

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



**TOPIC:**

**TECHNOLOGICAL TOOLS TO DEVELOP AN INTEGRATIVE PROCESS  
IN VIRTUAL EDUCATION WHEN LEARNING A FOREIGN LANGUAGE**

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"ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA  
ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS" PARA  
OBTENER EL TÍTULO DE LICENCIADO/A EN LENGUAS MODERNAS  
ESPECIALIDAD INGLÉS Y FRANCÉS.**

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## **ABSTRACT**

The present paper analyzes some technological tools that can be implemented in the administration of virtual environments for foreign languages teaching and learning. The tools studied in this document are essential to create a dynamic environment for students to learn a foreign language through different kind of contents, for instance, the creation of podcasts, presentations, virtual classrooms, videos and websites. Some of the didactic instruments presented in this paper are Padlet, Liveworksheets, Classroomscreen, Edpuzzle, etc. In order to complete this work, a number of research papers were reviewed and examined with the purpose of defining some important concepts such as e-learning, synchronous and asynchronous learning, etc., terms that help us understand the process of studying in a virtual environment.

**Keywords:** E-learning; Virtual classroom; Foreign language teaching; Technological tools; Virtual didactic material

## INTRODUCTION

Since ancient times with the origin of the first tools and practical techniques until the most advanced computers of our modern time, human beings have availed themselves of these instruments to take advantage of their condition and to carry out activities more easily. In this regard, technology that currently exists allows us to facilitate activities that would otherwise be difficult or impossible to accomplish.

One of the sectors that has known how to exploit the benefits from technology is education. Commonly, education has been taught in classrooms in which educators can interact physically with their students in order to construct meaningful learning. However, as in many other areas, education has innovated its methodology to adapt itself to present times and to different circumstances by using technological tools. On this basis, the University of El Salvador launched in 2016 an educational programme called "Educación en línea" that provided the opportunity to study virtually some of the offered degrees.

Besides, due to the Pandemic of Covid-19, the Foreign Language Department of the University was pressed to accelerate a new innovative graduation process. About this point, they inaugurated a course called "Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning" that proposed another alternative for students to fulfill their graduation process. Therefore, the present work titled "*Technological Tools to Develop an Integrative Process*

*in Virtual Education when Learning a Foreign Language*” is intended to summarize the most important points studied during the specialization course given in the current year 2022, which is also a requisite demanded by the University of El Salvador to obtain the degree of Bachelor of Arts in Modern Languages with a Major in French and English.

First of all, this work includes the objectives that as a group we pretend to accomplish. Next, the work has a theoretical framework that contains the foundations about the concepts that give more support to our work. Then, it presented the description of the 3 modules of the course in which we explained the major activities conducted throughout the specialization. Likewise, the report shows the achievements gained during the classes. Additionally, this work incorporates the conclusions and recommendations we obtained based on the information gathered. At last, the report presents the bibliography consulted.



## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To appraise the knowledge acquired in the Specialization Course about the theoretical-practical use of the various technological tools with a view to develop an integrative learning process through the elaboration of didactic materials and a dynamic curriculum in virtual teaching of foreign languages.

### **SPECIFIC OBJECTIVES**

- To describe the major virtual concepts related to virtual learning environments.
  
- To present the most useful technological tools meant for educational purposes in order to plan and develop more advantageous virtual classes.
  
- To identify the advantages of designing digital educational material while integrating the technological tools.
  
- To establish the achievements made throughout modules I, II, III of the Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning.

# **THEORETICAL FRAMEWORK**

## **HISTORICAL BACKGROUND**

### **EDUCATION DURING COVID-19**

The pandemic due to Covid-19 (well known as Coronavirus) began in March 11<sup>th</sup> 2020; however, the concern about the first reported of this virus began in Wuhan, a highly populated city from the People's Republic of China. As reported by the United Nations (UN, 2020) this situation marked an unprecedented change in education systems around the world. This organization estimates that over 1.9 billion worldwide learners were affected because of the closure of the schools, a measure taken to safeguard the life of students and in general of all people.

Besides, according to the UN (2020) the pandemic affected thousands of people that already had issues to get access to education, this because of other circumstances like living in rural areas, having a disability, or just for being refugees. In the same way, people that received benefits like nutritious food from different institutions stopped getting that type of provision. If this were not enough, the pandemic of Covid-19 could have repercussions in the funding of education, particularly in poor countries.

Nevertheless, it was not all negative, the crisis of Covid-19 encouraged educational institutions to go beyond and implement new approaches to

deal with education and thus ensure its continuity. In this context, radio, television and take-home packages were adopted by many governments as a measure of distance learning mechanism (UN, 2020). This is how schools around the world started tutoring their classes through different LMS and platforms that allowed them to plan, monitor and assess their students, among other things.

Institutions that already had this modality viewed the opportunity to reinforce the knowledge about it and expand their distance learning curricula. However, in accordance with the UN (2020) this new change about how the information was delivered made evident the need to provide the required technological resources to all students, since many of them did not count with these tools to develop a meaningful learning. Also, it exposed the need to supply teachers not only with technological resources, but also with new methods that allow them to teach the contents and to share their knowledge in a pedagogical way.

Currently, most educational institutions have re-open, meaning that face to face classes have gone back to normal; nonetheless, it appears that distance education came to stay and that institutions will continue to use this modality.

## **DISTANCE EDUCATION**

The term that we usually know as "distance education" is certainly new; however, the concept of "learning at a distance" is not new in any case, since this term was already used in Germany, England and The United States in the mid-nineteenth century. For instance, when radio (and then television) was launched, this technology was immediately used to replace some correspondence courses that were taken in a traditional way. In this sense, the first educational radio license began in 1921, whereas the first educational television license was produced in 1945 (Neal, 1999)

Conforming to Neal (1999) over time, new technologies like video and networked computing were implemented and promptly adapted for the use in distance education. These new technologies had the advantages of being highly flexible, in the sense that some courses were easy to distribute; for this reason, some postsecondary institutions like Western Governor's University in the United States and Open University in England started implementing distance programs through the use of audios, videos and the recent computer technology.

Although distance education captures the attention in most of publicist means, traditional education format (face-to-face classes) has not put aside; on the contrary, some institutions continuing use this old format of learning and at the same time, they are involved in learning at a distance,

that is why they define themselves as "multiple-media distance learning system" (Neal, 1999)

## **IMPLEMENTED PROGRAMS ABOUT E-LEARNING AT THE UNIVERSITY OF EL SALVADOR**

The University of El Salvador has an online education program called "Educación en Línea" inaugurated in 2016. It emerged as an initiative to expand access to education by promoting inclusion in quality education. Currently the program "has an academic offer of nine careers, and a teaching staff highly trained in virtual training and equipped with technological equipment to serve the student population of the modality." (Educación en Línea-Universidad de El Salvador [UES], 2022)

In addition, since the COVID-19 pandemic, all other face-to-face university careers were forced to migrate to virtual classrooms and since then, the UES and its teachers have adapted and trained to continue the online teaching process. It has been thanks to the help of the different LMS and the technological tools that the teachers of the UES have been able to continue with the education, now virtually.

