

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



**TOPIC:**

**THE ADMINISTRATION AND INTEGRATION OF TECHNOLOGICAL TOOLS FOR  
ITS IMPLEMENTATION IN HIGHER EDUCATION**

**LA ADMINISTRACION E INTEGRACIÓN DE HERRAMIENTAS TECNOLÓGICAS  
PARA SU IMPLEMENTACION EN EDUCACIÓN SUPERIOR.**

**PRESENTED BY:**

**Juan Francisco Castro Guzmán**

**Cecilia Saraí Rosales López**

**CARNET**

**(CG10027)**

**(RL15039)**

**FINAL INFORM OF THE SPECIALIZATION COURSE  
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**LICDA. BLANCA ALICIA MENJÍVAR GONZÁLES  
SPECIALIZATION PROFESSOR**

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

**UNIVERSITY CITY, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL  
SALVADOR, CENTRAL AMERICA, MAY 2022**

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

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**VICE DEAN**

MSC. JUAN CARLOS CRUZ CUBIAS  
**SECRETARY**

**AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES**

MSD. ANA GRACE GÓMEZ ALEGRÍA  
**HEAD OF THE DEPARTMENT OF FOREIGN LANGUAGES**

MsE. MIGUEL ÁNGEL CARRANZA CAMPOS  
**GENERAL COORDINATOR OF THE GRADUATION PROCES**

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# Abstract

The modern education landscape is experiencing an ever-increasing infusion of technology in schools and classrooms. As teachers through the saturated market of digital learning tools, we might question whether or not these trendy and often flashy tools will have any positive effects on our learners. This report seeks to give a better understanding about the impact that various digital learning tools have on enrolled classes whose teachers use various forms of technology. More specifically, through the use of online tools consisting of Padlet, Kahoot, Liveworksheet, Genially and others platforms in order to help students in the acquisition of knowledge, this was designed to better understand the impact of digital learning tools on student engagement, self-efficacy, and ownership of learning, all learned during the three modules of the course of specialization in virtual environment for teaching and learning of Foreign languages. This report explores how the school space, the teaching space, the personal learning space and the living space have all been transformed by digital technologies and tools. Also, on the other hand, this report highlights the ongoing tension within education brought about using a new type of education using different tools to transmit knowledge. This report considers the nature of digital divides and also the potential hazards presented to us as teachers by digital technologies. Finally, this report explores the relationship between the use of digital tools previously taught and academic achievement through the different tools presented during the three modules of the specialization in virtual environment for teaching and learning of Foreign languages.

**KEYWORDS:** integration, implementation, education, digital tools, virtual environment, self-efficacy, achievement, technology, impact, enroll.

# I. Introduction

While the world is going through a new era, the use of technology and its implementation has increased. Then, learning the theory and doing the correct use of a variety of learning tools presented throughout the different modules of the course of specialization in virtual environment for teaching and learning of foreign languages can help future teachers make students be more engaged in class; they will have increased self-efficacy resulting from the familiarity of the online environment and the students will possess a greater sense of ownership over their learning.

So, if technology and the use of different teaching tools have become such an integral part of our modern world and a digital identity, then our learners have changed and the role of educator has also evolved. Learning tools provide levels of learning, communicating and reflecting that simply aren't seen in traditional face-to-face environments. Even tools such as email which provide group communication may now be viewed by some as being traditional by modern standards, so the importance of current, relevant learning tools that foster these elements is undeniable.

Most digital technologies in use inside the classroom were not created as educational tools but have been adopted by educators for pedagogical purposes as well as gamification. By using different tools between them we can find Kahoot and Nearpod which allow a good assessment and also record the development of each student during each session.

According to all this, The University of El Salvador is upgrading in the implementation of online education and in this opportunity to the phase of English Teaching. Subsequently, this report shows and explains detailed the specialization "Curso

de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” offered by the Department of Foreign Language at the University of El Salvador. As well as the main activities like the application of educational platforms for online classes, the creation and use of Learning Management systems for online courses, and Fundamentals of using Multimedia Resources in a Virtual Learning Environment.; as well as the objectives, achievements. Finally, the recommendations for the authorities of the foreign language department.

## **II. Objectives**

### **2.1 General Objective**

To analyze the importance of the applications and technological tools for teaching and learning English as a foreign language.

### **2.2 Specific Objectives**

- To create digital material using available tools on the internet to present content in a virtual learning environment.
- To use technological tools to plan synchronous class activities.
- To elaborate a virtual classroom using a learning management system to develop a synchronous learning.



