

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



**TOPIC:**

**Educational Platforms and Tools and Their Application Teaching in The  
Virtual Classroom**

**TITULO:**

**Plataformas Y Herramientas Educativas Y Su Aplicación Didáctica En El Aula  
Virtual**

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN  
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y  
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

**IN ORDER TO OBTAIN THE DEGREE OF:**

**BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH  
AND ENGLISH**

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## TABLE OF CONTENTS

I.ABSTRACT .....	4
II. INTRODUCTION.....	5
III. OBJECTIVES.....	7
GENERAL OBJECTIVE.....	7
SPECIFIC OBJECTIVES .....	7
IV.THEORETICAL FRAMEWORK .....	8
V.DESCRPTION OF ACTIVITIES.....	22
MODULE I: ONLINE ENGLISH LANGUAGE TEACHING.....	22
MODULE II EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE.....	26
MODULE III DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS	30
VI.ACHIEVEMENTS .....	33
VII. CONCLUSIONS.....	35
VIII.RECOMMENDATIONS .....	36
IX.WEBLIOGRAPHY .....	37
X.APPENDIXES .....	39
APPENDIX A .....	39
APPENDIX B .....	45
APPENDIX C .....	46

## **ABSTRACT**

New technologies including overhead projectors, interactive whiteboards, computers and wireless internet have opened up the classroom to the outside world. The teaching-learning process has to adapt to changing learning contexts. Technology provides a learner independent in language learning. Thus, technology enables the learner's efforts easier and faster. At present, there are several online services and some of them are free. It is possible that many more services will be available in future. The purpose of this study is to show what students learn during the course called "Management Of Virtual Environments For Teaching And Learning Of Foreign Languages". This Specialization Course consisted to know and learn the use of different virtual platforms, tools and websites, that can be use in a virtual environment. This was divided in three modules: 1) Online English Language Teaching, 2) Educational Applications for Learning a Foreign Language, 3) The Design of Didactic Materials for Virtual Environments. Students were capable to create didactic materials by making use of infographics, video editing, podcast, interactive image and others; and show the potential of technologies for teaching a second language.

The report will include description of some of the tools used such as Canva, Padlet, Nearpod, Kahoot, Flippity, Flipgrid, Powtoon, Liveworksheets and Edpuzzle and also some educational platforms such as Moodle, Classroom, Google Site, and Edmodo.

**Keywords:** Language Learning, Educational Tools, Education Technology.

## INTRODUCTION

The COVID-19 pandemic has brought unprecedented challenges to language and literacy learning this past year. For Teaching and learning, using technological tools have developed the interest for students. New technologies, particularly in this COVID-19 era, have increased in their use more than ever. Nowadays students can study their courses using a variety of comprehensive apps which are able to synchronize even without an internet connection. Technology systems for education have become popular for language learning, at their best technological innovations can increase learner interest and motivation. The University Of El Salvador created a new modality of graduation process which is “Management Of Virtual Environments For Teaching And Learning Of Foreign Languages”. This Specialization Course consisted to know and learn the use of different virtual platforms, tools and websites, that can be use in a virtual environment. This was divided in three modules: 1) Online English Language Teaching, 2) Educational Applications for Learning a Foreign Language, 3) The Design of Didactic Materials for Virtual Environments. This specialization was design to be developed in 24 weeks, including 8 weeks each module.

In this report, there will be a description of important concepts such as LMS, Synonymous and Acronymous learning, a brief summary of the topics and activities that were developed during the modules as well as the different tools and virtual applications that were taught and put into practice during the development of this course.

Eventually it will be a description of the objectives, goals and achievements of the specialization, plus some recommendations to the University of El Salvador authorities.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

- To demonstrate the use of digital technology to support learning and teaching.

### **SPECIFIC OBJECTIVES**

- To study and put into practice learning theories for teaching English as a second language.
- To create and design digital material for teaching · learning of foreign language.
- To learn how to use technological tools to develop online classes.

## **THEORETICAL FRAMEWORK**

### **WHAT IS THE DIFFERENCE BETWEEN SYNCHRONOUS AND ASYNCHRONOUS CLASSES?**

Online learning allows people to study in new and exciting ways, but the best type of online learning comes down to personal preference. Synchronous virtual classrooms operate much like traditional classrooms, with set study schedules and live discussions. Asynchronous classrooms look a little different, as students digest the instruction and communicate with each other on their own time.

