

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



TOPIC:

Teaching a Second Language in Times of Pandemic
Enseñando un Segundo Idioma en Tiempos de Pandemia

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

IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

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ABSTRACT

This report describes in-depth the main characteristics, objectives, and achievements carried out in the specialization course named ***Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros*** focused on the teaching of a second language in a virtual environment as well as the tools used to create virtual content such as websites, classrooms, virtual classes, methodology and activities. It is also intended to publicize the use of these tools to reinforce the different areas of a language such as listening, speaking, reading, and writing. The objective of this report is also to present a bit of the history of certain technological elements. It is also intended to present the reason why the University of El Salvador had to create specializations in different faculties and what is expected of them. This educational experience lasted approximately six months, from August, 2021 to February, 2022.

Keywords: times of pandemic, teaching, second language.

I. INTRODUCTION

Nowadays, technology has become an essential part of our society since it is presented in any area of our lives. Due to the pandemic caused by COVID-19, many forms of work and study changed drastically and technology has played a very important role since we live in a globalized and technological world. We can say that these tools have come to stay, and as teachers, we must be up to date with their use and updates.

This paper intends to show what has been learned and taught throughout the ***Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros*** implemented by the language department. The course focused on the specialization in the virtual fields in a theoretical and practical way. It was divided into three modules which last eight weeks each. During these twenty-four weeks, the use of the different platforms and the creation of virtual material were taught.

This report aims to describe the different activities that were carried out during class. Also, it depicts the use of some educational platforms and their features. Every content contains a narrow explanation of each module and its respective objectives and achievements as well as some areas of improvement.

II. OBJECTIVES

A. General Objective:

- To design technological tools for teaching-learning English as a second language in virtual classes.

B. Specific objectives:

At the end of the course, students will be able to:

- To create a Google Classroom using synchronous and asynchronous activities.
- To use technological tools such as Edpuzzle, Flipgrid, Flippity, Liveworksheets Nearpod, Padlet, Kahoot to plan and develop activities in virtual classes.
- To analyze digital material for teaching English as a second language in virtual classes.

III. THEORETICAL FRAMEWORK

1. The impact of technology in our daily life

In recent times, technology has become a very essential part of human life since it is present in different areas of our lives; social, work and educational. From the creation of the first domestic computer to the social networks that we know today. The creation of social networks would mark a significant change in the way we receive and send information, entering a digital age.

2. History of the first social media

In the 1990s, with the spread of the Internet, the idea of social networking migrated to the virtual world. Created in 1997, the SixDegrees.com website is considered by many to be the first modern social network because it allowed users to have profiles and add other participants in a format similar to what we know today. The pioneer site, which had 3.5 million members at its peak, closed in 2001, but it is no longer the only site.

At the beginning of the millennium, there were websites designed to interact between users: Friendster, MySpace, Orkut, and hi5 were some examples of prominent websites of the time. This is also when many of today's most popular social networks such as LinkedIn and Facebook emerged.

3. The first computer in El Salvador

It is important to highlight that every methodology, form of teaching and study has its history. Let us travel a little to the past; to 1962 to be more specific. It was in this year that the first computer entered the country thanks to the company La Costancia, S.A. According to the source this would be an IBM 1401. At first the computers were used by the government. It was not until the 1970s that the public and private sectors such as the ISSS or a Salvadoran bank adopted this technology. It would be until the year 1975 when the first computer reaches the educational area thanks to the Central American University which acquired an HP-1000 computer for its academic record. By the end of 1976, the private sector would have already acquired 27 computers and the public sector 49. But it was not until the 1990s that computers were commercialized and put on free sale.

One of the most significant changes in which technology has influenced is education, since today there is distance education, meaning that people can study from primary school to university whenever and wherever they want. The ease and comfort of such education has led multiple companies to develop digital applications for teaching, virtual classrooms and various teaching platforms.

