

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



TOPIC:

**IMPLEMENTATION OF THE MOST EFFECTIVE VIRTUAL TOOLS IN FOREIGN
LANGUAGES LEARNING**

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

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ABSTRACT

Like in many other countries, education in El Salvador was affected by the pandemic of Covid-19 allowing professional educators to adapt to an atypical situation or change by making use of online English language teaching with the help of educational platforms and applications. The two important approaches to take into account in online teaching are a synchronous state which takes place in real-time instructions or classes, and an asynchronous state which can happen at any time and anywhere. With the application of these online platforms and applications, learners can have access to any application on the internet to acquire knowledge and get familiar with the technology. The constant change of mind in people suffering the struggles of the pandemic made online education the best option to create a safe environment for children with the help of teachers who decided to create educational courses. One of the most effective and important courses implemented in the Foreign Language Department, that helps the instructor and the learner is called: "Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros." This course gives the necessary information and explain the importance of some educational tools and applications described in this paper to the learners with three main modules carefully developed and relayed by specialist carried out during six months, that are: 1- Online English Language Teaching, 2- Educational Applications for Learning a Foreign Language, 3-Design of Didactic Materials for Virtual Environments. In the modules previously mentioned each learner was given with the accurate information and then asked to perform and activity for a better understanding of the knowledge.

Key words: educational courses; language; application; technological tools; online.

I. INTRODUCTION

The covid-19 pandemic has affected educational systems around the world and El Salvador is also part of these lists. For this reason, future professional educators at the University of El Salvador must be able to acquire teaching training that can adapt to any atypical change to which we are exposed. The new specialization course in Administration of virtual environments in teaching and learning allows students of the Foreign Language Department from the University of El Salvador to break ground in the digital age through online education.

This is the final report after completing the specialization course. It is made of different parts. First, the objectives that we want to achieve with this report, the following is the theoretical framework that is divided into some sub-topics such as Online English Language Teaching, Virtual teaching and its application in teaching English Language, Learning Management Systems (LMS) for the creation, feeding, and use of online courses, educational platforms, and their applications and their use for online asynchronous classes, Technological tools for educational purposes, Foundations and principles of educational tools, Fundamentals of Using Multimedia Resources in a Virtual Learning Environment. Finally, there are closing parts in which some conclusions, recommendations, and references.

The team members for this report hope that this paper will be useful to those readers who want to know how the University of El Salvador prepares future educators for English language teaching in a virtual environment with the use of technological resources through the specialization course in Administration of virtual environments in the teaching and learning of the English language described in this work.

II. OBJECTIVES

General Objective:

- To describe the knowledge acquired in the specialization course in Administration of a virtual environment for the Teaching and Learning of Foreign Languages from the University of El Salvador.

Specific Objectives:

- To identify the role of technology in online education by using educational tools and applications with learning strategies.
- To encourage teachers to use educational tools to create more effective courses and classes in online education and virtual environments.
- To demonstrate the different uses of the learning management system and virtual Resources in the teaching of foreign languages.

III. THEORETICAL FRAMEWORK

Module I: Online English Language Teaching:

We are living in the technological age and it develops day by day, especially in education. Online English Teaching or E-learning takes place over the internet and it's a fully virtual environment. According to (Lee & Lee, 2006) "E-learning, also referred to an online education as the self-paced or real-time delivery of training and education over the internet to a user device, in simple language, e-learning is defined as learning that is enabled electronically". There are two important approaches to take into account in online teaching: synchronous state real-time instructions and asynchronous state anytime and anywhere and this takes place in an online environment.

Virtual teaching and its application in teaching the English Language.

Online teaching is related to the use of technologies that allow real-time learning, in which students have access to applications that provide them with more opportunities for knowledge. These applications let students improve their learning process. By using the internet, learners can have access to any application that lets them acquire knowledge and become more familiar with technology by using it through any electronic device. Teachers must deliver an effective online learning atmosphere.

Learning Management Systems (LMS) for the creation, feeding, and use of online courses.

The LMS is essential to manage a virtual learning environment. The main task of this system is to identify, record, and follow how students are involved in the educational process. Also, connect the tutors and students to their respective courses according to their roles and competencies (Gaceu et al. 2009). Schoology, Moodle, and Google Classroom are some of the

most common LMS. These platforms are mostly employed by universities, schools, and any other educational institution. Through these platforms, users can look for materials for their classes, download and upload assignments, be part of online activities, participate in discussion forums and also be in contact with tutors.

Educational platforms and their applications and their use for online asynchronous classes.

Asynchronous classes allow students to learn and attend a class from anywhere and at any time.

