

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



**TITLE:**

**THE ADMINISTRATION AND IMPLEMENTATION OF TECHNOLOGICAL  
TOOLS FOR TEACHING A FOREIGN LANGUAGE IN A VIRTUAL  
ENVIRONMENT**

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN  
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y  
APRENDIZAJE DE IDIOMAS EXTRANJEROS  
PARA OPTAR AL TÍTULO DE: IDIOMA INGLÉS OPCION ENSEÑANZA**

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## **ABSTRACT**

Nowadays, both teachers and students face new challenges due to the rigorous change of modality in the educational system because of Covid-19 pandemic. One of them consists in the use of virtual tools to provide or obtain a more adequate learning. For this, it is important that teachers take into account in their methodology the implementation of virtual tools to make the teaching - learning process more effective for their students. Teachers must choose the most appropriate tools by analyzing their needs and each group's learning level. This report seeks to give a better understanding of the impact of technological learning tools and how they help students in the acquisition of knowledge. In addition to how the virtual environment has changed the teaching space of the teacher and the learning space of the students. Also, this report considers the nature of digital divides and the potential hazards presented to us as teachers with digital technologies. Finally, this report explores the relationship between the use of digital tools previously taught and academic achievement through the different tools presented during the three modules of the specialization in virtual environments for teaching and learning foreign languages.

**Keywords:** E- learning; virtual environment; technological tools; Learning Management System (LMS); Online education; TICs.

## **I. INTRODUCTION**

Living in a context of globalization, where technology is constantly changing the way the world and information is perceived and organized from different channels and sources, society needs to also follow along in order to keep on growing. It is not a secret that education could not be the exception.

Typical things such as sitting arrangement, group activities and school supplies have been affected during the last years. With industrialization and new technologies coming into the world, we have seen some minor changes since the past decade. However, we had never been so involved in the process or affected by it, as we did since 2020 when COVID-19 pandemic affected not only small populations, but the whole world. The pandemic led to an emergency status where we had no other choice but rely on technology to maintain communication, jobs and education going. Although some of the developed countries had already started with pilot process to integrate technology into classrooms, most of educational entities had zero to non-experience with virtual environments. Despite the integration of it was costly, there were not many educators and students that were able to use them or have access to a computer or smart device.

In need of rapidly adapt to different ways to deliver course content, store data and provided feedback, tools and methodologies have been created to facilitate the process for both students and teachers.

University of El Salvador has also seen the need of adapting all the content and data bases to virtual platforms, throughout the past years this process has been

one of the biggest challenges. Therefore, based on teaching and learning needs Foreign Languages Department has created a Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning.

During the present report we will cover how technology has facilitated the process of storing information and data, course management, class control and even the way the materials and activities can be done.



## **II. OBJECTIVES**

### **GENERAL OBJECTIVE**

- a) To demonstrate how the administration and implementation of technological tools established during the specialization course: *“Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros”* benefits the process of teaching a foreign language in a virtual environment.

### **SPECIFIC OBJECTIVES**

- a) To identify the technological tools and platforms learned during the specialization course that allowed optimizing the teaching - learning development.
- b) To mention deeply the activities developed during the three modules of the specialization course.
- c) To state the digital materials created during the specialization course as a technological resource to put into practice in the teaching - learning process.

### **III. FRAMEWORK**

#### **A. HISTORICAL FRAMEWORK**

The coronavirus disease (COVID-19) pandemic has caused an unprecedented crisis across the board. In the sphere of education, this emergency has led to the massive closure of face-to-face activities in educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact.

The Economic Commission for Latin America and the Caribbean (ECLAC) has stated that, even before facing the pandemic, the social situation in the region was deteriorating, due to the increase in poverty and extreme poverty rates, the persistence of inequalities and growing social discontent. In this context, the crisis will have significant negative effects on the various social sectors, including particularly health and education, as well as on employment and the evolution of poverty. For its part, UNESCO has identified large gaps in educational outcomes, which are related to an unequal distribution of teachers, in general, and of the best qualified teachers, in particular, to the detriment of countries and regions with lower incomes and rural areas, which also tend to concentrate indigenous and migrant populations. In the educational field, a large part of the measures that the countries of the region have adopted in the face of the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main fields of action: the deployment of distance learning modalities, through the use of a variety of formats and platforms (with or without the use of technology); the support and

mobilization of staff and educational communities, and attention to the health and well-being of students.

### **Digital learning statistics during the COVID-19 pandemic**

“Since 2000, online learning industry revenues have grown by more than 900%. Although the interest in online education has seen a rapid increase in recent years, even before the arrival of the virus; the pandemic has helped give it an even stronger boost.” *Online Education Statistics*. Bouchrika, I. (2020).

Meanwhile, “virtual learning saw a 16% increase during the pandemic, while instructor-led training saw a significant decline. Consequently, more than 64% of American high school students are using online learning tools on a daily basis. On the other hand, 52% of U.S. graduates said they find online college education superior to face-to-face classroom learning, compared to 39% of college students who find online classes better than in-person classes face-to-face.” *Elearning Statistics*. Bouchrika, I. (2020).

According to a report by Statista, 49% of the student population worldwide said they had enrolled in an online course in the last 12 months. Additionally, 95% of students indicated that they are satisfied with online education and that web-based learning is more fun and helps them retain information faster. In a Forbes report, online learning is reported to increase student retention rates by between 25% and 60%.

It is evident that eLearning is an industry of the present and future. However, the increase in demand for online education causes an even greater demand for

high-quality courses and well-established processes for content instruction and the creation of virtual classrooms. But, without the right tools, everything seems impossible.

### **The impact of COVID-19 on education**

This crisis exposed the many shortcomings and inequities in our education systems: from the broadband and computers required for online education, to the supportive environments needed to focus on learning, to the poor match between resources and needs. The lockdown measures adopted in response to COVID-19 disrupted mainstream education with the nationwide closure of schools in most OECD member and associate countries, which lasted for at least 10 weeks in most of them. Although the educational community undertook important initiatives to maintain the continuity of learning during this period, children and students had to rely more on their own resources to continue learning remotely through the Internet, television or radio. Teachers also had to adapt to new pedagogical concepts and ways of teaching, for which they received no training. In particular, learners from the most marginalized groups, who do not have access to digital learning resources or who lack the resilience and collaboration to learn on their own, were at risk of being left behind. The COVID-19 pandemic has also seriously affected higher education, as universities closed their facilities and countries closed their borders to respond to confinement measures, (*Education at a glance. OECD Indicators. (2020)*).

### **Educational measures during the crisis generated by the COVID-19 pandemic**

In addition to interrupting educational trajectories, the closure of schools affects the food and nutrition of the student population, especially in the most

vulnerable sectors. At the time of writing this document (early July), it can be seen that 21 of the 33 countries have maintained school feeding programs in various ways. The most used modality (13 countries) is the delivery of food kits to prepare at home, followed by the provision of lunches (3 countries) and, to a lesser extent, cash transfers and food vouchers. Additionally, many students access other services through schools that have also been interrupted, such as the delivery of contraceptives, mental health services or recreational activities. In most of the countries (29 of the 33) forms of continuity of studies have been established in various distance modalities. Among them, 26 countries implemented online forms of learning and 24 established distance learning strategies in offline modalities, including 22 countries that offer distance learning in both modalities (offline and online), 4 that have with exclusively online modalities and 2 with only offline modalities. Among the online distance learning modalities, the use of virtual asynchronous learning platforms stands out, used in 18 countries, while only 4 countries offer live classes (Bahamas, Costa Rica, Ecuador and Panama). In turn, among the forms of offline distance learning, 23 countries broadcast educational programs through traditional media such as radio or television, (*La educación en tiempos de pandemia COVID-19. NU. CEPAL UNESCO*).