On the other hand, the Foreign Language Department of the University of El Salvador inaugurated in 2021 a specialization course called: "Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning". This course emerged as an alternative to the thesis work, an indispensable requirement to obtain a

degree in the university. To carry out this program, teachers make use of different platforms to develop synchronous and asynchronous activities. Until the current year 2022, the Foreign Language Department has given 2 cohorts courses.

Currently, it has not yet been fully returned to the classroom and most careers continue in virtual or semi-face-to-face mode. Incredibly, this situation has shown that the possibility of virtual education that technology offers, gives many advantages to human beings in all contexts.

## **SYNCHRONOUS AND ASYNCHRONOUS LEARNING IN ONLINE CLASSES**

To better understand the concept of synchronous and asynchronous learning in a virtual environment applied during the specialization, it is important to first analyze the definition of e-learning. According to Hoppe (2003) it is the learning process that is supported by digital electronic tools and media. This kind of learning can be divided into two categories that seem to be closely related even when there are some differences among them.

## **SYNCHRONOUS E-LEARNING**

"Synchronous learning is any type of learning that takes place in real time, where a group of people are engaging in learning simultaneously" (Cambridge Dictionary, n.d). Therefore, a synchronous e-learning environment can be defined as the environment in which both the teacher and the students use a specific technological tool to create a virtual space in order to get together and develop an online class with real time interaction.

As Skylar (2009) explained, a synchronous learning environment provides some advantages like the real time sharing of knowledge and the immediate access to the teacher to ask questions and receive immediate answers. Nevertheless, this type of learning also requires setting a specific day and time to develop a virtual meeting, and this contradicts the "anytime", "anywhere" availability that the online courses have traditionally promoted.

Synchronous online learning also presents an opportunity to master the material. "Lessons can be recorded and added to an e-library. Using the archived e-library students can access and replay teacher's lectures as many times as necessary to master the material" Perveen (2016). This is great for students who may have internet problems during the real time class to avoid misunderstanding of the content of the class.

It is important to mention that a synchronous e-learning environment needs to be well-prepared and include a variety of activities in order to draw students' attention as they may be distracted by external factors. Moser & Smith (2015) proposed 12 practices for a synchronous on-line course, some of them are:

1. Provide a welcome message some minutes before the class.
2. Notify the class of your presence and encourage equipment check.
3. Provide easy access to the class.
4. Record class meeting.
5. Require students to participate
6. Integrate additional software systems to the class.

## **ASYNCHRONOUS E-LEARNING**

On the other hand, asynchronous e-learning is a standalone approach, planned particularly for self-study, with which the learner and instructor work separately (Doo, 2009). Contrary to the synchronous e-learning environment where the main characteristic is the real time interaction, this type of learning used different methods to develop a virtual course.

Asynchronous e-learning environments provide the opportunity for the students to access all the material about a single topic, but in different formats like presentations, videos, images, podcasts, articles, interactive



on-line assessment, games, etc. Thus, students have the freedom to watch or download some material and study at their own pace.

All these materials are available at anytime and anywhere through Learning Management Systems (LMSs) and other various channels. LMSs enable the storage and conveyance of learning contents for the purpose of training and learning (Xie et al., 2018). The use of different technological platforms is essential to develop an appropriate asynchronous on-line course.

During the specialization in the administration of virtual environments for teaching and learning of foreign languages, a combination of both synchronous and asynchronous activities was applied offering a variety of activities with real time interaction, groups discussion, collaborative work with material available for students at any time.

## **E-LEARNING AND LEARNING MANAGEMENT SYSTEM**

Humans are continually learning and changing, as Rogers (1975) once said "The only person who is educated is the one who learned how to learn and change". However, the way our grandparents and even our parents learned may differ a little or a lot from the way we and the new generations do. With the increase in technology, human beings are more "connected" than

ever. Just one click is enough to access a wide virtual world full of infinite learning possibilities in various areas.

Nowadays, the term "e-learning" has revolutionized conventional learning and teaching. In simple words, "E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media." (Tamm, 2020). That said, when we take a look at the last 2 years, we can discover that this type of teaching and learning has been the means to ensure educational continuity in almost the entire world, including El Salvador. The COVID-19 pandemic sent everyone home for several months, forcing a pause in face-to-face education and allowing many to experience e-learning for the first time.

In addition to that, there exists web-based technologies created to design, administer and evaluate a specific course for specific people/students. These software systems are called "Learning Management Systems", often called LMS for short. According to Sharma (2015), an LMS "not only delivers content, but also handles registering courses, course administration, skill gap analysis, tracking, and reporting." Therefore, an LMS is exceptionally useful to keep an online course well designed and organized.

## **DESCRIPTION OF ACTIVITIES**

### **MODULE 1: ONLINE FOREIGN LEARNING TEACHING**

In this module the students were able to learn about the great significance of studying the theoretical basis of online education and how this can be applied to teach a foreign language. Throughout this module students were encouraged by the teacher about the importance of the Learning Theories when tutoring a content, since they give us the pedagogical foundation to teach. Also, students learned how to use a LMS to develop synchronous activities and how to use platforms like Teams to elaborate asynchronous activities.

### **WEEK 1 AND 2**

Students first started acquiring knowledge about the learning theories focused on the use of technology when teaching. In this context they were instructed about the definition of learning and about the principal theories to construct instructional environments: Behaviorism, Cognitivism, Constructivism and Connectivism theories.

In addition, students studied the differences between Synchronous and Asynchronous teaching. About this point, the teacher highlighted the importance of integrating these elements in online classes in order to facilitate the teaching-learning process. Also, learners were able to know different terminology that helps us understand better online learning; in that regard, methodology, remote learning, e-learning, distance education

and online education terminology were defined. Teacher explained the use of these terms when we are teaching any content online. She also explained the advantages of studying online courses: variety of programs and courses, lower total costs, among others.

### **WEEK 3 AND 4**

Learners were introduced to a highly interesting topic: the LMS, an enormously recommended technology that facilitates having courses over long distances. Within this context, students initially learned the definition of a LMS; subsequently, it was presented a list of the most relevant LMS that exist, for instance, Moodle, Edmodo, Sakai, Schoology, among others. At the same point, it was shown the advantages of using this technology and the principal features it incorporates to carry out a meaningful learning: Course Management, Assessment, Tracking Progress, Gradebook, Communication Tools and Security and Privacy, etc. In order to present the information about LMS in more detail, the teacher explained step by step the use of Moodle and Edmodo, and also, she guided her students to have a practice with them.

Furthermore, students gained experience about the use of Canva, a very popular online design platform that allows us to create invitations, flyers, lesson plans, etc.

## **WEEK 5 AND 6**

At the beginning of these weeks, students started learning about the utilization of some important educational platforms. They studied about Google Classroom, a platform used by many teachers and educational institutions around the world for online asynchronous classes. The teacher showed the importance of using this tool and the ease of having access to it in both computers and cellphones. In this setting, students had the opportunity to get knowledge about organizing a Google Classroom by changing the name of the class, inviting students to join the class, creating an assignment through a link, a document, a video, or a quiz on the Classwork, in addition to things not mentioned.

One important aspect of this great experience was the creation of a quiz in Google Classroom that helps teachers evaluate the comprehension acquired by their students in the class. Videos and practice were necessary with the aim of internalizing what it was learned in the class.