### **III. Theoretical Framework**

The use of diverse innovations within the educational range gives teachers the plausibility of going past the classroom dividers and change the way they approach, imagine and conceive the teaching-learning process. The potential these tools have, affect much on our inner learning and the learning of others. Certainly, there's no hypothesis that illustrates a one of a kind way or approach to obtain a complete management of a second language; each of them contributes with thoughts and components of how the procurement of L2 can be reached. The next speculations and theories are uncovered in order to get it the subject that has been examined in this study.

Before analyzing theory and tools studied in the specialization in virtual environment for teaching and learning of Foreign languages part on this report, there is a need to explore some other elements that contribute a great way to the construction of acquisition of knowledge, especially when we talk about the acquisition of a second language, so for that reason we need to tackle first the analysis about teaching and learning as well as the importance of different technological tools in education.

#### **3.1 Defining what is teaching**

If we want to make define what teaching is we need to start accepting the assumption that everything can be taught. Following the previous idea, we can establish that Biology, Chemistry, Math and even a second language enter in the teaching acceptance; also, we can teach other skills such as cooking, driving a car or playing a video game. However, all of these examples have something in common that is the principle that a change is produced in the individual's cognitive schemes in the way of new acquired knowledge. Objectively, from an educational and academic point of view Morrison (1943) established that "Teaching is

intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter”. This process is considered dynamic and progressive as well as a methodical transformation of each individual. Teaching possesses a pedagogical foundation in which to generate learning objectives. Then, all these goals sustain the aim of the content that is going to be taught, strategies, methodologies and techniques that will be used to accomplish the planned and desired transformations of the ones that are receiving the information and instructions. According to Gage (1963), “Teaching is a form interpersonal influence aimed at changing the behavior potential another person”

Then we could consider teaching as the process that allows and helps to create the conditions where new knowledge is produced, as well as skills and abilities; that should give students the tools to be critical and autonomous as to lead their own education.

### **3.2 Definition of learning**

Throughout the years, many authors and researchers have created different definitions of learning and teaching. Shuell (1986) through the combination of several ideas and point of view of different authors, learning is defined as “an enduring change in behavior or in the capacity to behave in a given fashion, which results from practice or other form of experience”. Even though that explanation is not attributed to any particular theory learning, it allows an analysis from the cognitivist, constructivist and behaviorist perspective.

According to Cognitivists, cognitivism is related to mental processes that are involved in every generation of knowledge. A single experience can be acquired according to the way he or she retrieves, understands, analyses and organizes every information that has been acquired; also the way how he or she responds and solves problems and as well as the meta-

cognitive process which takes place in order to form concepts. In the words of Snelbecker (1989) cognitivism has given a great emphasis and explains “the more complex cognitive processes such as thinking problem solving, language, concept formation and information processing”. All these processes can be found in how Shuell (1986) presented as “the capacity to behave in a given fashion, which results from practice or other forms of experience”. All and each of these experiences have an important impact not only in the conduct but also in the behavior of every human being, creating an alteration in one way or another.

Online education can utilize learning procedures based on the point of view of cognitivism to enable learners to handle data productively. The instructions and different materials and also the organization of the information in little important pieces, taking into consideration the confinements of working memory. According to cognitivist theorists, the transfer happens when the data is changed to fit into existing cognitive structure; amid convenience, the existing cognitive structure is changed to consolidate the new data. Information is recorded in long-term memory within the frame of hubs, completely different systems. Recognizing the significance of these networks, teachers can utilize information maps to demonstrate the vital concepts in a lesson, and join them between concepts within the online learning materials. Learners can, moreover, be energized to create their own data maps utilizing computer programs.

On the other hand, behaviorists relate behaviorism to the response to different stimuli and according to that is where learning takes place, the affiliation between them and a continuous support. The definition advertised by Shuell (1986) alludes to a persevering change within the individuals’ behavior so that, the change that is taking place can be

fortified, creating strength over the time. Concurring with the school established by John B. Watson, conduct can be learned and considered in a precise and perceptible way with no consideration of inside mental states. It is essentially concerned with observable and quantifiable viewpoints of human behavior. It proposes that as it were, perceptible behaviors ought to be considered, since inner states such as cognitions, feelings, and moods are as well subjective. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Parkay & Hass, 2000).

Finally, in constructivism, a meaning can be created by experiences and interactions so the knowledge is evolved and produced day by day. Shuell (1986) interprets the learning process as changes in our behavior that are produced through practice and experience, this means that an individual changes his or her behavior due to a particular situation that generated it.

