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The New Methodologies for Learning how to Teach a Foreign Language by Using Virtual Tools

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ABSTRACT

This final report focuses in an online specialization course, developed from August, 2021, to February, 2022. This was the first experience that the Department of Foreign Languages had offering this innovating course. It served as a new modality that students could take as a substitute for the classic graduation work. In the new plan, students learned about how to apply technological strategies and how to exploit other tools that nowadays the technology offers us to be updated. One important thing is that the course was developed online by professors who were very capable to contribute to students´ learning and at the same time to prepare them to deal the technological and professional environment which have become so popular after the coronavirus pandemic. The experiences, main activities and principal course achievements are detailed in the present report.

Key Words: **Virtual Classroom**, **Language Learning Theories**, **Language Learning Strategy (LLS)**, **Information and Communication Technologies (ICTs)** and **Asynchronous and Synchronous Communicative**.

I-INTRODUCTION

Covid-19 pandemic has affected the whole word. Classes at the University of El Salvador were not the exception and they have been affected, too. Many college students could not continue with their academic studies. Nevertheless, thanks to online learning, many students and teachers all over the world have been able to continue teaching and learning. The present report deals with a new modality to carry out the graduation work. It is going to be focused on a new course that is called "The

Administration of Virtual Environments for the Teaching and Learning of Foreign Languages Furthermore, the report will deal about all the activities that were performed during this course, and it will include examples of those activities, quizzes, and homework that were evaluated on the course. The activities and topics are going to be explained in accordance to each level in which they were studied and evaluated. Moreover, another topic to deal in this report is the way how the course was developed and how the idea was born the idea to start offering these courses.

Likewise, the purposes and the objectives reached in the coursed are going to be mentioned and explained and how well they were reached. It is important also to mention that an analysis of all the purposes reached will be described.

II- OBJECTIVES

General Objective:

- To analyze the impact of the specialization course: The Administration of the Virtual Environments on the Teaching and Learning of Foreign Languages.

Specific Objectives:

- To describe all the content that was studied in the course.
- To state the activities performed and at the same time expose the reached objectives.
- To acquire technological knowledge about the tools and programs those were learned during the course and know how to apply them.

III-THEORETICAL FRAMEWORK

In these modern times where technology has advanced tremendously, students have been developing their own learning strategies that include how to learn and remember information, how to study for tests, and how to make the best use of their learning strengths. Many students may not even realize they are using these strategies as it may have become a natural and automatic process for them.

Information technologies and other aspects of digital culture have changed the way people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. In many countries, digital literacy is being built through the incorporation of information and communication technologies (ICTs) in schools.

Learning Strategies (LS)

Students develop their own learning strategies which include the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Many students may not even be aware that they are using these strategies as it may have become a natural and automatic process for them. According to Jasmina Hasanbegovic (2006) **"Learning Strategies"** refer to student's self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals.

Warr & Allan (1998) distinguish between three categories according to the kind of resources used in the regulation of behavior:

- Cognitive learning strategies: skills in rehearsing material to be learned or in organizing it into main theme.

- Behavioral learning strategies: preferences for seeking help from others, for trial and error or for written instruction.
- Self-regulating strategies: controlling emotions, motivation and comprehension.

Weinstein and Mayer defined in 1986 the term learning strategies (LS) broadly as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviors of a learner that are intended to influence how the learner processes information" (p. 11). These early definitions from the educational literature reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information and that learning involves such information processing.

Language Learning Strategy (LLS)

Oxford (1994) defines Language Learning Strategies as specific actions, behaviors, steps, or techniques that students use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

The strategies a student uses to learn a second language depend greatly on their individual learning style. Some students are outgoing and will experiment freely and frequently while learning a new language. Other students are more introverted, preferring a more individual, private approach to the way they learn and practice the language. The strategies used by an outgoing student may vary significantly when compared with the strategies of a more reserved student.

General Features of Language Learning Strategies

According to Oxford (1990), these are the general features of Language Learning Strategies:

- **They contribute to the main goal.** Communicative competence. For example, metacognitive strategies help learners to regulate their cognition and to focus, plan and evaluate their progress. Affective strategies develop self-confidence and perseverance needed to become involved in language learning situations. Social strategies increase interaction and empathy in communication.
- **They allow learners to become more self-directed.** Learners do not need to have the teacher around to guide them all the time. They are trained to rely more on themselves and be more responsible for their learning. They are expected to gain more confidence, involvement and proficiency.
- **They expand the role of teachers.** The traditional roles of teachers as authority figures, managers and directors of learning, leaders, controllers and evaluators are changed into a new direction to leave space to a new teacher who acts as facilitator, helper, guide, consultant, adviser and co-communicator.
- **They are problem-oriented.** Learning strategies are tools which are used because there's a problem to solve, a task to accomplish, an objective to meet.
- **They are specific actions taken by the learner.** Learning strategies are specific actions or behaviors accomplished by the students to enhance their learning. Examples of these actions are: taking notes, planning for a language task, self-evaluating, etc.
- **They involve many aspects of the learner, not just the cognitive.** Learning strategies are not restricted to cognitive functions. They also include

metacognitive functions like planning, evaluating, and arranging one's own learning, and emotional and affective functions as well.