## **WEEK 7 AND 8**

During this time, students continued their journey through different platforms used for online synchronous classes. First, the learners worked with Zoom, a video communication technology that allows us to virtually interact with co-workers in the situations when it is impossible to meet physically. Students learned its features and had practice with it.

Second, undergraduates studied about Google Meet, a similar platform to Zoom that allows us to have real-time meetings, chats, the possibility of sharing the screen, among other things.

Third, students earned knowledge about Microsoft Teams, another online platform used for synchronous sessions. Learners were able to discover about the use of Microsoft Teams and its most important features, among which we can mention real-time meetings, file and app sharing, collaborative working, etc.

## **MODULE 2: EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE**

The students were able to learn about the use of technological tools in a theoretical and practical way, with a focus on teaching and learning a foreign language in virtual mode. Also, the students not only learned some terms and principles related to technological tools, but also, they learned how to utilize at least nine of them. The technological tools analyzed in this course were:

- Flipgrid
- Edpuzzle
- Liveworksheets
- Powtoon
- Padlet
- Classroomscreen
- Flippity
- Nearpod
- Kahoot

## **WEEK 1 AND 2**

In the first place, during the first week the students were introduced to what technological tools are, their fundamental principles and some important concepts such as "Educational Technology". Moreover, it discussed the transforming role of the use of computers and technology in the way teaching and learning was also discussed.

In addition, during the first week the students learned how to identify the most appropriate tool to use in the virtual classroom, based on at least 3 main aspects, which are: the topic to be developed, the objective to be achieved and the student audience. Moreover, students learned what gamification is and its importance during a virtual class. At the same time, the class planning contained some educational games so the learners could experience a dynamic class. The technological tool used for this activity was WordArt; a special website used for drawing creative images with different fonts, shapes and colors.

Finally, to conclude the week, the first technological tool was introduced to the students: **Flipgrid**. It is a technological tool that allows you to create short videos from scratch, or upload it from a device. In turn, Flipgrid allows you to edit them, add images or stickers and even filters. This is a very good option for educators if their goals are to make students participate in a creative way by sharing audiovisual material, sharing an opinion or personal presentation or some other topic.

### **WEEK 3 AND 4**

During the third week, the learners were introduced to the second technological tool: **Liveworksheets**. This is a tool that allows you to create interesting activities through interactive worksheets. Liveworksheets is undoubtedly simple to use, as this only requires uploading a printable worksheet in a work document or pdf and then adding the different commands according to the activity you want to perform, for example (add short answer, drag the correct answer, among others). It is an excellent virtual tool for small exams or to practice with exercises when learning a foreign language.

Continuing, during week 4 two other technological tools were learned: **Edpuzzle** and **Powtoon**. The first of these, Edpuzzle, is an excellent tool for turning an educational lesson into an interactive video. This technological tool works by merging a video with some pauses in which the student has the opportunity to answer a question regarding the video and thus interact.



On the other hand, Powtoon is a technological tool that allows educators to convert simple powerpoint presentations to animated presentations or animated explainer videos. The students also learned how to create an animated presentation and also how to add a voice over to narrate or explain the topic of their presentation.

## **WEEK 5 AND 6**

During these weeks, the learners acquired knowledge about a useful technological tool called a **Padlet**, which allows them to create collaborative murals in which both the teacher and the students can participate. It should be noted that it is a tool that provides different mural formats and allows access to many collaborators, so that everyone can participate in a virtual class. The next tool is **Classroomscreen**. The students learned about this interactive whiteboard that has various digital widgets that allow planning and developing more dynamic and versatile classes.

Through week 6, two other technology tools were learned. The first one is called **Flippity**, which is a free resource that allows educators to create various activities from flashcards and memory games, to word searches and many other games. The students discussed that this tool is useful for warm-up and practice exercises in a class. The second technological tool is **Nearpod**. On this occasion, the students learned what nearpod is and how it works, a tool that allows educators to create slide-based learning resources that are interactive and attractive to students, as well as being easy to use.

## **WEEK 7 AND 8**

To conclude, the last technological tool that was learned in the last weeks of module II was **Kahoot**. Kahoot is a technological tool and a game-based learning platform that allows the educator to create and share game and trivia quizzes, as well as true or false quizzes, among others. The students learned its main characteristics as well as how to use it and create the games to later play with the students. It is also important to mention that throughout this module, the main objective was achieved: to get students to know new technological tools, their characteristics and principles, while working in practice cooperatively in groups.

## **MODULE 3: DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS**

### **WEEK 1 AND 2**

To start with the third module of the specialization, the teacher explained the fundamentals of using multimedia in virtual learning environments. The students started to learn important definitions to keep in mind about multimedia resources. Furthermore, the teacher explained to the students the importance of the use of multimedia in virtual education and the advantages of integration of resources to facilitate learning.

In addition, some of the main characteristics, definition and examples of most used types of educational multimedia resources were explained, for example: audios, videos, presentations, podcasts, etc., taking into account some factors like the audience who will receive this kind of multimedia.

After that, the specialization focused on the use and creation of podcasts. Firstly, students learned about the different types of audio formats in order to identify the most appropriate to use in every situation. Secondly, the teacher explained the best way to record audio, why it is important to include this kind of material, the advantages of podcasting and how podcasts enhance the students' learning experience.

Besides, students learned the steps to create a podcast from the planification, where we take into account the audience until the way to share the podcast with the students. Teacher provided information on how to record, edit, export and upload the audio and the most important aspect to take into account in every step. Teacher also suggested some technological tools and platforms to use in order to create the material.

### **WEEK 3 AND 4**

During the third week of the third module, the teacher started by showing some examples of interactive images, sharing some tutorials of how to create them and explaining the importance and advantages of using this type of multimedia. Students had a practice in which they had to create interactive images to present a topic. The teacher also suggested some websites to find images with good quality and free to use.

Then, the specialization focused on the creation and implementation of a website in a virtual course. Teacher explained how to create our own website, how to organize it, how to add all the material like images, videos, audios, presentations into the website and how to share it with the

students. Also, students learned about the importance and advantages of using websites linked into a virtual classroom.

Afterwards, some important aspects of images were explained. First, why it is important to use images in education, and how to select the appropriate images for the contents. Then, the teacher explained some basic concepts of images, the types of image formats, how to change the size of an image, how to edit and add effects to the images so they can look better, how to make collages, etc.

## **WEEK 5 AND 6**

Week five started with the fundamentals of presentation creation. The teacher provided information on the most appropriate way to create and organize presentations. First, students learned that it is important to analyze the audience that will receive the content, that way the content can engage the attention of a specific audience.

Also, the teacher explained the steps to create a great presentation in an organized way, the fundamentals of colors to use. The teacher explained how to make a good combination for texts, images, etc. Students had a practice of making a presentation of a specific topic to apply the knowledge.

Subsequently, the teacher explained the importance of typography and how useful it can be to use different types of text to emphasize words or decorate the material and how different types of fonts can help to express the intention of the words.

## **WEEK 7 AND 8**

During the last weeks of the specialization, the fundamentals of video creation were explained. The teacher shared some pieces of advice on how to record videos using smartphones and the steps to follow in order to create a great video from writing some ideas and creating a script to make filming easier.

Also, the important aspects like the location and background, the best camera, the position of the phone, the microphone, the phone settings to make sure about the quality of the video, the importance of the colors used during the video, record some test videos, etc.

