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FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS



TÍTULO:

“THE USE OF EDUCATIONAL TOOLS IN VIRTUAL ENVIRONMENTS FOR LEARNING
A FOREIGN LANGUAGE AT THE UNIVERSITY OF EL SALVADOR”.

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ABSTRACT

The COVID-19 pandemic has impacted the academic learning processes at different levels, particularly those in institutional organizations and those involving learners interacting with other students and teachers. Likewise, plenty of the curriculum has been adapted to an online format and currently the number of people taking online courses, and using technology as a tool to enhance their education has increased dramatically. People can now master a foreign language or get a whole degree with the new technologies. The Department of Foreign Languages of the University of El Salvador, UES, has worked on a new route to continue teaching languages. Due to the coronavirus pandemic and the large number of students registered in the graduation process, the Department decided to offer a specialization course that would serve as a new modality to complete their graduation requirement. A new specialization course was born in 2021: “Curso de especialización en la administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros”. This new academic experience is composed of three modules about e-learning: Online English Language Teaching, Educational Applications for Learning a Foreign Language and Design of Didactic Materials for Virtual Environments.

Keywords: Virtual Education, LMS, Technological Tools, E-learning, Educational Applications, ICTs tools, EFL.

INTRODUCTION

Human communication is one of the most essential needs that helps to understand oneself and each other, to solve problems. It is well known that every individual has an important role in society and much more important the need of every interaction has in common is the clear and effective communication. Besides this, it can refer the big impact of COVID-19 not only in society but also in education, while the school year ended at 2019, it started another stage probably one of the most challenging situations in the history of our nation, teachers and educators retake the way they were used to teach and evaluate students before the Covid-19 pandemic started.

It is well known that COVID-19 has devastated many aspects of life in El Salvador. The Ministry of Education recommend to develop virtual education since they have realized that educational programs are good complementary tools for students, therefore, most of the schools in El Salvador are using the internet to give students lessons and homework assignments, making online education the new normal way of studying.

Higher education also experienced an atypical aspect in life, everything changed, participants can mention that some years ago it was not common to get online courses by using interactive tools. In this final report it will focus on the impact Covid-19 pandemic has had on the learning process in general. Firstly, this final project has an abstract section, and our main research topic “The use of educational tools in virtual environments for learning a foreign language at the University of El Salvador”. Secondly, the introduction by explaining the different areas the group covered during this final work, then, the general and specific objectives the group want to reach in this final report.

Moreover, the theoretical Framework where the researchers include some historical aspect of the Covid-19 situation in El Salvador and abroad, then, the description of the different activities performs into the three modules, module 1, 2, and 3. Finally, the achievements about what was learned in the specialization course, the conclusions and the recommendations are presented.

CHAPTER I

OBJECTIVES

2.1 General Objective:

To demonstrate the importance of educational tools in virtual environments for using in the teaching and learning process at the Foreign Language Department at the University of El Salvador.

2.2 Specific Objectives:

At the end of this specialization course students will be able to:

- Apply educational tools for the design of didactic materials.
- Create digital material for the teaching- learning of foreign languages.
- Incorporate all necessary tools to present content in virtual learning environment.
- Identify multimedia resources concerning to the teaching- learning process that contribute and are suitable in virtual education.

CHAPTER II

THEORETICAL FRAMEWORK

Coronavirus disease (Covid-19) is an infection caused by the SARS-CoV-2 Virus which was first discovered from an outbreak in Wuhan, China on December 2019. The World Health Organization declared it as a Public Health Emergency of International Concern on January 2020 and a Pandemic on 11 March 2020. Most people infected by this virus experimented mild to moderate respiratory illness.

According to the World Health Organization (WHO) this virus can easily spread from the mouth and nose of an infected person in small liquid particles when they cough, sneeze, speak, sing or breathe. Moreover, since this virus spread easily, El Salvador Government adopted measures to minimize the infections. An internal alert was activated and different measures were taking into account: Sanitization of the International Airport, placement of thermographic cameras at the different borders of the country, it was restricted the free entrance of the foreigners.

The government of El Salvador decreed on March 13th, 2020 an important measure, it was: “the state of emergency and the law of temporary restrictions” where people just can leave home if strictly necessary, to buy food depending on the day of a calendar given by the Government indicated at the Salvadoran ID, agglomerations of more than 50 person were also suspended.

Education in El Salvador during the Covid-19 context.

Covid-19 has devastated many aspects of life in El Salvador, education was not the exception. The lockdown on March 11th, 2020 imposed by the President of El Salvador Nayib Bukele forced the Educational Minister to introduce some new platforms where virtual education was the solution to this untypical scholar year (Litchey, 2020).

They implemented the program “La Educacion Sigue”, this program includes: Teleclasses, designated by specialist from the Ministry of education, they posted weekly radio classes, they were delivered weekly and it was intended for students that do not have internet at home. They also allowed the use of Google Classroom to have virtual classes as well as Google site to complement learning.

It is noted that even during the difficult times the education continued at public and private schools and the government also implemented the delivery of a computer to every child from the public education, they tried to break the digital barrier that still exist in some rural areas from the country. Traditional classes were suspended during the year 2020 all around the world, teachers and students were force to have classes from home, it’s here where virtual education experienced a boom.

El Salvador was not the exception, like other counties around the world the COVID-19 pandemic had a significant negative impact in the life of people and families, it affects educational systems. The University of El Salvador interrupted their physical activities on campus as a result of the lockdown by shutting down places like schools, churches, parks, workplaces and international borders, students were force to change traditional education for virtual environments. Educators had to get prepared for the new challenges as well as they have to prepare digital material for virtual classes, they were instructed how to manage the different online platforms that would allow them to have the new virtual contact with students.

Learning Theories for Online Education.

In general terms, it is important to define “learning” as the process of acquiring new knowledge, skills, understanding, attitudes, preferences.

There are some definitions that can help us to better understand this concept: According to Henry Smith, “learning is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience”.

Robert S. Woodworth said “Learning is the result of experience”.

A common concept to define learning is the acquisition or modification of new skills, knowledge, behaviors, values or preferences in a daily life. An example of learning acquisition is “learning to ride a bike” in this case the person in the first trial can have some negative reinforcements in case crashing to the ground, but at this point, the more the person practice the more they will learn easily that skill. The concept of the theory, involves multiple disciplines, psychology, sociology, neuroscience and education, is important to mention that the theory explains and predict phenomena their purpose is to propose the answer to basic question associated with the phenomena.

It is essential to know that numerous scientifics and phycologists have devoted their carriers to the study about learning theories, it is crucial for them to understand how people learn.

According to some scientifics theories of learning are: “empirically based accounts of variables which influence the learning process and provide explanation of the ways in which that influence occurs” (Freitas, Mayes & De. 2004).

Behaviorism: A simple concept, behaviorism is only concerned with observable stimulus response behaviors, that means that learning is based on a system of routine, here the participant can have a feedback and positive reinforcement.

Cognitivism: Cognitive theorists promoted the concept that the mind has an important role in learning, motivation and imagination as critical elements of learning. It was developed in the 1950 by Jean Piaget, his theory focused on 4 stages of intellectual (or cognitive).

Constructivism: This theory basically consists that learner builds upon his /her experience and understanding to construct a new understanding.

LMS (Learning Management system) for English Language Teaching.

It is notably a software application for the administration, documentation, tracking, reporting and delivering of educational courses, training programs, LMS concept emerged from e-learning and the main purpose is the construction of learning through interaction.

L Because it can be use it to deliver training courses and programs.

M Because it helps you organize these courses.

S Because you do it everything online and keep all information in one place.

Thus, among their benefits w can mention provide learning experiences that are adapted to individual learners, making it easy for instructor to make notes and changes, give instructors and students the opportunity for online collaboration.

There have been identified seven main categories of tools in an educational platform:

- Evaluation
- Interface
- Navigation
- Didactic
- Coordination and administrative support
- Resources
- Communication
- Interaction

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. In simple words, e-learning is defined as “the learning that is enabled electronically”.

Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-learning most often takes place in the form of online courses, online degrees, or online programs.

ICTs tools for teaching and learning.

The Covid-19 pandemic situation has definitively changed the way students taught, as a pandemic result, the physical classes has been replaced by online live- recorded sessions at home using mobile phones have taken the place of books.