- **They support learning both directly and indirectly.** Some learning strategies involve direct learning, but others like metacognitive, social or affective strategies have an indirect effect.
- **They are not always observable.** Some learning strategies are not observable to the human eye. For example, the act of making mental associations cannot be seen. So, we need the learner's cooperation to explore the non-observable learning strategies.
- **They are often conscious.** Learning strategies are often conscious, but as Oxford suggests, after a certain amount of practice and use they may act in an automatic or subconscious way.
- **They can be taught.** Another important hypothesis stated by Oxford is that learning strategies are easy to teach and modify through strategy training. This training is most effective when students learn why and when specific strategies are important, how to use these strategies and how to transfer them to new situations.
- **They are flexible.** Learning strategies are not always found in predictable sequences. There is a great deal of individuality in the way learners choose, combine and sequence strategies.
- **They are influenced by a variety of factors.** Many factors affect the choice of strategies: degree of awareness, stage of leaning, teacher expectations, age, sex, general learning style, personality traits, motivation level, etc.

Classification of Language Learning Strategies by Oxford (1990)

The aim of Language Learning Strategies is being oriented towards the development of communicative competence. There are two main classes: direct and indirect, which are further subdivided into 6 groups:

Direct strategies

- Memory
- Creating mental linkages
- Applying images and sounds
- Reviewing well
- Employing action
- Cognitive
- Practicing
- Receiving and sending messages strategies
- Analyzing and reasoning
- Creating structure for input and output
- Compensation strategies
- Guessing intelligently
- Overcoming limitations in speaking and writing

Indirect strategies

- Metacognitive Strategies
- Centering your learning
- Arranging and planning your learning
- Evaluating your learning
- Affective Strategies
- Lowering your anxiety
- Encouraging yourself
- Taking your emotional temperature
- Social Strategies
- Asking questions
- Cooperating with others
- Empathizing with others

Language Learning Strategy (LLS) in practice

a) Listening strategies: Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages.

Some techniques are: listening to the radio, records, TV, movies, tapes, etc.; and exposing oneself to different accents and registers.

b) Speaking strategies: They shape, modify, extend, and organize thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language--essential components of learning.

Some techniques are: repeating aloud after a teacher, a native speaker, or a tape; listening carefully; and talking aloud, including role playing, not being afraid to make mistakes; making contact with native speakers; asking for corrections; and memorizing dialogues.

c) Reading strategies: The English curriculum requires teachers to give students explicit instruction in reading strategies that will teach them to be more skillful and strategic readers. Students become better readers when they know why they are reading.

Some techniques are: reading something every day; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

d) Writing strategies: Students need daily opportunities to work through their ideas in writing. They must understand that writing is a process, and that it is developmental.

Some techniques are: having pen pals; writing frequently; and frequent reading of what you expect to write.

Technology

Technology is a body of knowledge devoted to creating tools, processing actions and the extracting of materials. However, it's also the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment make it easier, drawing upon such subjects as industrial arts, the branch of knowledge that deals with the people and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

The word technology comes with every sentence to aim and reflect to the use of information and communication in technical and smart way like TV, radio, computer, hardware, and satellite system and so on. Technology helps to make our world simple in everything.

Information and Communications Technology (ICTs)

UNESCO (1999) defines the Information and Communication Technologies known as ICTs as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. It refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real-time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allow users from all over the world to remain in contact and communicate on a regular basis.

Types of ICTs Tools in Language Learning Process

Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003) classify the ICTs tools as:

A) Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage, etc. Informative tools are applications that provide large amounts of information in various formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999).

Students can use these tools in order to look for more information that can help them to improve the English skills they prefer to.

b) Resignation devices - CD-ROM, etc.

"Multimedia learning active learning to create a more dynamic, interactive, collaborative, and satisfying" (Supyian, 1996)

Resignation tools are a system that lays the students in the environment where it involves a context and the occurrence of a situation. Situating tools software offers hypermedia application which covers more than one of the following media such as text, audio, graphic images, animation and video clips that gives better opportunities for teachers to enhance learning environment.

As Language Learning Strategy, these kinds of tools can be use outside the classroom to facilitate the students get involved in an environment with native speaker getting a connection by videos, music, or in practice with the CD-Rom which accompanying English workbooks.

c) Constructive tools - MS Word, PowerPoint, FrontPage, Apps, Lego Mindstorms, etc.

Constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. In learning a second language, Microsoft Word manage to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries and grammar checkers.

d) Communicative tools - e-mail, SMS, Social Network, etc.

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. It is including email, electronic bulletin boards, chat, teleconference and electronic whiteboard.

Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative.

Also, the social network is so useful for the young students who are more in contact with their partners outside the classroom by using these tools. In this case, students can make chats in group where can practice language with friends.

e) Collaborative tools - discussion boards, etc. forum

Collaboration tools of ICTs are currently the focus of much interest and emerging as development of new tools that make online collaborative projects draw a realistic option for a distributed group work. Internet can be used for many collaborative activities such as meetings; discussions are taking place, working in the document, information dissemination, and other tasks.

Benefits of Utilizing ICTs in Education

Most of the simple basic use of ICTs devices in the educational environment leads to the following benefits:

a) Increase in the motivation of pupils, enthusiasm and confidence. Positive association with attainment learning possibilities expanded via collaboration, interaction and communication in the target language Potential for differentiation according to individual pupil need

ICTs tools can perform four essential functions as follow:

b) The speed and automatic functions of ICTs allow a teacher to demonstrate, explore and clarify aspects of the teaching method which enable the students learn more effectively;

c) The capacity and coverage of ICTs to assist the teachers and pupils easily access to for historical event or current formation

d) The temporary nature of information stored, processed and presented using ICTs enable simpler method as documents could be change and corrected by editing software provided in the programs.

e) The interactive way in which information is stored, processed and presented can enable teachers and students to explore the model, to communicate effectively with others and present information effectively to different audiences.

