

**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



TÍTULO

**“THE MOST USEFUL TECHNOLOGICAL TOOLS UTILIZED FOR ENGLISH
LANGUAGE TEACHING”**

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INFORME FINAL DE CURSO DE ESPECIALIZACIÓN

**“ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS”**

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ABSTRACT

Education has experienced several changes during the last 3 years; one of those changes is the raise of virtual education. For this reason, teachers have been obliged to develop and manage virtual classrooms using two important tools: Internet connection and a phone or computer. In order to approach virtual classrooms, it is very important for teachers to be up-to-date on the use of apps and websites that can help them to develop understandable and interesting classes. There are several apps and websites teachers can use to develop their classes: They can find apps to develop presentations, to create conferences, to have practice activities, to have production activities, to make evaluations and exams, etc. The only thing they need to do is to make a little research on how to use them and start to make use of such apps and websites.

Key words: Virtual environments, Technological tools, Education, Classroom management, e-learning, Synchronous, Asynchronous, Teaching.

I. INTRODUCTION

Making reference to the educational field, we can say that presently, most schools, institutions and universities are demanding their students to have access to technological devices to be able to participate in academic development. Besides, there have been historical social situations which have led people to make the use of technology a necessity. Such as for example the most recent Pandemic named Covid-19 which coerced individuals to find the way of getting their education virtually by using technological tools.

So that, as educators, most teachers feel the need of getting more and more knowledge about educational technology and how this is developed in the teaching and learning process. The following report shows the three different modules developed for the specialization course entitle: “ESPECIALIZACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS” and which topics and activities were performed in each of them. Module I was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance, Moodle; and use platforms like TEAMS or Meet for asynchronous activities. This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

This course had a duration of 8 Weeks/ 2 Months and a total of 60 hours. Module II 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 will be used to teach online will be: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

In Module III, students learnt how 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 completed an integrative task through which they applied the competencies acquired during the three modules. This report will walk through the description more deeply of each module development and the diverse activities that were performed within it.

II. OBJECTIVES

a) GENERAL OBJECTIVE

- To describe the level of preparation that students from the Bachelor of Arts in English with Emphasis in Teaching of the Foreign Language Department have reached during the final graduation work entitled: “Specialization course of management of virtual Environments for the teaching and learning of Foreign languages” by providing a summary of contents studied during the previously mentioned course.

b) SPECIFIC OBJECTIVES

- To list the contents studied during the 3 modules developed within the course.
- To show all the multimedia resources and technological tools studied during each module developed on the current course.
- To define the terms and principles associated with technological tools for educational purposes.
- To identify the benefits obtained from the development of this course.
- To integrate all the modules studied on this course to get a general overview of the whole course.

III. THEORETICAL FRAMEWORK

AUGUST - SEPTEMBER, 2021

1. Fundamentals of online education and its application on the English Language Teaching.

Educational Learning Theories

a. Synchronous

Synchronous classes run in real time, with students and instructors attending together from different locations. It allows students to engage with class materials at the same time as their peers if they can connect to the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel.

b. Asynchronous

Asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period of time. Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files.

c. Behaviorism

Behaviorism is an approach to psychology based on the belief that all human actions and responses can be explained in terms of reflexes conditioned by reward and punishment. It looks at learning as an aspect of conditioning and will advocate a system of rewards and targets in education.

d. Cognitivism

Cognitivism is a learning theory that focuses on how information is received, organized, stored and retrieved by the mind. It uses the mind as an information processor, like a computer. Therefore, cognitivism looks beyond observable behavior, viewing learning as internal mental processes. In this view, learners are actively involved in the way they process information, knowledge, memory, thinking, and problem solving are areas for development. *“Knowledge is an internal process, rather than a product.”* By Bruner.

e. Constructivism

Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn.

f. Connectivism

Connectivism is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning.

h. Multiple Intelligences

Multiple intelligences refers to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature.

Introduction to Distance Education

a. Radio

Distance education took another turn in 1894 when Guglielmo Marconi invented the spark transmitter and obtained the first patent for a radio device (Omaha World Herald, 1897; Buckland & Dye, 1991).