ICTs tools for teaching and learning cover everything from digital infrastructure such us printers, computers, laptops tablets, and software tools such as Google meet google Spread Sheets.

Educational Tools used for teaching.

➤ Google Classroom

Google Classroom is a site of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as a way to get eliminate paper in classes and to make digital learning possible. It was initially planned to be used with laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments.

As more schools have transitioned to online learning, Google Classroom has gotten a far wider use as teachers quickly implement paperless instructions. Classrooms works with Google Docs, Sheets, Slides, Sites, Earth, Calendar, and Gmail, and can be supplemented by Google Hangouts or Meet for face-to-face live teaching or questions.

➤ **Edpuzzle**

Edpuzzle is a web-based tool for editing online videos and adding interactive content to target specific learning objectives. Teachers can upload their own videos, add URLs, or search the built-in content library. Overall, Edpuzzle is a way to make a video interactive and student-centered.

Rather than a teacher playing a video, clicking pause, and then trying to get students to discuss or take notes or interrogate the film based on what the teacher deems reasonable, Edpuzzle puts the student in control. Edpuzzle truly takes the viewing experience and slows it down for students and allows them to engage with it individually.

➤ **Flipgrid**

Flipgrid is an extremely good video discussion tool as it is designed with Microsoft to work specifically for teachers and students in a digital classroom. The idea behind this educational tool is to use video to create an open platform of discussion and learning that does not require a physical classroom to get everyone involved. That makes Flipgrid an ideal remote learning tool as well as a powerful homework-based application for students to use with each other.

One of the best things about Flipgrid is the ability to interact using video, such as face-to-face in the real world, but without the pressure of a live classroom.

Since students are given the space and time to respond when they are ready, it makes educational engagement possible for even more anxious students who might ordinarily feel left out in class.

The ability to add rich media encourages students to be creative and, potentially more importantly, expressive. This aspect can help students feel less apprehensive and more empowered to express themselves openly, engaging more deeply with the task.

➤ **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 is also a great way to get students to create their projects.

Since Flippity works with Google Sheets, it is 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.

Flippity's templates are all provided for free and simply require the teacher or students to make edits to personalize the experience.

➤ **Liveworksheets**

Liveworksheets is a website that allows teachers to transfer their already-made worksheets from hardcopy to digital, interactive, and thus, live worksheets. It provides a considerable number of options to be used. These options can be divided into two big themes: assessment tools and text-enrichment tools. Liveworksheets provides tools such as a drop-down select box and checkboxes which allow students to select the correct answer from a list.

Another tool is called open-answers, which allows students to write their answers directly onto the work-sheet.

For text-enrichment, Liveworksheets provides tools which allow teachers to add video or audio files into their worksheets for the students, these features support content accessibility by making the content more understandable than having text all over the worksheet. Liveworksheets is a great website for teachers because it helps them to develop online assessment and create interactive worksheets that may accommodate diverse students and diverse needs.

➤ **Nearpod**

Nearpod is an online student engagement platform that is a great resource that teachers can use in class to help students learn because it allows the teacher to give students questions like open-ended ones where you type the response, or the answers can be published in drawings where the students can actually draw on Nearpod to show their work in writing or drawings if they need to.

Nearpod allows all the students to come together in one classroom, and each one is in their own personal space where the teacher can give them feedback on their answers. Nearpod has been a great experience as the teacher can share videos, questions and polls with the whole class so everyone is interacting and focused. Now, with the COVID-19 pandemic, Nearpod has been very useful for what the teacher is teaching to students today.

➤ **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 is 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 is 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.

Kahoot! is a cloud-based quiz platform that is ideal for students and teachers. Since the game-based platform allows you to create new quizzes from scratch, it is possible to be creative and offer bespoke learning options for students. Ideal for distance learning.

While Kahoot! can be used in the classroom, it is ideal for remote learning use. It is possible for teachers to set a quiz and wait to see the scores as students complete it. Or they can carry out a live hosted quiz using video with third party apps such as Zoom or Meet to be there as students are working through the challenges.

➤ **Powtoon**

Powtoon is a presentation tool designed for both business and school use, based on the idea to take otherwise standard presentation slides and make it more fun and exciting using video animations.

This is a great tool for teachers hoping to engage the class more digitally. But it's also a really powerful way for students to express themselves in a more creative way.

The fact they are learning a new tool while doing that is just a useful bonus. With ready-made templates, online access, and teacher-specific features, this is a very appealing tool. The idea being it can be used by teachers and students alike without taking too much time and without a big learning curve.

➤ **Audacity**

Audacity lets you record audio through either a built-in microphone or an external one. It can even work with a full mixing board and multiple sources of audio. The program will record everything from a single person speaking to a multiple-microphone podcast. It can also be used (by experienced users) to edit audio and layer tracks together.

Audacity is an easy tool that any teacher can use to make podcasts. It can be used to record classroom events or to communicate with your students and parents.

➤ **Soundcloud**

SoundCloud is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts. SoundCloud can work as both a classroom tool and as a creative outlet for teens, although it is not perfect for either purpose.

It may work well for some classroom purposes, like uploading and sharing podcasts. However, most teachers will find SoundCloud lacking in a few important areas.

First and foremost, SoundCloud would work better in the classroom with greater privacy controls and the ability for teachers to create closed networks.

➤ **Genially**

Genially is an online all-in-one tool that will soon become your go-to tool for creating visual content. It is an online tool to create impressive, interactive presentations, images, infographics, charts and more. Genially can be a great tool to encourage and grow students' design skills, as long as teachers are clear about expectations and learning goals. Students can use Genially to learn how to consider their audience to convey messages appropriately and effectively.

Collaboration opportunities also promote teamwork and cooperation, especially if teachers monitor students to see that everyone is dividing tasks fairly. What is most daunting but also most impressive about Genially is how detailed and interactive students' creations can get. There are features, like adding animations and interactive overlays to media, that other tools do not have.

➤ **ClassroomScreen**

ClassroomScreen is a digital display board that can be used in the analog or virtual classroom to support classroom management, information gathering, and student reflection. It is a digital classroom display tool that has many useful widgets that support teaching and learning.

With ClassroomScreen, there is a number of digital widgets teachers can project onto a screen for the entire class. One particularly useful feature is the duo widget option, which lets you divide the screen into two and give student groups different assignments.

The work symbols are useful to create one group of students to work together while the other group stays quiet. The teacher can also give each group different start and end times.

➤ **OpenShot Video Editor**

OpenShot can take your videos, photos, and music files and help you create the film you have always dreamed of. Easily add sub-titles, transitions, and effects, and then export your film to DVD, YouTube, Vimeo, Xbox 360, and many other common formats.

OpenShot allows teachers to create good quality video content for classroom instruction or for students to access as part of an online class or for self-study. OpenShot offers many features and options you can use to create video content for the classroom.

Using multimedia resources in a virtual environment.

Didactic Material

Ogalde & Bardavid (2003) defined 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 concept, abilities and skill, as well of the formation of attitudes and context”.

Didactic material can come from a variety of places such as textbooks, educationally produced teaching material, online sites and even from the teachers themselves their own created material. (Maria & Gabriel, 2016). Didactic material is also known as auxiliary or media, any resource used to support and facilitate the teaching- learning process used by the teacher and students.

Harmer (2005) defined didactic materials as “variety of teaching aids to explain language meaning and constructions, engaged student in a topic, or as the basic of a whole activity”.

Teachers should create and adapt material according to the program objectives as well as teaching strategies. It is important to know the proper material motivate students in their learning process.

Multimedia

It is the exiting combination of computer hardware and software that allow you to integrate video, animation, audio, graphics and text resources to develop effective presentations on an affordable desktop computer (Fenrich, 1997).

“Multimedia is characterized by the presence of text, pictures, sounds, animations and videos; some or all of which are organized into some coherent programs” (Phillip, 1997). In general terms, multimedia is the field concern with the computer, controlled of text, graphics, drawings, moving images, animation, sounds/audios, animations/ videos.

Podcast uses in education

A podcast is a series of spoken word, audio episodes all focused on a particular topic or theme like cycling or startups. The term podcasting was first introduced in 2003 and by 2005 there were more than 10,000 different podcasts available on a several themes, it is well noted the used of technology such as podcast and audio files in education has increased. Some qualities of effective podcast include:

- They represent a single idea that can be explain verbally
- They are part of a series with each single event related to others
- They are available in an electronic format that is easily, often as an MP3 file
- They are stored on a website or other internet location for easy access and are current and change or update frequently.