The heart of education reform in the 21th century is the appropriate use of ICTs, which supports education to enhance the success of the ongoing knowledge and skills that will give the students continuous learning. Using ICTs in an appropriate manner enables new methods of teaching and learning, especially for students in exploring exciting ways of problem solving in the context of education.

Educational Innovations

Flipped Classroom

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

The phrase Flipped learning began to be used in the middle of the year 2000 by Chemistry Teachers Jon Bergman and Aaron Sams but it is a model that began to be used in 1990 by Harvard Professor Eric Mazur who provided material for students to

prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge.

Fast forward to the present and the dramatic growth of online content creation, collaboration and distribution tools provide practitioners with an accessible toolkit for delivering flipped learning. Video creation, like Screen and Webinaria, and distribution tools like YouTube provide the opportunity to create flipped content with ease.

In traditional learning, students acquire knowledge in a classroom context and are then sent away to synthesize, analyze and evaluate this after the class. The main goal of a flipped classroom is to enhance student learning and achievement by reversing the traditional model of a classroom, focusing class time on student understanding rather than on lecture. To accomplish this, teachers post short video lectures online for students to view at home prior to the next class session. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. Essentially, the homework that is typically done at home is done in the classroom, while the lectures that are usually done in the classroom are viewed at home. After the class, students reflect upon the feedback they have received and use this to further their learning.

Maker labs

A maker lab is about “turning knowledge into action” and allows for a true opportunity to support personalized learning. Laura Flemming from Worlds of Making defines a maker lab by its purpose and simplest of terms, it is a place where young people have an opportunity to explore their own interests; learn to use tools and materials, both physical and virtual; and develop creative projects.

The maker's movement that has taken hold in the United States and around the world over the last decade presents itself as a democratization of fabrication, and an opportunity for people to learn, innovate, and construct whatever they can imagine. It is called a movement due to the growth of Makers Fairs, and the burgeoning hobby area known as DIY (or Do It Yourself). One of the most appealing aspects of the maker movement can be found in the community of learning and shared knowledge or experience that people in the DIY community enjoy. What has made turned the community into a viable movement are the same learning elements constructivists have talked about for years, and that language teaching professionals have sought to implement in their classrooms, namely: to build a community of learning that thrives on motivated learners helping each other to solve problems while at the same time interacting with others and solving problems through the use of a target language. The Maker Movement Manifesto lists several requirements for makers to follow, among them are: make, share, give and learn (Hatch, 2013).

In maker labs, you should know the needs of the students as well as identify what they really care about and what their concerns are, know their motivations that inspire them to move on all with the aim of knowing their interests and knowing how to attract the attention of the students to make the learning experience in a fun and enjoyable moment.

Nowadays, new generations are surrounded by technology, which focuses on digital tools. With the maker labs strategy, students can be guided to use mobile applications that customize their learning according to their personal goals by making learning an interactive experience that combines videos, games or various tools within the ITC tools. English-learners and students with disabilities or different learning styles respond

well to activities with auditory, visual and kinesthetic challenges. Signs and displays are great ways to guide and motivate students who have trouble following or remembering complex instructions. Visual cues can be understood by students of any reading ability, and give them the necessary spark to start on their journey of learning and discovery.

A class can combine maker lab when it allows the student to use technology as a support tool in his studies, it can transform a Roleplay into the creation of a video that involves different effects that enhance the student's experience. Different mobile games can also be used that focus on meeting goals and getting points on learning different topics. (Flemming, 2015, p. 7)

IV. Description of Activities

Discussion Forum

What does a discussion forum mean? A discussion board (also known by various other names, such as discussion group, discussion forum, message board, and online forum) is a general term for any online "bulletin board" where you can go out and expect to see replies to messages you have left...etc.

The first activity the students did in the first module was the participation in a Discussion Forum. This time the participants had to demonstrate understanding of learning theories in virtual environments and traditional classrooms when teaching English.

The research team had to explain in their own words, and write a comparison between theories of learning in a virtual environment and theories of learning in traditional classrooms. To complete this activity, the students had to consider the following learning theories:

- Behaviorism
- Cognitivism
- Constructivism
- Connectivism

The students had to provide a comparison for each learning theory given above. And all requested comparisons were published in a single entry. The teacher suggested that the entry be published in an essay format. Also, the teacher shared some sample essays. The students consider the correct use of grammatical structures, word spelling, punctuation, and capitalization. The participants published their entry in the Academic Forum I.

And the participants were warned against plagiarism, or copying and pasting any information or idea that did not belong to them. Instead, the research team could paraphrase in their own words. The research team had to answer to posts from two colleagues. The participants gave an opinion on the tickets. Here at this point the students had to say whether the participants agreed or disagreed with the information from their colleagues. The students had to write at least 50 words for each entry. The professor demanded that participants be courteous and professional when sharing their point of view.

Info graphics

EVALUATION 2

The second activity was to make an info graphic. The most common definition of **Info graphic** describes it simply as a visual representation of information and data. By combining elements of text image, chart, diagram and, more recently, video, an info graphic is an effective tool to present data and explain complex issues in a way that can quickly lead to insight and better understanding. The research team chose four of the main LMS (Learning Management Systems) platforms that are used in the world of education: Moodle, Edmodo ... and the students put the extract of information in the info graphics.

