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SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



TOPIC:

ADVANTAGES OF VIRTUAL ENVIRONMENTS AND TECHNOLOGICAL TOOLS

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ABSTRACT

This report highlights the advantages of virtual environments and technological tools in teaching foreign languages in the modern educational system of the Specialization Courses at the University of El Salvador's main campus. It aims to motivate and pique the interest of readers in using modern technologies for teaching and learning purposes. It demonstrates how Learning Management Systems play the role of digital classrooms, providing opportunities for students and teachers to interact with international communities beyond local institutions. This report also provides information on how to teach English as a foreign language using digital tools such as podcasts, online gaming, and oral presentations to engage students in a fun and exciting learning experience. Additionally, it describes the process of designing a website for teaching and learning purposes and its use in a virtual class for ESL students. This paper briefly discusses the history of virtual education to demonstrate the important factors that influenced the creation and development of technological tools and systems for teaching English as a foreign language. By leveraging technology and virtual environments, students and teachers can improve their language skills and connect with people from diverse cultural backgrounds. Finally, this work serves as a valuable resource for anyone interested in modern language education and the potential benefits of using virtual environments and technological tools for teaching and learning foreign languages. With the help of these tools, language teachers can create an immersive and interactive learning experience for students that facilitates their language acquisition and enhances their cultural awareness.

Keywords: Virtual Education; LMS; Technological Tools; EFL; ESL; VLE.

Chapter I

I.1 INTRODUCTION

This report presents a description of the main activities and interactive technological tools that students learned to use for teaching and learning foreign language purposes in virtual environments during the three modules of the Virtual Environments for Teaching and Learning Foreign Languages Management Specialization Course developed at Universidad de El Salvador, main virtual campus, 2021-2022.

Also, this report presents the objectives that the research team had in mind to do this work. In addition, this work contains a theoretical framework which is presented along with the different pieces of information regarding to teaching a foreign language in a virtual modality and its main challenges nowadays. Types of Learning Management Systems are also presented in this document. These describe the appropriate utilization for teaching foreign languages with accessibility to synchronous and asynchronous activities.

Furthermore, there is a description of the virtual environments and technological tools course divided into three modules. Each module has been described with its main activities and also the type of technological tools as well as the advantages of each technological tool. The synchronous and asynchronous activities used during the learning process are also presented. Achievements are found in chapter five. This part presents the final result of what the students learned such as the LMS that students can use for interactive classes, the type of technological tools that students are able to apply in many different activities and techniques when teaching English as a foreign language not only theoretically but practically. Besides that, conclusions and recommendations are provided

for students and teachers of the Foreign Language Department in order to improve the future courses as well as the learning process and methodology.

Moreover, bibliographic references are presented, containing the authors, psychologist, theoreticians and writers consulted by the researchers to enrich this memory graduation work. Finally, the research team includes the appendixes as an example of the different technological instruments applied during this academic process. It also includes a glossary for a better comprehension of the topic

Chapter II

II.1 OBJECTIVES:

II.2 General Objective:

To systematize the whole learning process that involved specialization course “Virtual Environments for Teaching and Learning Foreign Languages Management”.

II.3 Specific objectives:

1. To describe all the necessary theoretical and practical information from the module one, two and three of the Specialization Course “Virtual Environments for Teaching and Learning Foreign Languages Management”.
2. To state the main activities of the three module courses of “Virtual Environments for Teaching and Learning Foreign Languages Management”.
3. To analyze the achievements reached during the whole learning process of the course “Management Virtual Environments for Teaching and Learning Foreign Languages Management”.
4. To assess the positive things and negative things that involved the whole learning process in the three modules and make our own suggestions of how to improve.

Chapter III

III.1 THEORETICAL FRAMEWORK

The right of access to education is one of the main human rights for children. For long time the schools and universities fulfill this human need by offering face to face education. The face-to-face modality is essentially the action of delivering classes to students in a conventional classroom with students going to attend the class in a specific schedule. However, in 2020 the educational systems around the world suffered a deep impact caused by the Covid-19 Pandemic. This situation provoked lockdowns, so people were asked to stay at home. Also, schools and Universities started massive closures in several countries around the world. This phenomenon also happened in El Salvador.

More than 1 billion of students around the world were affected by the school closures caused by the Covid-19 Pandemic (UNICEF, 2020). However, online or virtual education became the most powerful tool to solve the problem of keeping social distancing to avoid the Covid-19 spreading in universities and schools. As a result of this, most of the educational institutions decided to continue the class programs through this modality. Although many countries were not very well prepared not only with the theoretical knowledge but even worse some school and universities did not have enough technological equipment to start online classes.

In El Salvador around the middle of March, 2020, practically all public schools, private schools and universities were closed due to the Covid-19 pandemic emergency. More than the 80% of households in El Salvador did not have access to internet connection by

using a computer (Palacios, 2020). That means most of the students were in the need of using cellphones to get connected to the online classes.

This situation was really frustrating for most of the students because there are many countryside areas where signal is completely weak. Despite of all the challenges and technical difficulties that El Salvador has about online technologies, the beginning of virtual education started and developed some good results by the end of 2020 and at the present day.

The implementation and development of virtual classrooms changed the traditional face to face education in El Salvador and around the world in times of Covid-19 pandemic not only in terms of teaching approaches, learning theories, methods and techniques, but also in terms of getting updated with interactive technological tools and English learning management systems.