CHAPTER III

DESCRIPTION OF ACTIVITIES

Module 01 - Online English Language Teaching.

To begin with, the first module introduced the fundamentals of online education and its application on the English Language Teaching, the study of the virtual/online teaching approach which focuses in the use of LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities. The course lasted eight weeks, and all the topics were divided during that time in order to cover all of them. Each week description has been summarized based on the content studied.

Week 1: Monday, August 23rd – Wednesday, August 25th, 2021

This first week, the students began reviewing the difference between synchronous and asynchronous learning, theories of learning and the learning theories in virtual learning such as: behaviorism, constructivism, cognitivism, connectivism, among others. As a reinforcement, they watched some YouTube videos related to the theories of learning, and the teacher created a forum to answer questions in order to clarify any possible doubts about the topics studied.

Week 2: Monday, August 30th – Wednesday, September 1st, 2021

This second week, the participants studied the history of learning, e-learning and virtual learning for English Teaching. At the end of the first 2 weeks, they had their first evaluation to demonstrate the understanding of theories of learning and their application on a Teaching-Learning situation.

The exam was about completing an academic forum analyzing and posting a comment giving two examples of Teaching-Learning situations in which the students would apply two of the four theories studied in class. For some of them, it was their first interaction with the Moodle platform as well as the first time posting in an academic forum.

Week 3: Monday, September 6th – Wednesday, September 8th, 2021

This third week, the participants learned about the LMS Learning Management Systems and also about the LMS for English Language Teaching. They reviewed the LMS history, and the different types of LMS, the most common ones, their features, etc. As additional material, the students watched some videos, read a list of websites and a forum to answer questions or clarify doubts.

Week 4: Monday, September 13th – Wednesday, September 15th, 2021

This fourth week, the participants studied a little bit more about Language Management Systems (most common ones). They also learned how to use Canva in order to create an Infographic which was their 2nd evaluated activity. For this activity, the students created an infographic about 3 to 4 LMS, choosing between three and five of the most important features. Besides, the participants added two other features they considered an LMS must have for Teaching Languages.

Week 5: Monday, September 20th – Wednesday, September 22nd, 2021

This week, the participants reviewed the Language Management System - Google Classroom. They went through an introduction of it, such as the steps on how to create a class. Moreover, the students watched a tutorial, multimedia content and a forum to answer questions or clarify doubts as additional material.

Week 6: Monday, September 27th – Wednesday, September 29th, 2021

This week, the participants had some extra material and watched some YouTube tutorial videos providing steps and details on how to create a virtual course using Google Classroom.

Furthermore, they also had their 3rd evaluated activity, in which the students needed to create a class. They chose a macro skill or a micro skill and also some material for their course such as: YouTube videos, PDF documents, website (links), some images, audios, a PowerPoint presentation or a Google Slide, etc.

Week 7: Monday, October 4th – Wednesday October 6th, 2021

This week, the participants learned and went through how to use platforms for videoconferences such as: Zoom, Teams, Meet. Besides, they watched tutorials, how to create breakout rooms and use Jamboard.

Week 8: Monday, September 11th – Wednesday, September 13th, 2021

This last week of the course I, the participants had their last and final activity. It was about a Demonstrative class using Meet, and this activity took place in groups of 5 members. Each student needed to prepare a five-minute mini-lecture on any topic. They presented their topic using a PowerPoint presentation or a Google Slides to do so.

Module 02 - Educational Applications for Learning a Foreign Language.

To summarize, this module was about the theoretical fundamentals and the use of technological tools for Teaching-Learning a Foreign Language in a virtual modality. The technological tools that were used to teach online were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. It had a duration of 8 weeks, and all the topics were divided during that time in order to cover all of them.

Week 1: Monday, October 18th – Wednesday, October 20th, 2021

This first week, the teacher introduced the program, content and class policies of the course. Likewise, she also presented a list of technological tools and an overview. Finally, the participant also watched a Netiquete YouTube video as part of the additional material.

Week 2: Monday, October 25th – Wednesday, October 27th, 2021

This second week, the students reviewed the fundamentals and principles of using technological tools. Also, they had their first evaluated activity related to an infographic based on the fundamentals of technological tools while teaching a language. The participants used the same tool (Canva) from the previous module to create infographics. Additionally, they had a forum discussion on the fundamentals of technological tools when teaching a language, and a question-and-answer forum.

Week 3: Monday, November 1st – Wednesday, November 3rd, 2021

This third week, the participants went through a brief introduction and general information, of Edpuzzle along with a live practice with their classmates.

Subsequently, they had some general information and some tutorials of Flipgrid. The students had some additional reinforcement with some videos, tutorials, websites, and the question-and-answer forum to clarify any doubts.

Week 4: Monday, November 8th – Wednesday, November 10th, 2021

This week, the participants studied some general information and a tutorial of Flippity as well as some general information and tutorial of Liveworksheets. Besides, they had some live practice with their classmates. Furthermore, the students watched a video summary about the tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets, a question-and-answer forum.

Finally, their 2nd evaluated activity was about recording a video using Flipgrid to record a tutorial using another web tool to create online content for classes.

Week 5: Monday, November 15th – Wednesday, November 17th, 2021

This week, the participants went through some general information and a tutorial of Nearpod along with some live practice with their classmates. Furthermore, they reviewed some general information and a tutorial of Padlet with a live practice. Then, the students learned general information and a tutorial of Powtoon with some live practice.

Lastly, they had some reinforcement material such as videos, tutorials, websites, and the question-and-answer forum to clarify any doubts.

Week 6: Monday, November 22nd – Wednesday, November 24th, 2021

This week, the participants studied some general information and a tutorial of Kahoot and Classroomscreen. In addition, they had a live practice with our classmates.

During this week the students had their 3rd evaluated activity in which they needed to create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English.

Week 7: Monday, November 29th – Wednesday, December 1st, 2021

This week, the participants reviewed how to use Padlet and Nearpod as additional web tools. They had some live practice with their partners. The students also had some additional material videos and tutorials.

Week 8: Monday, December 6th – Wednesday, December 08th, 2021

During the last week, the participants had their final evaluated activity. They needed to prepare a demo class using two of the technological tools, studied during the whole module. The students presented their class and the material created using two technological tools in front of their classmates.

Module 03 - Design of Didactic Materials for Virtual Environments.

In this module, the students learned how to use at least four web tools for the design of educational materials, and web-elaborated materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, they needed to complete an integrative task in which the students applied the competencies acquired during the three modules. It has a duration of 8 weeks in which all the topics were divided.

Week 1: Monday, January 17th – Wednesday, January 19th, 2022

This first week, the participants had an introduction to the program, content and class policies. Besides, they studied the fundamentals of using multimedia resources in a virtual learning environment. Additionally, the students watched some videos as additional material regarding the advantages of using multimedia in education.

Week 2: Monday, January 24th – Wednesday, January 26th, 2022

This second week, the participants studied the use and creation of podcasts, using the Audacity and Soundcloud web tools. As additional material, they watched some videos, tutorials, and reviewed websites. Finally, the students had their first evaluated activity regarding the creation and elaboration of a Podcast that could be used in an online class with our students.

Week 3: Monday, January 31st – Wednesday, February 2nd, 2022

This third week, the participants learned the fundamentals of video production, they watched some tutorials, YouTube videos and examples of video editors' apps. At the end, the students double checked some options like OpenShot or Windows 10 Editor.

Week 4: Monday, February 7th – Wednesday, February 9th, 2022

This week, the students went through the fundamentals of presentation creation. They watched some videos, tutorials, and websites regarding how to create Prezi, Power Point Presentations and Google Slides.

Week 5: Monday, February 14th – Wednesday, February 16th, 2022

This week, the participants learned how to use and create a Google Site. they had some additional materials such as videos, tutorials, ad websites to learn how to design a Google Site. Subsequently, the students presented their 2nd evaluated activity regarding the creation of a video tutorial. They used the video editors presented in class, and created a tutorial that can be used with their students through the Google Classroom and Google Site.

