

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



**TOPIC
TECHNOLOGICAL TOOLS AND VIRTUAL PLATFORMS AS A
FUNDAMENTAL PART OF THE PROCESS OF TEACHING AND LEARNING
FOREIGN LANGUAGES**

**HERRAMIENTAS TECNOLÓGICAS Y PLATAFORMAS VIRTUALES COMO
PARTE FUNDAMENTAL DEL PROCESO DE ENSEÑANZA Y APRENDIZAJE
DE LENGUAS EXTRANJERAS.**

PRESENTED BY:

STUDENTS:
FÁTIMA ELIZABETH ALFARO ARGUETA
ROSIBEL BEATRIZ MARTÍNEZ MEJÍA
XOCHILTH SARAI MARROQUÍN DE CEA

CARNÉ:
(AA11090)
(MM09348)
(ML11049)

**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 MODERN LANGUAGES WITH A MAJOR IN FRENCH
AND ENGLISH**

**SPECIALIZATION PROFESSOR
MSE. BLANCA ALICIA MENJÍVAR GONZÁLEZ**

**GENERAL COORDINATOR OF THE GRADUATION PROCESS
LIC. MIGUEL ÁNGEL CARRANZA CAMPOS, MSe.**

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN
SALVADOR, EL SALVADOR, CENTROAMÉRICA, MAY 11TH, 2022**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

MSC. ROGER ARMANDO ARIAS ALVARADO

RECTOR

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ

ACADEMIC VICE-RECTOR

ING. AGR. JUAN ROSA QUINTANILLA QUINTANILLA

ADMINISTRATIVE VICE-RECTOR

ING. FRANCISCO ANTONIO ALARCÓN SANDOVAL

GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

MSC. OSCAR WUILMAN HERRERA RAMOS

DEAN

MSC. SANDRA LORENA BENAVIDES DE SERRANO

VICE-DEAN

MSC. JUAN CARLOS CRUZ CUBIAS

SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

MSD. ANA GRACE GÓMEZ ALEGRÍA

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

LIC. MIGUEL ÁNGEL CARRANZA CAMPOS, MsE.

GENERAL COORDINATOR OF THE GRADUATION PROCESS

TABLE OF CONTENTS

Abstract	1
I. Introduction	2
II. Objectives	4
A. General objective:	4
B. Specific Objectives:.....	4
III. Theoretical Framework	5
A. ONLINE ENGLISH LANGUAGE TEACHING.....	6
B. EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE.....	12
C. DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS	15
Module I	18
A. Activity N° 1	19
B. Activity N°2.....	20
C. Activity N°3.....	21
D. Activity N°4	22
Module II	23
A. Activity N° 1	24
B. Activity N°2.....	25
C. Activity N°3.....	25
D. Activity N°4	26
Module III	27
A. Activity N° 1	28
B. Activity N°2.....	29
C. Activity N°3.....	29
D. Activity N°4	30
E. Activity N° 5.....	30
V. Achievements	32
Module I.....	32
Module II.....	33
Module III	34

VI. Conclusions	35
VII. Recommendations	36
VIII. Bibliography	37
Webliography	38
IX. Appendixes	42
Module I.....	42
Course Beginning.....	42
A. Program	43
B. Tasks.....	47
Module II.....	48
A. Program	49
C.Tasks.....	53
Module III	55
A.Program	57
B.Tasks.....	61

Abstract

The present work is a review of the knowledge acquired during six months in the Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages. The review details the objectives, contents, activities, and achievements during the duration of the course, which is reflected in the experience acquired by the students, which is described and explained through a theoretical basis, concepts, and details of the use of the tools studied in each module, these include Virtual teaching and its application in teaching English language, Learning Management Systems (SAA-LMS in English), creation, feeding and use of online courses, synchronous and Asynchronous sessions, Educational platforms and their use, work sessions in Teams, Meet and Google Classroom, Presentation of technological tools for educational purposes and Presentation of educational products by students: (demo class using technological tools in the development of a class).

Key Words: Virtual Environments, Learning Management Systems, Educational Platforms, Technological Tools, Synchronous and Asynchronous Sessions, Teaching and Learning Foreign Languages.

I. Introduction

2020 was the year of great changes in education. With the arrival of the confinement, the educational sector turned its orientation to a digital plane, and teachers, students, and parents had to adapt to it. For this reason, virtual learning tools became fundamental elements for the new educational model based on collaborative or participatory learning, in which information technology and communications systems interact, allowing communication and participation of all stakeholders regardless of the time or place where they are. These tools are important because they help to overcome classic learning barriers related to the social aspect, the emotional aspect, as well as the availability of time and space, where the student is an active and dynamic element of the learning process.

In this context, the students said that the space used for the development of these tools is known as a virtual learning environment (VLE) which is a web platform used to manage, distribute, carry out monitoring and evaluation tasks of all those activities involved in the teaching and learning processes.

A VLE is a "classroom without walls", distant and in some cases asynchronous, different from the traditional, face-to-face, and synchronous classroom, and given its characteristics, it offers flexibility to its participants, who access it from distant interaction nodes and at different times.

In this way, a VLE is presented as an area to promote learning based on multidirectional communication processes (teacher/student-student/teacher and students among themselves). It is a shared work environment for the construction and dissemination of knowledge based on the participation and collaboration of all members of the group.

As the same as the education sector, The University of El Salvador is providing students with the necessary technological tools to become an active and productive part of the new society, immersed in this new educational environment. In this respect, as students of the Foreign Language Department, the work team will describe what this virtual environment consisted of and what the tools used in this teaching and learning process are. The fundamentals of online education and its application to English Language Teaching; specifically, the virtual or online teaching approach are explained and detailed in this document. Also, the use of a LMS (Learning Management System) to set up a virtual classroom, the use of platforms like Moodle Teams or Meet, synchronous and asynchronous sessions, the creation of virtual classrooms in Learning Management Systems available on the internet is presented. It is also detailed the objectives, contents, activities, and achievements that was made during the duration of the course

II. Objectives

A. General objective:

To present theoretical and practical information about learning theories and technological tools for online teaching, their function, and digital design for their application in the process of teaching and learning foreign languages.

B. Specific Objectives:

1. To identify multimedia resources that contribute to and are suitable for online education, creating a virtual classroom using a Learning Management System available on the internet.
2. To use technological tools for the design of didactic materials such as Nearpod, Padlet, Kahoot, Powtoon, Classroom screen.
3. To design digital materials integrating educational tools like Ed puzzle, Flipgrid, Flippity, and Liveworksheets to present content in a Virtual Learning Environment for the teaching-learning of foreign languages.

III. Theoretical Framework

Over time, the educational processes are influenced by the different social factors inherent to the progress of society. Some of those important changes have emerged due to the recent pandemic COVID 19. The World Health Organization (WHO) (WHO, 2020a) on March 11, 2020, has officially announced that coronavirus (COVID-19) is a pandemic after it covers 114 countries in 3 months and infects more than 118,000 people in the world. On its side, (UNESCO) has recognized the coronavirus pandemic outbreak has impacted the education system in the world (UNESCO, 2020). This situation made important changes in daily life for parents, students, and teachers. Education has been one of the most affected areas with a totally significant change in the way classes are taught, to the point of moving from face-to-face classes to virtual classes. Now the use of different platforms and social networks is part of the daily life of students at all academic levels.

In 2022 the scope of the pandemic is innumerable. Contagions continue and in the same way, the efforts to prevent its spread and the deadly effects of the virus are the main objective of governments such as the government of El Salvador. Vaccines are as important as the prevention of massive infections, which is why, in a joint effort, the MINED approved virtual classes to avoid crowds of students in classrooms and now education in the following years to the appearance of COVID 19, has been based on the use of virtual platforms for which not all of us were prepared, but both students and teachers have learned to handle with great skill and virtual tools have been discovered that favor learning and make this new virtual teaching and learning environment bearable.

It is interesting the number of virtual tools that already existed and yet were not used or considered by the educational system since there was no need to move from the comfort zone

or because of the lack of technologies in most institutions. Students from less advantaged backgrounds highly suffered during COVID-19 than advantaged students ([Di Pietro et al., 2020](#)). The unequal access to technological resources has been one of the biggest challenges to continuing with education after the pandemic. Online classes came to give students not only security against the spread of the coronavirus but also a new form of learning.

As part of the new online education and as an innovative assignment for our final project to obtain the Degree of Bachelor of Arts in Modern Languages with a Major in French and English students developed three courses that constitute the pre-specialization that aims to teach us how to use virtual tools to develop online classes in a more efficient and productive way so a meaningful learning can be guaranteed to students.

A. ONLINE ENGLISH LANGUAGE TEACHING

LEARNING THEORIES IN VIRTUAL LEARNING

Behaviorism

Behaviorist psychology is an attempt to model the study of human behavior on the methods of the physical sciences and therefore concentrates attention on those aspects of behavior that are capable of direct observation and measurement. At the heart of behaviorism is the idea that certain behavioral responses become associated in a mechanistic and invariant way with specific stimuli. Thus, a certain stimulus will evoke a particular response. At its simplest, it may be a purely physiological reflex action, like the contraction of an iris in the eye when stimulated by bright light. However, most human behavior is more complex. Nevertheless,

behaviorists have demonstrated in labs that it is possible to reinforce through reward or punishment the association between any stimulus or event and a particular behavioral response. The bond formed between a stimulus and response will depend on the existence of an appropriate means of reinforcement at the time of association between stimulus and response. This depends on random behavior (trial and error) being appropriately reinforced as it occurs.

Cognitivism

Cognitivists have focused on identifying mental processes – internal and conscious representations of the world – that they consider are essential for human learning. Fontana (1981) summarizes the cognitive approach to learning as follows:

'The cognitive approach holds that if we are to understand learning, we cannot confine ourselves to observable behavior, but must also concern ourselves with the learner's ability mentally to re-organize his psychological field (i.e., his inner world of concepts, memories, etc.) in response to experience. This latter approach, therefore, lays stress not only on the environment but upon the way in which the individual interprets and tries to make sense of the environment. It sees the individual not as the somewhat mechanical product of his environment, but as an active agent in the learning process, deliberately trying to process and categorize the stream of information fed into him by the external world.' (p. 148)

Thus, the search for rules, principles, or relationships in processing new information, and the search for meaning and consistency in reconciling new information with previous knowledge, are key concepts in cognitive psychology. Cognitive psychology is concerned

with identifying and describing mental processes that affect learning, thinking, and behavior, and the conditions that influence those mental processes.