Nowadays e-learning is used in many schools and universities, for this reason it is so important to know its history as well as the teaching approaches and learning theories that help teachers and students over all the learning process.

E-Learning history

The term E-learning was first adopted since 1999 when the word was utilized at a CBT seminar. That view is historically disconnected from its antecedent instantiations where is necessary to recognize all the links between developing theories and practices that have built the use of online interactive learning over the past 40 years.

Moreover, the history is divided between education and training where labels of technology enhanced learning in different contexts, situations, and origins.

The beginning of E-learning has its basis on human collaboration in knowledge work and innovation that can be traced to the development of network communication in the late 1960s, with the invention of e-mail and computer. Also, through the scope of history, these technological innovations were introducing an unprecedented opportunity where people could communicate and collaborate no matter all the differences in time or place, and they became a key to a social, economic, and educational shift. Pitman taught his students via correspondence. This form of symbolic writing was designed to improve writing speed and was popular amongst secretaries, journalists, and other individuals. Pitman, received completed assignments sent by his students via the mail system and he would then send them more work to be finished.

Once the computer and internet were introduced, in the late 20th century, E-learning tools and delivery methods expanded. The first MAC in the 1980's enabled individuals to have computers in their homes, making it easier for them to learn about different topics, and develop certain skills.

Then, in the next decade, virtual learning environments began to be more common, with people gaining access to an online information and E-learning opportunities. In the 2000's, businesses began using E-learning to make trainings to their employees. That is how new and experienced workers were created, so they had the opportunity to improve the knowledge acquired upon their industry. E-learning theory was built based on cognitive science principles that demonstrate how the use and design of educational technology can enhance effective learning (Wang 2012). The theory was created and developed from a set of principles that have its main basis on Cognitive Load Theory (Sweller, Van Merriënboer & Paas, 2019).

Cognitive Load Theory is the specific quantity of mental effort involved in working memory during a task and can be categorized into intrinsic as well as extraneous effort (David, 2015).

Memory work has limited capacity and the brain will suffer from overload if learners are presented with too much information, causing inefficient learning, it is essential to balance these three types of loads to promote learning efficiency (Clark, Nguyen & Sweller, 2005).

Carlner pointed out that online learning is essentially educational material that is presented on a computer (1999). Khan stated that online learning is when we use the web as the medium to deliver educational instructions to a remote audience (1997).

Nowadays E-Learning is considered as a new form of learning that uses internet to recreate an interactive or customized teaching and learning environment, using some materials and programs where distance is not viewed as an obstacle.

Moreover, the E-learning theory is also composed of some important principles that can be landed into instructional design; they practically have the role of demonstrating “how educational technology can be used and designed to develop effective learning” (Wang, 2012, p.346). The eleven principles of the model that can promote effective learning are:

1. Multimedia principle: Using two formats of audio, visual, and text instead of using one or three.
2. Modality principle: Explaining visual content with audio narration instead of on-screen text.
3. Coherence principle: Avoiding irrelevant videos and audio.

4. Contiguity principle: Aligning relevant information to corresponding pictures.
5. Segmenting principle: Managing complicated content by breaking a lesson into small parts.
6. Signaling principle: Offering signals for the narration, such as arrows, circles, and highlights.
7. Learner control principle: Allowing the learner to control their learning pace.
8. Personalization principle: Presenting words in a conversational and informal style.
9. Pre-training principle: Providing descriptions or explanations for key concepts in a lesson before the main procedure of that lesson.
10. Redundancy principle: Presenting visuals with audio or on-screen text but not both.
11. Expertise effect: Considering that design principles may have a different effect on learners with various amounts of prior knowledge.

TECHNOLOGICAL TOOLS FOR ONLINE TEACHING

First of all, let's define the meaning of a technological tool. A technological tool is basically the combined use of computer hardware, software, and educational theory and practice to facilitate the learning and teaching process.

Some of these tech tools are:

Edpuzzle: it is an online app which is basically a video editing and formative assessment tool that helps teachers cut, crop, and organize videos.

Flipgrid: it is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment.

Flippity: it is a free website that gives you the chance to turn Google Spreadsheets into interactive digital manipulatives, activities, and tools. Also, this site offers a wide range of ready-made templates that you can copy and customize. Once you have adapted it to meet your needs, you simply publish the sheet to the web and share the auto-generated link.

Powtoon: Powtoon Ltd. is a British company which sells cloud-based animation software (SaaS) for creating animated presentations and animated explainer videos. The name "Powtoon" is a portmanteau of the words "PowerPoint" and "Cartoon". This tech tool can be used to make online educative presentations.

Learning Management Systems

Learning Management Systems (LMS) are software applications or web-based technologies used to plan, implement and assess specific learning process.

Moreover, we can say that a learning management system provides an instructor with a way to create and deliver content, monitor student participation and assess student's performance. A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing and discussion forums.

1. Edmodo

It is an extraordinary educative technological tool that connects teachers and students, and is assimilated into a social network. In this one, teachers can create online collaborative groups, administer and provide educational materials, measure student

performance, and communicate with parents, among other functions. Edmodo has more than 34 million users who connect to create a learning process that is more enriching, personalized, and aligned with the opportunities brought by technology and the digital environment.

