

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



TITLE

**COMMON APPLICATIONS USED IN THE TEACHING-LEARNING PROCESS OF
FOREIGN LANGUAGES**

TÍTULO

**APLICACIONES COMUNES USADAS EN EL PROCESO DE ENSEÑANZA
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

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PROCESS” IN ORDER TO OBTAIN THE DEGREE OF ENGLISH TEACHING
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Abstract

This report aims to highlight the influence of virtual education on the development and improvement of students' language learning process to identify challenges and issues faced in it. Virtual education has opened a new way to study at the University of El Salvador and different studies made around the world have established that this new digital world has a strong impact on students' learning. This work deals with the first specialization course entitled: The Administration of Virtual Environments for the Teaching and Learning of Foreign Languages. This was developed by the Department of Foreign Languages at the University of El Salvador. The course is a final requirement to obtain the academic degree. It was divided into three modules, and the whole process lasted six months. The most useful technological tools, the most used platforms are presented throughout the report. Finally, the advantages and disadvantages that educational technology present for students at the Department of Foreign Languages at UES are discussed.

Key words:

Virtual environment, digital resources, teaching-learning process, quizizz, google classroom, kahoot.

I. Introduction

It is easy to see that nowadays English has become a global language around the world, it is a language for business, education, news, economy, traveling, friendship, technology, and more. According to Mark Robson, English is considered a global language because “English is learned at a useful level by around 1.75 billion people worldwide – that is one in every four people in the world. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English (Council, 2013). Therefore, in El Salvador, every year many people enrolled in English courses, university majors, language schools, private schools, and more to achieve a level of English Proficiency that matches the requirements of the current world.

In El Salvador, every year the University of El Salvador prepares thousands of students, many of them chose to study English Majors because this modality offers the opportunity of interacting every day with teachers and classmates achieving in this way a higher level of English proficiency. “English proficiency is defined as a person's ability to communicate in English effectively, whether that is through speaking, writing, or listening comprehension” (LaRock, 2018). Since 2016 the University of El Salvador opened new majors through virtual education, one of them was English Teaching. This new modality of education turned the learning modality from on-campus education into virtual modality learning in 2016 innovating and creating new opportunities for students of the whole country. Therefore, this report was focused on the implementation of virtual modality and educational tools

and their influence on students' teaching-learning process at the University of El Salvador, 2020.

The University of El Salvador has implemented the specialization course in the administration of virtual environments for teaching and learning foreign languages since 2020, benefiting hundreds of students that wished to obtain the major degree. This modality was designed focused on people who work and study at the same time, adapting different methodologies, techniques, material, and digital sources that facilitate the development of the teaching-learning process online. However, through these five years, students in online education have faced different challenges using virtual components, nevertheless, these challenges have been overtaken over the course of the years.

II. Objectives

A. General Objective

To show the influence of virtual modality education on students' English proficiency during the teaching-learning process of the Foreign Language Department of the University of El Salvador.

B. Specific objectives

- To identify the aspects of virtual modality that may have an impact on the teaching-learning process for students of the Foreign Language Department of the University of El Salvador in 2020.
- To find out the technical resources of virtual modality have an impact on the teaching-learning process for students of the Foreign Language Department of the University of El Salvador in 2020.
- To demonstrate the use of different educational tools that have could improve the teaching-learning process for students of the Foreign Language Department of the University of El Salvador in 2020.
- To determine whether the virtual education modality limits the teaching-learning process for students of the Foreign Language Department of the University of El Salvador in 2020.

III. Theoretical framework

Introduction

The spreading use of the internet around the world joined to the new students' requirements, and social innovations have forced the implementation of virtual tools in almost all areas of life. Nowadays, virtual means are essential to accomplish important activities in different fields. Education is not the exception, in the last years, education has entered the virtual world which offers advantages for students around the world. According to Farley "virtual worlds (VWs) are providing welcome opportunities for the development of innovative curricula in higher education. These environments potentially allow educators to provide their students with more authentic learning experiences that more closely replicate real-life contexts through the provision of credible tasks and activities. Besides, virtual worlds can provide a learning venue for students learning to execute tasks that are too costly or hazardous to perform in the real world" (2013). Nevertheless, even when the virtual world means advantages for students and teachers, it also means disadvantages and challenges, especially for those that are not used to working with digital means.

This section provides an overview of the literature selected in this report taking into account two different aspects. First, an overview of the situation in the last few years regarding teaching English in Higher Education. Following is a review of the use of virtual education for students in English classes.

Overview of the situation of Teaching English in Higher Education.

Over the years, English has become a language taught and learned by millions and millions of people around the world. In other words, nowadays people around the whole world are learning English for different reasons. According to Education First (EF) every year, more and more speakers of other languages are learning English. This increase is driven by different factors and motivations, therefore, in the scholar sector, English learning is expanding through different means such as the introduction of English lessons for younger pupils, the application of curriculum reform requiring all students to study English, and more. On the other hand, during the last years, universities also have contributed to English learning spreading by adding English language requirements to existing degree programs and introducing English-only curricula (First, 2012). Besides, access to the internet and mobile technologies continue to expand the variety of learning methods, plugging learners into vast pools of English learning materials, as well as unlimited English language media and social networking with native speakers to offer a real environment where learners are exposed to real language use. The British Council has forecast that by 2020 two billion people will be actively learning English (Council, 2013), which shows how English learning has increased day by day.