#### **WHAT IS SYNCHRONOUS LEARNING?**

Synchronous learning allows students to engage with class materials at the same time as their peers as long as they can connect to the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel.

#### **WHAT IS ASYNCHRONOUS LEARNING?**

Asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period of time. Teachers may prescribe an order of operations for the materials, but learners can often choose how much or how little time they spend in each area.



Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files. Many students find asynchronous environments more comfortable for certain types of learning, though participation expectations may actually be higher in this format than in others.

## **LEARNING THEORIES IN VIRTUAL LEARNING**

### **THEORY**

A theory involves multiple disciplines: psychology, sociology, neuroscience and education. Theory is defined as a set of statements, principles, or ideas that relate to a particular subject. A theory usually describes, explains, and/or predicts phenomena. The purpose is to propose the answers to basic questions associated with a phenomenon.

## **LEARNING THEORIES**

### **BEHAVIORISM**

As its name implies, it focuses on how people behave. In simple terms, action produces reaction. In education, behaviorism examines how students behave while learning. It focuses on observing how students respond to stimuli that, when repeated, can be evaluated, quantified, and eventually controlled for each individual.

## **COGNITIVISM**

An obvious criticism of behaviorism. Cognitive theorists promoted the concept that the mind has an important role in learning and sought to focus on what happens in between the occurrence of environmental stimulus and student response. Motivation and Imagination as critical elements of learning.

## **CONSTRUCTIVISM**

It emphasizes the importance of consciousness, free will and social influences on learning. The focus was to describe and explain teaching and learning as complex interactive social phenomena between teachers and students. Constructivism argues that individuals consciously strive for meaning to make sense of their environment in terms of past experience and their present state.

## **CONNECTIVISM**

George Siemens has been the main proponent of connectivism, a learning model that acknowledges major shifts in the way knowledge and information flows, grows, and changes because of vast data communications networks. Some principals: • Learner autonomy • Openness • Diversity • Interactivity is particularly appropriate for courses with very high enrollments and where the learning goal or objective is to develop and create knowledge rather than to disseminate it.

## **WHAT IS E-LEARNING?**

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media.

### **ADVANTAGES**

- Cost Effective
- More Fun
- Accommodates different types of learning styles
- Flexibility
- Abundant Teaching Resources
- Easy access to information
- The Effect of Direct Interest
- Teaching Students in Accordance with Their Aptitude

### **DISADVANTAGES**

- Access to computer and the Internet
- Requires time
- Self-motivation
- Isolation
- Health-Related Concerns

## **WHAT IS LMS?**

A learning management system (LMS) is a software that is designed specifically to create, distribute, and manage the delivery of educational content. The LMS can be hosted as a stand-alone product on the company server, or it can be a cloud-based platform that is hosted by the software firm.

## **WHAT DOES AN LMS DO?**

Provide learning experiences that are adapted to individual learners • Make it easy for instructors to make notes and changes • Give instructors and students the opportunity for online collaboration • Integrate common tools such as calendars, word processors, and more • Include insights into user progress through built-in analytics.

## **GOOGLE CLASSROOM**

Google Classroom is an educational platform designed by Google that brings students, teachers and learning materials together into one environment.

- Advantages of Google Classroom
- Easy to use and accessible from all devices
- Effective communication and sharing
- Speeds up the assignment process
- Effective feedback
- Clean and user-friendly interface

- Offers several ways for students to collaborate
- Recognized by many schools and organizations
- Integrates with many 3<sup>rd</sup> party apps

## **VIDEO CONFERENCING TOOLS**

Video conferencing is a powerful tool that increases student engagement and maintains lines of communication with both students and parents. While certainly not perfect, video conferencing platforms continue to improve, giving teachers more options to deliver online classroom content.

## **THE BENEFITS OF USING VIDEO CONFERENCING**

- Staying connected
- Encourage collaboration
- Host virtual field trips
- Share resources
- Increase engagement

## **EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE**

the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: **edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, powtoon.**

## **EDPUZZLE**

Edpuzzle is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. But it does so much more, too. Unlike a traditional video editor, this is more about getting clips into a format that allows teachers to engage directly with students on a subject. It also has the capacity to offer assessments based on the content, and offers lots of controls that allow for the use of video even in stricter school scenarios.

