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SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



TOPIC:

**“THE MANAGEMENT OF TECHNOLOGICAL TOOLS TO TEACH
THE ENGLISH LANGUAGE”**

**“EL MANEJO DE HERRAMIENTAS TECNOLÓGICAS PARA LA
ENSEÑANZA DEL IDIOMA INGLÉS”**

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Abstract

This report establishes bibliographical research and is based on organizing, choosing, and analyzing the information gathered from multiple academic sources related to the use of technological tools applied in a virtual course. It is remarkable to mention that this report has an informative objective to hand over the advantages of the management of LMSs in the teaching English field. This paper is based on different theories that support the virtual learning such as: cognitivism, constructivism, and behaviorism and how these can be implemented in online classes. As previous mentioned this report was gathered by collecting data from different well-known authors. The present report found the advantages of using technological tools in LMS's and how this help improving the teaching and learning process.

KEYWORDS: Technology; Education; Teaching; Virtual Environment; Technological Tools.

I. Introduction

In the English teaching field, something essential for every future teacher is to know the different areas that teaching involves. Nowadays, due to many circumstances, the way we teach has changed, technology being one of the most influential factors in the current real world. Technology opens a bunch of possibilities when it comes to teaching a foreign language, letting students get knowledge from basic aspects of the language to complex areas of the target language being studied. That is why the course “Administration of Virtual Environments for The Teaching of Foreign Languages” has the purpose of bringing the basic theories and practices to contribute to the teaching and learning process in a virtual environment.

This course had the main objective to bring support to students from the English teaching and Modern Languages majors from the Foreign Language Department. This project came up with the need to reinforce undergraduate students in the online English teaching field. This course took into consideration different activities that were essential for the development of the modules. It is important to mention that the course consisted of three main modules:

1. Online English Language Teaching, 2. Educational Applications for Learning a Foreign Language 3. Design of Didactic Materials for Virtual Environments

The course had an eight-month lasting period where different activities, assessments, and evaluations were developed. This is why the present report has the main purpose to describe and evidence all the theories, activities, and other important aspects that the course included.

The main objective of this report is to highlight the most relevant aspects of the whole course execution. It is essential to mention that with the project development, not only good grades were obtained, but also undergraduate students now have the basic knowledge to face the real virtual teaching world.

II. Objectives

General objective:

To provide a general view of all the theory, content activities, assessments, and the different ways of application of these in a virtual environment that were developed during the course named “Administration of Virtual Environments for The Teaching of Foreign Languages”

Specific objectives:

- ❖ To describe the development of the evaluated activities done during the course.
- ❖ To list the different achievements of the team obtained during the course
- ❖ To review the theory that was the base of each module of the course entitled “The management of technological tools to teach English language”, and how it was developed until it landed in a field of application.
- ❖ To provide recommendations for authorities of the school of Humanities of the University of El Salvador based on the experience earned in this course.

III. Theoretical framework

In the first module, the theory was the protagonist, and it got the whole attention during the course. Having solid fundamentals at the time to use online resources and tools is crucial and it not only involves education, but it also involves multiple disciplines, including psychology, sociology, and neuroscience according to Anthony G. Picciano (2017).

“Theory is defined as a set of statements, principles, or ideas that relate to a particular subject” (A. G. Picciano, 2017). Statements, ideas, and models were the main content, as was mentioned in the previous quotation, in the first module of the specialization named “Enseñanza en Línea del Idioma Inglés”. Many topics were discussed such as virtual teaching, Learning Management System, Google Classroom, and Google Meet.

The course started developing the fundamentals by answering an important question: ‘How do people learn?’ One remarkable answer is what Herbert Simon (1996) claimed, he stated that knowledge is no longer related to repeating something. It is related to being able to find the information and use it. When virtual teaching comes into play, a few learning theories come to the fore, such as behaviorism, cognitivism, and constructivism. In the course, these fundamental theories were important to understand along the way how learning theories for online teaching work.

According to an article of The Western Governors University (2020) called ‘‘What Is The Behavioral Learning Theory?’’, behaviorism is focused on the idea that all behaviors are learned through interaction with what is around us, our environment, and our context. This learning theory claims that behaviors are learned from the environment, and says that innate or inherited factors have very little influence on behavior.

