

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



TITLE:

“THE DEVELOPMENT OF TEACHERS’ PROFICIENCY IN THE GUIDANCE OF VIRTUAL ENVIRONMENTS, AND THE ADMINISTRATION OF TECHNOLOGICAL TOOLS FOR EDUCATIONAL PURPOSE”.

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ABSTRACT

Virtual learning emerged as a global and common need for every student and teacher, due to the effects of the pandemic COVID-19. This fact also came as an action plan for the Salvadoran educational community, where the usage of technological tools and virtual environments became a fad in the day by day of every student and teacher. Thanks to the efforts of the University of El Salvador, the Department of Foreign Languages proceeded in creating specialization courses to work hand by hand with future professionals of every major in this department. One course in particular, named as the: "Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning" will be the primary focus during this report that will establish, analyze, and share with the public the knowledge that students gathered in order to become proficient in the guidance of virtual environments and of course, the administration of technological tools for educational purposes in order to present meaningful learning to students' needs in the aspect of "learning a language", and to be more specific, learning English as a Foreign Language.

The content learned and applied during the past three (3) modules of this specialization course will be fully shared with the public for scientific purposes, so that members of the teaching community can hold this piece of information as an asset and an ally for applying technological tools for educational purposes in their classrooms; prioritizing as well their students' needs in every way possible during their exponential learning process.

Keywords: Virtual Environment; Online Learning; E-Learning; Technological Tool; Foreign Language.

RESUMEN

El aprendizaje virtual surgió como una necesidad global de cada estudiante y maestro debido a los efectos de la pandemia COVID-19. A partir de este hecho, surgió también un plan de acción por parte de la comunidad educativa salvadoreña donde el uso cotidiano de las herramientas tecnológicas en ambientes virtuales resultó en un hábito común tanto para estudiantes, como para maestros. Gracias a los esfuerzos de la Universidad de El Salvador, el Departamento de Idiomas Extranjeros procedió a crear cursos de especializaciones en los que se trabajan mano a mano con los futuros profesionales de cada carrera del antes mencionado departamento. Un curso en particular, el cual se nombra: “Curso de Especialización en la Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” fue propuesto como el centro de estudio que establecerá este reporte, de tal modo, los análisis y resultados que se obtengan serán compartidos con el público, así como, el conocimiento de las experiencias que los estudiantes obtuvieron y de esta forma se pueda lograr una competencia en la dirección que conllevan los estudios de los ambientes virtuales en la administración de herramientas tecnológicas educativas.

El contenido visto y aplicado durante los pasados tres (3) módulos del curso de especialización serán completamente compartidos con el público interesado, de igual forma, los miembros de la comunidad docente pueden obtener esta información como un aliado para la aplicación de herramientas tecnológicas educativas en sus aulas; priorizando de esta forma las necesidades de sus estudiantes en cualquier forma posible en el desarrollo del aprendizaje.

Palabras clave: Ambientes Virtuales; Enseñanza Virtual; Aprendizaje en línea; Herramientas Virtuales; Idioma Extranjero.

I – INTRODUCTION

During the timeframe of the year of 2020 – 2022, Salvadoran teachers and students started their journey in e-learning due to the consequences of the pandemic COVID-19. This journey came with the usage of technological tools for educational purposes which became a common benefit in favor of the development of students' needs and their learning process in the educational field. Moreover, teachers had to become proficient in the primary usage of these tools in order to present the proper usage and guidance to students in their many educational needs. Therefore, the Department of Foreign Languages in the University of El Salvador, implemented an online course dedicated for future teachers who wished to teach English as a Foreign Language by forging their technological skills in the administration of virtual environments. With this intention, students who are a step away of becoming teachers thanks to the aforementioned course, are now in possession of a dual type of teaching where they will perfectly know the differences in the practice of virtual learning and face-to-face learning.

In like manner, this report will collect and share with the public all the information gathered throughout this course, so that all the generations to come can be witness of the changes that the University of El Salvador has made in favor to education. This is why, the critical aspect of virtual learning and the usage of a wide array of technological tools can be accessible for our nation; putting first the needs of every student who has the passion to expand their knowledge in the arts of learning a language and for teachers who need to add the proficient management of these tools in order to guide their classroom in a practical and smart way.

II -OBJECTIVES

GENERAL OBJECTIVE

- To establish the development in the guidance of virtual environments and the administration of technological tools that were learned during the “Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning”.

SPECIFIC OBJECTIVES

- To describe the content seen during the specialization course in the aspect of virtual environments and the administration of technological tools for educational purposes.
- To demonstrate how the content of the specialization course provided a proficient guidance for future teachers in order to provide meaningful learning for students' needs.

III – THEORETICAL FRAMEWORK

In regards of this section, this report will present the theoretical bases that made possible the creation of the framework that will be presented up next. As part of any kind of research, this report divided three important aspects that denote the essential ground of the development of teachers' proficiency in the guidance of virtual environments, and the administration of technological tools for educational purposes. Such division was organized in three sub-topics: The Administration of Technological Tools, Virtual Environments, and Teaching English Proficiently with the Guidance of Technological Tools. Without further ado, this report will now present the aforementioned aspects and theoretical grounds of the sub-topics.