Key Features

- A free administrator account that activates and fastens the learning courses
- Award badges for students who get high scores
- A community network for improved learning and communication among students, parents, and administrators
- It can be personalized depending on the requirements of each student
- Can assign tasks and homework, schedule tests, and monitor student progress
- Easy to use with other in-person courses
- Classifiable and sellable content
- Can obtain necessary details from students and parents
- Tracks and assigns online work connected with blended learning
- Offers Android, Windows, and iOS apps
- An online helpdesk for queries and concerns

2. Blackboard Learn

It is used by teachers and educational institutions around the world for assessment and content reporting/analytics. It suits K-12 schools, higher education institutes, government and military projects, and businesses. It is available in managed hosting, self-hosting, or SaaS implementations. It is also compatible with mobile devices.

Key Features

- Known for its content creation, better content management, student engagement, and online classroom capabilities
- Has certification administration, customizable courses, widened enterprise, and social learning features
- Portfolios and improved cloud profiles for students
- A pop-up for students to preview, save-assign, and schedule meetings or discussions
- A strong integration scheme and data management, group management, grading improvement strategies, Blackboard drive, and content editor
- Retention center, program enrollments, progressive content, and active collaboration
- A built-in calendar
- An activity stream that organizes items in terms of required attention
- Gamification functions that are available alongside an ecommerce feature

3. Google Classroom

is deemed as the LMS for course creation. Its edge is merging its powerful educational management systems with exemplary communication tools. This innovation lets educators reach out to students and parents.

Key features

- Provides access from computers, tablets, and smartphones
- Enables the use of Google Docs to work on assignments, convey YouTube videos, and upload files from Google Drive; can provide feedback through comments on files
- Tracks and assigns online work connected with **blended learning**
- Can make virtual classrooms to share instructional materials that can be downloaded or viewed
- Can make virtual assignments to monitor student performance
- Customizable permissions when sharing screens and locking everything down
- Can supplement digital learning through other Google apps, like Calendar, Gmail, Google Docs, Google Slides, and Google Drive
- Students could also push their grades to the SIS if they sign up for a beta program and have a related system.

Despite the fact that the educational system around the world is constantly changing, it means that teachers and students have more technological tools and resources, there are many teaching and learning theories that can be still applied to modern online education.

Educative models are something very important for teachers to explain and understand the teaching processes as well as to guide and inform their thinking (Savignon & Berns, 1983).

What is an approach to language teaching?

An approach can be defined as something that analyzes a very specific model or research paradigm (Anthony, 1983). It is essentially a set of assumptions that has to deal with the process of teaching and learning.

In addition, it can be strongly important to know many of the approaches that would be helpful while teaching an online class such as The Task Based Approach. This approach isolates individual skills and competencies with the idea of teaching only material that students actually need to know so that they can meet their goals, objectives and perspectives of language learning.

The Task Based Approach would be so effective in online teaching because the students will study just the theory and practice they need to learn in order to achieve their goals and expectations to develop a good foreign language learning in the four macro skills (speaking, listening, reading and writing).

Also, the Lexical Syllabus is another teaching approach that is based upon the core language the students need to know thinking of their specific needs. When we think about professional students, we must be clear in what type of vocabulary they need to learn according to their field of expertise. For example: profit is a key word for business students, much the same way scalpel is an important word for medical students. However, in many universities around the world this key factor is not really taken into an account.

What are learning theories?

A learning theory is sometimes referred to as the psychology of learning, the body of theory about how and why learning takes place.

Behaviorism learning theory

Daly defines Behaviorism as the observable behavior of people, animals or living organisms as well as their reactions to the environment around them, specific phenomena that can also be studied by science (2009).

Behaviorism considers students' minds as black boxes conditioned to react at specific stimuli. Behaviorism is a learning theory based on the assumption that all behaviors are learned through conditioning but this process occurs when the interaction with the environment happens. Behaviorist believe that our actions are shaped by environmental stimuli. Behaviorism was largely dominant in the school of thought of psychology between 1920 and 1920s.

Behaviorism dominated experimental psychology for several decades, and its influence can still be felt today. Behaviorism is largely responsible for establishing psychology as a scientific discipline through its objective methods and especially experimentation.

Early work in the field of behavior was conducted by the Russian physiologist **Ivan Pavlov** between the years 1849 and 1936. Pavlov studied a form of learning behavior called a conditioned reflex, in which an animal or human produced a reflex (unconscious) response to a stimulus and, over time, was conditioned to produce the response to a different stimulus that the experimenter associated with the original stimulus. The reflex Pavlov worked with was salivation in response to the presence of food. The salivation

reflex could be elicited using a second stimulus, such as a specific sound, that was presented in association with the initial food stimulus several times. Once the response to the second stimulus was learned, the food stimulus could be omitted. Pavlov's classical conditioning is only one form of learning behavior studied by behaviorists.

The teacher's role in behaviorism is to communicate and elicit preferred behaviors by using present stimuli. On contrast, students are mainly expected to react to the stimuli or reinforcement as well as effectively complete a proper response.

Types of Behaviorism.

Methodological behaviorism

This type of behaviorism sustains that observable behavior should be studied scientifically and that mental states and cognitive processes don't add to the understanding of behavior. Methodological behaviorism aligns with Watson's ideologies and approach.