On the other hand, there is a theory that rises as an answer to behaviorism, it is named cognitivism. According to Rhalmi (2011), Cognitivists reacted against behaviorists because they felt that behaviorism was focused only on learning as a reaction to a stimulus and ignored the idea that thinking plays a more complex role. ‘‘One of the most famous criticisms addressed to Behaviorism was Chomsky’s argument that language could not be acquired purely through conditioning, and must be at least partly explained by the existence of some inner abilities. Behaviorism for example falls short to explain how children can learn an infinite number of utterances that they have never heard of.’’ (Rhalmi, 2011).

On the other hand, according to the Western Governors University (2005) constructivism is based on the idea that people make their knowledge, and that reality is determined by their experiences as learners. Learners use previous knowledge as a beginning to build on it new things that they learn.

The three fundamental theories of learning wrap up what is being taught in an online field. Virtual teaching is something that came surprisingly making an abrupt change in our educational system, for that reason it was relevant to study that in this course. Virtual teaching is a technique of using technology and its resources to transmit knowledge to virtual learners, in this case, the process is executed by virtual channels such as educational platforms, applications of video conferences, etc. So, it is important to take into consideration a concept that was mentioned along the course that is ‘‘E-learning’’ also referred to as online learning electronic learning, which is the acquisition of knowledge that takes place through electronic technologies and media. In this field, many software was mentioned as tools that can enhance the transmission of knowledge in a virtual environment, such as Quizlet, Charades, Kahoot, Liveworksheets, etc.

In this online environment, it is important to track the process of each topic and to have direct contact with the learners. For that reason, in the course, it was remarkable to understand the function of the LMS (Learning Management System) which is software

designed specifically to create, distribute, and manage the delivery of educational content. So, the uses of these kinds of software fit the needs that will appear along with the virtual teaching such as providing learning experiences that are adapted to individual learners, make easier for instructors to take notes and changes, give instructors and students the opportunity for online collaboration, integrate common tools such as calendars, word processors, etc; and, include insights into user progress through built-in analytics.

It is important to mention that the second module of the specialization course was focused on the following technological tools: Puzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon. In this document will be found some theories that support the teaching and learning process through technological tools. First, we are going to be introducing theory about the use of computers, so we can have a better understanding of the use of technological tools. Second, theories and fundamentals about Gamification and the differences between Game-based learning so we can have an idea of how these tools can be used in different activities during the development of the online classes.

The key factor to understanding the use of technological tools lies in the fundamentals of the use of computers and their roles in education. Through the years, the use of computers in the educational process has become more important, leading to a point where technology is the primary source during the Covid 19 pandemic to continue with the educational process.

Computers were used to deliver educational programs as early as the 1970s, even though the technology was a hindrance. However, with the rise of personal computers, better internet connections, and digital video technology in the 1990s, many universities began offering more courses online (Harting & Erthal, 2005).

Technology has greatly impacted the everyday learning experience. It greatly expanded access to education. Technology allows students to expand their knowledge and witness the

real-world experience of individuals who can serve as mentors to them. Educational technology can be defined as the use of computers throughout the curriculum or more specifically, the use of computer technology (hardware and software) to learn about other disciplines. Educational technology is not just about using computers, but about changing the way we teach and learn, handling information differently, and changing teaching practices. To think that virtual spaces are also spaces for building bonds, pedagogical bonds. It is not only a place to provide content, upload content, or upload activities. They are places to talk, exchange, and learn about our students. The criteria for defining the activities, as well as the digital resources and tools, will depend on the objectives and contents of the didactics unit and the possibilities of synchronous interactions.

When selecting a tool or designing an activity, It is important to consider what the objectives for its inclusion will be. There are some objectives that every teacher should think about before doing any activity where a technological tool will be used. The most common objectives are: to activate prior knowledge, orientate learning, introduce the contents, encourage learners' participation, provide feedback, enable monitoring of the learning process, but the knowledge learned into practice, solve concrete problems, motivate curiosity and interest, and evaluate performance. Here is where gamification plays an important role in selecting the appropriate tools and the objective of their inclusion.

The term “gamification” is generally used to denote the application of game mechanisms in non-gaming environments to enhance the process enacted and the experience of those involved (Busch, 2014). In general terms, we know that traditionally, playing has been a social activity and a privileged mode of learning. The playful aspect of interactives and video games is a central and powerful element. Gamification differs from game-based learning. The latter refers to the use of games to support the teaching and learning process. Gamified experiences simply employ some elements of games, such as rules, and mechanisms, among others. Creativity, motivation, collaboration, and the development of social skills are

activated in this exchange. This is where the education value of gamification in learning and teaching contexts, especially in virtual contexts.