The Administration of Technological Tools

The educational system has been affected by the active effects of the pandemic COVID-19, which changes the modality of what we now know as face-to-face learning. For this reason, teachers and students work actively with technological tools that can produce an effective learning process during a virtual environment. As Lynch and Campos (2014) said in their research about the usage of technological tools in the EFL classroom: "According to different studies, technology has become an essential tool in any learning environment, and this is the case when learning a foreign language." Therefore, it is mandatory in recent times to make use of these tools in the teaching learning process, as it is also crucial for students to engage with them in order to gain access to their own learning process as well.

Under those circumstances, teachers have been creating and expanding their repertoire of technological tools to then employ them with their students. For example, a class in virtual modality might need not only the regular equipment to be experienced, but also it

needs the right tools to be engaged with it; such is the reflection of many instances of teachers and students who experience on a regular basis with these kinds of situations. As Lynch and Campos (2014) remarked: “Teachers and instructors must be well trained in order to implement the different technological resources in order to create a more integrated and interactive class.” For this reason, students whenever they are in a virtual learning environment, they expect to have a whole different experience in their learning process, this is why teachers need to become proficient during their understanding of how these tools work and how they will implement them in their activities in favor of students’ needs.

In like manner, various activities have been changed in means of their skills in order to benefit students and their learning process. With this in mind, macro-skills such as: reading, listening, speaking, and writing have been adapted to a wide array of technological tools that can fulfill such demand in both ways of practicality when teaching them and learning them as well. For example, as Pachina (2019) described in her article: “How New Technology Can be Used in TEFL Teaching”, one can hypothesize that whenever you are teaching a class and I begin to try to explain the differences of commands such as: jump, hop, etc. to a student, they might not understand at first but with the usage of technological tools, one can easily use imagery to portray the exact point of the activity.

During the Specialization Course in the Administration of Virtual Environments for Foreign Languages, Teaching and Learning, students were able to proficiently engage with technological tools in order to design activities and content for their future classes. Therefore, the experiences learned throughout the specialization course came to fruition for students who got their duality in teaching a face-to-face modality which they already knew as part of their major, but also a virtual one, which was the aspect that they received along with the correct usage of technological tools for educational purposes that will enhance their

knowledge of how and when to practice them in their own time. Especially, as Meirovitz, Russak and Zur expressed in their research project: “With the educational revolution driven by COVID-19, traditional face-to-face teaching methods have rapidly been transformed into accessible, reliable online distance education.” Because it is necessary to keep up with the educational journey that students of EFL classrooms encountered due to the constant effects of the aforementioned pandemic. Given these points, the administration of technological tools is a fundamental aspect that will be taken into consideration for this report. Consequently, the statements mentioned before, are related to the main focus of this specialization course; therefore, more important aspects will be now taken into account in order to understand how to execute these technological tools during virtual environments.

Virtual Environments

In online education, the term “virtual environment” is frequently adapted to the space in which teachers create and perform educational content, and where students experience the effects of their learning process. But to put it simple, according to Walleit (2021): “A virtual learning environment (VLE) is a collaborative platform that enables better learning delivery.” Therefore, this space for education is designed and engaged for students’ learning, regardless if the reason behind this kind of virtual environments emerged as a solution in times of difficulty due to the pandemic “COVID-19” effects, or for completely online learning reasons.

As it was mentioned before, the effects of the pandemic COVID-19 have been constant and active in the educational field. This is why, terms such as virtual environments, online learning, or even e-learning came to surface as a result of such chaotic experience that the world is currently living on. Correspondingly, let us put an example on this matter, as the website Open LMS described in their article, this practice in education, e-learning for example in order to achieve its purpose in students’ learning process, it was crucial for teachers to set out spaces such as virtual learning environments, in order to engage students with not only the activities they fulfill, but also the space that surrounds them; these particular environments needed to have a slight resemblance within the factors of face-to-face learning as we know it, and the innovations and practicality that comes with virtual environments.

By the same token, as we progressively know and interact with the term of virtual environments, it is important to engage with Learning Management Systems (LMS). According to the Bureau of Indian Education: “A Learning Management System (LMS) is an online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes.” This is why, LMS’s play an important role within the space that

teachers want to create in their virtual environments. For example, LMS have the extensive ability to recreate activities that were traditionally done in face-to-face modality, into interactive games or engaging imagery, all depending on the needs that students present in their educational journey; aspects such as communication or assessment can be easily done with LMS's that are fit to the criteria that teachers are looking for in their virtual environments.

Similarly speaking, as teachers and students keep up engaging within the spaces of virtual environments, one can easily begin to question, what holds TEFL in the future with the duality of e-learning and face-to-face modalities? Well, in view of the intention that e-learning wants to propose to education, with practical spaces that LMS also offer, the website Open LMS remarks the following: "A flexible and interoperable learning platform will allow for easy expansion and integration of new technologies when they arrive, allowing you to scale your training programs for years to come." Therefore, we can infer that as time goes by, not only technology will keep evolving, but also education and their users, for instance, educational activities can be done in a way that support the needs of students, such activities can be: visiting virtual science laboratories, museums, archives of important historical information on archaeological sites, or even virtual realities that are free and easy to use, thus affirming the statement that technology keeps evolving as time goes by, and such are their users.