### **How prepared were countries for online educational continuity: exacerbating digital divides**

Given that most countries have opted for the continuity of the educational process through online resources, the use of the Internet offers a unique opportunity: the amount of educational and knowledge resources available, as well as the different communication tools, provide privileged platforms for bring school

and educational processes closer to homes and students in conditions of confinement. In recent decades, investment in digital infrastructure in the school system has been significant in many Latin American countries. Educational policies in the digital sphere began to be applied incipiently in some countries of the region at the end of the 1980s. “Until the mid-1990s, these strategies had the general purpose of improving learning and teaching outcomes in schools then, the objective of giving students access to equipment began to be prioritized, paying special attention to sectors with a lower socioeconomic level as a leveling strategy and search for equity. In recent years, with the massification of connectivity based on mobile Internet and the increase in more accessible digital devices, policies have redirected their efforts to training students in digital skills”, (Trucco and Palma, 2020).

However, despite these efforts, as is the case with many change processes, the countries of Latin America and the Caribbean are unevenly prepared to face this crisis by taking advantage of digitalization. Although the region has made significant progress in reducing the gaps in access to the digital world in recent years, particularly thanks to the widespread use of mobile connectivity, there are still considerable gaps in effective access to the digital world, which has deep consequences. Implications for the opportunities and participation of new generations, (*ECLAC, 2019; Trucco and Palma, 2020*).

## **B. THEORETICAL FRAMEWORK**

### **The administration and integration of technological tools for teaching a foreign language in a virtual environment**

In order to talk about the administration and integration of technological tools for teaching foreign languages in a virtual environment, we first need to understand what the administration and integrations in virtual environment classrooms refers to.

When talking about administration in education, tools now play an essential role. Learning was affected by it from the very basics of a course, to the most complicated: administration.

Course administration refers to the process of effective management of information, tools, activities, resources, and storage of course data. Previously, all related to course administration was already set and ready to be used in a brick-and-mortar environment, where everybody was required to physically attend the courses, report on a daily basis and in most of the cases present assignment is paper for revision or feedback and get them back with grades.

As technology started to gain more and more recognition in society, education was not left behind on this new journey. It is true that schools and colleges had started to store their data in different platforms, created courses to post materials and announcements, yet full virtual courses were still under development.

## **The Role of Learning Management Systems in Educational Environments**

Now, as we are living under a post-pandemic world, we have seen how technology has taken over most of our reporting process and data bases. This has facilitated educational administration by making use of LMS.

Learning Management Systems (LMS) can be defined as an online integrated software used for reporting educational courses. By making use of technology, educators have now found a way that helps to maintain class control, keep materials up to date, easily communicate with students and reduce cost, as most of LMS used are now free.

Nevertheless, LMS by itself would not make a big difference if the integration of technology is not conducted in a proper fashion. Whereas LMS facilitates the process of course administration, data base and grading process; to ensure that, there has to be an integration of technology into the class.

### **Integration of technology into Education**

Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools, (*National Educational Technology Standards for Students, International Society for Technology in Education, 1999*).

Technology Integration refers to the meaningful use of technology resources such as computers, laptops, tablets, mobile devices, platforms and networks, etc.,



for educational purposes. "... Integration is when students are not only using technology daily, but have access to a variety of tools that match the task at hand and provide them the opportunity to build a deeper understanding of content" (George Lucas, November 2007). Taking into consideration that while new generations might have solid bases on technology, there will be some challenges with older generations; therefore, in order for technological resources to be integrated successfully to a classroom, it must contain the bare minimum: be accessible and user friendly.

In previous decades in El Salvador this was something we could only dream of, we knew it was going to become a benefit for future generations but have little to no understanding on how this could be implemented to our system of education. However, during the COVID pandemic each educational entity was forced to abruptly move to online education. Therefore, changes and adjustments were made to the educational curricula by implementing new tools, platforms and LMS to our daily basis.

## IV. DESCRIPTION OF THE ACTIVITIES

### COURSE DESCRIPTION OF MODULE I

The Module I was named: *Online English Language Teaching*, and it was covered in around 8 weeks / 2 months. This module took place from March 31<sup>st</sup> to May 31<sup>st</sup>. It was mostly about the theories of learning acting as a guide for use of technology in teaching a second language.

#### **Briefly description of what students made during module I**

- **Week 1**

This week students were able to analyze and identify different types of learning theories for the development of English language methodology in virtual learning environments. In order to identify the importance of the different learning theories and also their impact on the teaching methodology of the English language in virtual learning environments, an exhaustive reading and content analysis allowed students to identify the importance of each theory presented. During each session and each academic activity, the teacher in charge of Module I promoted among the participants the use of an active role in the analysis and discussion inside each forum, as well as in the rest of the course activities.

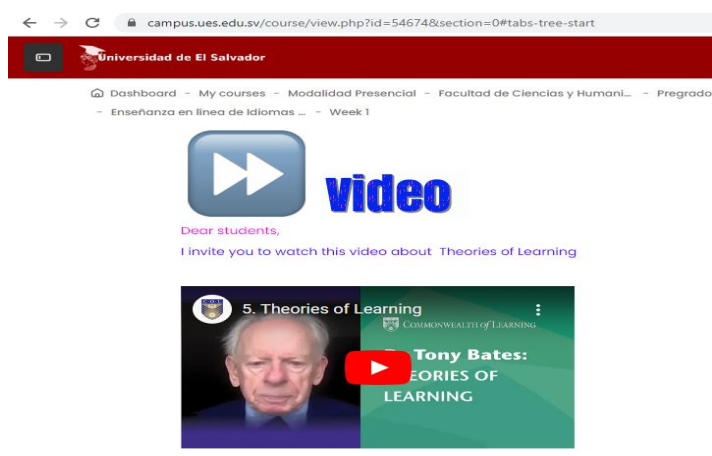


Image taken from Specialization course: *Online English Language Teaching* on Campus

- **Week 2**

The professor in charge explained in more detail about the use of the discussion forum as well as explained in detail how to create one on the CAMPUS UES platform. The first activity related to the discussion forum was carried out, the students had to interact in the forum created by the teacher and make use of the knowledge acquired in class.

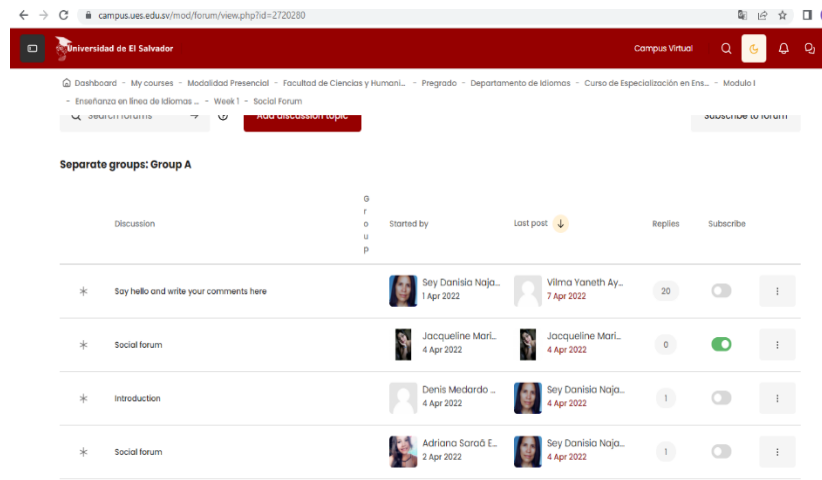


Image taken from Specialization course: *Online English Language Teaching on Campus*

- **Week 3**

This week the focus was on LMS, specifically on its use in the virtual or online teaching approach, such as the use of LMS (Learning Management System) in order to set up a virtual classroom, what would be the most suitable LMS for each aspect or topic to present as well as the use of some of them such as Edmodo, Schoology, Edmodo among others. Their differences between them and the advantages of using them for and with students.