4. ICTs and their application to education

UNESCO (1999) characterizes the Information and Communication Technologies referred to as ICTs as a "various arrangement of mechanical instruments and assets used to impart, and to make, disperse, store, and oversee data". It alludes to advancements that give admittance to data through broadcast communications. It is like Information Technology (IT); however, centers essentially around communication technologies. This incorporates the Internet, remote organizations, mobile phones, and other communication mediums. In the beyond couple of many years, data and correspondence advances have given society a huge swath of new communication abilities. For instance, individuals can convey progressively with others in various nations utilizing innovations like texting, voice over IP (VoIP), and video-conferencing. Interpersonal interaction sites like Facebook permit clients from everywhere the world to stay in touch and impart consistently. (Ostorga, Rosales, & Trejo, 2019)

5. Learning Management System

Learning Management System (LMS) is a software application for managing educational courses, helping to track student development, provide content guidance, grade reports and find many other uses. Some of the most popular LMSs are Moodle, Schoology, Google Classroom and TalentLMS. These platforms are mainly used by universities, schools and other educational institutions around the world. These platforms allow their users to view materials about their courses, participate in online activities, upload assignments, connect with their tutors, and join discussion forums with their fellow students.

6. E-learning at the University of El Salvador

Interest in e-learning has increased in universities, teacher training courses and schools over the past decade. This is due to the development of technology, new educational methods and processes are now different.

First, this interest arises because "the performance of e-learning applications is focused on student Interaction in Online Courses" (Davies & Graff 2005). The concept of e-learning are *synchronous* teaching, a group of students and their teachers come together virtually through online meetings.

Second, a synchronous course that actually engages individuals in self-study. There are some important factors, especially in a virtual classroom. However, some colleges and universities use online education as an alternative to enrich the education model. In addition, the University of El Salvador has decided to offer this model based on the distance model with the help of the Ministry of Education MINED and the advice of the National Distance University of Costa Rica, UNED. This program at the University of El Salvador initially offers four careers: Bachelor of Education in Mathematics, Bachelor of Science in Education, Bachelor of Teaching English and Bachelor of Educational Informatics.

The University of El Salvador began to implement the online university-distance education project in 2015. The project was part of the program of government of Salvador Sánchez Cerén in the area of higher education. The program included among its objectives: to guarantee access to higher education; reinforce the UES budget; strengthen and expand the supply of scientific, technical and technological. (Pineda, Quintanilla , & Cuchilla, 2021, pág. 16)

IV. DESCRIPTION OF ACTIVITIES

The specialization course entitled in Spanish: ***Curso de Especialización en la Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros*** was divided into three modules with a duration of eight weeks each. Each module focused on different aspects of online teaching which were taught completely virtual through Google Classroom on Monday and Wednesday with a duration of two hours per class.

1. MODULE I

This focused on the fundamentals of online education and its application on the English language teaching; specifically, the virtual or online teaching approach, like using an 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 provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

The first and second week of the module included an introduction about technology and its application to education in order to create an adequate virtual environment. The terms Asynchronous and Synchronous and their importance in virtual fields were studied. The professor also taught about the different types of LMS's and how to use it to create a learning approach.

In weeks three and four, the term LMS and the different platforms to create virtual classrooms easily and free were deepened. The professor talked about the features of various platforms such as Google Classrooms, Moodle, Canvas, Blackboard, to name a few. The asynchronous activity for this week was to create an educational infographic.

In week five and six, the use of Google Classroom and how to apply it in asynchronous classes were deepened. The professor highlighted the most important features of said platform in order to engage the students' attention and thus be able to have an excellent teaching approach. The asynchronous activity for this week was to create a virtual classroom in Google Classroom. The students had to create activities based on the level they had chosen, they also had to create tasks, evaluations, posts and calendars in the platform.

For the last weeks, seven and eight, the students had to develop a micro teaching to demonstrate their knowledge in the use of virtual tools for teaching a second language. Each group were free to select the topic that they like the most.

2. MODULE II

This module mainly focused on the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that were used to teach online were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon among others.