When it comes to the use of virtual/ technological tools in teaching and learning English as a foreign language. It is important to think about the different stages of the whole class development. Most likely different tools will be used at a particular stage of the class, where these tools' main objective will be to enhance students' motivation and learning. Digital games are now the main tools for developing a class. Some of them are used at the beginning of the class and some others are used to evaluate students' knowledge; a variety of digital tools and games depending on the class stage and objectives.

According to Deborah Healey, 2013 in the report Gamification for EL Teachers, the game mechanics most likely to be used by teachers are: cascading Information Theory: breaking up information into bits so that each bit can be effectively learned; not getting all the information at once. We do this all the time; it's called curriculum. Achievements: where learners have accomplished something, and they know it. These may be made visible in a variety of ways. Teachers tend to do this a lot with their learners. The game theory calls those who are greatly motivated by achievement relative to others "Achievers" or "Killers." Both need to know that they're better than others, but the latter ("Killers") want to have more power than others or power over others. Good teachers try to channel this desire for control into helping others. Sometimes it works. Community Collaboration: working together to solve a problem or do a task. It is called "group work" in teaching. In-game theory, "Socializers" are especially motivated by this. Women are more likely to be socializers and motivated by collaboration than young men, particularly "Achievers" and "Killers." Points: giving numerical value for actions. We call them grades. We tend not to give points to a group or for routine activities, but we could. Loss Aversion: not getting a reward, but avoiding punishment. Grading is often how teachers implement this.

In conclusion, using technological tools and gamification play an important role in education. With the development of technology and the use of computers becoming more common, virtual learning nowadays seems to be the way out for different problems like the covid 19 pandemic. Keeping in mind that the technological tools bring us the skills and resources for teaching and learning English as a foreign language. In general, the role of technology in education has been the most important advance during the year, facilitating students and teachers the way online classes take place. Educational technology with internet connections development is a great resource where everyone can reach educational goals.

The following report describes the fundamentals of the use of multimedia resources in virtual environments for learning through the use of podcasts, selection of interactive images, presentations from Google Sites as well as the production of educational videos as part of the teaching material in the foreign language teaching procedure.

Podcasting can be used in educational settings, provides personalized learning for all levels(beginners, intermediate, advanced learners), and “involves a shift from M-learning indicates mobility because you can listen to podcasts at your convenience. Furthermore, it integrates the traditional method of teaching English which consists mainly of ordinary lectures with audio files recorded by native speakers. By podcasting, teachers employ alternative approaches to teaching and learning. The audio material advised by educators might be tailored for specific and different needs and abilities of learners. Moreover, teachers provide additional material which is useful for talented students and supports those with specific learning needs. This emerging method of teaching reinforces particular tasks and activities and it also supports independent learning for revision and homework.

Educational podcasts are on the rise, and for good reason. While there is no substitute for in-person teaching, the resources you use to complement it can make or break how well students do. This is true of education at any level. Whether you’re at a primary school, high school,

college, or university, podcasts can help students of all ages learn. They're a great way to make your lessons accessible, engaging, and informative. Podcasts are an effortless way to take information, and they can keep students engaged for longer.

Learning with images

Generally speaking, pictures, paintings, and other visuals constitute the most effective, most plentiful, and least expensive teaching medium. It is also the medium that is least utilized. There are good school-useful pictures in abundance, almost anywhere you look. Yet, we as teachers are underutilizing this eminently useful resource. (Owens, R.G. 1987).

The old saying that a picture is worth a thousand words may or may not be true. What is true, however, is that one appropriate picture can be a catalyst giving rise to the production of thousands of words and a multitude of creative and analytical thoughts.

Used appropriately and sequentially, pictures can not only illustrate a topic but also can provide the experience base children require in order to profit from reading and writing and numerous other learning experiences, including those associated with art programming. (Hanson, & E.M, 1991).

Use of Google SLIDES for educational purposes

Google Slides is a presentation tool, at its most basic. It offers either a blank start or pre-designed templates to create visually attractive and engaging presentations. It does this while making it very easy and intuitive to use, even for a total beginner.

Once a presentation is created, it can be shared directly with students using a simple link, sent via any medium, from email to text. The ability to lock access is a great security feature and works well if you want students to view but not alter your work.