### **3.3 The importance of technological tools for English Language skills.**

Technology has become part of our daily life and an important tool that can help the teaching-learning process by the development of the main parts or elements of the language such as: listening, reading, speaking, and writing. Different technological tools can have a significant effect on each language subject or area in the learning process.

#### **3.3.1 Listening**

Listening is the process of understanding the speech from speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). Listening skill is an important aspect of learning a language since the listener should be able to comprehend all the previous aspects

in order to have fluent communication. One of the technological tools that can help to improve the listening skill of our students is listed and summarized below.

### **3.3.1.1 Podcast**

Podcast (the term is a hybrid of “ipod” and “broadcast”); the term podcasting was first introduced in 2003 and by 2005 there were more than 10,000 different podcasts available on several themes. Some qualities of a podcast is that it represents a single idea that can be explained verbally and can be a part of a series with each single event related to others. In education, a podcast can help teachers to prioritize active learning since it can be listened to whenever and wherever, makes easier for students to catch up the ideas, and helps accommodate all learning styles.

Some qualities of effective podcast include:

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

### **3.3.2 Reading**

Reading is the understanding of a written text, during the reading process, English learners can achieve more vocabulary and knowledge. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language (Constantinescu, 2007). Some methods that can improve reading ability are summarized below.

### **3.3.2.1 Infographic**

An infographic is a collection of imagery, data visualizations like pie charts and bar graphs, and minimal text that gives an easy-to-understand overview of a topic. As teachers, we can use an infographic to provide the most important information of a topic to our students in a different way that they can comprehend in a easy way by reading and analyzing the information.

### **3.3.3 Speaking**

In the speaking process, the speaker has to convert the message into spoken language, while the listener has to understand the language of the speaker. The fluency, accent, and pronunciation are part of the speaking ability and some of the tools that can improve the speaking ability are listed below.

An important question often comes in how students' speaking performance should be graded. Test designers should design a wide range of tasks to assess a test takers' speaking ability. Moreover, spoken word choices are also the criteria of speaking assessment (Alderson & Bachman, 2004). There are five types of speaking tests: interviews, live monologues, record monologues, role-plays and collaborative tasks and discussions. On the other hand, in language learning and teaching through distance learning, it was found that the speaking skills of DL learners are developed after the acquisition of three others: listening, reading and writing (Valentine, 2002).

#### **3.3.3.1 Padlet**

Padlet is an extremely easy-to-use tool that allows learners to collaborate online by posting text, images, links, documents, videos and voice recordings. Padlet

is a tool that teachers can exploit with any level of learner. As learners add their own posts, what skill they develop depends on what task given is to them. Learners can develop writing skills (e.g. write a short description of a person you admire) or speaking skills (record yourself telling an anecdote). They can also brainstorm vocabulary related to a topic to activate existing knowledge before a reading or listening text. As learners all type their ideas at the same time, it's an inclusive and efficient way of collecting ideas.

### **3.3.4 Writing**

In the writing process, learners must do different tasks such as generating ideas, organizations of thoughts, and use of grammar and vocabulary. Some technological methods that improve writing skills are summarized below. Writing is also seen as a tool that facilitates thinking and enables thoughts to be communicated. Collaborative writing in online classes connects individual and shared thinking, and is viewed as having the potential to facilitate and stimulate learning for all those involved.

#### **3.3.4.1 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. It also allows students to see others' responses on these online

boards where each student writes a response and can review their peers' responses on that online board as well.



## **IV. Description of Activities**

### **4.1 Module I**

This module of the specialization took place from August to October 2021. It was all about the fundamentals of online education and its application on the English language teaching; specifically, over its use in the virtual or online teaching approach, such as the use of LMS (Learning Management System) in order to set up a virtual classroom and as well as the development of synchronous and asynchronous activities, for the Asynchronous activities the use of the platform CAMPUS UES was under use and for the synchronous activities was necessary the use of the platform Google Meet.

During module I of the Specialization students were able to analyze and identify different types of learning theories for the development of English language methodology in virtual learning environments. During each session and each academic activity, the teacher in charge of Module I promoted among the participants the use of an active role in the analysis and discussion inside each forum, as well as in the rest of the course activities.

The activities on this module were developed online and with a cooperative way of learning. Interaction and strong feedback took place between the facilitator and the students, as well as the interaction student to student. In order to identify the importance of the different learning theories and also their impact on the teaching methodology of the English language in virtual learning environments, an exhaustive reading and content analysis allowed students to identify the importance of each theory presented. Finally, students worked on the creation of infographics about different tools, the creation of a virtual Google classroom and developed a demonstrative class through Google meet.