There are some Educational Platforms and applications to be used for online education such as:

Google Classroom: This is one of the most popular digital tools in education. Google Classroom is an online tool that allows teachers to set assignments, have work submitted by students, mark and return graded papers, and uses well-known G Suite tools, such as Google Docs, calculations sheets, online presentation tools, and video call tools (Google Hangouts).

Moodle: It is an online educational platform that provides students with learning environments. Educators can use Moodle not only to create lessons but also to manage courses in which students can learn effectively by interacting with each other and with tutors.

Schoology: Provides students with formative assessment and feedback, also students can be part of discussion groups to analyze assignments.

Module II: Educational Applications for Learning a Foreign Language

The growing popularity of technology and the almost unlimited access to an internet connection from anywhere has facilitated the emergence of a new approach to e-learning; we talk about the use of applications created specifically for more personalized learning and in any situation taking advantage of the different learning contexts that our daily life offers us. An educational

app is a multimedia program, designed to be used through electronic devices created with the necessary characteristics for meaningful learning according to each level of the student. The second module of the specialization course was focused on the principles and fundamentals of using technology for education. It allowed us to analyze some technological tools and learn their usages in the teaching-learning process in virtual environments.

Fundamentals and principles of using technological tools

Integrating technology in classroom systems has become popular and useful for language learning in recent years. Technology is a powerful tool that has engaged how teachers teach and how students learn. It has provided the access to different ways of communicating and working together. Mohammad Reza Ahmadi (2018) maintains that technological tools have become the predominant preference for teachers since they notice positive students' engagement with English language learning. Most teachers that teach the language in different institutions now actively incorporate a range of technological aids designed to facilitate effective teaching. Therefore, various elements of technology are currently used in the teaching of English by designing innovative curricula that take advantage of recent technological skills to ensure effectively and quality teaching, providing the means techniques such as audiovisual, and modern technological programs and creating student and teacher platforms that maximize the positive results of language learning.

Years ago, the use of technology in classrooms was very scarce, it was limited to PowerPoint presentations or similar platforms to create and reproduce this content. However, since the arrival of the Covid-19 pandemic in our country, educators have been forced to resort to the use of technology to provide classes in a one hundred percent virtual manner this modality is here to stay, even though Face-to-face classes have resumed almost as normal, some institutions have decided to stay offering classes through the different platforms suitable for these purposes.

For this reason, as future educators, we have been given information on at least eight technological tools and the opportunity to learn their usages in the teaching-learning process in virtual environments, developing specific activities based on instructional practices.

Using technological tools to plan and develop synchronous class activities

Synchronous learning happens in real-time and can help students feel connected even if their learning experience takes place primarily online. Synchronous teaching should not be the only way to deliver an activity; asynchronous elements are also essential. Real-time learning allows students to connect face-to-face with their peers and instructors. Live teaching, via streaming video, can also replicate the feel of a classroom setting, where instructors and students are present in the same place at the same time. If you intend to use real-time elements in an online class, you should consider the following: Enhance the online learning experience for students by taking the time to test the virtual class software or tools that are being used. Once the class is up and running, it's also important to build in time for reflection. You can break content into chunks and then give students time to consider what they just learned through individual or small group learning activities. This practice can also expose gaps in their understanding. There are some tools, platforms, and applications that are very useful in teaching online classes:

Edpuzzle: It is a tool used to turn any video into an interactive class. With Ed puzzle, you can cut the video, add an audio track to explain it, or include a quiz or open questions. It allows knowing the retention of the contents in real-time.

Flipgrid: It is a platform where you can record videos of up to 10 minutes. It is possible to create a group or topic of discussion and students make their interventions through videos. Both teachers and students can participate and respond through videos.

Flippity: is a website that offers the possibility of creating diverse, surprising, and simple interactive activities for your classroom, as well as some help elements to manage the classes. At the same time allows to save time and also attracts the attention and curiosity of students.

Live worksheets: This is a website that offers a very simple free tool that allows you to digitalize any of the activities that you design for students and make them interactive so that they can be easily open on any electronic device.

Kahoot: This is a free platform that allows the creation of evaluation questionnaires. It is a tool in which the teacher creates tests in the classroom to learn or reinforce learning, where students are the participants.

Module III: Design of Didactic Materials for Virtual Environments:

Today there are many methods of education applied according to the criteria of each educator and with the use of technology, the different platforms, and educational tools that we find in online learning, it is easier and more accessible to create materials and activities for students according to their necessities and competences.

Fundamentals of Using Multimedia Resources in a Virtual Learning Environment.