In week one and two of module two, the professor presented different virtual tools and the purpose of each of them. Based on that, the students were asked to create their own infographics based on the fundamentals of technological tools when teaching a language. The tool recommended to use was Canvas.

From week three to week six, the teacher presented in depth the use of the educational tools mentioned above. The way to present these tools was based on explanations and tutorial videos of other people using them. For the production, the teacher divided the students into groups of seven and separated them into different meetings so that they could put into practice what they learned during the class and also present their own activities at the end of the class. The students had to show their knowledge and explain a bit about how they would use the tools in a real class.

Some of the asynchronous activities performed during these weeks were the creation of a Liveworksheet, and the creation of a video tutorial using Flipgrid explaining the process of creating a Liveworksheet. Another activity developed was the creation of a mural in which the students could give their opinions on any topic chosen by the teacher; for this activity the tool used was Padlet. The most significant activity for these weeks was the creation of video by using Powtoon; the students had to make a video explaining any topic of their preference.

Below is a list of the virtual tools used for teaching and their brief description and the usage of them:

- **Edpuzzle** is an online tool that allows teachers to pull in personal and web-based videos, like YouTube, to be cropped and used with other content.
- **Flipgrid** is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics.
- **Flippity** teachers can use Flippity for a variety of purposes: to present to the class, to assess individual students, or to have students make their own creations.
- **Liveworksheets** allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which we call "interactive worksheets."
- **Nearpod** helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quiz's, Polls, Videos, Collaborate Boards, and more.
- **Padlet** is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board.
- **Kahoot** is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms.

- **Classroomscreen** is an online tool that allows you to display the instructions for your lesson in a clear and visual way. Choose from over 13 widgets to support your class activities and help students get to work.
- **Powtoon** is an online video maker, which means that you can make an animated video without downloading any software.

For the last two weeks, week seven and eight, the students had to create a Presentation of educational products by students: Students did a demo class using technological tools in the development of a class.

3. MODULE III

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

The first two weeks were focused on the teaching and development of audiovisual materials and how to apply them to a virtual environment. The teacher focused on teaching podcast creation. The tool used to create podcasts was Audacity. The asynchronous activity of the week was creating a podcast using Audacity and uploading it to Soundcloud.

During weeks three and four, we learned about the correct use of educational images and how to find appropriate content without copyright for our virtual classes. The professor also taught how to create interactive images with the Genially tool.

We also learned how to create an educational website using Google Website. The students had to present and explain to the class how they would use the website in a real virtual class.

In weeks five and six we learned about the fundamentals of creating presentations, the applications used for teaching and creating slides were Google Slides or Power Point. For the asynchronous activity, students were asked to reference the Google Classroom they created in module one and create a presentation with 8 slides. Students were free to select the platform of their choice.

In the last two weeks the professor taught the use of tools to create audio visual content (videos). The students had to record a class teaching any subject in English and use any editing tool to add background sound, effects, transitions and other elements to the video. Once recorded and edited, the students had to upload it to YouTube.

Below is a list of the virtual tools used for teaching and their brief description and the usage of them:

- **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, macOS, GNU/Linux and other operating systems. The interface is translated into many languages. You can use Audacity to: Record live audio.

- **Soundcloud** is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts.

- **Genially** is a media creation platform focused on designing and sharing media creations and presentations of all kinds. From the dashboard, students

can start from blank or predesigned templates organized into 12 types, including videos, infographics, interactive images, quizzes, and more.

- **Google Website** is a free website builder from Google. You can create websites with collaborators by giving another Google user edit access. Google Sites are compatible with other Google services like Docs, Sheets, and Slides.
- **Google Slides** is an online presentation app that lets you create and format presentations and work with other people.