### **4.1.1 Infographic**

Infographics have become one of the most known visual plan areas on account of two center alluring results: engagement of components and memorability of components. The term “infographic” is derived from the words ‘information graphic,’ which refers to pictures that merge graphic design with a collection of data to convey messages to the audience in brevity and establish good communication with them (Smiciklas, 2012). So, Infographics can be described as a provider of information in a desirable way as well as to introduce great amounts of data effectively and efficiently and this happens by reducing the contents of whole information or data. The main aspect that distinguishes infographics from other visual media, such as photographs, is the specific practical manner that employs maps,symbols, videos, and technical documents to deliver information in a clear and simple manner.

Infographics were used during the development of the first part of module I. Then, students were able to create their own infographic where they presented a combination of tools used in education with their respective information clarifying their features and advantages that every tool has.

### **4.1.2 Classes through Google Classroom**

Google Classroom is very useful to improve the abilities and skills of each student. There are three pages on the main menu of Google Classroom, 1) Stream, it is a notification page including an announcement or chat from the teacher. Teachers and students can interact with each other through the chat facilities provided by Google Classroom. Interaction through these facilities can be carried out in groups or privately so that the teacher is able to monitor the development of competencies among their students. 2) Classwork, the teachers must

prepare the material and upload them in class work so that students can access the material without any space and time constraint. The material uploaded can be in the form of articles or text, images, audio, videos, and several other teaching materials. In addition, students' submission of online assignments can also be monitored in an orderly manner. Along with supporting materials, teachers can also create a Quiz Assignment, progress about the work done by students can be seen by the teacher and scoring can be displayed in this feature. 3) People, it shows the members of the class, the teacher knows the students whether they participate in the classroom or not.

Google classroom is a platform designed by google in order to facilitate the work of many students and teachers. Also, it brings learning material together into a new virtual environment. Google classroom was included as a new service for all of those with a personal google account. In most cases, and lately teachers and students are allowed to enter using their accounts already provided for the institution where they belong to.

#### **4.1.3 Developing and management of a virtual class.**

Video conferencing tools have become very necessary for the development and continuity of classes due to Covid-19 pandemic; these tools have increased students' engagement and help to maintain lines of communication also with both students and parents. In a continuing improvement, conferencing tools give teachers new features with each update.

In the last part of Module I, students were able to introduce themselves in a virtual environment making use of google classroom. Then, after sharing a Google Meet link and uploading different material into Google Classroom they were ready to present a class.

During the presentation each student turned into a teacher and made use of different topics to teach their lesson; also making use of different platforms like Kahoot, Nearpod, and Liveworksheet. They reached an engagement by part of the students whom they were teaching the class to. Each student-teacher got the goal pursued that was the effectiveness of using a videoconference tool and the use of different platforms in order to create engagement during a lesson.

In conclusion, Module I allowed each participant to acquire a different kind of knowledge about using platforms online, the use of a particular program and application as it is Google Classroom for the speed up in assignment process and integration of 3<sup>rd</sup> party apps. On the other hand, the use of platforms as Kahoot and Nearpod which allow integration of gamification during the lesson and as well as the use of infographics for the better understanding of different aspects and topics in a colorful and no boring way.

## **4. 2 Module II**

This Module took place from October to December 2021. During this module the students went deeper in the acquisition of knowledge about technological tools for teaching learning. At the beginning of this module numerous activities were presented as well as an activity using a technological tool where all students participated. Along with the activities the teacher in charge decided that a forum must be created where everybody can share opinions and also discuss, inside this forum using the online tool Moodle Campus, on the first week every student introduced himself/herself and also interacted with the teacher's questions about technological tools and with other classmate's opinion.

In addition to the first week of classes, the teacher provided useful information about the course and how it was going to be developed. She presented a brief introduction about the different tools that we were going to be using and learning during this new module. Then, in the following class the second of the first week the guidelines for the creation of an infographic was presented and along with these instructions the use of the first technological tool the one called canva. Next, after explaining all the features related to Canva, the teacher provided theoretical information about some aspects to take into account when teaching a foreign language making use of these different tools.

### **4.2.1 Infographic and Canva**

Infographic as everybody knows is a visual representation and data which combines elements such as text, images and charts. During the first week of the second module an infographic was created using the platform canva. Inside the infographic created using Canva the elements inside were about the principles and features of different technological tools for

teaching a language, text size, color of the text, design, and arrangement of the elements were taken into account when creating the infographic.