In 1906, the University of Wisconsin-Extension was founded as a distance-teaching unit. In 1919, University of Wisconsin professors began an amateur wireless station later known as WHA, the first federally licensed radio station dedicated to educational broadcasting (Engel, 1936).

b. Television

Thus, the evolution of visual media as a medium for education was conceived before the use of its audio counterpart (radio) in education. Although the science was developed as early as the late 1800s, commercial television did not become part of the public domain until April 9, 1927, when Secretary of Commerce Herbert Hoover and Bell Laboratories held the first long-distance live video and voice transmission.

The pioneers of educational television, and those who recognized the potential of educational television early on, were the University of Iowa, Iowa State University, Kansas State University, the University of Michigan, and American University (Koenig & Hill, 1967). Although the technology and the use of video as a teaching medium continued to evolve, the use of television for distance education still faced many barriers.

c. Online: Internet

Online education is defined as a form of distance education that uses computers and the Internet as the delivery mechanism, with at least 80% of the course content delivered online (Allen & Seaman, 2008; Shelton & Saltsman, 2005).

The use of computers to educate arose in the corporate arena during the 1980s as companies used computer-based programs to train new employees (Rudestam & Schoenholtz-Read, 2002). Online educational programs emerged in 1989, when the University of Phoenix began using CompuServe. In 1991, the World Wide Web (Web) was unveiled, and the University of Phoenix became one of the first to offer online education programs through the Internet.

Distance education was based on the premise that education was possible without the face-to-face interaction between the student and teacher. In the 1700s, this may have been difficult to conceive.

Today, with the advancements in communications technology and the connectivity of computers and the Internet, distance education is commonplace. D

Educational Virtual Tools

a. E-Learning

Online training projects must be understood within the framework of a comprehensive talent development strategy, aimed at achieving an organization's objectives. For universities, this is the opportunity to develop new markets.

Ubiquity and mobility are two central characteristics of modern education and training processes, in which the updating of knowledge and the acquisition of new skills and competences must be constant, based on the changes that are being produced by the Fourth Industrial Revolution in production models and labor dynamics.

The important aspect here is that e-learning is considered as a complementary support module for face-to-face training processes, through blended learning.

E-learning allows:

- Access the knowledge, skills and competencies, when needed, no matter where the person may be or the device they connect with.
- The reduction or even elimination of costs relating to transportation, accommodation and teaching materials, among other expenses.
- Personalized training with a competency-based approach.

- Expansion of the territorial footprint of training proposals.
- Speed and agility in accessing training content.

b. Language Management Systems - Canva

A learning management system (**LMS**) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs. Learning management systems were designed to identify training and learning gaps, using analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom. Modern LMSs include intelligent algorithms to make automated recommendations for courses based on a user's skill profile as well as extract metadata from learning materials to make such recommendations even more accurate.

What Is Canva And How Does It Work For Education?

Canva is a powerful online design tool that can transform a class, both in-room and remotely. It is a free-to-use online graphical tool that combines design, photo editing, and layout to help teachers and students create beautifully finished projects.

Canva can be used by teachers to generate posters, guidance, and projects, but it can also be accessed by students for tasks. Pupils can use a powerful tool that aids expression to make

presentations that are clear and well-finished, and that can also be used for future reference. Integration with Google Classroom makes this very easy to use for systems already working within that platform.

c. Language Management System - Google Classroom

Classroom is a free web-based platform that integrates your G Suite for Education account with all your G Suite services, including Google Docs, Gmail, and Google Calendar. Classroom saves time and paper, and makes it easy to create classes, distribute assignments, communicate, and stay organized. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom.

Since Google Classroom is online-based, you can access it in some form from pretty much any device with a web browser. Processing is done at Google's end mostly, so even older devices are able to handle most of Google's resources. There are device specific apps for the likes of iOS and Android, while it also works on Mac, PC, and Chromebooks. A big advantage of Google is that on most devices it is possible to do work offline, uploading when a connection is found. This all allows teachers and students to use Google Classroom since they can connect with it via any personal device. Google Classroom is free to use. All the apps that work with the service are already free-to-use Google tools, and Classroom simply conglomerates it all into a centralized place.

d. Video conferencing tools.