Radical behaviorism

Radical behaviorism is based on the assumption that behavior can be understood by looking at one's past and present environment and the reinforcements within it, thereby influencing behavior either positively or negatively. The very well-known psychologist B.F. Skinner was the creator of the Radical Behaviorism.

Classical conditioning

Classical conditioning is a technique commonly used in behavioral training in which a neutral stimulus is paired with a naturally occurring stimulus. Eventually, the neutral stimulus comes to evoke the same response as the naturally occurring stimulus, even without the naturally occurring stimulus presenting itself.

Around the whole course of three distinct phases of classical conditioning, the associated stimulus becomes known as the conditioned stimulus and the learned behavior is known as the conditioned response.

Learning through association

The classical conditioning process works by developing an association between an environmental stimulus and a naturally occurring stimulus.

In physiologist Ivan Pavlov's classic experiments, dogs associated the presentation of food (something that naturally and automatically triggers a salivation response) at first with the sound of a bell, then with the sight of a lab assistant's white coat. Eventually, the lab coat alone elicited a salivation response from the dogs.

Behaviorism considers students' minds as black boxes conditioned to react at specific stimuli.

Cognitivism learning theory

This learning theory is essentially focused on thought processes that cause the behavior. Students have an active learning process and they are not considered as black boxes conditioned to have reactions to specific stimuli.

Cognitivist theory was created as a reaction to Behaviorism and gained popularity in the 1950s. Cognitivists objected to behaviorists because they felt that behaviorists thought learning was a simple reaction to a stimulus and ignored the idea that thinking plays an important role in the learning process.

Many researchers contributed to the development of the learning theory such as Bruner, Vygotsky, Bloom and Ausubel, However, Piaget's views had a tremendous impact over the academic thought of teachers and scientists. In Cognitivism, the input information is processed by the learner and then meaningful data is stored (Brogan, 2009).

Cognitivism sustains that learners are actually involved in the learning process and the black box, which is a figure of the human mind, contains complex processes that should be understood and used for a meaningful learning experience.

Constructivism

Constructivism is a learning theory or an approach to learning that holds that people actively make or construct their own knowledge and that this process is highly based on the experiences of the learner. This learning theory was built upon the ideas and principles of many cognitivists such the work of Kant, Piaget and Vygotsky to name a few of them.

Under the scope of Constructivism learning new knowledge and concepts are precisely the result of interaction between background knowledge, ideas and personal experiences and the new information.

Overby presented the Piaget's Cognitive Theory as a comprehensive scientific explanation about the nature and development of human intelligence (2016).

It was first developed by Jean Piaget. It is primarily known as a developmental stage theory, but in fact, it deals with the nature of knowledge itself and how humans come gradually to acquire it, construct it, and use it. Moreover, Piaget claims the idea that cognitive development is at the center of human organism and language is contingent on cognitive development. Below, there is first a short description of Piaget views about the nature of intelligence and then a description of the stages through which it develops until maturity.

The essential role for teachers in this learning theory is all about helping students to get an active engagement by encouraging higher order thinking skills, using real-life situations designing authentic learning activities and making the learning process personally relevant for students. The student's role in Constructivism is that they have personal autonomy in their individual work as well as collaborative work in problem solving designs in the classroom.

What is a teaching method?

It is a set of procedures that spells out rather precisely how to teach a target or foreign language.

What is a teaching technique?

It is basically a classroom device or activity. Examples are: Repetition, imitation, dictation.

The research team concludes that in our modern age of educational technological systems it is so important that teachers become up-dated not only with the teaching and learning theories but also with the digital Learning Management Systems, Interactive Teaching-Learning Technological Tools as well as good pedagogical methods and techniques, so that students receive a high-quality education to face the great challenges of the modern society.

Chapter IV

IV.1 DESCRIPTION OF ACTIVITIES

IV.2 Module one - Online English Language Teaching

For starters, this is the first time in the major in the School of Arts and Sciences that offers virtual environments and technological tools as a course. In other words, the participants were fortunate to receive a specialization on technological tools and online material that can be used during a time of pandemic. This time, it is started with module one which describes the fundamentals of online education and its application in teaching the English language; specifically, the virtual or online teaching approach, such as using an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities as well as synchronous activities.

Some of the most important topics were the use of MLS (Management Learning System) to implement a complete syllabus, a course, or a module. Besides that, the use of multimedia resources and tools that can be applied at the time of teaching material creation.

This was the beginning of this race. It seemed that it was something that the participants had already dealt with as students, but 80% of the class had never dealt with it as educators. However, the experience was the same for everyone as we all managed to work on one of these platforms where all the team could measure their own students' progress and assign homework. In addition, classes and material were delivered so that they could review later. In fact, it is being a new thing, so the team participated a lot. It is

a fact that since the classes are large there is not opportunity for everyone to participate. Even so, the collaborative activities that were carried out during module one were very good. Especially when the participants worked as a team and could discuss what it was done. This is just a small introduction to everything that took place during these two months.

So, it was interesting to know about this project. At some point the team enjoyed it, even more as it was in face-to-face classes. There have been several facets, from starting to face virtual classes to accepting and liking this modality. The experience has been varying among all the group. Now, it is said that students are already used to this type of environment.