V. ACHIEVEMENTS

Many achievements were accomplished during this course; based on the objectives set by the professors. Some of the achievements which were reached are:

- Students were able to learn more and apply technological tools in order to teach a second language in an online way.
- Students got acquainted with the most updated tools and platforms.
- Students were able to make an e-classroom by using an LMS (Learning Management System).
- Students were able to use and get familiar with the different types of technological tools available on the internet such as Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon among others.
- Students were able to carry out an in-solo class to show their knowledge of the technological tools seen in class.
- Students were able to elaborate their own digital materials for teaching a second language.

VI. CONCLUSIONS

It is important to bear in mind that times have changed and we now live in a globalized world where we have information at our fingertips. So much has increased and evolved the technology that is now being sent and received in record time. In the present paper, it can be observed how the use of new technologies have played an important role in education since anyone with a smartphone and internet access can have access to basic or higher education.

Thanks to the specialization in virtual environments implemented by the Language Department of the Faculty of Humanities at the University of El Salvador, the students had the opportunity to learn a new teaching modality: virtual teaching. The COVID-19 pandemic forced our country to remain in quarantine for more than six months, thus affecting the education of thousands of students. In this course we were taught how to adapt to new teaching methods, since as future teachers we must always be at the forefront.

In a few words, the course focused on the importance of asynchronous and synchronous learning and the creation of virtual activities that can be carried out in any field of study. The course was taught completely online through the Google Meets application and with the help of various teaching platforms in order to give a very complete course.

VII. RECOMMENDATIONS

Although the course was developed in an excellent manner and fulfilled the expectations that were set at the beginning of it, there are still some aspects that can be improved in order to provide an excellent educational system.

A. To the Authorities of the School of Humanities:

- The time to put into practice the knowledge acquired during the course was not enough sometimes due to the high number of students in each group. One recommendation could be to implement more groups and different schedules as many students have difficulties to accommodate them since most of them work.

- It is important to highlight that the contents were given in a long period of time when it could have easily been given in not later than 4 months. Professors should reduce the explanation as in many cases the use of some tools could be given in less than 10 minutes so that they could avoid extending the explanation.

- As professionals we know that practice is important but so is theory; however, the time to practice throughout the class was not sufficient since theory seemed to be the dominant factor in many classes. Most of the time, this could result in tediousness for some students. Professors could use different methodologies in order to engage their students in the class. It is important to take into account that students learn at a different pace.