Use of videos during the teaching process

The influence of digital videos on our everyday culture is undeniable. Online video sharing sites such as YouTube, Vimeo, and Metacafe boast monthly audience numbers in the millions.

With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system.

Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers.

Teachers can use videos to deliver course information that can be extremely helpful in opening up class time. Lectures and other introductory information can be viewed before class, which allows for more practice- and skill-related class activities. These videos are accessible at the student's convenience and can be watched numerous times to assist with coursework and skill mastery.

Advantages of the use of videos in education:

- **Videos increase student engagement**, which in turn helps boost achievement. If students are interested in the material, they will process and remember it better.
- **They offer the flexibility** to pause, rewind, or skip throughout the video to have class discussions or review particular areas.

- **They enable teachers to create a flipped classroom** or “blended” learning environment. However, videos are also beneficial to teachers who teach in traditional classroom settings.
- **Digital videos facilitate remote learning opportunities** so that teachers can reach students from all over the world.

IV. Description of activities

Module I

- **Activity name:** Infographics

Learning objective: The main objective of the activity was to teach the student to create a visual representation of the information or “infographic” to present the information more concisely.

Guidance of the teacher: The teacher provided the student with the tools necessary to create and design their infographic and also she explained the features of each tool.

Preparation: Each student was able to choose a topic and after making the right research we had to organize that information in a concise and organized well, and also add some pictures to make it more interesting and interactive.

Observations: Every student made the infographic based on the topics interesting for each one, and they also added their style to each infographic, as a result, there were presented a huge amount of ideas for organizing the ideas and information.

Conclusion of the activity: It is concluded that infographics are another interesting way to present the information, and also allows to share it in an organized and specific way.

- **Activity name:** Create a virtual classroom

Learning objective: The objective of the creation of a classic on Google was to make a forum to answer questions or clarify questions and post information about different English topics.

Teacher guidance: The teacher provided the information about how to create the Google Classroom step by step and also the general information about the elements it contained.

Preparation: Each student chose the topics that were going to include in their Google Classroom, and also the information resources to use to share their content.

Procedure: Every student created their own Google classroom, and also added 6 classmates as a minimum to share the content on their site, it was also necessary to include the teacher and allow her to manage and check the content posted there.

Observations: Some students had some difficulties posting their material due to their lack of time.

Conclusion of the activity: The students were able to use Google Classroom as an easy and organized way to share educational content with the class.

- **Activity name:** Demonstrative class on Meet.

Learning objective: Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.

Teacher guidance: The teacher explains to the students how the presentation had to be done, she also explained the criteria to take into consideration for the presentation of the content.

Preparation: It was necessary to make a final presentation in which it was shown how the Google Classroom was organized, and also the content shared over there with the students.

Conclusion of the activity: It can be concluded that students were able to learn to use Google Classroom and the features it offers as a tool to share the pedagogical content with the students in an easier and quicker way.

Module 2

- **Activity:** The advantages of using technological tools in online classes (Powtoon video presentation)

Learning objective: To learn how to use Powtoon when creating a video presentation for an online class.

Teacher guidance: The teacher introduces the use of Powtoon as a technological tool we can use in our online classes with our students in English courses. The teacher provided the description, tools, and resources when using Powtoon. We, as students, did some practice during the class to get familiarized with the content. Then the teacher asked us to create a video using Powtoon where we can demonstrate the advantages of the different technological tools we have seen during the previous classes and also to assign an objective for their inclusion (for every tool we present an objective should be set up)

Preparation: The preparation stage consists of three parts. First of all, we had to create an online Powtoon account using our credentials, institutional email, and password. Second, A PowerPoint presentation was created that would help to support the video presentation (the content). And last but not least, voice recordings were needed. It is important to mention that samples were taken several times to get the final version of the audios for the presentation.

Procedures: With the Powtoon account already created, the first step for creating our video is to upload the PowerPoint presentation already created in PowerPoint. Second, add the recording audios for every PowerPoint slide and adjust them in time and lapse. Then a background music was needed, adjusted to the voice pitch and tone. What is more, some transitions were added to the slides, images, and texts during the whole video presentation. As well some extra images were added to some presentations. It is important to mention that proper tone of voice, fonts, transitions, and backgrounds were suggested.

Observations: It was observed that in some cases, students due to the lack of resources like good internet connections, and computer resources, were not able to complete the tasks, practices, and evaluations on time.