LMS was something that students were eager to learn, to know its characteristics and differences, such as the platforms it was learned to use: Schoology, Edmodo, E-ducativa, Moodle, among others. These platforms have aimed to produce better students who have in-depth knowledge of the subjects and strive to learn more where Instructors and teachers save time in daily teaching and training tasks.

Infographics were created to be able to represent the different LMS tools and their advantages and disadvantages of each of them. So, participants also created a Google classroom and the differences on google classroom as a teaching tool and as the LMS are in distinction more compact and comprehensive. The project team learned to do a classroom and was able to share activities that students are required to do for their learning. Even so, the participants were able to carry out many activities and it helped to work with all the colleagues, colleagues that no one did not know. And indeed, it was

interesting to meet new people without seeing their faces or without knowing what they looked like. It's a new way of communicating, it was like being on Facebook and you do not know what their faces, their bodies, their gestures and their expressions really look like. The truth is that it was interesting and at the same time quite informal as we it was used to be done back in the past.

Creating a Demonstrative class on MEET was the most challenging thing, since participants had to agree that they were going to develop and be able to meet at the same time, which that was not class time. On top of that, not everybody was familiar with Meet or how to use all of the features. There, participants were able to present what they had created in the virtual class in google classroom. The hardest thing was presenting the activities with the allotted time. It was quite a challenge since the everyone had to give enough time to participate all the agents who at this point were about 58 people. The team practiced what they were supposed to do and how long it would take to deliver the content assigned. Even so, there were difficulties for everyone to meet at the same time. The team was able to do it after several attempts. Once again, not everyone was used to being in a virtual environment in which they all have work and family responsibilities. The team was able to overcome that obstacle and managed to present the task on time.

The experience is still different but interesting in the sense that all the participants actually learned more than it was expected. Even if there were things that the team already knew, they did it from scratch and in a collaborative way. The participants in this project liked being one of the first groups that ventured into this specialization which cost to get approved, but in the end, it paid off.

IV.3 Module two - Virtual Environments for Teaching and Learning Foreign Languages Management Specialization Course, Module II, Description.

Module II, the virtual environments and technological tools course was based on the theoretical fundamentals and the use of technological tools for teaching and learning a foreign language in virtual modality.

Main Evaluated activities of the Module two from the virtual environments and technological tools course.

1. Infographic.

The infographic assignment was essentially based on the assumption that an infographic is a visual representation of information, data or knowledge intended to present something quickly and clearly.

Students were required to research about four educational technological tools and after that to elaborate an infographic about it in which the students identified some principles of the use of the educational technological tools for teaching purposes. To do this assignment student had to use Canva in order to develop the design in a proper way. Students had to upload the task on jpg or pdf format file on campus.

2. Video summary about the applications: Edpuzzle, Flipgrid, Flippity, and Liveworksheets.

In this specific activity, the students were required to record a five-minute video to present the advantages, disadvantages and features of Edpuzzle, Flipgrid, Flippity and liveworksheets.

At the end of the video, students had to make a brief reflection about using Edpuzzle, Flipgrid, Flippity and Liveworksheets to learn and teach a foreign language.

To record the video, the students had the freedom to use cell phones, digital cameras or any other technological tools such Flipgrid. The given format for the video was Mp4 and it had to be posted in google drive to create a link and share it on campus.

3. Video on Powtoon about advantages and disadvantages in the use of technological tools when teaching English.

The third evaluated activity was essentially about recording a three to five minutes animated video on Powtoon. The students had to record themselves giving a brief explanation of the advantages and disadvantages in the use of technological tools when teaching English. Also, students were required to add background pictures, texts, transitions, a voice over and images.

At the end of the video, students had to give a personal point of view about using technological tools when teaching English. The link of the Powtoon video had to be shared on campus.

4. Demo class.

The demo class final activity of module II was created with the objective of using technological tools to teach or learn a language. In order to accomplish that objective, the students were required to develop a five to eight-minute demo class using one the following educational tools: Nearpod, Kahoot, Padlet or Liveworksheets.

To perform this activity, the students had the freedom to select one of the four macro skills (reading, writing, speaking, listening) or just in case that could not be enough, the students also had the option of selecting a subskill (grammar, vocabulary or pronunciation).

Also, the students had to create a lesson plan and upload it on campus before the due date given by the professor.

IV.4 Module three - Design of Didactic Materials for Virtual Environments module III description

In this module, it was possible to learn about the usage of four Web tools in order to design educational materials, as well as the action of elaborating materials such as: podcasts, online presentations, interactive images, videos, tools to editing videos, websites to ad educational information, among others.

A key part of the module was the culmination of the specialization with the production of an integrative task through which they will apply all of the competences acquired during the three modules.

Web tools

1. Podcast.

The creation of a podcast was the first assignment for module III.

Students were taught about the implementation of a podcast in a virtual class as a technological tool.

Some important aspects about podcast were informed such as the basis. The meaning of the podcast was essential in order to learn how to use it and why it was important to implement in a class.

There were two important tools that we learnt to use in order of the creation of a podcast: The first one was an app named Audacity. That app allows the record and edition of audios which was an important part for the creation of the podcast. The second tool was a site named sound cloud. It is basically a site where audios can be uploaded.