Finally, the teacher suggested some programs to make the appropriate edition of the videos recorded and also shared some tutorials of how to cut the videos, how to add background music and where to find music that is free to use, how to add some effects, how to add some text and images and how to export the videos in order to share them with the students by using platforms like YouTube.

## **ACHIEVEMENTS**

### **IN MODULE I:**

During this module students first participated in a forum that gave them the opportunity to engage in a meaningful discussion about the theories studied in classes. Also, in this period, undergraduates learned about how to use a LMS, for instance, Moodle and Edmodo, Google Classrooms; technological platforms used to carry out online asynchronous courses. About this point, students were trained about an important feature of a LMS: they learned about creating a quiz inside this tool in order to evaluate the knowledge acquired by the learners.

Furthermore, undergraduates were part in the elaboration of an infographic that should contain the main features of 4 LMS. This infographic was made with the intention of putting into practice what it was learned in Canva. Then, students of the specialization were actively involved in the creation of an online class through Google Classroom. In this context, they had to integrate all their understanding gained about this platform to develop a dynamic online class. This activity helped students reinforce collaborative work. Finally, undergraduates were instructed about the use of Zoom, Google Meet and Microsoft Teams, platforms that educators employ to teach online synchronous classes.

## **IN MODULE II:**

Throughout module II, students first learned to identify what type of activities to plan in a given class and with what objectives, so that it would be easier to select the appropriate technological tools. Second, the students understood the theoretical use of nine technological tools which are: Flipgrid, Liveworksheets, Edpuzzle, Powtoon, Padlet, Classroomscreen, Flippity, Nearpod and Kahoot. For each of these tools, their characteristics, limitations, advantages and disadvantages, as well as the possible uses that could be attributed to them, were first studied. After that, the students were able to learn the practical use of each of the tools through various activities carried out in groups and individually.

Among the activities that were achieved by the students during this module we can highlight (1) the realization of an infographic aimed at presenting some additional technological tools to those learned in the module, (2) the realization of a video tutorial on the Flipgrid platform on the use of the Liveworksheet platform, (3) the making of a video on the Powtoon platform explaining the advantages of using technological tools in online classes and finally, (4) conducting a live online class using the different technological tools learned during the module. Undoubtedly, the knowledge and skills acquired during this module II by the students were of great benefit to future professionals in the area of teaching.

### **IN MODULE III:**

During the last module, students learned how to design materials for virtual classes. First, they created a podcast using the smartphones to record the audio, the software Audacity to edit the audio and SoundCloud to host and share the podcast with the students. Secondly, the group understood the use of the website Genially to create interactive images using different features like audios and pop-up windows to present a topic and engage the attention of an audience. Then, students applied their knowledge to create their own Google Site where they learned how to embed different types of materials like audios, videos, interactive images, etc.

Subsequently, the group learned how to create presentations using Google Slides, the way to add images, audios, videos and some of the best features in order to present a topic. Another important didactic material that students learned was video, they learned how to use their smartphones to record videos and the use of the open-source video editor OpenShot to create engaging videos. In addition, they practiced how to share their videos on the YouTube platform for the students.



## **CONCLUSIONS**

As a result of having been part of the specialization course and after studying the different contents of the classes, the group concludes that:

- Online classes are an innovative strategy to carry out different courses over the internet. This modality assures us several advantages, for instance, diversity of educational programs to apply, the costs of studying are low, among other benefits.
  
- When taking an online course, it is essential to use LMS platforms like Moodle, Edmodo or Google Classroom that allow professors to teach their courses over long distances in an asynchronous way.
  
- In order to enhance the experience of learning in online classes, there must be a simultaneous interaction between the teacher and the students. In this regard, the employment of platforms used for online synchronous classes like Zoom, Google Meet and Microsoft is crucial. These technological resources allow teachers to virtually work with their students in real time.

- When planning an online class, it is important to take into account the objectives to be achieved as well as to know the needs of the students to select the most appropriate technological tool that best suits the topic to be developed.

## RECOMMENDATIONS

This report involves students, professors and authorities of the Foreign Language Department. After describing the specialization course, the group suggests some recommendations:

- Encourage the future professionals that have taken this course to keep using Technological Tools in their professional field in order to develop a more interactive material when teaching an online class and creating a virtual learning environment.
  
- To motivate the teachers of the Foreign Language Department to implement a variety of Technological Tools not only during the online classes due to the pandemic of Covid-19, but also in a future comeback to the university when classes are taught in a presential way.
  
- To the University: To keep creating programs like the present specialization that help undergraduate students to develop their skills in different areas that will be very useful in the future and that can be applied in their professional life.


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# ANNEXES



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

**Module I Syllabus**



Online Foreign Languages  
Teaching

March, 2022

**I. GENERAL INFORMATION**

1.1 Module I: **Online Foreign Languages Teaching**

1.2 Code: **EDH114**

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**  
**McDi. Juan Antonio Flamenco Flamenco**

Figure 1. General Information about Module I

**2. Module Description**

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

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

**3. OBJECTIVES**

**a) General Objective:**  
- To know and apply learning theories for teaching English online using emerging technological tools.

**b) Specific Objectives:**  
At the end of this module, participants will be able to:

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

**4. Methodology**

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching

methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

**5. CONTENTS**

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

Figure 2. Table of Contents in Module I

Time Table		
(Online Meetings) Week	Synchronous session	Asynchronous session
1 Thursday 31st Tuesday 5th Saturday 2nd	<ul style="list-style-type: none"> <li>Introduction (Program, Sessions time, Class Policies)</li> <li>Theories of learning in virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>Video about Synchronous and Asynchronous concepts.</li> <li>Video about Theories of learning</li> <li>Forum to answer questions or clarify doubts</li> </ul>
2 Saturday 9th Thursday 7th Tuesday 19th	<ul style="list-style-type: none"> <li>E-learning definition and application</li> <li>Virtual teaching and its application in teaching languages.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion forum about theories of learning</li> <li>Forum to answer questions or clarify doubts</li> </ul>
3 Thursday 21th Tuesday 26th Saturday 23th	<ul style="list-style-type: none"> <li>Learning Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Website</li> <li>Forum to answer questions or clarify doubts</li> </ul>
4 Thursday 28th Tuesday 3th Saturday 30th	<ul style="list-style-type: none"> <li>Learning Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>Infographic</li> <li>Forum to answer questions or clarify doubts</li> </ul>
5 Thursday 5th Thursday 12th Saturday 7th	<ul style="list-style-type: none"> <li>Learning Management Systems - Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Tutorial, multimedia</li> <li>Forum to answer questions or clarify doubts</li> </ul>
6	<ul style="list-style-type: none"> <li>Learning Management Systems -</li> </ul>	<ul style="list-style-type: none"> <li>Create a Virtual Classroom</li> </ul>

Tuesday 17th Thursday 19th Saturday 14th	Google Classroom (Live demonstration)	<ul style="list-style-type: none"> <li>Forum to answer questions or clarify doubts</li> </ul>
7 Tuesday 24th Thursday 26th Saturday 21st	<ul style="list-style-type: none"> <li>Platforms for Videoconferences (Zoom, TEAMS, MEET)</li> <li>MEET</li> </ul>	<ul style="list-style-type: none"> <li>Videos, Multimedia, Tutorials, Web sites</li> <li>Forum to answer questions or clarify doubts</li> </ul>
8 Tuesday 31st Thursday 2nd Saturday 28th	<ul style="list-style-type: none"> <li>Demonstrative class (MEET)</li> </ul>	<ul style="list-style-type: none"> <li>Forum to answer questions or clarify doubts</li> </ul>

