

**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**TOPIC:
“THE ONLINE TEACHING OF FOREIGN LANGUAGES DESIGNING DIDACTIC
MATERIALS FOR VIRTUAL ENVIRONMENTS.”**

**TRADUCCIÓN:
“LA ENSEÑANZA EN LÍNEA DE IDIOMAS EXTRANJEROS DISEÑANDO
MATERIALES DIDÁCTICOS PARA ENTORNOS VIRTUALES.”**

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Y APRENDIZAJE DE IDIOMAS EXTRANJEROS**

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i. Abstract

This report is about virtual environments, online learning and the adjustment to the already well-known teaching and learning methods of a foreign language. The research team was able to complete the Specialization course which led them to design infographics and interactive images, to record an animated video, record a podcast, experiences in which the students were able to practice, as they could have presented previous experiences or being this the first time doing it, in any case, they were valuable opportunities to put into practice with the teaching and the learning process. The course was divided into three modules, starting with getting to know the approach and the proper usage of the learning management system, then followed by the various online tools, and last how to elaborate learning material with the tools and methods of the previous modules. All of them were assigned different activities from the less complicated to the most innovative. The course can also be considered not only as the last activity to conclude a course, but also as part of the activities implemented by the humanities department of the University of El Salvador and is presented as a substitute for the graduation work normally considered as mandatory and also it was a window for the students to consider a long last career path with various opportunities and experiences at the moment of practicing the teaching and the learning process of a foreign language.

Keywords: Educational tools, English, language, learning, teaching, technology.

I. Introduction

For many students and teachers, the year 2020 was difficult, full of new experiences and many expectations. The teaching-learning process had to adjust to a whole new era and include the already known methods to something innovative as the virtual environment. The activities to be carried out had to adjust as well so that the teaching-learning process became successful

The new experience involved pursuing the graduation process for all students even if they were not attending the university in person as they were able to take online the “Specialization course in Administration of virtual environments for teaching and learning of foreign languages”. With this course the Department of Foreign Languages allowed the participants to polish the skills in terms of the teaching-learning process with the most required methods due to the situation of the moment, the COVID-19 pandemic.

The teaching-learning process is always constant, it adapts and keeps improving based on the needs encountered, that is why in the following report, we will detail the last step in the Modern Languages major, where the students experienced the different virtual environments and how to apply it in their day to day practice. This written work reflects how the definitions, methods, tools, and applications were applied by the students, all of them related to the learning management system. The practices were carried out individually and in groups, which helped in a deeper learning and practice process. The report also presents the differences between synchronous and asynchronous methods; synchronous classes run in real-time, with students and instructors attending together from different locations. Asynchronous

classes run on a more relaxed schedule, with students accessing class materials during different hours and from different locations.

Finally, it was observed throughout the process that designing different types of learning environments can depend on the learning objective, target audience, access (physical, virtual, and/or both), and type of content. It is important to know how the learning environment is used, and the influences of the tools and techniques that distinguish the differences in learning outcomes as the technology evolves.

It is worth highlighting the great work that the Language Department is doing through the implementation of this new course, since it is considered part of the graduation work, thus giving graduates the opportunity to complete the graduation process.

II. Objectives

General

- To study the virtual environments for the teaching and learning of foreign languages.

Specifics

- To identify multimedia resources according to the teaching and the learning process in a virtual educational environment.
- To elaborate digital materials for the teaching-learning process of foreign languages.
- To define the terms and principles associated with technological tools and their appropriate usage during the virtual teaching process.

III. Theoretical Framework

The process of teaching a foreign language has different techniques and options for easier development, over time it has needed to be adapted to the virtual world to ensure better learning. Unlike the traditional way of teaching such as face-to-face classes, the virtual classroom must combine the already established teaching methods and add technological tools as an ally for teaching-learning. Online learning is described by most authors as access to learning experiences via the use of some technology (Benson, 2002; Carliner, 2004; Conrad, 2002). First of all, students and teachers need to be connected to the Internet at one point of the course to have access to the material and resources. Second, because technology is changing every day and we do not have an option but to adapt to it and it is no longer needed to use pen and paper to share ideas instead we use graphic presentations of what we want to express. Therefore, not only conventional methods are used, but also the use of a Learning Management System (LMS) and Technological Tools are needed to support students in and out of the virtual classroom. Some authors define an LMS as more of a management system for the delivery of online learning (2005, p. 339). Nichols (2003) agrees that the LMS is mainly used for online courses and components.