As well, what was observed is that due to the use of different means of communication, and the inclusion of different communication technology like Whatsapp, Facebook, and some others, many inconveniences were solved in that way students were able to succeed in this task.

Conclusion of the activity: We can conclude that with this type of practice, guided by the teacher, students can reach the main goal, which is to learn how to use Powtoon in an educational environment. This type of task allows students to put into practice what was learned during the classes; it is not just a matter of learning the theory, but also putting it into practice. We believe that practices make perfect.

- **Activity name:** Class presentation (Final integrative microteaching)

Learning objective: To put into practice all the theories and the technological tools students have learned during the course in the module.

Teacher guidance: The teacher provides the guidelines during the class where she describes details about the final task. A topic and a lesson plan were needed to present to the class. The PPP lesson plan format was introduced by the teacher; she provided examples of these. Moreover, schedules were assigned to a certain number of people presenting on a specific day; It took three days for the whole class to present. It is important to mention that it was a requirement for every student to stay in every presentation. As well it was required that the class presentation lasted five minutes exactly.

Preparation: The preparation stage consisted of the elaboration of the lesson plan, where were described all the activities, materials, and exercises that would be developed during the class presentation. It is important to mention that the PPP model was followed to create the lesson. Second, elaboration of the different activities included in the lesson. It was needed to

include some technological tools seen in classes to develop the activities, as well a PowerPoint presentation was created to use it as a guidance for all the class content.

Procedures: At the moment of the task execution, the teacher called student teachers to present in order, student teachers should present their classes in five minutes. It was required for all students in the class to actively participate in all the activities when they were asked to do so. At the end of the presentation, the teacher provided feedback about the task and asked for students' opinions as well to complete the assessment. It is important to include that the activity was intended to be a summative assessment. Grades were provided a week later together with all the observations and suggestions given for the task execution.

Observations: It was observed that in some cases students due to the lack of good internet connections were interrupted at the time of the task presentation. Many students lost internet connection when presenting, but what is more important to highlight is that they could complete the task later on the same day, or in other cases, they were rescheduled to present on a different day.

As well, what was observed is that due to the use of different means of communication, and the inclusion of different communication technology tools like WhatsApp, Facebook, and some others, many inconveniences were solved in that way students were able to succeed in this task.

Conclusion of the activity: we can conclude that with this task, students were able to put into practice all learned during module II, from the technological tools to the basic concepts for teaching an online class. More than putting into practice these tools, they were able to have a real online teaching experience. These kinds of activities let students be prepared for a real-time teaching environment, where they have to develop all their skills to succeed in the online teaching field.

Module 3

- **Activity name:** Podcast

Learning objective: For this assignment is to create a podcast that you will be able to use in the classroom with your students to help teach or illustrate an educational concept.

Teacher guidance:

STEP ONE: To pick an appropriate topic for the level of students we selected.

STEP TWO: To research information, if needed, analyze it and write the script.

STEP THREE: To create a podcast using Audacity or any other audio editor (on the computer or smartphone) that somehow helps to illustrate the topic that has been chosen.

Also, be sure to refer to the criteria and the rubric by which the podcast was assessed by the teacher.

STEP FOUR: When finished recording and editing the podcast, upload it to SoundCloud

STEP FIVE: In addition to the podcast, write an explanation of the plan for using the podcast in the classroom.

Preparation: Each student was able to choose a topic and after making the right research we had to organize that information in a concise and organized well, and also add some creative things as a hook or special audio effects.

Observations: Every student made the podcast based on the topics that are interesting for each one, and they also added their style to each one. As a result, many podcasts were creative and presented on a Google site.

Conclusion of the activity: It is concluded that a podcast could be an integrative activity that can involve the structure of a speech by using composition English with many other abilities

such as learning new software such as audacity and production by using audio effects, audio edition, etc. Finally, It is an activity that can inspire students to research and present information related to certain topics.

- **Activity name:** Instructional video

Learning objective: For this assignment is to create an instructional video that you will be able to use in the classroom with your students to help teach or illustrate an educational concept.

Teacher guidance:

STEP ONE: To pick an appropriate topic for the course we did in Google Classroom

STEP TWO: To research information, if needed, analyze it and write a script and/or storyboard. An to choose images or video clips that will be included in the video.

STEP THREE: To record the video or videos.