Constructivism

Constructivists emphasize the importance of consciousness, free will, and social influences on learning. Carl Rogers (1969) stated that: 'every individual exists in a continually changing world of experience in which he is the center.' The external world is interpreted within the context of that private world. The belief that humans are essentially active, free, and strive for meaning in personal terms has been around for a long time.

Constructivists argue that individuals consciously strive for meaning to make sense of their environment in terms of experience and their present state. It is an attempt to create order in their minds out of disorder, resolve incongruities, and reconcile external realities with prior experience. The means by which this is done are complex and multi-faceted, from personal reflection, seeking new information, to testing ideas through social contact with others. Problems are resolved, and incongruities sorted out, through strategies such as seeking relationships between what was known and what is new, identifying similarities and differences, and testing hypotheses or assumptions. Reality is always tentative and dynamic.

One consequence of the constructivist theory is that everyone is unique, because the interaction of their different experiences, and their search for personal meaning, results in each person is different from anyone else. Thus, behavior is not predictable or deterministic, at least not at the individual level. The key point here is that learning is seen as essentially a social process, requiring communication between learner, teacher, and others. This social process cannot effectively be replaced by technology, although technology may facilitate it.

LEARNING THEORIES FOR ONLINE EDUCATION

Community of Inquiry

Developed by Garrison, Anderson & Archer is based on the concept of three distinct “presences”: cognitive, social, and teaching.

Their model supports the design of online and blended courses as active learning environments or communities dependent on instructors and students sharing ideas, information, and opinions. Using discussion boards, blogs, wikis, and videoconferencing.

Connectivism

George Siemens has been the main proponent of connectivism, a learning model that acknowledges major shifts in the way knowledge and information flows, grows, and changes because of vast data.

Communications networks. Some principals:

- Learner autonomy
- Openness
- Diversity
- Interactivity

It is particularly appropriate for courses with very high enrollments and where the learning goal or objective is to develop and create knowledge rather than to disseminate it.

Online Collaborative Learning

It is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. In OCL, there exist three phases of knowledge construction through discourse in a group:

1. Idea generating
2. Idea organizing
3. Intellectual convergence

Theory of Online Learning by Terry Anderson explains that effective learning environments should contain four overlapping components. These four lenses are community-centered, knowledge-centered, learner-centered, and assessment-centered learning.

Anderson proposes a model of E-learning which illustrates the two major actors: learners and teachers and their interactions with each other and with the content. Learners can interact directly with the content they find and anyway they choose. However, they may choose to have their learning sequenced and directed through the assistance of the teacher. (F1)

Learning Management System (LMS)

A learning management system (LMS) is the best online management platform used for teaching and learning. The cloud-based software delivers large-scale education or training content for schools and businesses. The main features of a learning management system include its ease of use and many customization options. You can use the LMS platform to enrich your course content, adding flexibility, credibility, and scalability to online learning management.

LMS stands for Learning Management System. The learning management system is an online platform that stores large quantities of teaching materials in a digitized format. With a user-friendly interface, educators can easily manage content, automate tasks, and streamline their curriculum from any remote location.

The LMS training system is widely used in schools and higher education to conduct classes in a convenient online format. This platform is also popular among corporate enterprises, particularly useful for onboarding, training seminars, and employee development programs.

LMS history

- Teaching machine Sidney Pressey – 1924
- Problem cylinder M.E. Lazerte - 1929
- Adaptive teaching system, SAKI
- Gordon Park and Robin McKinnon-Wood - 1956
- Desktop Hewlett Packard - 1970
- TCP/IP Robert Elliot Kahn and Vint Cerf - 1982
- First Software SoftArc – 1990
- Open-source internal network, Moodle Martin

Dougiamas – 2002

- Private cloud Eucalyptus – 2008
- LMS systems hosted in clouds several companies – 2012

Among the most common LMS that can be name:

Backboard, Canvas, Edmodo, Schoology, Moodle, Facebook, and Google classroom.

LMS Features:

Course management, assessment, tracking progress, grade book, communications tools, social connectivity, security and privacy, ubiquitous access.

B. EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

This module is about how to communicate in a virtual environment using technological tools such as Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. These tools can be used for online teaching, class activities, and educational purposes.

Edpuzzle: It is a tool that allows you to make interactive videos, focused on students' needs, where students must respond with greater interest to check if they are understanding the content of the video (Espeso, 2021).

With Edpuzzle teachers and students will be able to add comments to a video, pause it and ask the user to answer some questions or even categorize information according to topics they can find interesting. All with a free tool developed by a group of programmers from Barcelona and that can be of great help in the educational world.

Classroomscreen: It is a cloud-based digital classroom screen for teachers. The screen provides teachers a tool to connect with students more effectively by using the screen to display assignment instructions, notes, knowledge games, and group instructions. The

platform offers a variety of different widgets such as background options, group creation, sound, media, drawing tools, stopwatch, and many more.

Flipgrid: It is a free video discussion platform from Microsoft that helps educators to see and hear every student in the class and encourages fun and supportive social learning. On Flipgrid, educators post discussion messages and students respond with short videos, whether they're learning in class or at home. This is a simple, free, and accessible technological tool.

Flippity: It is a free resource for teachers that allows for the creation of quizzes, flashcards, presentations, memory games, word searches, and more. While it can be used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects.

Since Flippity works with Google Sheets, it's easy to integrate and works for both in-class and remote learning. Having that Google Sheets support also means this is a highly interactive platform that allows for deep student engagement on the individual, group, or class level.

Liveworksheets: It is a free tool that allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents and can then transform these into interactive exercises using different formats such as multiple-choice, drag and drop or join the arrows, which can include audios or videos if necessary. It is also possible to create speaking exercises where students must record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed.

Nearpod: It can help add a layer of interactivity and feedback to slideshow-style lessons; give students opportunities for interaction and immediate feedback by having them draw on a map or diagram, respond to a poll question, post a note or image to a collaboration board, take a multiple-choice quiz, or participate in a gamified Time to Climb challenge. Help students review key learning concepts or vocabulary by incorporating Flocabulary videos and activities into their presentations.

Padlet: It is a free digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. This digital notice board can feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students. Since the interactive space is easy to use and easily accessible from nearly any web browser-capable device, it's a great resource for teachers and students.

Kahoot: It is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging. This free cloud-based tool makes for a very useful way to bring learning online without compromising, but actually enhancing, teaching.

Kahoot! is free to use and is not only fun for students but also social, allowing them to interact in the physical world as well as digitally. It works on nearly any device with a browser, making it easy to access even on older computers, tablets, and smartphones.

Powtoon: It is an online platform for creating short video presentations. Powtoon gives anyone the ability to create professional videos and presentations. You can select from

royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.

Students can create quality animated video presentations to showcase their understanding of a specific topic. Teachers can also create their own Powtoon as an alternative approach to teaching topics.

C. DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS

This course is about web tools for the design of educational or didactic materials such as podcasts, online presentations, interactive images, videos among others to present content in a virtual learning environment.

Podcast

Educational podcasts are on the rise, and for good reason. While there is no substitute for in-person teaching, the resources you use to complement it can make or break how well students do. This is true of education at any level. Whether at primary school, high school, college, or university, podcasts can help students of all ages learn. They're a great way to make your lessons accessible, engaging, and informative.

Podcasts are an effortless way to take in information, and they can keep students engaged for longer.

Some of the advantages of using podcasts are:

- Easy to fit into daily routines; it can be listened to whenever, wherever.
- Missed classes can listen and the podcast can be easier to catch up with for students.

- Listening might be better than watching or reading
- Podcasts are the perfect revision tool to go over past material students can go at their own pace, pausing and replaying parts they need more time on.

Online presentations: It can be uploaded to the web and played online. There are plenty of online presentation formats that will make slides ready to be published and used as technological tools in online environments.

Some of the most common tools used by teachers and students are:

Canva: It is a great tool that can be used to make stunning presentations. It has a variety of layouts and templates to put together an exciting presentation.

Powtoon: the presentation can be converted into a cartoon. Students need to create an account to use this tool and if they want access to some of the more interesting features there is a cost. However, students or teachers can make a great Powtoon presentation free of charge by using the basic applications.

PowerPoint: It is regarded as the most useful, accessible way to create and present visual aids; others believe it has its own mindset which forces presenters to spend countless hours thinking in PowerPoint and developing slides.

PowerPoint is easy to create colorful, attractive designs, easy to modify. It is also easy to present and maintain eye contact with a large audience by simply advancing the slides with a keystroke, eliminating the need for handouts to follow the message.

Interactive images

An interactive image is an image that has been enriched using resources and interactive elements which allows us to expand upon the information represented with videos, text, embedded content, PDFs, timelines, etc. These images are used to complement visual information within a photograph, illustration, or design using layers of content in a brief and direct way.