Week 6: Monday, February 21st – Wednesday, February 23rd, 2022

This week, the participants studied the fundamentals of image selection by using Genially. They also had some additional material as reinforcement such as videos, tutorials, and websites. The students also reviewed some websites to get public domain and free images. In addition, they presented their 3rd evaluated activity in which the participants needed to record and teach a topic using a Power Presentation or Google Slides. As a requirement, they needed to create a high-quality presentation related to the topic following some specific criteria.

Week 7: Monday, February 28th – Wednesday, March 2nd, 2022

This week, the participants learned how to use and create a Google Site. Later, they went through reviewing some further details regarding how to create our Google Sites, integrating it with their Google Classroom, and how to add all their didactics materials.

In addition, the students presented their 4th evaluated activity related to create an interactive image using Genially so that they can use it in their online classes with their students.

Week 8: Monday, March 7th – Wednesday, March 9th, 2022

To conclude, the participants had their last week and final evaluation presenting their Google Sites, Google Classroom and several activities that could help the to develop a class such as YouTube videos, tutorials, Power Point presentations, etc.

CHAPTER IV

ACHIEVEMENTS

After having completed the whole specialization, the participants can say as group that they have learned a lot about e-learning and online classes. With the actual digital era and the Covid-19 crisis, they needed to adapt to new ways of learning.

Online classes were barely popular or accepted back in the days, but all of the sudden, the participants needed to know how to create an online class, create an interactive image, provide games, additional material, tutorial videos, etc.

That being said, the students know that as future professionals and teachers, they need to be up-to-date with all the ways of teaching.

Therefore, learning how to use and navigate through an LMS like Moodle to post material or comment a discussion forum is really meaningful. In addition, mastering the usage of tools like Canva to create Infographics, presentations slides, images, etc. is going to help them a lot to share additional material with their students through the courses as a way to reinforce a grammar topic, etc.

Furthermore, nowadays learning how to create a class for teachers is mandatory to be able to provide the best experience possible to their students. Likewise, creating a Google Classroom is fundamental to make sure that the participants will be able to add all our materials, presentations, website links, YouTube videos, etc. All these also applies for Google Meets, they can create class session with the Google Meets tool, share the link with the students, create break-out rooms, have students participating and sharing their class materials with them so that the class can stay engaged with the diversity of topics provided through the language courses.

After learning how to design a class, which was the first stage of the specialization, the participants also mastered some additional tools that will make their lives easier as teachers such as: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, ClassroomScreen, Powtoon, which are perfect to create class material, homework, present a new topic, or reinforce it, etc. For example, they can use Powtoon to create a video and share some pictures, grammar topics, and instructions to the students.

Flipgrid is great for an oral production homework, for example, students can record themselves, giving a speech about a specific topic. For example, every student can record one video sharing their daily routines and share it with the rest of the class.

In addition, other web tools are also helpful to develop our classes with our students. For example: Powtoon which is a great tool to create and edit video so that the participants can add some text, images, audios etc. to present our didactic material with our students. It is a very important technological tool the participants were able to master during our specialization course.

Moreover, the participants also get into further details regarding how to create didactic material, they learned how to create a podcast using tools such as SoundCloud and Audacity. Podcasts are very popular now and as teachers the participants need to consider all type of learning aids. They can create podcasts with their students so that they further review specific topics.

Knowing how to record and edit video in order to create content for students is a must nowadays with online teaching. Creating didactic will be helpful to develop specific topics, grammar, etc.

Therefore, the participants learned how to create videos, edit them, create tutorial videos, how to edit videos with different tools such as the Windows 10 video editor and OpenShot so that they could share their videos through our YouTube channel.

Finally, learning how to create a Google Sites was the icing on the cake. Having an online class using their Google Classroom and Google sites full of videos, tutorials, websites, homework, YouTube videos will help the participants to achieve their main class goals with their students. It will encourage participation. It will not be boring to their students and will help the participants to be better teachers during this new digital era.

CHAPTER V

CONCLUSIONS

The objective of this research work was to demonstrate the importance of educational tools in virtual environment in language learning at the University of El Salvador. For this, some tools were taken into account: Google Classroom, Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Powtoon, Audacity, Soundcloud, Genially, ClassroomScreen Openshoot and Google Site. The using educational tools could be beneficial to the language learning, having different resources to provide students more ways to language learning. It is important to know that due to the Coronavirus pandemic situation, face-to-face teaching and learning is changing and digital resources are increasingly being used as support.

A priority of the reorganization of the education system in Foreign Language Department at the University of El Salvador is to prepare teachers in order to identify responses to current emerging requirements of students in virtual environment. The distance learning model has attracted new experiences which require the transfer of activity planning from the traditional format to the virtual format. This change is expected to be temporary, based on the circumstances generated by the COVID-19 crisis.

The results of specialization course showed that self-learning is not a new concept and, in that sense, mobile applications, technological tools and online platforms can be good allies for students, therefore, these can give students the possibility of learning or expanding their knowledge of a language having the willingness to be able to practice each day the weak aspects of the language.

Into the perspective as a teacher, teachers have begun to use the tools that technology provides, this is the perfect time to begin to take seriously the utilization of technological tools which will be capable of being introduced to the educational system, and that a better and accelerated learning method will be developed for future generations.

Moreover, it is recognized that the teachers promote among the students to take an active role in the development of English language teaching methodology in virtual learning environments.

The use of tools related to web 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.

There is no doubt that the use of teaching materials facilitates teaching and it is an auxiliary element in the learning process by acting as a mediator in the education of students. That is the reason why teaching materials should be used that are presented through the technological tools that are commonly used by students, innovative materials that are specially designed and manufactured to teach and learn in a way that captures the attention of students and allows them to acquire certain concepts and thus contribute to the development of their logical thinking at the same time that they feel motivated by their learning.

With the use of the different didactic materials and technological tools through LMSs can provide quality education to a higher number of students, the educational institution must be prepared to offer this education, able to face the challenges of the new era.

CHAPTER VI

RECOMMENDATIONS

During the research, the team has prepared a series of recommendations, in order to continue improving the educational system and continue working hand to hand in the virtual education.

For the Department and for authorities of the school of Humanities:

- Language students need specialization courses. Having a variety of them will help students to decide which one will better fit their needs. As in any learning process, students will take advantage of any project that helps them to train their language and professional skills.
- It is necessary for teachers to adopt tools to work online, (since it is not very common to implement this area until today) professors have to encourage students to use technology correctly also the skills of students in terms of oral production, because through communicative acts they can infer aspects of grammar, pronunciation, among others.
- It is necessary to promote to students to use ICTs as a language learning strategy outside the classroom taking advantage of the technology advances and tools that can make easy the learning process.
- After the Coronavirus pandemic situation, it is necessary to create more opportunities for professors in the professional development specialty in LMSs area particularly. To provide to the educational staff advisory and professional teaching in the mentioned area, in order to improve the learning process of the students and like this to promote a better modern methodology of learning using technological tools in future generation.
- It is necessary to open virtual spaces in which students have the opportunity to have closer contact with the language and in which they can work their oral production skills.

CHAPTER VII

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WEB SITES

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- <https://meet.google.com/>
- <https://classroom.google.com/>
- <https://jamboard.google.com/>
- <https://edpuzzle.com/>
- <https://info.flipgrid.com/>
- <https://flippity.net/>
- <https://www.liveworksheets.com/>
- <https://nearpod.com/>
- <https://padlet.com/>
- <https://kahoot.it/>
- <https://www.classroomscreen.com/>
- <https://www.powtoon.com/>
- <https://www.audacityteam.org/>
- <https://soundcloud.com/>
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- <https://www.techlearning.com/how-to/what-is-flippity-and-how-does-it-work>
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- <https://www.techlearning.com/how-to/what-is-padlet-and-how-does-it-work-for-teachers-and-students>
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- <https://www.techlearning.com/how-to/what-is-powtoon-and-how-can-it-be-used-for-teaching-tips-and-tricks>
- <https://www.teacherspayteachers.com/Browse/Search:audacity>
- https://www.educationworld.com/a_tech/tech_in_classroom/podcasting_with_audacity.sht
- <https://www.common sense.org/education/website/audacity>
- <https://www.businessinsider.com/what-is-soundcloud>
- <https://www.common sense.org/education/website/soundcloud>

- <https://www.teachersfirst.com/single.cfm?id=17621>
- <https://www.commonsense.org/education/website/genially>
- <https://www.free-power-point-templates.com/articles/classroomscreen-onscreen-widgets-for-interactive-learning/>
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CHAPTER VIII

APPENDIXES

Appendix A

Module 01: Online English Language Teaching.