The virtual classroom learning involves not only the content and methods of instruction delivered through a program using the institution's website (LMS) as a basis, but it also includes supporting materials such as audio and videos. The idea is that virtual classroom learning encompasses not only content and instructional methods delivered through a program based on the institution's website, but also includes extra support materials coming from other internet sites such as YouTube and websites, etc. Besides, technological tools are included as an additional part of

the program to support the old methodologies to update the teaching-learning process of students and facilitators.

Educational technology or Technological Tools (EdTech) is a catch-all term for a variety of digital tools and methods that can enhance learning. EdTech can help teachers design instructions, develop engaging ways for students to learn, track data based on student learning, reflect upon learning, and make data-based decisions. Writers, S. (2021, 18 November). Meaning, that at this point in the history of education these technological tools are not optional but indispensable in the virtual classroom. They are essential for teachers to share their knowledge using their different features to create more attractive content; therefore, students can be motivated both to learn something new and also to participate in each activity and task assigned. Most of them offer different and easier options to use even in their less advanced version, which makes them very interesting, resulting in the rapid adaptability of students.

Sometimes, technological tools are considered indispensable because teachers can perform special assessments, exercises, and follow-ups using one or more of them if it is necessary. As a result, teachers would be able to obtain the same result that could be obtained by performing those activities in the traditional way of teaching, when being in the classroom face-to-face with the students. In summary, online English language teaching must include the use of technological tools to adjust to this modern world and has to adapt the activities with the use of educational applications for the learning of a foreign language as well as the use of the design of didactic materials for virtual environments having as main objective to share meaningful teaching from teachers to their students.

In this paper we will discuss the three main topics that were developed during each module in which the specialization course was divided. First, Online English Language Teaching. Second, Educational applications for learning a foreign language, and finally Design of didactic materials for virtual environments.

3.1 Online English Language Teaching

Even though it may encounter difficulties, the new environments may facilitate the teaching-learning process. Two of the most common challenges maybe 1) terms such as online, web-based, and e-Learning are interchanged when describing the learning environment, and 2) some definitions and evaluation instruments discuss and use courses (Guilar & Loring, 2008) or programs (Clark, 2002) while others are based on learning objects (Nesbit, Belfer, & Leacock, 2003; Tavangarian et al., 2004).

The virtual classroom is part of the categories that belong to online learning and this is the result of the evolution of the education field since it represents the most updated version of distance education that has been improving year after year and has allowed access to educational programs to provide opportunities to students qualified as non-traditional, which today would be all students since due to the COVID-19 pandemic that affected globally, it changed all areas of human life such as socialization, the work area, with no exception to education and directly impacting how the classes are taught.

According to a UNESCO article about COVID-19 since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, affecting the most vulnerable learners the hardest. It has increased inequalities and exacerbated a pre-existing education crisis. School closures have ranged from no closures in a handful of countries to up to more than a full school year. Lack of connectivity and devices excluded at least one-third of students from pursuing learning remotely.

Today, despite the Omicron variant, schools are open in the majority of countries, supported by health and safety protocols and vaccination programs. But the costs stand to be tremendous in terms of learning losses, health and well-being, and drop-out. Prioritizing education as a public good is crucial to avoiding a generational catastrophe and driving a sustainable recovery. To be more resilient, equitable, and inclusive, education systems must transform, leveraging technology to benefit all learners and building on the innovations and partnerships catalyzed throughout this crisis. UNESCO. (2020, March 13).

Therefore, online teaching has been a key to all these measures during the current circumstances, where the students and teachers have been experiencing new events that required innovative ideas and implementation into already known methods of learning.

In Online teaching, it is also the teacher who always guides the learners through the required instructional content even in online classes, although because they are not face-to-face the teaching is perceived as an impersonal act. According to some authors in this type of learning environment, “the instructor controls the instructions and pace, and all learners participate in the same learning activities at set times” (Rhode, 2009). That includes both synchronous learning activities (virtual class) and

asynchronous learning activities (activities that can be performed in a certain period without the presence of the teacher).