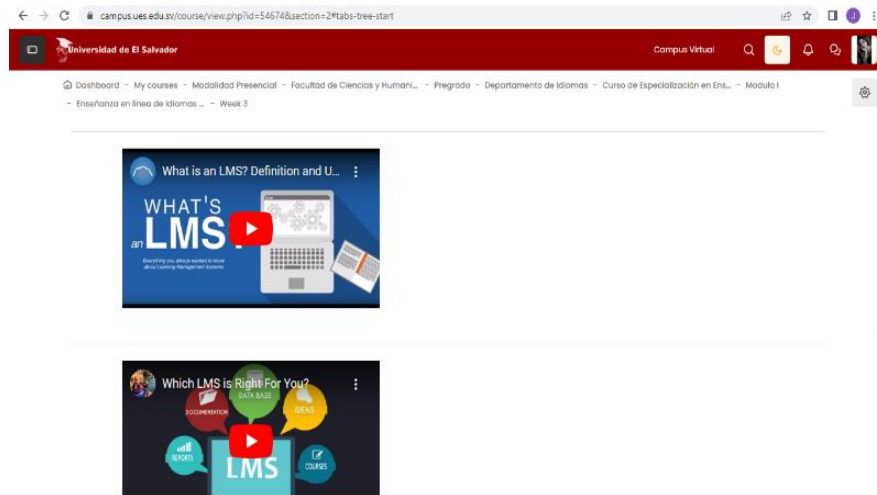


Image taken from Specialization course: *Online English Language Teaching on Campus*

- **Week 4**

In this week's sessions, the teacher explained a little more about the LMS, adding tutorials on how to use Edmodo. The students also learned about creating quizzes in Moodle, the teacher created a tutorial and then the students put the knowledge into practice by creating their own quiz in class. The students received the guidelines for the second activity of module I, an infographic on LMS. It is worth mentioning that every week the teacher encouraged the students to always participate in the discussion forum for any questions they had.

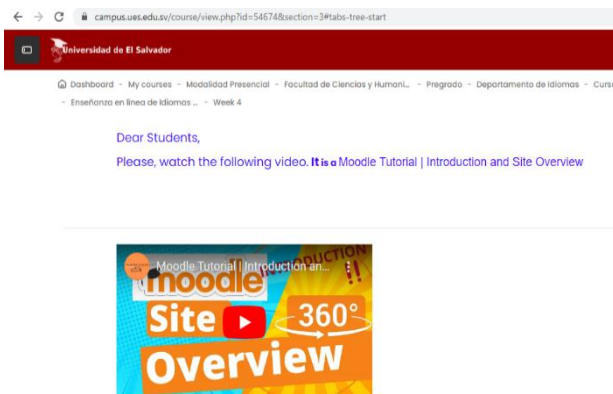


Image taken from Specialization course: *Online English Language Teaching on Campus*



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## Infographic

Infographics were used during the development of the first part of module I. Then, students were able to create their own infographic (individually) where they presented a combination of tools used in education with their respective information clarifying the features and advantages that every tool has. The tools studied on LMS. The students made use of the Canva platform

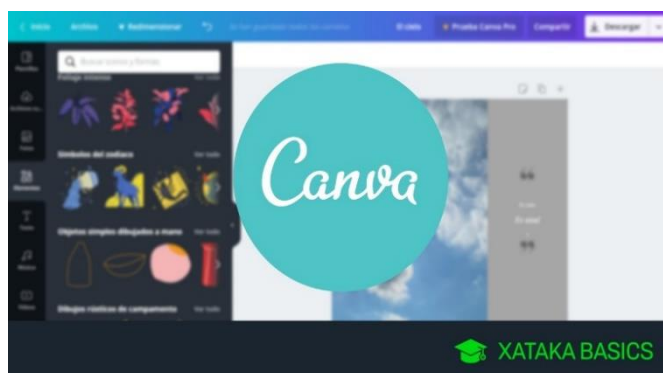


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- **Week 5 and 6**

On this week the teacher in charge of the specialization course went into Google Classroom, and explained how this improves the abilities and skills of each student. She mentioned about the three pages she has classroom (steams, classwork, and people) and how teachers and students can interact with each other through the chat facilities provided by Google Classroom. Interaction through these facilities can be carried out in groups or privately so that the teacher is able to monitor the development of competencies among their students. Google Classroom is a platform designed by Google in order to facilitate the work of many students and teachers. Also, it brings learning material together into a new virtual environment. Google Classroom was included as a new service for all of those with a personal

Google account. In most cases, and lately, teachers and students are allowed to access using their accounts already provided for the institution to which they belong.

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

In the last part of Module I, students were able to introduce themselves in a virtual environment by making use of Google Classroom. Then, after sharing a Google Meet link and uploading different material into Google Classroom they were ready to present a class (pair work). During the presentation each student turned into a teacher and made use of different topics to teach their lesson; also making use of different platforms like Google slides, Padlet, Liveworksheet, videos, PPP, among others. They reached an engagement with part of the students to whom they were teaching the class to.



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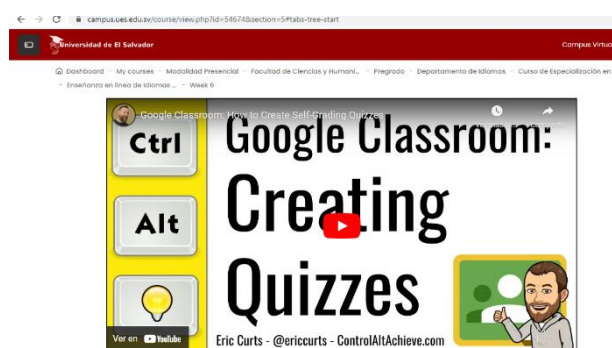


Image taken from Specialization course: *Online English Language Teaching* on Campus

- **Week 7**

This week the students learned a lot on platforms for videoconferences. They saw the features of three of them: Zoom, Meet, and Teams. The teacher explained how to create a room on the zoom platform and how to join different rooms at the

time of a videoconference. Also how to create an event with Google Meet, add it to the calendar and generate a link for said event or class, the same way with the Teams platform, and how to create a class and participate in the board of said class. The teacher in charge gave the guideline for the last activity of module I.

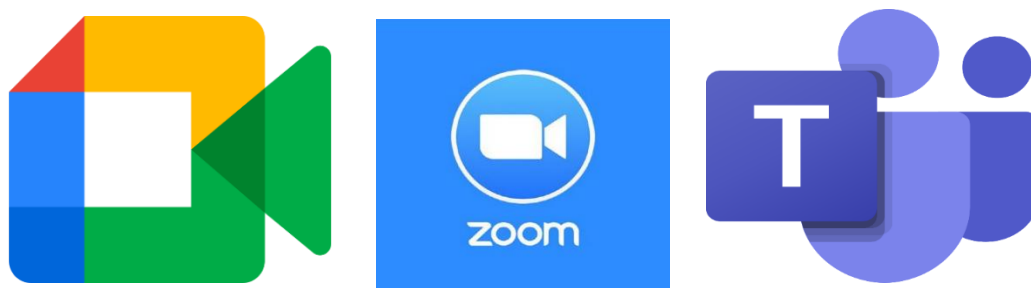


Image taken from Google images:

<https://www.sorryonmute.com/wp-content/uploads/2021/07/11-Best-Virtual-Meeting-Platforms-for-Teams-1024x536.png>

- **Week 8**

In the last week of module I, it was based on the presentations of the last activity of the first module, which consisted of a class through Google meet, the activity was carried out in pairs and the students had to plan a short class to be conducted through Google Meet (10 minutes) and also, use some tools and resources from the Web to have a dynamic class (Use resources such as short videos, images, short readings, PPP or Google Slides, among others).