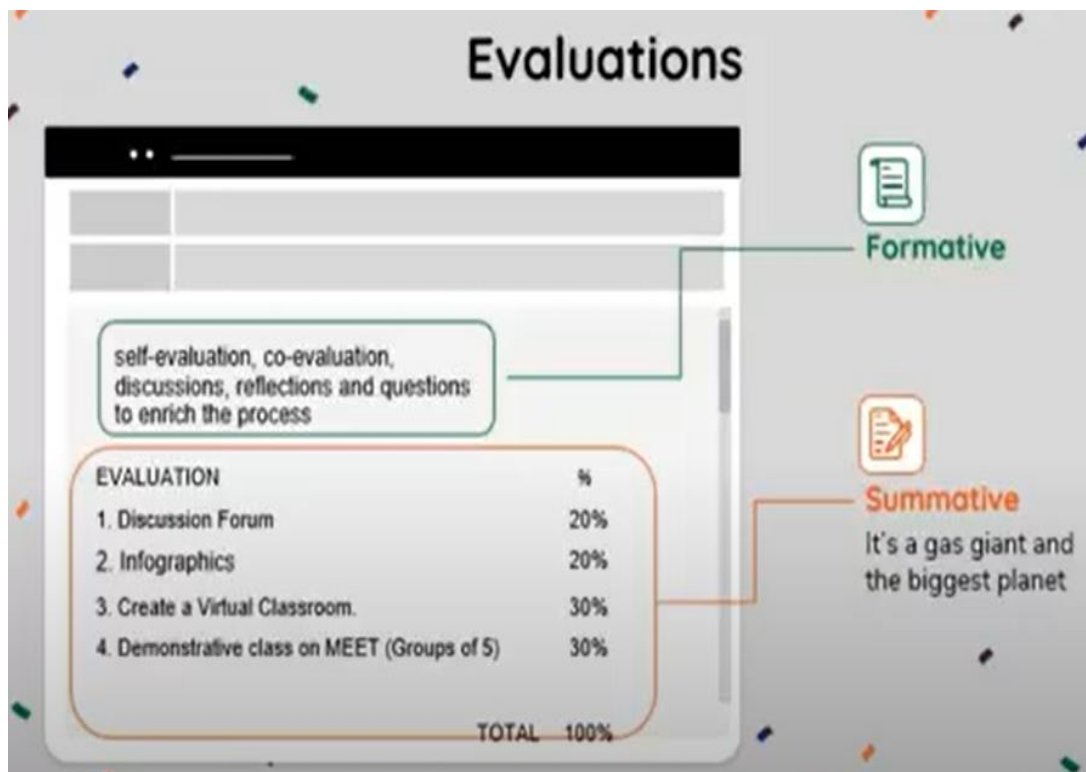
About its structure, all information will be found on the same page. There is no set structure seeing as the creator will distribute the elements on the image according to their own creativity.

The interactive image can be uploaded from the computer, can be added as a URL, or can be also navigated through the Unsplash gallery or any other gallery to find an image that best fits the content that needs to be shared.

IV. Description of Activities

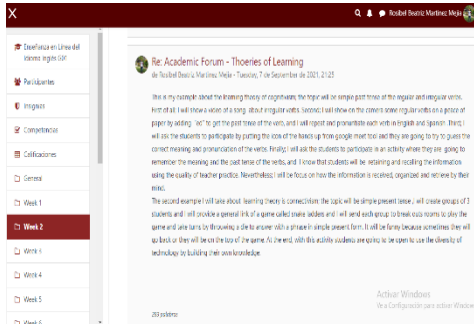
Module I

The activities of this module were developed online, and cooperative learning will emerge spontaneously. Interaction and feedback took place between the facilitator and the participants, as well as between participants to participants. An exhaustive reading and content analysis allowed 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 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 and MEET



A. Activity N° 1

Discussion Forum



In this activity, students focused to use an asynchronous learning method where students can access their studies on their own schedules. Teachers marked attendance in different ways, such as by tracking who watched the lecture or posting

comprehension quizzes. More interactive lessons can require learners to answer polls or click buttons, which also tells the instructor who has engaged with the content. An asynchronous class allows learners to digest the material in different ways: Students can dedicate more time to challenging content and breeze through lighter content. Since teachers cannot evaluate a student's readiness in person, online participation plays a large role in asynchronous classrooms. This delivery model also requires a great deal of self-motivation and proactiveness, especially if a student is having trouble with a topic.

The activity was performed by students giving two examples of teaching-learning situations in which they would apply two of the four theories seen in the class (250 words), and students provided an opinion about two students' entries (50 words per entry), at the end of the activity the content was developed in which Virtual teaching and its application in teaching the English language was learned.

B. Activity N°2

Infographics

This activity had as its main objective to elaborate an infographic to identify the features of Learning Management Systems (LMS).

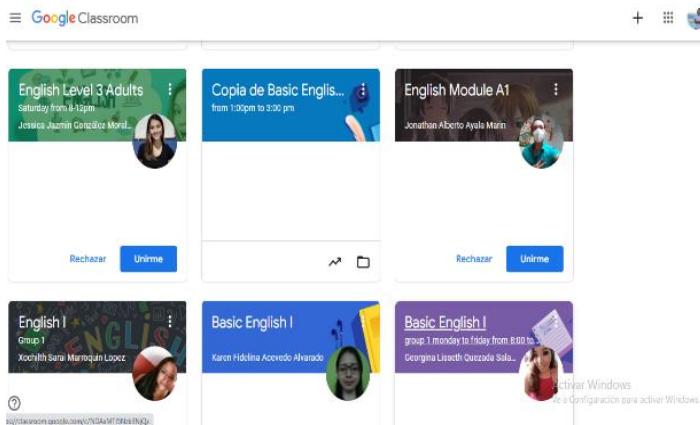
The activity will allow us to research information about LMS and analyze the information students must consider to be the most important, and Everything will be inserted as a whole content which is going to be represented in a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.



Infographics use striking, engaging visuals to communicate information quickly and clearly. They are a valuable tool for visual communication. The most visually unique, creative infographics are often the most effective because they grab our attention and do not let go. However, it is crucial to remember that the visuals in an infographic must do more than excite and engage. They must help us understand and remember the content of the infographics

C. Activity N°3

Create a Virtual Classroom



What is Google Classroom? you may ask you yourself?

It is an educational platform designed by google that brings students, teachers, and learning materials together in the

environment its main objective is to prepare and manage a microteaching lesson through Google Meet.

It has some benefits as; easy to use and accessible from all devices, effective communication and sharing speed up the assignment process, clean, user-friendly interface, offers several ways for students to collaborate, and many schools and organizations recognize it.

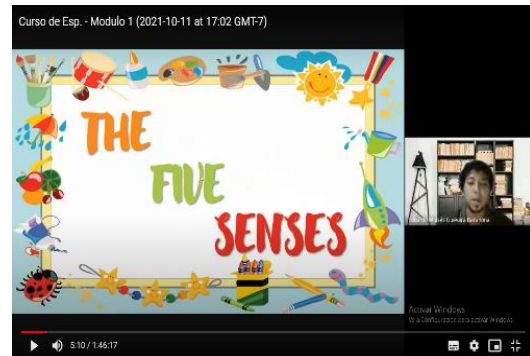
The content is made available or “chunked” in manageable segments (presented in distinct learning units or modules). All the information listed before contributes to creating a course on Google Classroom.

D. Activity N°4

Demonstrative class on Meet (Groups of 5)

In this activity, the teacher demonstrated some administrative functions such as setting goals and developing strategies and actions to achieve them.

Organization means determining what should be done, how should be done, and who should do it.



Managing implies leading and motivating members of the organization (look ways to engage students)

Control involves monitoring performance to ensure that goals are achieved

All those functions are going to be developed in the demonstrative class from teachers to students to facilitate the learning process for participants to be the focus on pedagogical principles.

Module II

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 were used to teach online were Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroom screen, Powtoon.

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%)

A. Activity N° 1

Infographics based on the fundamentals of technological tools when teaching a language

In this activity, students could be able to use different tools like; Genially or Canvas to create the infographic, which is related to the topic of Technological tools for online classes.

The main purpose to create this infographic is to demonstrate that is a good material to reinforce topics that students are learning, and participants can describe the objective to use those technological tools, for example, they introduce content, activate prior knowledge, provide feedback, and get the attention of the students as a curiosity to learn atopic.

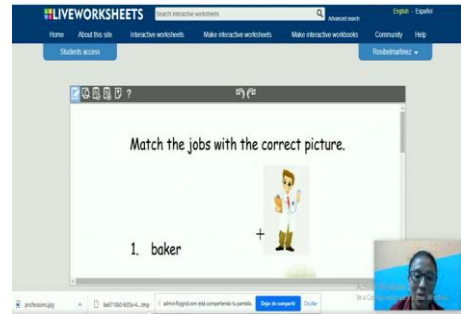
Those tools which were taught in this material have been so useful because in the end, they helped teachers to reinforce topics, performed a better explanation, and looked at a weak understanding of a topic.

B. Activity N°2

Video in Flipgrid, Flippity, Liveworksheets

In this activity, students created a video using Flipgrid, which is so great tool that has been used for many years by teachers.

Creating videos, is a way to use creativity in teaching a topic and it has some benefits like those; stay connected with students, encouraging collaboration, hosting virtual field trips, share documents while they do it.



Finally, videos are easy to use and integrate many features which help students to get a better understanding of topics and they are secure and private assessments.

C. Activity N°3

Create a video in Powtoon about the advantages and disadvantages of the use of technological tools when teaching English.

This activity was focused to teach a topic in a creative way and it is awesome because keeps students engaged on certain topics, which are animated, colorful, and dynamic by adding background music too.

Using this tool, teachers persuaded students with visual, audio, and dynamic movement.

Furthermore, it helps them to improve some weak areas and at the same time, teachers share topics in a different way as innovative teaching and learning method.

D. Activity N°4

Demo class using technological

Creating the materials to teach a class was not so good before but now with the use of different tools that participants already learned, it is so easy because technological tools are ice break introducing any topic, motivating curiosity to everyone in the class who are in different locations. In fact, the team research creates this activity to put into practice the knowledge that learners already acquire, simulating that teacher were teaching their students and facilitating the acquisitions of concepts, abilities, and skills, as well as the information of attitudes and values shared with them through the whole course.