Figure 3. Time Table in Module I

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**\*\*Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

\*\*\* Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador \*\*\*

**8. REFERENCES**

Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
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WEBSITES

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Figure 4. Module I description



Figure 5. Cover Module I in Campus UES

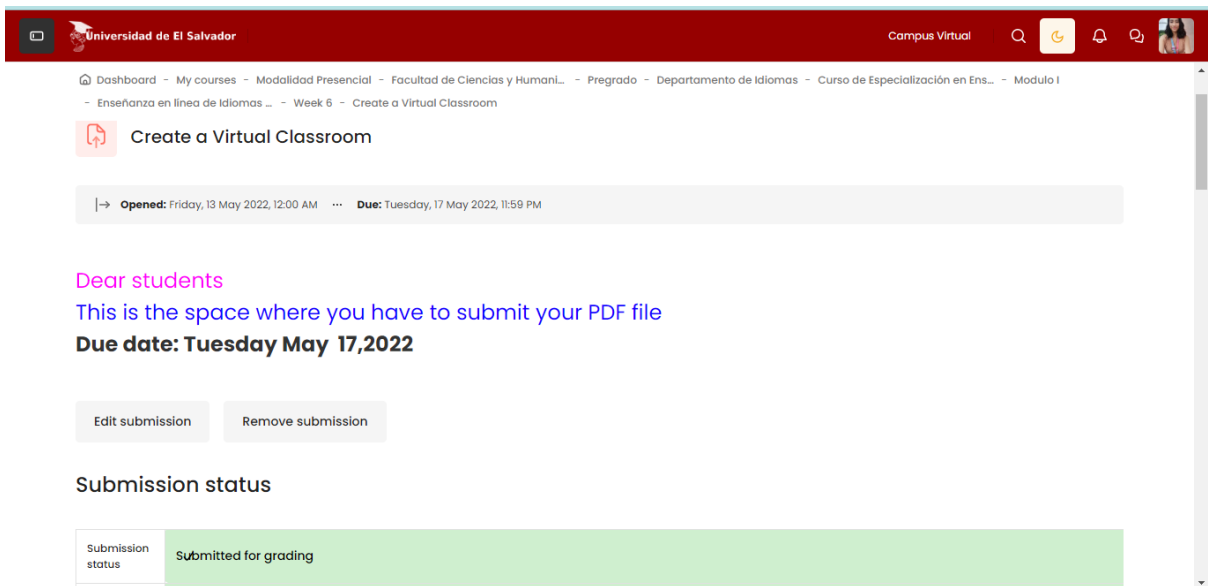


Figure 6. Assignment in Module I



Universidad de El Salvador Campus Virtual

Dashboard - My courses - Modalidad Presencial - Facultad de Ciencias y Human... - Pregrado - Departamento de Idiomas - Curso de Especialización en Ens... - Modulo I - Enseñanza en línea de Idiomas... - Week 6 - Create a Virtual Classroom

### Submission status

Submission status	Submitted for grading				
Grading status	Graded				
Time remaining	Assignment was submitted 7 hours 7 mins early				
Grading criteria	<b>Activities</b>	The class includes 4 different activities to be developed by students 4 points	The class includes 3 different activities to be developed by students 3 points	The class includes 2 different activities to be developed by students 2 points	The class includes only 1 to be developed by stud 1 points
	<b>Resources</b>	The class Includes 4 resources 4 points	The class Includes 3 resources 3 points	The class Includes 2 resources 2 points	The class Includes 1 reso 1 points
	<b>Course organization</b>	The course is well organized. 4 points	The course is somehow organized. 3 points	The course is a little organized. 2 points	The course The course is organized. 1 points
	<b>Delivery of task</b>	The task was submitted the due	The task was submitted one day	The task was submitted two days	The task was submitted 1

Figure 7. Assignment in Module I

## Online Class Planning

Elaborated by Hellen Dayana Flores Cruz.


- Description**

In this class we will be studying the four main Genres of Literature which are Poetry, Fiction, Nonfiction and Drama, including a brief review about the subgenres and some examples of them.
- Learning Experiences**
  - Identify what are the four main genres of literature.
  - Review the main subgenres of each genre studied and some examples.
- General information**


Date: May 31<sup>st</sup>, 2022.  
Topic: Genres and subgenres of literature.  
Duration: 10 Minutes.
- Details of the Class**

No.	Activity	Resources	Tools	Duration
1	Warm up	Images	Padlet	2 min.
2	Short reading (Poem)	Short video	YouTube	2 min.
3	Explanation of genres of literature	PowerPoint Presentation	PowerPoint.	2.5 min.
4	Practice time	Small Quiz	Google Forms	2 min.
5	Closing		Google Meet (Camera and Microphone)	0.5 min.
- Questions for participation.**
  - Who is your favorite writer?
  - What is your favorite book?
  - How do you think we can differentiate between Fiction and Nonfiction?

Figure 8. Assignment Module I




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



## Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning

# Module II Syllabus



**Educational Applications for  
Learning a Foreign Language**

June, 2022

**I. GENERAL INFORMATION**

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**

Figure 9. Module II Description

**1. Module Description**

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: *edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.*

**2. Objectives**

a) **General Objective:**

- ✓ To get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

b) **Specific Objectives:**

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

- ✓ define the terms and principles associated with technological tools for educational purposes.
- ✓ use technological tools to plan and develop synchronous class activities.

**3. Methodology**

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

**4. Contents**

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	Presentation of a list of technological tools for educational purposes and their foundations and principles.	<ul style="list-style-type: none"> <li>- Reading about technological tools for educational purposes when teaching a foreign language.</li> <li>- Infographics</li> <li>- Guideline</li> <li>- Discussion Questions</li> </ul>	Infographics based on the fundamentals of technological tools when teaching a foreign language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid about Technological Tools (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students. Students will do a demo class using technological tools in the development of a class.	Multimedia material. Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Figure 10. Module II Description

Time Table		
Week/Date	Synchronous session	Asynchronous session
1 Saturday, June 4 <sup>th</sup> to Friday, June 10 <sup>th</sup> , 2022	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, June 11 <sup>th</sup> to Thursday, June 16 <sup>th</sup> , 2022	Fundamentals and principles of using technological tools	- Infographics based on the fundamentals of technological tools when teaching a foreign language. - Question and answer forum
3 Saturday, June 18 <sup>th</sup> to Friday, June 24 <sup>th</sup> , 2022	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, June 25 <sup>th</sup> to Friday, July 1 <sup>st</sup> , 2022	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video in Flipgrid: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, July 2 <sup>nd</sup> to Friday, July 8 <sup>th</sup> , 2022	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
6 Saturday, July 9 <sup>th</sup> to Friday, July 15 <sup>th</sup> , 2022	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, July 16 <sup>th</sup> to Friday, July 22 <sup>nd</sup> , 2022	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8	Demo class using technological	- Demo class using technological