Video conferencing software is a tool used by two parties to communicate via video and audio using an Internet connection. It enables the parties to initiate and conduct live conferences and remote meetings by transmitting audio, video, and text. This type of software has grown in popularity not only among individuals but businesses as well, and also includes auxiliary features like file sharing, electronic whiteboards and file transfer.

Best and most popular video conferencing tools:

- Zoom. Zoom
- GoToMeeting
- Skype
- Google Hangouts Meet

OCTOBER-DECEMBER, 2021

- 1. Educational Technology and technological tools; how these are used and applied in distance education and some examples of them.**

Educational Technology

Educational technology (commonly abbreviated as edutech, or edtech) is the combined use of computer hardware, software, and educational theory and practice to facilitate learning. When referred to with its abbreviation, edtech, it is often referring to the industry of companies that create educational technology.

In addition to practical educational experience, educational technology is based on theoretical knowledge from various disciplines such as communication, education, psychology, sociology, artificial intelligence, and computer science. It encompasses several domains including learning theory, computer-based training, online learning, and m-learning, where mobile technologies are used.

Technological tools.

a) Flipgrid and Edpuzzle

Flipgrid is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics. The topic space serves as an interactive message board where teachers can pose questions and students can post video responses that appear in a tiled grid display. Guests can also be invited to participate with a link and a password. Customizable security settings help protect student privacy. A variety of filters and tools allow for text, stickers, screen recording, and other possibilities. Via the immersive reading feature, students can see closed captioning and translations, too.

Users can participate on Flipgrid via the app or the website with any camera-enabled device or by uploading a previously recorded video. Responses can be 15 seconds to 10 minutes, and teachers can determine a maximum recording time. Teachers can also allow students to record replies to classmates' responses. There are a variety of moderation features you can turn on or off per topic. The CoPilot feature allows more than one teacher to be a group moderator.

Teachers have access to a help center and two active teacher communities: Discovery Library for sharing topic templates, and GridPals for connecting with educators and classrooms around the world. Do note that some users report difficulty in uploading videos via the Android app.

Edpuzzle is an easy-to-use platform where you can make any video of your lesson. With just one click, you can find video lessons created by other teachers, including formative assessment! Another click and you can adapt that video by embedding your own questions or audio. With the final click, assign it to your students and get beautiful hassle-free analytics: see who watched the video, who didn't understand the lesson and who did a good job. Students can re-watch the video as many times as they need at their own pace, while you can easily check their progress from your account.

b) Nearpod, Padlet and Powtoon.

Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more. You can access thousands of pre-built K-12 standards-aligned lessons or upload your existing lessons and make them interactive. The students can access a teacher's presentation through a code and the teacher then moves the class through the presentation and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson.

Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. That's at its most basic. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so too can students.

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

Powtoon is a leading video and visual communication platform launched in 2012. Powtoon's mission is to empower individuals, teams, and companies to achieve measurable results by transforming communications into visual experiences that get their audience to care, connect, and act. Powtoon adds a spark of awesomeness to everyday communications, turning content into substance people really want to watch and engage with. With Powtoon, anyone can create engaging, animated videos with a professional look and feel.

c) Kahoot and Classroomscreen.

Kahoot is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Unleash the fun in classrooms, offices and living rooms.

Classroomscreen is an online tool that allows you to display the instructions for your lesson in a clear and visual way. Choose from over 13 widgets to support your class activities and help students get to work.

JANUARY - FEBRUARY, 2022

1. Technological Tools for the design of educational materials.

Podcast

A podcast is a collection or series of digital audio files that are made available for downloading or listening via the Internet. Each individual audio recording is known as a podcast episode. Podcasts are typically hosted by an individual or individuals who lead a conversation, share stories, or report the news. The creator of a podcast is known as a podcaster. Podcasting is a conveniently accessible medium for listeners and creators alike. Podcasters interested in creating their own podcast have several avenues to publish their work. Unlike traditional radio stations and television networks, which are often subject to regulations and approvals, several podcasting platforms allow for self-publishing. Podcasts are hosted on streaming applications such as Spotify, Stitcher, iTunes, Google Podcasts, and Apple Podcasts (the podcast app that comes with iOS).