As equally important, during the specialization course students learned about the concept of virtual environments and the designed spaces of LMS's and of course, how to efficiently use them. The evolution that was designed to the specialization course was first to acquire the knowledge of how and when to create these virtual environments in the classroom and second, to use and design aspects that make an LMS unique and attractive to students in their learning process. The members of this course actively engaged with each other in order to simulate the feeling of how students could engage with these spaces of virtual

environments, create content to make activities inside those spaces, and to proficiently use guidelines and tutorials on how those LMS's work.

Under those circumstances, virtual environments play an important role during the practice of e-learning and the adaptation of technological tools for students' learning process. Hence, this report has collected and will contribute in a progressive manner the required information that came upon the specialization course as practices that brought new techniques and methods to traditional learning. The progress of technology and even the tools that teachers and students use on a regular basis, empowers them in order to interact and engage with virtual environments, more so than the regular practices of face-to-face modalities, even though those practices are not particularly bad, but for instances of different scenarios, one must decide which fits better for students' needs in their learning process.

Teaching English Proficiently with the Guidance of Technological Tools

Starting from the year 2020, and up to the present time, technology has been a familiar face to the educational field due to the constant changes that are being implemented in the modality of online learning. The effects that originated these changes in favor of education were due to the pandemic COVID-19 as we have been covering so far, and as we are being witnesses of the evolution of technology with our very own eyes, the route that the educational field takes, gets affected as well, in means of the tools and resources teachers and students use in their educational journey.

Another key point to be considered, is the competence that the teaching community needs to frequently contemplate in order to achieve that level of proficiency in both “teaching” and “using technological tools”. To acquire a level of proficiency, we sometimes misuse “proficient” as a form of utter “perfection”, but if we think about it, according to the Merriam-Webster dictionary, the definition of proficient is: “well advanced in an art, occupation, or branch of knowledge”, therefore if one pays attention to it, there is no instance where the term “perfection” becomes present. With this in mind, to become proficient in both Teaching English as a Foreign Language and using technological tools for delivering those exemplifications of knowledge, it is completely fine to leave aside the constant fixation of “perfection” in an online classroom.

For this reason, teachers of TEFL classrooms always look for the best quality assets that can boost the learning performance of their students, including the technological tools and resources they use for it. Let us take for example the experiences that came to surface during the specialization course that has been the hub of this report, students for instance, were constantly reminded of the importance of each and every technological tool used during their learning process; what was it used for, when can you use it, how can you use it, and so

on. Additionally, we can couple this scenario with a report made by UNICEF Vietnam where they state the following: “It is important to understand the advantages and limitations of the platform to plan your lessons effectively. To make sure your lesson runs smoothly, you should test the functions before delivering the session.” As a result, another familiar key-term comes to surface if we compare these two instances: “students’ needs”, because without centering the needs that students generate during their online educational journey, teachers would not have a hint where or what to apply as part of their repertoire during a class or a lesson. Another important aspect of this, is to take consideration of using the rightful methods and techniques when considering the usage of technological tools, this is why UNICEF Vietnam said regarding this matter: “Unlike classroom teaching where students can interact physically in an immersive environment, online lessons seem to limit teachers in the small screen that leads students to detach from the learning content.” Then, proposing the usage of a technological tool that engages students according to their needs, becomes an act of well advanced on the art of teaching, where teachers make use of those technological tools in a proficient way.

For this purpose, comes the inclusion of another aspect that teachers must do as part of their endeavor in e-learning, which is designing content. Before the effects of the pandemic COVID-19 were a constant nuisance for members of the teaching community, teachers were technically habituated in using activities or content that was very well-known for the exclusive usage of face-to-face class modalities. Even though those activities were accurate and useful for such instances of learning, teachers could not find a right way to replicate the aforementioned activities into an online classroom with their students, so this is where things took a deep change within how teachers designed their content in order to be proficient. In remarks towards the current issue, Thomas (2020) expressed the thought where teacher

educators acquire the crucial need to reconstruct the meaning behind being responsive, equitable, and inclusive to students' needs in regards to which content they have to use during online classes. Truthfully, during the experiences gained in the specialization course, students found the capability of awareness that walked hand by hand with both designing content and students' needs with the usage of technological tools, all of that with the sole purpose of creating meaningful learning and finding the road of proficiency when teaching.

All in all, the COVID-19 pandemic disturbed the traditional practices of TEFL classrooms, for both teachers and students; but throughout such adversity, the educational journey found the evolution that shapes what we now know as virtual education. The amicable changes that this report is based on, embodies the experiences that not only were experienced and visualized during the instances of the specialization course, but also during the events that the world suffered due to the transition of face-to-face learning to virtual learning for a better future of our students.