In El Salvador, in the last years, many universities have been offering English degrees for students, working to match the international requirements with the curriculum of the degrees' programs. The University of El Salvador has served English education on two levels since 1973: firstly, a program teacher of English to be covered in three years. Second, an English Major Teaching option covered in five years, both of them in on-campus education. Both educational programs included

five English intensive courses and two English Grammar courses, after which most students generally reached an advanced level in the four macro- skills of the language: listening, speaking, reading, and writing (Alvarado Ayala & Romero Rivera, 2003). As a result of the arrival of the digital era in the last years, formal English Education in universities around the world, including universities in El Salvador, has taken a different role due to technological factors trying to take advantage of the resources provided by the digital tools to offer the opportunity for students of the whole country to learn English and fit in the global language use. Nowadays, the use of technologies by teachers, tutors, and students has increased in the English teaching-learning environment reaching improvement in the learning process. Internet sources and digital tools offered by the technological era are used for academic purposes every day helping the education system to create an environment that fits the requirements of each student, group, or level in the academic society.

Most of this technological necessity depends on authorities, institutions, and especially teachers due to the lack of knowledge on the use of new resources to improve the learning skills in the teaching process. In the Foreign Language Department of the University of El Salvador, English teaching is almost completely developed in the on-campus education approach. Nevertheless, seven years ago a new major in English started: the English Teaching Major, which is working totally in the virtual modality on the main campus of the University of El Salvador, and in different places around the country that are called campus branches. These campus branches are established for facilitating the students' access to the major and to provide effective support when facing issues in the study process.

This new modality of education offers plenty of sources for students to improve their English skills, given that traditional education has faced issues in the use of activities that facilitate the students' performance when using the English Language. According to Acosta Mendoza, Ruano Morán & Vicente Ramirez (2017) on-campus education listening activities have been a problem for students at the Foreign Language Department of the Western Multidisciplinary Campus at the University of El Salvador. The lack of practice in the classrooms and the lack of interest in this type of activity have made students face difficulties when they are exposed to different accents in different EFL or ESL environments. As a result, this lack of practice affects students' teaching-learning process, which can be influenced by the use of virtual sources.

Regarding the learning performance of students of English levels, Aguilar, Argueta & Recinos (2015) state that there are specific activities that help to improve English learning. However, the implementation of these activities represents a big challenge for the English Department of the University of El Salvador given that there is a necessity of updating methodologies, theories, techniques, and materials that provide the most adequate English teaching for on-campus education students. Besides, it is important to create and adapt different tools that the students need to be proficient in their performance in English communication. Nevertheless, the technological era provides a lot of tools that facilitate access to the most adequate materials not only for students but also for teachers in the English teaching-learning process.

Another important point to highlight is that there is a relationship between teachers' teaching techniques and the proficiency of students. Ayala Cáceres, Castaneda Meléndez, & López López (2016) state that nowadays it is a real fact, and in a certain grade, in this point of the high requirements of society it is imperative to know if teachers are making use of different and accurate teaching techniques, methods, and activities for overcoming the students' learning difficulties. Besides, it is important to point out that giving suitable feedback by teachers to students is a necessity as well. On the other hand, it is crucial to analyze whether students are learning and studying to reach an intermediate proficiency level with discipline and effort to acquire knowledge.

Another important aspect related to the improvement of the learning process of students at higher levels is the treatment of cognitive factors. When approaching the student's proficiency, it is necessary to take into account cognitive factors that could affect positively or negatively the proficiency in English learning. Therefore, one important aspect is motivation, therefore, it is highly recommended to understand that "Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom" (Valerio, 2012). As a result, it is real that technological devices and virtual tools are essential to motivate the learning improvement of the students given that most of the students master the use of technological devices and programs.

Aguilar Mejia, Osorio Driotez & León Rivera (2012) noted that "In the second language classroom environment, what undoubtedly influences learners learning outcomes is their interpretation of interpersonal teacher behavior. So, in language

learning, the teacher plays the main role”, which highlights the importance of an innovator role of the teachers to help students to improve and reach higher levels of quality in speaking performances. Therefore, it is important to recognize the importance of this innovator role because “That is why teachers must address how to motivate their students as much as possible using different strategies for better learning styles and for the students to be motivated to learn a second language.”. Therefore, the proficiency of students in English depends on different aspects that must be approached with commitment and determination by teachers and students to match the technological changes in the English teaching-learning process.

Review of research on the use of virtual education.

Firstly, it is important to start by saying that virtual education can be defined as “a method that evolved from distance education which allows knowledge sharing and learning without the constraints of time or place” (Qureshi, Ilyas, Yasmin, & Whitty, 2012). Moreover, the use of technology as an educational means has increased nowadays around the world, “In recent years there has been a phenomenal interest in the growth of what some are calling 'digital', 'online', or 'virtual' universities. Indeed, today, it is commonplace to read that information and communication technologies are radically reconfiguring the landscape of higher education, changing the very 'nature' of the university” (Pollock & Cornford, 2000). Every day virtual education is spreading through the different countries in the world opening educational opportunities for students, especially English Language students.

According to Sarah Guri-Rosenblit “the emergence of the digital technologies and their penetration into all levels of education, from nursery schools to universities, has challenged higher education institutions to redefine their teaching and research practices and to redesign their organizational infrastructures” (Guri-Rosenblit, 2009). In other words, virtual education demands change in the institutions to accomplish educational goals. Moreover, Guri-Rosenblit highlights three important aspects of virtual education:

The new information and communication technologies have become of immense attraction to distance teaching institutions since they offered solutions to three major obstacles in traditional distance education. They have the potential: to rescue the scattered students from their loneliness by providing interaction with teachers, as well as with other peer students; to provide easy access to libraries and other information resources which were nearly impossible in the past, and to update the study materials on an ongoing basis (p 2,2009).

