UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

TOPIC:

Technological Tools for Teaching and Learning English in a virtual Environment

PRESENTED BY:	**CARNÉ**
Noel Omar Reyes Mejía	(RM15040)
Morena Guadalupe Pineda Rodríguez	(PR13062)
Sandra Esperanza Rodríguez Hernández	(RH10017)

INFORME FINAL DE CURSO DE ESPECIALIZACIÓN ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS, MODALIDAD DE TRABAJO DE GRADO.

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BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

SPECIALIZATION PROFESSOR
LICDA. SEY DANISIA NAJARRO

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

CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL SALVADOR, CENTRO AMERICA, MAY 19th, 2022

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

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HEAD OF THE FOREIGN LANGUAGES DEPARTMENT:

LICENCIADA ANA GRACE GÓMEZ ALEGRÍA

GENERAL COORDINATOR OF THE GRADUATION PROCESS:

LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS

SPECIALIZATION PROFESSOR:

LICENCIADA SEY DANISIA NAJARRO

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ABSTRACT

The last two years in education context have forced the use of virtual classrooms, and the use of different platforms to continue the teaching-learning process of foreign languages. The purpose of this paper is to describe the impact of virtual classrooms, and the use of didactic materials with innovative tools in a new modality. The origin of this virtual modality was adopted a few years before the whole world started suffering the pandemic crisis, and all the educational institutions were entirely closed. They were used only for people who could not attend the school, but nowadays they have had a big impact. This report contains different aspects that support the importance of teaching-learning English in a virtual context developed in the "Specialization Course Administration of Virtual Enviroments for the Teaching and Learning of Foreign Languages" that the Foreign Languages Department (FLD) held as an alternative to graduate students from B. A. in English with a Major in Language Teaching, and B. A. in Modern Languages with Specialization in French and English to face the new technological era.

Key words: Tecnological tools, teaching-learning, virtual environment, learning management system, online platforms.

I. INTRODUCTION

Nowadays, technology has caused a great impact in the educational field since it has provided useful technological tools for teaching-learning a second language such as English. Woods, M., Rosenberg, M. (2016) said that it is important for teachers to have students actively involved in their learning process, hence teachers need a variety of online tools to ensure success in the teaching of a foreign language. Next, the use of technological tools is beneficial for students, because they allow students to work in synchronous activities which means they may happen at real time in the class or in asynchronous tasks that can occur outside the classroom at the pace and rhythm of the learner. This report contains different aspects that can be closed to support the importance of the use of technological tools for teaching- learning English in the virtual environment.

Undergraduates who have taken the "curso de especialization en ambientes virtuales para la enseñanza y aprendizaje de idiomas extrajeros" were asked to present a final report of the course in which they explain what the specialization course was about, and what achivements they acquired. After that they will be able to graduate from the B. A. in English with a Major in Language Teaching, and B. A. in Modern Languages with Specialization in French and English.

This document includes: one general objective, and three specific ones; a theoretical framework which explains the emergence of the specialization course, and the importance of teaching English in a virtual environment. The activities which have been broken down into the three modules that the specialization course lasted; the

achievements that the undergraduate students acquired during the development of it;

conclusions and recommendations to improve the course in the nearly future.

II. OBJECTIVES:

GENERAL OBJECTIVES:

- To analyze different strategies for teaching English classes in a virtual environment learned in the specialization course.

SPECIFIC OBJECTIVES:

- To implement asynchronous and synchronous activities in the virtual process of learning English as a second language.

- To specify the distinct educational and technological tools learned in the last two modules of the course of specialization.

- To synthesize the use of videoconferencing platforms such as Google Meet, Zoom and Microsoft Team in classroom meetings learned during the module one.

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III.   THEORETICAL FRAMEWORK

The emergence of the specialization course

A specialization course arose at the Foreign Languages Department (FLD) at University of El Salvador (UES) becoming an alternative for 2020-2021 undergraduate students who would obtain their diplomas in 2022. In May of the year 2020, the University General Assembly (AGU acronym in Spanish) made the announcement to the academic community of UES new options to graduate students who were finishing their study plans of their majors besides that they obtain honorific CUM, or conduct the traditional graduation work. Those alternatives were internships, research internships, and specialized courses. This news became official on July 31st, of the present year. Campos, A. (2020). The AGU declared that running all these new options to graduate students would depend on the budget, or the regulations of each faculty of the university Campos, A. (2020). Afterwards, the Foreign Languages Department launched "*curso de especialización administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros"* in 2021. For the Foreign Languages Department, running this course not only would accelerate the process to graduate many undergraduate students from Bachelor of Arts in English with a Major in Language Teaching, and Bachelor of Arts in Modern Languages with Specialization in French and English, but also it would equip them to acquire technological skills to teach English in a virtual environment. Through the arising of the specialization course, 2020-2021 undergraduates from the Foreing Languages Department at UES may choose this current alternative to graduate.