For this task, the research team had to select and analyze the characteristics of four learning management systems (LMS). The research team also had to create an infographic to identify the characteristics of the selected Learning Management Systems (LMS). To do this, these steps were followed: Find information about the 4 most common LMS. After having analyzed the information, characteristics of each LMS were selected. The participants then included them in their info graphic. Then the students had to upload their info graphic to the Campus in PDF or JPG format and share the link

with the teacher. The students had to use the following website to create their info graphics: https://www.canva.com/design/play?category=tACFahzNhT4

The students watched the video at the link below and learned how to create their own info graphics: https://www.youtube.com/watch?v=Z1A33gSULyo

Create a Virtual Classroom

What is Google Classroom?

Google Classroom is a tool created by Google in 2014, and intended exclusively for the educational world. Its mission is to allow a classroom to be managed collaboratively through the Internet, being a platform for Learning Management. All the options of this tool are associated with a Google account, so that both the teacher and the students must have their Gmail, and their Google account will act as their identifier. This means that you will not have to create a specific account for this tool, since your Google identities will be used. This Google tool allows you to manage online classes, and can be used both for face-to-face learning, also for 100% distance learning, or even for blended learning. Documents can be created, information shared in different formats, meetings scheduled and held virtually. Students will also be able to access their classes, their notes or their assigned tasks from any device.

The main advantage of Google Classroom is that it is a totally free service, with a Gmail account you already have access, and educational centers can access it with their GSuite accounts. It is also quite easy to use, and incorporates real-time communication methods between teachers and students. The tool allows selective assignment of tasks, allows documents to be shared with all classes, and facilitates the organization of information by generating automatic folder structures to organize resources. It has

mobile and tablet apps in addition to the web client, so it can be accessed from virtually anywhere.

This time the students had to create an English course in Google Classroom with its basic features. Therefore, they select a macro skill or subskill to upload material into a course. In this activity, they created a course in Google Classroom (the teacher gave a demo on how to create a course in Google Classroom). The students had to be with the **role of a teacher.** The students select a macro skill (listening, speaking, writing and reading) or a subskill (grammar, pronunciation, etc.). The material on Google Classroom for a 45-minute class was uploaded and added PDF files, Videos, audios, PPT, etc., finally this information was uploaded into **Classwork** and the same a welcome message to **Stream (Tablón).**

Demonstrative class on MEET (groups of 5)

The objective of this evaluation was to prepare and manage a micro-teaching lesson through Google Meet. This activity was done in groups of 5 or 6 students; the same groups that the students worked on evaluation 3 works together again. Each group prepared a class of 15-minutes class. To develop their class, the students had to select a macro skill (Listening, Reading, Speaking, and Writing) or subskill (Grammar, Vocabulary, or Pronunciation). Furthermore, a lesson plan was created. It was able to select any format. At the time of having the demo class, the students had to develop the class by sharing the information in PowerPoint presentation. The students make sure that all group members teach any part of the lesson plan. The Lesson plan was uploads, PowerPoint Presentation or any other material that students are going to use to teach the class to **Demonstrative Class Score.** They carried out this activity in the last class session, and the participants were prepared to deliver their topic.

INFOGRAPHICS (20%)

The first activity was to make was an infographic in this second module. The teacher gave them Infographic Guidelines. For this activity, the students had to create an infographic.

VIDEO IN FLIPGRID

FlipGrid: is a free online application that allows you to propose activities in which the answers are in easy-to-make short videos of up to 5 minutes that can be seen by others. It is social learning. It can be used in class or in other environments (groups of friends to organize something, professional environments, etc.), the key being that the results are short videos that are easy to make by the users themselves, both from the web and from the Internet. app for Android and iOS. Despite being only in English, FlipGrid is easy to use for teachers, students/students and participants in general as it is very intuitive. The objective was to make a video using Flipgrid of two educational tools and their use.

VIDEO FLIPGRID

For this activity, the participants had to create or upload a video using Flipgrid. To do this, the research team had to follow these steps:

1. Investigate information about educational tools, their use in online classes, their most important characteristics, the activities that the students can create with them or how to use them in a class.

2. After having analyzed the information, the participants had to select two Educational Tools.

3. Next, the research team prepared, for each Educational Tool, a brief description and a concrete example of how to use them in class.

4. The students recorded their video using Flipgrid, the participants could use a phone or any other app (Screen cast-o-matic, Loom) and upload it to their video on Flipgrid.

The teacher gave them a link to find the Topic on Flipdrig here: https://flipgrid.com/efd40e6c and she told them that the research team had to enter with their institutional email.

VIDEO IN POWTOON

Powtoon: is an online video maker, which means you can make an animation Video without downloading any software. It will work anywhere on any PC or Mac computer. Powtoon offers a free account, just sign in and start creating professional videos.

The Objective was: Create a video using Powtoon to encourage other teachers to use an educational tool. The research team developed this activity in pairs. But in the case of Mario Rodriguez he did it himself.

The research team had to create a video using Powtoon about an educational tool seen in class (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Wordwall, Pear Deck, Genially). In this video the participants had to recommend the use of an educational tool and it had to be focused on teachers.

Demo class using technological tools.

Demonstration class (microteaching) The **Objective** was to prepare and manage a micro-teaching lesson using Educational Tools. This activity was carried out in groups of 5. It was necessary to create the groups in advance to facilitate the process. In that Google document it was possible to write the name of the classmates and the subject. Each participant prepared participation of five-minute.