Besides, virtual education offers a new environment that facilitates the learning process for students, “several scholars have claimed that technologies such as the Internet appear to facilitate this kind of learning more easily than print-based technology (Guri-Rosenblit, 2009). Moreover, the need for virtual education is increasing with the innovation of technology and requirements in the academic world, in other words, “the customer demand for distance learning is growing. The availability of progressive technologies has given rise to new opportunities for distance learning. The result of this technological development is that traditional obstacles, such as adequate printing and dispatch departments, are dwindling, and distance learning is becoming a competitive business. There is an urgency for many universities to incorporate virtual curricula into their formal programs” (Cloete, 2000).

That is why every single day universities around the world are incorporating virtual education matching the requirements of the era.

Many studies have been carried out to analyze the use of the internet in Higher Education, for example, “A Study Into The Effects of eLearning On Higher Education” highlights that “the Internet is a technological development that has the potential to change not only the way society retains and accesses knowledge but also to transform and restructure traditional models of higher education, particularly the delivery and interaction in and with course materials and associated resources” (Singh, O'Donoghue , & Worton , 2005). Virtual education and its advantages are helping thousands of people around the world, therefore, it is real that “eLearning has enabled universities to expand on their current geographical reach, to capitalize on new prospective students and to establish themselves as global educational providers” (Singh, O'Donoghue , & Worton , 2005).

Virtual education offers advantages for students who use it, such as “eLearning can provide an educationally-superior alternative to traditional lectures, in which learning can take place outside the lecture hall” (Singh, O'Donoghue , & Worton , 2005). In other words, a new environment is created for students where they can find different alternatives to study and enjoy the study. Moreover, “eLearning can also provide a model for students on how to become self-directed independent learners, which may assist them to become ‘lifelong learners’” (Singh, O'Donoghue , & Worton , 2005) because this type of education demands a high level of discipline and commitment. Finally, “eLearning provides them with the opportunity to test students in real business situations and new methods to evaluate each

student's learning" (Singh, O'Donoghue , & Worton , 2005) because the internet display plenty of tools that help students to improve their skills, especially the macro four skill in English.

Nevertheless, there are issues that students may face when using virtual education, for example, a case study investigated by Zuo Chen Zhang from the University of Windsor and Richard Kenny from Athabasca University named "Learning in an online distance education course: Experiences of three international students" found that non-native speakers studying in virtual modality "tended to avoid socializing in the course, which left them at the periphery of course activities" (Zhang & Kenny, 2010). Besides, it is important to take into consideration the change that online education means for students, because "Although a lot of focus has been directed towards highlighting the positive effects of e-learning, there is a need to be cautious about the frustration and dissatisfaction that may be caused due to this shift away from traditional ways" (Qureshi, Ilyas, Yasmin, & Whitty, 2012).

Moreover, another issue faced by students when using virtual education is mastering the tools provided in this modality. A study found that "some of the online tools did not always facilitate learning since they were not used appropriately. For example, an attempt at using a real-time blog proved challenging for some students since they did not receive adequate instruction on using the tool" (Cain & Phillip, 2013). Therefore, instruction about the use of the tools is essential when using virtual education. The same study showed that "although there were several factors that facilitated students' learning on the online program, they experienced some constraints. The analysis indicated that feedback or support from e-tutors was the

main issue for students” (Cain & Phillip, 2013). This is an important point given that students are used to face-to-face feedback and interaction, this is stated in the same study than found that “the participants felt that they needed some face-to-face sessions for some courses that had a practical component” (Cain & Phillip, 2013).

Additionally, technological requirements are essential when using virtual education, for example, the access and quality of the internet will be indispensable to attend workshops, evaluated activities, and more, Cain & Philip state that in their study “for some of the participants, technological challenges were a major constraint. Some participants did not have a basic requirement for online learning, which is Internet access” (2013). A study carried out in Africa found that when using virtual education “students would need access to computers that can send and receive messages using Web browsers such as Explorer or Netscape. Also, they would have to find on their computers word processors and other applications to complete basic assignments” (Darkwa & Mazibuko, 2000). Finally, “students are also greatly affected by the implementation of eLearning, principally by the shift in learning styles required to be successful in an online environment” (O’Neill, Singh, & O’Donoghue, 2004), that is extremely important to pay attention to.

IV. Description of activities

Module 1: Online English language teaching.

Before the pandemic, online teaching was not that popular even though there were already many courses available many people did not consider it an effective option to teach or learn. However, when Covid-19 arrived, there was no other way to keep the teaching-learning process. Since schools, high schools, universities, and everything were closed people had to face the new reality and facilities of the online world, including its contributions to education. Many teachers were not able to handle this situation because of the technology knowledge lack, that is why for new teachers generations as well as old ones, it is important to be ready and know about the digital way of teaching, online platforms, video conferencing apps, interactive online apps, and all the components and resources to teach the English language virtually. Let us take a look at what was learned during module 1.

There were different activities done by the researchers during this module besides the knowledge that was obtained, there were activities that help us get involved and put into practice what we learned during the classes. Let us take a look at what was done during the first module of this Specialization Course.

When talking about online English teaching, it has to be clear that there are two different concepts “synchronous and asynchronous” and these are the first terms we learned, as well as reviewing some learning theories such as Behaviorism, Cognitivism, Constructivism, Connectivism, and multiple intelligences theory. To practice the understanding of these theories, an academic forum was developed,

where students taking the course had to share our comparison essays of the theories comparing the virtual environments and the traditional classrooms.