Module III

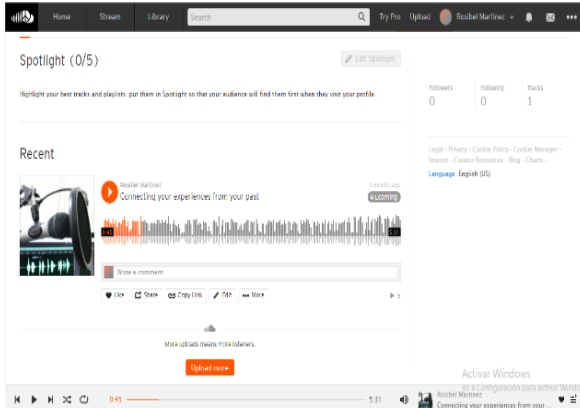
In this module, students learned to use at least four Web tools for the design of educational materials and will elaborate materials such as podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete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

Summative 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%

Activar Windows
Ve a Configuración para

A. Activity N° 1

Elaboration of a podcast



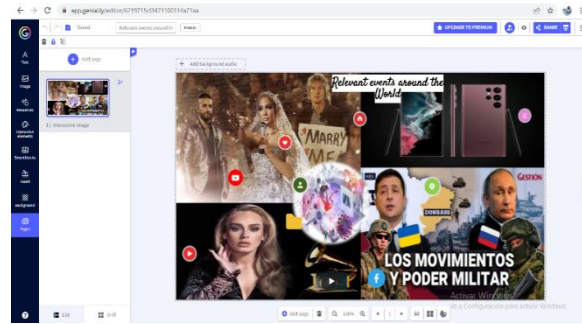
The purpose of this activity is to facilitate the global teaching process. In addition: The use of technologies such as podcast and audio, files in education have increased to a higher level because students are growing and using them since childhood.

With this activity teachers wanted to facilitate the method of teaching by taking some particular qualities of the podcast, students can mention some of them like; presenting a simple idea that can be explained verbally, availability in a simple electronic format and they are stored on a website or other internet location for easy access and current change or update. In fact; teachers took some reasons to use a podcast in education such as listening wherever students want, easier for students to catch up and listening may be better than watching or reading, help accommodate all learning styles and it's a perfect revision tool. Finally, students can mention some ways to use a podcast in education as we did it. For example, record conversations with others used as storytelling and make students create their own. Moreover, educators can advise students to use Audacity or SoundCloud to create it.

B. Activity N°2

Creation of an interactive image in genially

The creation of this interactive image is effective because students can picture in their mind scenarios, faces, topics, ideas, etc., all of it to engage their right brain to emerge with



educational themes. furthermore, there are some ways to picture them as visual biographies, photo essays, visual storytelling, photojournalism, radio broadcast, and vocabulary building.

The research team use one of those features to create and achieve our purpose as teachers which is to enable and store huge volumes of information in their memories.

C. Activity N°3

Elaboration of a presentation on google

As research team know students are electronically connected, and they expect their learning to be connected as well, that's why participants created this presentation with google sites in order to get students to engage, be self-sufficient, and proactive in class. in fact, we noticed that websites could reduce the distance between teacher and student. However, the activity's purpose was to share experiences, contact others, and get a lot of knowledge. At the end, this website facilitated the method of learning and provide many resources in order that students reach their goals.

D. Activity N°4

Open Shop video production



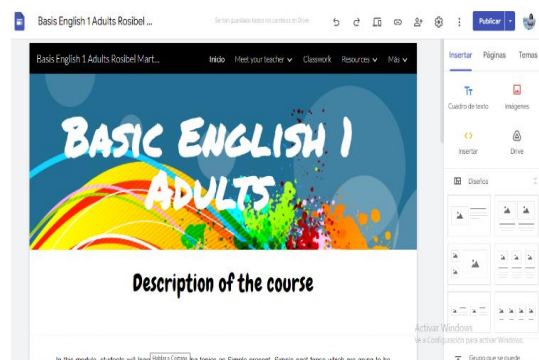
With this activity students could find many benefits that teachers can share with them with the purpose to facilitate the learning process, in addition; it helps us to introduce topics, gives a variety of material, expands experience, learning remotely, and opens to future possibilities. Furthermore, with this production of the open shop video, teacher give to their students more material to better understand the class using tools to increase their retention of knowledge.

This video was created to explain a topic in a creative way, and it will help students to increase proficiency in digital literacy and communication. In the end, we achieve our objective which was to provide content and focus on students learning process.

E. Activity N° 5

Integrative assignment (Google site linked to Google classroom and live defense)

This was the last activity for the specialization program, and it was focused to show everything that students learned to teach their participants, as students might know students created the website to give them the opportunity to use it and facilitate their learning process. First, students gave a name to the course, and teacher



share with them as confidence important facts from our personal experiences as a teacher. In addition, research team try to keep in mind that our audience can be students and their parents, so research time designed this website to give instruction and let them click on images or links to go directly to the practice of assessment. Second, research team did it using their creativity to design each page to make it attractive for students. However, with all the tools that research team learned to use like Flipgrid, live worksheet, PowToon, google meet, Ed puzzle, PowerPoint, Jam board, Padlet, etc. they facilitated the job and makes students better understand topics, so research team did this activity interactive, user friendly, innovative just to catch the attention of the learners and teach them in a proficient way. At the end, teacher used the website as an additional tool to reinforce content and activate prior knowledge.

V. Achievements

Module I

In this module, students learned how to use a learning management system (LMS), that is, they learned to manage an integrated online software that is used to create, teach, track, and generate reports on courses and educational results. This knowledge was put into practice through the creation of a virtual classroom, which is a platform where teachers and students meet. a site where content is exchanged in an online environment, in addition to being a space to attend to queries and evaluate the participants.

Within the virtual classroom, students added educational resources developed through different LMS such as canvas, a graphic design tool that offers online templates to create brochures, infographics, social network images, among others.

Thanks to the creation of this classroom, the students also put into practice synchronous learning which included a conference broadcast live through the MEET platform where presentations were made, and a space was enabled to ask questions through webcams, microphones and chats or message boards. Likewise, asynchronous learning was implemented, which consisted of the publication of pre-recorded lectures, video or audio files, and class notes that students could see individually.

Module II

Students were able to create didactics materials integrating all the tools learned during the class between these tools participants can mention:

Canva: a graphic design platform that was used to create an infographic in which a topic is presented and exposed through short and simple texts, and with the support of different types of illustrations, colors, and letters

Flipgrid: a free online application that allows you to propose activities in which the answers are in short videos that are easy to do and that can also be seen by others.

The main objective of this tool was to empower the student's voice, listening to her voice, and to fulfill this objective the students made a video demonstrating how to use another tool called live worksheet used to work interactive worksheets.

PowToon: an online platform that allows the creation of animated videos with a fun and intuitive approach, it is very useful to capture the attention of the public and to develop the explanation of a concept. Considering these characteristics, the students put their knowledge into practice by making an animated video in which they developed a little about the advantages of using technological tools during the learning process, mentioning at the same time others with which they also worked as Kahoot, Nearpod Padlet among others.

Module III

In this module, students learned to use at least four Web tools for the design of educational materials, between these materials it can be mentioned: a podcast an audio format focused on sharing ideas on a specific topic anywhere and anytime. The students created their podcast through sound cloud where they developed a specific topic in which they discussed the most important ideas about it with the aim of being able to be heard as many times as required for a better understanding of the topic. Also, the creation of interactive images. Genially is very useful for conveying ideas quickly and concisely through interactive elements that allow you to expand the information in the presentation with videos, texts, content, etc. Besides that students created a video through OpenShot .in which they mixed all kinds of content including images, audio, clips from other videos, tracks among other editions with the aim of producing personalized material according to the needs of the students, and finally and 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 through the creation a web site a tool that allows you to create a digital portfolio where you can store all the educational material in one place without space limitations and with the possibility of accessing it from a computer, a phone or a tablet, which allows students to make use of the links and materials already selected by the teaching staff, promoting a safe environment. On the site, the students included all the tools created as didactic material during the three modules to be used in the teaching process.

VI. Conclusions

After COVID 19 pandemic, virtual education became a very good learning alternative to continue with classes. It is now considered an option for students who cannot take traditional school or take courses in the traditional way (face to face). Online classes are an educational model that encourage meaningful learning and motivates students so they can build their own knowledge, they can practice more, and they can also better organize their learning times.

It is important to recognize the essential role of technology in education. Nowadays it is part of our daily life as students, teachers and as humans in the role that each one has, so we must be ready for it. Adapting to the virtual environment is essential both teachers and students to guarantee meaningful learning. The verifiable practice of the students by performing exercises using technological tools is also undoubtedly something that enriches knowledge and helps students to get familiar with virtual learning.

Technological tools facilitate knowledge transfer, and through practice students will learn to develop their skills and creativity while discovering a world of possibilities related to the virtual interaction. This type of technological tools allows students to find more resources when teaching a foreign language or any course or activity they want to perform related to education.

Learning Management System is a valuable tool for teaching and learning. These platforms contribute to a better interaction with groups as small as we need or as large as in a traditional classroom. Through the course we have learned that these platforms are easy to use and very effective when teaching, interacting, practicing, and evaluating the knowledge acquired.

VII. Recommendations

For Teachers

- To use technological tools for communication, teaching, and learning process by taking virtual classes in a user-friendly environment and gathering a lot of knowledge for future learners who later will transfer their skills through other students.
- To make good use of LMS is highly motivating to the students. In fact, some websites like google site, Schoology, Moodle, virtual campus, etc. Offer great opportunities to implement interactive and updated activities in which professors might be involved.
- To give students facilities about the use of different applications, tools, and websites before getting in touch with each innovative E-Learning process, by showing them tutorials before using each technological tool in a virtual class.
- To motivate students to use LMS as a Language Learning Strategy outside the classroom taking advantage of the technological advances and apps that can make easy the E-Learning process.

VIII. Bibliography

- 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.
- 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*.
- Di Pietro, G. B., Biagi, F., Dinis Mota Da Costa, P., Karpinski, Z., & Mazza, J. (2020). *The Likely Impact of COVID-19 on Education Reflections Based on the Existing Literature and Recent International Datasets*. Luxembourg: Publications Office of the European Union.
- WHO (2020a). WHO Director-General’s Opening Remarks at the Media Briefing on COVID-19 -11 March 2020.
- WHO (2020b). Archived: WHO Timeline—COVID-19. World Health Organization.

Di Pietro, G. B., Biagi, F., Dinis Mota Da Costa, P., Karpinski, Z., & Mazza, J. (2020). The Likely Impact of COVID-19 on Education Reflections Based on the Existing Literature and Recent International Datasets. Luxembourg: Publications Office of the European Union.

Fontana, D. (1981) *Psychology for Teachers* London: Macmillan/British Psychological Society

Rogers, C. (1969) *Freedom to Learn* Columbus, OH: Charles E. Merrill Publishing Co.