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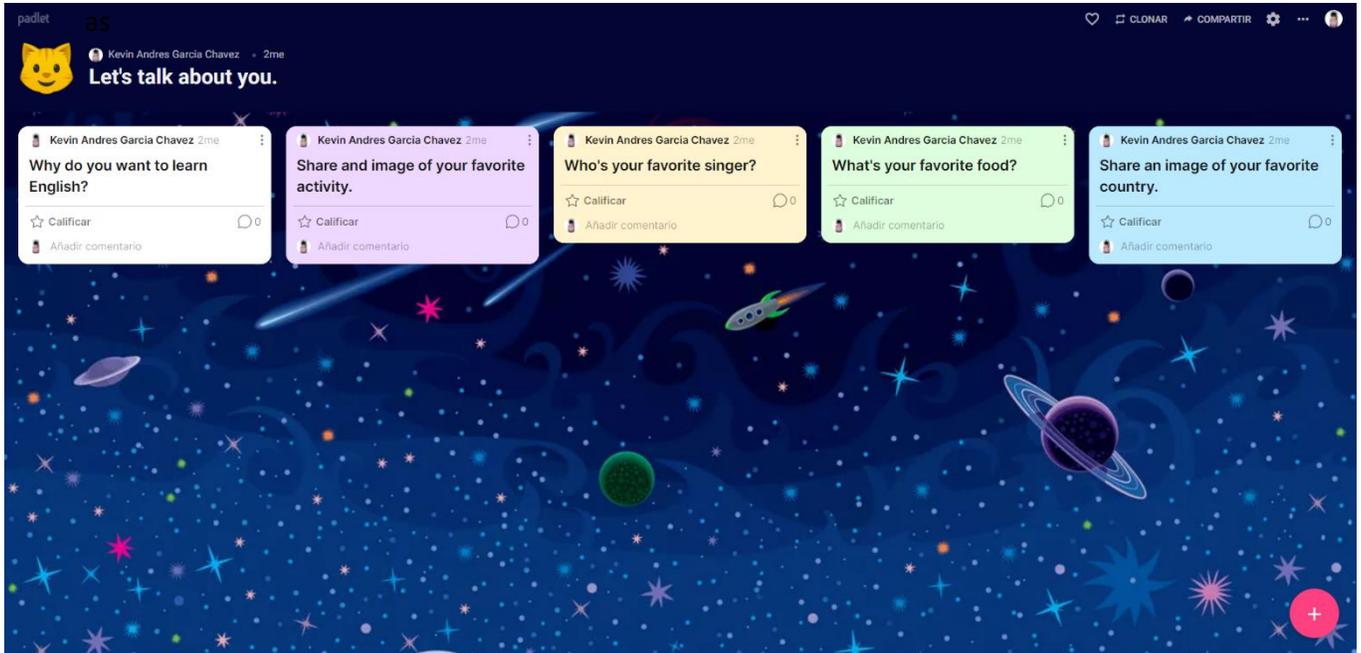
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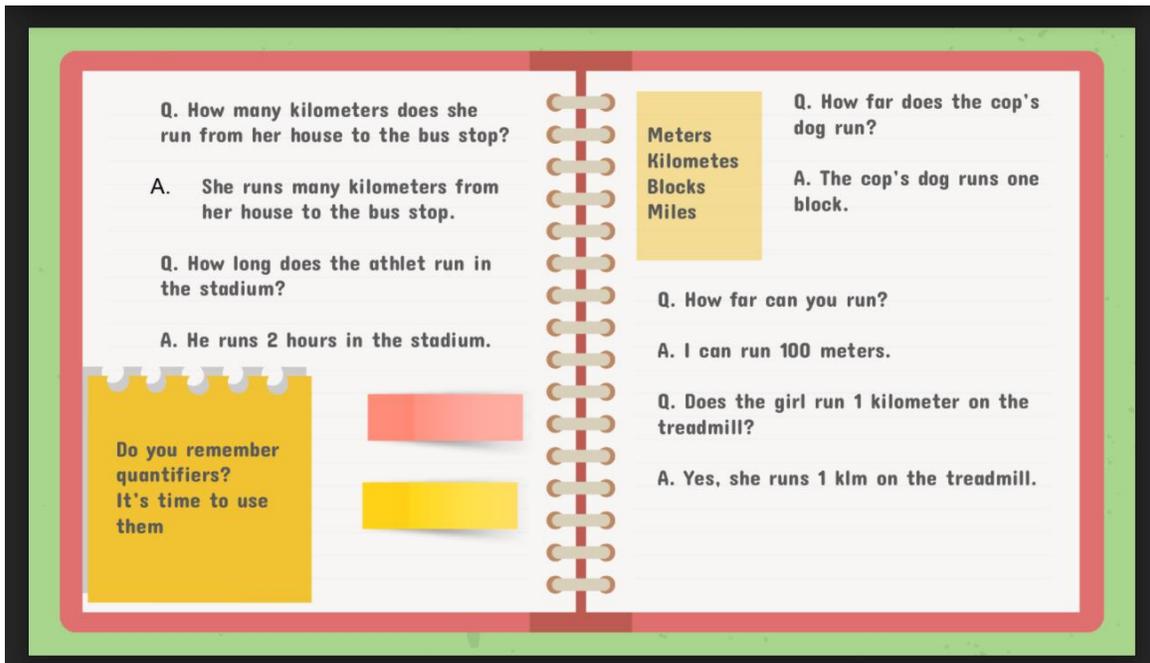
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X. APPENDIXES:

A. Visual Activities



Digital board created on Padlet

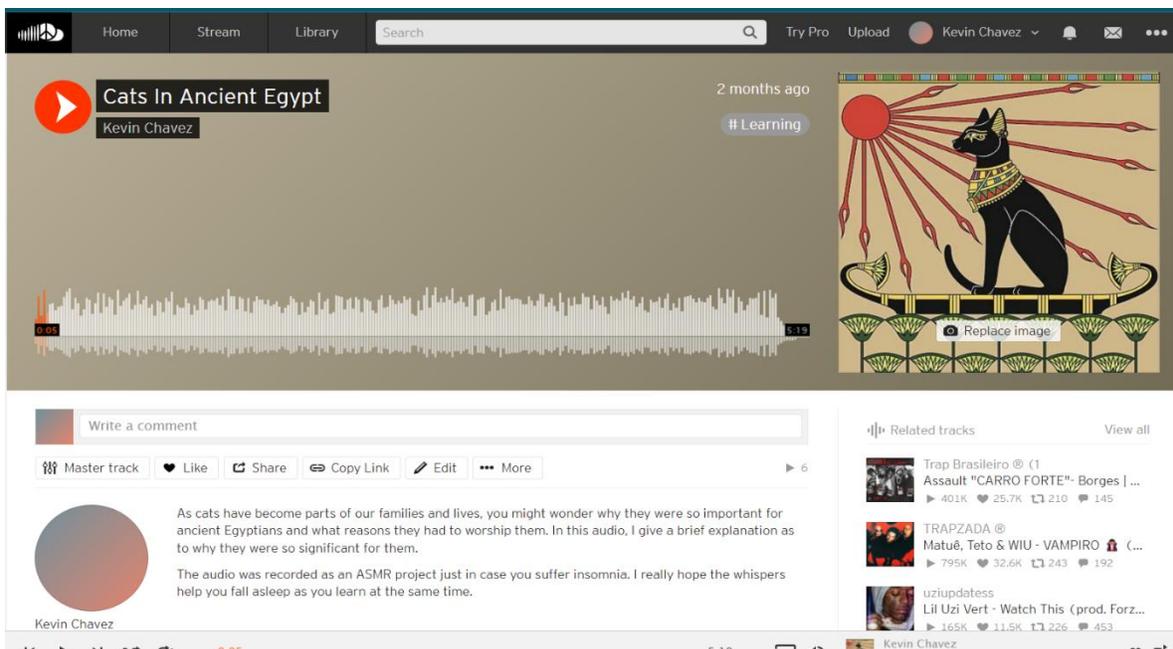


Presentation created on Power Point



Infographic created on Canva

B. Audiovisual Activities



Podcast created on Audacity and uploaded on Soundcloud

C. Online Class Demonstrations

Presentación de PowerPoint - [Platforms for Videoconferences.pptx] - PowerPoint

Uses

- To lecture an entire class even when everyone is in different locations.
- To share documents while they do it.
- To record lectures that students watch at their convenience.
- To foster student collaboration on projects and keep the entire class connected.

DIAPPOSITIVA 3 DE 12

BLANCA ALICIA MENJIVAR GONZÁLEZ

Online class module I



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



Module 1: Online English Language TeachingPROGRAM

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

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%)

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	<ul style="list-style-type: none"> ● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning 	<ul style="list-style-type: none"> ● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	<ul style="list-style-type: none"> ● E-learning definition and application ● Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> ● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Inphographic ● Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<ul style="list-style-type: none"> ● Language Management System - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	<ul style="list-style-type: none"> ● Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	<ul style="list-style-type: none"> ● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET 	<ul style="list-style-type: none"> ● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts

<p>8</p> <p>Saturday 9th</p> <p>Monday 11th - Wednesday 13th</p>	<ul style="list-style-type: none">● Demonstrative class (MEET)	<ul style="list-style-type: none">● Forum to answer questions or clarify doubts
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6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

7. CLASS POLICIES

1. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

2. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

3. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

4. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.

5. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

6. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

7. **Students must have an e-mail**. It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv

8. **GROUP CHANGES**: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

****Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

8. REFERENCES

Books

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

WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



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



PROGRAM

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

Time Table

Week/Date	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	<ul style="list-style-type: none"> - Presentation of the conceptual educational applications - Question and answer forum
2 Saturday, October 23 rd to Friday, October 29 th , 2021	Fundamentals and principles of using technological tools	<ul style="list-style-type: none"> - Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30 th to Friday, November 5 th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6 th to Friday, November 12 th , 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	<ul style="list-style-type: none"> - Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13 th to Friday, November 19 th , 2021	-General information and tutorial of Nearpod. Live practice. -General information and tutorial of Padlet. Live practice. -General information and tutorial of Powtoon. Live practice.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
6 Saturday, November 20 th to Friday, November 26 th , 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	<ul style="list-style-type: none"> - Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum

<p style="text-align: center;">7</p> <p>Saturday, November 27th to Friday, December 3rd, 2021</p>	<p>Demo class using technological tools.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
<p style="text-align: center;">8</p> <p>Saturday, December 4th to Friday, December 10th, 2021</p>	<p>Demo class using technological tools</p>	<ul style="list-style-type: none"> -Demo class using technological tools -Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

7. CLASS POLICIES

I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

IV. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.

V. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

VI. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. **Students must have an institutional e-mail**, that is, it must contain the domain @ues.edu.sv

VIII. **GROUP CHANGES**: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

***Artículo 147**

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

****Artículo 148**

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

****Artículo 150**

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

****Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

8. REFERENCE

SBOOKS

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/> <https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>



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



**SYLLABUS
MODULE 3:**

**Design of Didactic
Materials for Virtual
Environments**

JANUARY 2022



1. GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	January- March 2022
1.7. Major Academic Unit:	Foreign Languages Department
1.8. School:	School of Arts and Sciences
1.9. Module Term:	8 Weeks/ 2 Months
1.10. Hours per Module:	60 Hours
1.11. Professors:	MsE. Blanca Alicia Menjívar González (Group 01) MEVA. Sey Danisia Najarro de Alvarado (Group 02) MsDi. Juan Antonio Flamenco Flamenco (Group 03)

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 for use 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 participant will have to choose a topic for a subject of the English area.

5. CONTENTS

Week	Content	Resources	Evaluation
Weeks 1 y 2	<ul style="list-style-type: none"> ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud 	<ul style="list-style-type: none"> ❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Weeks 3 y 4	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> ❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	<ul style="list-style-type: none"> ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Weeks 7 y 8	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environment. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
<p style="text-align: center;">1</p> <p>Monday, January 17th to Saturday, January 22nd, 2022</p>	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">2</p> <p>Monday, January 24th to Saturday, January 29th, 2022</p>	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
<p style="text-align: center;">3</p> <p>Monday, January 31st to Saturday, February 5th, 2022</p>	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">4</p> <p>Monday, February 7th to Saturday, February 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
<p style="text-align: center;">5</p> <p>Monday, February 14th to Saturday, February 19th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

<p style="text-align: center;">6</p> <p>Monday, February 21st to Saturday, February 26th, 2022</p>	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
<p style="text-align: center;">7</p> <p>Monday, February 28th to Saturday, March 5th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of video production ❖ Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">8</p> <p>Monday, March 7th to Saturday, March 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Use of Smart Phones for video recording. ❖ Use of OpenShot. 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment (Google Site linked to Google Classroom and live defense)	30%
TOTAL	100%

7. CLASS POLICIES

I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. MISSED EVALUATIONS:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. HOMEWORK ASSIGNMENT DUE DATES:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

IV. COURSE MATERIALS: such as presentations, videos, audios, PDF notes, and the like.

V. CLASS TIME: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

VI. STUDENTS' BEHAVIOR: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay

focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. Students must have an institutional e-mail, that is, it must contain the domain @ues.edu.sv

VIII. GROUP CHANGES: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje.

En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuarán un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo a estudiantes que así lo desee. La nota obtenida en la prueba repetida sustituirá a la anterior.