To finish with the lesson, it was necessary to record an audio and upload it in the site. The audio must had been around 3minuts and the content was a selected topic for a group made of 4 students. Each member of the group selected a sub topic and that subtopic was used around the module in each assignment. The first content about the subtopic selected was the audio for the podcast.

2. Genially

We studied about the use of the Web tool named genially. Genially is a tool used to create virtual, digital, and interactive content without the necessity of knowledge about systems programming. The lessons were about the use of the tool in order to integrate an image which was going to be interactive.

Trough videos, and some activities during the class, students were able to get adapted to the new tool and be prepared for the assignment of this lesson. For the assignment, it was necessary to create an image. The image itself could be edited, then uploaded in the tool Genially to add different buttons over that image I which content according to the subtopic were added.

The image was according to the subtopic as well as the content over the image, trying to integrate at least 3 functions including in the tool, such as: add a link, record an audio, and so on. It is important to mention that the content of the interactive image was consistent and logical, taking into account the previous content on the podcast, so the order was coherent.

3. Google presentation

The purpose for this lesson, was to teach students about the benefits of using a presentation for virtual environment. At first, students were taught about color theory. The importance of the correct use of color in a presentation was explained through videos and some exercises where students edited some slides created for the teacher in order to select a good choice of colors for the background and type of typography.

Once, the comprehension of color theory was acquired, students learnt how to use Google slides and all the tools included such as how to submit videos, images, and record audios and add it in slides. As an assignment student made a google presentation with 20 to 30 slides with more content of the subtopic selected. Students needed to add a video, and audio and 3 different colors for the background putting in practice the color theory.

4. Creation of a video

For this lesson, students were taught how to create a video by providing some video tutorials that explained about the suitable scenario, what to wear in front of the camera, how to use the lights, and how to make the edition. For the edition, teacher provided a

tool named open shot. This tool was used to edit the video by adding some background music, and images.

The video was around 2 minutes and it was a farewell video or thank video uploaded in YouTube. Also, a tutorial about how to upload videos to YouTube was provided in the class.

5. Google website

As the final assignment, students created a google website with the recompilation of all of the previous activities that were included in the website.

The website was created in groups, and each member of the group created a space in the site to add in a logical and coherent order, the assignments related to the subtopic chosen at the beginning of the course. It was necessary to be creative, and have a google classroom linked to that site. In the classroom, each member of the group added an assignment, quiz, and forum. Finally, each member, with a duration of no more than 5 minutes, explained in the class details about the part of the website, assignments, order and some other details.

Chapter V

V.1 ACHIEVEMENTS

V.2 Module one

In this module students worked on a project where various of online materials were developed to leverage the student's potential in any area in English.

- Participation on forums to share insightful information in regards of Virtual teaching (online) and its application in teaching English language.
- Creation of an infographic to show the Learning Management Systems for the creation, feeding and use of online courses. Participants showed the advantages and disadvantages of the most used LMS that educators use nowadays.
- Creation of a Virtual Classroom using Google Classroom with the purpose of building educational platforms and their applications and their use for online asynchronous classes
- Demonstrative class on MEET was taken place to deliver the information learned during module one.

V.3 Module two

This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Different tools were used and creation of various activities were developed during this module as well.

- Infographics were created based on the fundamentals of technological tools when teaching a language. It was a presentation of a list of technological tools for educational purposes and their foundations and principles that we shared on campus.
- A recorded video was created in regard to the advantages, disadvantages and features of the technological tools presented during this module such as Edpuzzle, Flipgrid, Flippity, and Liveworksheets. At the end of the video a reflection about using Edpuzzle, Flipgrid, Flippity, and Liveworksheets to learn and teach a language was made.
- Creation of a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. At the end of the video, we gave our point of view about using technological tools when teaching English.
- One of the greatest achievements was to make a presentation of educational tools. A demo class was done using technological tools in the development of a class using two more of the tools that were learned during the module. It wouldn't have been attainable without the knowledge gathered during those two months.

V.4 Module three

During this module, the students learned to use at least four Web tools for the design of educational materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others.

- A podcast was created to inform on the topics it was chosen for the final project. It was a complex task given that 3 tools and web-based application to record the podcast, edit it, add background music and upload it on sound-cloud was required.
- Elaboration of an interactive image using canvas. Everybody did a great job with that task.
- Creation a Google Slide Presentation.
- Last but not least, the creation of a website along with a farewell video. Everything attached to a google classroom. Everything was bundle and it was executed the during synchronous class.

Chapter VI

VI.1 CONCLUSIONS

Some theories agreed with the fact that virtual environment should be a right for students and that nowadays, some of the approaches to languages teaching are applied as a necessity to continue with teaching and learning after a prolonged period without the accessibility of synchronous learning.

In El Salvador, the common teaching was synchronous, and the pandemic brought us the quarantine, the asynchronous teaching was applied. That was how Professors and students learned about the advantages of virtual environments.

Pandemic made education in our country get adapted to a new teaching and learning system. With the pass of the time, students, teachers and education system were used to that new modality, adopting the virtual environment as a viable option for education.

As students and future professionals in education, we have noticed the advantages of online education and how all those technological tools, became indispensable.

The time, space, and distance stopped being an inconvenient to get connected with the education, and that system at the beginning was unknown for the majority of Salvadoran teachers and students, but nowadays has become an essential part in learning and teaching.