KEY TERMS

1. **Virtual Environment:** An online-based platform that offers students and professors digital solutions that enhance the learning experience. (Top Hat Glossary Website, n.d.)
2. **Online Learning:** Online Learning is education that takes place over the Internet, often referred as e-learning. (Stern, n.d.)
3. **E-Learning:** A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. (The Economic Times, 2022)
4. **Face-to-Face Learning:** Is an instructional method where course content and learning material are taught in person to a group of students. (Top Hat Glossary Website, n.d.)
5. **Learning Management System (LMS):** An LMS is a software that companies use to develop, deliver, and track training for their employees, clients, and partners. (Talent LMS Website, n.d.)
6. **Interactive:** Capable of acting on or influencing each other. (Vocabulary.com Website, n.d.)
7. **TEFL:** Acronym that stands for Teaching English as a Foreign Language. (Volunteer Forever Website, 2019)
8. **Repertoire:** The complete list or supply of skills, devices, or ingredients used in a particular field, occupation, or practice. (Merriam-Webster Dictionary, n.d.)
9. **Proficient:** Skilled and experienced. (Cambridge Dictionary, n.d.)
10. **Duality:** The quality or state of having two different or opposite parts or elements. (Merriam-Webster Dictionary, n.d.)
11. **Asset:** An item of value owned. (Merriam-Webster Dictionary, n.d.)
12. **Hub:** A center of activity, focal point. (Merriam-Webster Dictionary, n.d.)

13. **Endeavor:** To strive, to achieve or reach. (Merriam-Webster Dictionary, n.d.)

IV- DESCRIPTION OF ACTIVITIES

Up next, this report will present a comprehensive description of the modules and activities that were performed during the Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign languages. As part of additional information, this course was given over a period of six months, where students participated in a two-hour synchronous session, two days a week.

Module I: Online Foreign Languages Teaching



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In this first module, students learned about the fundamentals of online education and without a doubt, the applications that came with the art of teaching English as a foreign language. Moreover, students acquired the knowledge of the virtual and online teaching approach, as part of using a Learning Management System (LMS) in order to adapt a virtual classroom that could conceive and develop educational asynchronous activities; the LMS's that delivered this job were: Moodle, Microsoft Teams, and Google Meet, Google Classroom. To provide a more meaningful and efficient way for students to experience a virtual classroom with the help of LMS's, they were taught first how to identify and analyze the importance of Learning Theories that could provide a more engaging learning process into virtual learning environments. Now, for the progress of the activities done in this module, this report will provide a detailed description of such matter.

1. Discussion Forum

During this activity, students were first assigned to learn about learning theories, then to

conceive a concrete and effective opinion, to finally participate in a discussion forum among other students. As part of this activity, students used the university's Moodle site to create a post in order to deliver their thoughts and opinions about the importance of learning theories during a virtual learning environment, then they were assigned to comment two students of their choice in order to generate an amicable and intelligent discussion.

2. Infographics

In the completion of this activity, students were required to create an infographic with the help of the web-tool Canva. Before creating such infographic, which needed to be based in the effectiveness of LMS's in virtual classrooms, they were guided and informed first on the features and aspects that Canva possess. These aspects were focused on image and text editing in the creation of an informational image that could deliver the objective of this task.

3. Create a Virtual Classroom

In this activity, students were required in detailed instructions to create a virtual classroom with the help of Google Classroom. In order to create the virtual classroom, students had to add in chronological order, didactic material in means of: multimedia, tutorials, and readings. Then, they would be assigned to present their creation during class-time to be evaluated.

4. Demonstrative class on Meet

In this final activity of Module I, students were required to simulate in pairs, a virtual classroom by using multimedia material, all done in real-time. As continuity of this integrative task, students had to simulate in pairs the presentation of educational didactic material in means of videos, images, text as if it were done in work sessions.

Module II: Educational Applications for Learning a Foreign Language



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Throughout this module, students learned about the theoretical fundamentals that went hand by hand with the usage of technological tools for teaching and learning a foreign language during a virtual modality. The technological tools that served this purpose during students' learning were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon. Additionally, students were able to get familiar with the features and functions that accompanied the aforementioned tools that were basically associated for educational purposes. The activities that students were required to do were done completely online and in a cooperative way to boost students' competence and guidance among each other. Therefore, this report will describe in a detailed way the activities done.

1. Infographics based on the fundamentals of technological tools when teaching a foreign language

During this particular activity, students were assigned to do an infographic in the web-tool Canva. This infographic needed to be based about the advantages that technological tools bring to teachers and students when learning a foreign language during a virtual class. The requirements were focused on presenting an attractive and informational infographic that could denote the importance of the wide array of technological tools.

2. Video in Flipgrid Making a Tutorial about Liveworksheets

In this activity, students were required to create a video-tutorial by using two technological tools: Flipgrid and Liveworksheets. In order to create this video, students first needed to create their profiles both in Flipgrid and in Liveworksheets, to then record their video in a selfie-mode using such feature in Flipgrid to show how Liveworksheets is used for the teaching community. Such usage was meant to showcase students explaining the many functionalities that Liveworksheets has in means of creating quizzes, activities, and even interactive games.

3. Create a video in Powtoon about the advantages and disadvantages in the use of technological tools when teaching English.

During the completion of this activity, students were required to create a video in the web-tool Powtoon about the pros and cons of technological tools while teaching English. Before doing this activity, students were actively receiving guidance and feedback in concern of the web-tool Powtoon, so that they later on could be capable of portraying their visuals and designs on creating a video about this matter. Additionally, students made use of personalized avatars (characters) to give their videos a personal touch as well as using the features of Powtoon in order to present the facts of the topic given.

4. Demo class using technological tools

As part of this integrative task, students were required to present a brief class while using the technological tools learned in previous activities. In this final task during module II, students had to show their knowledge and proficiency when using the aforementioned tools in a simulated class. Aspects such as the usage of time, the effectiveness of the tools, and

engaging with the audience were evaluated as part of how students performed their tasks.