Covid-19 against research at Foreign Languages Department

The arrival of the Covid-19 pandemic restricted the development of research at Foreign Languages Department at University of El Salvador, and boosted the creation of the specialization course. At the beginning of the year 2020, research carried out at UES was held between students-students, and students-advisors in face-to-face meetings as well as the collection of data could be reached through researchers and sample population's interaction Clay, R. (2020). However, the World Health Organization (WHO) declared Covid-19 a pandemic on March 11th, 2020, and recommended pausing every activity that required being in contact with several people Lobo, D. (2020) to avoid the spread of the virus on every human being. Mostly, this affected 2020-2021 undergraduate students who were conducting a research project which relied on collecting data through face-to-face interaction among researchers, and the sample population. According to Clay, R. (2020) adapting research to the current situation of the pandemic demands time, because it implies to modify the institutional board approval on conducting research via online, and to do another round of consents. This means that pen-papers questionnaires, and face-to-face interviews should be transformed into online questionnaires, and video calls interviews. Also, to learn the usage of online tools to collect data, and to train the sample population to use them may add time to finish research for 2020-2021 undergraduate students. In addition, a review of the entire papers of the investigation should be done to adapt it to the new circumstances Clay, R. (2020). Analyzing these details that 2020-2021 undergraduates would face, the AGU resumed the possibility of offering distinct options to graduate students who paused their research projects due to the pandemic Campos, A. (2020). This benefited 2020-2021 undergraduate students in shortening

the deadline to graduate. The restrictions on students' research projects that the pandemic delimited increased the possibility of creating the specialization course.

Rationale for virtual classrooms

COVID-19 has dramatically influenced the emergence of virtual classrooms. A virtual classroom is an online learning environment that enables live teaching and interaction between teachers and students. The most common tools in a virtual classroom include videoconferencing, online whiteboards, instant messaging tools and breakout rooms. Rather than looking at the present-day situation as an obstacle to learning, instructors can utilize virtual classrooms as an opportunity to learn to teach in an alternate mode so that, when classrooms are re-opened, learners can experience the advantages of blended approaches Piedra, D. 2020.

The key to improving things for the fall 2020 term will be to use LMS more effectively alongside virtual classrooms to provide diverse opportunities for learning, including instant feedback, real-time interaction and engaging activities that increase motivation and participation. A virtual classroom's pedagogical success with post-secondary students can be enhanced through the application of four strategies: digital storytelling, a clear and lean structure, the development of a community of learners and the use of open educational resources Piedra, D. 2020.

Technological tools in learning English

A number of studies shows how the use of technological tools engages students in the process of learning English. Pérez, S., Arriola, V., García, V., (2020) showed in their study that learners of a second language may perceive online tools as versatile. While these educational devices can demonstrate positive outcomes on students in guided activities, they can also work outside the classroom. For example, learners are able to read e-books, download and share documents, and visit social networking tools at any time when they are not supervised by their teachers. This creates a responsibility for time management on students, because they can make the decision to use any technological device to learn on their own. Pérez, S., Arriola, V., García, V., (2020) stated that many technological tools have been designed to improve students' learning process. These have a login option for students, teachers and parents so that everybody can work together. These are Edmodo, Top hat, Social Intranet, Proclass, and so on. Some of them can be used as a virtual classroom in which students can have homework, forum discussions, chat, and video conference calls. Technological tools can reinforce students' learning. All of them allow students to practice what they have seen in class, and this makes students feel eager to learn, because they are acquiring information with hands-on learning tools. Moreover, those technologies are linked to internet connection which also leads to getting access to more information. The usage of technological tools contributes to attracting students to learn English.

Online platforms to facilitate English teaching

Aguirre, A., Alvarado, E., and Miranda, K., (2019) state that the implementation of Moodle as an online platform can enhance students' autonomy of learning English in a virtual environment. Teachers can make use of a Learning Management System (LMS) such as Moodle to encourage students to learn by themselves. This LMS was created based on the Social Constructivism Pedagogy which leads students to have a sense of autonomy to acquire knowledge everytime they have the chance to do it. For theorists, this sense of self learning is known as learning-oriented philosophy. The features Moodle provides make students actively construct knowledge by experimenting and teaching what they know to others, and this can be reflected when they participate in online forums to share information. In the Foreign Languages Department (FLD) at University of El Salvador, teachers and students from B. A. in English with a Major in Language Teaching, and B. A. in Modern Languages with Specialization in English and French have been using it as an extra resource for teaching and learning English since 2010. Teachers from the FLD are actively updating the newsfeed of their virtual classrooms on Moodle, and they upload PDF documents, presentations, and videos which students can check outside the classroom, and they can learn at their own pace, and rhythm. Moodle gives teachers access to a variety of tools to assign didactic materials that students can follow up virtually. For example, teachers can create quizzes, hold video conferences, and assign readings. Students are able to get access to all the media at any time, place, and date, and this makes every class become unique for the learning of a second language. Teachers can make use of Moodle as an alternative to make students continue learning virtually.

Teaching and learning approaches involved in the virtual classroom

During the development of the English classes in the virtual modality, teachers and students can rely on these three different approaches of learning and teaching which are blended learning, flipped classroom, and autonomous learning. Blended learning is a mixture of face-to-face class and virtual modality. This means that learning can happen online in which students have control over the path that they engage with content. Also, learning may occur in-person in the classroom as complementary to their online studies. Moreover, this approach incorporates the following characteristics: face-to-face teaching, student interaction with course content online, peer group interaction in face-to-face and virtual modality, group discussions, accessing e-library, virtual classroom, online assessment, e-tuitions, educational blogs, webinars, viewing expert lectures in YouTube, and virtual laboratories. Días, M., Miranda, J., Hérnandez, B. (2019). Flipped classroom has been based on four pillars that are constantly supporting each other to guarantee the teaching of a foreign language. Those are: flexible environment (technological tools are a support for the process of learning for students), learning culture (socioeconomic status, cognitive skills, personalities, and facilities of students should be considered), intentional content (teachers intentionally choose activities for outside the classroom), and professional educator (teachers should create activities that are no longer guided instead students have control over them). Días, M., Miranda, J., Hérnandez, B. (2019). In autonomous learning, students have the responsibility for their own learning. In this approach, theorists say that making mistakes in the process of learning for students is essential to construct knowledge. In addition, students show these characteristics in autonomous learning which are setting goals, and planning their learning. Días, M.,

Miranda, J., Hérnandez, B. (2019). In the process of learning and teaching English online, those three different approaches are suitable for teachers and students.