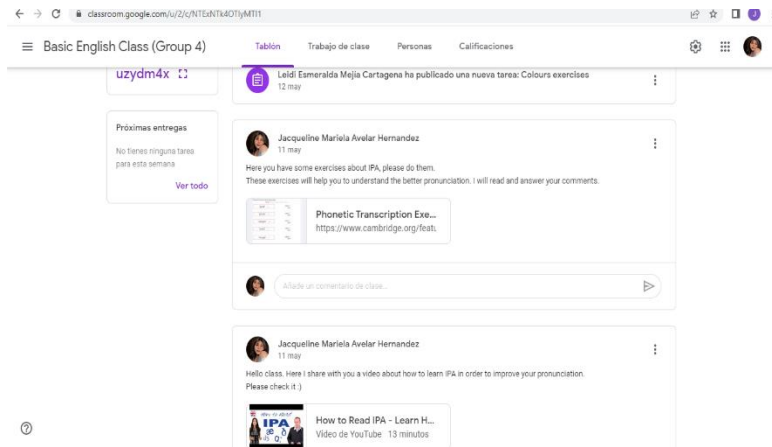


Image taken from Google Classroom platform:  
<https://classroom.google.com>

## **COURSE DESCRIPTION OF MODULE II**

The Module II was named: *Educational Application for Learning a Foreign Language*, and it was covered in around 8 weeks / 2 months. This module took place from June 2<sup>nd</sup> to July 28<sup>th</sup>. The main focus of the course was on the theoretical fundamentals and the use of technological tools for virtual education. The educational tools that were covered are: Edpuzzle, Flipgrid, Flippity, Liveworksheet, Nearpod, Padlet, Kahoot. Classroom, and Powtoon.

### **Briefly description of what students made during module II**

- **Week 1:**

During the first week we first covered the program and content to be reviewed. We went over an introduction of technological tools, their foundations and principles applied to education. Tutorial videos from YouTube and created by the professor were also an essential part for the course as it helped students to have a



better understanding about the proper use of each tool, along with real time practice that was performed in each session.

- **Week 2:**

During the second week the focus was on mastering tools by creating materials as a group to have a live demonstration of them in class. Groups were made randomly by the professor to ensure collaborative work. For the first evaluation, the class was required to do individual work by creating an infographic that includes technological tools that were not discussed in class, students were required to select a topic and an objective that fits the tool, including the reason why it is considered the best option by providing the main features of each.

- **Week 3:**

During week 3 we had the opportunity to learn about educational tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. Guidance was provided through YouTube videos and professor's tutorial.

Starting with Edpuzzle and Flipgrid that are more focused on video content. While Edpuzzle is a video interactive tool that allows turning any video into a lesson by adding questions and requesting answers from students, Flipgrid empowers student voices by allowing them to record video and upload them to class forums and get feedback from other students and teachers.

Additionally Flippity and Liveworksheets create a more game-based learning. Flippity allows teachers to create activities by reusing templates that can be easily turned into questionnaires and fun games to present in the class. Similar to Liveworksheets that allows teachers and students to use materials already created

or create new ones by using PDF documents; this tool has the option to keep the material private or public.



Image taken from: <https://edpuzzle.com/>

Image taken from: <https://flippity.net/>

Image taken from: <https://info.flip.com/>

Image taken from: <https://www.liveworksheets.com/>

- **Week 4**

During this week we found new creative ways to use and combine the tools by creating a Flipgrid video about Liveworksheets. For the second evaluation, the whole class was required to record a video tutorial for students in which we had to introduce the tool and demonstrate how it is used in at least 3 different ways by creating class material.

- **Week 5**

During this week we worked with Nearpod, Padlet and Powtoon. Websites and tutorials were shared as support materials, along with live practice. To start off, Nearpod allows to share presentations and have interactive virtual classes by adding audios, videos, games, whiteboards, and many other tools. On the other hand, Padlet facilitates group work by creating boards, lists, maps, timelapse and many other options. Students can easily access and interact not only with the teacher but also with other students by commenting, adding likes and rating the experience. Finally, Powtoon was presented. Powtoon is a web application tool that

facilitates creation of animated videos and presentations by adding music, voice recordings, presentations, and animated characters.

- **Week 6**

During this week, students were introduced to Kahoot and Classroomscreen. While Kahoot facilitates the creation of games to test or check for understanding by having the class participating at the same time, Classroomscreen focuses more on classroom management. On Classroomscreen teachers have a list of student to randomly pick a name and create groups, timers, calendar, notes and even white boards, allowing also to keep the materials organized in one single screen by pasting the link and having them ready to be used.

As third evaluated activity, the class was required to create a Powtoon video including a presentation that covers the advantages of including technological tools in online classes. The video must contain a picture of the student, voice recording and creative ways to use Powtoon features like animated characters, sounds and more.

- **Week 7:**

During week 7 we had extra information on how to use Kahoot and apply it to our online classes, and also went over the requirements for the fourth evaluation and the presentation. Each student had 7 minutes to present the lesson plan created for the lesson and work with any of the following tools: Edpuzzle, Flippity, Nearpod, Padlet, Kahoot and Classroomscreen.

- **Week 8**

During this week we had the last evaluation, a demo class in which all students participated and shared the work they had done in each tool and engaged the class by having them interact with at least 3 activities that can be performed in the technological tool assigned. After the presentation was completed, each student was required to submit 3 screenshots of the virtual class in a PDF document and wait for the final grades.

### **COURSE DESCRIPTION OF MODULE III**

The Module III was named: *Design of Didactic Materials for Virtual Environments*, and it was covered in around 8 weeks / 2 months. This module took place from August 9<sup>th</sup> to September 27<sup>th</sup>. It was mostly about the creation of digital and educational materials for teaching – learning a foreign language in an online mode.

#### **Briefly description of what students made during module III**

- **Week 1 and week 2:**

During week 1, the teacher read the syllabus corresponding to that module so that the students can take into account the following issues: content, activities, and evaluation system that will be carried out in the following weeks. After this, she began

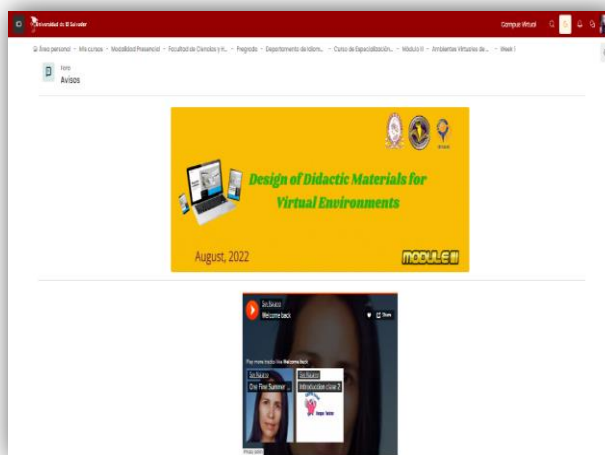


Image taken from Specialization course: *Design of Didactic Materials for Virtual Environments* on Campus

explaining the importance of using multimedia resources in a virtual learning environment. Finally, as a warmful welcome, she showed us a podcast so that we can learn more about this technological tool. In week 2, students learnt about recording their own podcasts through the application *audacity*. The teacher explained students how to use this application by playing a video of her own. Finally, she provided us the guidelines for the creation of our own podcast as part of the first assignment. The podcast was about the subtopic chosen by the students.



Image taken from Soundcloud platform: <https://soundcloud.com/>

- **Week 3 and week 4:**

During week 3, the students learnt about a very interesting tool called: *Genially* (creating interactive images for educational purposes). As a practice time, the students created an interactive image so that they can demonstrate what they have learnt during the class. At the end of the class, the teacher provided details



Image taken from Specialization course: *Design of Didactic Materials for Virtual Environments on Campus*

about the second activity which was about creating an interactive image based on the subtopic chosen by the students. In week 4, the students learnt about creating a web page through the application *Google site*. It allows people to create a website in a way as simple as editing a document. As practice, students met in the chosen groups, and worked on their subtopic by creating a web page. Finally, the teacher mentioned in advance the final task that was done on Google sites explaining the guidelines.