Module III: Design of Didactic Materials for Virtual Environments



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During the third module, students were able to interact more avidly with technological tools focused in the design of didactic material. The aforementioned technological tools consisted in web-tools such as: Audacity, Soundcloud, Google Site, Genially, Google Slides; and a user-friendly software: OpenShot. Additionally, students were given essential information and guidance about web-tools for image re-sizing, decoration, and sites that could provide images legally. This module proved students' competence in designing material by putting the knowledge acquired during the past modules about the wide array of technological tools that can serve the purpose of virtual education in teaching a foreign language. With this in mind, this report will now display the activities done in a more detailed way.

1. Elaboration of a Podcast

During the completion of this activity, students were required to create a podcast by utilizing technological tools such as: Audacity and Soundcloud. These tools would support the aforementioned podcast by recording a three-minute audio about an assigned educational topic, to then edit it, convert it in a mp3 format, to finally upload it in the web-tool Soundcloud, where students had to create their personal account beforehand, to then add information about their audio regarding the assigned educational topic that they had to upload.

2. Elaboration of an interactive image

In this activity, students were required to create an interactive image in the web-tool Genially. This interactive image needed to be focused about an assigned educational topic as part of the design of didactic material. In essence, students used the features of Genially to portray the aspects of accessibility, text-to-speech features, and concrete information and imagery.

3. Creation of a Google Site

During this activity, students were assigned to create an interactive and educational website in Google Site. This site was designated as part of an integrative task where students had to integrate previous didactic materials done in order to liven up the interactivity in their website, to then link the aforementioned site, to a Google Classroom group which would serve as a simulated class for students to practice. Such aspects of integration were done thanks to the features of editing and design that Google Site possess as part of the creation of websites in a user-friendly, free, and in a legal way.

4. Creation of a Google Presentation

As part of the integrative task, this activity was assigned to students in order to create an effective presentation in Google Slides. In order to do this task, students received the essentials for creating an engaging and effective presentation that could represent an educational topic in the most practical way by using the features that Google Slides has. These features consisted in text assignment, image design, and looking for the best aspects of interactivity for a unique kind of online presentation.

5. Elaboration of a video

During the elaboration of this task, students were required to create a video according to their educational topics in which they needed to simulate a farewell for their classroom. This task in particular was in a sense familiar to students since they learned to record and edit videos in other web-tools, but what made it different was that students were required to use software for video creation and their smartphones for the feature of selfie-video creation.

V. ACHIEVEMENTS OF THE SPECIALIZATION COURSE IN THE ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR FOREIGN LANGUAGES TEACHING AND LEARNING

1. Students learned how to apply adequate learning theories for virtual education, while using technological tools.
2. Students were able to get familiarized with virtual environments that the educational system recently practices.
3. Students identified online multimedia resources in means of web-tools that benefit their teaching-learning process during virtual education.
4. Students learned how to create virtual classrooms in user-friendly and modern Learning Management Systems.
5. Students were able to experience and perform synchronous sessions while using technological tools.
6. Students learned the crucial importance of applying theoretical information regarding technological tools for the purpose of teaching-learning practices.
7. Students were able to design digital didactic material that was meant to be used in practices of teaching-learning experiences.

VI - CONCLUSIONS

As the specialization course came to an end, it is highly important to remark the aspects that students acquired in the form of conclusions. Therefore, this report will now present the following statements that became a reality in the final part of the aforementioned course.

1. As part of the effects that were manifested due to the COVID-19 pandemic, the specialization course was able to portray the necessities that both teachers and students experienced along their learning process in virtual education. These necessities took the form of: which technological tools were “adequate” to use for teaching, and how “manageable” were for students to understand them; this also came to mind with the competence and guidance that teachers could handle when producing content in their classes.
2. With the completion of the specialization course, it was noted that managing a virtual classroom is a complex work for teachers, therefore it is highly important to comprehend the theoretical fundamentals for technological tools that apply to these instances of education, and to discern the functionalities that such tools have in order to acquire a high level of proficiency when using them.
3. The relationship of teacher-technology should always be considered as a collaborative work, where teachers assimilate the supporting presence they would need from technological tools in order to create a virtual environment; in other words, technology is exceptionally available to provide the assistance whenever is needed, but teachers should also understand which kind of educational activities they want to depict if they want to

produce meaningful learning.

4. In a similar way coming from face-to-face learning modalities, teachers always acquire knowledge on how to design didactic material and for what purpose; this also relates to virtual education, since teachers must understand the properties and functions that a particular technological tool has, and what kind of didactic material can be made for students to understand. Therefore, obtaining proper guidance about the theoretical information and functionalities of technological tools, just like the purpose of this specialization course had, the teaching community would be able to find the desired competence and proficiency on how to create and develop synchronous class activities.

5. As it is certainly common in any classroom, there are instances where a student would be able to manipulate information and exceptionally put it in practice than other students, this happens in both face-to-face and virtual learning education. During the specialization course it was mandatory for students to take advantage of their creativity and interest for curiosity when practicing with technological tools in order to reach a proficient level for designing content. Therefore, as it was learned throughout the specialization course, practice does not necessarily make an individual “perfect”, but walks them through the path of proficiency so that they excel in the usage of the properties and functions that technological tools have.