When referring to synchronous learning, is the one that takes place during virtual classes in which the teacher is the facilitator of the instructions to guide the students and can also provide feedback in real-time. Unlike asynchronous learning which has its own pace (time), from its location. This type of learning provides the learner with more autonomy to progress at their own pace while monitoring their progress to assess their achievements remotely after the deadline for submission of the assignment, activity, etc. has been reached. Elijah Udom, U. (2014)

3.2 Educational applications for learning a foreign language

To discuss Educational Applications, we must start talking about Information and Communication Technology (ICT) which is the root of where it all starts when it comes to explaining the use of technology within the field of education. According to UNESCO (2010) in Carmona and Marín (2013, p. 428), the term ICT refers to a large number of technologies and includes all electronic tools through which we collect, record, and store information and through which we exchange and distribute information to others. It is essential to know that ICT not only includes computers and the Internet, but also different tools such as cell phones, tablets, etc. Meanwhile, according to Yeul (2013, p. 238), ICT includes devices for encoding, storing, organizing, processing, recovering, transferring, and presenting information with the help of communication, television, and computers.

Therefore, as we mentioned above Educational technology or Technological Tools (EdTech) is a catch-all term for a variety of digital tools and methods that can

enhance learning Writers, S. (2021, 18 November). For that reason, the use of technological tools for teaching-learning a foreign language in a virtual modality can increase students' learning motivation and help them in the acquisition of meaningful knowledge. Even though some educational applications may be used only for specific activities, by combining them the teacher could achieve a successful result. Consequently, the list of some useful educational applications includes edpuzzle, flipgrid, flippity, live worksheets, nearpod, padlet, Kahoot, classroom screen, and powtoon.

Educational applications offer free access not only because there is no monetary cost, but also because students are allowed to read and review the materials at any time or, at least, at the time set by the teacher. It is useful because “practice” is the key to reaching the next level when learning a foreign language. Then, alongside the need for explanatory knowledge about how to learn, there is the requirement for extensive practice in proceeding with the new strategies. If it is crucial to provide extensive practice in how to deploy the new approaches to the learning task, it seems probable that having two contexts rather than one in which to use these approaches can only be beneficial. Grenfell and Harris (1999).

Educational applications are not complicated because teachers and students only have to receive a small explanation for their use and students need specific instructions to perform the activities assigned in each of them. One important aspect to mention is that activities can be carried out at the time of accessing the educational applications even for a beginner because they include a tutorial guide at the time of access to learn the main options and make them easier to use.

3.3 Design of didactic materials for virtual environments

Designing course material based on the students' preference toward certain learning styles would enable students to overcome difficulties that may arise when facing problems related to the learning styles. Once students' learning styles are determined, lecturers will have a clear picture of how to design the courses. Stebbins (1995). This means that teachers cannot take course design lightly, especially in virtual environments, since they have to consider the needs of the learners. In the context of teaching a foreign language, teachers must use new materials that learners can relate to base on their previous knowledge.

Teachers should use traditional teaching methods, such as visual aids for memorization (pictures, drawings, diagrams, and cartoons), but use new technologies (educational applications and LMS) like an Infographic from Canva to reinforce with a graphic image the new knowledge in a meaningful way. This modern approach will help visual learners and motivate them.

Regarding the practice of listening skills, CDs are no longer used, instead, Podcasts, radio recordings, audiobooks, and even YouTube videos are very useful because they include images and audio at the same time. Many of these applications can be customized by the teacher, they can create specific activities related to the topic to be taught. For example, today a video can be recorded with a smartphone and uploaded to the YouTube platform, and then shared with the students. Teachers can design didactic material for students focusing on virtual environments, including each of the four major skills (reading, listening, writing, and speaking) that need to be learned when teaching a foreign language.