Adaptive e-learning environments based on learning styles

The adaptive e-learning employment in higher education has been slower to evolve, and challenges that led to the slow implementation still exist. The learning management system offers the same tools to all learners, although individual learners need different details based on learning style and preferences Hassan, A. (2021). The interactive e-learning environment requires evaluating the learner's desired learning style, before the course delivery, such as an online quiz or during the course delivery, such as tracking student reactions. According to Hassan, A. (2021) adaptive e-learning (AEL) environments rely on constructing a model of each learner's needs, preferences, and styles. It is well recognized that such adaptive behavior can increase learners' development and performance, thus enriching learning experience quality. The following features of adaptive e-learning environments can be identified through diversity, interactivity, adaptability, feedback, performance, and predictability. Student characteristics of learning style are recognized as an important issue and a vital influence in learning and are frequently used as a foundation to generate personalized learning experiences.

IV.   DESCRIPTION OF THE ACTIVITIES

Two types of activities developed in the classes of the "Specialization Course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages" took a fundamental role in the process of learning the management of a virtual class for the undergraduate students. Those activities are:

- **Synchronous activities:** This required the active participation of students who took part in the development of the classes of the specialization course for mastering several educational resources. Also, discussions were taken into account as synchronous activities in class time, because they helped students to transmite important information to each other.

- **Asynchronous activities:** In this, the students' desire for learning should be reflected since teachers designed activities on Campus UES for students to complete. For example, watching educational videos was one of these activities. Next, a forum of doubts was for students to post their questions and to receive answers from teachers and other classmates. This allowed students to write down their inquiries on the virtual forum at any time and day. Then, another activity was reading materials on PDF files. The intention was that students digged between lines, and made

analysis of pieces of important information about online educational tools, and management of virtual environments.

There were several activities that took part in the development of the three modules of the specialization course. Some of them were taken into account in the summative assessment system which weighted points to students that allowed them to conclude the specialization, and to start the process of graduating from the Bachelor of Arts in English with a Major in Language Teaching. Some others were in the formative evaluation system to detect target areas that needed work so that students could strengthen those areas. The activities are described below into the different modules:

Module 1

- **Discussion forum:** Students were asked to share their opinion about *"the theories of learning"* in a forum discussion created on Campus UES. The teacher in charge of module 1 assigned a space on the learning management system (LMS) Moodle for students to communicate between them. The teacher divided the class into three groups which were called A, B, C. The teacher created a guideline in which she specified students should start a conversation about which kind of theory of learning best fits in the process of teaching English in a virtual class. The message on Moodle should not have more than forty words, and students should comment on the post of two partners that belonged to the same group.

Students from group C could not establish a conversation with students from group A, and conversely. During the development of the activity, students could support other opinions, or be against other positions. The idea was that students could interact among them, and expand the knowledge they acquired in their major.

- **Infographics:** In this activity, students researched about different types of learning management systems (LMSes). Students reported in an infographic four LMSes. They included information about the features of each of them, images, and their functions. They used the online tool Canvas for their task. Students had to equip themselves with much creativity. This tool allowed students to create marvelous, and interactive infographics which included audios, and videos. They delivered their homework in a PDF file, as well as, they shared the link of the infographic in a space that teachers created on Campus UES.

- **Virtual classroom:** Students put in action their technological skills to develop an online class. In teams of four members, students created a virtual room on Google Classroom. The class was named with a team's title, and it showed a subject that the class belonged to. The virtual class included a welcome forum, and an attractive image in front. Also, in the virtual classroom, students had to accomplish four resources or didactic materials, and four evaluated assignments. Each student was in

charge of one material, and an assessment. After that, students took screenshots of the work done, and included them in a PDF file which was uploaded on Campus UES to be graded.

- **Video conference platforms:** In the class time, students were asked to create accounts in the different platforms Google Meet, Zoom, and Microsoft Teams to perform an online class. Students visited each platform. First, students discovered how to share a screen on Google Meet, how to use an electronic board using Jamboard, and how to play a video or an audio in class time. Second, students used Zoom to share screen, and videos. During the activity, students could come across an option called subgroup. In this, they noticed that it could be useful to pair people to practice in speaking activities. Third, students explored Teams, and it was similar to Zoom, because they could make subgroups into the main meeting.

- **Quiz on Moodle:** To create quizzes on Moodle, the teacher named some students as teachers to practice, and to model their classmates how to create short exams. Students were asked to think about any topic related to the English field. Then, students wrote down five different questions, for example, open ended questions, multiple choice

questions, and true or false questions in a Word document. After that, students uploaded their questions to the Moodle system, and converted them into an evaluated exam weighting each question. Also, they assigned a date so that the exam could be open only one time.

