each with a variety of ideas for the student and the main purpose was to practice what was learned and implement those activities by using all the technological resources.

V.   ACHIEVEMENTS

One of the achievements after the experience of taking the specialization, was the fact of enriching much of the knowledge obtained in the virtual platforms that can be used nowadays to improve the teaching strategies.

After each of the platforms studied in class, students developed an activity to put our learning into practice. It was necessary to investigate a little more about each platform to see what other ways we could develop and innovate each of the assigned tasks.

During the course, participants managed to handle each of the platforms. They were able to identify that each one of them has its own objective that not all virtual platforms can be used in the same way, without this course we would not have investigated it.

Participants were able to experiment with new technologies in the field of teaching English as a second language and apply all pedagogical systems learned in the carrier.

On the completion of the specialization, participants were able to complete group assignments deliver by the facilitators in a timely manner thus assimilating teamwork and group collaboration.

VI.   CONCLUSIONS

After describing most of the activities developed during the III modules of the specialization course administration of virtual environment for the teaching and learning of foreign languages, the members of the team listed the following conclusions:

- After Covid 19, online classes have changed our lives, now we have a variety of online resources such as applications and didactic material that can be used to connect with students and teach online. That has made life easier for most of teachers and students however there might be some difficulties with this era of technological resources, either way technology after COVID 19 has made us grow professionally.

- Moreover, it is recognized that there is a variety of LMS that can help teachers to set up a virtual classroom and developed and synchronous and asynchronous activities, most of the features of these LMS are easy to learn and makes teachers and students life easier and engaging since they can communicate immediately and as well get the grades of some activities within minutes.

- The team agrees on the idea that implementing the Specialization course management of virtual environments for the teaching and learning of foreign languages has helped a lot of students that took the course to be more proficient in the role of being an online teacher since there is a wide variety of tools that we can use to create didactic material.

VII. RECOMMENDATIONS

To students and professors

- Students must show an active and responsible participation in each class so that he is not distracted by his cell phone. For this, it should be mandatory to have the active camera during the online class.

- The professor needs to provide emotional support to students, the situation during COVID-19 has generated a state of stress in all people. Therefore, it is recommended to improve education that teachers contribute to the emotional stability of students so that the remote learning process is effective.

- The professor should divide the group of students into short and interactive sessions is another suggestion to improve the courses given that there is a large population of students and thus optimize education.

- Students are recommended to consult all doubts and concerns to the teacher in the time they have virtual classes or through the different platforms. given that each teacher employs an effective communication platform and method; remember to use it in advance of each delivery.

- Students need to access to technological tools for the teaching of the English language, due to in it can help to build interactive activities during the classes by the teachers who develop the modules in order to create a more productive teaching-learning process.

VIII.   BIBLIOGRAPHY -WEBLIOGRAPHY

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IX.   APPENDIXES

APPENDIX 1: PICTURES ABOUT ACTIVITIES DONE DURING THE SPECIALIZATION

Some Activities made during the 3 modules using different technological tools like: Instructional videos, interactive images, presentations, and web sites. It is worth mentioning that all the activities had their difficulties that we learned during the development of these in order to discover what other things each application offered us.

Appendix I – Image 1: Instructional video created by Iris Reyes
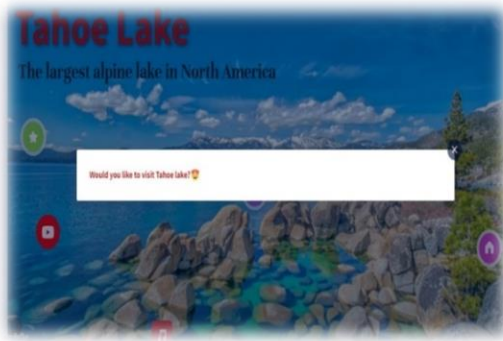on YouTube for module III, 2022

Appendix I – Image 2: Short Video created by gabriela leiva using flippity for module II ,2021
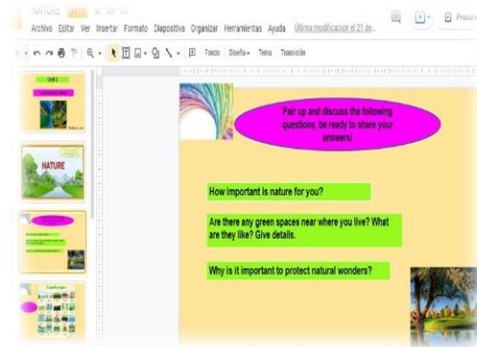

Appendix I – Image 3: Presentation created by Iris Reyes using Prezi as a technological tool for module III, 2022

Appendix I – Image 4: Website created by Gabriela Leiva using Google site as a tool for module III, 2022

Appendix I – Image 5: Interactive image created by Gabriela Leiva using Genially for module III, 2022

Appendix I – Image 6: Presentation created by Johana Chicas using Google Slide as technological tool for module I, 2021

Appendix I – Image 7: Instructional video created by Johana Chicas on YouTube for module III, 2022

Appendix I – Image 8: Instructional video created by Johana Chicas on YouTube for module III, 2022

APPENDIX 2: CONTENT OF MODULE I

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

Module 1: Online English Language Teaching

PROGRAM 1

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

Appendix II – Table 1: Table with general information about module I, 2021

2. Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

3. OBJECTIVES

a) General Objective:

- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

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

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

4. Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

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%)
Monday 11th - Wednesday 13th	● Demonstrative class (MEET)	● Forum to answer questions or clarify doubts	

Appendix II – Table 2: Table with the organization of module I, 2021

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

PROGRAM 2

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

Appendix III – Table 1: Table about the content of module II, and its organization during weeks,2022.

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

PROGRAM 3

1. GENERAL INFORMATION

1.1. Module 3:   **Design of Didactic Materials for Virtual Environments**

1.2. Code: DIM314

1.3. Pre-requisite: **None**

1.4. Academic Credits: **3**

1.5. Target Population: **Students who have concluded their academic courses**

1.6. Month and Year: **January- March 2022**

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

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

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

1.10.   Hours per Module: **60 Hours**

1.11.   Professors: MEVA. Sey Danisia Najarro de Alvarado

MsDi. Juan Antonio Flamenco Flamenco MsE. Blanca

Alicia Menjívar González

2. MODULE DESCRIPTION

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

3. OBJECTIVES

  a. General objective
  - To design digital materials to be used in the teaching and learning of foreign languages.
  b. Specific objectives

At the end of this module, participants will be able to:
  - Use technological tools for the design of didactic materials.
  - Elaborate digital materials for the teaching-learning of foreign languages.
-Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each group will have to choose a topic for a subject in the English area. The topic should be broad so that there can be subtopics for each group member.

5. CONTENTS

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

Appendix IV – Table 1: Table that describe the content and organization of module III, 2022.