There will be always disadvantages, but we can conclude that the study of LMS, E-learning, tech tools and apps was a cornerstone for the advancement of a new learning system.

Chapter VII

VII.1 RECOMMENDATIONS

The team has created some recommendations to the authorities, teachers, and students in order to improve future modules for the Specializations based in online teaching.

To the authorities:

1. Design a program for the specialization of online learning and teaching where more practice for the students is included. The module one, two and three consisted of some activities but deeper content and practice would have been a better option.

2. The use of all the computer centers in campus should be accessible for the students even if there are still some restrictive health measures due to the pandemic. For students that are learning in an online environment, sometimes is hard to get access to adequate technological devices or internet connection, so classes are hard to be attended.

3. Support courses to reinforce the usage or technological tools should be implemented.

Since the modules of the Specialization included a huge list of different applications and tools and the introduction to those tools was brief, some support courses would be a really good option for students to get a more complete knowledge.

To professors and students:

1. In a virtual environment, professors should suggest students an appropriate use of technology or devices such as smartphones, computers, tablets, smart TV.

2. Professors could implement the use of technological tools and applications for all classes even if the classes are not in a virtual environment
3. Students should make a deeper research based on the implementation, application and use of the tools learnt in the Specialization Course to be more prepared for teaching.

Chapter VIII

VIII.1 BIBLIOGRAPHY

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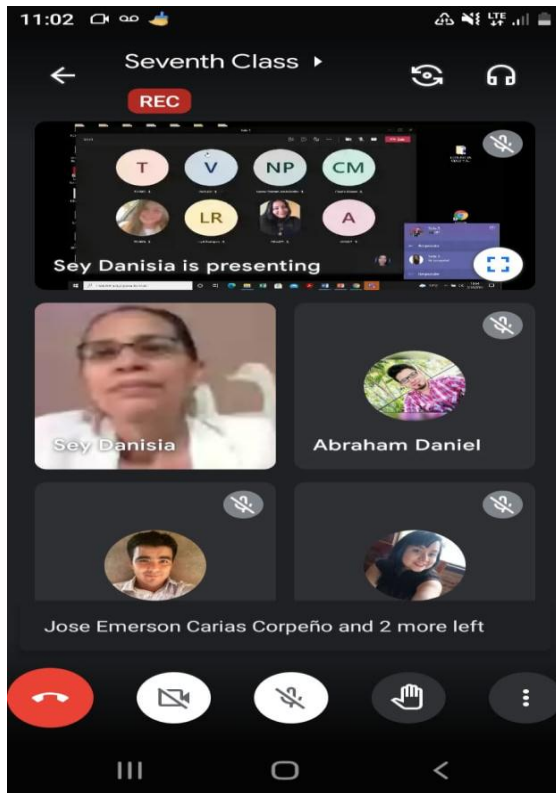
<https://data.unicef.org/topic/education/covid-19/>

Chapter IX

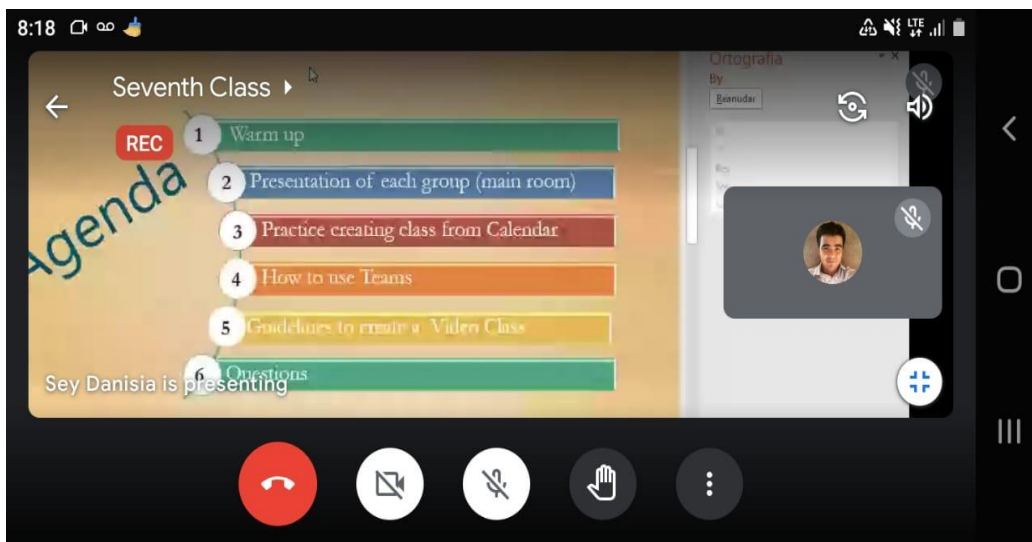
IX.1 APPENDIXES

Module I

A)



B)



Module II

A)

9:11

ESPECIALIZACION GRUPO 02 MODULO III ▶

REC

Audios: audio can become a fundamental aspect in the creation of learning materials for virtual educational contexts, especially in those subjects or courses related to the teaching of other languages.