- **Demo class:** Students prepared a microclass to show it in a video conferencing to be evaluated. In groups of four participants, students arranged a lesson plan of an English class about a free topic. Students were asked to use Google Meet to present their work. Also, to use Kahoot, Padlet, Canva and Nearpod was essential to make the class interactive. The time to realize the Demo Class was about ten minutes in which students were free to show creativity and enthusiasm about teaching. This activity allowed different teaching methods to take place, and it enriched students' technological skills for an English class.
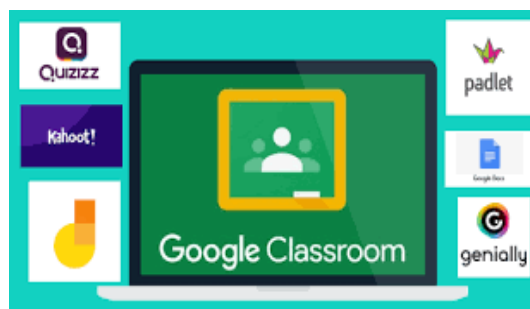
Module 2

- **Modeling educational resources:** These activities were developed in class time. The teacher asked for the participation of some volunteers. Then, a classmate modeled how to use the technological tools with the guidance of the teacher.

After that, the teacher encouraged students to follow the steps on how to use the online tools for teaching, and asked the students to create online didactic materials in twenty minutes. Then, the teacher gave students time to present their work in class. At the end, he opened a space for students to ask and answer questions to solve doubts.

- **Infographic fundamentals of technological tools:** Students were asked to create an infographic about four different technological tools. In this, students could add the following tools: Nearpod, Kahoot, Padlet, Flipgrid, Flippity, Liveworksheet, and Edpuzzle. Students researched information about the description, features, and the usage of each tool.

Each infographic contained illustrations to make it attractive to the eyes. When students concluded to create their infographics, they were asked to upload them in PDF files on Campus UES to be graded.

- **Video about Edpuzzle, Flipgrid, Flippity and Liveworksheets:** The teacher asked students to create a video in which they made a review of

Edpuzzle, Flipgrid and Liveworksheets. In the video, students had to include information about the usage of those tools, the benefits, and the limitations it implies when applying them in an English class. Once the video was done, and uploaded on YouTube, Google drive or Flipgrid, students had to get the link of

the video, and share it on Campus UES to be graded. The purpose of this activity was that students obtained experience using these tools.

- **Video on Powtoon:** Students recorded a video using the tool Powtoon. They created an account to get access to the tool. The objective of this activity was to talk about the advantages and disadvantages of using technological tools. The video had to last ten minutes. To record the video on Powtoon, students had two options which were Horizontal and Capture. In the first one, students could prepare text to write on the video, images, and audios. They could add background music, and transitions to make the review more engaging for the audience. In the second option, students were allowed to show their faces as in a video conferencing. This way is also known as *Screencast* (It is a video and audio recording of what occurs on a presenter's computer screen Pérez S. et al. 2020). It was necessary to prepare a Powerpoint presentation to record the video if students decided to record themselves in Capture. After that, the video generated an instant link so that it could be shared on Campus UES to be graded.

- **Microteaching demo class:** at the end of the module, students planned a mini class presentation to show their new technological skills using online tools for

teaching. First, students wrote down a lesson plan based on a macro skill

(reading, speaking, writing, or listening) or a subskill (grammar, punctuation, or pronunciation). After that, students uploaded their lesson plans on Campus UES to be graded. In the development of the demo class, students used two of the following technological tools (Padlet, Nearpod, Flipgrid, Flippity, Powtoon, Edppuzle, Liveworksheet and Kahoot) to demonstrate what they learned. Individually, each student took five to eight minutes to present their work.

Module 3

- **Group work:** The teacher put in practice the communicative approach in her classes, and she designed activities in which students could have a space to interact with each other. For example, students usually worked in pairs or in groups of several participants. The teacher assigned ten to twenty minutes for the activities to develop in class time, and students were actively working on different tasks. They prepared short presentations, participated in discussions, and demonstrated to their classmates how to use the technological tools learned in class.

- **Podcast:** Following the structure of a lesson plan, students were asked to make a recording to initiate an English class. For this, students opened an account on the online tool SoundCloud. After that, students recorded an audio of one minute introducing any topic related to the English field. Moreover, students had to write down a script that contained all the information to add in the podcast so that it performed as a guide to the content creator. Next, students edited their recording using the tool Audacity in which they could add background music. Then, students had to upload it, and publish it on SoundCloud. The podcast had to include an image that represented the topic. Finally, students shared the link of it, and the script of the audio had to be included on Campus UES so that all the work done could be graded.

- **Interactive image:** Students created an interactive picture about a topic they had previously chosen on the educational tool called Genially in order that students could use it for teaching in an English class. In this educational instrument, students could utilize several features to make the image more engaging for any target audience. For example, they could insert YouTube videos, PDF files, other pictures, audios, and embedded websites. After students were able
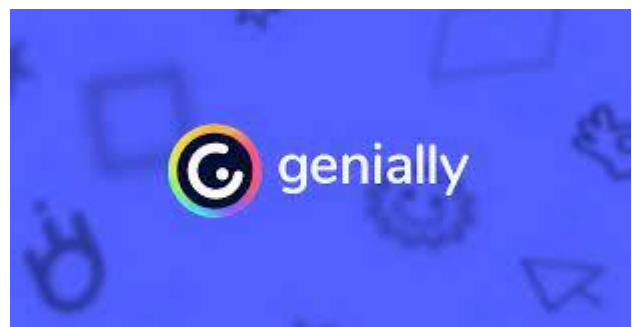
to finish their task in Genially, the teacher asked them to publish their work, and to share the link of the interactive image on Campus UES to be graded. The objective of this activity was to provide students the opportunity to acquire experience on the use of technological tools for education, especially for English classes.