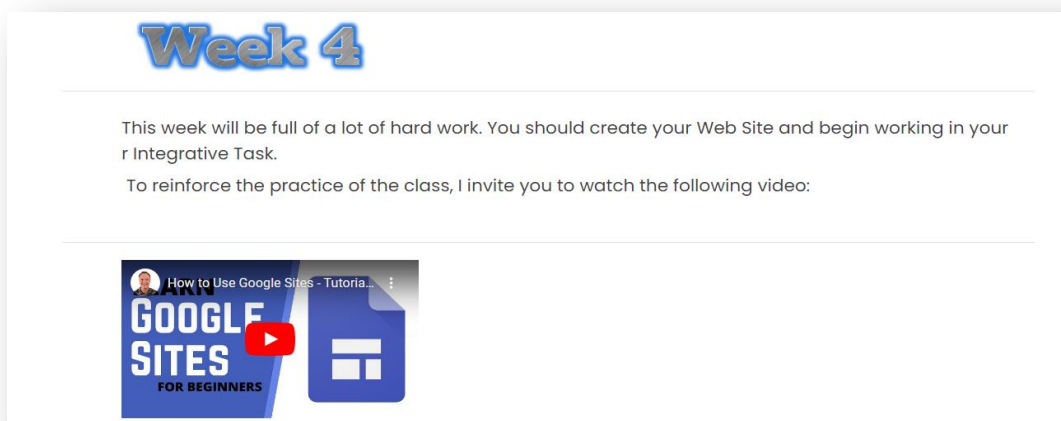


Image taken from Specialization course: *Design of Didactic Materials for Virtual Environments on Campus*

- **Week 5 and week 6:**

During week 5, the teacher taught the students the importance of knowing about color theory and the basic elements of a slide presentation such as shape, the color of the background, and font size with the purpose of creating adequate

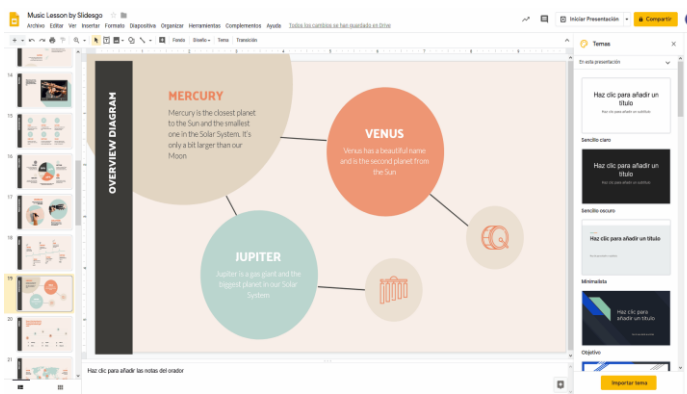


Image taken from Google images:  
<https://media.slidesgo.com/storage/81933/captura2.qif>

presentations through Google Slides for teaching content. Throughout the class, students practiced what they learnt by creating and designing presentations based on any topic. In week 6, students focused on finishing the written report about the specialization (first draft) required for the graduation process. A doubt forum was provided on the main campus so that students can clarify any question. In this week, the students also learnt the basic principles of video recording for educational purposes.

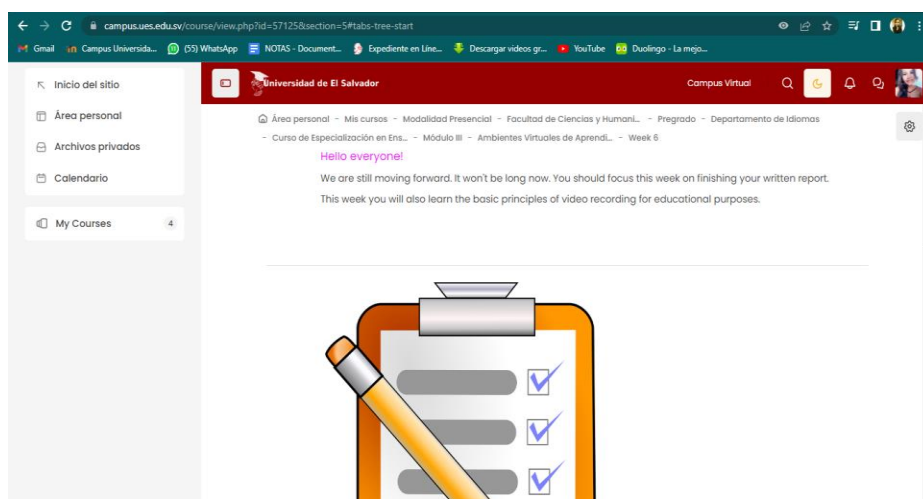


Image taken from Specialization course: *Design of Didactic Materials for Virtual Environments on Campus*

- **Week 7 and week 8:**

During week 7, the teacher explained the students the important elements to take into account when recording and editing a video. In this week, the students were working on making the video in order to include it in the Google Site work. In week 8, the students presented the final written

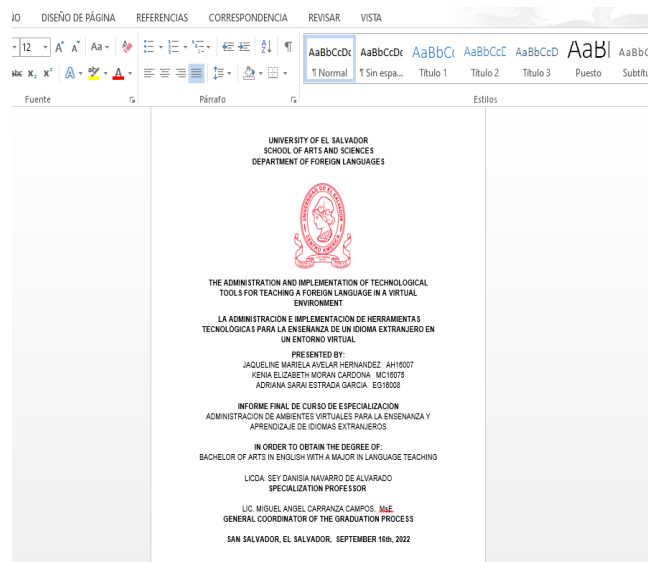


Image taken from word document

report by giving a short presentation as a live defense in no more than 5 minutes per student. The presentations were about explaining the work they did as group which consisted of creating a class in Google Classroom embedded to Google Site (material for students to use).

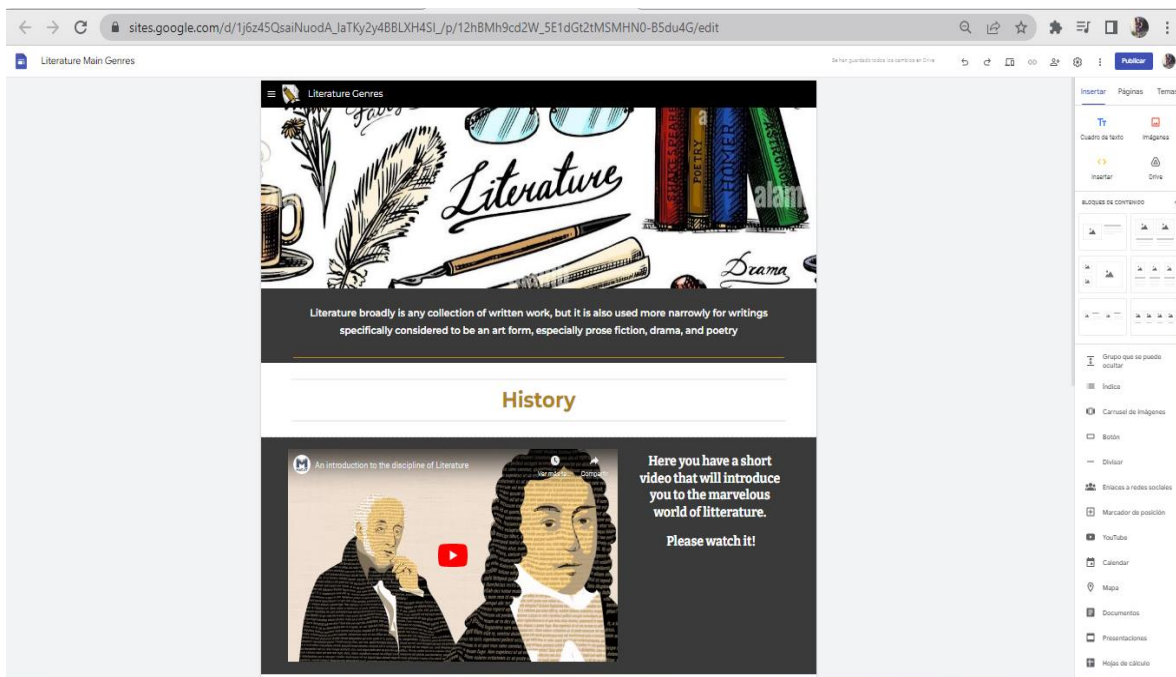


Image taken from Google sites:

<https://sites.google.com>



## V. ACHIEVEMENTS

- During the course on the administration of virtual environments and digital tools in virtual classrooms, students developed and achieved skills that will help in the concrete management of a class and learning environment, culminating on this way a great path of achievements and having with each one the satisfaction in the acquisition of new knowledge.
- As a team, students learned how useful it is to teach a class the creation and use of infographics. Also, how to use the platform Padlet which is a web app that lets users post notes on a digital wall. Moreover, along with Padlet the team used Flipgrid which is a platform where students can post and create videos and response to discussion, Flipgrid allowed everyone to express their own ideas.
- In addition to that, the creation and management of podcasts were an important part of learning for the team. Moreover, the team during these modules also learned how to use platforms dedicated to the audiovisual creation of animated videos which are used to introduce topics or use it on feedback. This platform allows for users the creation and editing of animated videos, either for personal use, professional or even in educational purposes.
- On the other hand, in order to follow an order in the class when teaching or having a subject in charge, the team learned the management and use of Google Classroom. Taking into account that Google Classroom is a free platform that helps to manage a class in an educational environment, the team learned how to develop different activities by making use of the features that this platform contains.

- As a team we consider that one of the best and biggest achievements was learning to use “Google Sites” in order to create a new digital environment where students can feel more comfortable to interact with. Google sites allow users to create a window that is easy to follow and the personalization to upload content, interaction buttons and also share different materials that are useful for the class.

## **VI. CONCLUSIONS**

As the generations have changed, technology has become more and more present, a living under a post pandemic world, where most of the information is available online; Education has adapted and will continue to make changes in its curriculum and methodology. Professors must be on top of the new technology and find out ways to make classrooms more interactive in order to keep the students engage in the learning process.

Therefore, we believe that the administration and integration of technological tools for teaching a foreign language is an essential part of virtual environments in order to successfully manage online classes and ensure the best teaching and learning experience. Taking this into account, proper guidance is also needed. While there might be a lot of resources available to use, it is also important to master the tools and resources so the implementation of them will be forced and will keep logical connection with the class content.

In conclusion, the specialization course in the administration of virtual environments for foreign languages teaching and learning allowed students from University of El Salvador of the foreign languages department to develop technological skills by making use of different Learning Management Systems and technological tools, including audios, videos, and creation of their own materials.

## **VII. RECOMMENDATIONS**

Once the present report was completed, it was considered convenient to take into account the following recommendations to correct the aspects for the benefit of the process of teaching a second language in a virtual environment.

### **For the Department and authorities of the school of Humanities**

1. It is recommended that the authorities of the School of Humanities take into account from now on the implementation of a virtual environment in the University of El Salvador for the teaching-learning process of a second language. At present, technology must be present in the Classroom as a support tool based on the characteristics of being multimedia, interactive, motivating that allow evaluation and feedback.
2. It is suggested continuous training for teachers in the area of English in "Information and Communication Technologies", (*TICs*) in order to provide the basic and elementary knowledge that allows teachers to create virtual learning environments, considering that predominantly, the factor of technological issues is vulnerable in the educational system for both teachers and students.
3. It is recommended that the authorities make the necessary efforts to purchase virtual tools and thus allow full and free access for use by teachers and students of the School of Humanities for teaching – learning purposes.
4. It is suggested the design of a Virtual Learning Environment within the School of Humanities that allows creating own resources as external or other digital applications that generate a virtual learning environment and then share it with the teachers and students of the school for their use.

## VIII. BIBLIOGRAPHY

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(<https://play.google.com/books/reader?id=u8ybAGWPdmMC&pg=GBS.PA74&hl=es>  
)

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## IX. APPENDIXES

### Program Module 1

**1. GENERAL INFORMATION**

1.1 Module 1:	Online Foreign Languages Teaching
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:	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 :	MEVA. Sey Danisia Najarro de Alvarado MsDI. Juan Antonio Flamenco Flamenco

### Campus' main platform of the module I

Universidad de El Salvador Campus Virtual

Dashboard - My courses - Modalidad Presencial - Facultad de Ciencias y H... - Pregrado - Departamento de Idiom... - Curso de Especialización... - Modulo I - Enseñanza en línea de Id... - Week 1

# Enseñanza en línea de Idiomas Extranjeros G01

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Videoconference recordings Week 7 Week 8 Notice

Online Foreign Languages Teaching

Module I  
March, 2022

*A discussion forum was created so that students can tell about the specialization course beginning*


Universidad de El Salvador Campus Virtual

Dashboard - My courses - Modalidad Presencial - Facultad de Ciencias y H... - Pregrado - Departamento de Idiom... - Curso de Especialización... - Modulo 1 - Enseñanza en línea de Id... - Week 1 - Social Forum

Say hello and write your ...

Social forum

Say hello and write your comments here  
by Sey Daniala Najarro - Friday, 1 April 2022, 5:04 PM



I would like you to tell us how you feel about starting with the specialization.

Permalink

Re: Say hello and write your comments here  
by Ana Guadalupe Quevedo De Pérez - Sunday, 3 April 2022, 7:30 PM

Hello everyone, I am Ana it is a pleasure for me to meet you. I am happy to be here and to have the opportunity to study this specialization. I am pretty sure it will be very useful for all in the future. I have been waiting for this opportunity since last year and I am going to do my best... thank you so much to you Teacher for share your knowledge with us...

*Infographics were created by the students as a second evaluated activity*

### LEARNING MANAGEMENT SYSTEMS (LMS)

It is a software application uses a course shell for e-learning, blended learning, flipped classrooms, or training

To know more about LMS, 4 types of LMS and their key features will be mentioned below:

- 1 CourseSites**
  - Integrate multimedia into class content
  - Course Discussions
  - Access & manage grades
- 2 Schoology**
  - Flexible Instructional Tools
  - Online Gradebook and Attendance
  - Open-access integration platform
- 3 ATutor**
  - Multi-instructor
  - File storage
  - Easy quiz creator and grading process
- 4 Moodle**
  - Collaborative activities and tools
  - Track progress
  - Modern interface, easy to use

References:

A collaborative class created in Google classroom by a group of students

**Literature**  
Term I-2022

Compartir con tu clase...

**Nueva tarea: Assignment**  
15 may.

Agregar comentario para la clase

**Adriana Saraã Estrada GarcãA**  
15 may. (editado 15 may.)

Dear students, access the next link where you will find a short story entitled: *"The Ransom of Red Chief By O. Henry"*. In the same link there is a short test that you have to do in order to practice your lecture. Once you have taken the test,

Agregar comentario para la clase

**Nueva tarea: Quiz N°1**  
15 may. (editado 15 may.)

Novedades Trabajos Personas

**Literature**

Agregar comentario para la clase

**Nueva tarea: Quiz N°1**  
15 may. (editado 15 may.)

Agregar comentario para la clase

**Nuevo material: Genres of Literature**  
15 may.

Agregar comentario para la clase

**Adriana Saraã Estrada GarcãA**  
15 may.

Dear students, here is a timeline to study more about literature through the decades.