Figure A1

Campus platform screenshot.



Figure A1.1

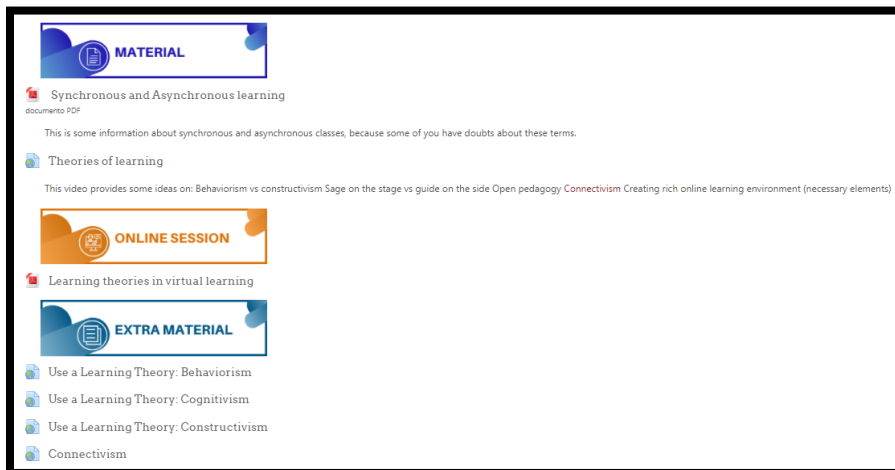


Figure A2

Specialization course screenshot.

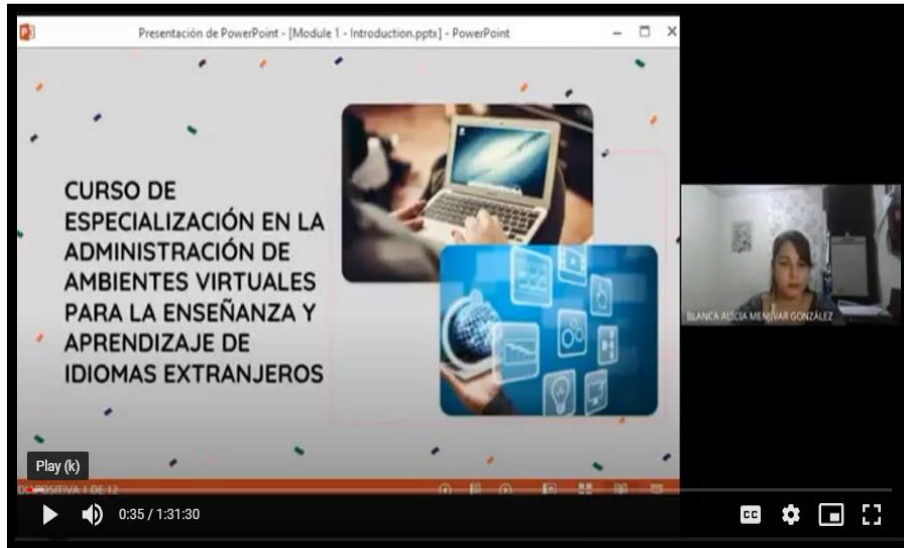


Figure A3

Academic Forum Evaluation.

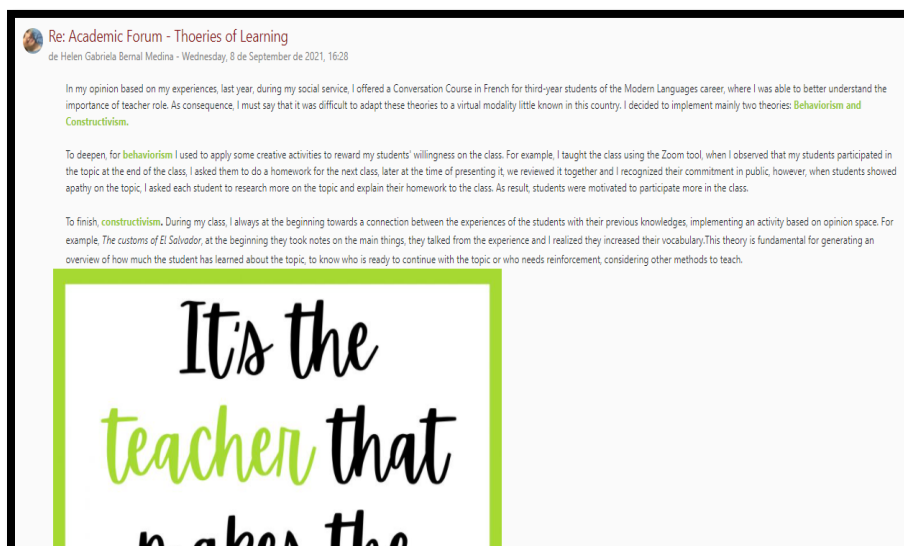


Figure A4

Infographic Evaluation.



Figure A5

Creation of Classroom Evaluation

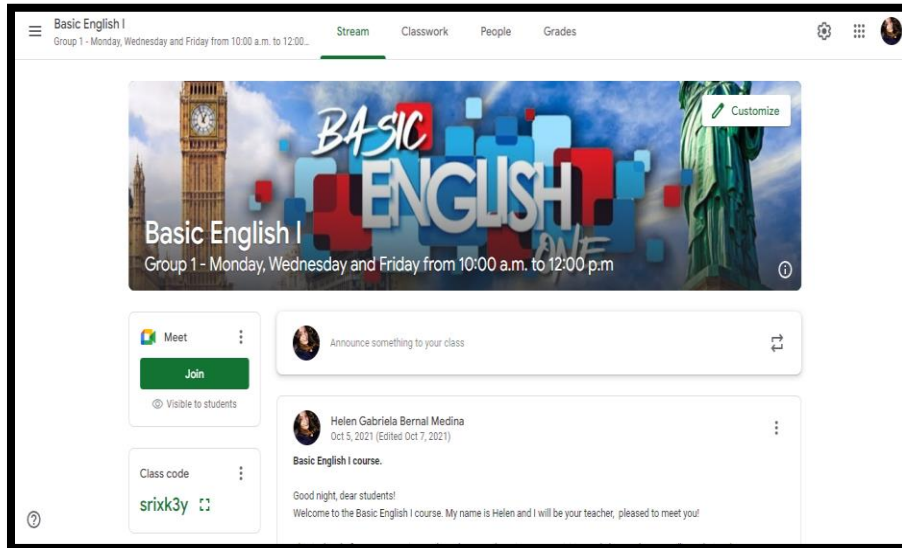


Figure A6

Demo-class using tools studied in class Evaluation.

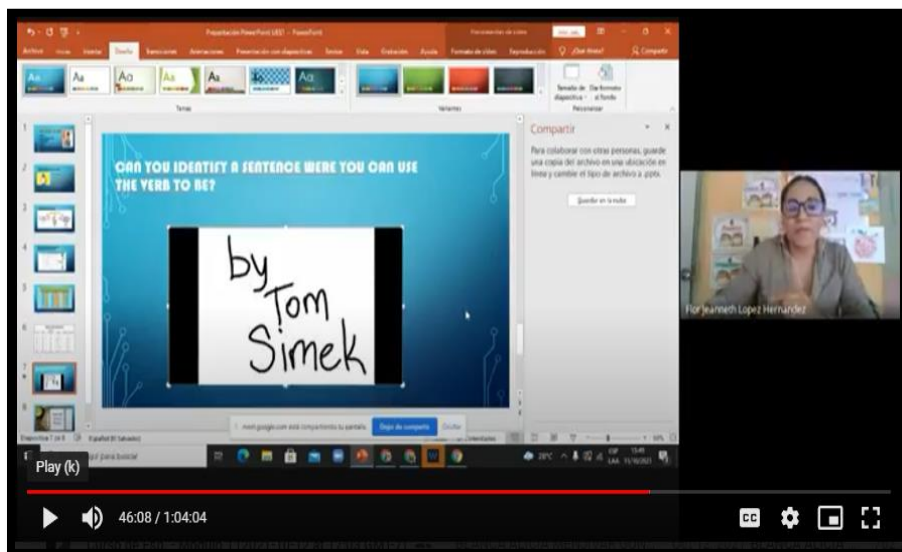


Figure A7

Program of Module 01.