Additionally, it was learned about E-learning and Learning Management Systems, as Bill Gates said “Newly available data is revolutionizing the way teachers and students collaborate”. Nowadays, virtual environments have replaced the traditional way of teaching. Therefore learning about LMS is important, that is why an infographic describing the top 4 LMS was created using Canvas or other available tools like Genially. This infographic, it was described the 4 best LMS that can be used in the teaching-learning process, what exactly they are, and their main features of them.

After that, it was studied about Google Classroom as an LMS, its advantages and disadvantages, what it is, how it can be used in the teaching-learning process, etc. As an activity to practice this, the researcher created a course in Google classroom, it was selected a macro skill, a level, and a group of students to create this course. The skill was grammar and the topic was the future tense for teenagers, an intermediate level. We put into practice all that we had learned. We could create the course from zero, upload different types of material such as videos, PowerPoint presentations, and links for additional online resources, and documents. Moreover, we learned to add participants to the course, create homework assignments with the space to upload them there, and receive feedback and grades in the same place, as well as add the due date and time to upload the activities.

Finally, as it was also learned about online conferencing tools (OCTs), which help in the synchronous activities to have video conferences, meetings, and online

real-time classes, they are used to create more interactive lessons as well as shorten distances, since students can get connected from any part of the country or the world sometimes. We know now how to use Microsoft Teams, Zoom, and Google Meet. So, the final activity developed in this module was a Demonstrative class through one of these OCTs, we had to develop a micro-teaching lesson through Google Meet, in which we practice how to share the full screen or only one window, also how to create the meeting there and the link or code to get access to it. All in all, the researchers feel ready to face an online teaching world, at least with the main tools to have both synchronous and asynchronous elements.

Module 2: Educational Applications for Learning a Foreign Language.

After learning about online teaching resources, theories, and ways that facilitate the online teaching English language as it was done in module 1, you are about to check what was done in module 2. First of all, the importance of technology in the teaching-learning process was highlighted, as being said, nowadays with the new programs or the new ways of learning online it is important to know about technology and its input on education, therefore in this second module, we learned about Educational applications that facilitates the online English language teaching process.

During the online classes, researchers learned the theory and how each application works as well as how it is used. Educational apps can help in many different ways to enhance students' participation in online classes, also they help us to have more interactive online sessions. These apps can be used according to

teachers' and students' needs, for instance, to introduce a topic, for a quick warm-up, to engage students in the lesson, as a wrap-up or review, to facilitate different information or the understanding of it. It is important to mention that these tools can also be useful in face-to-face classes. The educational applications that we learned to use were the following: Quizizz, Flipgrid, Edpuzzle, Powtoon, Nearpod, Padlet, Kahoot, Live worksheets, Flippity, and Word wall. Each of them has its different usages, but all of them are amazing tools to create wonderful English lessons.

The first activity that was done was an infographic to highlight the importance of technology in the online teaching-learning process, showing here that the Internet is the most important tool since it gives access to all the other online resources. Another tool mentioned there was Moodle which allows a creative creation and development of a course, Facebook and Gmail can be also found there these tools are very handy and most people have access to them. Additionally, Genially, Edmodo, Kahoot, and ESL videos were described in this first activity.

Secondly, a video about two Educational tools was created. The video was meant to be made using any application to record it but later was supposed to be uploaded to a group on Flipgrid. But, what is Flipgrid? Flipgrid is one of the educational tools we learned to use in this module, which allows video discussions, students are organized into groups and can upload 5 minutes videos and everyone in the group can watch them. In this case, the video discussion on Flipgrid was about two educational tools, Edpuzzle and Word wall, where it was explained a little bit about both educational tools.

The third activity was the creation of another video, this time using Powtoon. Powtoon is an online platform that facilitates the creation of short videos and animated presentations, it has a lot of resources that help to create interesting and entertained videos, you can add a variety of multimedia such as videos, audios, images, background, soundtracks, etc... For this activity, the researchers worked together and the video using Powtoon was about Nearpod which is an online educational tool that provides many different activities to develop you can either go to Nearpod library and select a lesson or create your one. You can create an interactive presentation with slides, also there are interactive activities and games for students to practice, you can add videos, PDF files, images, Time to climb is a racing game, draw it this is an option where students can draw something maybe to review vocabulary, a collaborative board, etc... The video created using Powtoon was provided a deeper explanation of the usage and the main features of Nearpod.

To finish module 2, a demonstrative class using Educational Tools was developed. This activity was developed in groups and, different educational tools were used to create an interactive demo class. First of all, a lesson plan was made through Google Docs. To develop the lesson plan, we used a variety of educational tools; for the warm-up, an activity called unjumble in Wordwall was created, after that, for the presentation, it was created a video using Powtoon, and for the practice, the stage was used Nearpod we created a Time to climb game adapted to the topic, in the case of the production stage we used Jamboard and finally for the wrap up it was created an interesting kind of questionnaire using Quizizz. In the end, the demo class was quickly developed through an online class in Google Meet.

All in all, every single Educational Tool that the researchers learned how to use was meaningful. And, No matter which technological tool we as teachers use, we have to keep in mind the main purpose of using it: Students' learning process. So, let us take advantage of all the benefits technology is offering, for improving the teaching-learning process.

Module 3: Design of Didactic Materials for Virtual Environments.