The result is a modern platform that's engaging for students but is also very easy to use for teachers. It's even crammed full of curriculum-specific content to further help in teacher progress with students.

## **FLIPGRID**

Flipgrid is a video discussion tool quite like no other as it's designed with the might of Microsoft to work specifically for teachers and students in a digital classroom.

Flipgrid is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class, on the spot. Of course, it's also a great tool for use when learning remotely.

## **FLIPPITY**

Flippity is a free resource for teachers that allows for the creation of quizzes, flash cards, presentations, memory games, word searches, and more. While it can be

used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects.

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

## **LIVEWORKSHEETS**

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

## **NEARPOD**

Nearpod is an online tool that allows teachers to use slide-based teaching both in the classroom and remotely thanks to a hybrid layout.

Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device or a single screen in the room. It's also possible to add in question points along the way and have the students take part as you go.

Nearpod is also useful as a formative assessment tool and can output student efforts in easy-to-analyze graphs and charts for a clear snapshot of progress.

## **PADLET**

Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. That's at its most basic.

This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students.

Since the interactive space is easy to use and easily accessible from nearly any web browser-capable device, it's a great resource for teachers and students.

## **KAHOOT**

Kahoot! is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging.

This free cloud-based tool makes for a very useful way to bring learning online without compromising, but actually enhancing, teaching.

## **POWTOON**

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



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

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

## **DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS**

### **USING MULTIMEDIA RESOURCES IN A VIRTUAL ENVIRONMENT DIDACTIC MATERIAL**

Ogalde and Bardavid (2003) define didactic material as “all those means and resources to facilitate the teaching-learning process within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities and skills, as well as the formation of attitudes and values”

### **MULTIMEDIA**

“Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer” (Fenrich, 1997).

## **MULTIMEDIA IN EDUCATION**

The concept of multimedia is defined in many ways. Most of the definitions agree on the characteristic that multimedia contains texts, graphics, animations, video and sound in an integrated way and the content can be structured and presented differently.

## **TEACHING AIDS**

Teaching aids can serve as useful assistant to a teacher. However, should not overtake or command him under any circumstances.

- Use in stages
- Use as needed
- Give time for thinking and observation
- Variation in teaching aids
- Removal of teaching aids after use

## **PODCAST IN EDUCATION**

An advantage of podcasts is that they are a flexible medium for both teachers and students. They can be listened to by students anywhere, anytime, while doing other things and even when offline. Teachers can produce podcasts after some basic training in their own time without (necessarily) depending on a production crew.

Here are some advantages of using podcast in education:

- FLEXIBILITY

- LESS PRESSURE
- INFORMAL LEARNING
- INCLUSIVITY
- DELIVERY OF FRESH CONTENT

## **VIDEOS IN EDUCATION**

Using audio-visual materials in the classroom is nothing new. Using videos may appear to be passive, but with well-designed material, it can involve the high cognitive activity necessary for active learning.

## **BENEFITS OF VIDEOS FOR TEACHING AND LEARNING**

Videos create a more engaging sensory experience than using print materials.

Videos increase knowledge retention

- They provide flexibility
- They greatly assist in the learning of a subject
- They increase proficiency in digital literacy and communication
- Many videos now contain analytics features

## **INSTRUCTIONAL VIDEOS**

An instructional video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something.

## **FUNDAMENTALS OF USING PRESENTATIONS**

The purpose of a presentation is to aid comprehension.

Traditional PowerPoint slide design is flawed: slides packed with unfocused and text-heavy bulleted lists can confuse or disengage your audience

Why do care about presentations?

- In contrast to paper or other technical writing, you present your work and yourself
- People remember good presentations:
  - Good content
  - Well-presented
  - Well- design slides
- Many people put a lot of effort into each presentation

## **USING AND CREATING GOOGLE SITES**

Students today are electronically connected, and they expect their learning to be connected as well.

### **GOOGLE SITES**

It allows non-technical users to organize and share digital information in an easy to-maintain site.