STEP FOUR: When finished recording, edit the video. It must be between 4 and 6 minutes long.

STEP FIVE: To upload the video to YouTube.

Preparation: In previous modules, a course was created in Google Classroom with a specific subject of a specific level of English, based on this, each student chose a topic within this frame of reference to be able to execute their instructional video. Likewise, each student chose the type of instructional video and the format they would use.

Observations: Some students gave extra effort in this activity by doing front pages with great designs and using some tools that were learned during the course. It was remarkable the order that each student used in structuring the video.

Conclusion of the activity: Teaching a topic is a great way to understand it, that is the case with the instructional video. Also, understanding processes explained in an audiovisual way is useful to enhance the process of learning in students.

- **Activity name:** Interactive Image

Learning objective: To create interactive images that can be employed in your language course.

Teacher guidance: For this evaluation students had to select a topic (grammar, vocabulary, or something that can be related to the course that was done in Google Classroom) After selecting the topic, research information, websites, videos, or activities should be used for developing the topic. When having all the information, students looked for an appropriate picture or pictures that will help to create interactive images. Students should have taken into account that the image should have different elements to create the interactive elements.

Preparation: Each student prepared some elements that will be added to the interactive image in Genially such as videos, interactive worksheets, and extra information. All are always based on the google classroom course created in previous modules.

Observations: each interactive image presented in the course was related to different topics. they were creative, and the information that was gathered by each student was appropriate for an interactive image.

Conclusion of the activity: An interactive image is very useful, to sum up a topic in order to give the student a tool to practice and review the information in the same place.

- **Activity name:** Website in Google Site

Learning objective: Evaluate the creation and implementation of a website created through google sites and linked to google classroom.

Teacher: To create a website, based on the inputs that students already had in the Google Classroom course. The Meet your teacher, Schedule, and Assignments sections were mandatory, students could change names and add other sections that they considered relevant. It was recommended to pay attention to the good use of the color palette, adequate fonts, the placement of the elements to facilitate reading, and the use of dividers to separate content or sections.

Preparation: this was an activity that needed many things we did during the course such as the podcast, the interactive image, to write paragraphs explaining things about ourselves, and of course to know how to use the tool of Google Sites. Each student did like a collection of all those elements to create a website linked to the course we already created in Google Classroom in the first module.

Observations: Each student designed great websites with many creative tools that were present in the tool Google Sites. Also, the presentations explained the way that each student would use the website in an online course.

Conclusion of the activity: To have a website where the teacher is posting and sharing the whole material of the course is useful in case the students do not copy something or if they want to study in a deeper way about the topic. It is a great tool to enhance the learning process.

V. Achievements

Module 1:

1. The team got acquainted with the virtual learning environments that are used currently.
2. The team learned to identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education depending on the level of learning that students have.
3. The team learned how to create a virtual classroom using a Learning Management System available on the internet such as platforms like Google Classroom, Edmodo, And Moodle.

Module 2:

1. The team got familiar with theoretical information about technological tools for teaching-learning a language and their functions.
2. The team was able to define the terms and principles associated with technological tools for educational purposes.
3. The team learned how to use technological tools to plan and develop synchronous class activities.

Module 3:

1. The team learned how to design digital materials for use in the teaching and learning of foreign languages.
2. The team is able to use technological tools for the design of didactic materials such as audacity, Genially, Google sites, Powtoon, etc.
3. The team learned to elaborate digital materials for the teaching-learning of foreign languages.

4. The team understood how to Integrate tools to present content and information in a Virtual Learning Environment.

VI. Conclusions

- From this report we can conclude that the course has provided students with basic building blocks for a virtual teaching environment. It has shared the importance of preparing future professionals for the virtual teaching field. This report demonstrates the value of this course for students from the different majors in the Foreign Language Department, not only for completing the course as a requisite to get graduated, but also for acquiring the basics of the virtual teaching-learning environment. It is important to highlight that the benefits gained from this course will have a great impact in students' lives as professionals and in their personal growth.
- The virtual and distance environment are now new methodologies in which not everyone was prepared before taking the course; however, due to the fact of being prepared for any kind of emergency as the Covid-19 nowadays, taking into account everyone safety, the importance of knowing the basic concepts and tool for an online teaching is now a great plus in future teachers from the Foreign Language Department. As a matter of fact, the whole course development took place in a virtual environment, being the main objective to take care not only of every student's health but also professor's safety. The current reality has brought the opportunity to everyone to develop the ability to learn through a computer and different means of communication. Technology has taught us to take advantage of different resources that we can get from virtual environments.
- Definitely, there were many factors that affected not only the course execution, but also the natural course development itself. However, it created a sense of accountability and understanding in students to guarantee their preparation as future teachers. The report highlights some factors that students encounter and their solutions required. What is more, managing different means of communication between students and teachers facilitates the way unexpected issues can be resolved.