At this point, many different resources have been learned and it is time to start with multimedia or digital technological tools for the creation of materials for virtual environments. First of all, we learned how to use a voice recording program called Audacity. This program is very interesting and useful when talking about audio recording and editing, it is users friendly, you can add background music, record your voice from the program or import an already recorded audio, as well as cut the parts that you do not need or add extra parts that you want. After learning to use Audacity, the first activity was done. And, we had to create a Podcast, firstly selecting a topic from our preferences, then writing the script, and after that recording the podcast and editing it using Audacity, adding some background music and when it was done, it was uploaded to an online resource called Soundcloud, it is an audio streaming and distribution platform which allows sharing podcasts and music. So, our podcasts were uploaded to Soundcloud and the scripts to Moodle.

Additionally, as multimedia teaching resources include images, we had to learn about the creation of images that can be used in the foreign languages teaching-learning process. Therefore, the researchers learned about Genially an online resource to create interactive and animated images, presentations, and more.

Using Genially we developed the second activity of module 3, we selected a topic and created an interactive image where we added different features such as links, video, extra pages, text, and other things that made the image attractive for students and interactive as well. Besides that, we learned to use another image editor called GIMP this program has to be installed on your computer to use it. This is a free program that allows users to create or edit images and it has a lot of different tools from cutting to adding extra features, it is very handy and easy to use. For this extra activity of image editing, we were given an image that we had to rotate, compress between 70 KB and 100 KB, and modify to 1000 PPI. Both tools can be very useful in the teaching-learning process, therefore learning to use them was great.

Afterward, the researchers learned about Google Site and Google Presentation. These are two more technological tools that can be used in the foreign language teaching-learning process. On the one hand, beginning with Google sites, we learned that it is an application available on the web that facilitates the creation of websites, you can add images, videos, bottoms that take you to another page, links, text, you can provide permissions, add extra pages in your website and more. On the other hand, we learned about Google Slides which is a similar tool to PowerPoint with the only difference that Google Slides is worked completely online, then this tool facilitates the creation of presentations and allows us to insert different things, such as text, transitions, images, videos, animations, etc. After getting familiar with these two tools, the time to practice arrived we created a website where we added different features such as titles, images, videos, documents, bottoms, among other details. All this using Google Sites. After that, we had to create an online presentation that was supposed to be used as a presentation of the website,

and at the same, we added many different features such as images, videos, text, transitions, and animations. These two tools are so interesting and very easy to use, and they can contribute to the teaching-learning process.

In addition, activity 4 was a video editing activity using any program or tool to create it. It was suggested to use Openshot, Camtasia, or Windows Movie Maker. It was a video lesson about a topic, the researcher used two different video editing tools so, this video was recorded and then edited using Camtasia and Windows Movie Maker, we added text, background music, a welcome and farewell image, animated transitions, finally, it was uploaded to YouTube. These video editing tools are very useful for the creation of audiovisual materials that facilitates the English teaching-learning process.

Finally, the last activity of module 3 was an integrative task, where students taking the course had to create one of each resource that they had done. The researchers selected a topic, level, and age for an English class, after having the topic we had to create an interactive image using Genially, a podcast using Audacity and Soundcloud, a Google Site and a Google Presentation, and finally a video using Camtasia, all these didactic resources about the same topic. Once they were finished, we had to present them in an online class, and explain how we could use each of these tools in a real classroom, either Virtual or Face-to-face class. Briefly, learning about these tools has been very useful for us since we will be future teachers, and creating this kind of materials for the classroom either virtual or face-to-face classes, will be helpful for us so, meaningful learning through will be facilitated for students.

V. Achievements.

The team learned how to create many different didactic materials for online teaching a foreign language, some of the tools we learned to use are very popular but maybe not in a teaching context. For instance, we learned to create infographics for a virtual learning environment. Infographics are a creative and visually attractive way to make easy-to-understand content, is the collection of images, text, charts among others on a single page where text is not that much but people understand the ideas through visual aids. The researchers learned that the tool Canva for infographics is a great application for teaching material creation, and infographics can be used in a variety of ways in an online class it all depends on the teachers' creativity to use them and the students' needs.

Another important achievement was learning to manage a class in Google Classroom. Nowadays, mostly in public schools the use of Google Classroom is huge, everything is done through this LMS even in face-to-face classes, students have a computer and they are working the activities from the class there, therefore learning how to create, add students, upload materials and homework, how to develop a course in Google Classroom has been meaningful for us since we are ready for the future of education that day in and day out is becoming more virtual. This tool Google Classroom is an online tool that allows the creation of virtual classrooms, there you can develop a virtual course in a very organized way.

Additionally, the team learned to use a variety of educational tools that can provide a different learning environment, students can have fun while learning and

practicing, we now know how to use Flipgrid, Edpuzzle, Flippity, Nearpod, Quizizz, Liveworkheets, Padlet, Kahoot, Powtoon and Wordwall. Every single tool has different activities that you can create depending on the topic you want to teach or review, according to students' age, level and you can create the activities from zero according to what you exactly need or you can use, in some on them, activities that are already created by other users.

Learning to create a Podcast for educational purposes was very useful as well. Podcasts for the English teaching-learning process can be used in different ways, either to practice listening skills or speaking skills. Also, we learned how to create interactive images using an excellent tool called Genially, it is not only for interactive images but also for presentations, where you can create good resources. And last but not least, researchers learned to use Google sites and Google presentations for educational purposes as well, getting to know all these tools have been the greatest achievement of this course, now it is up to us as future teachers how to use them in a real class.