Saturday, July 23 <sup>rd</sup> to Thursday, July 28 <sup>th</sup> , 2022	tools	tools - Question and answer forum
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**5. Evaluation System**

The evaluation system will take place in 2 ways:

**Formative Assessment:**  
As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

**Summative evaluation:**  
This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
<b>TOTAL</b>	<b>100%</b>

Figure 11. Module II Description

<p><b>6. Class Policies</b></p> <p><b>I. CLASS PARTICIPATION AND ATTENDANCE*:</b> Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.</p> <p><b>II. MISSED EVALUATIONS**:</b> Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.</p> <p><b>III. HOMEWORK ASSIGNMENT DUE DATES**:</b> Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.</p> <p><b>IV. COURSE MATERIALS:</b> such as presentations, videos, audios, PDF notes, and the like.</p> <p><b>V. CLASS TIME:</b> Students are required to be connected to the sessions the complete period of time allotted to the meetings.</p> <p><b>VI. STUDENTS' BEHAVIOR:</b> They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.</p> <p><b>VII. Students must have an institutional e-mail,</b> that is, it must contain the domain @ues.edu.sv</p> <p><b>VIII. GROUP CHANGES:</b> These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.</p>	<p><b>*Artículo 147</b> <i>El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.</i></p> <p><b>**Artículo 148</b> <i>Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.</i></p> <p><b>**Artículo 150</b> <i>Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.</i></p> <p><i>En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.</i></p> <p><b>**Artículo 151</b> <i>Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y a) Caso fortuito y fuerza mayor debidamente comprobados.</i></p> <p><b>Los motivos antes mencionados deberán sustentarse con los respectivos atestados.</b></p> <p><b>The aforementioned justifications must be supported with the corresponding evidence.</b></p> <p><b>*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador ***</b></p>
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Figure 12. Module II Description