Espeso, P. (25 de noviembre de 2021). Edpuzzle, la herramienta que quiere revolucionar el mundo del vídeo en educación. Obtenido de EDUCACIÓN 3.0:

Webliography

<https://rockcontent.com/es/blog/ambientes-virtuales-de-aprendizaje/>

https://es.wikipedia.org/wiki/Entorno_virtual_de_aprendizaje

<https://www.mixaula.com/blog/aula-virtual-que-es-y-para-que-sirven-las-aulas-virtuales/>

<https://observatorio.tec.mx/edu-news/aprendizaje-sincronico-y-asincronico-definicion>

[https://www.xataka.com/basics/que-canva-como-funciona-como-usarlo-para-crear-](https://www.xataka.com/basics/que-canva-como-funciona-como-usarlo-para-crear-diseno#:~:text=que%20puedes%20agregar.-)

[diseno#:~:text=que%20puedes%20agregar.-](https://www.xataka.com/basics/que-canva-como-funciona-como-usarlo-para-crear-diseno#:~:text=que%20puedes%20agregar.-)

[.Qu%C3%A9%20es%20Canva,ocio%20como%20si%20son%20profesionales.](https://www.xataka.com/basics/que-canva-como-funciona-como-usarlo-para-crear-diseno#:~:text=que%20puedes%20agregar.-)

<https://www.christiandve.com/2018/07/flipgrid-que-es-y-como-usar-aula-tutorial-espanol->

[flipgridforever/](https://www.christiandve.com/2018/07/flipgrid-que-es-y-como-usar-aula-tutorial-espanol-flipgridforever/)

https://www.cyldigital.es/sites/default/files/selflearning/scorm/253da2d2/1_qu_es_powtoon.html

https://intef.es/observatorio_tecno/google-sites-como-herramienta-de-portfolio-educativo/

<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>

<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/>

<https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

<https://www.who.int/news-room/detail/27-04-2020-who-timeline---covid-19>

<https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020>

<https://www.who.int/news-room/detail/27-04-2020-who-timeline---covid-19>

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

<https://www.d2l.com/learning-management-system->

[lms/#:~:text=LMS%20stands%20for%20Learning%20Management,curriculum%20from%20any%20remote%20location.](https://www.d2l.com/learning-management-system-lms/#:~:text=LMS%20stands%20for%20Learning%20Management,curriculum%20from%20any%20remote%20location.)

<https://www.educaciontrespuntocero.com/recursos/edpuzzle/>

<https://educos.org.sv/2020/09/23/microsoft-flipgrid/>

<https://www.techlearning.com/how-to/what-is-flippity-and-how-does-it-work>

<https://www.ecml.at/Resources/InventoryofICTtools/tabid/1906/InventoryID/241/language/en-GB/Default.aspx>

<https://www.common sense.org/education/app/nearpod>

<https://www.techlearning.com/how-to/what-is-padlet-and-how-does-it-work-for-teachers-and-students>

<https://www.techlearning.com/how-to/what-is- kahoot-and-how-does-it-work-for-teachers>

<https://www.capterra.es/software/1015795/classroomscreen>

<https://blogs.umass.edu/onlinetools/learner-centered-tools/powtoon/>

<https://www.podcast.co/reach/podcasts-in-education>

<https://www.smore.com/736z4-tech-tools-for-presentations>

<https://courses.lumenlearning.com/boundless-communications/chapter/using-powerpoint-and-alternatives-successfully/>

<https://academy.genial.ly/en/pills/how-to-create-interactive-image#:~:text=An%20interactive%20image%20is%20an,text%2C%20embedded%20content%2C%20etc.>

IX. Appendixes

Module I

Course Beginning

The image shows a screenshot of a video conference. On the left, a PowerPoint slide is displayed with the title "CURSO DE ESPECIALIZACIÓN EN LA ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS". The slide features a background of confetti and two images: a person using a laptop and a hand holding a tablet with various icons. A play button icon is overlaid on the tablet image. At the bottom of the slide, it says "SLIDE 1 DE 12". On the right, a video call window shows a woman with the name "BLANCA ALICIA MENIVAR GONZÁLEZ" at the bottom. The video call window is partially obscured by a black bar at the top.

A. Program



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



Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:	
1.2 Code:	EDII114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	August 2021
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	60 Hours
1.11 Professors :	MsE. Blanca Alicia Menjivar Gonzalez Lieda. 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%)

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.

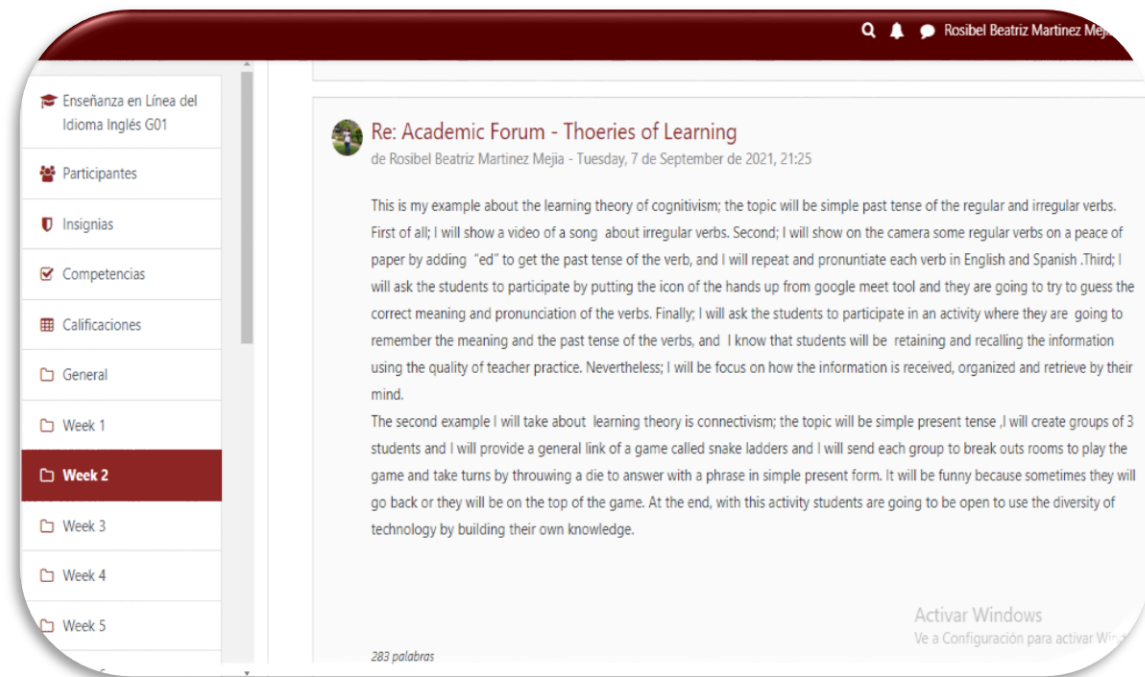
Summative evaluation:

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%

B. Tasks

Forum



The screenshot shows a forum post in Google Classroom. The post is titled "Re: Academic Forum - Thoeries of Learning" and is from Rosibel Beatriz Martinez Mejia, dated Tuesday, 7 de September de 2021, 21:25. The post contains two paragraphs of text. The first paragraph discusses the learning theory of cognitivism and the simple past tense of regular and irregular verbs. The second paragraph discusses the learning theory of connectivism and the simple present tense. The post is 283 palabras long. The interface includes a sidebar with navigation options like "Enseñanza en Línea del Idioma Inglés G01", "Participantes", "Insignias", "Competencias", "Calificaciones", "General", and "Week 1" through "Week 5".

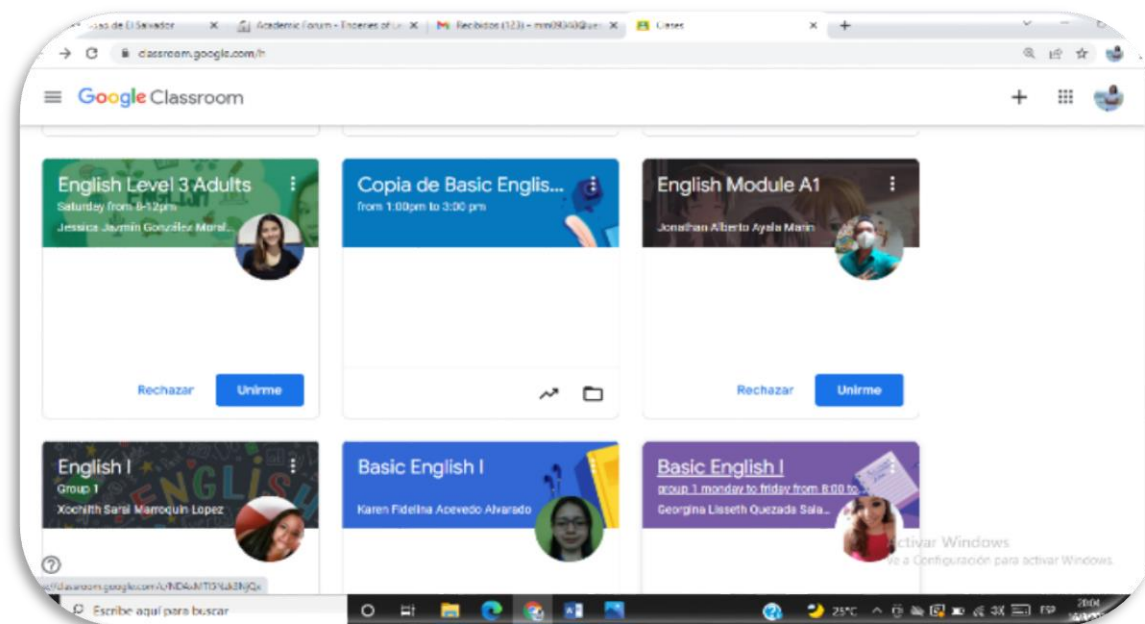
Re: Academic Forum - Thoeries of Learning
de Rosibel Beatriz Martinez Mejia - Tuesday, 7 de September de 2021, 21:25

This is my example about the learning theory of cognitivism; the topic will be simple past tense of the regular and irregular verbs. First of all; I will show a video of a song about irregular verbs. Second; I will show on the camera some regular verbs on a peace of paper by adding "ed" to get the past tense of the verb, and I will repeat and pronuntiate each verb in English and Spanish .Third; I will ask the students to participate by putting the icon of the hands up from google meet tool and they are going to try to guess the correct meaning and pronunciation of the verbs. Finally; I will ask the students to participate in an activity where they are going to remember the meaning and the past tense of the verbs, and I know that students will be retaining and recalling the information using the quality of teacher practice. Nevertheless; I will be focus on how the information is received, organized and retrieve by their mind.