VII. Recommendations

Below are a series of recommendations whose implementation would contribute to the improvement of some aspects in the execution of a specialization course in the administration of virtual environments taught by the Department of Foreign Languages of the University of El Salvador.

- It is suggested to include more didactic resources such as: websites, apps or software to use that are more adaptable to the technological resources that both the student and the teacher possess or have access to without major difficulty.
- It is also recommended that activities designated to students as part of the practice be evaluated in greater detail in order to implement those that actually have a significant impact on the online teaching process.
- It is also suggested the creation of blogs or groups in social media where students can share additional material that can be useful for the class.
- It is also suggested to create monthly huddles where students can give suggestions about the activities developed during the course.
- It is also suggested to coordinate chronologically the activities designated during the course along with the final report to be submitted to the University of El Salvador.

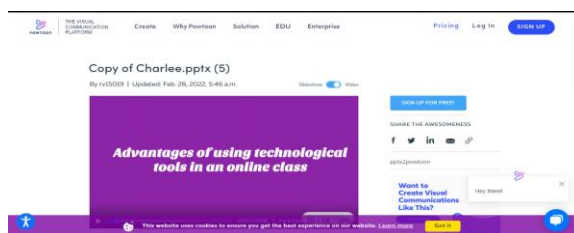
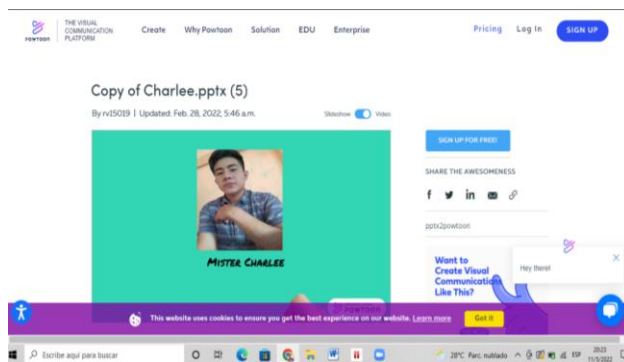
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IX. Appendixes

● Appendix A



● Appendix B


Online Class Planning
Elaborated by Carlos Ramirez

1. **Description**
For this class we will be giving an introduction to the topic Cleft Sentences.
2. **Learning Experiences**
 - Use Cleft sentences in affirmative form
 - Use the IT cleft.
3. **General information**
Date:
Topic: Cleft sentences
Duration: 5 Minutes
4. **Details of the Video Class**

No.	Activity	Resources	Tools	Duration (mins)
1	Warm up: students will write a sentence about a fact they are embarrassed of and nobody knows it	activity	Padlet	1
2	Presentation: Short video about cleft sentences	Video	Nearpod	
3	Practice: Students will use the sentence they created in the warm up to create cleft sentence using the "it cleft"	practice	Padlet	1
4	Wrap up: Students will be given statements and sentences they have to answer as fast as possible -The first student who answers the sentence or the statement will get a point. At the end of the activity, the student with more point will win.		Kahoot, microphone	2

6. **Questions for participation**

- Appendix C



PODCAST2
Jackelin Vásquez
▶ 1 · 7:06

VERB "TO BE" IN SIMPLE PRESENT TENSE

Verb "To Be" in simple present tense. ▼
3 visualizaciones · hace 2 m



Verb "To Be" in simple present tense. ⋮
3 visualizaciones · hace 2 me...



Verb "To be" in Simple present tense. ⋮
3 visualizaciones · hace 2 me...

- Appendix D

THE MOST IMPORTANT FEATURES OF LMS FOR TEACHING LANGUAGES

What LMS means? A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

Video meeting(Google Classroom)



This is an useful feature since it allows to teachers and students to interact during the class by allowing to connect through video calling to all the participants, so it gives an experience more personalized during the class.

Asynchronous learning(Grovo classroom, Virtual Campus UES)



One of the best features for improving engagement and knowledge retention is asynchronous learning—the ability for learners to complete course work at their own pace, it means they don't have to be present at a set time for a lecture or to talk with an instructor.

Mobile learning (Classroom-Edmodo)



This feature allow to students to join to the class by using any device such as: cellphones, tablets and computers from any location. This is especially helpful for certifications that require learning outside of the work day, or for distributed teams where learning can occur between calls or visits.

Recommendations for possible features of an LMS for language teaching:



Dictionary

This tool can help to the student to understand a subject better, improve the communication and improve the vocabulary by making sure that they are using words correctly.



Plagiarism checker

This tool would be really helpful to teachers to make sure that the student did the research, tasks, essays, etc on her/ his own in order to prevent the plagiarism of information from other sources or just to copy and paste the information.

Student name: Jackelin Andrea Vasquez Gil VG15009

- Appendix E



Compartir con la clase...



Jackelin Andrea Vásquez Gil



1 mar

Hello dear students! I do share an easy activity to finish the topic about verb to be! Check it please and we'll resolve them in class. Have a great day!

<https://es.liveworksheets.com/ur1069268qj>

Añadir un comentario de clase



Jackelin Andrea Vásquez Gil



1 mar

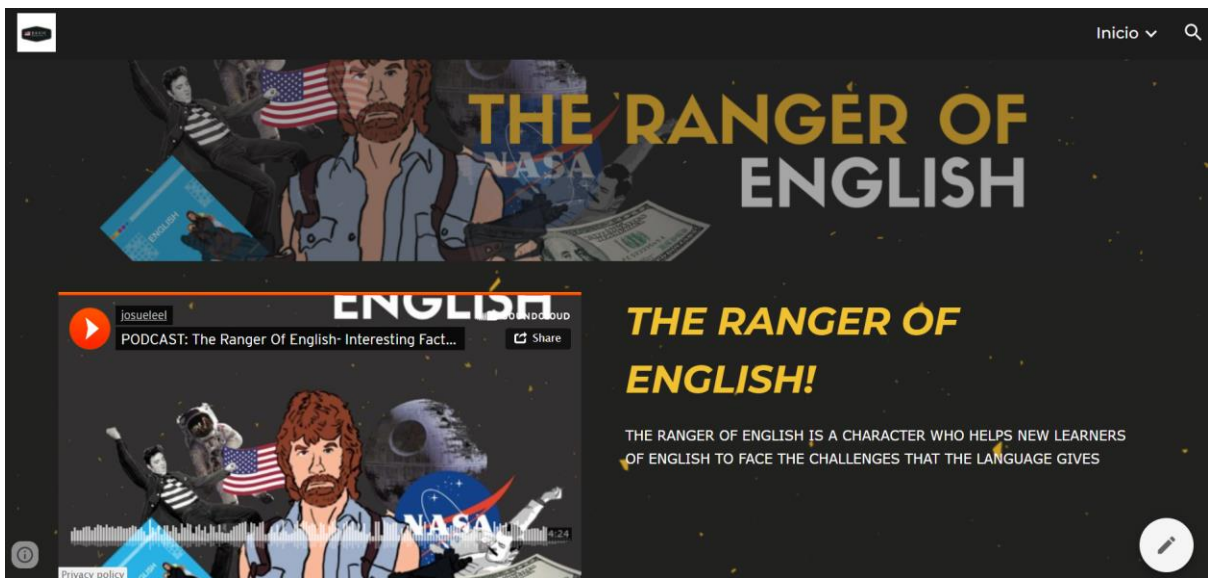
Let's have fun! Hello guys! Here I share you a Kahoot game for you to have while learning! Let's see who are the winners!

Code: 06153810

- Appendix F



- The ranger of english
- CONTENTS
- Conversation topics
- CALENDAR



- **Appendix G**



- **Appendix H**

LET'S TALK ABOUT... Tag Questions!!!

BEZALEEL LEIVA

LET'S TALK ABOUT TAG QUESTIONS!

Ver en YouTube

YOU CAN LEARN MORE ABOUT TAG QUESTIONS IN THIS VIDEO

I hope you learn something new about TAG QUESTIONS with this video. Share and like the video!!! Enjoy English!!!

LET'S TALK ABOUT: the -ing form of the verb

BEZALEEL LEIVA

LET'S TALK ABOUT THE ING FORM OF THE VERB

Ver en YouTube