VI. Conclusions

In summary, having the opportunity to take this Specialization Course: Administration of Virtual Environments for the Teaching-Learning Process of Foreign Languages has been rewarding for us, as future teachers, we must be prepared and keep on learning about new strategies, methodologies, but most importantly, we must be updated with technology and all its tools for education, since virtual education is becoming more and more popular as well as the use of technology in traditional classrooms is nowadays very common.

Moreover, as George Couros stated “Technology will not replace great teachers but technology in the hands of great teachers can be transformational” therefore, managing different educational tools is essential for teachers. Thanks to technology we have a variety of tools and learning how to use them it’s a key to success in a foreign language teaching-learning process, as well as knowing how to use them in real classrooms, we must be creative and take advantage of all these tools, and use them in favor of students, taking into account their needs.

Finally, as everything has advantages and disadvantages digital educational tools are not the exception, even though after taking this course, we are ready to use many different tools not only in virtual environments but also in face-to-face classes, however, we must be conscious of the possible inconvenience we might face in a real class. So, when selecting which tool we are going to use, we have to take into consideration students’ accessibility, internet connection, and devices they use for the class among others, in order to have a successful use of the tools and be beneficial for students’ teaching-learning process.

VII. Recommendations

Given that students' Teaching-learning process is enhanced through the use of digital tools that represent advantages for students in important areas such as accessibility to the workshops, delivery of the assignments, and the types of devices used to access to, we recommend keeping the friendly format of virtual education and the incorporation of new digital tools and platforms known by students facilitating the active participation of the students in workshops and the delivery of the assignments.

Since, there are external aspects such as the internet's quality, a quiet place at home to attend workshops, or delivering speaking activities that limit the students' performance using virtual education, we recommend taking into consideration these unexpected situations and having some flexibility to reschedule the activities not accomplished by students because of external issues.

We found out that virtual education does not fully allow students the space to interact in group activities, share ideas, and class participation, affecting their English-speaking proficiency negatively, it is recommended to create extra spaces - such as short not graded videoconferences – where students interact each other and with the tutor without the pressure of being evaluated when speaking, this will enhance students' confidence when speaking.

Since the digital material and tools used in virtual education contribute positively to students' Teaching-learning process improvement, it is highly recommended to keep using digital material and take advantage of the all available

resources on the internet to link the topics studied in class, and increase the teachers' feedback through the virtual channels that are most used by students.

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IX. Appendixes

Geographic situation of students of the University of El Salvador without internet access.

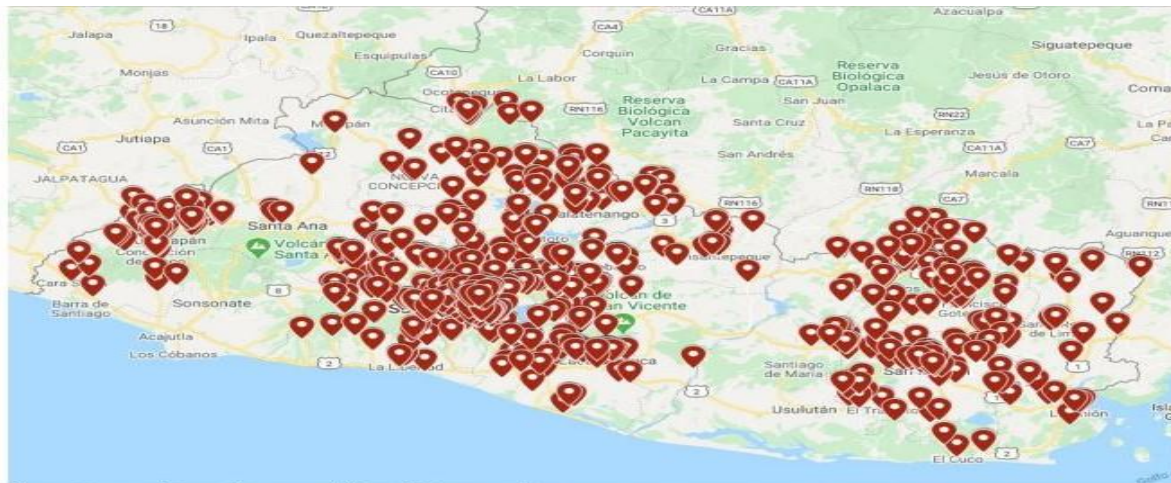


Figura No 2: Ubicación geográfica de los estudiantes que no poseen acceso a Internet.

Top 4 Learning Management Systems (LMS)!

"RECENTLY AVAILABLE DATA IS REVOLUTIONIZING THE WAY TEACHERS AND STUDENTS COLLABORATE" -BILL GATES

MOODLE

Moodle is a learning platform or course management system (CMS) / LMS designed to help educators create an effective teaching-learning process, released in August 2002.

Main features:

- It's flexible and you can personalize your courses
- There are many resources available; forums, quizzes, etc.
- It's being updated often, it's private and safe.
- Users friendly, very easy to use. Use it everywhere, anytime, and in any device.
- It's free: no payment.
- Monitor progress, notifications of assignments, among others.
- It's multilingual.

Google Classroom

Founded in 2014, targeted to teachers and students in both K-12 and higher education.

Features

- Simple and easy to use, very basic tools.
- Add different content such as PDFs, video, google docs, surveys, among others.
- Set themes and colors according to your school, course or class.
- You can host virtual classes or online meetings through Google Meet.
- Export grades to Google Sheets.
- Use Google Calendar to follow assignments due dates.

EDMODO

A worldwide education network that helps learners to connect with other people and resources needed to achieve their full potential.

- Facilitates learning goals and online discussion.
- Award badges for students as well as, assess student's progress.
- Personalization is available.
- It permits a connection between students, educators and, parents.