The second example I will take about learning theory is connectivism; the topic will be simple present tense ,I will create groups of 3 students and I will provide a general link of a game called snake ladders and I will send each group to break outs rooms to play the game and take turns by throwing a die to answer with a phrase in simple present form. It will be funny because sometimes they will go back or they will be on the top of the game. At the end, with this activity students are going to be open to use the diversity of technology by building their own knowledge.

283 palabras

Classroom



The screenshot shows the Google Classroom interface. The top navigation bar includes the Google Classroom logo and a search bar. Below the navigation bar, there is a grid of class cards. Each card displays the class name, the teacher's name, and a "Unirme" button. The classes shown are:

- English Level 3 Adults (Jessica Jaymin Gonzalez Maral)
- Copia de Basic Englis... (from 1:00pm to 3:00 pm)
- English Module A1 (Jonathan Alberto Ayala Marin)
- English I Group 1 (Xochitl Sarai Marroquin Lopez)
- Basic English I (Karen Fidelma Acevedo Alvarado)
- Basic English I group 1 mandare to friday from 8:00 to ... (Georgina Liseth Quezada Sala...)

Activar Windows
Ve a Configuración para activar Windows.

Module II



Educational Applications for Learning a Foreign Language

Module II

ԴԱՆՏՈՅՆԵ

ԽՈՒ ԴՅԱՆՈՒՆԶ 9 ԷՕՐԵՑԻՆ

ԲԱՆՏՐՈՍՈՒՄԻ ԿԵՆՏՐՈՆՈՒՄ

Մոդուլ ԻԻ

A. Program



**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 Menjivar 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.	<ul style="list-style-type: none"> - 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.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid., Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	Demo class using technological tools (30%)

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.

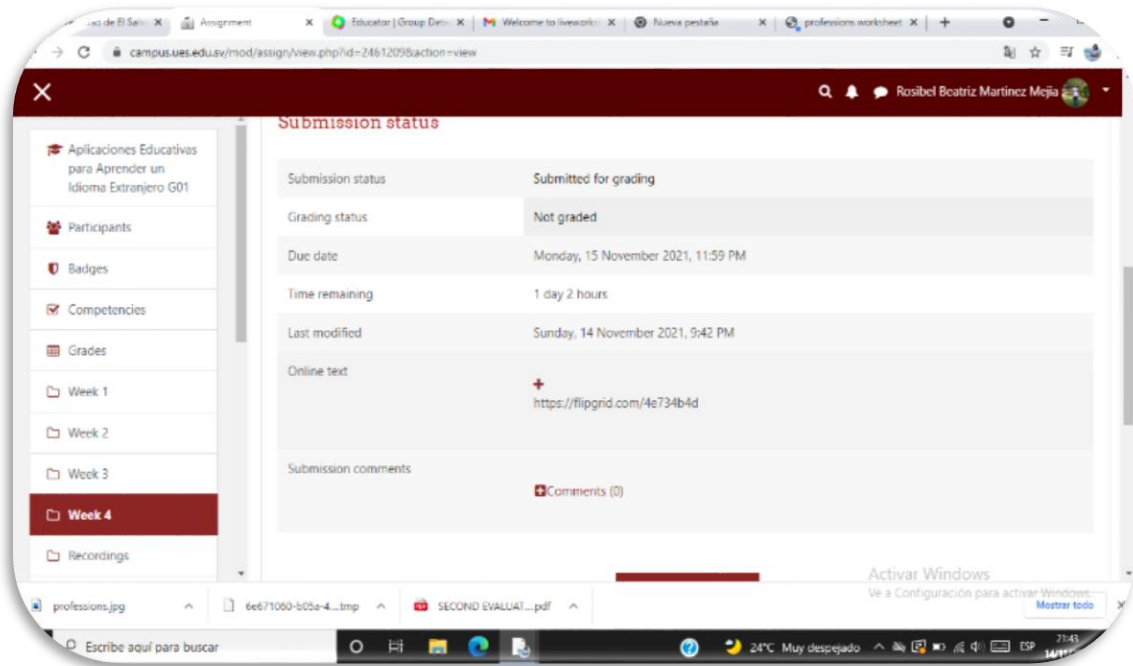
EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological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