#### **4.2.2 Powtoon and Flipgrid**

Powtoon and Flipgrid were used in order to create some educational videos in which students explain how to use some technological tools for teaching English and the advantages that those tools can provide to an English class such as Edmodo and Liveworsheets. The target of these activities was to become more familiar with technological tools and being able to create a different way to provide information and create a more engaged environment in our English class.

#### **4.2.3 Demo Class**

At the end of the second module, students had to create a demo class in which they used technological tools in order to develop a class. The demo class took within 5 to 7 minutes each student, they chose the topic of the class and used different technological tools in order to perform the class. Besides that, students developed a lesson plan to explain the different parts of the class by taking into consideration the time that they had for the complete class. Activities were included in which they must use any technological tool of their preference. Furthermore, when a student was performing a class, the rest of the students had to participate in the different activities like a normal class.

#### **4.3 Module III**

Module III, took place from January 22nd of 2022 until March 12th, in this module, students learned about the use of at least four Web tools for the design of educational

materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students accomplished an integrative task through which they applied the competencies acquired during the three modules.

During the first part of this third module, students first stepped on the importance of learning how to design didactic material for the student's applying technology. Then, the teacher in charge of this module explained which tools would be used as the use of podcast in Audacity, also how to edit and create an interactive image in Genially; to continue in the last part of the module carrying out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform and conduct a class presenting all of the materials uploaded in Google site according to the requirements that the teacher explained.

#### **4.3.1 Podcast**

A podcast is a digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio player such as on a computer, iPod, or another device. As the first activity a podcast was created by each student as an extracurricular activity, as the first step to creating it students wrote a script for being used in an educational audio, where it was a development of a topic. The audio was recorded by using a computer program and also it was necessary to include music background and finally edit the audio in the online application "Audacity" or another tool. The final result was posted on SoundCloud by sharing the link in google classroom, learning in that way how to create a podcast.

### **4.3.2 Genially**

Then during the following weeks, the teacher in charge explained how to edit and create an interactive image in Genially. Genially It is a media creation platform which is focused on the designing and sharing media creations and presentations of all kinds, in genially students were able to present an image where they could place different kind of bottoms over different parts of the image and added to these bottoms they could link some videos, specific information, or either new image making reference to the one where each bottom was placed. After the activity was done, the link was shared on campus to be evaluated.

### **4.3.3 Google Slides**

Furthermore, following the specialization, the teacher in charge explained the topic about color theory which was followed by the elements of google slide. During the presentation of google slide students learned about its elements such as font size, the shape and font size in order to know how to make a great combination of different features to get the optimum development of a slide presentation. In the last part of this activity students might create a presentation and apply the rules for content design, taking into account background color, appropriate images and appropriate font size at the end of the evaluation the presentation was submitted to campus.

### **4.3.4 Video Editors**

Video editors were presented to students during the following weeks. The professor explained the different uses and also the features that an educational video must contain. Platforms such as Open shot, PowToon, and Flipgrid were used to develop this activity. The



educational video was created in order for students to plan a script to later post it on Google site. In the different recordings elements such as the use of light, background noise, voice tone and appropriate clothes were taken into account to evaluate and create the video in a perfect way.

#### **4.3.5 Google Sites**

The final activity was completed in isolation by each student by using Google sites, which previously was connected to each student Google Classroom account to organize content for each one class. Google site is a free website builder created and provided by Google. Inside Google site each teacher and student can create websites with collaborators by giving another Google user edit access. Google Sites allow compatibility with other Google services like Docs, Sheets, and Slides. Each student had to create a website to present himself/herself and add to the site their own personalization such as select images for illustrating activities, link videos from different pages, select background color and also the different interaction button when students are surfing in the site page. All learning tools placed within Google Classroom were implemented such as a discussion forum, an assignment, and a quiz to present content in a virtual environment, all of this materials were already uploaded to Google classroom previously during Module I. Along with that, Google sites was used to present all the teaching material designed in Module III together with 2 tools from module II with the main aim of explaining the purpose of using each of the activities and make a final and complete presentation of all learned in the previous modules.

Finally, the last class came on the first days of March where students one by one had to present their final work to their classmates and teacher in charge. Every student had to

develop their presentation in no more than 5 minutes for each student. Due to the lack of time, it was a real challenge for each student to present each work. They had to make use of each one's creativity to present a complete final work showing the management of a website and presenting each material uploaded and what students can have access to once they enter. All the audience in each presentation enjoyed, listened and congratulated each presenter.