What makes a good website?

- Design, layout and presentation
- Use of interactive materials and multimedia
- Two-way communication

## DETERMINE YOUR PURPOSE

Effective sites are not defined as much by their components as by whether they are achieving their purpose.

## SUPPLEMENTAL RESOURCES

include links to teacher created resources and outside resources related to the curriculum.

## **USING IMAGES IN GOOGLE CLASSROOM**

How important have images been to mankind's communication?

Some common themes arise during the early pre-historic periods based on the images facilitated on pottery and cave drawings. Centuries ago, Mesopotamia and Egypt used them on cave walls to educate new generations about their past.

## **DESCRIPTION OF ACTIVITIES**

### **MODULE I: ONLINE ENGLISH LANGUAGE TEACHING**

In the first module students learned to analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. In this module, the teacher promoted among the participants to take an active role in the analysis and discussion forums, in the course activities. The use of tools related to web 2.0 were for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms. The activities of this module had been developed online and cooperative learning will emerge spontaneously. Finally, we worked on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, we scheduled and carried out synchronous work sessions in MEET.

#### **Weeks 1 and 2**

In the first class, the teacher introduced herself to students and talked about the module, then she explained the syllabus and talked about the evaluation system. In the rest of the classes, the teacher made a presentation about the following topics:

- Synchronous and Asynchronous learning
- Theories of learning
- Learning theories in virtual learning: Behaviorism, Cognitivism, Constructivism, Connectivism.
- history elearning
- Virtual learning and English Teaching

In week 2 we made the first evaluation, it was about demonstrating the understanding of theories of learning and their application in a teaching-learning situation, the participants gave two examples of teaching-learning situations in which we would apply two of the four theories seen.

**In the week 3 and 4 the teacher presented and explained more theories about the online English language teaching:**

- Learning Management System
- LMS for English Language Teaching
- LMSs Most common

In the week 4 we made evaluation 2 it was about elaborate an infographic in order to identify the features of Learning Management Systems (LMS).

An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.

Infographics use striking, engaging visuals to communicate information quickly and clearly.

They are a valuable tool for visual communication. The most visually unique, creative infographics are often the most effective, because they grab our attention and don't let go.

## **Weeks 5 and 6**

During these weeks the participants studied the following topics:

- Google Classroom – Introduction
- Google Classroom - Create a class
- Assignment using Google Slides
- Quiz assignment - Google Classroom

In week 6 the teacher assigned the evaluation 3, it was about to design and create an English course on google classroom with its basic features. For create the English course on classroom we added the following elements:

- a. YouTube video
- b. PDF document
- c. website (link)
- d. an image
- e. an audio

## **Weeks 7 and 8**

In these weeks the team continued with others topics related to online English language teaching:



- Video conferencing Tools, in this session the teacher explained the different tools students can use to make a video conference

In week 8 students worked in group of 5 students in order to prepare and manage a micro-teaching lesson through Google Meet.

For this activity, the team chose a topic to be developed in three to four minutes, in order to have at least one minute to interact with the students 'in the class; the team prepared material to present the topic; students introduced ourselves to the class; presented the topic, and at the end the team asked questions to the students, so they participated in the activity the team prepared.

## **MODULE II EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE**

In this module, students learned to analyze and put in practice eight technological tools and their usages in the learning process in virtual education. The team acquired knowledge about the fundamentals and principles of technological tools when teaching a language. Moreover, students became competent in using technological tools like: Edpuzzle, Flipgrid, Kahoot; Powtoon, Liveworksheet, Nearpod, Padlet and Classroomscream.

All the activities were developed in synchronous and asynchronous sessions during eight weeks. Therefore, in this module students were able to create material to plan and develop synchronous class activities.

**Weeks 1 and 2:** Presentation of a list of technological tools for educational purposes and their foundations and principles.

The major activity for these weeks was to understand the purpose of using technological tools in virtual environments. The teacher presented and listed the educational applications and their concepts that we were to use during this module. In addition, the professor shared material in the moodle platform of the University of El Salvador to create an infographic based on the importance of technological applications in teaching-learning.