MOOC

A MOOC is an online course which is free and open to register. MOOCs integrate social networking, accessible online resources and they are facilitated by practitioners in the specific field.

- They offer interactive cooperation.
- Use web formats like YouTube, Vimeo and live-streams.
- Collaborative learning: Creating learning communities, social forums, Facebook groups, peer correction, that enrich each participant in the course.
- Acquiring knowledge with multiple choice exams, programmed fields and others.
- Time limits: They have specific starting and ending dates. Contents is delivered each week.

LMS have arrived to help and offer inclusive teaching-learning processes, everyone must take advantage of them.

BY: DALIA MARÍA ALVARENGA GÓMEZ

THE IMPORTANCE OF USING TECHNOLOGY IN THE TEACHING-LEARNING PROCESS

Technology has been evolving since its very beginnings. And, it is evident how important it has become in everyday life, not only for communication but also for Education.

WHEN TEACHING: In order to have a meaningful learning, teachers must create an attractive class. Technology facilitates this process. Through the use of technology, different learning strategies can be applied.

THE INTERNET: Internet connection gives teachers access to limitless resources and tools which are used to facilitate the teaching-learning process. An easy to use platform, which allows to create and develop of a course. Courses can be personalized. It's free. Many resources are available (forums, quizzes, etc.) Teachers can monitor student's progress.

FACEBOOK: Nowadays, most people use Facebook. So, the benefits it provides for education must be exploited. Almost everyone has a smartphone, therefore, people have access to Gmail, a quick and formal way to communicate with students.

WHATSAPP: This educational network helps learners to connect with other people and the resources needed to achieve goals. It facilitates online discussions, allows a connection between students, parents and teachers, among others.

GENIALLY: Is an all-in-one tool for creating interactive and animated learning materials. It is users friendly. It is used to create presentations, quizzes, infographics, escape games, and interactive images.

ESL Video: Offers free online English listening and grammar activities, free teaching materials. ESL Video quiz maker tool to create video-learning activities. It is useful since you can use videos that your students like; therefore, they will enjoy and learn at the same time.

Kahoot!: Kahoot! is one of the top digital learning tools, as it makes easy for teachers to engage students. It is student-friendly teaching and learning tool that is available for mobile and tablet. It's a game-based pedagogy, simple, easy and fun way to learn.

ALL IN ALL: The combination of all these tools and resources can be used to create a more effective and engaging learning experience. With the help of these tools, teachers can create a more personalized and interactive learning environment for their students.

This infographic was made by: Dalía Alvarenga. Based on the current situation of Covid-19 and how virtual education has replaced traditional classrooms, showing how important technology is in Education.

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5. https://www.edutopia.org/article/2019/03/10/top-10-digital-learning-tools-for-2019/

Infographics

Courses in Google Classroom.

Intermedia Grammar Class
Group 8

Tablón Trabajo de clase Personas Calificaciones

English language
Hi!
Hello!
Grammar Course
Intermediate Grammar Class
Group 8
Intermediate Level

Personalizar

Meet
Unirme
Visible para los alumnos

Código de clase
ian2rdc

Anuncia algo a tu clase

José De Jesús Alvarado ha publicado nuevo material: Homework
30 sept 2021

José De Jesús Alvarado ha publicado nuevo material: Let's practice using Kahoot!
30 sept 2021 (Última modificación: 30 sept 2021)

Intermedia Grammar Class
Group 8

Tablón Trabajo de clase Personas Calificaciones

+ Crear Meet Google Calendar Carpeta de Drive de la clase

Todos los temas

Welcome

Future Tense Mater...

Let's practice!

Assesment time!

Welcome

Watch the video! Última modificación: 30 sept ...

Future Tense Materials (will and going to)

Future Tense: Will / Going to Última modificación: 30 sept ...

Future Tense: Will / Going to Publicado: 29 sept 2021

Let's practice!

Let's practice using Kahoot! Última modificación: 30 sept ...

Intermediate Grammar First Quiz Fecha de entrega: 2 oct 2021

Quiz Última modificación: 1 oct 2...

Assesment time!

Homework Publicado: 30 sept 2021

English Course - 2022
Basic Level - Teens

Tablón Trabajo de clase Personas Calificaciones

Welcome!
English Course - 2022
Basic Level - Teens

José De Jesús Alvarado
11 mar

Hello dear students.
I am sharing a video in order to start learning present continuous tense.

task4
Video de YouTube 4 minutos

Practice on Nearpod

nearpod MENU CÓDIGO: AVKIS

Let's practice

the Present Perfect!

Time to Climb

Overall Leaders	# Correct	Points
1 Student 00	0 / 8	0

Question 1/8 4

She _____ lived in London since 2014.