## V. Achievements

During the course on the administration of virtual environments and digital tools in virtual classrooms, students developed and achieved skills that will help to a concrete management of a class and learning environment, culminating on this way a great path of achievements and having with each one the satisfaction in the acquisition of new knowledge.

As a team, we learned how useful it is teaching a class the creation and use of infographics. As we know infographics contain visual information which aim to explain and also summarize content either images, graphs or text in order to facilitate the comprehension of this one. Along with that, by using this tool the team learned how to make visual engagement interpreting images and texts making them more attractive to the audience.

Also, the team learned to use the platform Padlet which is a web app that lets users post notes on a digital wall. The notes posted by teachers and students can contain links, videos, images, and document files. By using the platform Padlet, students are able to create and follow a discussion forum by posting and commenting on every topic that is posted there. The team along with other classmates used to use Padlet as a warm up in order to give feedback about last sessions of the specialization. Moreover, along with Padlet the team used Flipgrid which is a platform where students can post and create videos as response to discussion, Flipgrid allowed everyone to express their own ideas and also if they did not want to upload a video response we could use voice-notes as responses to the forum, creating in that way a friendly environment where students can increase learning while participating.

Additionally, the team learned and employed the platform Nearpod. As we know Nearpod is a platform that contains a database which allow the teacher in charge to present slideshows for teaching a class and also make some questions about the related topic at the same time, as well as students can decide if they respond to some question by using voice notes or writing and if the teacher wants can used open-ended questions; Nearpod is very helpful when in class is necessary note-taking. Through Nearpod, the team learned how to create presentation as well as some games to introduce new topics by making use of the different features that the platform allows, as well as the demonstration of different devices that can be used to be connected to the platform, also the synchronous activities where teacher is only a spectator and students resolve each activity.

In addition to that, the creation and management of podcasts was an important part of learning for the team. As we know, a podcast is a combination of series in digital audio files that are uploaded in a specific platform and are available for downloading and listening through mobile devices or PC making use of the internet. During this learning, the team was able to share different kinds of information and also share their opinion to other classmates when required after listening to their podcasts.

Moreover, the team during these modules also learned how to use platforms dedicated to the audiovisual creation of animated videos which are used to introduce topics or use it on feedback. The platform PowToon was used for this purpose. This platform allows for users the creation and editing of animated videos, either for personal use, professional or even in most of the cases educational purposes. Also, within the use of PowToon it is easier to call the audience's attention by making use of different images, animation and pre-fabricated characters that are free to use in the platform.

On the other hand, in order to follow an order in the class when teaching or having a subject in charge, the team learned the management and use of Google Classroom. Taking into account that Google Classroom is a free platform that helps to manage a class in an educational environment, the team learned how to develop different activities by making use of the features that this platform contains. The team was allowed to insert videos, create an agenda to follow, images, links to other platforms like Google Meet, as well as the creation of quizzes.

As a team we consider that one of the best and biggest achievements was learning to use “Google Sites” in order to create a new digital environment where students can feel more comfortable to interact with. Google sites allow users to create a window that is easy to follow and the personalization to upload content, interaction buttons and also share different materials that are useful for the class. The team uploaded on Google site all the materials presented during the three modules. Google presented for users the facility to be connected with Google Classroom account and follow this way the agenda presented in both platforms as well as share links to be connected with the class at any device.

## VI. CONCLUSIONS

1. The use and implementation of new technologies helps to increase not only the knowledge but also the teaching process inside the classroom. During covid19 pandemic the use of devices for education turned into part of our daily life and by making use of them as educators we can improve our teaching skills as well. In education the continuing evolution in our methodologies can guide us to explore more methods for education according to the different necessities that we afront. For that reason, innovation must go along with methods of education in order to get better results by using the different tools that are now present in our technological environment.
2. A great deal of tools and resources offered for the teaching and language learning process can be found for free online. So, as educators, we must adequate all of these resources. Either we are creating a good online environment or face to face educational environment. The use and implementation of these can result from a great use of technological resources and tools. It is crucial for educators to get a good domain of different tools and its correct implementation to obtain the best desirable results.
3. Opening more oppotunities of growing in the use of technological resources and the knowledge acquired by using them can help educators to reach a better management of them. As we know the quality of education has changed through the use of technology and as educators it is our responsibility to continue improving and adapting ourselves to the new era and as technology advances we follow it. Then, it

is necessary to acquire the knowledge and reach the management to create a good educational environment either online or face to face.