IV. Description of Activities.

Module I

Module one focused on the fundamentals of online education and its applicability to the teaching and learning process of the English language in a virtual approach, taking into account the principles of the Learning Technology Environment and the tools of the Learning Management System to set up a virtual classroom and develop asynchronous or synchronous activities. During this module, the students started carrying out tasks such as Discussion Forums, Infographics, and the creation of a Virtual Classroom. As this was the pilot test of this innovative project, expectations were higher and a successful outcome was expected.

Discussion Forum.

This forum was created for all students to share their remarks, and opinions on a specific topic assigned by the facilitator. The objective of this forum was for students to have a meaningful discussion among themselves, taking into account the learning theories learned in class and their application to online English language learning.

The question used for this discussion was: "According to the learning theories, is



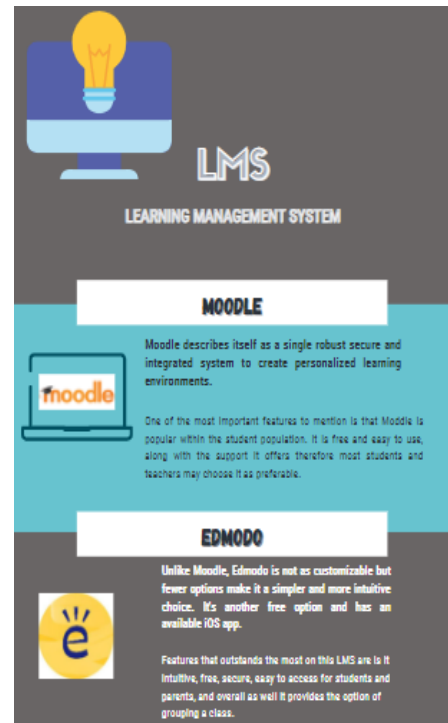
The screenshot displays a web interface for a discussion forum. At the top, there is a dark red navigation bar with a menu icon on the left and user information 'Norma Elizabeth Mejía Portillo' on the right. Below this, the page title is 'Enseñanza en Línea del Idioma Inglés G02'. A breadcrumb trail reads: 'Dashboard / My courses / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N° 1 / Módulo I / Enseñanza en Línea del Idioma Inglés / Week 2 / Discussion forum / Question'. A search bar with the text 'SEARCH FORUMS' is located on the right. A green notification box states: 'Your post was successfully added. You have 30 mins to edit it if you want to make any changes. Norma Elizabeth Mejía Portillo will be notified of new posts in 'Question' of 'Discussion forum''. Below the notification, the forum title 'Discussion forum' and 'Question' are shown. A 'Subscribed' button is visible on the right. A dropdown menu for 'Display replies in nested form' is set to 'nested'. The main content area shows a question posted by 'Sej Danisla Najarro' on Saturday, 28 August 2021, 7:18 PM. The question text is: 'Reflect on the following question: According to learning theories, is online English language learning feasible? Yes or no and why? You must justify your answer. It is important to include the learning theoretic (s) you base your answer.'

online English language learning feasible? Yes or no and why? Students were asked to justify their answer by including the learning theory(s) on which they based the answer given."

Infographics.

This activity was created with the main objective to study Learning Management Systems for the creation, feeding, and use of online courses. By completing this assignment, students selected and analyzed the features of four Learning Management Systems (LMS) and elaborated an infographic with the result of the researched information. Finally, it was uploaded to the UES campus in a PDF or JPG format.

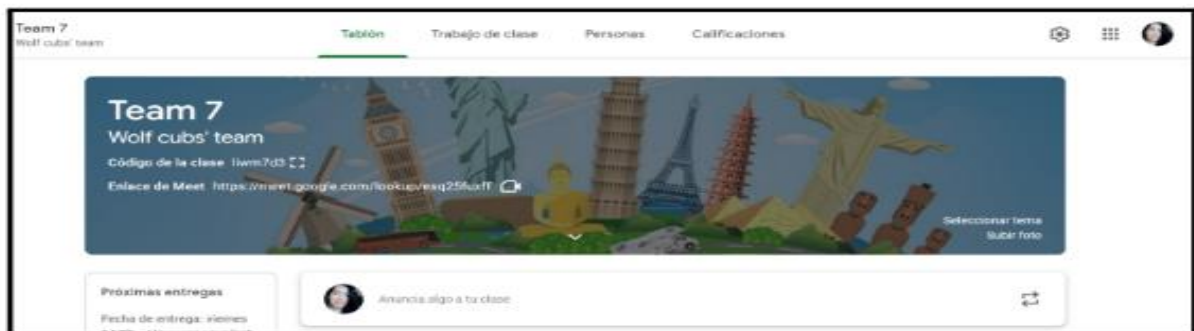
There were some important aspects to take into consideration when creating this Infographic as in visual criteria: Selection, color, shape, size, and see if the arrangement of the images contributed to the clear meaning of the selected LMS. In content criteria, it was evaluated the accuracy, attractiveness, and neatness in terms of design and layout. In the mechanic criteria, the facilitator took into consideration the consistent standard English usage spelling, capitalization, and punctuation meaning no errors.