[literature.png.crdownload](#)

Novedades Trabajos Personas



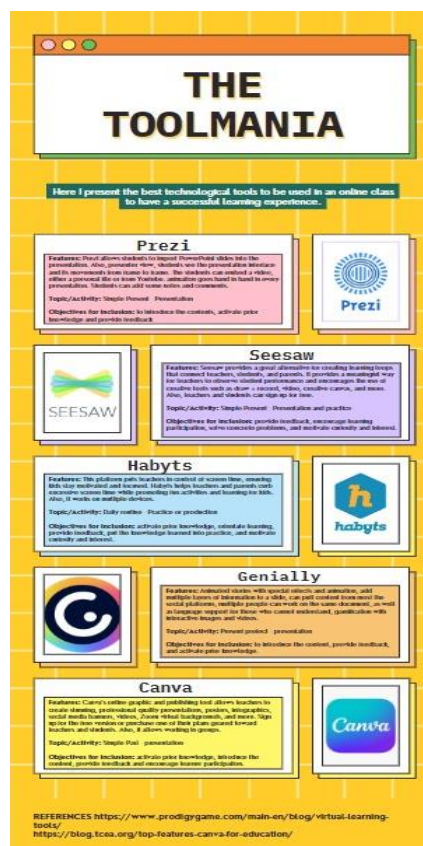
## Program Module 2

<b>1. GENERAL INFORMATION</b>	
1.1. Code:	APE214
1.2. Pre-requisite:	None
1.3. Academic Credits:	3
1.4. Target Population:	Students who have concluded their academic courses
1.5. Month and Year:	June- July 2022
1.6. Major Academic Unit:	Foreign Languages Department
1.7. School:	School of Arts and Sciences
1.8. Module Term:	8 Weeks/ 2 Months
1.9. Hours per Module:	50 Hours
1.10. Professors:	MEVA. Sey Danisia Najarro de Alvarado MsE. Blanca Alicia Menjivar González

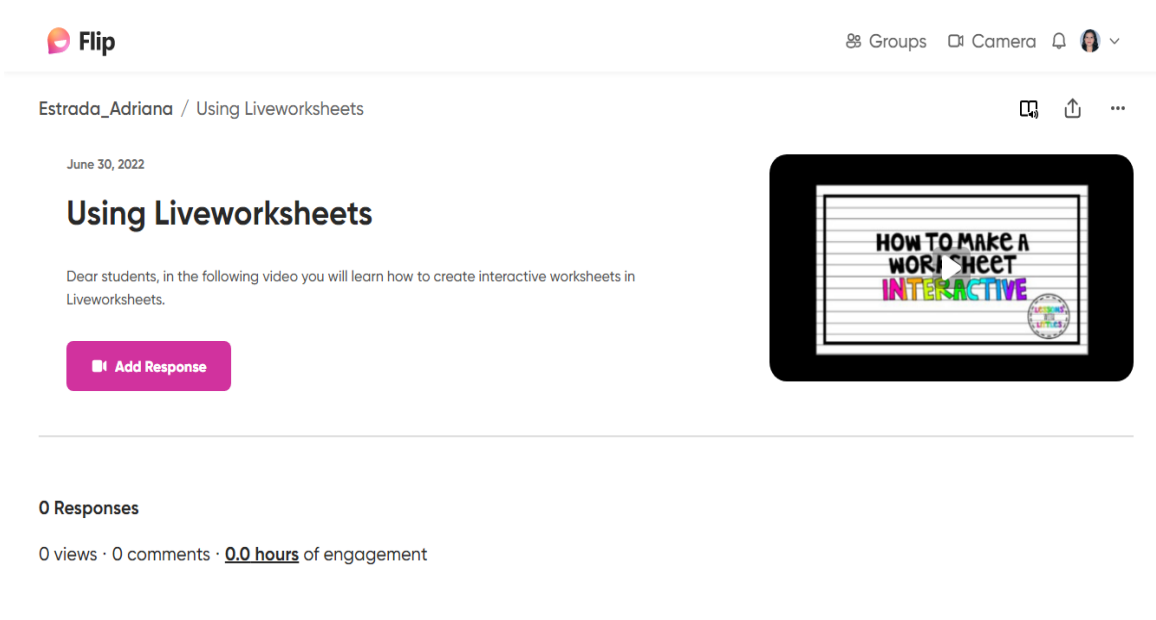
## Campus' main platform of the module II

The screenshot shows the Canvas LMS interface for the course 'Aplicaciones Educativas para Aprender un Idioma Extranjero G01'. The top navigation bar includes the Universidad de El Salvador logo and the text 'Campus Virtual'. The breadcrumb trail reads: 'Dashboard - My courses - Modalidad Presencial - Facultad de Ciencias y H... - Pregrado - Departamento de Idiom... - Curso de Especialización... - Modulo II - Ambientes Virtuales G01'. The main content area features a navigation menu with 'Week 1' through 'Week 8' and 'Videoconference Recordings'. A purple banner at the bottom of the main content area contains the text 'Educational Applications for Learning a Foreign Language' and 'Module II June, 2022'.

Infographics were created by the students as a second evaluated activity



Evaluated activity created in Flipgrid (How to make interactive images)



## Evaluated activity created in Powtoon

The screenshot shows a web browser displaying a Powtoon presentation. The title is "Advantages of technological tools" by user ah16007, updated on July 14, 2022, at 10:23 p.m. The presentation is in "Video" mode. The main content area features a video player with a cartoon character on the left and a live video of a woman on the right. To the right of the video player, there is a "SIGN UP FOR FREE!" button, a "SHARE THE AWESOMENESS" section with social media icons (Facebook, Twitter, LinkedIn, Email, Print), and a "ppts2powtoon" watermark. Below the video player, there are "abc", "cc", and "embed" icons.

*A virtual class created by students individually (using a specific tool)*

The screenshot shows a web browser displaying the Live Worksheets Maker interface. The browser address bar shows "liveworksheets.com/lwsmaker/index.asp". The page title is "LIVEWORKSHEETS" and it includes a search bar and navigation links. The main content area displays a grammar exercise titled "Complete with AM, IS or ARE". The exercise text is: "My name is \_\_\_\_ All I am \_\_\_\_ nine years old. I have a sister and a brother. My older sister \_\_\_\_ twelve and my brother \_\_\_\_ eleven. We \_\_\_\_ like friends to each other. We live in beautiful neighborhood, our neighbors \_\_\_\_ very nice. Their house \_\_\_\_ very big! They \_\_\_\_ my parent's best friends!". Below the text, there is a "PART II" section with the instruction "Draw a line to match the picture with the correct answer." and several small images. A video player in the bottom right corner shows a woman speaking. At the bottom of the screen, there is a Windows taskbar with a search bar and system tray icons. A text overlay at the bottom of the screenshot reads "be that complicated for them".

meet.google.com/fou-oneid-nbz7authuser=2

GRABANDO Adriana Sarañ Estrada GarcíA está presentando

My daily routines

Elmer II  
1. wake up at 6am  
2. have breakfast at 8:30pm  
3. go to sleep at 8pm

Marlye  
1. wake up at 6:00 am  
2. have breakfast at 6:00 am  
3. read at 8:30 pm

Rafael emaya  
1. get up at 6:00 am  
2. take a shower at 8:30 am  
3. take my lunch at 1:00 pm

Nelson  
1. I wake up at 6:00 every morning  
2. I play video games at 3:00  
3. I read at 10:00 pm

Miss Adriana Estrada  
1. I finish my work at 7:00 in the morning  
2. I have my lunch at 1:00 in the afternoon  
3. I go to bed at 8:00 or check in the evening

18:52 | Curso de especialización Modulo II Grupo 01 6...

meet.google.com/fou-oneid-nbz7authuser=0

GRABANDO Jacqueline Mariela Avelar Hernandez está presentando

HAS/HAVE

The verbs 'has or have' show that something belongs to something or someone.