Interactive image

An interactive image is an image that has been enriched through the use of resources and interactive elements which allows us to expand upon the information represented with videos, text, embedded content, etc. Interactive images are used to complement visual information within a photograph, illustration, or design through the use of layers of content. Discover, interact, enrich, amaze.

Google site/ Google presentation.

Google Sites is a structured wiki and web page creation tool included as part of the free, web-based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Slides, Google Drawings, Google Forms, and Google Keep. Google Sites is only available as a web application. The app allows users to create and edit files online while collaborating with other users in real-time.

Google Slides is a presentation program included as part of the free, web-based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Drawings, Google Forms, Google Sites, and Google Keep. Google Slides is available as a web application, mobile app for Android, iOS, Windows, BlackBerry, and as a desktop application on Google's Chrome OS. The app is compatible with Microsoft PowerPoint file formats. The app allows users to create and edit files online while collaborating with other users in real-time. Edits are tracked by users with a revision history presenting changes. An editor's position is highlighted with an editor-specific color and cursor and a permissions system regulates what users can do. Updates have introduced features using machine learning, including "Explore", offering suggested layouts and images for presentations, and "Action items", allowing users to assign tasks to other users.

Interactive video

An interactive video gives the viewer the ability to interact with the video content itself through a variety of tools. Users can click, drag, scroll, hover, gesture and complete other digital actions to interact with the video's content, similar to the way they'd interact with web content.

Interactive video has many possible applications. An interactive video for distance education, for example, could allow students to select among multiple channels for further information at points

throughout the presentation. It could also include a quiz after a lecture segment that evaluates responses and gives students immediate feedback.

IV. DESCRIPTION OF ACTIVITIES

MODULE 1

Activities developed:

- 1. Week 1. Reading and discussion of Theories of learning in virtual learning.

During the development of this class, there was a discussion about the different learning theories and their importance on the development of a virtual class. Students were encouraged to recall the theories previously studied during the major. Also, students had to watch a video regarding some theories of learning. Furthermore, students watched a video that explains the concepts of: asynchronous and synchronous. At the end of this class, there was a forum on <https://campus.ues.edu.sv/>, in order to write a comparison between theories of learning in a virtual environment and theories of learning in traditional classrooms. After posting the comparisons, students replied to two classmates' posts, providing an opinion about their entries.

- 1. Week 2. E-learning

In this module, there was information related to e-learning and its application on virtual teaching, specifically on language teaching. There was discussion about the evolution of learning into e-learning. To get into that discussion, students watched a video related to this topic, and then the discussion started. After that discussion, there were studies on the benefits of e-learning. The teacher provided some benefits, and gathered some others from the students. Finally, the teacher created a forum for students to ask questions to the teacher about the e-learning activities or any other questions they may have.

- 2. Week 3 and 4. Language Management Systems

In this module, students watched some videos about LMS. They were provided with some examples about them as well as some popular learning management systems, the most common

ones. The teacher provided an explanation of what LMS (learning management system) is. Also, he provided some examples about it. During this explanation the teacher opened the path to have a discussion about the benefits of using a learning management system or LMS on Virtual Classes. At the end of this topic, students were asked to create an infographic. They had to elaborate an infographic to identify the features of 4 Learning Management Systems; to show what they have learned during the class.

The app used to create this infographic was the one named Canva, a useful app to create and design images online.

3. Week 5 and 6. Language Management System - Google Classroom

For this content the teacher presented some videos regarding the language management system: Google Classroom. To develop these topics there were two different classes. The first class was dedicated to all the theory related to Google classroom; students were taught on how to create the course in Google classroom. The advantages and disadvantages of using Google classroom were discussed during the whole class. The teacher gave the opportunity for his students to provide their points of view regarding this LMS. In the second class, the teacher made a live demonstration on how to create a virtual classroom. The teacher went step by step, creating the virtual class on Google classroom, adding participants, adding contents, PDF files, videos, and etc.