- **Google presentation:** In Google Apps, students created a Google presentation for generating didactic materials for an English class. Making use of their institutional accounts, students got to work. Students made a presentation of twenty-five or thirty slides. They added to the presentation learning objectives, and a video related to the topic. Also, students were asked to insert an audio which lasted one minute. This recording had to be about introducing the Google slides content, or for explaining an activity to be done in the slides. Once students finished their presentations, they shared them on Campus UES to be evaluated.

- **Video created with Openshot:** In this activity, students created a farewell video to close the class of English they previously started. Students used the video editor Openshot which allowed students to

include images, to insert music background, and to add special features, for example, transitions or text boxes. The video had to last one minute. Students were free to express thoughts, and to encourage their audience to continue the learning of the English language. Once the video was finished, it was uploaded on students' YouTube channels so that they could share the link on Campus UES to receive a grade.

- **Google site:** Students were requested to create a Google site using their institutional accounts. For this task, students were in groups of four participants. Each of them was in charge of developing different duties that were included in the website of Google. One of the duties was that students named the site with a creative title. Then, each student created a subpage in the website to post their podcasts, their interactive image, the Google presentation, and the farewell video they designed during the specialization course. The look of the site, colors, imagery, font size, grammar, and punctuation were taken into account for the evaluation of the activity. Moreover, students had to embed the Google site in a virtual classroom that students had to create to host their audience.

- **Virtual classroom:** Ingroups of four, students continued working, and opened a virtual room on Google classroom so that they could embed the Google site. They equipped the class with four technological resources, and four activities. Students named the classroom with their team's name, and they created a

welcome forum. Students uploaded images related to the English language. Also, students embedded the link of the Google site to the classroom so that their audience could visit the website for checking more didactic materials. After that, students reported their work in a

PDF file in which they described the purpose of the technological resources, and the activities in the classroom with screenshots to show evidence of their Google classroom. The PDF file was uploaded on Campus UES so that it could be evaluated.

- **Oral defense of the Google site and virtual classroom:** After students designed different materials for educational purposes during the course, they were asked to present their work in a video conference held on Google Meet in class time. Students continued working in their groups of four participants to take the active participation in the oral defense of the Google site creation, and the virtual classroom format. Each group took twenty minutes to present their work to the class. After they finished, they received feedback from the teacher in charge of module three.

V.   ACHIEVEMENTS

● The participants learned how to create infographics using the technological tool Canvas. Braden A. (2020) an infographic consists of a visual representation of data to facilitate the learning of any particular topic. Content creators of it can include imagery, charts, and texts in a creative way that leads to an understanding of a topic easily and quickly.

● The research team gained an understanding of different learning management systems (LMSes). An LMS is a software that can be used to plan, implement, and assess a specific learning process. It is utilized for eLearning practices, and it consists of two elements which are a server base functionality, and an interface for instructors, teachers and students. Brush K. n.d.

● The group members became competent in using video conference platforms to carry out an English class. According to Beal V (1996) a videoconferencing means to conduct a meeting between two or more people as if they were in a room sitting next to each other. A video conference is held on computer networks, and it transmits audio, and video data.

● The team acquired skills in creating podcasts to use them in teaching a class of English. A podcast is a digital media that is available in a series of episodes. Most of the time, it is an audio that is streamed or downloaded by the end user on the internet. Techopedia n.d.

- The group members became proficient in the creation of Google slides for generating didactic content for an English class. According to Spencer L. (2019) this is an online tool that Google company offers to its users. Google slides is a presentation tool that allows users to make online, and offline presentations.

VI.   CONCLUSIONS

Nowadays, technology has a considerable impact on the daily routine of humans. With the arrival of the pandemic Covid-19, teachers and students were sent to their homes, and to continue their duties via the online space in order to save their health. Technology together with the internet has been a crucial tool to facilitate teachers' labor, and they have engaged students in learning in an interactive way.

- The use of video conference platforms facilitates the students-teacher, and student-student relationship. They provide a space in which students and teachers can communicate in real time as if they were in face-to-face classes. Through video conference platforms, teachers are able to personalize their classes, and to make them more interactive for their students.

- Infographics are crucial to facilitate information in teaching English classes. Teachers can use them to synthesize data for their students. Moreover, teachers can add imagery to make infographics look catchy, and they can attach charts to organize information.

- By using technological tools in an English class, teachers are able to promote students' participation, and group collaboration. For example, students can work collaboratively on a board in Padlet. Teachers can post questions on it, and students can help each other to construct knowledge through interaction, and sharing ideas on the teacher's question.

- Google slides assists teachers to design different types of didactic materials, because of the great features it possesses. For example, audios, images, and embedded videos can transform a simple class into an interactive learning experience for students. With these features, teachers can create an incredible amount of content and activities for students.

VII.   RECOMMENDATIONS

The continuity of the "Specialization course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages" may cause a positive impact in the education of undergraduate students who are in the graduation process. Therefore, a set of recommendations has been prepared for the welfare of the academic community of the Department of Foreign Languages.