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

Figure A7.1

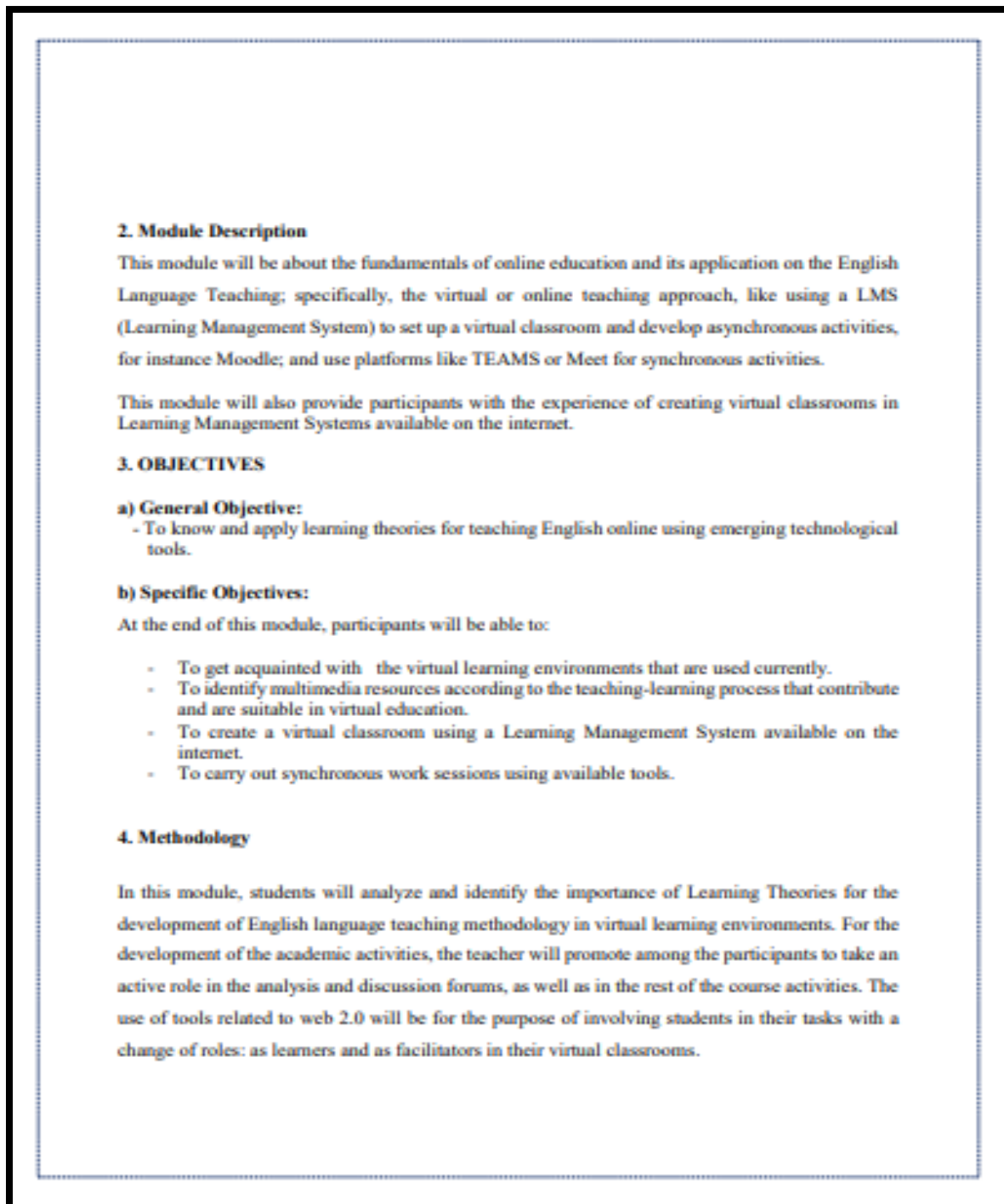


Figure A7.2

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%)

Figure A7.3

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

1. 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.

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

Figure A7.4

3. 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.

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

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

6. 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.

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

8. 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 o 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.

Figure A7.5

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

****Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

8. REFERENCES

Books

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- <https://mareprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>

Appendix B

Module 02: Educational Applications for Learning a Foreign Language.

Figure B1

Campus platform screenshot.



Figure B2

Specialization course screenshot.

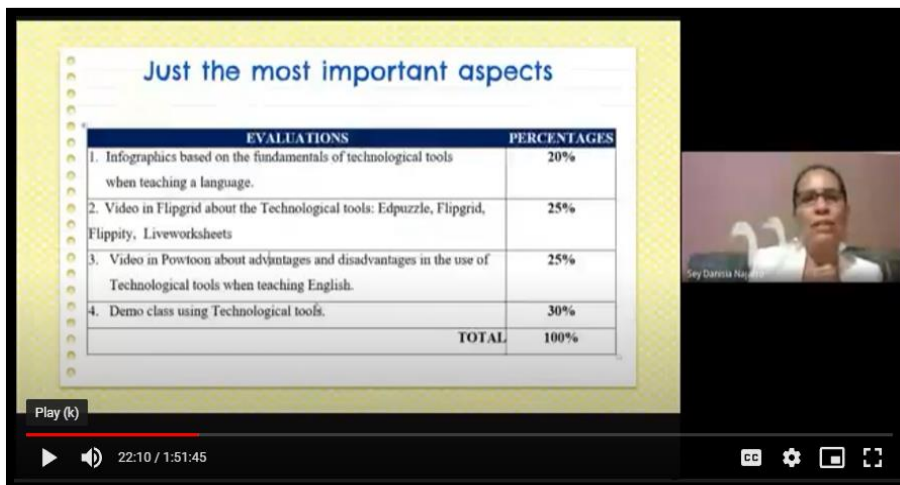


Figure B3

Infographic Evaluation.



Figure B4

Tutorial of Liveworksheets using Flipgrid.Evaluation.



Figure B5

Video using PowToon Evaluation.



Figure B5

Video based in Lesson Plan using tools studied in class Evaluation.

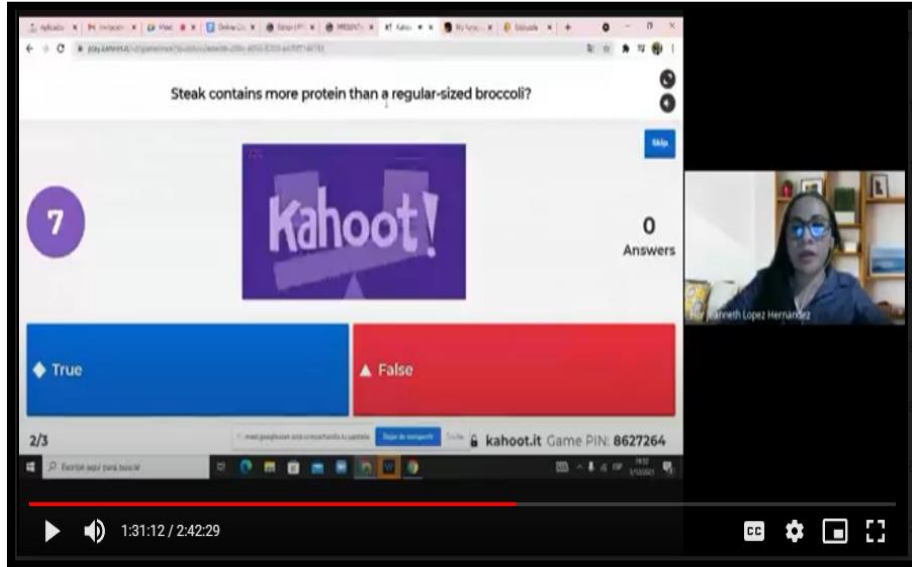


Figure B5.1

Video based in Lesson Plan using tools studied in class Evaluation.