At the end of the second class, students were required to create an English course on Google Classroom with its basic features. It had to be designed for a 45-minute class. Students had to make groups and select a macro skill (Listening, Speaking, Writing and Reading) or sub skill (Grammar, pronunciation, etc) to upload material to their course. Students could add PDF files, Videos, Audios, PPT, or any other type of material they considered convenient and useful for their class.

4. Week 7. Video conferencing tools.

This was the last topic studied during Module 1; It was about Platforms for Video Conferences. Some of the best video conferencing tools For developing a class were provided and some of them were Free, and some others were paid alternatives. Students watched some videos regarding those tools. There was a discussion time for students and the teacher to present their opinions on some of those tools. There were many good and useful comments regarding those tools.

5. Week 8. Summary of all the contents studied in class and explanation of the Demo Class activity.

During this final class, the teacher made a review on the topics studied during module 1. This was a great opportunity to clarify doubts about any specific topic or help students to recall those contents. After the review, the teacher took some time to discuss the final class activity: Demo Class. Students were able to ask questions regarding that specific activity, as well as ask for examples on how to do it. The activity was to prepare and manage a micro-teaching lesson through the app known as Google Meet.

Students were grouped in groups of 5 or 6 members, there were the same groups that worked on the last evaluation. Each group was required to prepare a 15-minute class. They had to select a macro skill (listening, reading, speaking and writing) or subskill (Grammar, Vocabulary or pronunciation), and create a lesson plan according to that topic selected, and prepare a PowerPoint presentation to develop the class. They had to upload the lesson plan, PowerPoint Presentation, and any other material that they were going to use for developing the demo class. Finally, students had to develop the class by using a PowerPoint Presentation: all members of the group taught a part of the lesson plan.

MODULE 2

Activities developed:

1. Week 1. Technological tools

At the beginning of module 2, the teacher walked students through a historical background of educational technology. At the end of that educational background, she presented a summary of the impact of COVID-19 on education. Afterwards, she provided a description of educational

technologies and their impact on learning a new language. Students analyzed the objectives of Educational Technology. To reinforce this class, the teacher posted extra material on campus UES. It was so helpful to have a better understanding on the topic presented.

2. Week 2. Fundamentals and principles of using technological tools

In this class, students studied the role of technology in education. The teacher showed the participation of technology in education, during the most recent years. During the development of this class, there were some reasons to use technology in learning and teaching environments. The teacher talked about how teachers use digital resources for a variety of purposes and in many ways. It revealed the things teachers can create using technology. At the end of the class, the teacher exhibited the principles of Technology Use in Educational Settings. In addition, as extra material, the teacher provided a list of tools that teachers can explore in order to use during the development of their classes.

An evaluated task was assigned in order to show the importance of the use of technological tools in teaching-learning languages. Students were required to create an infographic about technological tools, providing a brief explanation of them and their use in online classes. This task had to be done individually and the teacher provided some examples for students to have a clear idea of the task they needed to present. This activity was created using the app Canva, the same app used to create the infographic for module 1.

3. Week 3. Flipgrid and Edpuzzle

For this class, the teacher focused on two educational tools: Flipgrid and Edpuzzle. Some tutorial videos were presented for students to have an idea on how to use those tools. Also, the teacher provided a detailed description of both tools, showing some examples on how to create educational materials by using them. Also, an activity was assigned in which students were required to create a video using the tool: Flipgrid. During that video, students had to explain the use of videos for teaching a second language.

4. Week 4. Flippity and Liveworksheets

In this class, the teacher focused on two educational tools: Flippity and Liveworksheets. The teacher presented some tutorial videos for students to have an idea on how to use those tools, and provided a detailed description of both tools, showing some examples of how to use them to create educational materials.

5. Week 5. Nearpod, Padlet and Powtoon.

To the development of this class, the teacher focused on three educational tools: Nearpod, Padlet and Powtoon. Some tutorial videos were presented for students to have an idea on how to use those tools. Also, the teacher provided a detailed description of the three tools, showing some examples on how to create educational materials by using them. After receiving that class, students created

a task using the tool PowToon. In this video, they showed the advantages and disadvantages of using technological tools when teaching a second language.