The use of online learning environments is increasing gradually around the world and multimedia tools that are used in the content are becoming more enriched. Text, audio, image, video, and motions can be described as multimedia.

All these resources facilitate the teaching-learning process in virtual environments since it allows educators and students to learn by doing and exploring all the resources that the web offers us for educational purposes.

Fundamentals of creating presentations for online teaching

The use of multimedia presentations encourages reflection, creativity, and confidence. Multimedia presentations can lay the foundation for developing skills that allow students to be enrolled in the class. Done correctly, they provide a perfect forum to combine images, texts, and powerful speaking in any classroom situation. Not only allow students who do not like public speaking to build confidence, but also allows teachers to target instructions to those students who need support.

To make our presentation more interactive and obtain the expected results, we can use some technological tools to create material that will be useful in our presentations. We can resort to the use of Audacity and SoundCloud to create a podcast that we can introduce in the presentation and develop a listening activity. The use of interactive images that we can make in Genially is another tool that can be very useful to play a dynamic activity. All that is needed to create an incredible presentation is imagination.

IV. DESCRIPTION OF ACTIVITIES

Module I: Online English Language Teaching

Since the Covid-19 pandemic has taken on the lifestyle of people around the world, El Salvador has made it one of the biggest challenges, Online English Language Teaching enrolled millions of students and teachers in a new knowledge adventure. An Online Language Teaching analyzes the importance of Learning Theories for the development of foreign language teaching methodology in a virtual environment, the virtual teaching approach, like using an LMS (Learning Management System) to set up a virtual classroom and develop synchronous activities. Some academic activities to promote students' and teachers' participation are:

- **Discussion Forum.**

A forum is a way in which students have the opportunity to share their ideas, focused on a single topic. These online discussions are considered to be one of the oldest forms of online communication. Forums will promote among the participants to take an active role in the analysis and discussion. With forums, there are a few basic rules that you should follow: Be respectful, explain the reasons why you have a different opinion, and acknowledge the points in their argument. Avoid humor, if the humor seems to put down a section of people, or comes off as a superior thought, you may end up hurting people. It is best to avoid humor if you are not sure how it will be interpreted. When students share their ideas in a forum it is necessary to know about the topic, the appropriate information will be read by others, also avoid disrespectful comments and write constructive feedback.

In this activity, the participants have elaborated an essay related to learning theories, students introduced and refreshed their ideas about each theory. Behaviorism is concerned with observable and measurable aspects of human behavior. (Parkay & Hass, 2000). Cognitivism focuses on how information is received, organized, stored, and retrieved by the mind. Constructivism is based on the idea that people actively construct or make their knowledge, and that reality is determined by experiences as a learner. Connectivism is a relatively new learning theory that suggests students and general information in a useful manner. Multiple Intelligences refers to a theory describing the different ways students learn and acquire information. All the classmates shared their essays on a blog to receive comments and suggestions about the content. Forum activities promoted an environment of participation.

- **Infographic (Learning Management Systems)**

An infographic is a simple but powerful way to summarize a topic. Graphically presents information, simple icons, symbols, maps, and graphs are combined to explain the data. In this activity, the student created an infographic about LMS (Learning Management System). Students did in-depth research on LMS, concepts, characteristics, advantages, and disadvantages, taking the role of the researcher to create an infographic because the information, content, images and every word presented in an infographic should be preview selected. The different resources in Canva, PowerPoint, and Word, help us to select a template according to the topic having selected a template to facilitate editing. Canva has a wide range of templates and thousands of illustrations that facilitate work, but it is important to summarize content, and organize space for each icon, symbol, text colors, fonts, background, and graphics. To download and save the infographic take into consideration the format as a PNG, JPG, or GIF file.

Module II: Educational applications for learning a Foreign Language.

Over time technological applications have taken an important role as tools for learning, while online education in El Salvador has taken place as the main teaching method due to the pandemic of Covid-19. An educational application for learning a foreign language can be defined as software or the integration of learning management systems and technologies designed to help individuals with the learning of a foreign language from kid's basic (foreign language) to applications that act as advanced professional training programs for adults. Some examples of educational applications for learning a foreign language are:

- **Infographic.**

The infographic is how the information or data is presented (usually topics, examples, exercises, and so on.) focused on a visually striking way in which graphic elements are used to grab students' attention and give them an important reason to stay, something that makes the infographic most effective. With infographics, it is necessary to be sure they are not only engaging students but also, helping them to understand and remember the information or the content presented on the infographic. For example, this educational application is used mostly for grammar structures when introducing a new topic or refreshing the ideas students learned about that specific topic; and as is said before if our infographic is effective, they will remember those structures when put into practice the foreign language learned. But this does not mean infographics must be used only for grammar structures; there is an immense variety of information that educators can include with the help of this important educational application.