Micro teaching is an innovative technique used for preservice teachers to improve their teaching skills, attitudes, and behaviors in the classroom.

Objectives of Micro teaching

1.-Allow trainee teachers to learn and assimilate new teaching skills under controlled conditions.

2.-Allow future teachers to master a series of didactic skills.

3.-To provide future teachers with confidence in teaching.

CREATION OF A PODCAST

To carry out this individual evaluation, the students had to add background music to their Podcast. Also, when uploading their podcast to Soundcloud, the research team had to add a picture. The students had to share the link of their Podcast to Campus. In addition, they had to upload their Podcast script to Campus in Word or PDF format. Students had to upload the link for this assignment to Podcast Score, which is located on Campus. The audio lasted from 3 to 5 minutes and was sent in Mp3 format. In class 2 the teacher taught them how to create and share a Podcast. The teacher was attentive to their comments on the assessment activity, answering questions from them students and clarifying their doubts.

Creation of an interactive image in Genially.

To carry out this individual evaluation, the participants had to edit it using GIMP. The image had to be converted to have 1000 ppi content. It had to be in JPEG or JPG format. The students had to compress the given image between 70 KB and 100 KB. The research team had to put the image at the right angle like the example given in class. When the participants finished the interactive image, the students share the link in Interactive Image Score. And the participants load the image the students edited using GIMP as well.

In class three the teacher taught them how to create and share their Interactive Image. All comments on the evaluation activity, the teacher answered the questions from them students and clarified their doubts.

Elaboration of a presentation in Google.

To carry out this individual evaluation, the students had to select a topic (listening, speaking, reading, writing, grammar, vocabulary, etc.). After that, the research team created a GOOGLE SITE. In addition, the participants add text to the site. The students had to add images related to their theme. Also, the research team kept in mind that the participants would need to use 5-6 subparts on their site. And the research team add an index to their site and insert a division in each subpart. Additionally, the participants had to embed a YouTube video related to their topic on their site.

The research team had to create a GOOGLE SLIDE/PRESENTATION. The students used the information and images from PART 1 to create their Google Slideshow. The participants created the presentation online. The teacher told them not to do this activity

using Power Point. And the students add text, images and transitions in their Google Slides. Finally, the research team shared the links for the GOOGLE SITE and the GOOGLE PRESENTATION on Campus. In class 5 the teacher informed them how to create and share the links for the GOOGLE SITE and the GOOGLE PRESENTATION. All comments on the evaluation activity, the teacher answered the questions from them students and clarified their doubts.

“Open Shot” video production.

To carry out this individual assessment, the students had to record themselves talking about any topic. It had to be in English. The duration of the recording was 3 to 5 minutes. To record their video, the participants could use a camera, a smartphone, a laptop or any other technological device.

PART 2

The research team edited their video using Open shot, Camtasia, Movie Maker or any other software. When editing their video, the participants added a front page to the beginning of their video. The students have also added a slide at the end of the video that says "Thanks for watching the video." In addition to that, the participants added background music to the beginning and end of their video. The research team had to add transitions to each subpart of their video. In addition, the participants add text and at least two images to their video. The students wrote their name or any other important information. The teacher edited a video applying all the elements the participants had to add. This practice was done in Class 7. And the research team uploaded the video to YouTube.

INTEGRATIVE TASK

To carry out this evaluation, the research team selected a topic (listening, speaking, reading, writing, grammar, vocabulary, etc.). Then, the participants created a course in Google Classroom (Here the students add all the activities indicated in this task). In addition, the research team added text to the site. After that, the participants added images related to their theme. Therefore, the research team had to use 5-6 sub-parts on their site. The participants added an index to their site and insert a division into each subpart. Additionally, the students had to embed a YouTube video related to their topic on their site.

PART 2: GOOGLE SLIDE

The research team created a GOOGLE SLIDE. The participants used the information and images from PART 1 to create their Google SLIDE. The students created the presentation online. The research team added texts, images and transitions in their Google slideshow. Finally, the participants shared the link for GOOGLE SLIDE in Google Classroom.

PART 3: PODCAST

The research team created a Podcast related to their topic and shared the link in Google Classroom. And the participants add the elements studied in class.

PART 4: INTERACTIVE IMAGE

The students created an interactive image on Genially related to their topic. Then the research team shared the link in Google Classroom. In addition, the participants added the elements studied in class.

PART 5: VIDEO EDITING

The research team recorded a video related to their topic. Then the participants edit it. The students could use Camtasia, Movie Maker or any other tool to edit their video. Then the participants upload it to YouTube. Finally, the research team shared the link in Google Classroom.

PART 6: LIVE PRESENTATION

The research team made a live presentation on Saturday March 12, 2022 from 8:00 to 11:50 am. And the participants develop each activity as if it were in a real classroom.

IV - ACHIEVEMENTS

In this course, students learned how to manage several programs to deal with the virtual education. They learned new things that never one could imagine that would exist like to teach a course in a virtual way through computers. Furthermore, they learned so much about learning theories.

The students learned to develop programs and videos like Flipgrid, Camtasia, and so on. Furthermore, they are able to create podcast. A podcast is a program made available in digital format for download over the Internet, for example, an episodic series of digital audio or video files that a user can download to a personal device to listen to at a time of their choosing. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices. There also exist podcast search engines, which help users find and share podcast episodes.

Another important thing that has been learned was to create and modify images. The programs in which has learnt to do that were GIMP and genially.

In conclusion, thanks to the dedication and effort, students learned how to solve problems in platforms that were used. Another thing to add is that the goals of the course were reached.