C. Tasks

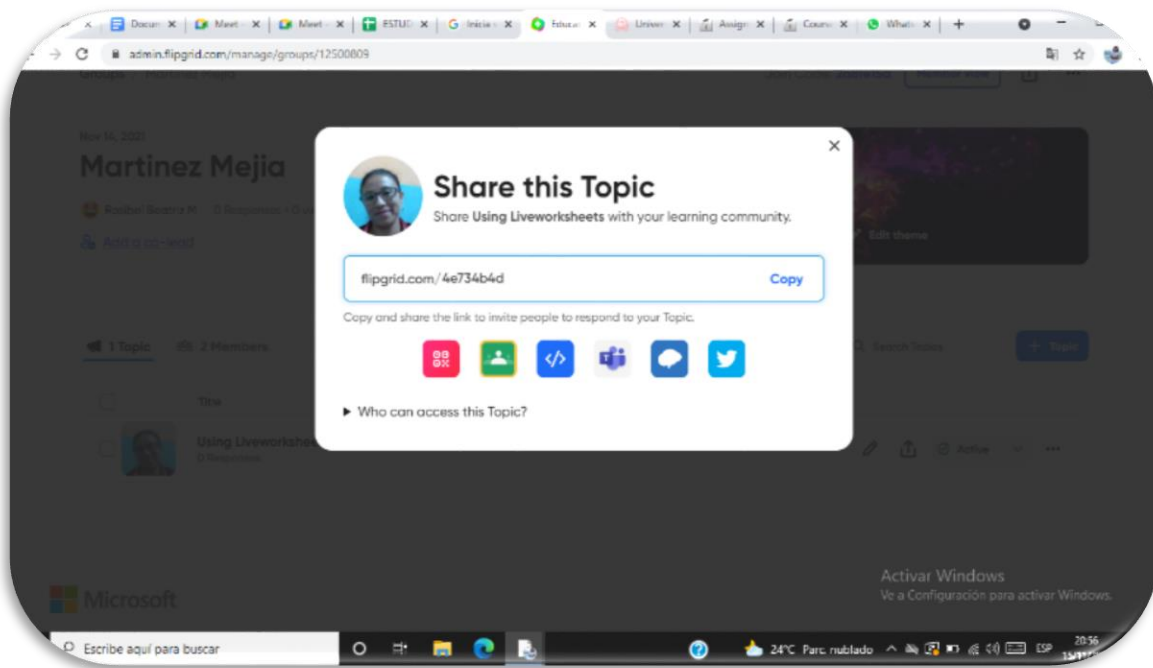
Infographics



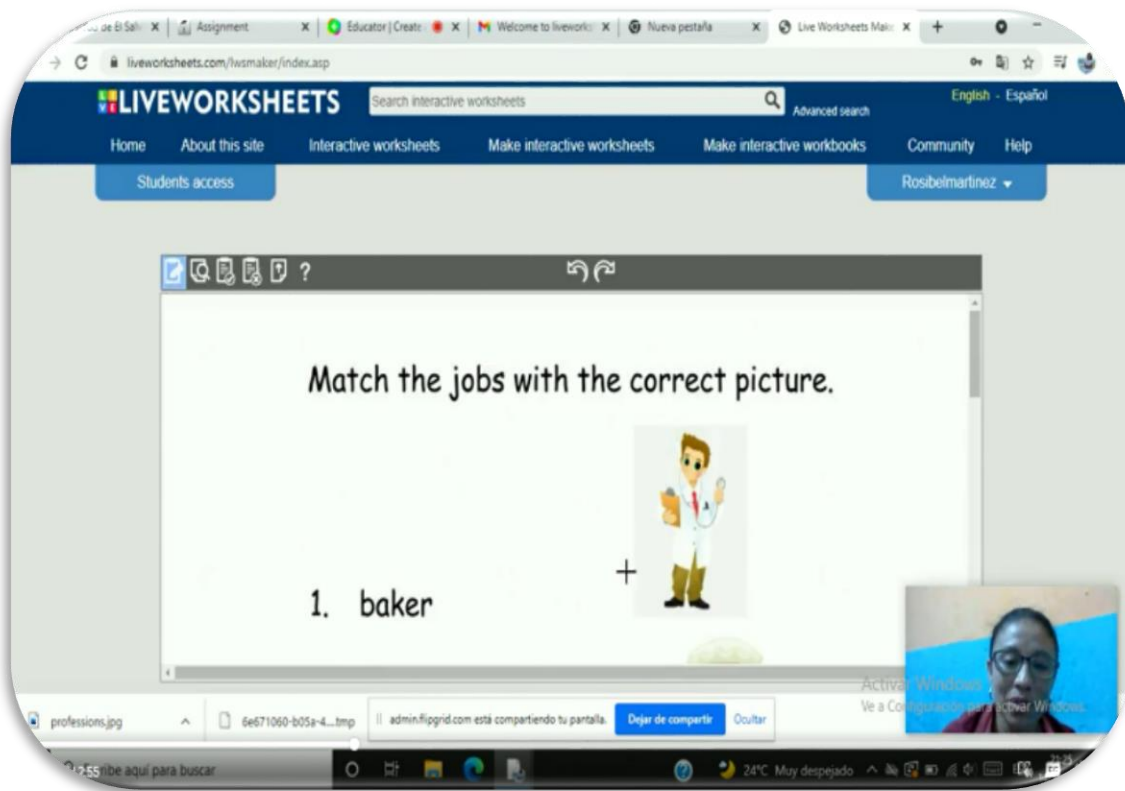
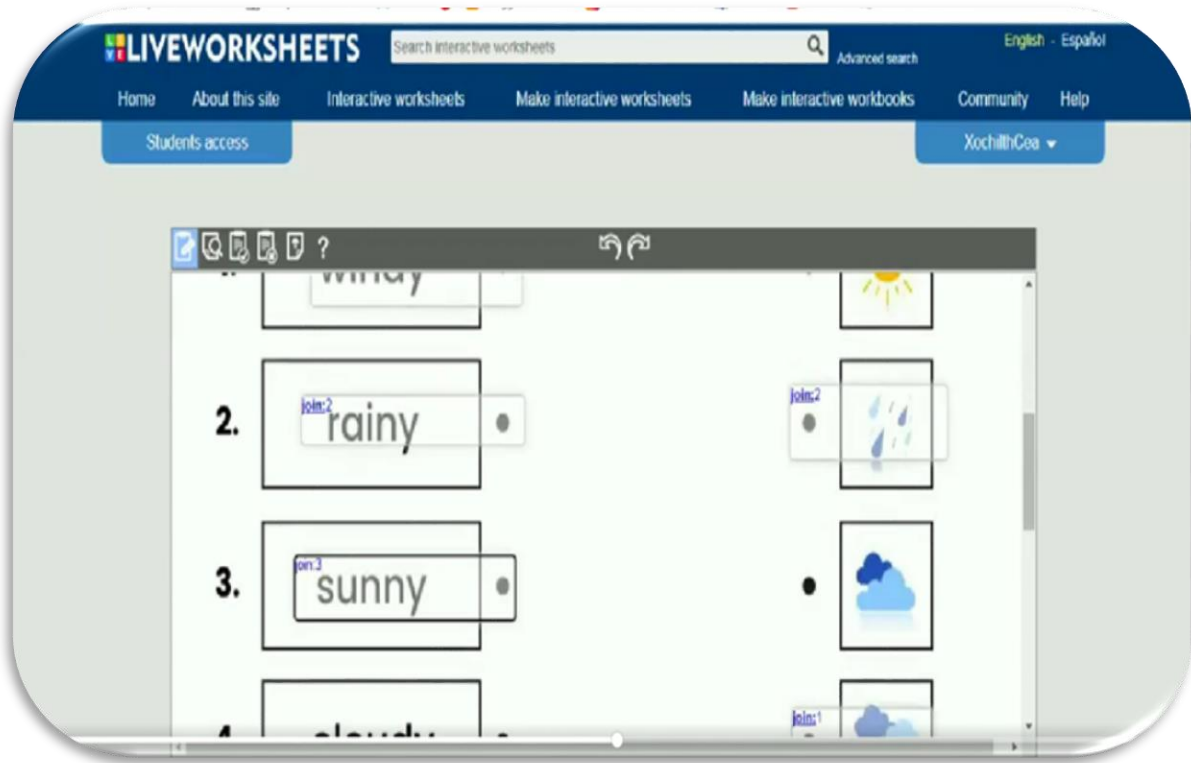
Asynchronous sessions



Flipgrid (Video)



Liveworksheets



Module III

Presentación de PowerPoint - [Syllabus - Module 3.pptx] - PowerPoint

Module 3 Design of Didactic Materials for Virtual Environments

Specialization course

DIPOSITIVA 1 DE 12

BLANCA ALICIA MENTAR GONZÁLEZ

The image shows a screenshot of a video conference. On the left, a PowerPoint slide is displayed. The slide has a white background with a large yellow rectangle in the center. Inside the yellow rectangle, the text 'Module 3 Design of Didactic Materials for Virtual Environments' is written in bold black font. Below this, 'Specialization course' is written in a smaller black font. The PowerPoint window title bar at the top reads 'Presentación de PowerPoint - [Syllabus - Module 3.pptx] - PowerPoint'. At the bottom of the slide, there is a red status bar with the text 'DIPOSITIVA 1 DE 12' and several navigation icons. On the right side of the video conference, there is a small video window showing a woman with long dark hair. Below her video, the name 'BLANCA ALICIA MENTAR GONZÁLEZ' is written in white text on a black background.

DIPOSITIVA 1 DE 12

Specialization course

This is a faded, semi-transparent version of the PowerPoint slide shown in the previous block. It contains the same text and layout: 'DIPOSITIVA 1 DE 12' at the top, a yellow box with 'Module 3 Design of Didactic Materials for Virtual Environments' in the center, and 'Specialization course' at the bottom.

A. Program

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 Menjivar 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)

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.

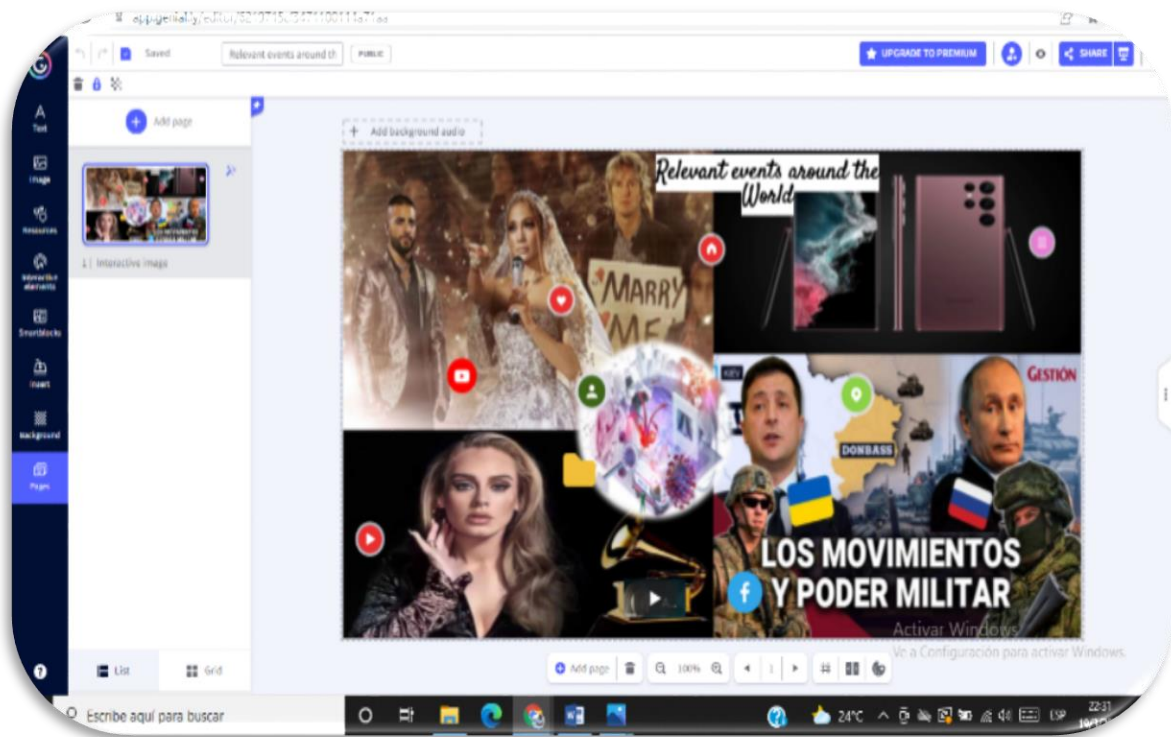
Summative evaluation:

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.