When they create or use an infographic it is necessary a great creativity, the enough time to select the appropriate information reflected in it and how teachers play with the diversity and the combination of the colors available to avoid losing the attractive in our presented data.

- **Flipgrid**

Flipgrid is an online application for free that allows you to propose some activities in which the answers go in short videos of around five minutes each. As an example, the educator can mention an activity that can be carried out like asking the students some questions and providing the answers in the video previously mentioned. With Flipgrid you also help your students not get distracted or bored by certain topics that can be overwhelmed for some of them or simply boring and they tend to lose their interest, even if you want to have a more interest class and a better understanding of certain topics or just for fun you are free to ask your students to prepare their videos to create a better understanding and great participation in class. There is an immense variety of information that can be include with the help of this important educational application, and it helps students to develop or improve their skills like grammar, pronunciation, and so on. This tool becomes easy to use for students nowadays and as it was mentioned before it is funny, it brings certain things that students like to use, for example, they can add emojis to their videos which are very attractive for young students and some adults too.

- **Nearpod**

Nearpod is a tool for creating and delivering interactive presentations attractive for students, formative or summative assessments in which you will determine the understanding of each student and if they need some extra material, and on which topic. It helps you to have better control of the participation of your students, it also allows you to upload some files like documents, PDFs, and YouTube videos. Nearpod also has some options for you to create some

games to create a better understanding of the class or it offers you the option to get the attention of the students, you can also create a list of your students. Besides that, you have an extra option to let a reinforcement for your students and give them more examples as well as more activities or exercises for them to practice. With the Nearpod platform, you can also see the progress of the work of your students in an individual form and if that is not enough for you Nearpod also gives you the option to create a quiz that gives you immediate feedback for the understanding of each student.

Module III: Technological tools for teaching English

The effective use of technological materials in the teaching-learning process can increase student engagement. They can be applied as a fundamental base to build proper manners, students' 21st-century skills, developing critical thinking, creating a collaborative environment, developing communications skills, accelerating learning, etc. Designing technological materials has become a challenge for the Educational system, but mostly for educators who felt unfamiliar with a new perspective and new experiences with how to teach by using web tools. Since COVID 19 pandemic showed up, unexpected challenges took place in the education context, which educators had to face by giving an extra effort, creating online classes most likely as the traditional way does.

Educators had to add extra time to develop classes based on students' needs, expectations, and sources and tried to mitigate challenges according to students' interests and strengths as well. In module III, was made a deep knowledge of web tools that helps teachers create technological materials. As podcasts, online presentations, interactive images, videos, etc.

- **Podcasts**

Podcasts are a useful resource to teach English by listening to audio. Educators have found a great source to teach students by recorded audio-engaging, it can be an attractive source due to teachers can create their audio material based on student's interests or experiences and students can feel more comfortable; requires more than effort however are richer to use as a part of the online classes because can include grammar content, inspirational context, English tips, just on audio, etc.

Students are fast learners when talking about technology. Podcasts bring flexibility and accessibility for teaching and learning a language and is realized it by practicing. A podcast allows the creation of educational content by teaching different skills, including grammar explanation, pronunciation, discussion topics, etc. In other words, podcasts make teachers think out of the box. A good way to teach outside the classroom is because of the fact they can listen to audio anytime and wherever they are. It has become an alternative method to learning a language and can get students' engagement, improve their skills, and improve and develop new ways of the teaching-learning process.

The first activity belongs to the III module; it was made educational audio recorded by the student, as a practice developing an innovative way to teach. Students were addressed to record a podcast taking into account how will be structured, using a good strategy to catch student's attention by creating a connection, and consistent flow of it, it needs to be specific by picking up an appropriate theme, the age or grade, and skills, etc.; keeping in mind that those details can create a unique experience making an interactive and memorable material or class by listening and it has one powerful way to wave effective content. To record audio, is used a software known as Audacity that brings itself easy access by editing, recording, and making a podcast and as a highlight, it is not necessary to buy expensive material to record audio. This activity requires effort, a little extra thought, expressing our ideas clearly, and making them right.

- **Interactive images**

Since online classes have taken more emphasis in the education system because of the Covid-19 pandemic teachers have been working and putting more effort and how to create material for their classes

and here it's when interactive images play an important role in teaching. Interactive image is another type of resource that allows a teacher to create innovative content by conveying information regarding the English language in an image. Interactive images can be used as flashcards, games, Pictionary, etc., making our classes lively.