Singular = has (3rd person)

She - He - It

Ex. The cat has a long tail  
The dog has a big mouth

Mensajes de la llamada

Los mensajes se están grabando junto con la llamada

Raquel Esmeralda Amaya Ponce 18:54  
<https://padlet.com/ap14018/3w6n0vo8711n1w9h>

Victoria De Los Ángeles Alvarado Domínguez 19:05  
<https://padlet.com/ad15006/4c27a1fobre8rh8x>

Victoria De Los Ángeles Alvarado Domínguez 19:08  
<https://padlet.com/ad15006/26q70cttk7g6pjh8>

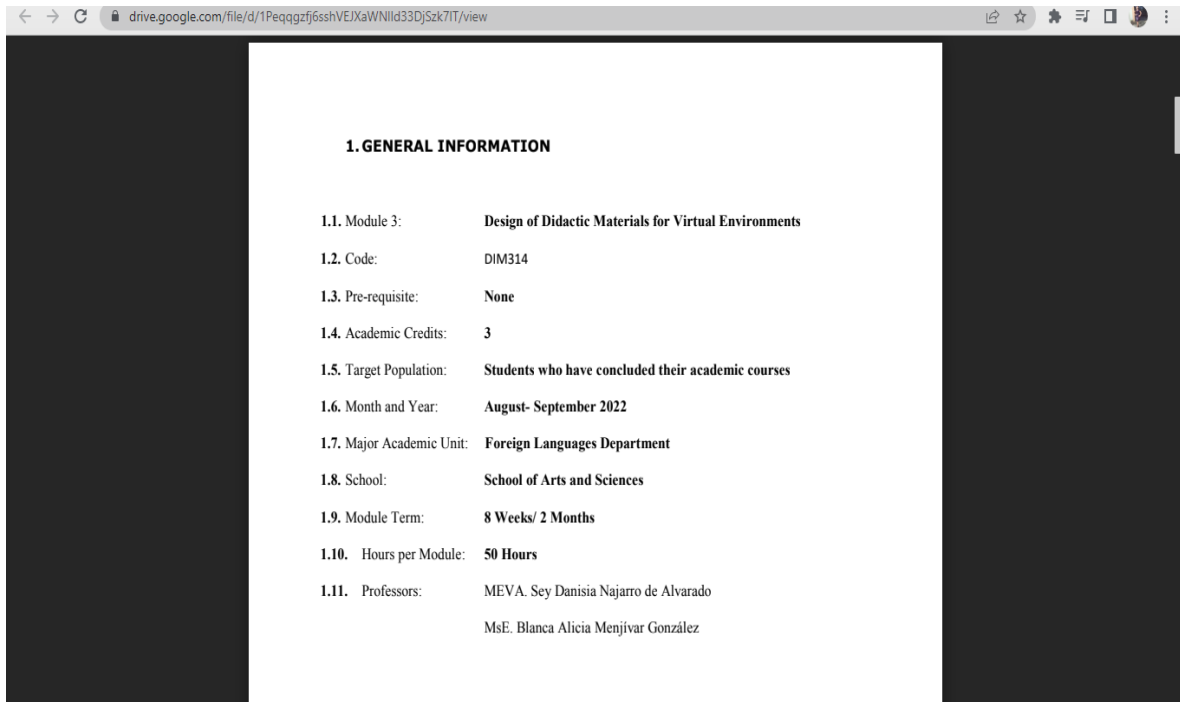
Ana Guadalupe Quevedo De Pérez 19:13  
<https://padlet.com/qa00001/Ana2022>

Jacqueline Mariela Avelar Hernandez 19:37  
<https://padlet.com/ah16007/k0vphz7ybo9wmbk>

Envía un mensaje a todos. Los mensajes

19:41 | Curso de especialización Modulo II Grupo 01 6...

## Program Module 3



drive.google.com/file/d/1Peqgqzj6sshVEjXaWNlId33DjSzk7IT/view

### 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: **August- September 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: **50 Hours**

1.11. Professors: MEVA. Sey Danisia Najarro de Alvarado  
MsE. Blanca Alicia Menjivar González

## Campus' main platform of the module III



Universidad de El Salvador

Campus Virtual

Área personal - Mis cursos - Modalidad Presencial - Facultad de Ciencias y H... - Pregrado - Departamento de Idioma... - Curso de Especialización... - Módulo III - Ambientes Virtuales de ... - Week 1

## Design of Didactic Materials for Virtual Environments Cohorte II G01

Week 1 **Week 2** Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 **Videoconferences** Documentos importantes para reporte escrito

Foro Avisos




August, 2022

**MODULE III**



Podcast hosted on SoundCloud

SOUND CLOUD Sign in Listen in app



**Introduction to Prose**  
Mc16075



▶ 5 · 2:03 · Aug 21, 2022

Calificaciones: Vista Historial Stream Let's learn about Poetry

soundcloud.com/jaqueavelar1/lets-learn-about-poetry?si=427885f75e53485293fe69233076ccb3&utm\_source=clipboard&utm\_medium=text&utm\_cam...

Home Stream Library Search Try Go+ Try ProU Upload Jaqueavelar1

**Let's learn about Poetry** 23 days ago  
Jaqueavelar1



Write a comment

Master track Like Share Copy Link Edit More ▶ 5 ♥ 3 ↻ 2

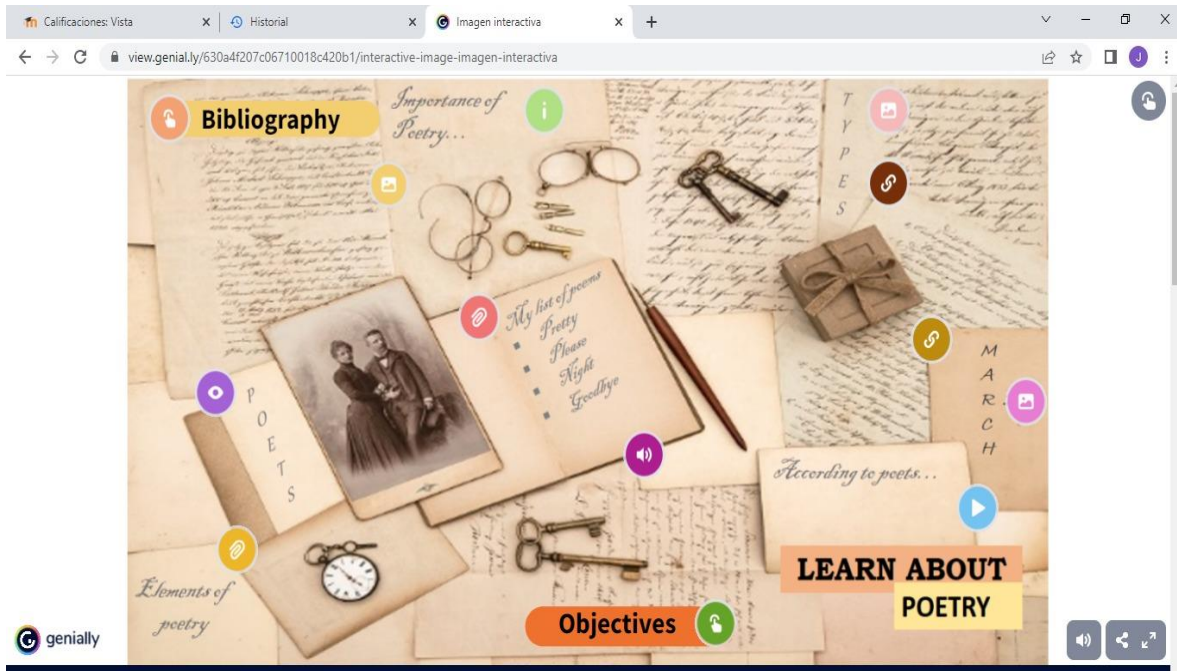
#World #Chanson

Related tracks View all

- NAV Don't Compare ▶ 493K ♥ 8,622 ↻ 531 ♥ 209
- NAV Dead Shot

0.03 3.06

## Evaluated Activity (Interactive Image in Genially)



## Course created in Google Site.