4. Following that, new technologies and adequation are necessary for a complete understanding inside the classroom and get great results. Educators and students must receive complete feedback and, in that way, get more opportunities to practice along with new technological tools as the ones presented during the three modules. Also, as in every learning environment time plays an important role in the learning process using tools, the more time they practice with a tool the better. Then, practice and feedback go hand by hand and in order to get better results and improve, the implementation of technology was crucial to acquire this knowledge, as a team we noticed an improvement in the management of these tools.

## **VII. Recommendations**

In the following statements as a team we present a set of recommendations that, we consider according to our experience during the course, can be helpful to improve the learning process and also the way of teaching in a virtual environment while taking advantage of every technological resource.

### **For the Foreign Language Department and Authorities in charge of the School of Arts and School of Humanities**

- 1- The Foreign Language Department should not stop the offer this kind of courses and should also think of other courses focused on the teaching of young learners. As a team, we consider that there exist other points to be covered such as translation also, in order to prepare more for each student in a competitive way.
- 2- The offer for specialized professors of the FLD must increase, if there is something that we learned from the early days of Covid19 pandemic is that the knowledge in technological resources is necessary. And professors need to continue evolving and implementing more technological resources in education.
- 3- Think about new plans, get more innovation and update platforms as the ones used in virtual environments such as Google Meet, Office 365 and Zoom. Also, the Department must think about students' necessities in the learning process such as receiving more feedback about technological tools and during its implementations, It is very useful a rehearsal before starting using a new one; due to those necessities many students still have a lack of knowledge about some tools.



4- The Department can encourage professors to apply some techniques where students can be more familiar with new technologies and its management, for example practice and theory, where professors can create a good learning environment; with this both sides of learning will improve a lot in the management of technological tools.

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# X. Appendixes

## Appendix A- Class Sessions



## Appendix B- Infographic

*the Toolgraphic*



Here I present to all of you some of the best tools to teach online and also included the objectives for its inclusion during the sessions!

**kahoot**



**Features:** Combine different question types in one kahoot as quiz, poll, puzzle, type answer, word cloud, open-ended question. also, get students to play individually or in teams. Add multiple choice and video quiz questions; Host kahoots live in class or via video conferencing. Download basic reports in a spreadsheet.

**Objectives for inclusion:** provide feedback, motivate curiosity and interest, activate prior knowledge, evaluate performance, put the knowledge learnt into practice.

**nearpod**



**Features:** multiple choice questions, Polls, like other activities in NearPod, can include a reference photo, PDF, video, audio, or website, also collaborations between students, Matching Pairs, answers by voice instead of writing, open-ended questions, Field Trip VR, session reports, student pacing which allows teachers and students the flexibility of both synchronous and asynchronous learning.

**Objectives for inclusion:** activate prior knowledge, evaluate performance, solve concrete problems, put the knowledge learnt into practice.

**Moodle**



**Features:** Order and filter courses by completion status, Google, Facebook, Microsoft login; attach files from external repositories, take a picture, video or record audio, upload private files, content and activities download for offline, send and receive messages, create creation of forums, courses overview, calendar of activities and notification preferences.

**Objectives for inclusion:** Provide feedback, encourage learner participation, enable monitoring of the learning process, to orientate learning, to introduce the content.

**padlet**



**Features:** Add posts with one click, copy-paste, or drag and drop, upload files from your computer, take a picture or video from your phone, or link from the web, check\_box .post all kind of media in the wall, sticky notes to essays, encompasses all types of writing, post in the wall, collaborative work, privacy in the group which means only members of the groups can see and post in the wall, discussion forums. also, customize each padlet, teacher can decide whether or not to allow comments or ratings and create a timeline.

**Objectives for inclusion:** provide feedback, activate prior knowledge, motivate curiosity and interest, to introduce content, encourage learner participation.

**Genially**



**features:** animated stories with special effects and animation, add multiple layers of information to a slide, it can pull content from most of the social platforms, multiple people can work on the same document, as well as language support for those who cannot understand, gamification with interactive images and videos!

**objectives for inclusion:** provide feedback, activate prior knowledge, to introduce the content, solve concrete problems, motivate curiosity and interest.

## Appendix C- CAMPUS UES

# Appendix D- Google Classroom

Intensive Basic English

Tablón Trabajo de clase Personas Calificaciones

+ Crear

Google Calendar Carpeta de Drive de la clase

Todos los temas

- Unit 2 - Once Upon a...
- Unit 1 - I Want To Tr...

- Past Tense Quiz! Fecha de entrega: 29 oct 2021...
- Reading and comprehension! Unit 1 Fecha de entrega: 11 oct 2021...
- which is your favorite story of all times? Publicado: 4 oct 2021
- How many times have you travelled to othe... Publicado: 4 oct 2021

### Unit 2 - Once Upon a Time

- Presentation about past Irregular Verbs! Publicado: 4 oct 2021
- Stories about greeek myths! Fecha de entrega: 14 oct 2021...
- What did these people do yesterday? Mate Última modificación: 4 oct 2021

Basic English 1

Tablón Trabajo de clase Personas

## Basic English 1

Meet **Unirme**

Próximas entregas  
¡Yupi! No tienes que entregar nada pronto!  
[Ver todo](#)

Cecilia Sarai Rosales López ha publicado nuevo material: Possessive adjectives

Publicado: 27 feb  
Please check the presentation and let me know if you have questions.

**Possessive adjectives.pptx**  
PowerPoint

Añade un comentario de clase...

Cecilia Sarai Rosales López ha publicado nuevo material: Quantifiers

Publicado: 27 feb  
Yo can check the presentation of the class here.

**Quantifiers.pptx**  
PowerPoint

## Appendix E- Virtual Platforms

The screenshot shows the LiveWorksheets website. The header includes the logo, a search bar, and navigation links. The main content area displays a worksheet with the following text:

**A. Complete the sentences. Use the past simple of the verbs in brackets.**

- 1) My sister  (go) to the cinema yesterday.
- 2) He \_\_\_\_\_ (not like) football, so he \_\_\_\_\_ (play) volleyball.
- 3) He \_\_\_\_\_ (break) the window when he \_\_\_\_\_ (be) 5.
- 4) My mum \_\_\_\_\_ (be) very angry because we \_\_\_\_\_ (come) home very late.
- 5) She \_\_\_\_\_ (told) me the problem with her mum and I \_\_\_\_\_ (help) her.
- 6) They \_\_\_\_\_ (not visit) the museum of the town, they \_\_\_\_\_ (prefer) going to the funfair.
- 7) \_\_\_\_\_ they \_\_\_\_\_ (visit) their grandparents yesterday?
- 8) Who \_\_\_\_\_ you \_\_\_\_\_ (be) with when the accident happen?

A small video inset in the bottom right corner shows a person wearing headphones, likely a teacher or student participating in a live session.

The screenshot shows a YouTube video player. The video content is a close-up shot of a hand holding chopsticks over a bowl of food. The video title is "Evaluation 02 - Educational video Best Food Worlwide". Below the video, the following information is displayed:

10 vistas · Se estrenó el 14 feb 2022

0 likes, 0 dislikes, 0 shares, 0 saves

A small video inset in the bottom right corner shows a person wearing headphones, likely a teacher or student participating in a live session.





Home Stream Library Search Try Pro Upload Juan Francisco Castro

### Phrasal Verbs Review Podcast

Juan Francisco Castro 2 months ago

Write a comment

Master track Like Share Copy Link Edit More

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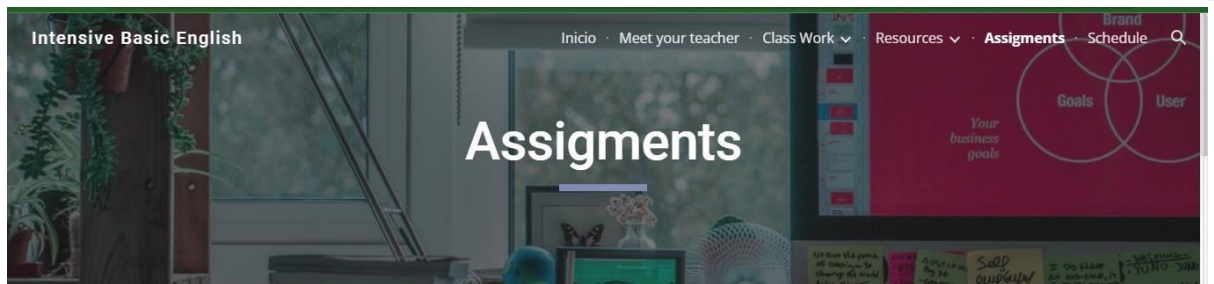
## Appendix F - Google Site



Welcome to our amazing Website!



Ⓢ



The mystery of the Sphinx

[docs.google.com/document/d/1V93AYDr55W7yldIJeQsaTSbgfqtVc-V7RGEpd0b6YfY/edit?usp=sharing](https://docs.google.com/document/d/1V93AYDr55W7yldIJeQsaTSbgfqtVc-V7RGEpd0b6YfY/edit?usp=sharing)



In this reading you will find a little piece of story that was considered a protector of egypt so read carefully and answer the

Ⓢ