- It is important that part of the institution's budget can be strategically used to develop tools and resources for teachers and students in classes of the specialization course. For example, the video conference platforms such as Zoom and Microsoft Teams may be upgraded so that teachers and students can get access to the special features both of the video conference platforms offer to their users.

- Authorities may assign computers to the staff of the professors in charge of the specialization course so that teachers can enhance their classes with several technological tools. Teachers need to solve problems that arise in class time. For example, when a video conference cannot be recorded, teachers need to have a program which allows them to record the video classes. Sometimes, those programs are unavailable for their personal equipment, because they require space to work properly.

- The specialization course program should keep updating, and adding different types of technological resources for teaching and learning English. For example, the usage of several types of LMSes can be implemented in the specialization course so that students acquire experience in managing the LMSes.

- Students should keep their learning autonomy. Students should continue studying outside the virtual classroom so that they can improve the knowledge they get after classes. They should learn to manage properly the technological tools for education requires practice. Students could design materials or mini classes so that they can work out their learning in the usage of the different technological resources.

VIII.   WEBLIOGRAPHY

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IX.   APPENDIXES

APPENDIX A: CLASSES MODULE 1 SCREENSHOT AND SYLLABUS
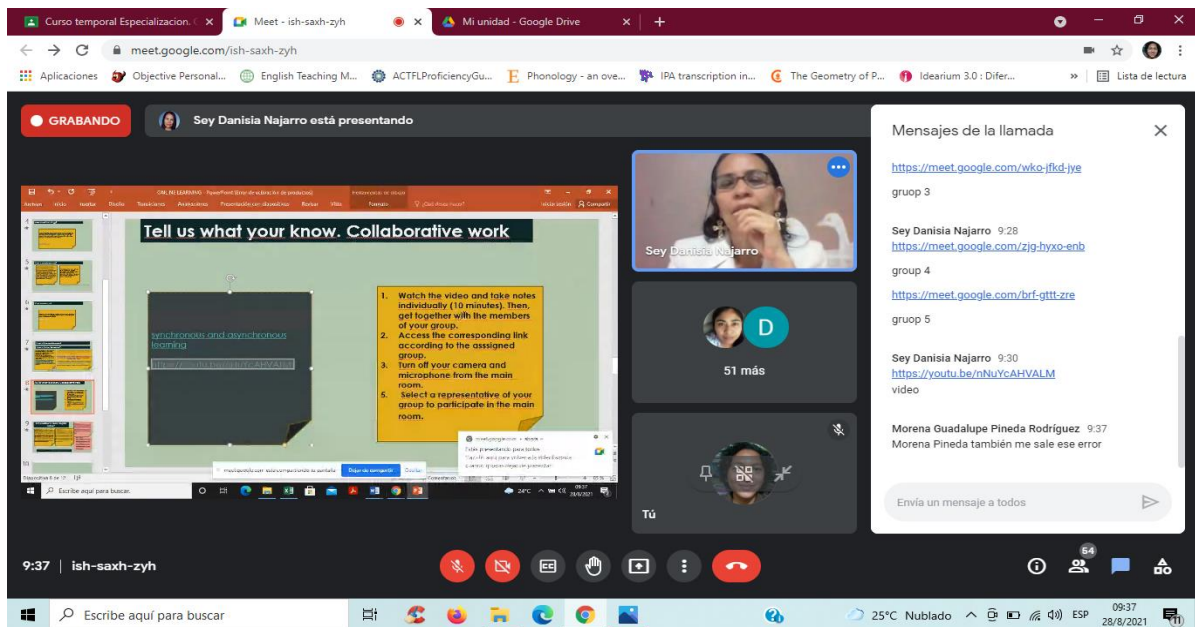
SCREENSHOT

Classes of module 1
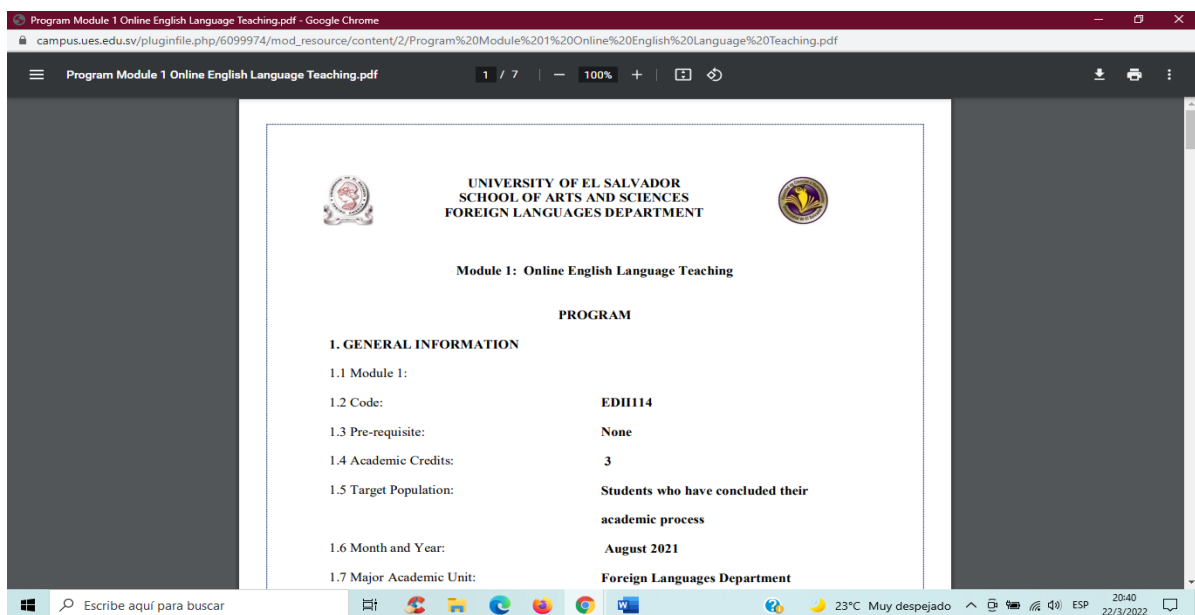
Syllabus module 1

APPENDIX B: CLASSES MODULE 2 SCREENSHOT AND SYLLABUS
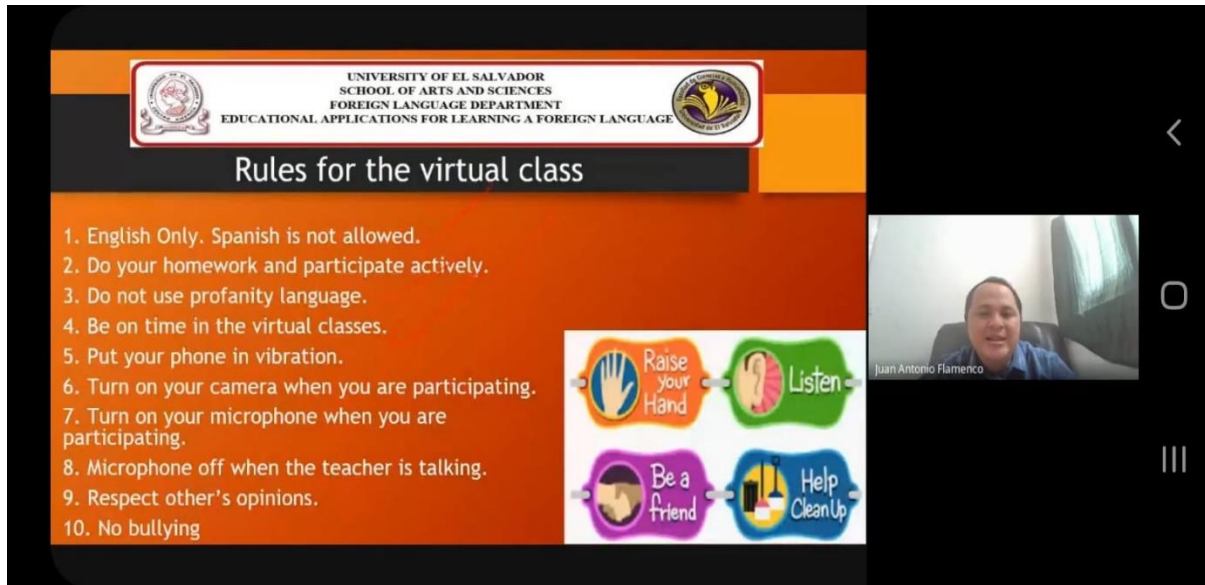
SCREENSHOT

Classes of module 2
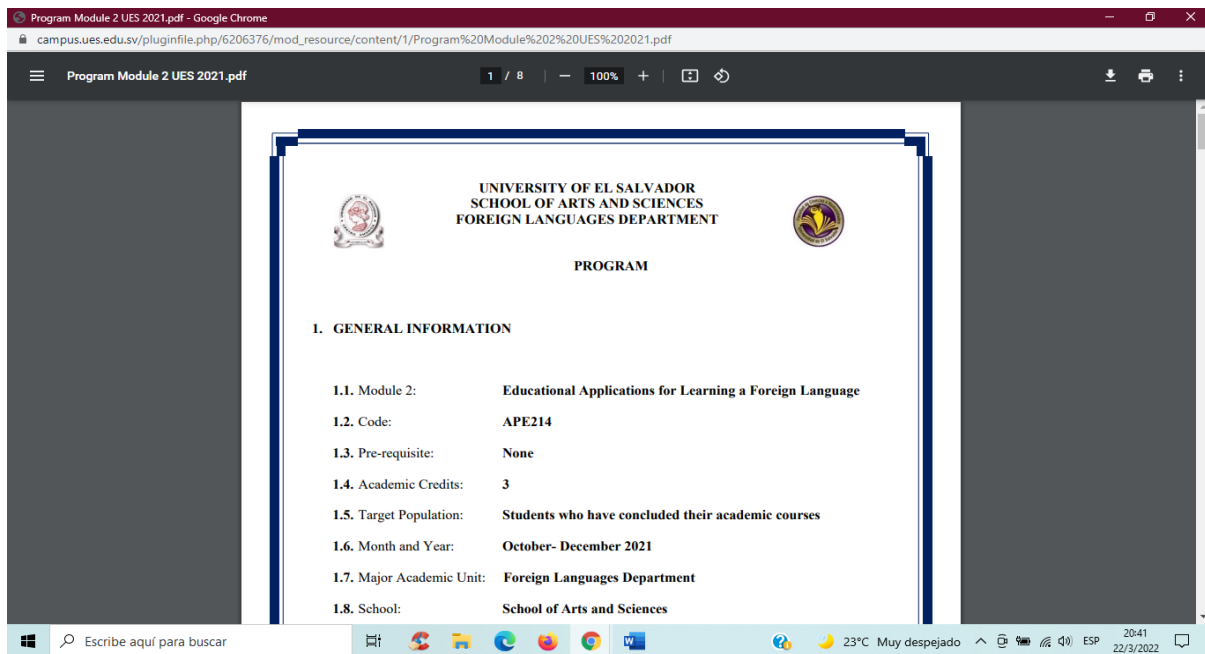
Syllabus module 2

APPENDIX C: CLASSES MODULE 3 SCREENSHOT AND SYLLABUS
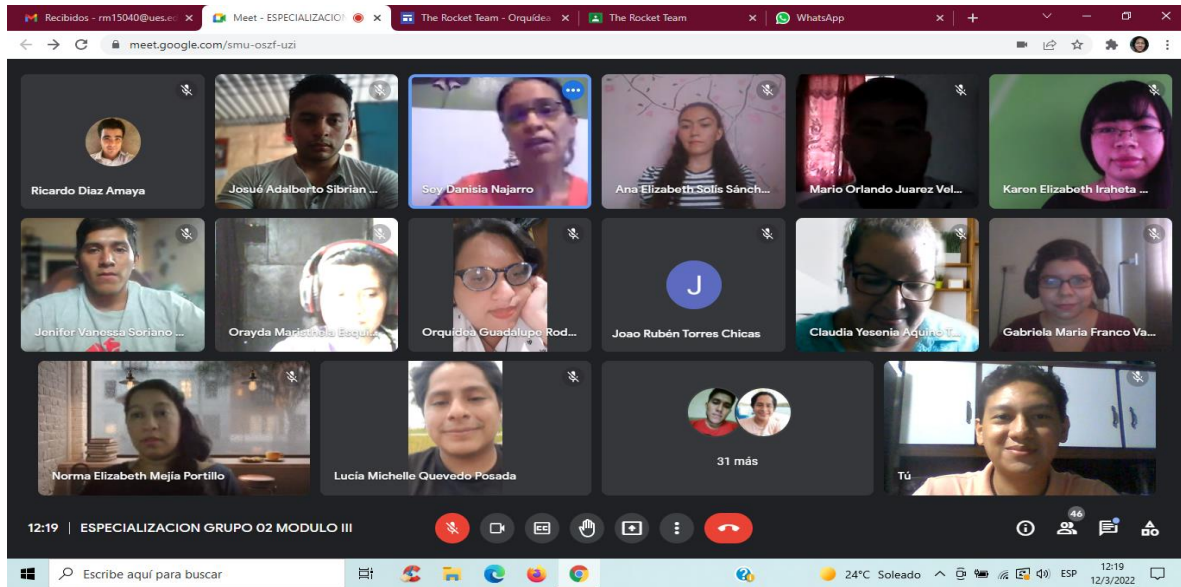
SCREENSHOT

Classes of module 3
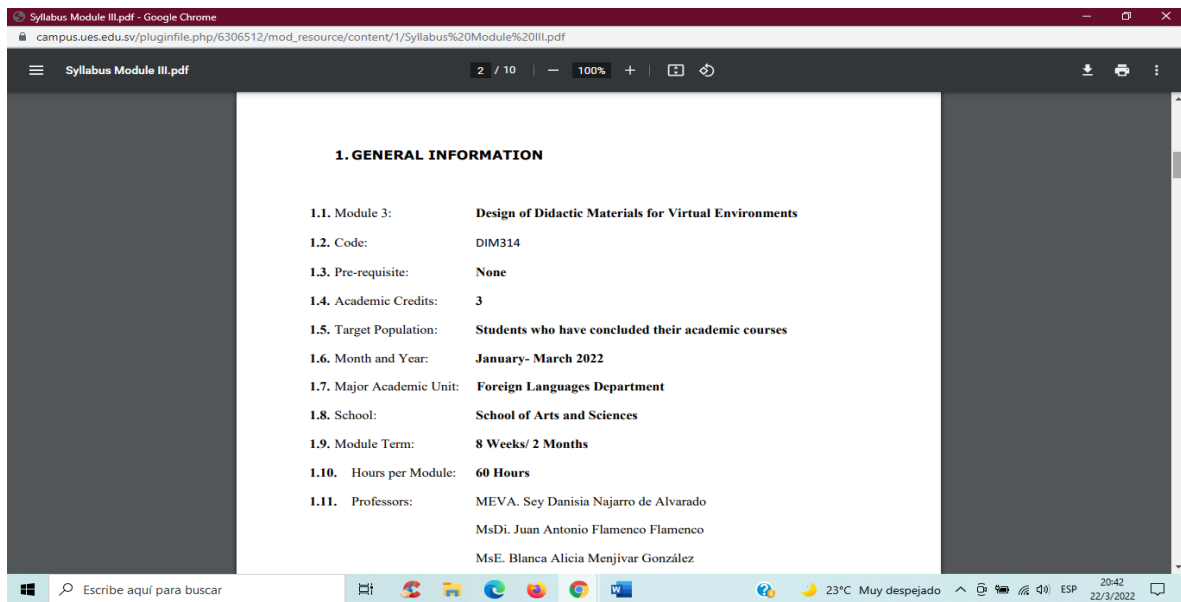
Syllabus module 3

APPENDIX D: SPECIALIZATION COURSE ON CAMPUS UES

Campus UES