V - RECOMMENDATIONS

- The course must be adapted to use not only computer programs, but also to cell phone applications since not every student cannot have access to a computer.

- Teachers have to recommend the most look similar to cell phone applications to the computer programs offered in the course in case students do not have access to it.

- The course must be adapted to students with auditory and visual disability or with low vision and include all the technological tools this sector requires.

- The authorities should hire American - Salvadoran sign language interpreters in order to include students with auditory disability to the course.

VI - CONCLUSIONS

According to what was studied and put into practice in this course called: “Administration of Virtual Environments for the Teaching and Learning of Foreign Languages” in the period from Saturday, August 21, 2021 to Saturday, March 12 of the year 2022”, It can be concluded that this specialization course had an excellent process for the training of future professionals since the teaching-learning process is carried out in a combination with the use of technology and traditional methodologies; this allows us to be at the forefront of the labor market and to day with a good full learning. Likewise, this type of combination allows students to have a better understanding of the contents and at the same time be more effective.

We have empirically proven that information and communication technologies (TIC´s) have a positive influence on student performance. And based on the results of the students' grades, they really like to use the computer as a means to search for massive information, and the most common purpose of such means is to search for information to do homework. Of the same educational technologies as a complement to their work in the classroom and this paid to the methodologies that the teacher uses with the students to motivate them make the teaching-learning process effective.

In conclusion, the use of technology brings excellent results and the research team verified this in the students given that they use it to do homework, obtaining at the end a favorable grade point average, which in terms of study is excellent for the students' learning process.

In the same way the participants can see excellent results in the teaching staff who said they have the proper training for the use and implementation of technological resources in virtual classrooms. The foregoing by virtue of emphasizing that academic performance is an intricate network of cognitive articulations generated by man that synthesizes the variables of quantity and quality as factors of measurement and prediction of the educational experience and that contrary to reducing it as an indicator of academic performance, is considered a dynamic constellation of attributes whose characteristic features distinguish the results of any teaching-learning process. Based on the results, the research team can say that both teachers and students see the implementation of technologies in the educational field in a good way, since they add a new approach to how to develop content in a creative, effective, understandable and favorable way for both actors educational (based on the majority of acceptance of TIC´s in the educational field).

Therefore, it is advisable to continue promoting the specific training of teachers in innovative practices that use TIC´s from a pedagogical point of view. It is also convenient to develop courses that contain content on education with TIC´s and include accessibility and design criteria for all. Finally, carrying out collaborative work or participating in joint projects seems to be the key ways to advance along the path of education with ICT. This type of project should be promoted in which groups of teachers; students or even schools participate through the Internet.

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- https://flipgrid.com/efd40e6c
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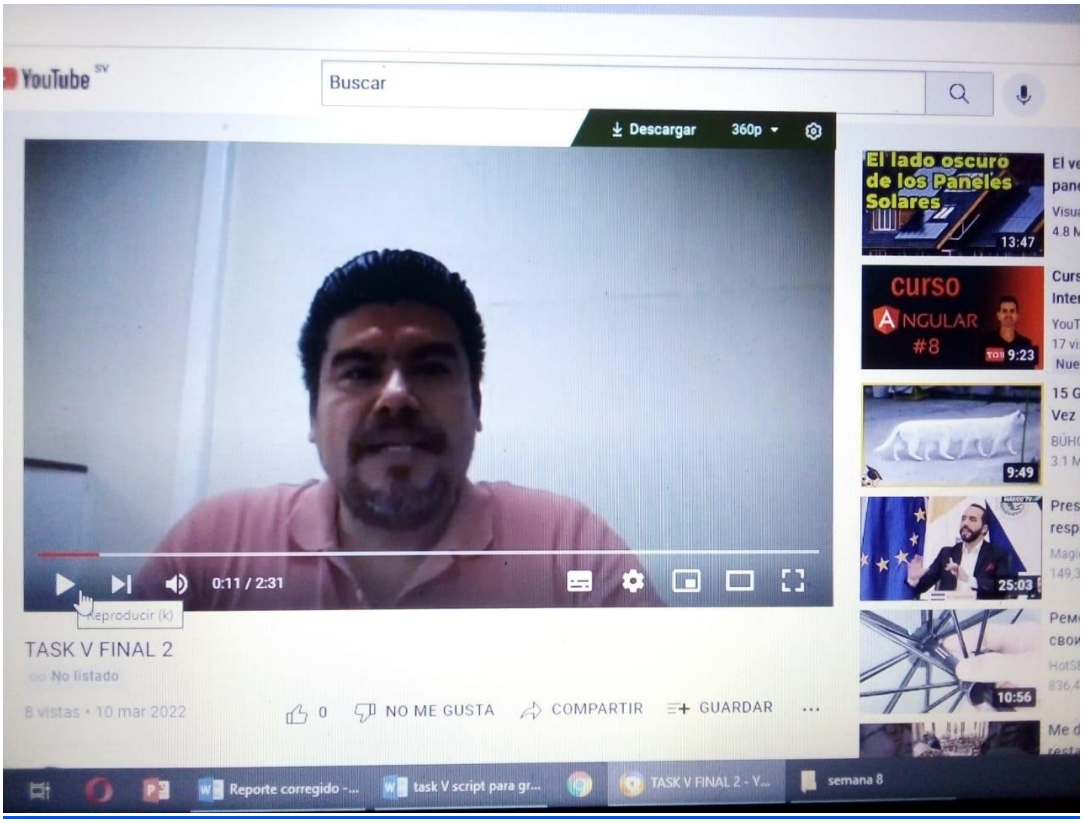
IX – ANNEXES