VII - RECOMMENDATIONS

In all things considered, the following statements are proposed in means of recommendations for the correspondent authorities in the University of El Salvador.

1. Students of the Foreign Languages Department at The University of El Salvador: To recognize that as part of everyone's learning process, no one is born an expert in perfecting any art or practice of teaching, every single individual performs short-term goals in order to achieve excellence and proficiency. This also applies to the usage of technological tools, since the learning-acquisition of their functionalities come from practicing and testing their properties in virtual environments and how they can be applied to students' needs in any way, shape, or form.

2. Students of the Foreign Languages Department at the University of El Salvador: To aggressively and fearlessly explore their curiosity and passion for technology in favor of education. The educational system of El Salvador needs more teachers who find questions and solutions to students' learning process, so that at the end of the journey, the teaching community would be able to form exceptional professionals in any branch, science or art of education.

3. Department of Foreign Languages at The University of El Salvador: To acknowledge the high demand of technology in education and to engage it in their educational curricula. It is true that due to the effects of the COVID-19 pandemic, no educational institution was prepared to engage with virtual educational in a mere instant; but as part of these effects, now is the time to invest the necessary resources to adapt virtual education in the repertoire of students in order to forge remarkable and proficient specialists in the art of teaching a foreign language.

4. Professors of the Department of Foreign Languages at The University of El Salvador: To endorse activities that impulse the usage of technological tools and also experiences the adequate elements of a virtual learning environment. With this intention, this report does not mean to “replace” traditional methods of learning a foreign language, but induce the inclusion of virtual learning, since nowadays technology keeps evolving at a higher pace where it becomes imperative the usage of web-tools that can reinforce or assist students’ learning process according to the needs they present.

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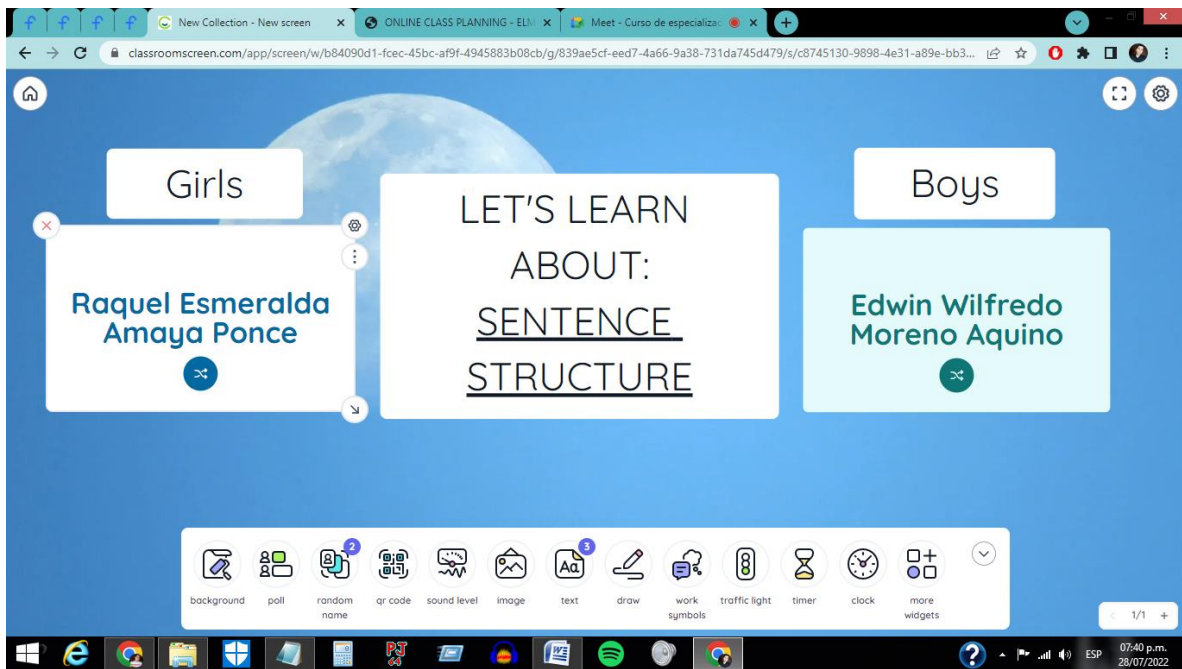
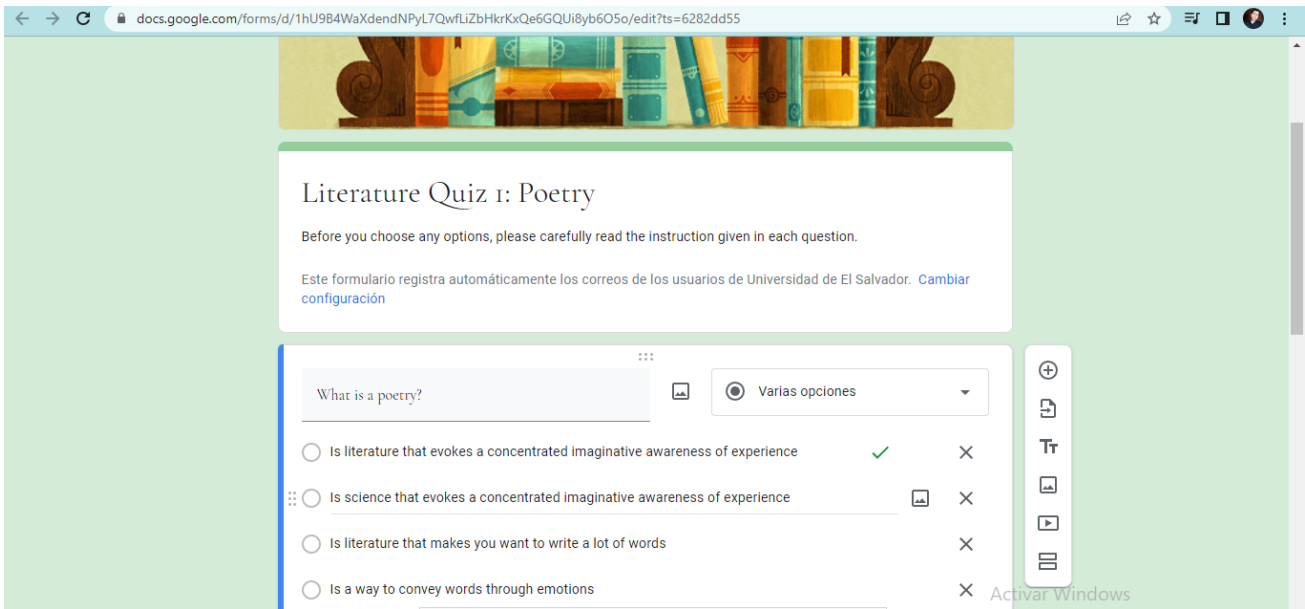
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IX- APPENDIXES