During these two weeks the activities were the following:

Activities week 1:

1. Presentation (Program, Content and Class Policies)
2. Presentation of the concept educational applications
3. List of technological tools and an overview
4. Question and answer forum to clarify doubts

#### Activities week 2:

1. Fundamentals and principles of using technological tools
2. Discussion forum on the fundamentals of technological tools when teaching a language.
3. Videos tutorials to create an infographic using Canva, Genially or Powerpoint
4. Forum to answer questions about infographic Guideline

**Weeks 3 and 4** Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets. The topic for these two weeks was the application of Edpuzzle, Flipgrid, Flippity and Liveworksheets in online education. The professor explained and did a demonstration on how to use these tools in a virtual class. Also, the facilitator provided extra material in the Virtual Campus platform of the University of El Salvador to go more deeply into the topic. In week four, the teacher gave instructions to elaborate a video using Flipgrid of two Educational tools studied in class and explain their uses, the most important features and provide also concrete examples of their application in online classes.

#### Activities week 3

1. General information and tutorial of Edpuzzle. Live practice.

2. General information and tutorial of Flipgrid
3. Videos and tutorials about Edpuzzle and Flipgrid
4. Websites about technological tools
5. Question and answer forum

#### Activities week 4

1. General information and tutorial of Flippity.
2. General information and tutorial of Liveworksheets. Live practice.
3. Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum

**Weeks 5 and 6** Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.

In these two weeks' students learned about advantages and disadvantages in the use of Nearpod, Padlet, Kahoot, Powtoon and Classroomscreen. The facilitator presented a general overview about these tools and She did a demonstration on how to create activities for students. The teacher also explained the pros and cons of using these applications in a virtual class. The major activity for week five and six was to create a video in Powtoon recommending to other teachers the use of educational tools in distance learning, this activity was developed in pairs.

During these weeks we achieved the following activities:

#### Activities week 5

1. General information and tutorial of Nearpod. Live practice.

2. General information and tutorial of Padlet. Live practice.
3. General information and tutorial of Powtoon. Live practice.
4. Videos and Tutorials about Nearpod, Padlet and Powtoon.
5. Websites related to Educational Tools
6. Question and answer forum

#### Activities week 6

1. General information and tutorial of Kahoot. Live practice.
2. General information and tutorial of Classroomscreen. Live practice.
3. Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English.
4. Question and answer forum

**Weeks 7 and 8** Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.

For week seven and eight, students completed the last activity which was to do a demo class. In other words, the participants prepared a micro-teaching lesson and we integrated all the educational tools that we learnt during the whole Module 2. This activity was developed in groups of five through the Google Meet. Then, every member of the group had to use a different tool to develop each activity according to the lesson plan (warm up, presentation, practice, production and wrap up) After the group finished the lesson, the rest of the class provided feedback to the team to improve the development of future virtual classes.

## **MODULE III DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS**

### **Week 1**

During the first week of this module students studied the syllabus, the activities and topics to cover. In the second week the participants started learning about Multimedia in Education. multimedia applications are used as a source of information to deliver learning resources for students. In the presentation the participants learned a brief history of multimedia, important dates such as 1887 when Thomas Alva Edison commissioned the invention of the motion picture camera. Participants studied some important concepts such as the one for multimedia, it is described as the texts, graphics, animation and video sound. All together or separate. At the end of the presentation students learned about Teaching aids.

### **week 2**

Second week we learn about podcasts in education. The podcasts are audio broadcast distributed via the internet. During this week the participants learn the use of some technological tools to create podcasts. Some of the tools are audacity, sound cloud and apps like Dolby, WaveEditor for Android, Mstudio, Audio Evolution Mobile Studio. The major activity for the first 2 weeks of study was to create a podcast using a tool learned during the course, the podcast must include a topic with introduction, development and conclusion then the team member shared the work created with a brief description of how the podcast will be used during the class.

### **Week 3**

During the third week, the students learn how to create and use videos for education purposes. There are many types of videos that can be used for education, for example instructional videos, interview videos, lecture videos among others. During this week the students create an instructional video for education. They were able to use tools like flipgrid, windows editor or android apps to create videos.

### **Week 4**

During this week students developed the ability to create presentations. As in COVID -19 era all students had to be electronically connected. The participants studied different tools to create a presentation to use during the online classes. The team discovered tools such as PowerPoint, pretzi and google slides. The major activity was to create a presentation using any tool for presentation purposes.