Flipgrid

87% 5:47 p.m.
Nuevo episodio
¡SE PUBLICÓ TU PRIMER EPISODIO!
Task V
3:00
Compartir este episodio
3
REPRODUCCIONES HASTA AHORA
Toca aquí para empezar tu próximo episodio.
Descubrir
Herramientas
Tu podcast

GIMP
2.9.2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Descargar
360p
El lado oscuro de los Paneles Solares
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curso
ANGULAR
#8
9:23
9:49
25:03
10:56
0:11 / 2:31
Reproducir (k)
TASK V FINAL 2
No listado
8 vistas • 10 mar 2022
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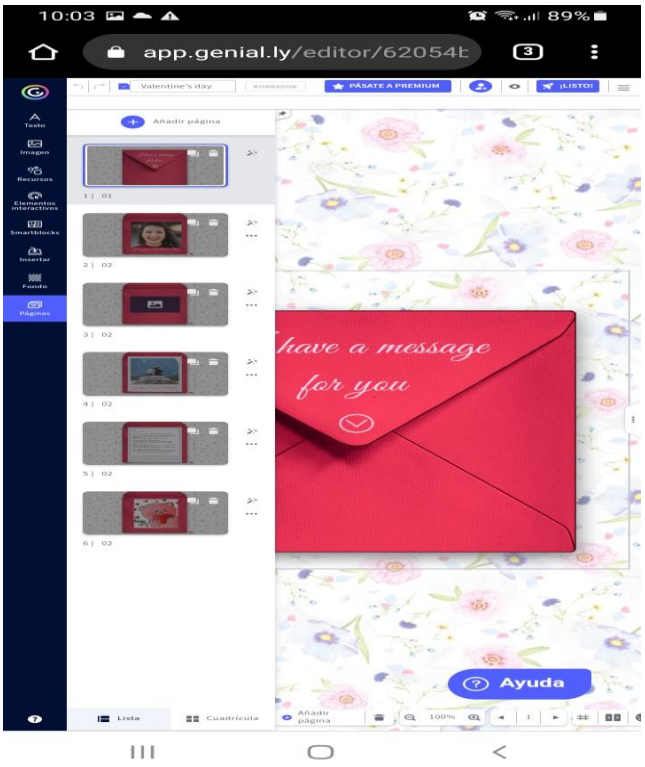
semana 8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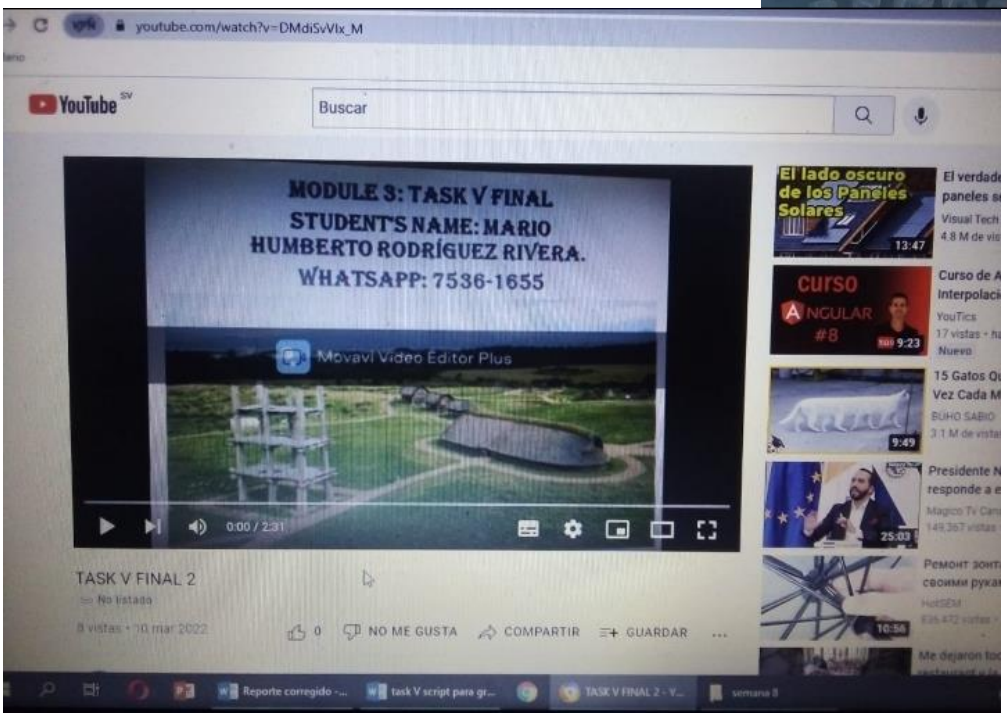
for you
Ayuda
Lista
Cuadrícula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YouTube
Buscar
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HUMBERTO RODRÍGUEZ RIVERA.
WHATSAPP: 7536-1655
Movavi Video Editor Plus
0:00 / 2:31
TASK V FINAL 2
No listado
NO ME GUSTA
COMPARTIR
GUARDAR
El lado oscuro de los Paneles Solares
13:47
Curso ANGULAR #8
9:23
9:49
25:03
10:34