Sey Danisia is presenting

meet.google.com está compartiendo tu pantalla. Dejar de compartir Ocultar

Phone, Stop Video, Mute, Hand, More options

B)

REC

Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Grabación Ayuda ¿Qué desea hacer?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Haga clic para agregar notas

Juan Antonio is presenting

Features of Flippity

- Flashcards
- Quiz Show
- Random NamePicker
- Randomizer
- Scavenger Hunt
- Board Game
- Manipulatives
- Badge Tracker
- Leader Board
- Typing Test
- Spelling Words
- Word Search
- Crossword Puzzle
- Word Cloud
- Fun with Words
- MadLabs
- Tournament Bracket
- Certificate Quiz
- Self Assessment

flippity

Notes Comentarios


Type here to search 75°F 8:56 AM 11/6/2021

C)

REC

Disadvantages of Padlet

1. Inappropriate content may be created by other users on the site
2. Browsing walls can turn up material that is not suitable for children
3. Account may enable Google to sell your information
4. Teachers have no control of what students may type or post



Juan Antonio Flamenco is sharing their screen

The screenshot shows a mobile interface for a Padlet board. At the top left, there is a red 'REC' button. The main content area has a dark red background with the title 'Disadvantages of Padlet' in white. Below the title is a numbered list of four points. To the right of the list is a circular profile picture of a man. At the bottom right, there is a pink rectangular box with the Padlet logo (a white paper airplane) and the word 'padlet' in white. At the very bottom, a dark grey bar contains the text 'Juan Antonio Flamenco is sharing their screen'.


Module III

A)

freepik All resources giraffe

Related: Baby giraffe Giraffe vector Giraffe pattern Cartoon giraffe Giraffe

7,131 Resources 1 Collection



Sey Danisia is presenting

The screenshot shows a mobile interface for a Freepik search results page. At the top left is the Freepik logo. To its right is a search bar containing 'All resources' and 'giraffe'. Below the search bar are several 'Related' tags: 'Baby giraffe', 'Giraffe vector', 'Giraffe pattern', 'Cartoon giraffe', and 'Giraffe'. Below the tags, it says '7,131 Resources' and '1 Collection'. The main content area displays a grid of giraffe illustrations: a yellow giraffe, a grey giraffe, a black silhouette giraffe, a giraffe with a floral crown, and a giraffe's head. At the bottom left, there is a text overlay 'Sey Danisia is presenting'. On the right side, there is a circular profile picture of a man and a navigation menu with a back arrow, a home button, and a list icon.

B)

PHOTOFUNIA
How to use it?

PhotoFunia Video Instructions
Ver más ta...

Ver en YouTube

Sey Danisia is presenting

Escribe aquí para buscar.

25°C

08:42
5/2/2022

C)

AGENDA
Class 5

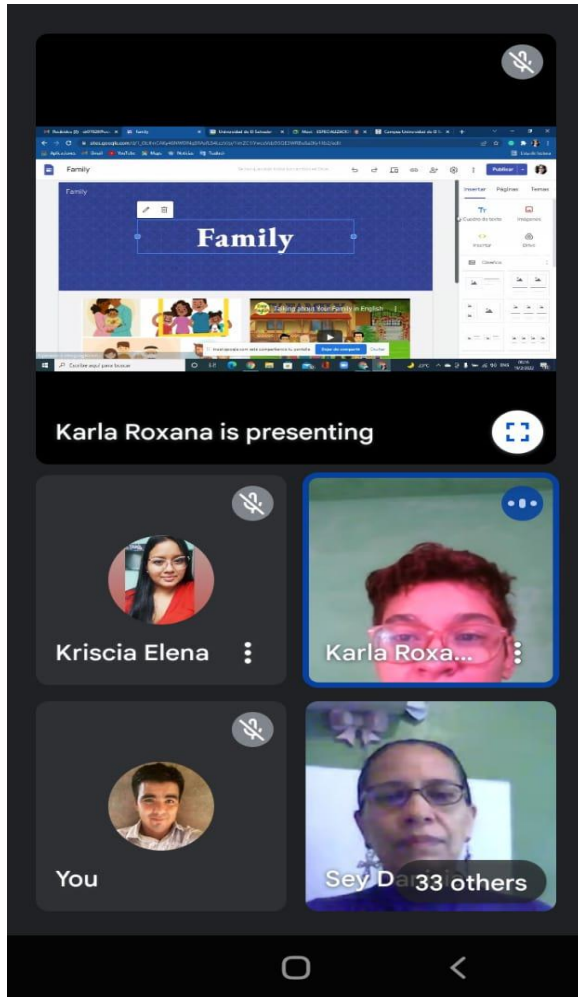
- Show your practice in Google Site
- How to link Classroom to Google Site
- Guidelines for the Final Task
- Steps in Preparing a Presentation
- Color Pallet
- Choosing Colors for Your Slides

Date: Saturday February 19, 2022
By Sey Najarro

Gabriela Elizabeth Pineda Murcia and 1 more joined

19/2/2022

D)



E)



IX.2 GLOSSARY

Behaviorism: is the belief held by some psychologists that the only valid method of studying the psychology of people or animals is to observe how they behave

Cognitivism: is a theoretical approach to understanding the mind, which argues that mental function can be understood by quantitative, positivist and scientific methods.

E-learning: A learning system based on formalized teaching but with the help of electronic resources

Infographic: a visual image such as a chart or diagram used to represent information or data

LMS: A Learning Management System is a software solution responsible for managing courses, documents (such as progress tracking and student grading), reports and providing learning materials to students, as well as analysis and feedback.