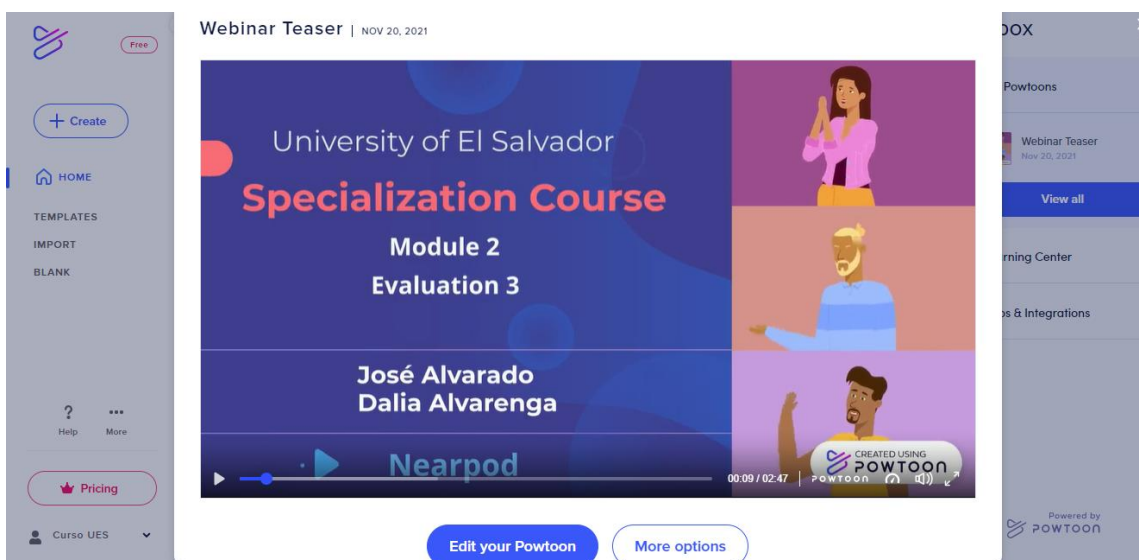
A. have
 B. has

Class performance

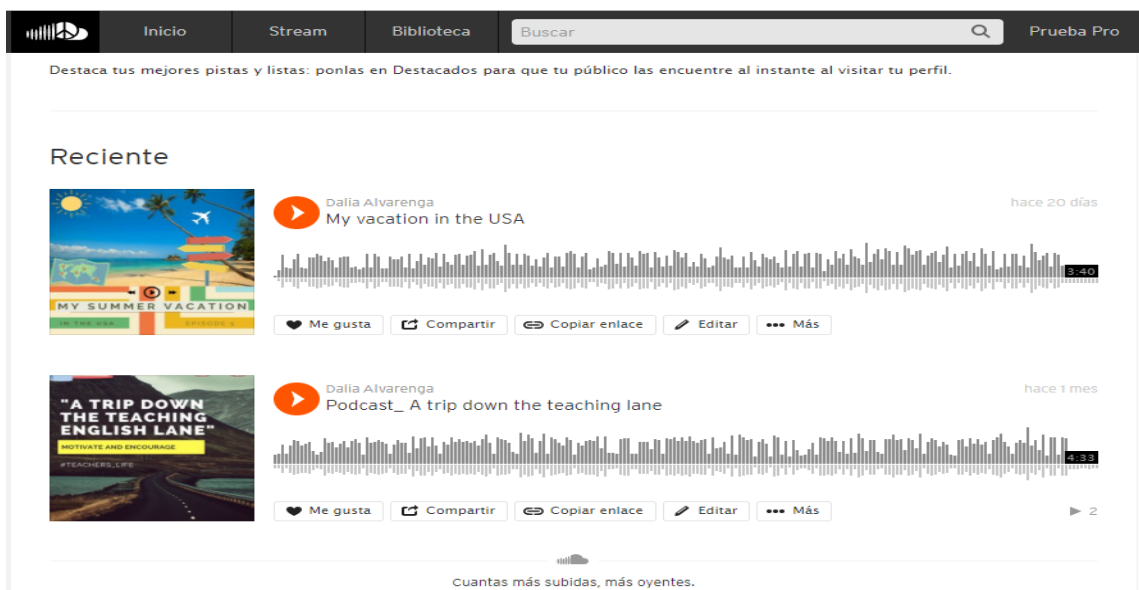
1

Waiting for players, 1 connected. Hit Start game when ready! ▶ Start game

Video created using Powtoon.



Podcasts.



Google Site



Sitios web recientes

Cualquiera es el propietario ▼

Teaching English Material...

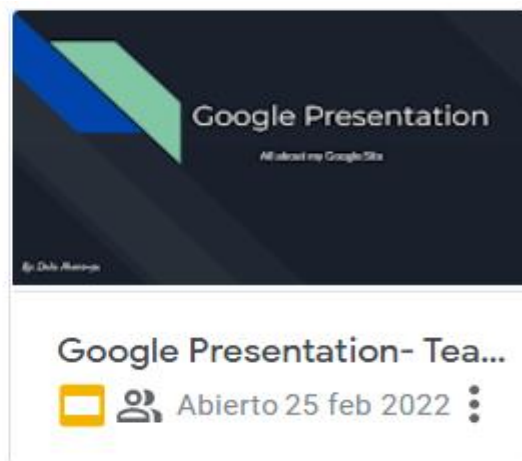
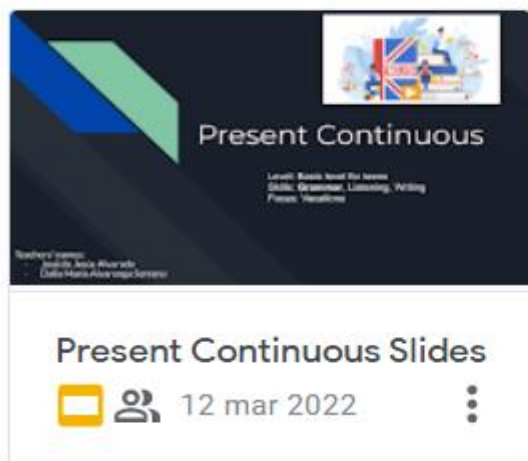
Abierto 13:17

Integrative task Site

Abierto 11 mar 2022

Google

Slides



Video editing using Windows Movie Maker