Virtual Classroom.

The main objective of this activity was to study Learning Management Systems - Google Classroom (Live demonstration). In teams of four, the participants created a course in Google classroom about a topic that each of them was going to lecture on. Students added four resources in total for the class it was one for each participant: videos, links to web pages, and more assignments. The team created a rubric used to score the assignment created. The team elaborated on four basic activities using the resources available in the classroom: Forum, Homework, Quiz, and Material. The team added students to their course. In the next class, they presented the course and all members of the group participated. Each member of the team took a screenshot of their work done in the classroom and submitted it to the UES campus.

1- Screenshot of the Group's Name



Demonstrative class on MEET (Groups of 5)

For this activity, research teams created a demonstrative class on the meet or team Microsoft program. The team selected one specific topic to teach and they presented it in groups of five or four as a real class with a warm-up, activities, presentation, an explanation of the topic, and a final section to leave homework. Each member

developed one section having a period of ten minutes per group. The team presented a PDF lesson plan where they followed a specific model to create the lesson class.



Module II

The second module was named: Educational Applications for Learning a Foreign Language. At the very beginning, the facilitator shared the objectives of the course, encouraging students to have a clear idea of what they would learn during this module. Moreover, in this module students acquired information to analyze and use technological tools for teaching-learning a foreign language in a virtual modality, to be specific about the English language. Besides that, they received instructions along with practice during the virtual class where they could perform the tasks and activities. As well, the activities would be discussed among classmates and the facilitator to give and receive feedback to gradually improve during the process. The following lines will explain each of the activities and a little description of the Educational Applications.

Activities

The academic activities were developed online and were cooperative learning between teacher and students to fulfill the course's requirements. We share a summary of each one of them in the next paragraphs. The requested activities were part of the tasks needed to evaluate the students in a summative and formative way to be able to get a total of 100% or at least an approximately equivalent to move on to the next module.

Infographic



This task required the creation of an infographic about technological tools for teaching a language, selecting the principles, advantages, and disadvantages of them including at least four educational tools. Students were asked to upload it on Campus, they also received guidelines to follow to obtain the required grade for that assignment. It was needed to provide the proper information for each technological tool and choose the proper colors and

images to represent the features.

Video Summary

This activity was about a Video summary about the applications: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. Students recorded themselves talking about their advantages, disadvantages, and features of them. They also made a reflection on their usage at the end of the video. The aim was for the students to share their knowledge about the applications using the features of a video-recorded app (Flipgrid) or making an interactive recording. Students were suggested to record this video using their smartphone, computer, or the technology tool "Flipgrid " as they were becoming familiar with this type of technology to be used for educational purposes. The students received the guidelines and also additional help during the previous virtual class to carry out this task.



Video in Powtoon



Using Powtoon students recorded a video about the advantages and disadvantages of the use of technological tools when teaching English. Some students worked alone while others worked in pairs. It was an interactive video where students could record themselves showing their faces or use the different features of Powtoon (cartoon characters, etc.) for it to be interesting for other students to learn. One of the main objectives was to use this tool to share knowledge acquired about technological tools with other students. In addition, at the

end of the video, the students had to give their point of view on the use of technological tools in teaching English.