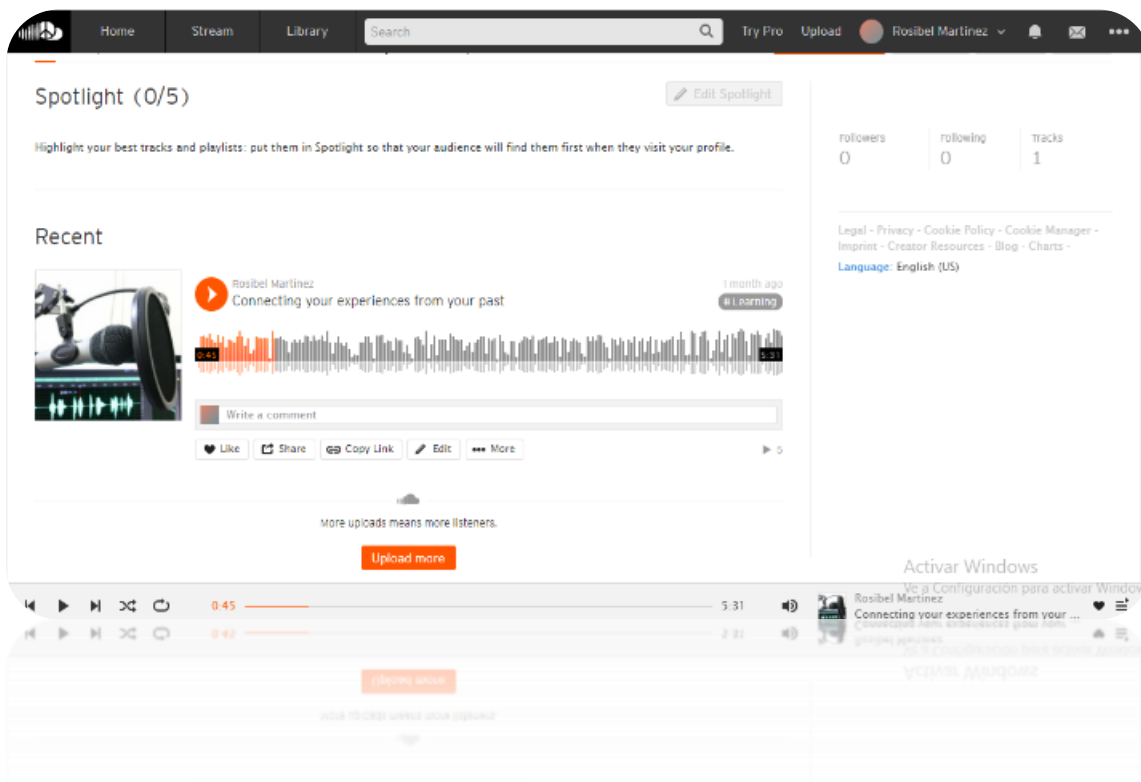
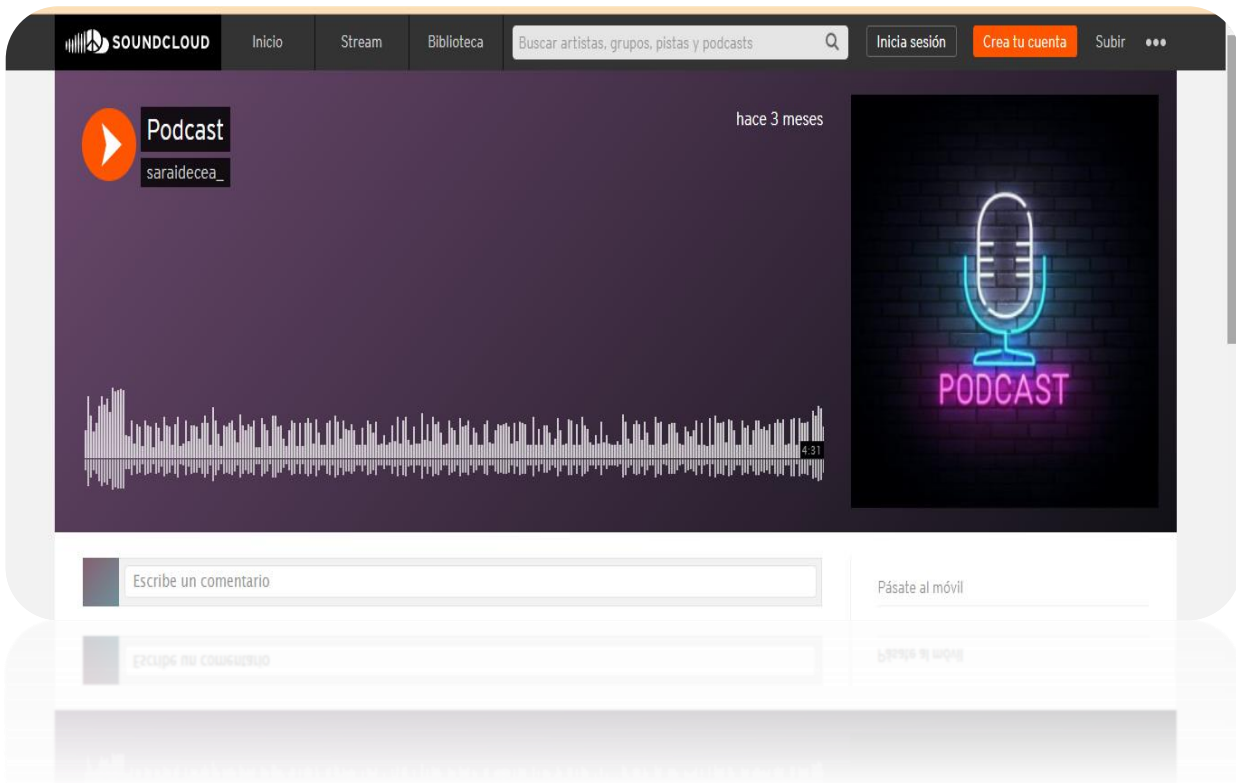
EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment (Google Site linked to Google Classroom and live defense)	30%
TOTAL	100%

B. Tasks

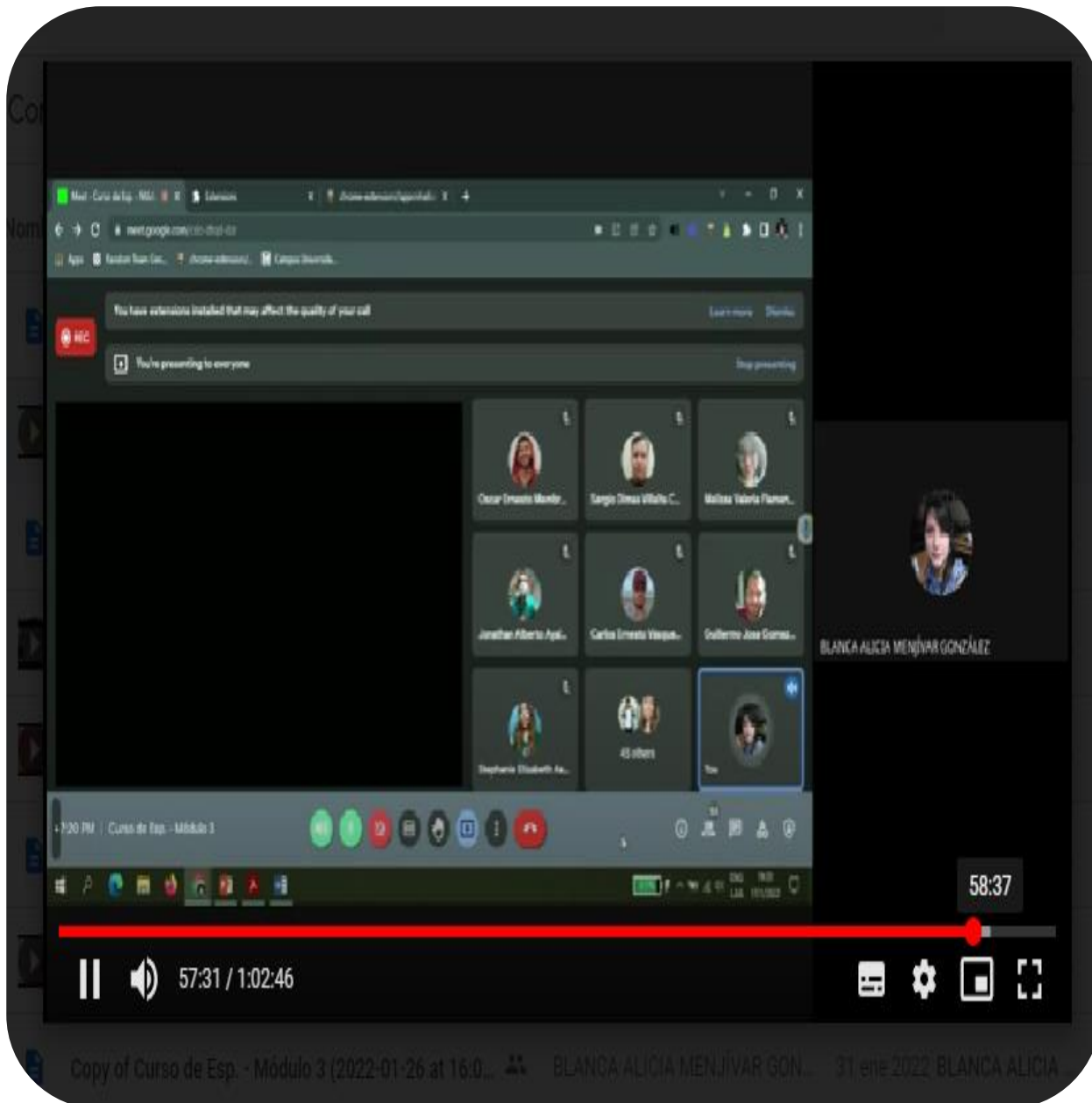
Interactive Images



Podcast



Synchronous sessions



LMS

Most common

The screenshot displays the Blackboard LMS interface. On the left is a dark sidebar with the 'Blackboard' logo and navigation icons for Cathy Chu, Activity Stream (with a red notification badge), Courses, Organizations, Calendar, Messages, Grades, Tools, and Log Out. The main content area is titled 'Stream' and features a 'View new activity stream post' link. The stream is organized into sections: 'Important' (with a red pin icon), 'Upcoming' (with a calendar icon), and 'Today Thursday, June 4, 2015'. Under 'Important', a post from 1 hour ago by Benjamin Harper is titled 'Introduction to Sociology' and contains a message about a new teaching assistant. Under 'Upcoming', a post from June 10, 2015, is titled 'Introduction to Sociology' and is an event for a 'Guest Speaker' on June 10, 2015, at 12:00 PM. Under 'Today', a post from 9 seconds ago by Cathy Chu is titled 'Public Policy' and is a new discussion about case studies.

The screenshot shows the Canvas LMS interface for a course titled "Music Theory 337". The user is in the "Assignments" section, creating a new assignment. The interface includes a left-hand navigation menu with options like Account, Admin, Dashboard, Courses, Calendar, Home, Commons, and Help. The main content area displays a "Details" tab for the assignment, showing a grid of assignment items with their respective point values: "Pop Quiz: Pitch" (10 pts), "Introduce Yourself" (15 pts), "Sharp, Flat, and Natural Notes" (15 pts), "Introduction to Music Theory" (7 pts), "Why Use Different Clefs?" (20 pts), "Elements of the Staff" (2 pts), "History of Music" (100 pts), "Pop Quiz: The Staff" (20 pts), and "Introduction to Music Theory" (0 pts). A right-hand sidebar offers options to "Link to other content in the course" and lists various content types like "What Pages", "Assignments", "Quizzes", "Announcements", "Discussions", "Modules", and "Course Navigation". The word "Canvas" is written in a large, blue, stylized font in the top right corner of the image.

The screenshot shows the Edmodo LMS interface. At the top, there is a search bar and navigation links for "Calendar", "Grades", "Library", "Home", "Profile", and "Account". The main content area features a "Latest Posts" section with a post from "Mr. Edmodo to Me" that says "Welcome to Edmodo! Check out the help center for tips on how to get started. If you have any questions, post them to the support group. Thanks, The Edmodo Team". Above this post, there are icons for "Note", "Alert", "Assignment", "Quiz", and "Poll", with arrows pointing to them and the text "Tareas Cuestionario Encuesta". Below the post, there is a "What to do now:" section with a list of five steps: 1. Create a group, 2. Specify your school, 3. Turn on your notifications, 4. Add content to your library, and 5. Connect with other teachers. The right-hand sidebar contains a "Claim your Profile URL" notification, a "Suggestions" section with a "Find out who's on Edmodo from your school" button, and a "Tags" section. The word "Edmodo" is written in a large, blue, stylized font in the bottom right corner of the image.