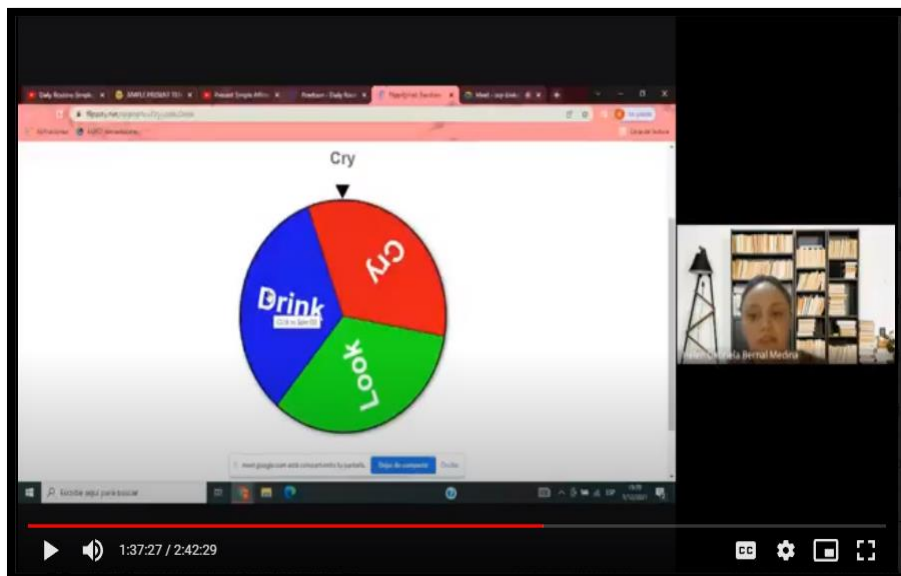


Figure B6

Program of Module 02.



	<p style="text-align: center;">UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT</p>	
PROGRAM		
1. GENERAL INFORMATION		
1.1. Module 2:	Educational Applications for Learning a Foreign Language	
1.2. Code:	APE214	
1.3. Pre-requisite:	None	
1.4. Academic Credits:	3	
1.5. Target Population:	Students who have concluded their academic courses	
1.6. Month and Year:	October- December 2021	
1.7. Major Academic Unit:	Foreign Languages Department	
1.8. School:	School of Arts and Sciences	
1.9. Module Term:	8 Weeks/ 2 Months	
1.10. Hours per Module:	60 Hours	
1.11. Professors :	Licda. Sey Danisia Najarro de Alvarado Lic. Juan Antonio Flamenco Flamenco, MsDi. Licda. Blanca Alicia Menjivar González, MsE.	

Figure B6.1

2. Module Description

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

3. OBJECTIVES

a) General Objective:

- ✓ To get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

b) Specific Objectives:

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

- ✓ define the terms and principles associated with technological tools for educational purposes.
- ✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

Figure B6.2

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics - Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Figure B6.3

Time Table		
Week/Date	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	<ul style="list-style-type: none"> - Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23 rd to Friday, October 29 th , 2021	Fundamentals and principles of using technological tools	<ul style="list-style-type: none"> - Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30 th to Friday, November 5 th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6 th to Friday, November 12 th , 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	<ul style="list-style-type: none"> - Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13 th to Friday, November 19 th , 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
6 Saturday, November 20 th to Friday, November 26 th , 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	<ul style="list-style-type: none"> - Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, November 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4 th to	Demo class using technological tools	<ul style="list-style-type: none"> - Demo class using technological tools

Figure B6.4

Friday, December 10 th , 2021		- Question and answer forum
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6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

Figure B6.5

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.

Figure B6.6

***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 o 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.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

*****Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

Figure B6.7

8. REFERENCES

BOOKS

Karl M. Kapp (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. *Integrating educational technology into teaching: transforming learning across disciplines*.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/> <https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>

Appendix C

Module 03 - Design of Didactic Materials for Virtual Environments.

Figure C1

Campus platform screenshot.



Figure C2

Specialization course screenshot.

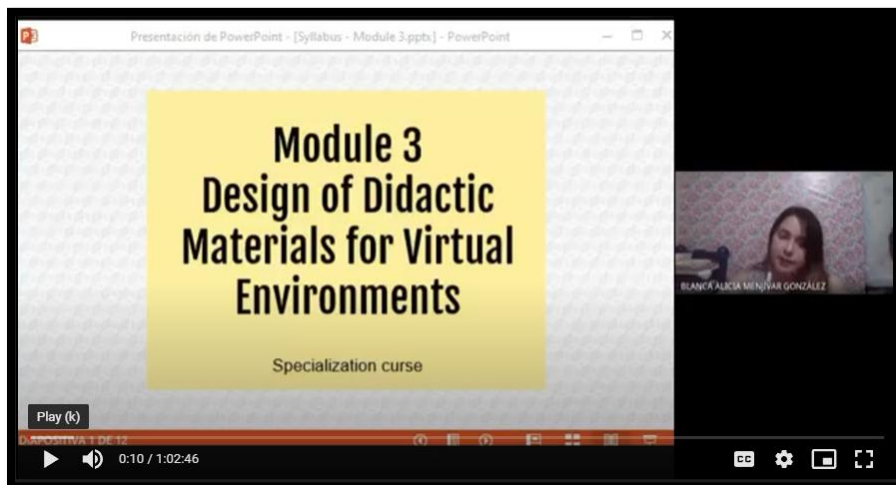


Figure C3

Creation of Podcast using Soundcloud Evaluation.

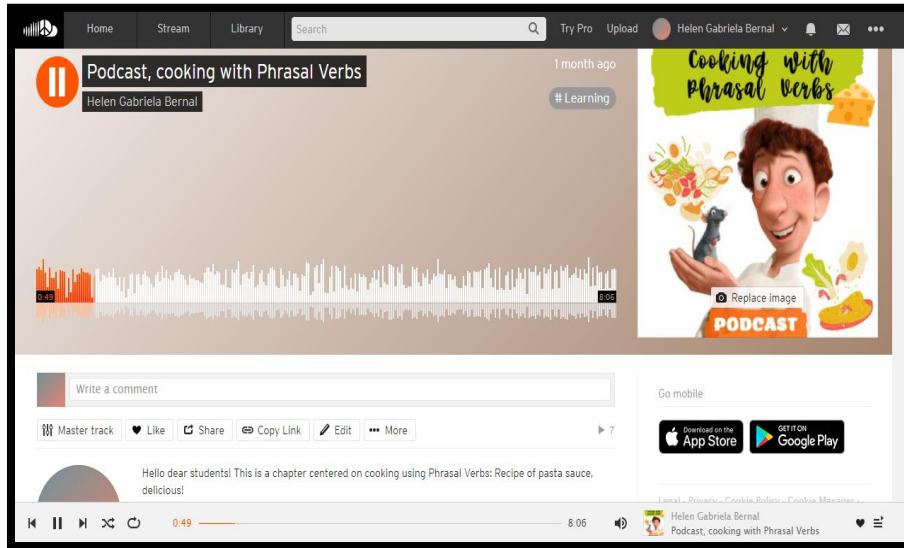


Figure C4

Creation of instructional video using PowToon Evaluation.



Figure C5

Creation of educational presentation using Canvas Evaluation.



Figure C6

Creation of interactive image using Genially Evaluation.

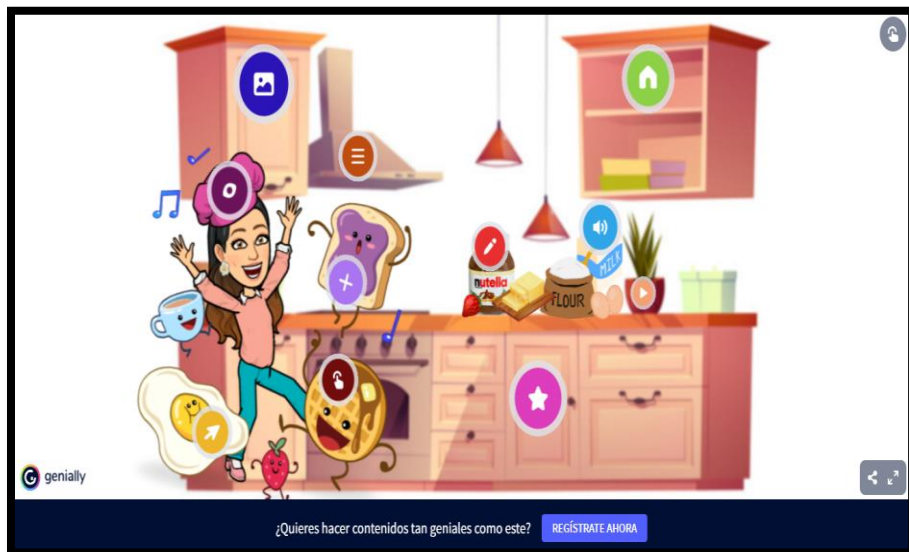


Figure C7

Creation and implementation of a website created through Google Sites and linked to Google Classroom Evaluation.