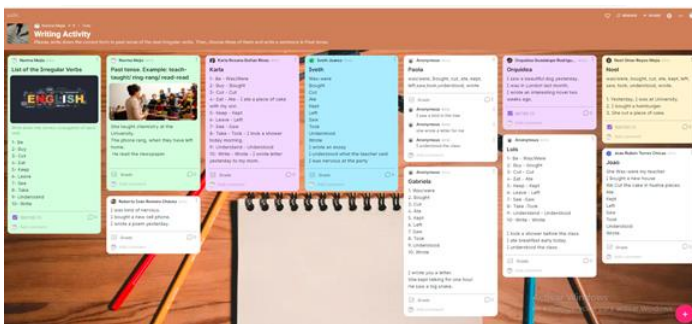
Demo Class



Developing a demo class through Google Meet was the last assignment of this module and it

was the way the students showed that they had learned how to use technological tools to teach or learn a language. Before the demo class students created a lesson plan in which they provided details of the class and selected a specific teaching method for carrying out the demo class.

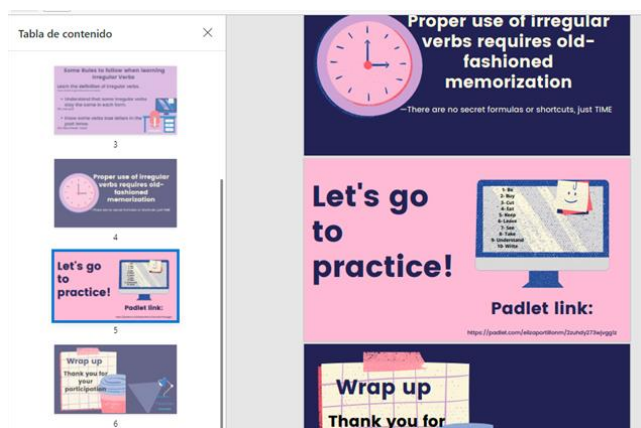
Padlet activity (screenshot)



This activity was carried out individually and each student had five to eight minutes to develop their demo class using one of the following educational

tools: Nearpod, Kahoot, Padlet, or Liveworksheets. To develop their demo class, each student had to select a macro skill (listening, reading, speaking, and writing) or a sub-skill (grammar, vocabulary, or pronunciation).

Canva presentation (screenshot)



During the demo class, the student presenting his material was the teacher character in the virtual classroom and the others were the active learners representing their role as students participating in each activity either proactively or

by being selected by the student in charge of the demo class.

Module III

During the third and final module, the students put into practice the usage of at least four Web tools for the design of educational materials and elaborated materials such as podcasts, online presentations, interactive images, and 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.

Elaboration of a Podcast



For this activity, the students of the specialization course had the opportunity to create audio in which they first created a script with the ideas to capture in their audio and then used the program called Audacity to record the interaction.

The objective was always aligned with the subtopic of the groups and to share in an educational context aimed at a foreign language class.

The audio created was intended to teach the students how to create a podcast and how to share ideas in that way. The podcast was then shared on the platform known as Soundcloud.

Creation of an interactive image in Genially

The students during this activity were required to always focus on the assigned subtopic according to their groups and create an interactive image, which would allow the foreign language class to have a memorable learning experience.



Among the objectives of this activity, the students worked with the designated subtopic and on the different functions that the Genially application could provide, either by attaching audio, images, and visual complements to the presentation.

Elaboration of a presentation on Google



Using Google's presentation application, students during this activity had the opportunity to practice how to best create such audiovisual material for a virtual class.

They also made proper use of the color palette and typography in the document and learned how to add sounds explaining certain topics or parts of the presentation itself, accompanied by images and the necessary textualization of the topic.

One of the objectives of the activity was the proper utilization of the learning tools, but also the importance of practicing the proper usage of appropriate visual effects during a presentation to gain the attention of the audience.

OpenShot video production

This exercise consisted of all students planning and writing a script for a video where the main focus would be to encourage the learning process of a foreign language and a farewell for the class.



The students were allowed to use Smartphones to record the video and use the application OpenShot to edit it in such a way that they sound accurate and captured the audience's attention. As well, it was the main priority to keep in mind the important visuals during the recording, such as the background, the dress code, how to look at the camera, and how to create presence even though it was a video recorded directed to the audience. Finally, the created video was hosted on YouTube, with the main objective of simulating the process of creating material for a class.

Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.



As the original description of the activity, this final task consisted of putting into practice all the learned technological tools and didactic materials during the entire course. Students were required to work in groups, choosing a topic and diving into subtopics to assign to each member.

The students had to ensure to use at least two technological tools learned throughout the course, create a classroom environment and link it to the google site application, so the class would have the opportunity to browse it and find the activities and complete them



Google Classroom

accordingly to the main objective of this activity, integrate tools to present content in a virtual learning environment, by elaborating digital material, using technological tools to design didactic materials, working together with the group, and achieving to complete the assignment into an organized structure.

V. Achievements

Module 1

Students were able to understand Learning Management Systems. Interaction and feedback took place between the facilitator and the participants, as well as between participant to participant.

An exhaustive reading and content analysis allowed students 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 worked on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they scheduled and carried out synchronous work sessions in Teams or Meet.

Module 2

This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that we used to learn how to teach online were: edpuzzle, flipgrid, flippity, live worksheets, nearpod, padlet, Kahoot, classroom screen, powtoon.

In this module, students analyzed more than eight technological tools and learned their usage in the teaching-learning process in virtual environments. Students developed specific activities based on instructional practices, these were discussed among the module partners to give and receive feedback and thus be able to improve permanently during the process. The academic activities of this module were

developed online and cooperative learning emerged spontaneously, according to the requirements of the course.

As an integral part of the teaching-learning process, the formative evaluation took place as a self-evaluation, co-evaluation, discussions, reflections, and questions to enrich the process. Effective formative feedback helped participants improve their practices during the module. There was a summative evaluation was applied to demonstrate the extent to which each of the participants was able to complete the evaluation criteria designated by the facilitator.

Module 3

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

In this module, participants learned how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants elaborated on concrete activities using the technological tools selected for this course. They carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform. Each group chose a topic for a subject in the English area. The topic had to be broad so that there can be subtopics for each group member.

The formative evaluation took place as a self-evaluation, co-evaluation, discussions, reflections, and questions to enrich the process. Effective formative feedback helped participants improve their practices during the module.

VI. Conclusions

Nowadays, students have the technology tools and devices to use at their fingertips, which is good news since we live in a world that relies on technology for learning activities. The research group presents the following conclusions concerning their particular experience.

- The importance of adaptability is also reflected in the teaching and learning process because although our environment, in general, has always been face-to-face teaching, the good use of virtual tools will be essential for the good development of all students and that is why in this course it was shown that it was very valuable in our current reality.
- The success of a virtual class will depend not only on the development of the students but also on the proper management of the learning systems, therefore we conclude that during this course all those who attended will be able to develop a successful class thanks to the activities developed and the theory learned.
- The learning and teaching process unfolded successfully according to the written, practical and oral work as assigned and carried out by the students, demonstrating their abilities and efforts, allowing them to put them into practice for future work-related activities that may be developed in the future.
- The performance of a student in a virtual class or a face-to-face one should not vary; however, it will always be influenced by the materials that are used to carry it out, therefore, learning in virtual environments will always be essential regardless of the circumstances.

VII. Recommendations

The team of students who worked on this final report has elaborated some recommendations dedicated to the people involved in the specialization courses taught at the University of El Salvador. Because this specialization course has helped to facilitate the graduation process of students graduating from the Department of Modern Languages, these recommendations should contribute to the continuous improvement of this type of project and allow UES to continue to offer these courses and, as always, obtain the best graduates who will represent the institution in the professional field.

To the authorities:

- Invest a portion of the institution's budget in financing modern software and hardware (equipment and physical space) that can be used for free by all members of the Language Department to be prepared for the use of technology in teaching and learning.
- Include officially teachers in charge of facilitating these specialization courses in the payroll of the Language Department.
- To teach language department professors how to use technology as a teaching tool for them to cope with new teaching modalities.