LEARNING
MANAGEMENT SYSTEM
edmodo
coursera
Canva
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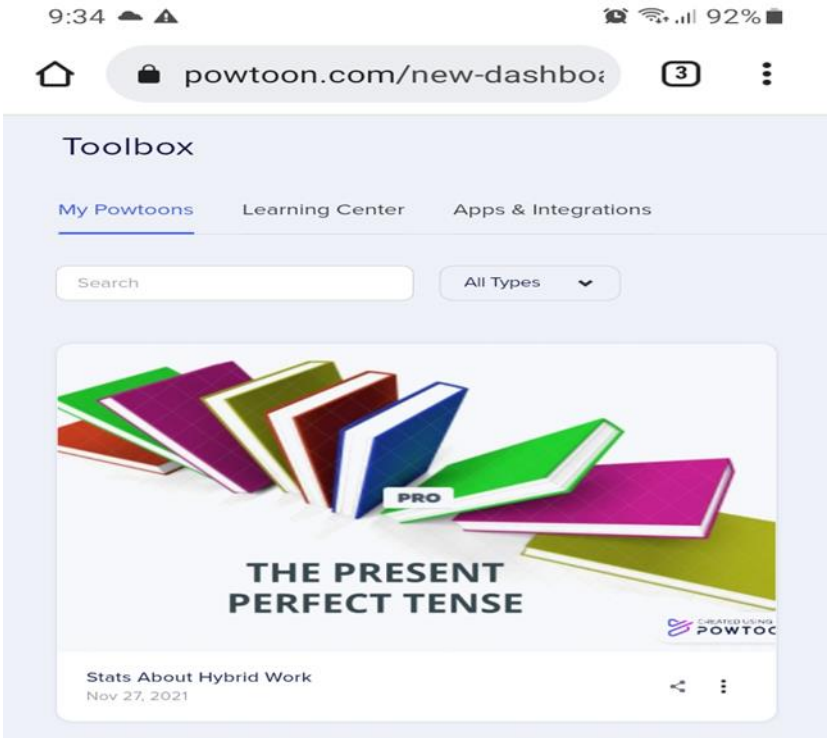
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3
Toolbox
My Powtoons
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Search
All Types
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THE PRESENT
PERFECT TENSE
Stats About Hybrid Work
Nov 27, 2021

Juan Antonio Flamenco está presentando
Juan Antonio Flamenco
50 más
Tú
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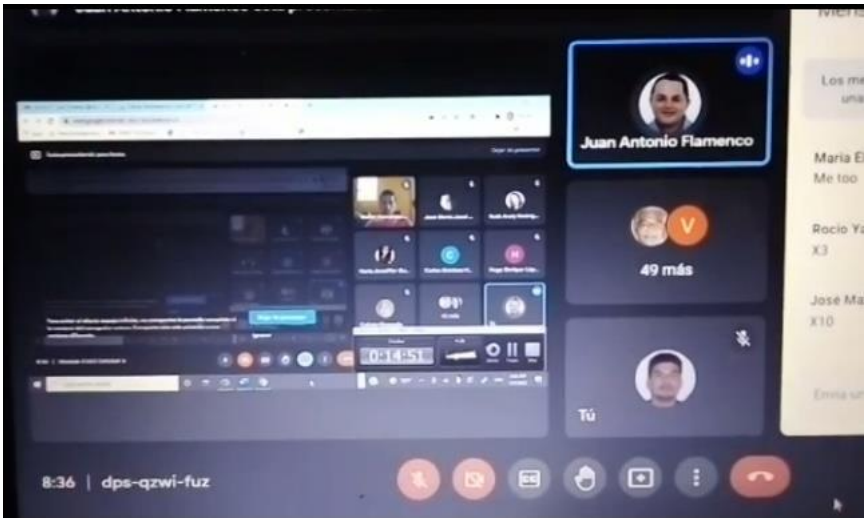
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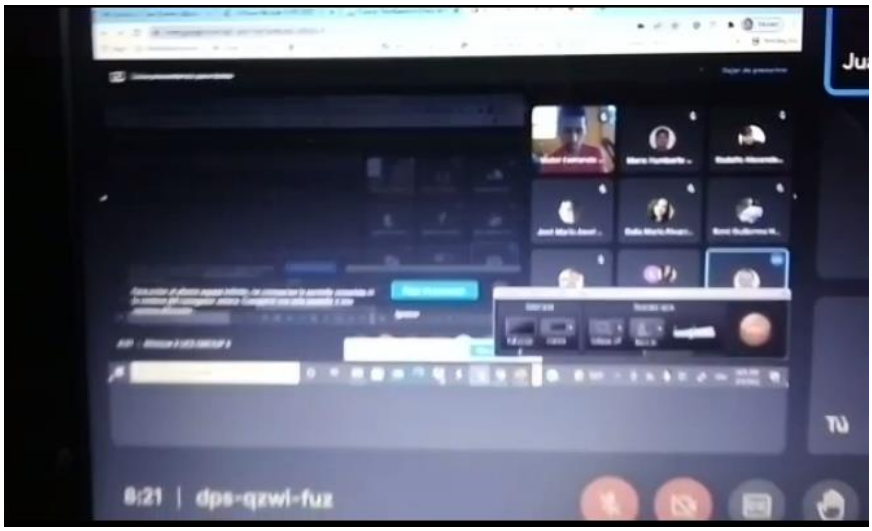
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- ✓ https://youtu.be/DMdiSvVIx_M
- ✓ https://sites.google.com/new?hl=es&tgif=d
- ✓ https://anchor.fm/alvaro-antonio-maravilla-figueroa/episodes/Task-V-e1fg9pr