6. Week 6. Kahoot and Classroomscreen.

In this class, the teacher focused on two educational tools: Kahoot and Classroomscreen. Some tutorial videos were presented for students to have an idea on how to use those tools. Also, the teacher provided a detailed description of both tools, showing some examples on how to create educational materials by using them.

7. Week 7 and 8. Demo class using technological tools.

As a final activity for module 2, students were required to make a Demo Class activity. Students worked in groups and performed a 15 minute class. They had to select a macro skill (Listening, Reading, Speaking and Writing) or subskill (Grammar, Vocabulary or pronunciation), and prepare a class according to that topic selected. For each stage of the class, they had to include the tools studied during the whole module. The class was performed using some classmates as “students”. In that way, students were performing a real class; showing the usefulness of the tools selected.

MODULE 3

This module was fully focused on the use of Technological Tools for the design of educational materials. All the classes of this module were dedicated to provide a wide description of some useful tools. In order to provide that description, the teacher made use of: videos, images, extra material, and practical examples on how to use those tools. Throughout these classes, the teacher walked students on how to use the tools. He created educational materials in a live class for students to learn the use of the tools.

Students were required to develop the following tasks:

- Task 1. Create a podcast.

For this task, students had to create a podcast using the tool: Audacity. They had to use this tool in order to record and edit the podcast. The length of this podcast should be from 3 to 6 minutes. During that period of time, students should talk about a short topic of their own preference. Those podcasts were submitted on Campus Virtual UES website.

- Task 2. Interactive image

Students created an interactive image by using the app Gimp or any other tool studied during the previous class. During this activity they were required to edit an image provided by the teacher. They had to change the characteristics of that image by using the image editor tool: size, adjust, crop, etc.

- Task 3. Google site/ Google presentation.

On this activity, students created a Google site individually. Some of the essential aspects the Google site needed to contain were the following: Text, a YouTube video link, images, subdivisions, subpages, divisors, etc. Students must be creative and design that site as they wish. They selected a specific topic and focused all the site on the development of that topic.

Moreover, students created a Google presentation. To develop this activity, students used Google slides. They had to select a topic and create the presentation. It had to contain: Text, images, and animations for each slide.

- Task 4. Interactive video

Students created a video using the video editor of their choice. They had a variety of apps they could use for the development of this activity. As done in previous activities, students had to select a specific topic. They could choose any kind of topic (as far as it is related to English teaching), and add the following characteristics to the video: at least 2 images, text, animations between slides, and background music. The length of the video had to be between 3 to 6 minutes.

- Task 5. Final task assignment.

For the final task assignment, students had to make groups of 5 to 6 students and choose a specific topic to develop, as in the two previous final activities for module 1 and 2. For this final assignment, students made use of most tools studied during the development of this module, they had to create:

1. A podcast.
2. Create a Google presentation using Google slides.
3. Create a video
4. Create an interactive image

5. Create a Google site
6. Create a class on Google classroom and post all the activities there.

On the last day of the module, students presented their works and provided a brief explanation of the application of each tool.

V. ACHIEVEMENTS

MODULE 1

Students became aware of how to apply learning theories for teaching English online using emerging technological tools. Also, they were able to get acquainted with virtual learning

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

MODULE 2

At the end of this module, students were able to get familiar with theoretical information about technological tools for teaching learning a language and their functions. Also, participants were able to: define the terms and principles associated with technological tools for educational purposes. Use technological tools to plan and develop synchronous class activities.

MODULE 3

Students were able to design digital materials for use in the teaching and learning of foreign languages. Likewise, students were able to use technological tools for the design of didactic material and elaborate them for teaching-learning of foreign languages and integrate tools to present content in a Virtual Learning Environment.

VI. CONCLUSIONS

It is a fact that technology has improved in the past 20 years. It has changed major areas such as: healthcare, workspaces, job opportunities, science, environment, and undoubtedly, education. Due

to pandemic COVID-19, education jumped into virtual environments, breaking ground on new ways of teaching-learning.