### **Week 5**

Week number five, the participants discover the use of Google sites. This tool is for the students to be connected at any time with their courses. The teacher has to decide what will be the purpose of the site. The advantages of using a google site are multiples. One of the most important is that the students can be self-sufficient, because they can have all the information about the course. The participants learn how to insert documents, activities, titles among others.

## **Weeks 6 and 7**

During week six and seven the participants learned how to create an interactive image using tools like canva, they also learned the importance of and the use of these images during the courses. The participants discovered that in education it is very important the use of images to explain a topic, also the major activity during this week was to create a google site that must include an interactive image, insert activities and decorate the site with information about the course. Also it was mandatory to create an interactive image explaining the topic the participants chose.

## **Week 8**

During the last week students shared the google site they created. The presentation had to include the main purpose of their google site and a brief explanation on how they organize their site. The presentation must long around 5 minutes. The team present their site one by one and that was the last activity for module III.



## **ACHIEVEMENTS**

At the beginning of the course, students learned and analyzed the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments.

Students learned how to create a virtual classroom using the LMS like Teams, Moodle or Google Classroom, these platforms permit educators to have a direct contact with students, during the classes, teachers can perform different activities in the same platform such as sharing didactic material like videos, pdf files or post links that redirect students to pages with information of interest to them. The students learned how to create small tasks using google docs and google forms.

In addition, in the second module students learned the use of technological tools for teaching-learning a foreign language in a virtual modality. The participants developed specific activities as part of the practice using technological tools. The participants created an infographic based on the fundamentals of technological tools, also the multimedia material using Flipgrid, Powtoon and Liveworksheets. Students acquired different skills using technological tools namely Flipgrid, Powtoon and Liveworksheets, Edpuzzle, Kahoot, Nearpod and Padlet .

In the third module the participants learned the use of web tools for the design of educational materials. The students learned how to use technological tools for the design of didactic material, with the help of integrated tools students were able to create a podcast, they created online presentations using google slides and other tools such as PowerPoint, also creation of interactive images, videos and some

others. The participants became able to create materials for a virtual learning environment.

## **CONCLUSIONS.**

- Digitalization in education facilitates access to materials and other resources, but at the same time teachers face new challenges, such as identification of digital resources appropriate to their own teaching context.
- Websites and virtual learning environments have the potential to transform the methodologies for foreign language learning and teaching. Teachers and students have the option to discover, study and collaborate together during the teaching-learning process, by creating their own designs and projects.
- This specialization helped the participants to be able to integrate the software used to create, deliver, track an online class, all possible thanks to the applications of technological tools in a virtual environment.
- The research team concluded that online classes can be more personalized. Despite the circumstances caused by COVID'19 pandemics, students felt motivated and satisfied with online classes.

## RECOMMENDATIONS

To the students:

- To communicate with other students, communication is an essential part of any activity. And when it comes to education, ineffective communication is just not acceptable.
- To continue using all tools learned during the specialization to have more knowledge and become masters in the use of all tools.
- To use technological devices in a good way to improve the learning process.

To the professor and the authorities of the University of El Salvador:

- To continue providing students with access to the basic technologies that are most important to their academic success.
- To increase the reach and quality of campus Wi-Fi networks.
- To invest in the preparation of the faculty members in virtual environments.



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## APPENDIXES

### APPENDIX A: Program of Module I – Online English Language Teaching

	<p>UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT</p>	
<p>Module 1: Online English Language Teaching</p>		
<p>PROGRAM</p>		
<p>1. GENERAL INFORMATION</p>		
1.1 Module 1:		
1.2 Code:	EDII114	
1.3 Pre-requisite:	None	
1.4 Academic Credits:	3	
1.5 Target Population:	Students who have concluded their academic courses	
1.6 Month and Year:	August-Oct. 2021	
1.7 Major Academic Unit:	Foreign Languages Department	
1.8 School:	School of Arts and Sciences	
1.9 Module Term:	8 Weeks/ 2 Months	
1.10 Hours per Modale:	60 Hours	
1.11 Professors :	MsE. Blanca Alicia Menjivar González Licda. Sey Danisia Najarro de Alvarado MsDi. Juan Antonio Flamenco Flamenco	

## **2. Module Description**

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

## **3. OBJECTIVES**

### **a) General Objective:**

- To know and apply learning theories for teaching English online using emerging technological tools.

### **b) Specific Objectives:**

At the end of this module, participants will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

## **4. Methodology**

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants.



as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

##### 5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

### TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, August 21 <sup>st</sup> , 2021	<ul style="list-style-type: none"> <li>• Introduction (Program, Sessions time, Class Policies)</li> <li>• Theories of learning in virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>• Video about Synchronous and Asynchronous concepts.</li> <li>• Video about Theories of learning</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
2 Saturday, August 28 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• E-learning definition and application</li> <li>• Virtual teaching and its application in teaching languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion forum about theories of learning</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
3 Saturday, September 4 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Website</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
4 Saturday, September 11 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>• Infographic</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
5 Saturday, September 18 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management System - Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial, multimedia</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
6 Saturday, September 25 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management System - Google Classroom (Live demonstration)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Virtual Classroom</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
7 Saturday, October 2 <sup>nd</sup> , 2021	<ul style="list-style-type: none"> <li>• Platforms for Videoconferences (Zoom, TEAMS, MEET)</li> <li>• MEET</li> </ul>	<ul style="list-style-type: none"> <li>• Videos, Multimedia, Tutorials, Web sites</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
8 Saturday, October 9 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Demonstrative class (MEET)</li> </ul>	<ul style="list-style-type: none"> <li>• Forum to answer questions or clarify doubts</li> </ul>

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

### Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

## 7. CLASS POLICIES

**I. CLASS PARTICIPATION AND ATTENDANCE\*:** Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

**II. MISSED EVALUATIONS\*\*:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

**III. HOMEWORK ASSIGNMENT DUE DATES\*\*:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

**IV. COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

**V. CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

**VI. STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

**VII. Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

**VIII. GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

\*Artículo 147

*El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.*

\*\*Artículo 148

*Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.*

\*\*Artículo 150


*Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.*

## APPENDIX B: Infographics created during module I, 'Features of LMS'



# Learning Management Systems

Important features

Create Manage Deliver Connect Collect




**The Calendar**, this allows students and teachers to post events and deadlines, deadline immediately appears on the calendar. (Edmodo)




**Add a co-teacher**, other teacher or TA can help to manage the activities in which students are engaged. (Edmodo)


**Collaborations and sharing resources**, share information with classmates, different schools, groups or with different courses. (Schoology, edmodo)




**Grading and feedback components** it is easy to add comments, recording audios of advices or recommendations for each students, private communication. (Edmodo, Schoology)



**Cost - effective**, it is a free platform accessible to all public. Easy to download the app on tablets and phones. (Edmodo, Schoology and moodle)



**\*\* A good extra feature to this LMS is add option to have video sessions instead of using another app or LMS.**





Karla Margarita Martinez Jimenez

## FEATURES OF LEARNING MANAGEMENT SYSTEMS (LMS)

**Chats**  
Platforms allow users to communicate through chats. Participants can use format text, use emojis, during chats. (Zoom, Teams, Google Meet)

**Give control**  
If you want another meeting participant to demonstrate something, you can give control to that person. You will both be in control of the sharing, and you can take back control anytime. (Zoom, Teams, Google Meet)






Platforms could work without internet connection, sometimes it is difficult to get internet connection, I think these platforms could work without network.

**Mute all for Education users:**  
Education meeting organizers can mute all participants at the same time. (Zoom, Teams, Google Meet)

**Share screen:**  
you can show a file to other participants using the screen share functionality without sending it to anyone or every participant. Thanks to that, everyone can view and discuss the contents of the file at the same time. (Zoom, Teams, Google Meet)



Activar Windows Claudia Gallegos  
GV12031  
Ve a Configuración para activar Windows

**APPENDIX C: Example of google web site created in the last module – Google sites.**



# INTENSIVE INTERMEDIATE ENGLISH II

This course will promote the development of the communicative competence by developing the skills: Listening, Speaking, Reading, and Writing. In addition, the grammar, vocabulary, and pronunciation.