Figure C7.1

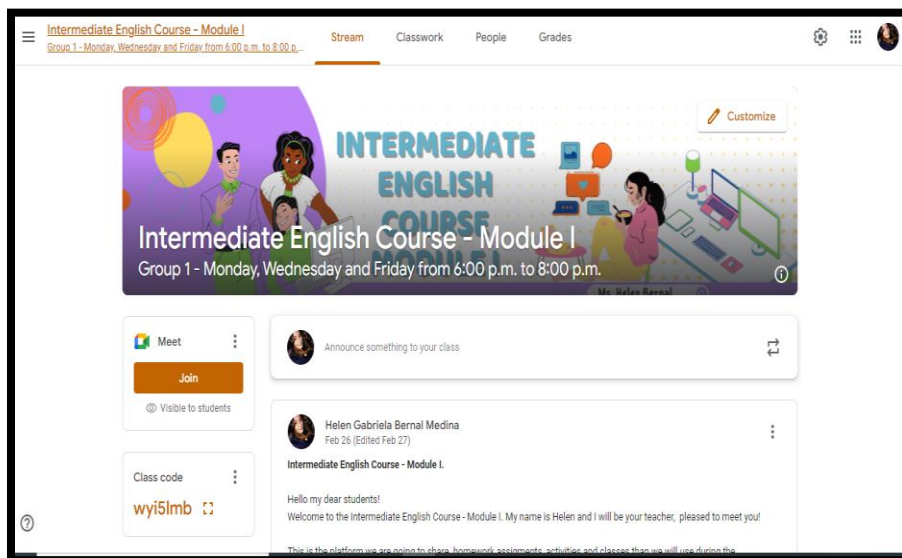


Figure C8

Program of Module 03.

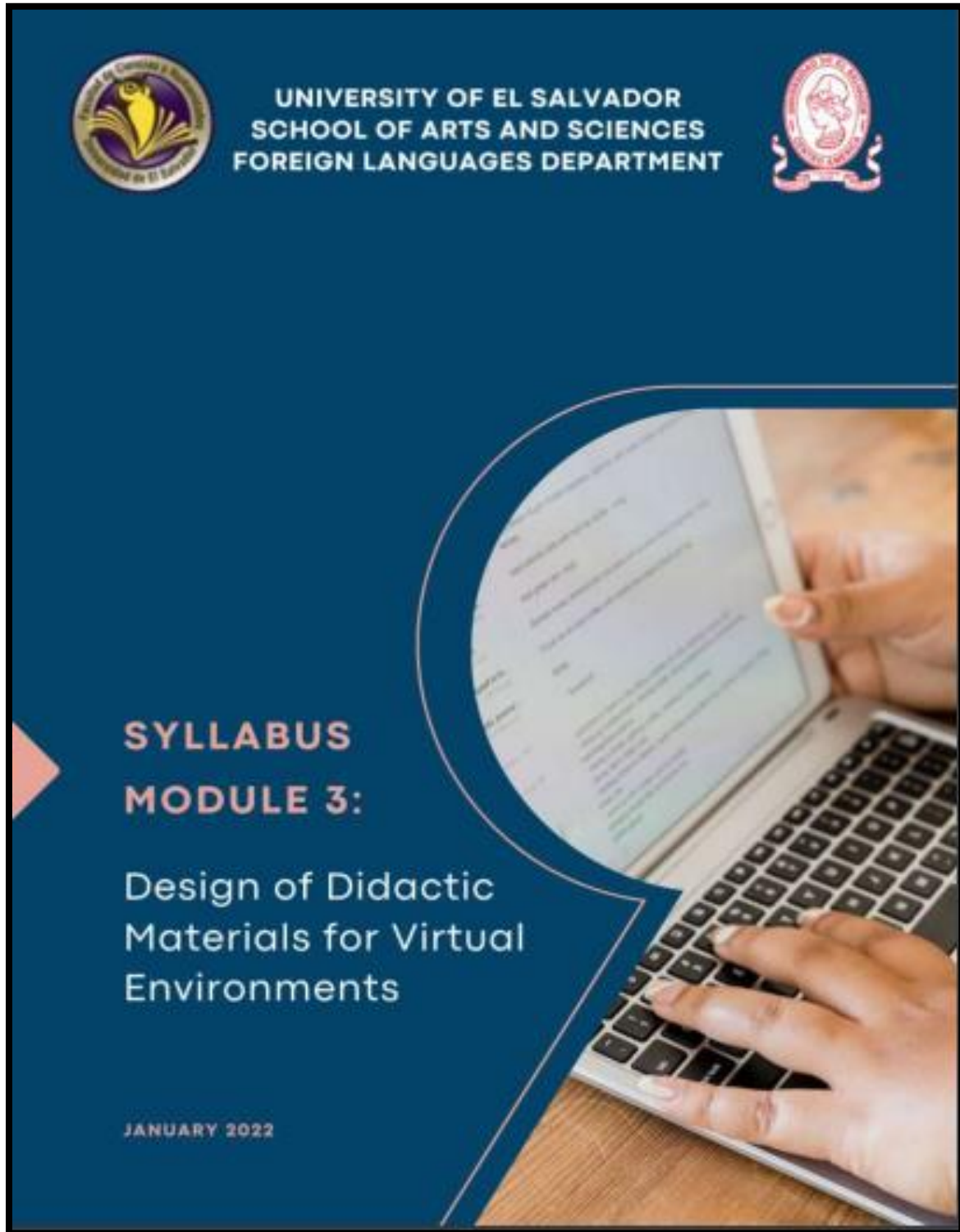


Figure C8.1

1. GENERAL INFORMATION	
1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	January- March 2022
1.7. Major Academic Unit:	Foreign Languages Department
1.8. School:	School of Arts and Sciences
1.9. Module Term:	8 Weeks/ 2 Months
1.10. Hours per Module:	60 Hours
1.11. Professors:	MsE. Blanca Alicia Menjivar Gonzalez (Group 01) MEVA. Sey Danisia Najarro de Alvarado (Group 02) MsDi. Juan Antonio Flamenco Flamenco (Group 03)

Figure C8.2

2. MODULE DESCRIPTION

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

3. OBJECTIVES

a) General objective

- To design digital materials for use in the teaching and learning of foreign languages.

b) Specific objectives:

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

- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
- Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each participant will have to choose a topic for a subject of the English area.

Figure C8.3

5. CONTENTS

Week	Content	Resources	Evaluation
Weeks 1 y 2	<ul style="list-style-type: none"> ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud 	<ul style="list-style-type: none"> ❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Weeks 3 y 4	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> ❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	<ul style="list-style-type: none"> ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Weeks 7 y 8	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environment. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video Integrative Assignment (live defense)

Figure C8.4

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17 th to Saturday, January 22 nd , 2022	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> • Videos • Tutorials • Websites • Question and answer forum • Guidelines for the elaboration of activities
2 Monday, January 24 th to Saturday, January 29 th , 2022	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> • Videos • Tutorials • Websites • Question and answer forum • Elaboration of a Podcast • Guidelines for the elaboration of activities
3 Monday, January 31 st to Saturday, February 5 th , 2022	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> • Videos • Tutorials • Websites • Question and answer forum • Guidelines for the elaboration of activities
4 Monday, February 7 th to Saturday, February 12 th , 2022	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> • Videos • Tutorials • Websites • Question and answer forum • Elaboration of an interactive image • Google Site Design • Guidelines for the elaboration of activities
5 Monday, February 14 th to Saturday, February 19 th , 2022	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> • Videos • Tutorials • Websites • Question and answer forum • Guidelines for the elaboration of activities

Figure C8.5

<p>6 Monday, February 21st to Saturday, February 26th, 2022</p>	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
<p>7 Monday, February 28th to Saturday, March 5th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of video production ❖ Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>8 Monday, March 7th to Saturday, March 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Use of Smart Phones for video recording. ❖ Use of OpenShot. 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

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.

Figure C8.6

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

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

Figure C8.7

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 éstas, 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.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Figure C8.8

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.