Those kinds of materials create significant empowerment and functional classes by using and giving information everything in a single interactive image. Teachers always need to take into account topics, and skills and select the correct strategy to speed up the process of learning by using interactive content in the online classes. Since we do not have physical material, it has been a hard experience due to the way to teach by using Genially or other educative websites that have to make clear, well structured, and create a visual impact on our students. The Internet brings unlimited material. Images based on different themes and using Genially can be possibly create animated material that can contain text, audio, links, etc. just by adding buttons in which students can select and learn new English vocabulary, improve their knowledge, ensure their learning and facilitate the process. Genially has become an important source for teachers; students have already known that interactive content provides and supports classes, it can engage students in a friendly way to learn. One of the main advantages that Genially provides is that it can connect content with other resources by linking YouTube videos, educative pages, audios, etc. It is important to offer a good learning experience by selecting our material based on students' interests.

To make this activity every student must have selected a randomly selected topic based on grades/age, once this part has been selected Genially played an important role due to being used to make the interactive content and material well personalized. Genially brings endless features just by inserting a button in a picture taken from the internet, that button inserted allows teachers to add text, videos, audio, vocabulary, concepts, or even introduce a topic and animated content. Teachers can get students' attention by displaying the information by just clicking the interactive button.

- **Educational videos**

Teaching English languages through videos can boost students' engagement due to being highly focused on students' interests and teacher's strategies. This way to teach can improve classes by guiding or

walking students through several examples, and important concepts, based on visual content. It has become one of the most important and hard to develop due to teachers can create self-made videos highly personalized by designing effective and functional content taking into account materials that will determine the sequence of our classes.

Scripts or outlines are a fundamental part of creating or developing videos. In this activity as in the previous ones, the appropriate content selection and clear goals made this activity have more active ways to engage students. The good combination of material that includes spoken text pictures or illustrations, animated slides, organization, and coherence makes us keep in mind what is strictly necessary to teach, in other words teaching English using short videos is better than one long video. Teaching simple content but well-developed will make our classes more familiar. Designing a video takes time and requires more than an effort, educators just need to be themselves and imagine developing a real class as the traditional way does, just teaching simple but understandable content. It is not necessary to be a specialist, a teacher just needs to be more conversational with an enthusiastic style, and maintain eye contact as if students are watching.

- **Google SLIDE / SITE**

Google Workspace brings unlimited resources for educators and since Covid 19 appeared this important space takes a high impact on teachers by providing collaborative spaces, content, more effective classes, and well-supported, definitely Google workspace plays an important role in providing meaningful learning experiences.

Google slide and Google site are good resources to develop classes due to allowing the creation of content and which can have access anytime anywhere, just by joining with their institutional email address. Google site and slides can be used to create compelling presentations, and websites, with images, text, drawings tables, and hyperlinks. Teachers can add their creativity, and also brings teachers several resources for innovative content to create engaging presentations or websites. This activity made us improve ourselves by exploring our ideas and exploring new ways to teach. Every activity must be well organized and must have coherence

due to the need to apply educational content by engaging our students using attractive interactive elements with meaningful interaction to involve students.

Elements such as images, grammar content, educational videos from YouTube, etc. were part of this activity giving a plus to get students' attention. One of the advantages of these resources Google slides and sites bring us for example students do not need to download everything in the Google workspace cloud, in other words, allows interaction in real-time.

V. ACHIEVEMENTS

Module I: Online English Language Teaching

In this first module, the team learned how technology brings endless sources to create interactive content focused on 21st century skills. Technology plays an important role due to supporting the teaching-learning process. This is the part where students describe the knowledge acquired in each activity.

The team made deep research about the learning theories and how these can be applied in online classes. These theories can support the teaching-learning process and develop an effective manner to teach as the traditional way does. The research team learned how to express ideas by using forums. This activity consists in expressing ideas by making essays focused on learning theories. After that student posted a public essay in the Moodle forum part and the other fellows could bring a polite comment, suggestions, or concerns about it. This way to express our ideas allows students to create a collaborative environment, create more interaction, and communication, and increase our experience using this type of technological source like forums.

In the second activity evaluated, the class learned how to design infographics by making use of a specific topic (LMS). This source allows students to create unique visual content using icons, data, illustrations, proper use of colors, text proportions, and elements to grab students' attention that makes the audience or readers navigate in an easy way to understand the information placed on the infographic keeping in mind "less is more". It was important to maintain the coherence briefly without losing the message's purpose.

In the third activity, students learned how to create a virtual classroom on Google classroom. Google classroom is a time saver since teachers and students can have access anywhere and anytime. Also, teachers can create content and assign activities for their students by saving everything in one place. Google classroom has replaced traditional classes and students can have access using any technological device allowing them to get engaged. This space allows teachers to create quizzes, announcements, videos, due dates, emails, upload multimedia content, web pages, etc. This activity was put into practice in the last class in real-time.

Module III: Technological tools for teaching English.

In this last module, the class acquired a deep knowledge of web tools to facilitate the teaching-learning process in virtual environments. As podcasts, online presentations, interactive images, videos, etc.

The first activity evaluated in that module consisted of creating an original podcast. It was a challenge because Listening and Speaking are skills that many students find difficult. Performing this kind of activity can be overwhelming because teachers need to give the extra mile. As students, they learned to define our goals by organizing content and selecting important information to engage the audience by giving them specific ideas or details in a dynamic way as a Podcast does but definitely, at the same time learned to create scripts and outlines covering all the points that you planned just in single short audio.

In this activity, participants learned how to personalize our podcast content by giving creativity and modeling our tone of voice and learned to manage podcast recording equipment. At this point students realized it is not mandatory to have expensive equipment just need to improvise, making use of computers, cell phones, and Audacity which is free software to facilitate

podcasting editing by making basic changes such as background sound, cutting and pasting, giving the correct file format (MP3 format).

In the second activity, the team learned how to create innovative and creative content to engage students by viewing. Interactive images can improve the way that they teach by conveying information just in one image and also enrich the classes by providing a visual healthy balance. Users can add buttons, links, audio, etc., improving the experience of the students. The class learned the importance of taking into account the selection of color size, shape, text, and audio to ensure the effectiveness of the classes. Interactive images become a potential discovery and learning platform mostly for beginners. The team learned the creation of visual content and how to engage visual learners. Interactive images gave us a great teaching strategy. The future teachers can apply what they learned in this activity so that students who learn visually can awaken their imagination.

In educational videos, as in the previous activity, the class learned a lot about the practice of editing simple videos. The principal goal of that activity was to acquire the basic knowledge of editing an educational video. The achievements of this activity were apparent at the end of the course. The team learned how to upload a video in the appropriate format (MP4), added background music at both the beginning and end of the video and enriched our video with appropriate vocabulary. Instructional videos will help future teachers build student retention, videos can be used to keep potential, current, and former students involved and engaged in the educational environment.

The last activity was to create an embracing environment by using Google slides and the Google site, two different fundamentals tools that help teachers to create an effective collaborative

performance on daily educational projects making communication easier in the teaching-learning process. Teachers and students can access 24/7, anytime anywhere and can access it from several browsers due to it is compatible with all of them, in other words, participants can easily access using any device available (phone, computers, tablets, etc.) no special software is required. Google slide and Google site bring a unique experience for homeschooling, being a challenge for teachers that are getting an additional level of complication to develop content in online classes but these tools in the classroom can easily facilitate the engagement and confidence when it comes to building digital skills that will be useful in both educational settings and daily life. Creating this space would be easier due to there being several apps in one space but it has become a little difficult because teachers make an extra effort to edit slides or sites. As far as the research team know this space brings organization, improves or increases students' collaboration, encourages team members based on different interests and experiences and participants can have access from any location to stay connected by creating a space in which everyone can easily, share project ideas, exchange thoughts on best practices, and create a stronger sense of community and communication.

VI. CONCLUSIONS

After finishing this paper about the specialization course the members of the team listed the following conclusions:

- The objective of this paper was aimed at demonstrating the help that educational tools and Learning Management Systems offer us when teaching Foreign Languages in virtual environments.
- Online education is becoming very relevant with the constant change in study methods and the use of technological resources in virtual environments.
- Educators can create educational courses and stay in touch with users or students and also interact with them in real-time sessions.
- The covid 19 pandemic had a great impact on face-to-face education, which made us explore and make use of all digital platforms and educational resources that allow us to learn in a meaningful way through an electronic device.
- In pandemic times, technology has allowed us to continue building a teaching-learning process with new and improved teaching strategies that help us achieve new professional skills.
- The feedback and the amount of time practicing with the different educational tools was crucial to develop better understanding. It was noticeable the improvement in the six month the course lasted.

VII. RECOMMENDATIONS

For the Department and authorities of the school of humanities

- To promote inclusiveness, so that all students from the diversity of their learning styles, abilities, living conditions, etc. can participate actively contributing to the best of what they are capable of, and include technological tools that can be used in devices that do not have an excellent capacity.
- To train educators so that the planning of virtual study material and strategies be effective for students, being able to explore and acquire knowledge through all the educational tools offered by the web.
- Move to curriculum programming based on the development of basic skills while stimulating the rigorous understanding of updated and relevant content for real life.

For the teachers of the foreign Language Department

- Encourage students for being able to explore and acquire knowledge through the different tools given and taught in every module.
- Go deeper in the use of each technological tool taught during the course to get the best benefits for being applied in future classes.

VIII. BIBLIOGRAPHY/ WEBLIOGRAPHY

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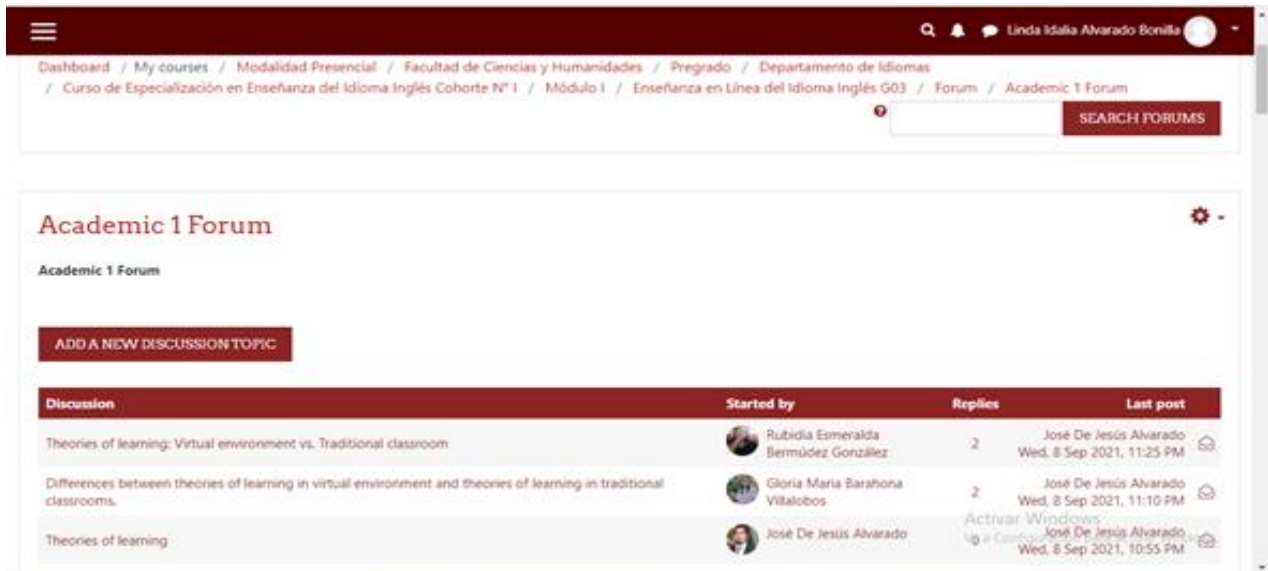
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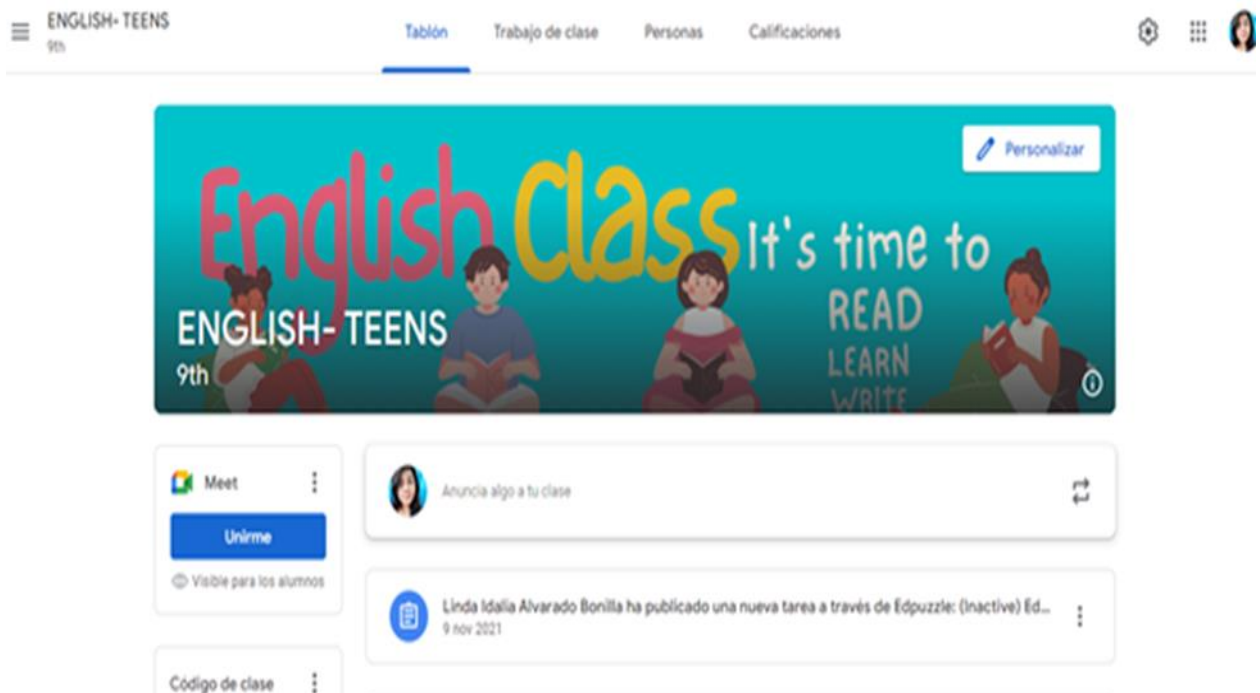
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IX. APPENDIXES

Appendix A. Campus's main platform using during the three modules to post activities and assignments.



Appendix B. A Google classroom was created to show the knowledge acquired.



Appendix C. Infographics were created by students as an evaluated activity.

THE IMPORTANCE OF USING TECHNOLOGICAL TOOLS IN TEACHING-LEARNING.

• WHAT IS EDUCATIONAL TECHNOLOGY?

A systematic approach to the processes and resources of teaching, educational technology, or **EdTech**, utilizes technology to improve the performance of students.


• WHY IS IT IMPORTANT TO USE EdTech IN CLASSROOM ?

- Empowerment of learners.
- Differentiated instruction.
- Facilitate application of memory and cognition.
- Wider participation.
- Multiple learning resources.
- Professional development of teachers.

• The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom.


• As a result, education has changed dramatically, teaching takes place remotely and on digital platforms.

EXAMPLES OF TECHNOLOGICAL TOOLS IN TEACHING-LEARNING.



CLASSDOJO.

The Group Maker is a very useful tool for interactive classroom activities, automatically arranging students into pairs or groups for you.



KAHOOT!

Students or teachers can create an interactive questionnaire in minutes, using a series of multiple choice questions.

LMS Learning Management System

Learning Management System or LMS as it is popularly known is an online education hub that provides a large and indispensable set of features to support educational activities such as classroom learning, distance education, and continuing education by using online courses.

Why should you use an LMS? An LMS can do wonders to enhance the learning experience of students and improve teaching activities. In other words, it allows us to achieve effective learning outcomes anywhere, anytime.

LMS FEATURES

- Learn or teach online
- Flexibility and accessibility
- Enjoy autonomy and self-sufficiency
- Reporting and evaluating
- Consistency of learning
- Easy tracking & reporting
- Create engaging courses
- Better results through engagement and gamification
- Compact System and Learning
- Interactive-video / Audio-based

LMS PLATFORMS

MOODLE

- Ubiquity and flexible learning from any device.
- Plagiarism detection.
- Emoji support.
- Discussion forums and chat rooms.
- Easy integration.
- Creation of evaluation instruments/quizzes.
- Creation and management of courses.
- Encourage self-reflection in Blogs.
- Provide tasks that allow for active participation.

GOOGLE WORKSPACE

- Provides a flexible and secure foundation for learning.
- Collaborates in real-time.
- Helps organize and streamline the classroom experience.
- Create Assessment/test.
- Interact with students directly.
- Manage multiple classes.
- Create courses and organize classwork.
- Enhance collaboration and communication.
- Creates an inclusive learning environment.
- Encourage original thinking.

EDMODO

- Great tool for use with mobile devices and mobile learning.
- Works in all browsers.
- Ability to create blogs, quizzes, polls, and assignments.
- Mobile learning- Anytime- Anyplace.
- The teacher/instructor can track student performance.
- The teacher/instructor has full control.
- A secure platform ensures security and privacy.
- No private student platforms are required.

SCHOOLGY

- Designed for all students.
- Focused k-12 learning.
- Enables students fully engaged with their learning.
- Works in the cloud.
- Brings plenty of tools using a cloud-based.
- Assessment management.
- Support audio/image/video recording.
- Customise the domain of the courses.
- Offers Statistics and reports of Activities and Evaluations.
- Works as a social network
- It's free of charge.



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Appendix D. Canva was very useful tool in the creation of different materials for online classes.