- To encourage students to use technological tools as a language learning strategy outside the classroom as much as possible to facilitate the learning process.
- Teachers have to motivate students to use technological tools correctly. Educational applications and social networks for direct exposure to the foreign language they are learning to improve each of the language skills.
- Professors should continue using technological tools as often as possible in the classroom to improve the learning process of students, which will allow them to continue practicing to adapt to the modern world that is constantly being updated.
- Students should learn to identify which technological and educational applications they can use to complement traditional learning methodologies, as a result, reinforce the knowledge acquired in the classroom with out-of-class practices to increase their learning curve.
- Students need to adapt themselves to the virtual classroom environment as much as possible, doing their best to obtain the necessary knowledge to be able to put into practice what they have learned in class.

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IX. Appendixes

Distance and Online Education definition.

What is Distance Education?

Distance education is defined as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet (Roffe, 2004).

Distance education was based on the premise that education was possible without the face-to-face interaction between the student and teacher

What is Online Education ?

Today's version of distance education is online education, which uses computers and the Internet as the delivery mechanism with at least 80% of the course content delivered online (Allen & Seaman, 2011; Shelton & Saltsman, 2005).

Online education is a different medium for teaching and learning, and therefore requires a different pedagogy (Bernard et al., 2004).

Online education has not only changed the landscape for distance education, but has greatly impacted higher education as a whole across the globe. We have seen the proliferation of for-profit institutions of higher education, the commercialization of education by traditional non-profit institutions, and a continued increase in the demand for online education (Allen & Seaman, 2011)

E-Learning definition.

What is e-learning?

E-learning is the extension of the learning environment beyond its traditional physical, geographic and temporal limits through the use of networked technologies.

By Peter van de Pol
Translated by Udda, Sev Najara

Learning Management System definition.

The technologies that facilitate the provision of courses over long distances are broadly termed “learning management systems” or “LMS.” Learning management systems can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes

What is a LMS (Learning Management System)?

Methodology definition.

What is methodology?


When we consider how we teach and with what we teach, we are talking about **methodology**. Every teacher has techniques and strategies to develop their subjects for a given group of students. And many are still looking for ways to improve those strategies, to make them more effective.

By: Dr. Javier Di Salvo
Translated by Udo, Soy Najarro

meet.google.com/está/compartiendo-tu-pantalla. Dejar de compartir Ocultar

Online fundamentals conclusions.

Conclusions



- Technology allows us to do things differently: but what do we want to do (or not do)
- Theories of learning act as a guide for use of technology in teaching

Remote Learning definition.

What is remote learning?

Remote learning is the practice of moving a formerly in-person learning process online—usually temporarily. While there isn't one single definition for remote learning any more than there is a single definition for "learning through play," the big idea is generally consistent: a temporary move from face-to-face teaching in a physical classroom to a digital space accessed "remotely."

<https://www.teachthought.com/learning/what-is-remote-learning-definition-for-teachers/>

A remote learning day is defined as an educational program designed to provide continuation of student learning under conditions that prohibit the learner and instructor from being in the same physical space.

This text was taken from: RECOMENDACIONES DE APRENDIZAJE REMOTO DURANTE LA EMERGENCIA DE COVID-19
Translated by Lidia Sey Najario

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Synchronous and Asynchronous comparisons.

Synchronous and Asynchronous Teaching?

Table 1. Differences between Synchronous and Asynchronous Teaching

Synchronous	Asynchronous
Students and teacher interact at the same time Feedback is immediate	Interaction takes place at different times providing greater flexibility in the teaching and learning process for those with competing demands Delayed feedback
Teachers need to know the software well to facilitate online classes with breakout groups, chat and other features. Sessions longer than 40 minutes can be tiring and have detrimental effect on the teaching and learning process	Extra effort required on the part of the teacher to ensure learner participation Extra effort required on the part of the students for self-directed learning
Suitable for clarifying learning expectations or for discussion on less complex issues or concepts	More time to reflect on and analyse complex concepts, issues; appropriate for deep learning
Need consistent Internet access for the duration of the class	More appropriate for students who might have limited bandwidth or connectivity issues

The Table Facilitator Network is THE ACADEMY

Utility of communication tools

LMS feature categories

Communication Tools

Communication tools within LMSs can be broadly classified as synchronous or asynchronous. Asynchronous tools support one-way communications such as e-mail, discussion boards, or Wikis.

What is a LMS (Learning Management System)?