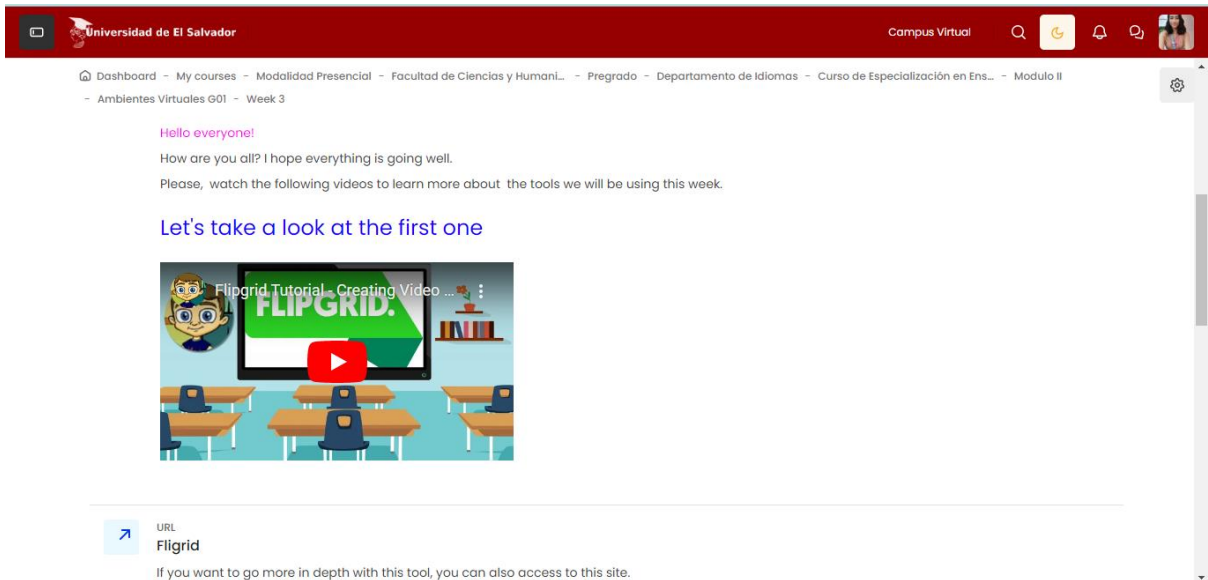


Figure 13. Synchronous meeting

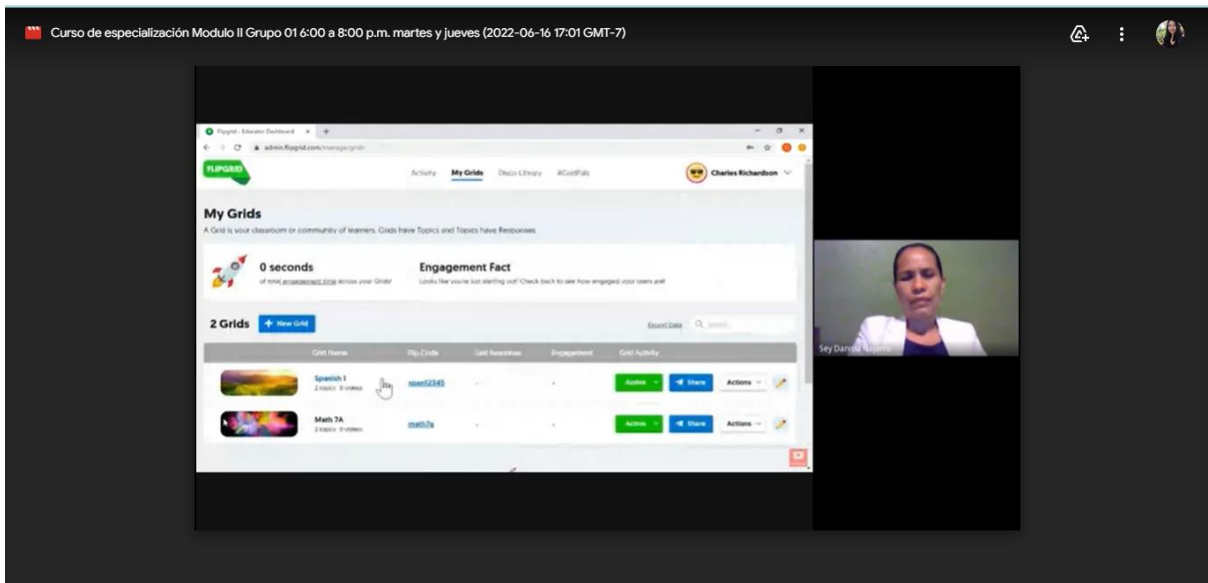


Figure 14. Demonstrative class about Flipgrid

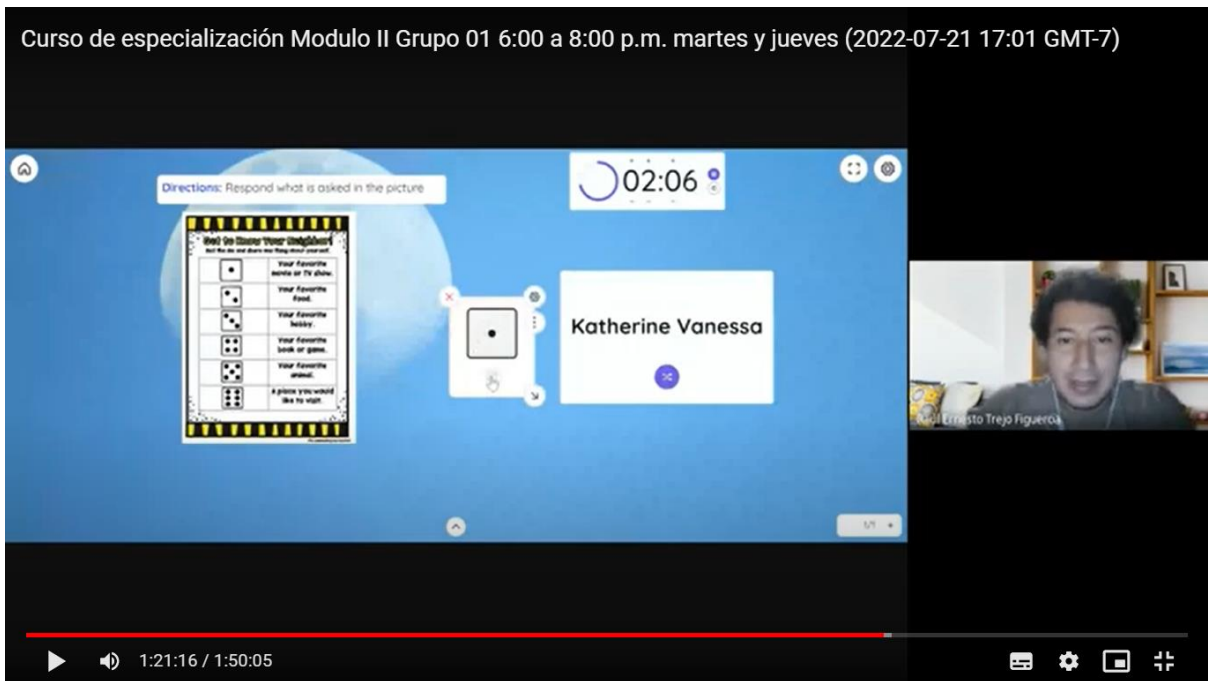


Figure 15. Use of Classroomscreen

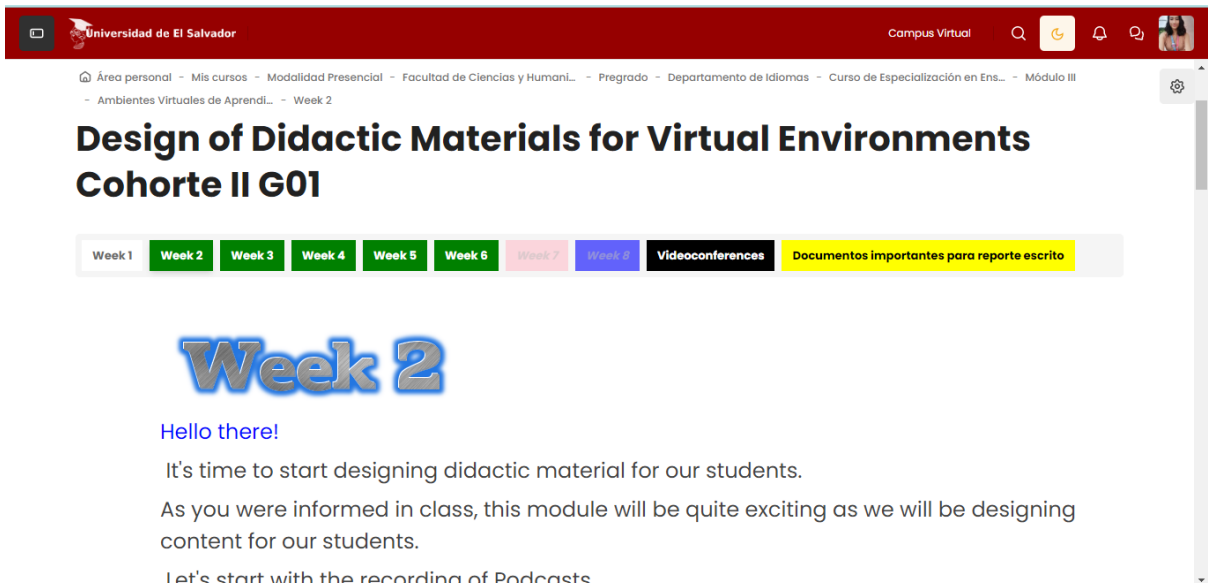


Figure 16. Cover of Module III in Campus UES

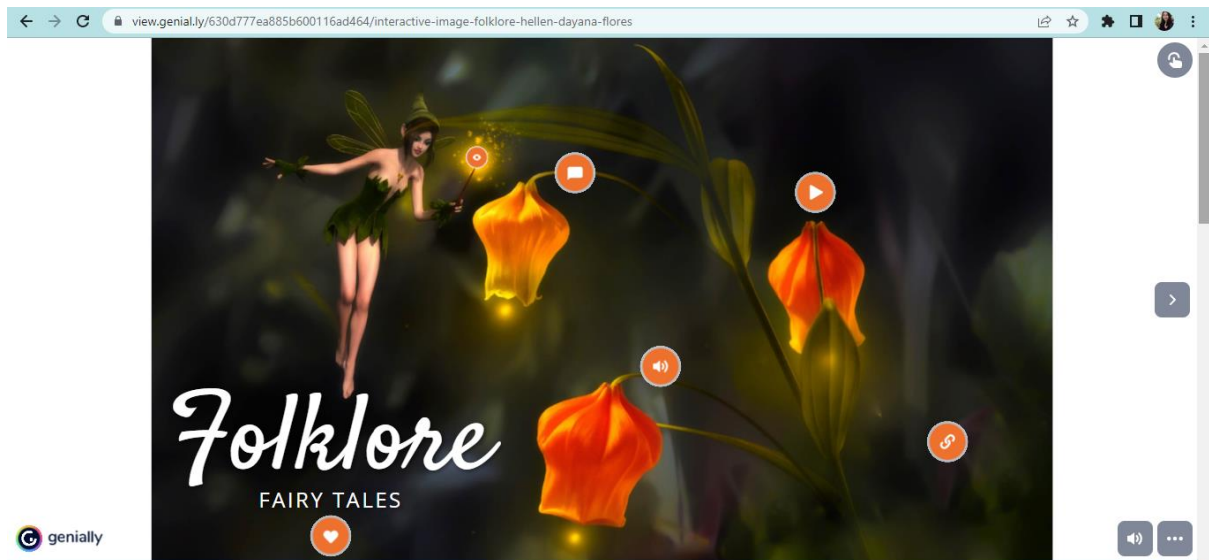


Figure 17. Activity made in Genially



 <p><b>UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT</b></p> <p><b>Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning</b></p> <p><b>Module III Syllabus</b></p>  <p>Design of Didactic Materials for Virtual Environments</p> <p>August, 2022</p>	<p><b>1. GENERAL INFORMATION</b></p> <p>I.1. Module 3: <b>Design of Didactic Materials for Virtual Environments</b></p> <p>I.2. Code: <b>DIM314</b></p> <p>I.3. Pre-requisite: <b>None</b></p> <p>I.4. Academic Credits: <b>3</b></p> <p>I.5. Target Population: <b>Students who have concluded their academic courses</b></p> <p>I.6. Month and Year: <b>August- September 2022</b></p> <p>I.7. Major Academic Unit: <b>Foreign Languages Department</b></p> <p>I.8. School: <b>School of Arts and Sciences</b></p> <p>I.9. Module Term: <b>8 Weeks/ 2 Months</b></p> <p>I.10. Hours per Module: <b>50 Hours</b></p> <p>I.11. Professors: <b>MEVA. Sey Damián Najarro de Alvarado M.E. Blanca Alicia Menjivar González</b></p>
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Figure 18. Module III Syllabus



<p><b>2. MODULE DESCRIPTION</b></p> <p>In this module, students will learn to use at least four Web tools for the design of educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete an integrative task through which they will apply the competencies acquired during the three modules.</p>																							
<p><b>3. OBJECTIVES</b></p> <p>a) General objective</p> <ul style="list-style-type: none"> <li>- To design digital materials to be used in the teaching and learning of foreign languages.</li> </ul> <p>b) Specific objectives</p> <p>At the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> <li>- Use technological tools for the design of didactic materials.</li> <li>- Elaborate digital materials for the teaching-learning of foreign languages.</li> <li>- Integrate tools to present content in a Virtual Learning Environment.</li> </ul>																							
<p><b>4. METHODOLOGY</b></p> <p>In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each participant will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics to be developed in the Google Site.</p>																							
<p><b>5. CONTENTS</b></p> <table border="1"> <thead> <tr> <th>Week</th> <th>Content</th> <th>Resources</th> <th>Evaluation</th> </tr> </thead> <tbody> <tr> <td>Week 1 y 2</td> <td> <ul style="list-style-type: none"> <li>◊ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment</li> <li>◊ Use and creation of Podcasts</li> <li>◊ Using Audacity</li> <li>◊ Using SoundCloud</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Readings</li> <li>◊ Tutorials</li> <li>◊ Guidelines for the elaboration of activities</li> </ul> </td> <td>Elaboration of a Podcast</td> </tr> <tr> <td>Week 3 y 4</td> <td> <ul style="list-style-type: none"> <li>◊ The Fundamentals of image selection</li> <li>◊ Using and Creating a Google Site</li> <li>◊ Using Genially</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Presentations tutorials</li> <li>◊ Guidelines for the elaboration of evaluated activities</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Elaboration of an interactive image</li> <li>◊ Creation of a Google Site</li> </ul> </td> </tr> <tr> <td>Week 5 y 6</td> <td> <ul style="list-style-type: none"> <li>◊ Fundamentals of Creating Presentations</li> <li>◊ Using Google Presentations</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Readings, tutorials</li> <li>◊ Guidelines for the elaboration of evaluated activities</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Written Report about the specialization including the 3 Modules (first draft)</li> <li>◊ Creation of a Google Presentation</li> </ul> </td> </tr> <tr> <td>Week 7 y 8</td> <td> <ul style="list-style-type: none"> <li>◊ Fundamentals of video creation</li> <li>◊ OpenShot working environment.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Readings, tutorials</li> <li>◊ Software for videos</li> <li>◊ Guidelines for elaboration of evaluated</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>◊ Elaboration of a video</li> <li>◊ Written Report about the specialization including the</li> </ul> </td> </tr> </tbody> </table>				Week	Content	Resources	Evaluation	Week 1 y 2	<ul style="list-style-type: none"> <li>◊ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment</li> <li>◊ Use and creation of Podcasts</li> <li>◊ Using Audacity</li> <li>◊ Using SoundCloud</li> </ul>	<ul style="list-style-type: none"> <li>◊ Readings</li> <li>◊ Tutorials</li> <li>◊ Guidelines for the elaboration of activities</li> </ul>	Elaboration of a Podcast	Week 3 y 4	<ul style="list-style-type: none"> <li>◊ The Fundamentals of image selection</li> <li>◊ Using and Creating a Google Site</li> <li>◊ Using Genially</li> </ul>	<ul style="list-style-type: none"> <li>◊ Presentations tutorials</li> <li>◊ Guidelines for the elaboration of evaluated activities</li> </ul>	<ul style="list-style-type: none"> <li>◊ Elaboration of an interactive image</li> <li>◊ Creation of a Google Site</li> </ul>	Week 5 y 6	<ul style="list-style-type: none"> <li>◊ Fundamentals of Creating Presentations</li> <li>◊ Using Google Presentations</li> </ul>	<ul style="list-style-type: none"> <li>◊ Readings, tutorials</li> <li>◊ Guidelines for the elaboration of evaluated activities</li> </ul>	<ul style="list-style-type: none"> <li>◊ Written Report about the specialization including the 3 Modules (first draft)</li> <li>◊ Creation of a Google Presentation</li> </ul>	Week 7 y 8	<ul style="list-style-type: none"> <li>◊ Fundamentals of video creation</li> <li>◊ OpenShot working environment.</li> </ul>	<ul style="list-style-type: none"> <li>◊ Readings, tutorials</li> <li>◊ Software for videos</li> <li>◊ Guidelines for elaboration of evaluated</li> </ul>	<ul style="list-style-type: none"> <li>◊ Elaboration of a video</li> <li>◊ Written Report about the specialization including the</li> </ul>
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Figure 19. Module III Description

<p><i>Elaborated By Sey Najarro</i></p>	<p><i>Elaborated By Sey Najarro</i></p>
<p>4. Each activity designed in Classroom must have coherence with each subtopic of each group member.</p> <p>5. Inclusion of three tools learned in Module II. The tools to be used will be your choice and will depend on the purpose for which you use them.</p> <p>6. Use of the tools provided in Google Site and Classroom</p> <p>7. Logical sequence in the development of activities</p> <p>8. Design of material according to your audience (your students)</p> <p>9. The activities designed in Google Classroom have to be suitable with the materials provided to the students (Materials designed by you)</p> <p>Details for each part of the assignment:</p> <p><b>Class created in Classroom</b></p> <p>1. One class should be created for each group in Google Classroom which should be well designed and it must include:</p> <ol style="list-style-type: none"> <li>Welcome forum</li> <li>Forum for some discussion</li> <li>Quiz</li> <li>Assignment</li> </ol> <p>The welcome forum should be written by the whole group and addressed to your students (Only one message). Each member of each group should create one of the above activities according to each subtopic.</p> <p>2. The class created in Google Classroom has to be linked to your Web Site.</p>	<p><b>Creation of a Google Site linked to your class created in Classroom</b></p> <ol style="list-style-type: none"> <li>A Google Site should be created for each group in which all the didactic materials designed should be embedded.</li> <li>One member of each group should create the Google Site and one page for each member of the group. Then she/he should share with his/her group members so they can edit it.</li> <li>It should be a single site for each group but each group member should work on a separate page within the Site.</li> <li>Place a footer that includes the name of the group.</li> <li>Each page should be labeled with the name of each member and subtopic.</li> <li>Include a button to link your class in Google Classroom</li> </ol> <p><b>Due date:</b></p> <p><b>File in PDF format:</b> Upload on campus.ues.edu.sv the file containing the names of the members of the group, name of the group, topic, subtopics and the activities assigned to each member: <b>Monday September 26, 2022</b>  <b>Link to your site:</b> <b>Monday September 26, 2022</b></p> <p><b>Live defense:</b> <b>Tuesday September 27 and Thursday September 29, 2022</b></p>

Figure 20. Module III Description