flippity Randomizer

Subject Verb Complement

a thing a verb that starts with the letter "F" YOUR CHOICE!

a celebrity	a verb that starts with the letter "F"	YOUR CHOICE!
a thing	a verb that starts with the letter "F"	YOUR CHOICE!
a fictional character	a verb that starts with the letter "L"	

Windows taskbar: 07:41 p.m. 28/07/2022

Padlet

Mercy Johanna Aidana Montes • 1mo

DAILY ROUTINE

Order the following pictures to create a daily routine!

```


graph TD
    WAKE_UP[WAKE UP] --> BRUSH_MY_TEETH[BRUSH MY TEETH]
    BRUSH_MY_TEETH --> TAKE_A_SHOWER[TAKE A SHOWER]
    TAKE_A_SHOWER --> GET_DRESS[GET DRESS]
    GET_DRESS --> HAVE_BREAKFAST[HAVE BREAKFAST]
    HAVE_BREAKFAST --> GO_TO_WORK[GO TO WORK]
    GO_TO_WORK --> EAT_LUNCH[EAT LUNCH]
    EAT_LUNCH --> GO_BACK_HOME[GO BACK HOME]
    GO_BACK_HOME --> WATCH_TV[WATCH TV]
    WATCH_TV --> HAVE_DINNER[HAVE DINNER]
    HAVE_DINNER --> GO_TO_BED[GO TO BED]
  
```

Podlel
Mercy Johanna Aldana Montes • 1mo

EXERCISES

Check following sentences, add a comment on every image to determine if sentence is correct.


Do you runs every morning?



Comments:


- Karina Lisseth Bolaños Quint... 1mo incorrect
- Denis Medardo Sánchez Mar... 1mo yes I do
- Anonymous 1mo Incorrecto
- Anonymous 1mo No, I dont

I always have breakfast at 8:00am.



Add comment

He dont like to exercise! :(




Comments:

- Karina Lisseth Bolaños Quint... 1mo incorrect, does not


Add comment

She studies every afternoon.




Add comment

I regularly take a shower at 7:30am.




Add comment

I go to bed at 10:00pm




Add comment

Does he work on Saturdays?




Add comment

We watch tv every night!




Add comment

He wake up late on Sundays!



Add comment

We love pizza!



Add comment

TECHNOLOGICAL TOOLS IN AN ONLINE CLASS:





In the new reality we are living due to the covid-19 pandemic. Online classes, were the solution for education. Furthermore, technological tools change the regular online classes and make them creative, interactive and interesting for the students!



CREATED USING
POWTOON

00:41 / 02:30 | POWTOON

1

ENGAGEMENT BETWEEN THE CLASSROOM AND TECHNOLOGY

- DIGITAL LECTURES
- GAMIFIED LEARNING
- PRODUCTIVE COMPETENCIES



CREATED USING **POWTOON**

00:26 / 02:29

Melara_DeVasquez / Flip x Live Worksheets Maker x Live Worksheets Maker x +

liveworksheets.com/livemaker/index.asp

10) Win: 20) Quit:

PART 2 - DIRECTIONS: Choose the correct tense for the sentences given below.

1) Dania a flying fox when she was in Australia.

2) Draco **Spoke** **Spoken** with his girlfriend on the phone.

3) Denia **Feed** **Fed** her axolotl with worms.


4) Dennis **Win** **Won** the Spelling Bee contest.

5) My phone **Ring** **Rang** when I was working.











Ads by Google

Stop seeing this ad Why this ad?

6:07 | 9:44 24°C Despejado 10:46 a.m.



5 TECHNOLOGICAL TOOLS TO ENGAGE YOUR ONLINE CLASS

<p>PEAR DECK</p> 	<p>FEATURES</p> <ol style="list-style-type: none"> 1. Informative Assessment 2. Customizable 3. Usable with audio 4. Extensive Dashboard 5. Add-on Content 	<p>OBJECTIVE OF THE APP</p> <p>To encourage learner participation.</p> 	<p>ACTIVITY IDEA</p> <p>Teachers can use PearDeck when they are sharing a class while students can actively participate in a Q&A section of the class.</p>
<p>ACTIVITY IDEA</p> <p>Students can participate in a Virtual Gallery with the help of their teacher. This virtual gallery can stimulate their art skills by not only watching but learning about it.</p>	<p>OBJECTIVE OF THE APP</p> <p>To motivate curiosity and interest.</p> 	<p>FEATURES</p> <ol style="list-style-type: none"> 1. Document Layouts and Styles 2. Fully Customizable 3. Live Content 4. Simple Text Formatting 5. User-Friendly 	<p>SWAY</p> 
<p>CLASSFLOW</p> 	<p>FEATURES</p> <ol style="list-style-type: none"> 1. Interactive Content 2. Lesson Planning 3. Real Time Feedback 4. Formative Assessment 5. Track Student Behavior 	<p>OBJECTIVE OF THE APP</p> <p>To activate prior knowledge.</p> 	<p>ACTIVITY IDEA</p> <p>Teachers can produce students engagement through the diversity of gaming features that ClassFlow offers. This includes matching, crosswords, and puzzles.</p>
<p>ACTIVITY IDEA</p> <p>Teachers can manage the students in breakout rooms in order assess a production stage where students can put into practice of what they learned in class.</p>	<p>OBJECTIVE OF THE APP</p> <p>To evaluate performance.</p> 	<p>FEATURES</p> <ol style="list-style-type: none"> 1. Classroom Management 2. Breakout Rooms 3. Cooperative Work 4. Achievement System 5. Gaming System 	<p>MYCLASSGAME</p> 
<p>PIXTON</p> 	<p>FEATURES</p> <ol style="list-style-type: none"> 1. Artistical Engagement 2. Flexible & User-Friendly 3. Inclusive for Teachers 4. Intuitive Design 5. Collaborative Work 	<p>OBJECTIVE OF THE APP</p> <p>To enable monitoring of the learning process.</p> 	<p>ACTIVITY IDEA</p> <p>With Pixton, teachers can encourage students' artistical skills through comic creating. This will give students the chance to express their ideas in a unique way.</p>

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GRABANDO Sey Danisia Najarro está presentando

What is Distance Education?

What is Online Education ?

Distance education is defined as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet (Roffe, 2004). Distance education was based on the premise that education was possible without the face-to-face interaction between the student and teacher

Today's version of distance education is online education, which uses computers and the Internet as the delivery mechanism with at least 80% of the course content delivered online (Allen & Seaman, 2011; Shelton & Saltsman, 2005).

Online education is a different medium for teaching and learning, and therefore requires a different pedagogy (Bernard et al., 2004).

Online education has not only changed the landscape for distance education, but has greatly impacted higher education as a whole across the globe. We have seen the proliferation of for-profit institutions of higher education, the commercialization of education by traditional non-profit institutions, and a continued increase in the demand for online education (Allen & Seaman, 2011)

Curriculum and Teaching Dialogue, Vol. 17, Nos. 1 & 2, 2015

GRABANDO Sey Danisia Najarro está presentando

Synchronous and Asynchronous Teaching?

Table 1. Differences between Synchronous and Asynchronous Teaching

Synchronous	Asynchronous
Students and teacher interact at the same time Feedback is immediate	Interaction takes place at different times providing greater flexibility in the teaching and learning process for those with competing demands Delayed feedback
Teachers need to know the software well to facilitate online classes with breakout groups, chat and other features. Sessions longer than 40 minutes can be tiring and have detrimental effect on the teaching and learning process	Extra effort required on the part of the teacher to ensure learner participation Extra effort required on the part of the students for self-directed learning
Suitable for clarifying learning expectations or for discussion on less complex issues or concepts	More time to reflect on and analyse complex concepts, issues; appropriate for deep learning
Need consistent Internet access for the duration of the class	More appropriate for students who might have limited bandwidth or connectivity issues

This table was retrieved from Essentials of Online Course Design and Facilitation: A Self-Learning Manual, Network of Quality, Teaching and Learning, THE ACCA ONLINE UNIVERSITY

Activar Windows
Ve a Configuración

18:10 | Especialización Entornos Virtuales Cohorte 2 ...

Meet
Generar enlace


Código de clase
fd4mrvq

Próximas entregas
No tienes ninguna tarea para esta semana
Ver todo

Anuncia algo a tu clase

Elmer Orlando Henriquez Henriquez
18:28

Dear students:
Welcome to our **Literature** group here in Google Classroom. In this post, **Ms. Rebeca Sulamita** and myself **Mr. Elmer Henriquez** want to give you a warm and friendly introduction to the topic of: **Poems**, based on what the subject of Literature dictates. You will learn the most relevant branches that poems have including its **organization, structure, types, demonstrations, and fun practices that we will create together**. Also, we kindly ask you to leave in the comment section below a **brief introduction about yourself and the expectations that you have for this experience**.



Activar Windows
Ve a Configuración para activar Windows.

