

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



**TITLE:**

LEARNING TECHNOLOGICAL EDUCATIONAL TOOLS

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APRENDIZAJE DE IDIOMAS EXTRANJEROS

**IN ORDER TO OBTAIN THE DEGREE OF:**

BACHELOR OF ENGLISH TEACHING  
LICENCIADA EN ENSEÑANZA DEL INGLÉS

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## SUMMARY

In this work, the most important aspects seen in the activities carried out during the three modules of the course of administration of visual environments for the teaching and learning of foreign languages have been compiled. The first module dealt with the basics of online education and its application in English language teaching, especially the virtual teaching approach, such as the use of Learning Management System (LMS) to create a virtual classroom and synchronic or asynchronous learning activities and the use of platforms such as Classroom, Teams or Meet.

The second module dealt with the theory and use of technological tools for learning a foreign language virtually such as Edpuzzle, Flipgrid, Flippity, Liveworksheet, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. Finally, in the last module, design of didactic material for the virtual environment, web tools were used for the design of educational material, such as podcasts, online presentations, interactive images, videos, as well as the creation of websites linked in Classroom.

**Keywords:** Virtual environments, teaching, learning, foreign languages, synchronous, asynchronous, Learning Management System, virtual platforms, technological tools, web tools, educational material.



## I. INTRODUCTION

This document presents the activities carried out during the modules of the Specialization Course in English Language Teaching in Virtual Environments during the year 2022. Education has been evolving rapidly in recent decades, technology is an essential part of the entire process of the digital age, changing methodologies and resources as a fundamental part of the teaching-learning process in the teaching of English.

However, due to the Covid-19 Pandemic, online education becomes the most important alternative for educational processes to continue. Thus, that is why to know and to apply educational tools in virtual environments for the teaching and learning of foreign languages is basic and elementary for teachers who face the challenge of change today.

In this regard, this work is the product of the activities carried out during the three modules taken: "Online Foreign Language Teaching", "Application for Foreign Language Learning" and "Design of Didactic Material for the Virtual Environment". For this purpose, students used the strategy of gathering the resources and tools used in each of the modules.

The first course, the module deals with the basics of online education and its application in English language teaching, especially the virtual teaching approach, such as the use of Learning Management System (LMS) to create a virtual classroom and synchronic or asynchronous learning activities and the use of platforms such as Classroom, Teams or Meet. In this module the theoretical framework is based on the Main Learning Theories.

The second course dealt with the theory and use of technological tools for learning a foreign language virtually such as Edpuzzle, Flipgrid, Flippity, Liveworksheet, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon. Then, in the last course design of didactic material for the virtual environment, web tools were used for the design of educational material, such as podcasts, online presentations, interactive images, videos, as well as the creation of websites linked in Classroom.

Finally, it is important to mention that this specialization helps to use web resources to solve the challenges of online education and makes face-to-face education more attractive.

## **II. OBJECTIVES**

### **General Objective**

To know and to apply educational tools in virtual environments for the teaching and learning of foreign languages.

### **Specific Objectives**

- To distinguish the terms and principles related to technological tools for educational purposes.
- To recognize multimedia resources according to the teaching-learning process that are handed out and are appropriate in virtual education.
- To create virtual environments using a Learning Management System (LMS) approachable on the internet.
- To use technological tools to plan and develop synchronous and asynchronous class activities.

### **III.THEORETICAL FRAMEWORK**

#### **Introduction**

The world has been changing rapidly, in terms of technology, it has had a very noticeable advance, the educational field has had to gradually incorporate technological resources in the teaching-learning process. In addition to this, the world faced a great change in 2020 with the Covid-19 Pandemic, which we are still facing today; this made the students stay at home and therefore the classes were received virtually. Currently, a blended modality is maintained. The foregoing almost forced teachers to prepare themselves in the management of virtual environments, as well as to know and use different technological tools to be able to teach.

The University of El Salvador has sought to prepare future and current teachers to face these changes, for which it created the course Administration of Virtual Environments for the Teaching and Learning of Foreign Languages, so that they can develop a better teaching-learning process.

#### **Theories**

Since ancient Greece it has been tried to define how an individual learns, Platon reflected on that, then others added to that reflection, until they came to form different theories about the topic. Currently there are many theories about it, among the most outstanding are: Behaviorism, Cognitivism, Constructivism and Connectivism.

John Krapfl (2016) describes Behaviorism as a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that our actions are shaped by environmental stimuli.

According to the New Learning Online Digital Magazine, Skinner developed the Behaviorism learning theory. This theory explains the way people think. Learning depends on the teacher creating optimal patterns of stimulus and response (reward

and punishment), or operant conditioning. In teaching English in the traditional classroom, it is common for students to be organized by age and level. For this reason, teachers can use specific strategies according to the group. For example, junior kindergarten is different from high school because children enjoy play, dance, singing, etc. In contrast, teenagers do not like to dance or sing. Therefore, educators make plans according to their psychological characteristics. The students are arranged into different classes. In virtual classrooms, students are highly diversified: age, life experiences, and family experiences may be all different. For example, in Behaviorism in a digital form, the teacher uses Kahoot because students receive stimuli according to the answer they can give and the velocity as well.

The cognitivist revolution substituted behaviorism in the 1960s. Cognitivism concentrates on problem solving and needs to be explored. Knowledge can be seen as schema or figurate mental constructions. Peggy Ertner (1993) describes this theory learning as a change in a learner's schemata. A response to behaviorism is that people are not "programmed animals" that simply answer to environmental stimuli; since people are thinking beings that demand active participation in order to learn, and whose actions are a result of thinking. Changes in behavior are observed, but only as an indication of what is passing in the learner's head. Cognitivism uses the shape of the mind as a computer: the information comes in, is being processed, and leads to right results.

The theory of Cognitivism learning has important contributions in knowledge acquisition. It defines the importance of the process of thinking in a conscious and reasoned way. For instance, in the traditional classroom, the students can have physical interactions with teachers and peers while learning how to write an essay with information given by the teacher. In the meantime, online learning transfers this interaction into a virtual environment with complete information given by different websites. Therefore, teaching could include lectures, virtual discussions, workshops, and videos. In other words, the cognitivism process could be the same with maybe a variation in student engagement and the information received. For example, for developing Cognitivism in a traditional class, the teacher can use dictionaries, texts, etc. However, in a virtual class, they can use online resources such as worksheets and lots of virtual information in books, magazines, blogs, etc.

When it came to be understood that the human being was a thinking being and that he had also acquired previous knowledge, which he could relate or use in the face of new learning; that is to say, that the individual himself can be the constructor of his own learning, taking as a reference or as a base their previous knowledge; giving way to the theory of constructivism. Constructivism is considered a bit of the cognitive revolution, an intellectual movement that started in the 1950s as an answer to traditional behavior theories. However, behaviorist theorists view learning as a passive process, constructivist theorists trust that learners play an active role in constructing their own knowledge. Among the most prominent authors of this theory are: Lev Vygotski and Jean Piaget. Vygotsky was centered on knowing how the social environment inflows the internal construction of people. On the other hand, Piaget was centered on investigating how people build their knowledge from their relationship with reality. Even though these authors followed different viewpoints, both agreed on the idea that all people are active disciples who have the ability to develop knowledge on their own. Both also considered that knowledge cannot be planned, since it is different for each person and changes according to the experiences and subjectivities of each individual.

The theory of Constructivism says learners construct knowledge rather than just passively taking in information. So, they build their knowledge and incorporate it into their pre-existing knowledge. According to Piaget (Rivero García, 2012), teachers must emphasize the significant role that experiences or connections with the adjoining atmosphere-play in students' education. In a traditional classroom, some teachers use role-play as an effective strategy in the application of Constructivism. Meanwhile, with technological resources, it may be easier by using text types and interactive exercises to show the role-playing strategy. The use of a microphone and a reliable camera in a Synchronic class is required. In addition, for Constructivism, students can create slides in PowerPoint presentations using Genially and Canvas for building their own knowledge.

When people discovered a way how they can learn using different manners, and apart from that they can learn more thanks to technological advances, many authors emphasize that students can learn using many sources and educational tools, developing Connectivism. The Connectivism theory was first introduced in 2005 by

two theorists, George Siemens and Stephen Downes (Western Governors University, may-2012). Connectivism is a learning theory based in a new digital era, students have a lot of information, and they can learn in and out of the classroom. It is possible to take a class in Synchronous and Asynchronous form. In contrast, the traditional approach to learning where teachers thought that they have all information and the students just only received a part. In the digital era, students have access to a lot of information and they can select which information they need. In asynchronous class, the learning is developed by a platform such as Meet, Teams. In the current day, there are apps, Google assistants, digital books and websites that can be used with different devices such as laptops or cellphones.

Actually, Educational Learning theories such as Behaviorism, Cognitivism, Constructivism and Connectivism have changed the educational process and the students' and teachers' lives. These educational theories applied to teaching English include a complex process in developing the four skills: listening, reading, speaking and writing, and learning in general in the context of the technological era (known as e-learning). Learning theories have given important contributions to methods and practices of teaching English according to how students learn. English teachers need to understand those differences and be prepared to use different techniques in a classroom using e-learning in a virtual class and technological resources in a traditional class. In addition, educational learning theories can be applied in traditional classrooms and virtual classrooms. An important advantage of an online environment is the unlimited academic free resources on the web that promote learning English for all. Another advantage is that knowledge is received from anyone, anywhere, and any time. On top of that, students need motivation and discipline. Some disadvantages can be the lack of human interaction in the virtual class.

Analyzing the advantages and disadvantages of the digital era, technology is a basic part of life. Actually, countries' development is measured by technological advances that emerged through the time, therefore to obtain educational advances is necessary to improve according to the technological globalization demands. The term educational technology takes its importance where Cabero (2001) indicates that educational technology is a term of integrity meaning that it has integrated different

sciences, technologies, and techniques. Life meaning that it has suffered changes from the educational context as well sciences that support it. Meaningful, meaning it has been getting different meanings. Also it is contradictory since it causes radical and frontal opposite defenses.

Another author points out that the birth of this educational technology perspective is based on industrial technological processes in which the description and analysis of homeworks became relevant as the center of the technological design for teaching (Area 2004). Nowadays, educational technology is a reality for everyone in all educational levels creating a new sense of the new "to do" in the teaching methodology and strategies that provide a better quality of education.

One of the biggest earnings in education has been the use of the internet within the educational process, since it has been an essential part of modern society. We could consider that the modern technology has promoted an interchange between constant and immediate information in the whole world, and this technological advance has generated a new vision of society since the student may get information from everywhere in the world and at the same time keep a good communication with people from other places, therefore internet is considered an investigation tool.

Jorge Cordeth and Montse Guitert emphasize internet usage as an investigation tool "Internet is an important tool of investigation that allows the interaction on a double level, between people and contents. This facilitates an easy development of a cooperative learning process focused on research, treatments, processing and presentation of the information"(Coderch and Guitert, 2001).

The information and communication technologies have achieved a huge relevance mainly from the internet usage being the educational factor one of the most important of it. These educational tools have improved the students' role from a passive one to an active one where the one who decides the next step and the rhythm, quality and quantity and depth of learning is the student. (Thayer 2004).

However, To teach through technological tools, certain aspects or principles must be taken into account; according to Roger Brown (Ag economics, University of Kentucky) the guiding principles for teaching with technology are: focus on pedagogy, not technology, set explications clearly, choose high-quality over high

tech, more technology requires more organization, accommodate before you innovate, appeal to multiple styles of learning, don't let technology make you mechanical, use technology to teach, not entertain, to legitimize, you need to personalize and prepare for technology to fail.

When he says that teachers have to **focus on pedagogy and not on technology**, he means that when a teacher wants to teach must imagine how he wants to teach and how he will use technological resources to do it in the best way. Technology is his resource to achieve his goal of good teaching-learning. In the case of **setting expectations clearly** refers to the fact that the teacher must take into account the context in which he and his students are, that is, if his students have internet at home or pay for a data service on their phones, he must take into account the devices with the ones that his students use, such as: computer, tablet, phone and even the quality of these, since there will be certain applications that are difficult to use on the phone. It is also important to say that **high-quality should be chosen over high-tech**, since sometimes not because something that is the latest or most expensive in technology is the best, the teacher needs to evaluate the best technological educational resource.

On the other hand, if a teacher **chooses a lot of technology, he will need more organization** so that everything fits together successfully, so he must choose the resources well, and see that they work perfectly; but as mentioned before, teachers should consider the technological resources that their students have; as well as the quality of the internet they have before wanting to innovate; that is to say, **accommodate before to innovate**. Another very important principle that should not be forgotten is the **appeal to multiple styles of learning**; since not all students learn in the same way, with that in mind, a teacher needs to vary his technological educational tools, as well as vary his teaching-learning strategies.

Also, the teacher must take into account that **technology should not mechanize him**, his students need a guide and quality attention, since they are human beings with emotions and feelings that expect to be treated with respect. In addition, **technology should be used to teach and not to entertain**, just so that class time passes and students do not get bored. And finally, the teacher must take into



account that **technology can fail**, and through experience the teacher prepares with a plan B in case that happens.

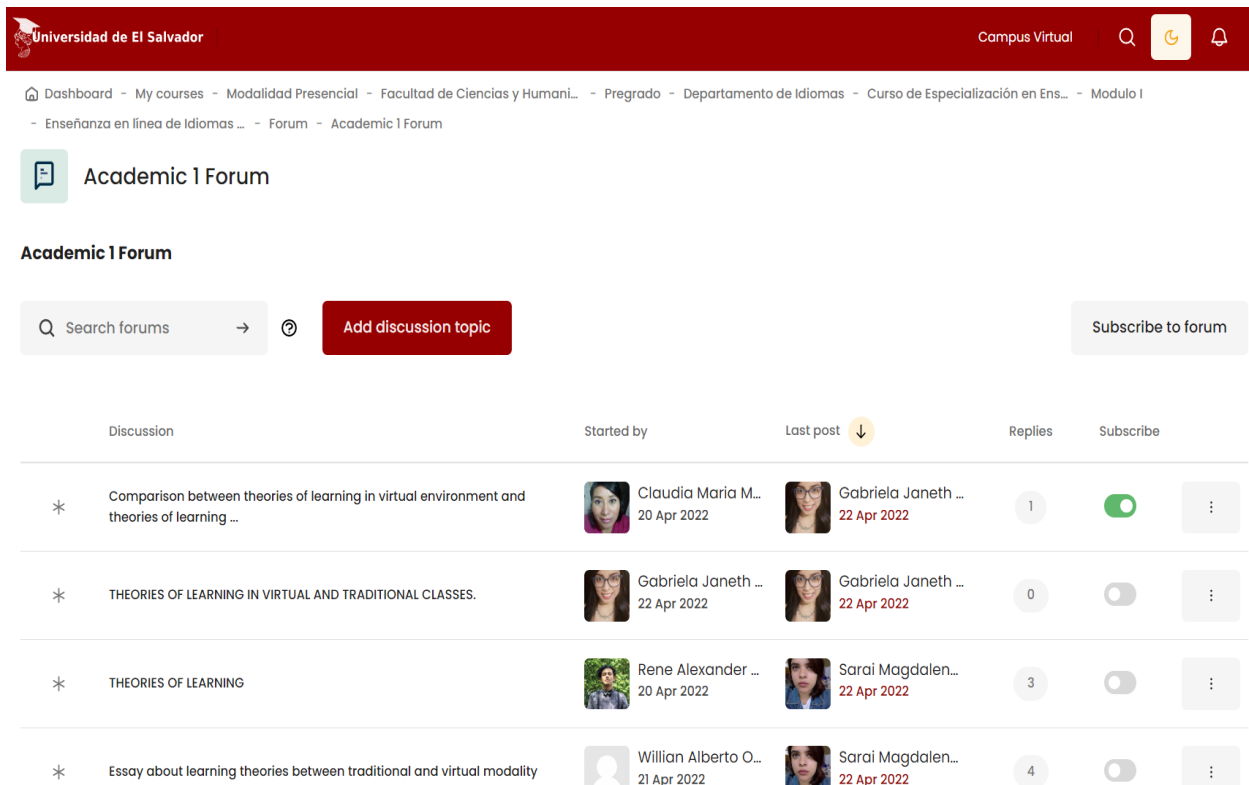
All these principles help us to select different applications and technological resources in order to generate significant learning; taking into account the context of students, the technological resources they have, the speed of the internet, the different learning styles and above all knowing how to select the resources according to the pedagogical objective sought.

## IV. DESCRIPTION OF THE ACTIVITIES

### Description of the activities done in Module 1

In this module it was sought that the students of the course of specialization could know and apply learning theories for teaching English online using emerging technological tools. Within this module, four important activities were carried out, among them are:

**Academic Forum:** As a first activity, an academic forum was held, in which each student wrote a comparative essay between theories of learning in a virtual environment and theories of learning in traditional classrooms. The four theories that were taken into account were: Behaviorism, Cognitivism, Constructivism and Connectivism. Then, each student gave his opinion on the essays to two of his classmates.











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### Academic 1 Forum

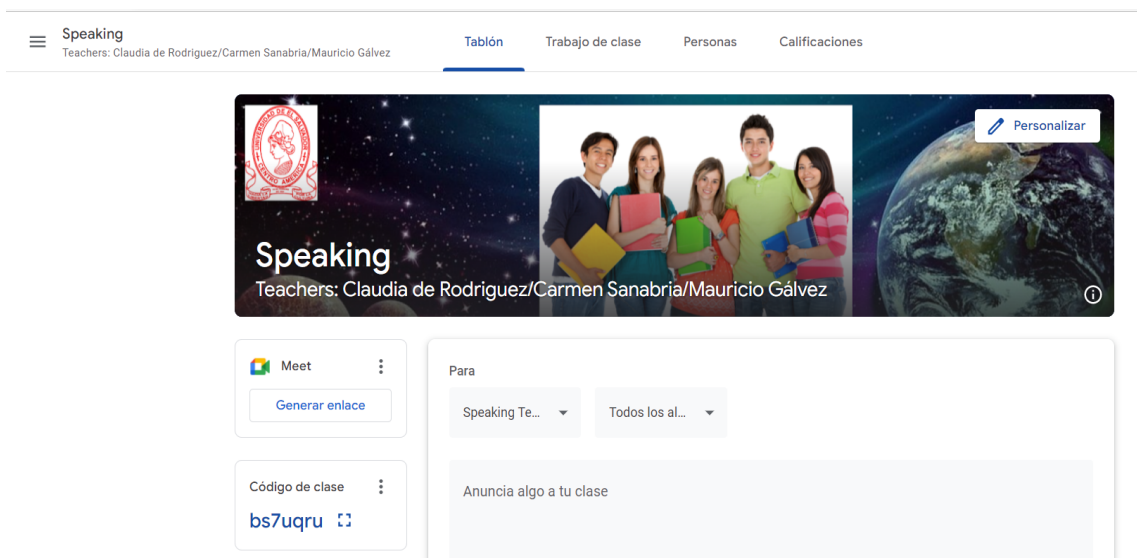
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* THEORIES OF LEARNING	 Rene Alexander ... 20 Apr 2022	 Sarai Magdalen... 22 Apr 2022	3	<input type="checkbox"/>
* Essay about learning theories between traditional and virtual modality	 Willian Alberto O... 21 Apr 2022	 Sarai Magdalen... 22 Apr 2022	4	<input type="checkbox"/>

**Infographics:** each student created an infographic in the tool of their choice, said infographic included information about the features of four Learning Management Systems (LMS) as well as images alluding to them.



**Virtual Classroom:** for this activity, the teacher divided the students who are taking the specialization seminar into pairs and groups of three. Each couple or group made a class in Google Classroom with its basic features. For the class students had chosen a macro skill or sub skills and uploaded material to their course.



**Demo class:** each pair or group that worked together on the class activity in Google Classroom prepared a 15-minute class, developing the macro skill or sub skill they had chosen; for this, they prepared their class plan as well as each virtual material to be used in said class by each student.

The screenshot shows a Google Meet window with a Padlet board. The board has a yellow banner that says "Practice in pairs" and a list of conversation prompts. To the right of the board is a chat window with the message "Hello dear students!". A video feed of a woman, Claudia Maria Murillo Diaz De Rodriguez, is visible on the right side of the screen.

**Practice in pairs**

- A: Hi, I am \_\_\_\_\_. Nice to meet you!
- B: Hi \_\_\_\_\_! I am \_\_\_\_\_. Nice to meet you too!
- A: What do you do?
- B: I am a/an \_\_\_\_\_. What about you?
- A: I am a/an \_\_\_\_\_!
- And where do you live?
- B: I live in \_\_\_\_\_. What about you?
- A: I live in \_\_\_\_\_.
- B: That's nice! It was a pleasure to meet you \_\_\_\_\_!
- A: It was my pleasure to meet you too! Bye bye!
- B: Bye!

The screenshot shows a video player displaying a slide titled "How Do You Feel Today?". The slide features nine cartoon faces, each with a different expression and labeled with an emotion. A video feed of a woman is visible in the top right corner of the player.

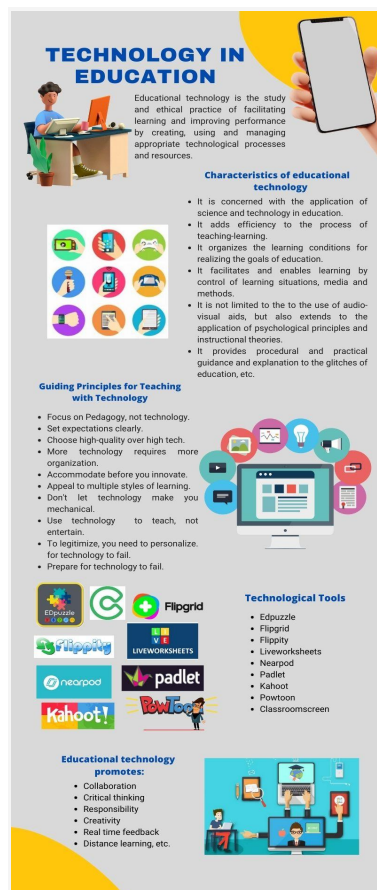
**How Do You Feel Today?**

- Happy
- Sad
- Angry
- Scared
- Silly
- Excited
- Surprised
- Shy
- Embarrassed

## Description of the activities done in Module 2

In this module it was sought that the students of the course of specialization could get familiar with theoretical information about technological tools for teaching learning a language and their functions. Within this module, four important activities were carried out, among them are:

**Infographic:** each student created an infographic in canva or another educational tool that they chose. In it they showed information about some of the technological tools used in virtual classes, their characteristics, the principles of the use of technology, as well as how that technology can be used in classes.



**Flipgrid video:** the students of the specialization course made a video on Flipgrid individually, in which it was directed towards teachers with the purpose of showing them information about educational tools, the use of these tools in class, as well as the main characteristics of each tool presented.

June 30, 2022

## Evaluation 2

Create or upload here your video about Educational Tools. Remember to include a short description of the Educational Tool and an activity (example) that can be use in the classroom. Prepare this video for teachers. You have maximum of 5 minutes.

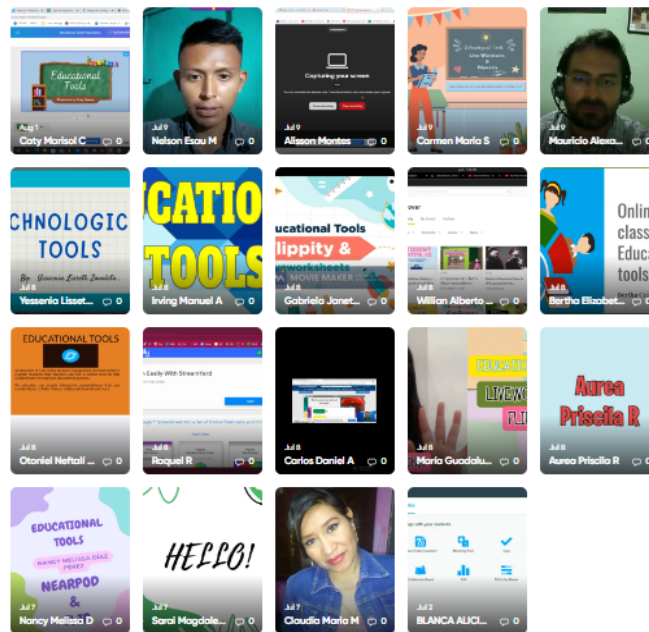


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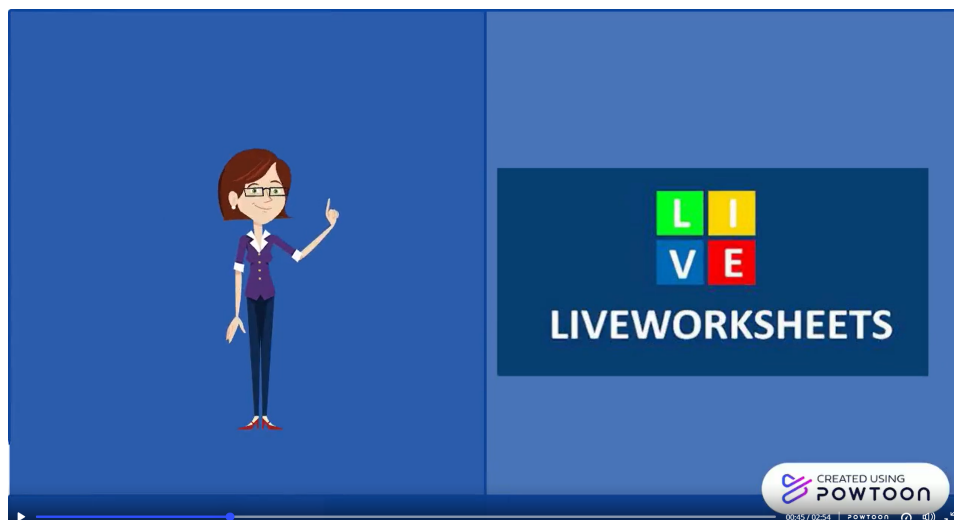
### 19 Responses

456 views · 0 comments · 324 hours of engagement

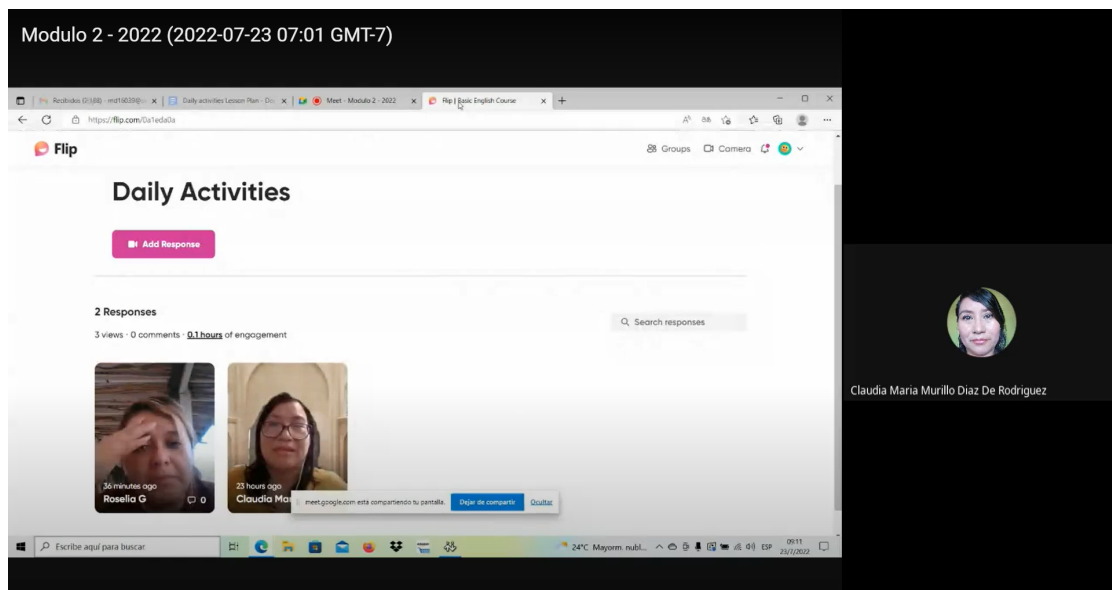
🔍 Search responses



**Powtoon video:** the students of the specialization course made an individual video in Powtoon addressed to their students about virtual educational tools seen in module two. And a specific tool was explained to them, the idea was to teach how students can use this tool in their classes to do homework, exercises or exams.



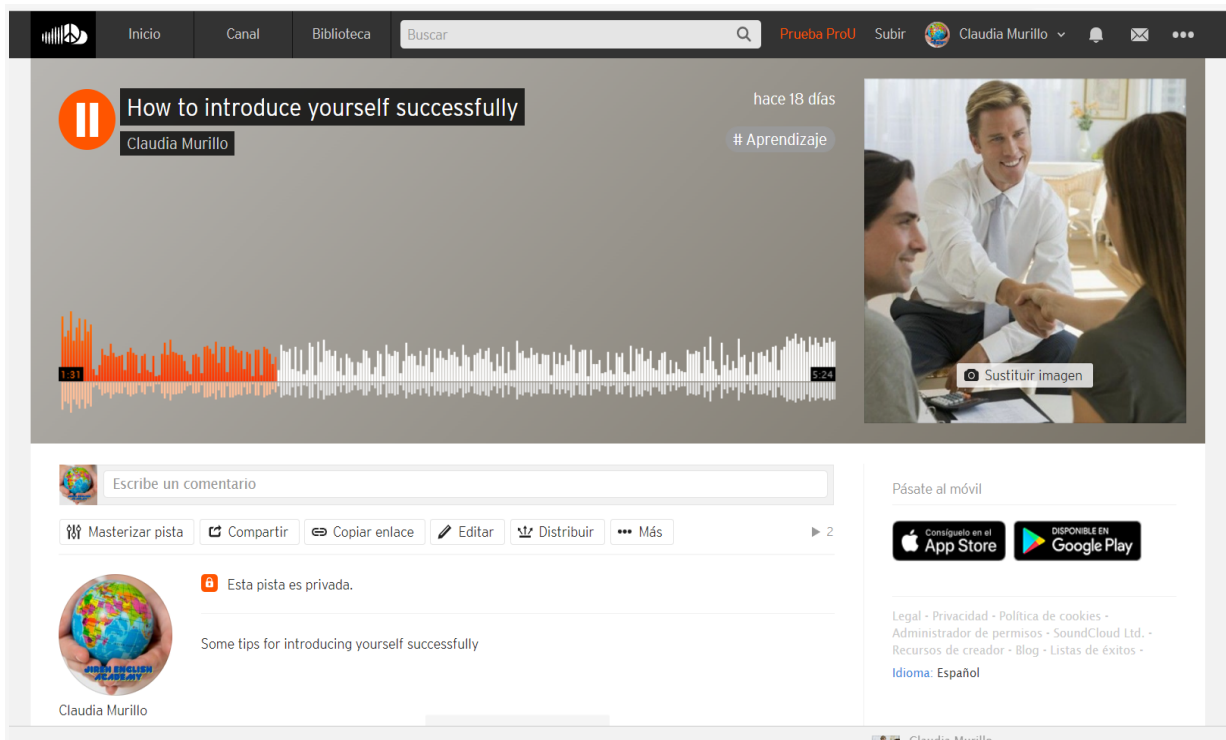
**Demonstrative class:** the students of the specialization course worked in groups of five to carry out this activity. To do this, they chose as a group a topic with which they would prepare their lesson plan with its components: warm-up, presentation, practice, production and wrap up. Then, each group developed this demonstrative class in front of their classmates from the specialization course, where each member of the group developed a stage of the lesson plan with an activity, and his other classmates pretended to be his students.



## Description of the activities done in Module 3

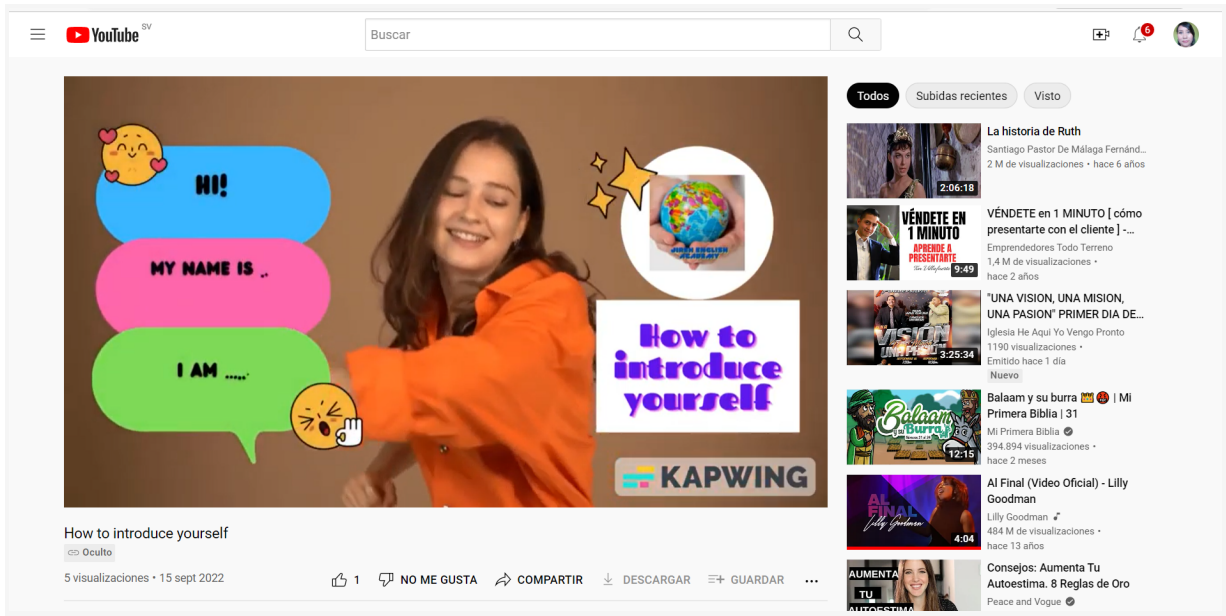
In this module, students learned to use at least four web tools for the design of educational materials, and will elaborate different materials such as: podcasts, online presentations, interactive images, videos, among others. The most outstanding tasks they performed were:

**Podcast:** The students of the specialization course created a Podcast in which they developed a topic related to the course they created in Google Classroom in the first module for their students. The Podcast should have contained all its elements, such as: its introduction, development and conclusion; in a creative and attractive way.



**Instructional video:** Each student chose a topic that they had developed in Google Classroom. However, they searched for more information and creatively presented it on video. That video was edited with images, their audio voice with the explanation of the topic, music and other elements in the application they chose; however they were taught to edit the video in OpenShot. At the end, each student uploaded to Youtube.





**Interactive image:** for this activity, the students of the specialization course had to select a topic related to their course in Google Classroom. After that, they searched for information on the subject, as well as videos and images related to it. And with all those elements, each one created a creative image in the Genially application. When they finished their creative image, they shared the link on campus.



**Google site:** the students of module 3 of the specialization course created a Website with different sections, such as: meet the teacher, schedule, assignments and others that each student wanted to add. In addition, the activities carried out in the third module and at least three carried out in module two should be added to the site.

The second part of this task was that the students made a presentation of their Websites to their other classmates.



## V. ACHIEVEMENTS

It has been an interesting experience being in this course, each of the students has learned about handling different resources in the virtual classroom. Some achievements they have gotten are the following:

- They were able to understand and write an essay about the different theories of learning which helps them to have a better understanding on how they can apply the different tools to teach their students in the best way possible.
- The team learned how to use the tool Canvas to create an infographic to express the important aspects of a topic, therefore it can help them to catch our students' attention through a colorful way.
- They understood the process of creating a classroom in google and how to upload and create material and assignments in it, that they later used during a demo class.
- All team members learned how to use flipgrid to upload videos in order to explain the usage of different technological resource tools or any other topic that could help their students.
- Each of the students was able to create an animated video through Powtoon, another useful technological tool that helps them to explain topics in an interesting way to their students to make it easier and funner for them.
- The team learned how to use different technological tools to enhance their teaching-learning process. They were Edpuzzle, Liveworksheets, Flipity, Padlet, Nearpod and Peardeck.. And they demonstrated their knowledge on them in a demo class at the end of the second module.
- In the last module students learned to design material for virtual classes, they created a podcast and learned to use Audacity to do it.
- The team learned to use InShot to edit videos and be able to create instructional videos to explain grammar topics or any relevant information for students.
- They learned to use Genially to create interactive images, where they can share with their students information about a topic and catch their attention through a nice image.

## VI. CONCLUSIONS

Having finished the Specialization Course in Administration of Virtual Environments for the Teaching and Learning of Foreign Languages, it was possible to conclude that:

- Due to technological advances and the Covid 19 Pandemic, it is necessary for teachers and future teachers to prepare in the use of different virtual environments, such as Teams or Google Classroom, etc.
- Secondly, teachers and future teachers need to handle applications in both synchronous classes and the development of resources to be used in asynchronous classes, as well as synchronous and asynchronous activities.
- Thirdly, it is important to know the theory of education using technology, in order to have basic criteria to be able to choose the best technological resources according to the objectives proposed by the teacher.
- Fourthly, the current teaching-learning process can be more creative and innovative, without neglecting the objective proposed by teachers.
- Finally, the teaching-learning process of foreign languages in the virtual and face to face modality continue to advance and the teachers in training of Degree in English Teaching and with the reinforcement received in the Specialization Course in virtual environments were able to develop competencies in the use of technological tools that improve the teaching-learning process.

## VII. RECOMMENDATIONS

After coursing the three modules that integrated this specialization, there are some recommendations to be taken into consideration to improve the learning experience on this course. Some of them are:

- To the students, it is recommended to take advantage of the technological resources to create material and enhance the teaching-learning process of their future students. Also students should be aware of all the resources posted in the platform before the workshops with the tutor to clarify any doubt they may have.
- To the Foreign Language Department of the University of El Salvador, it is recommended to instruct the tutor to make workshops more participative since this can help the tutor to catch the attention of participants, therefore help students to understand the usage of the tools and have a clearer idea on how tools work. Since most of the people learn faster and better through practicing rather than just listening.
- To the authorities of the Language Department of the University of El Salvador, it is recommended to make sure students get enough time between assignments to complete them despite their daily activities and therefore the tutor will have time to answer inquiries students may have about those assignments.

## VIII. BIBLIOGRAPHY/WEBLIOGRAPHY

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# IX. APPENDIXES

## Module 1

### VIRTUAL CLASSROOM

The screenshot shows the Google Classroom interface for a course titled "Basic Grammar I". At the top, the course name and teachers (Nataly Gómez and Bertha Criollo) are displayed. Navigation tabs include "Tablón", "Trabajo de clase", "Personas", and "Calificaciones". A banner image features educational icons like a laptop, tablet, and books, with the text "Basic Grammar I" and "Teachers: Nataly Gómez and Bertha Criollo". Below the banner, there are sections for "Meet" (with a "Generar enlace" button), "Código de clase" (displaying "ndjxb2w"), and a post by Bertha Elizabeth Criollo De Menjivar dated May 16, 2022. The post contains a welcome message for students.

## Module 2

### FLIPGRID VIDEO

The screenshot shows a Flipgrid video player. The video content features a graphic of four diverse people (two men and two women) standing around a globe, with stacks of books in front of them. To the right of the graphic, the text reads "Online classes using Educational tools." and "Bertha Criollo • Julio 2022". A small video thumbnail of a woman is visible in the top right corner of the player interface.

## POWTOON VIDEO



## Module 3

### PODCAST



**Anchor**  
de Spotify

Crea tu pódcast gratis ES-ES

# Learning English

De Bertha Elizabeth Criollo De Menjivar

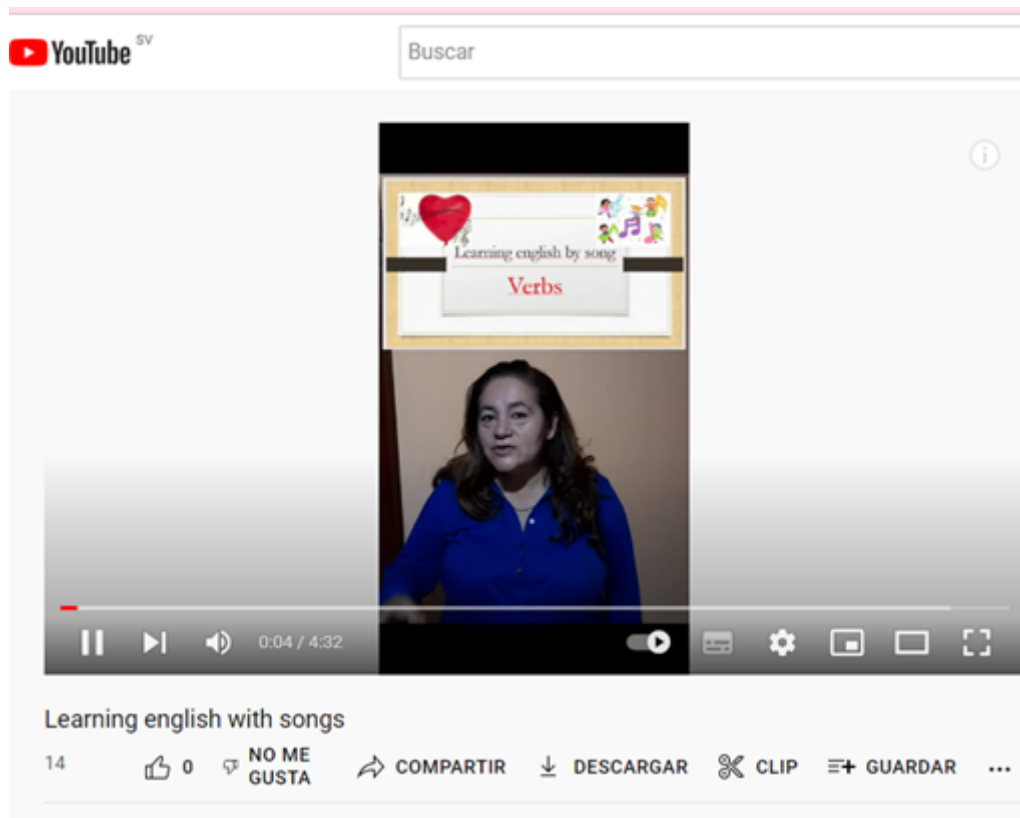
Podcast for learning english

[Escuchar en Spotify](#) [Mensaje](#)

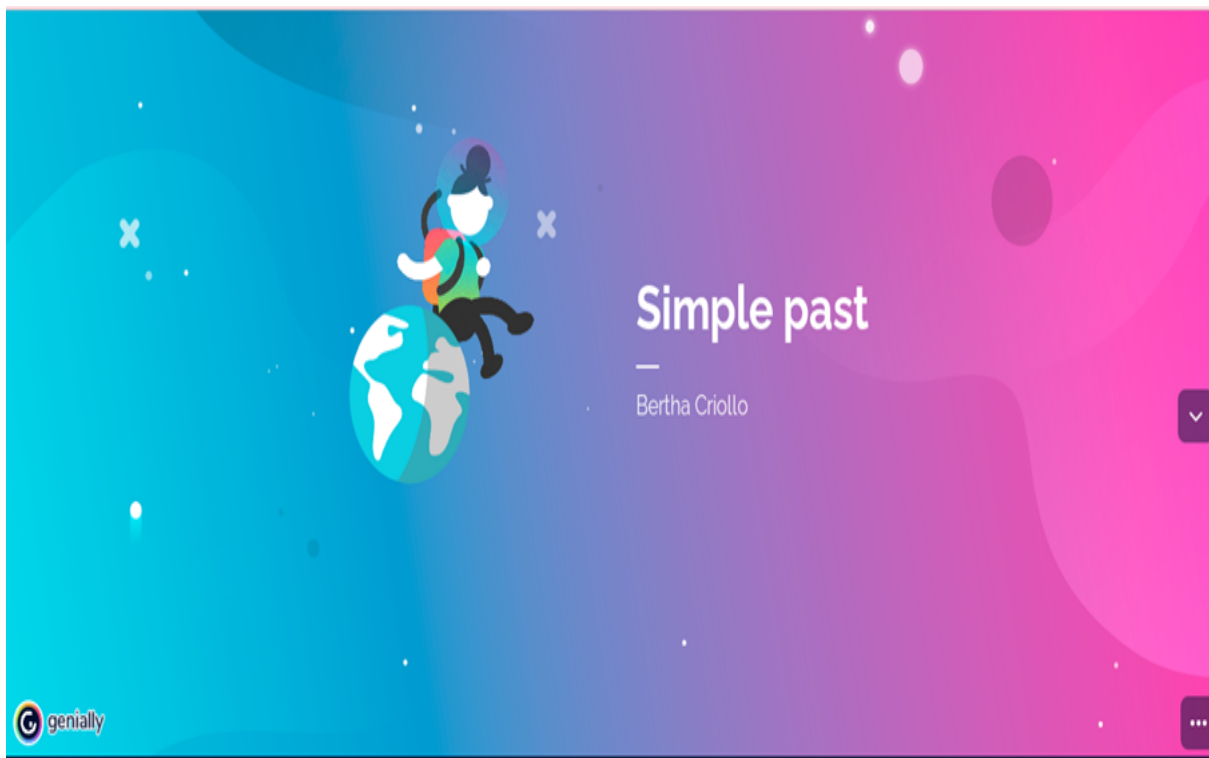
The image shows a promotional graphic for a podcast. On the left is a colorful illustration with the word 'INGLÉS' in large green letters. Above it are various educational icons: a speech bubble with 'E', a British flag, a graduation cap, a book, and a person sitting at a desk. On the right, the text identifies the podcast as 'Learning English' by Bertha Elizabeth Criollo De Menjivar, and provides buttons to listen on Spotify or send a message.



## INSTRUCTIONAL VIDEO



## INTERACTIVE IMAGE



## GOOGLE SITE