It was a fast transition, for that reason students and teachers had to adapt themselves to this new modality even though many difficulties had to be faced. One of those difficulties was the lack of preparation teachers had on developing virtual online classes.

For that reason, during the last six months, students from Foreign Language Department have been trained on the use of technology in order to manage different technological tools for the development of virtual online classes. Now that these students; who are going to become teachers in a couple of months, have received that training and are better prepared to:

- Manage a virtual class
- Create and design Educational Materials for virtual environments
- Make use of technological tools.

Technology is still improving, there are been created many educational resources, such as: websites, a wide variety of new technological tools, apps for video conferencing, etc. Also, the current technological tools, websites, and apps are improving as well. The designers for these resources are improving them in order to make them more helpful, adapted to students and teachers' needs.

Courses like this are so important for students who are going to become teachers during this new era. It is important to instruct teachers on the development of virtual classes; not only on the development of virtual classes but in the use of technological equipment for developing those classes.

VII. RECOMMENDATIONS

To Foreign Language department's authorities:

It would be very helpful if participants have a clear idea of what the course will include and how this will be designed and developed from the beginning until the end so students decide to take it as an option to conclude their major being aware of what this course implies.

To professors:

It would be a good idea if professors design more activities to make all the students participate and avoid focusing just on a few of them when the course has a lot of participants to choose from. Besides, it would be a great idea if teachers make the class more interactive and avoid talking too much.

To students:

It would be great if all students participate more during the classes to make it more interesting. In addition, it would be more interactive if students are willing to work not only with the same knowing classmates and give opportunities to others to work in groups.

VIII. BIBLIOGRAPHY/WEBLIOGRAPHY

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



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 Licda. Sey Danisia Najarro de Alvarado MsDi. Juan Antonio Flamenco Flamenco

Appendix B. PROGRAM

2. Module Description

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

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

4. Methodology

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

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

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	<ul style="list-style-type: none"> • Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning 	<ul style="list-style-type: none"> • Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	<ul style="list-style-type: none"> • E-learning definition and application • Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> • Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	<ul style="list-style-type: none"> • Language Management Systems (most common ones) 	<ul style="list-style-type: none"> • Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> • Language Management Systems (most common ones) 	<ul style="list-style-type: none"> • Infographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<ul style="list-style-type: none"> • Language Management System - Google Classroom 	<ul style="list-style-type: none"> • Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	<ul style="list-style-type: none"> • Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> • Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	<ul style="list-style-type: none"> • Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET 	<ul style="list-style-type: none"> • Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9 th Monday 11th - Wednesday 13th	<ul style="list-style-type: none"> • Demonstrative class (MEET) 	<ul style="list-style-type: none"> • Forum to answer questions or clarify doubts



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



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.

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.

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%)

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 Menjívar González (Group 01) MEVA. Sey Danisia Najarro de Alvarado (Group 02) MsDi. Juan Antonio Flamenco Flamenco (Group 03)

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.

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)



Appendix L. Educational Tools Powtoon Presentation

YouTube

Buscar



Nearpod for teaching

Oculto

2 visualizaciones...

0

NO ME GUSTA

COMPARTIR

CLIP

GUARDAR

...

Appendix M. Google classroom activity



Meet

Generar enlace

Código de clase

q5wplxs

Anuncia algo a tu clase

Jeús Eduardo Huevo García
10 mar (Última modificación: 11 mar)

Welcome to Intermediate English II. It is a pleasure to be with you in this module, we are going to be talking about feelings and emotions in our first class. If you have questions, please let the teachers know.

Rubidia Esmeralda Bermúdez González
11 mar

Hello guys! Here you have information about what Feelings and Emotions are and the difference between them so you can better use them when speaking about them. Check this very interesting interactive image.

403 Forbidden
<https://view.genial.ly/622c09a59>

Añade un comentario de clase...

Dennice Estephanie Hernández Rivera
11 mar

Hello, guys.
Find attached a youtube link with a short video introducing you to the topic "Expressing my feelings".

After whatching the video answer the following question:

