

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



TOPIC:

Fundamentals of Using Technological Tools in a Virtual Learning Environment.

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
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I.ABSTRACT

The future we have heard so much about and talked about over time has finally come, it's today, and with it, technologies that were previously just ambitious projects became reality, to which we have had to attach ourselves as to the advances that have been emerging. The field of education and the way it is projected, have also had to adapt to these changes, which is why the teaching-learning process, especially in recent years has undergone many changes, both in the way it is taught, and in the way students learn, thereby new challenges, new tools, and new technologies. The main objective of this work is to know the basics of the use of technological tools in the virtual learning environment, based on the course called "Specialization Course in the Administration of Virtual Environments for English Languages Teaching and Learning". Course, that was developed through 3 modules detailed as follows. 1) Online Teaching of Foreign Languages, 2) Educational Applications for Learning a Foreign Language, 3) Design of Didactic Materials for Virtual Environments. The students were able through the learning of these fundamentals and thanks to those learned in each module, to create useful and educational material to develop their classes in a virtual environment optimally, making timely use of all tools, which have been detailed in this report, including Canva, Padlet, Nearpod, Kahoot, Flippity, Flipgrid, Powtoon, Liveworksheets and Edpuzzle and some LMS platforms such as Moodle, Canvas, Edmodo, and Schoology.

Keywords: technological tools, educational learning, technology.

II. INTRODUCTION

Education has undergone significant changes throughout history owing to different factors in which technological advances have played a vital role in its evolution. Education has been delivered through radio, television, and most notably, online platforms, which represent the latest innovation. It is not a secret that technological advances in the last few decades have revolutionized the way professors teach and students learn. In 2020, the world was taken by surprise as an unfamiliar disease emerged and drastically altered nearly every facet of daily life, including the education sector. COVID-19 forced educational establishments to send both students and staff home to safeguard their well-being and mitigate the spread of the virus. This unprecedented situation led to an unprecedented reliance on technology, with online education emerging as the primary mode of instruction. E-learning platforms, virtual classrooms, and various digital tools became essential for maintaining educational continuity. Technology will never replace great teachers, but in the hands of great teachers, it's transformational. (George Cuoros, n.d.) Consequently, educators should embrace the use of technology as a valuable support tool in the classroom. In order to take advantage of this mode of instruction, the Department of Foreign Languages of the University of El Salvador implemented the course titled "*Specialization Course on The Management of Virtual Environments for The Teaching and Learning of Foreign Languages*" as part of the graduation process. This course was divided into three modules. Each module focused on different aspects of online education for teaching a foreign language. These modules offered a balanced combination of theoretical knowledge and practical skills to equip students with the necessary expertise for effective language instruction in virtual environments. This report includes one general objective and three specific ones: a theoretical framework that describes the terms 'Virtual Learning Environment' (VLE) and educational technological tools. Additionally, it provides a brief explanation of the fundamentals of using technological tools and Learning Management Systems (LMS) when teaching a foreign language in a virtual modality. Last but not least, it offers a detailed description of the activities carried out in each module of the course. Finally, it presents the achievements throughout the course, along with a set of recommendations and overall conclusions for the report.

III.OBJECTIVES

General objective:

- To demonstrate the importance of the fundamentals of using technological tools in a virtual learning environment.

Specific objectives:

- To show the implementation of technological tools in virtual teaching environments.
- Educate how to design quality educational material for the teaching-learning process of foreign languages.
- Demonstrate the language teaching process through the use of new technologies.

IV Theoretical framework

Virtual Learning Environment

A VLE, a shortened form of Virtual Learning Environment, is, essentially, a software or web-based platform for educational purposes. Its primary role is to provide a digital ecosystem or environment where educators can create, manage, and deliver educational content to students successfully over the Internet. For instance, it might be accomplished through a Learning Management System (LMS) or a videoconference platform such as Google Meet, Zoom, or Microsoft Teams.

A Virtual Learning Environment is versatile that can be used for both synchronous and asynchronous learning. Educators and students can interact simultaneously through video conferencing platforms, chatrooms, and discussion forums. When educators are not actively transferring knowledge to their students in real-time, they can submit and post assignments or learning materials for students to access at their own pace.

VLEs comprise several key components that work together to facilitate online education. Firstly, the content management system, as previously mentioned, allows educators to upload and organize course materials, such as lectures, assignments, and multimedia resources. Second, the communication and collaboration tools facilitate interactions between students and educators through discussion forums, messaging, and video conferencing. Third, assessment and evaluation features enable the creation and grading of quizzes and assignments. Additionally, there are Analytics and Reporting features for tracking progress and monitoring students' performance, and participation.

The word “virtual” is typically associated with an artificial world that replaces real-life interactions. In the context of a Virtual Learning Environment (VLE), the term "virtual" typically refers to the idea that the traditional physical classroom or learning environment is replaced by an artificial or digital world. However, this is a misconception. Virtual Learning Environments aim to merely replicate the experience of a physical classroom setting in an online space, making the students feel like they are attending a real classroom.

Technological tools

Undoubtedly, in our modern era, technology has become a crucial part of life and education is no exception. Today’s generation is surrounded by technology and they cannot imagine their lives without a smartphone or computer. Today's digital natives have grown up in a world filled with technology, and their educational needs and preferences are different from previous generations. Prensky, M. (2001). Digital natives, digital immigrants. Part 1. Therefore, educators utilize technological tools in their classes to enhance and support the teaching-learning process. This incorporation of technological resources falls under the field known as educational technology, often referred to as Edtech. Educational technology encompasses a wide spectrum of technologies, from digital to physical tools, including computers, platforms, software, apps, digital devices, and interactive whiteboards just to name a few.

Technological tools are employed to support educators by making educators' jobs easier and more efficient and reducing the workload for them. Working as an educator is demanding since it involves numerous responsibilities, which is why educators should incorporate technology into their daily lessons. Technological tools

assist educators in saving time and simplifying their duties, such as creating lesson plans, conducting online classes, and managing everyday tasks like grading and attendance.

Technological tools offer multiple benefits to students as well. Firstly, they provide accessible and flexible learning opportunities, allowing students to access educational materials and resources at any time and from anywhere. Technological tools promote self-paced learning, allowing students to tailor their studies to their own needs and preferences. Additionally, these tools make learning more engaging, enjoyable, and interactive through interactive content, videos, and gamification, fostering better comprehension and retention. Lastly, technological tools foster collaboration and communication, allowing students to work together on projects and connect with peers globally.

FUNDAMENTALS OF USING TECHNOLOGICAL TOOLS

In the digital era, educators have a vast array of technological resources out there at their disposal, with new tools constantly emerging on the scene. Technological tools are valuable for facilitating both teaching and learning processes. When making decisions on what educational technological tool to implement, selecting the right educational technology can be a challenge. For this reason, an educator must take into consideration several fundamentals to create an effective and successful learning environment. A fundamental is defined as something that serves as the basis for supporting existence or determining essential structure or function. (Merriam-Webster dictionary)

Pedagogical focus

The choice of tool can impact student engagement, comprehension, and overall educational outcomes for that reason is important to find the right one. “Strong pedagogy starts with specific learning goals for students, not with the shiniest, newest app. Always reflect on whether a new tool is necessary to achieve course learning goals and whether all students will have equal access to the tool.”

(Choosing EdTech Tools, 2021). There is a common temptation to place at the first place an educational technological tool simply because it is new, colorful, and appealing. An educational tool is not an arbitrary choice. It is important to recognize that the technological tool alone will not enable educators to achieve their learning objectives.

Before searching through a long list for the best tool, first and foremost, it is essential to start by clearly defining what educators’ learning goals are and what educators want their students to learn at the end of the lesson or course. Does the tool provide ways for instructors to communicate efficiently with students, facilitate collaboration, administer exams, share evaluations, and track student performance? (Tips for choosing purposeful EdTech, n.d.)

- **Audience: not all the students are the same**

In order to be a more effective teacher in the digital age, educators need to get to know their students to find out what they are interested in, how they like to learn, and what kinds of technology they have experience with. (Bouslog, 2020) Institutional establishments are made up of students with a range of capabilities, varying ages, different background experiences, different perspectives, and learning styles. Therefore, the educational technological tool chosen must be inclusive.

According to Michelle Bouslog (2020) in her blog, educators should determine the technology students are already comfortable with to effectively choose the right educational tools in the classroom that align with their learning objectives, considering that not all students will utilize the same technology to achieve those objectives. For instance, younger students might benefit from gamification-based tools. The ultimate goal of technology is to provide teachers with a variety of tools to choose from so that they can personalize learning.

- **Usability: Easy interface**

One of the things that educators should look for in an educational technological tool is evaluating how easy it is to use, considering the fact not every educator and student is tech-savvy. According to bi Doles (2023) in their blog, “The app you choose should be user-friendly and easy to navigate. You want to make sure your EdTech software is easy to understand at first glance for all parties involved”. An easy-friendly tool allows educators and students to navigate the tool smoothly. When students can effortlessly navigate and use the tool, their engagement with the content and activities is likely to remain high. Therefore, educators should avoid cluttered technological tools that make difficult the learning process.

“Edtech should be an enabler, not a barrier. Choose tools that speak the language of simplicity, embrace diversity, and come with a helping hand whenever you need it. That way, you’re not just introducing technology into your classroom; you’re opening the door to a whole new world of learning possibilities” (Amurata, 2023). In other words, an edtech tool is not meant to create obstacles. It helps to reduce frustration for both students and educators. Furthermore, it should prevent

educators from being overwhelmed by intricate interfaces that require a significant amount of time and effort.

- **Educators need training to use technologies effectively**

Teachers and instructors need training not just in the choice and use of appropriate technologies, but more fundamentally in how people learn, and in instructional design. Lack of appropriate training is the biggest barrier to the use of technology in education. (Bates, 2021). It's not just about giving educators the freedom to access technology, and select the tool; they must be trained in how to use it in a way that aligns with students' needs and learning styles. Moreover, educators must be knowledgeable about creating well-structured, engaging, and effective lessons or courses that facilitate meaningful learning experiences.

- **Accessibility**

Access to learning (both face-to-face and digitally supported) must be accessible to everyone, and be the least restrictive possible. If students cannot access a particular technology in an affordable and convenient way, they cannot learn from it. (Bates, 2019). Living in a world where technology advances at an incredible pace in all aspects of life, digital accessibility is crucial. When it comes to online education context, technology is the primary source of learning. However, a number of obstacles to technology accessibility including educators' lack of training and support, the cost of devices and software, and disabilities as well put students at a disadvantage in the academic environment.

According to Beth Darvel (2022), digital accessibility is important since it ensures equal access to all students. Schools can promote the success of every

learner by supplying the required equipment and materials while fostering an inclusive educational setting.

- **Data Privacy and Security**

When considering Edtech tools, data privacy and security matter.

Unfortunately, we live in a world rife with data breaches and privacy violations. When it comes to edtech, any software should have cybersecurity measures in place to protect learners' and educators' privacy. (Wolff, 2023). Educators should not just consider how enjoyable and educational they are, but how serious they are about data privacy and security. When it comes to data, protecting students' personal information, such as names, addresses, and other details, is of utmost importance. They should be kept confidential and only accessible to authorized individuals, meaning that it is important to make sure the tools educators intend to use have strong security features. Thus, only authorized users, such as educators, students, and other fellow educators, can log in to the virtual learning environment.

The principles and fundamentals of LMS (Learning Management System)

The principles and fundamentals of LMS are the easier ways to obtain knowledge in an innovative form. As explained by GOPIUS in their blog, this is a tool for enriching learning and improving their skills. In this age, technology has advanced in an incredible way, so LMS has been coupled by their different characteristics. The traditional way of learning has been left behind and this has given way to an interesting, didactic, and innovative way of learning. According to TechTarget's publication, LMS reinforces and assesses a specific learning process.

The features from the point of view of the eLearning Industry, in their article named “Important Features Of Learning Management Systems”, are the attention when using technological tools. First, it needs a simple and clear user interface. It is very important for both teachers and students when learning on a learning platform to be able to navigate all the functions of a learning platform for example: courses, materials, and grades, in a simple and effective manner, including the form of text and fonts used for all types of learners and teachers. Another feature is Streamlined Course Management, in this part every course must be well optimized to simplify all the work of teachers who have all their materials ready such as videos, guides, and tutorials. And that every basic task can be viewed without major problems. Also, Monitoring and Analytics are good features because tools allow tracking of all learner progress. Then, Options for Task Automation is a principal feature that is able to recognize the student's progress and automatically analyze important information that is sent to the facilitator. As well, privacy and Security are vital features for students and teachers. In addition, gamification features are integrated with this type of learning since gamification integrates students to participate and obtain knowledge in a creative way, interactivity is an unavoidable factor. The last feature, Easy Integration with Other Apps helps students to navigate better, and the integration of a variety of format documents reinforces this technological tool.

Based on the features before mentioned here are some LMSs that teachers and students can integrate into their learning process: **Moodle, Canvas, Edmodo, and Schoology.**

Moodle



Moodle has many features that teachers and students can use.

Multi-campus universities are incorporated and this is flexible for students who want to grow in knowledge. Students can access all materials and their progress is measured. It is easy to get accessibility from any device. Privacy is one of the most important features and the interface is easy to use.

Canvas



Canvas is considered an LMS because it can be used by institutions,

teachers, and students, it has a variety of management tools and

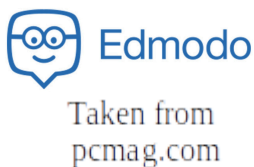
courses in which teachers and students can have the accessibility of

learning with different types of materials. The communication between

the facilitator and students is well developed and the progress can easily be

measured and all the evaluations, too.

Edmodo



Edmodo is considered an LMS because it has blended

learning initiatives. It provides integration between teachers,

students, and parents. Groups are easy to create and

assignments like quizzes or homework could be developed.

It has managed progress for teachers and the most important is that all these

options are in one platform.

Schoology



Multimedia support resources are incorporated into this LMS application that give students and teachers an integration with flexibility and they can adapt in an easy way. Teachers can upload resources and it has collaborative tasks and teachers can evaluate.

It is also vital to know the basics of some of the technologies that were used in this course, as well as the learning that was obtained when implementing applications such as Liveworksheet, Padlet, Genially, Kahoot, and Google Sites.



Liveworksheet allows you to transform online material into traditional printable class sheets (doc, pdf, jpg) or keep them as interactive online exercises with automatic grading. An incredible tool for virtual environments that favors students as well as teachers.

Image Liveworsheet from Google Images



Padlet is a wall where students can write, and upload their work, tasks, and files in general. It is also an essential tool for working collaboratively. It is very easy to use and very comfortable visually, which allows us to create a learning space in a short time.

Image Padlet from Google Images



It is one of the tools used during the course that is designed to create all kinds of visual and interactive content easily and quickly, as well as can be used individually as a group. This application is designed to collaborate in the creation of virtual educational content that can be easily integrated into web pages or displayed online.

Image Genially from Google Images



It is an application designed for educational purposes, although it could also be used as entertainment only since it is focused on healthy competitiveness, it often serves as a reinforcement tool, as well as a very good way to learn while having fun. It can be used in schools, at work, and at home with a computer, tablet, or mobile.

Image Kahoot! from Google Images



Google Sites, a tool that comes included in its package of google, offers us the development of websites, where you can create your own site without having to resort to a web designer, with a friendly and accessible interface for those who want to design their own website.

Image GoogleSite from Google Images

IV. Description of activities

MODULE 1: Online Foreign Languages Teaching

Module 1 immersed students in the basics of online education. During this module students learned how to effectively utilize digital tools available on the internet for both synchronous activities such as Google Meet, and asynchronous activities like Google Classroom and Moodle.

Weeks 1 and 2:

The facilitator introduced herself to the students and welcomed them to the course. She began by talking about Module I, then she proceeded to explain the syllabus, assessment system, and class policies to students. She introduced the first topic: Learning Theories. She talked about the four most well-known learning theories: Cognitivism, Behaviorism, Constructivism, and Connectivism.

In week 2, the facilitator explained the differences between synchronous and asynchronous teaching to students by using a table and introduced terms related to virtual teaching such as e-learning, remote learning, and distance learning. Additionally, students were assigned the first evaluation, an asynchronous activity posted on the platform Campus of the University of El Salvador. In this activity, they participated in a small discussion forum about a question the facilitator formulated. The question was:” *Do you think that the same learning is generated in an online teaching modality as in a face-to-face teaching modality?*”. Students based their answers on learning theories and replied to their classmates' opinions by indicating whether they agreed or disagreed.

Week 3 and 4:

In weeks 3 and 4, the facilitator covered the topic of Learning Management Systems, starting with an overview of the concept and its main features. Besides that, students learned how to use Moodle, one of the most widely used LMS platforms. They were taught step-by-step how to access the educational platform and submit multimedia resources and files. As part of their assignments, students created an infographic using the online graphic design platform called Canva, in which they included the main features of each LMS they researched.

Week 5 and 6:

In weeks 5 and 6, students were deeply engaged with Google Classroom. This platform is a collection of online resources that enables educators to assign, collect, grade, and return student work electronically, aiming to replace traditional paper-based methods and facilitate digital learning. To apply their understanding of the platform, in groups of four, students created a virtual classroom related to an English subject. They decided on a topic, added students to the class, posted a welcome message and forum, shared a YouTube video, and assigned homework.

Week 7 and 8:

During the last weeks, students learned about video conference platforms used for delivering live classes. The facilitator made use of tutorial videos on how to use Google Meet as guidance. In the last section of Module I, students worked collaboratively to prepare a demonstrative class to demonstrate their ability to use such a platform. It was about a micro-teaching lesson conducted via Google Meet. The same teams that worked on task 3 developed a 20-minute class. Each group

had the freedom to choose their own topic. During the presentation, each student took on the role of teacher and presented the lesson by using educational tools such as Padlet, Liveworksheet, Google Slides, etc.

MODULE II

EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

In this module, students got familiar with general information about the use of eight educational applications as technological tools for teaching in virtual environments and each of their characteristics. In the same way, students learned terms and principles to establish purposes when using each one of them and to plan synchronous activities. Students were able to know and use the following technological tools for online teaching: Edpuzzle, Flipgrid, Liveworksheet, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon.

In the learning process, students were guided to learn each application over a two-month period divided by weeks in order to achieve the proper use of the applications in a synchronous and asynchronous way. The practices were an important factor, as the participants used the applications to know each feature.

Each evaluation was to enrich the knowledge obtained in classes so that students could demonstrate their capabilities of teaching in a different way than the traditional one. Taking into account all the features and practices that the facilitator gave them.

Week 1 and 2

In the first and second weeks, the teacher presented a list of technological tools in order to learn about their educational purposes, foundations, and principles. And students were able to create an infographic based on the fundamentals of technological tools.

In the first week, students knew the program with its content and class policies. The professor gave the list of tools to be used in the second module and the purpose of the course in detail. In addition to this, students got familiar with information about the educational applications. In week two, students looked at the fundamentals and principles of using technology tools. In an asynchronous manner, they learned the fundamentals of technological tools.

Week 3 and 4

In the third and fourth weeks, students explored the first educational tools such as Edpuzzle, Flipgrid, Flippity, and Liveworksheet. The facilitator used resources such as Multimedia material, tutorials, and demonstrations. On this occasion, students created a video in Flipgrid about Technological Tools.

In the third week, students received general information and watched an Edpuzzle tutorial of Edpuzzle. Consequently, a live practice was held. Also, the facilitator shared general information and features of Flipgrid. Students had access to videos, tutorials, and web pages. In the fourth week, the tool was Flippity and also Liveworksheet. The facilitator explained both technological tools and their characteristics, and the students did a practice in the class.

Week 5 and 6

In these two weeks, students learned the use of the following technological tools: Nearpod, Padlet, Kahoot, and Powtoon Classroomscreen. The teacher provided resources as didactic material and demonstrated how to use them. Students watched a Powtoon video of technology tools. So, the students made a video in Powtoon about the advantages and disadvantages of using tools in teaching English.

In the fifth week, students obtained general information and tutorials on Nearpod, Padlet, and Powtoon. After that, students practiced and investigated more about them. The use of these tools was useful for teaching in an online virtual environment. In the sixth week, students continued learning. The tool was Kahoot and Classroomscreen. The teacher demonstrated that classes are not just theoretical but also creative. Also, when teachers get information about new tools students need to put them into practice.

Week 7 and 8

In the last two weeks, students were able to put into practice all the knowledge. So, the facilitator explained the last task which was a demo class using some technological tools in a class. The teacher facilitated the guidelines for the activity and answered every single question. In this final evaluation, the teacher raffled the tools for each participant and they presented in six minutes a topic with a brief lesson plan of a class using a technological tool.

Module III. Design of Didactic Materials for Virtual Environments

In this last module and, thanks to what we learned in the two previous modules, we focus on the practice and use of all educational technological tools, as well as on learning new ones with the aim of enriching our skills and knowledge.

In addition, we learned how to design useful, educational, and quality teaching materials to improve our psychopedagogy methodology in the virtual teaching-learning environments of a foreign language.

Week 1 and 2

In the first week, the students received instructions on the content that was developed throughout the module, they spoke about each of the activities that were performed weekly and the applications that were used, In the same week the use of some applications for preparation of a podcast was suggested. The fundamentals of the use of multimedia resources in virtual learning environments, the use and creation of podcasts for educational purposes, and the use of applications such as SoundCloud were addressed as topics.

In the second week, they developed full practices with applications such as Audacity and Soundcloud. Students created their own podcast with an educational purpose, put into practice everything explained in the previous week with the help of supporting material such as tutorials, readings, podcast guides, etc. in addition to setting objectives and audience for which the creation of said activity was focused.

Week 3 and 4

This week students went from focusing on creating audio material to building on the basics of choosing images for educational purposes, as well as the creation and use of Google Sites and the application Genially, Specifically focused tool as visual support for development in virtual environments.

In the fourth week, students again focused on putting into practice what they learned about using images as visual support in classes. Through the presentation of tutorials and guides for the elaboration of interactive images they were assigned the creation of one in Genially.

Week 5 and 6

During this week, the students moved on to the acquisition of knowledge, skills, and skills in relation to the fundamentals of creating presentations, as well as the relevant use of Google Presentations.

As in previous practices was fundamental the presentation of readings, tutorials, and crafting guides for the development and creation of a Google presentation, all of the above with the educational objective of putting it into practice professionally.

Week 7 and 8

In the seventh week and gradually approaching the end of the module the students were instructed in the basics of creating videos for educational purposes, in addition, it was suggested as a support tool OpenShot as a working environment in the last activity.

In the last week as in the others everything learned previously was practiced, always supported by readings, tutorials, software for videos, and guidelines for its elaboration, The students were assigned as the last activity to make a video with an educational purpose, in addition to being able to share all the material created and in which they worked throughout the module on a website. As well as the last step the students performed live defense of the integrating task.

VI. ACHIEVEMENTS

In the Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning, students learned important information about the importance of having the proper resources when teaching. All the information was divided into three modules with the purpose of learning steps by step using asynchronous and synchronous activities.

In module one, named “Online Foreign Languages Teaching”, students were trained in information about the fundamentals of online education and how it applies to English language teaching. In this way, students understood the importance of using LMS (Learning Management System) to improve the learning environment. Moodle was a LMS that helped students to create a space for asynchronous material. Also, students knew Zoom, Meet, and TEAMS as a resource for synchronous activities. In addition, students knew how to use materials such as multimedia resources like videos, podcasts, tasks, evaluations, web pages in a virtual classroom, and learned about the purpose of each resource. Students were able to create a virtual classroom with all these elements and presented it to the class.

In module two, named “Educational Applications for Learning a Foreign Language”. Students got familiar with some applications that change the environment of a class. Some of the applications were Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon. Teacher engaged student's attention and motivated them to put into practice each application. Students participated actively and practiced each task. Students achieved to present a demo class using technological tools in the virtual modality.

In the last module, named “Design of Didactic Materials for Virtual Environments”, students put into practice all the information obtained in the first and second modules. Students developed the capacity of creating a Google site which includes material elaborated for each member of the group as podcasts, online presentations, interactive images, videos, and others. and the site was linked to Google Classroom Designing didactic material invites students to navigate for the information with analytic thinking, and use all the tools for creating excellent content

VII. CONCLUSIONS

After successfully completing the specialization course Management of Virtual Environment for the Teaching and Learning of Foreign Languages, students of the Foreign Language Department not only acquire theoretical knowledge but also practical skills in utilizing various educational digital tools, enhancing their professional development in foreign language online instruction.

Each module provided meaningful learning experiences in which the facilitator supported students' learning and encouraged active participation. Students will undoubtedly integrate the acquired knowledge from each module into the digital classroom, particularly by incorporating technological tools. The incorporation of technology tools within a virtual learning environment has brought about a significant transformation in education by offering flexibility, interactivity, accessibility, and personalization.

Although most institutional establishments have returned to in-person classrooms, online education remains prevalent. As a result, students of Foreign Language Department are now well-prepared to effectively conduct virtual classes. This preparation includes considering digital resources, their target audience, and educational objectives.

Living in a world where technology is constantly evolving and reshaping the education landscape means that educators should stay up to date with innovations. Embracing technology broadly allows educators to create new learning experiences and cater to the needs of digital students of the 21st century.

VIII. RECOMMENDATIONS

To students:

- Students who are learning in the virtual modality should have a proper and comfortable environment, they should have a quiet and organized place with all the materials to omit interruption at the moment of learning.
- Students need to be focused at the moment of receiving classes and participate actively as in this way they could improve the use of technological tools and put into practice all the information learned.

To the professors:

- Teachers should continue giving new tools and teaching students how they can apply them to their classes. Innovative technology, didactic materials, and tools should always be the fundamentals for learning in a proper way.
- Teachers should maintain the space for students to participate and be the guide for the live practicing, the practice not only motivates students but also helps them to navigate the new learning tools.

To the Department and Authorities of the School of Arts and Sciences:

- Authorities should equip teachers with adequate equipment. It would be significant for teachers to have in all the applications and new tools, all the benefits of each application; so that at the moment of teaching they could have access to all important material and learn not only in theory but also in practice.
- Authorities should make a big investment in training teachers because the results are extraordinary and students who have been in the specialty of virtual learning modality have obtained valuable knowledge.

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X. APPENDIXES

Appendix A: Syllabus module I.

1. GENERAL INFORMATION	
1.1 Module 1:	Online Foreign Languages Teaching
1.2 Code:	EDII114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	April 2023
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	60 Hours
1.11 Professor :	MEVA. Sey Danisia Najarro de Alvarado

on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

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

Appendix B: Infographic about LMS (Learning Management System), second activity created in module I.

LMS PLATFORMS (LEARNING MANAGEMENT SYSTEM)

Student name: Alba Sarai Durán de Ramírez -DM14030

Canvas

- It is very easy to use.
- It is free.
- It has an interaction with other courses users.
- A control of the measure of development.
- It has interactive resources for learners.
- Actionable data for improving the learning.



ATutor

- It is accessible.
- Its security is reliable.
- It has the function of grouping for better learning.
- It has accessibility checker.
- Easy to manage.



Neo

- Easy to see the progress of the student.
- It has blended programs.
- Teachers and students can see their progress.
- Easy to manage and edit the courses
- It has multiple courses in multiple formats.



PLATFORMS THAT ARE NOT CONSIDERED AS LMS

Google classroom

- The assignments can not be divided in modules.
- It needs another applications to make quizzes or join a meeting.
- It does not have grouping.
- Discussions boards are not possible.
- Participation of students is not followed.



Trainual

- It does not have assessment management.
- Blended learning is not included.
- Students can not have a synchronous learning.
- Video conferences are not part of this platform.
- It is not a course tracked.

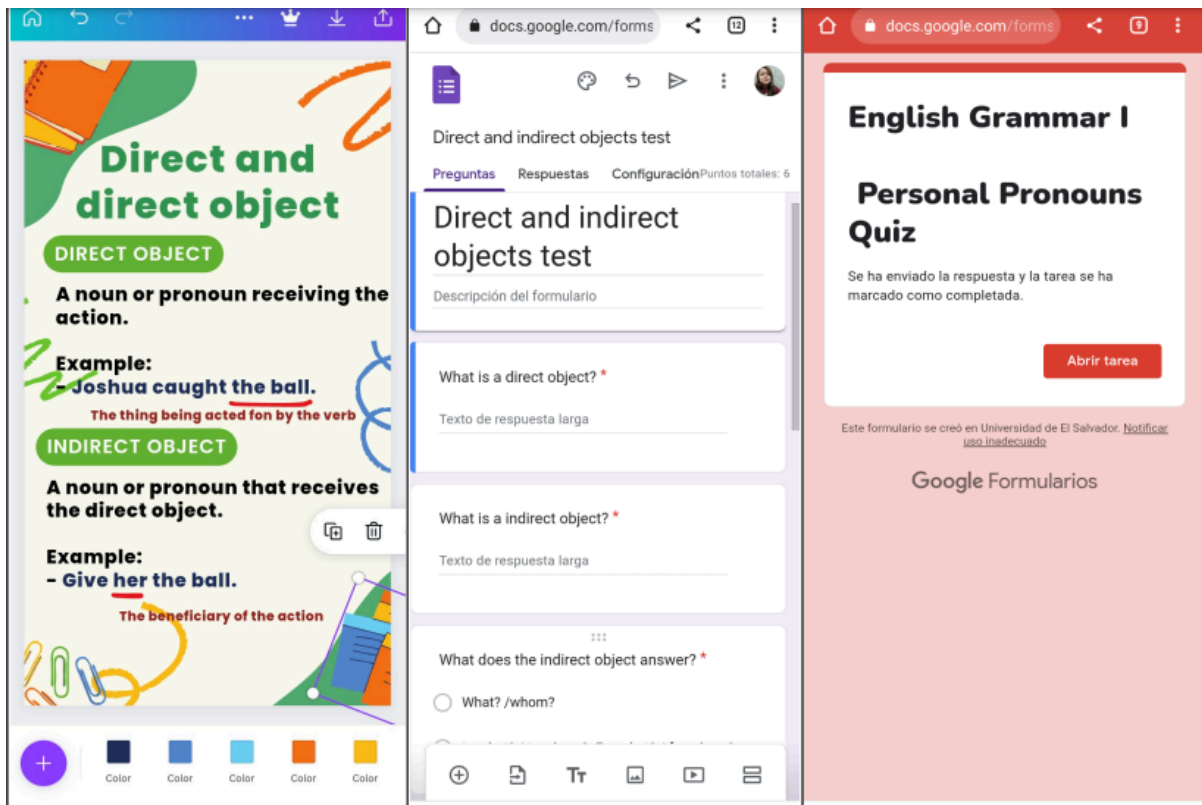


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LINK TO CANVAS INFOGRAPHIC
https://www.canvas.com/espanol/087195496/1146CEN6w24L_83738w/ed8?utm_content=05772F6E&utm_campaign=design&utm_medium=display&utm_source=sharebutton

Appendix C: Creation of a virtual classroom, the third activity of module I.



Appendix D: Demonstrative class on MEET, the fourth activity of module I.

Alba Sarai Durán de Ramírez

1. Description

For this class we will be explaining an introduction to the topic Modal Verbs, in which students will learn how to use them to create sentences.

2. Learning Experiences

- ◆ Know the difference between some modal verbs.
- ◆ Use modal verbs in sentences in appropriate situations.

3. General information

Date: Saturday, June 3rd, 2023
 Topic: Modal verbs
 Duration: 20 Minutes



4. Details of the Class

No.	Activity	Resources	Tools	Duration (mins)
1	Warm up	Video	YouTube	5 min.
2	Short reading with examples of modal verbs.	Audio	Canva	5min
3	Explanation on the use of Modal Verbs with examples.	Images	Padlet	5 min.
4	Exercises	Game	Wordwall Canva	5 min.

Appendix E: Infographic about Technological Tools, first activity created in module II.

TECHNOLOGICAL TOOLS

FOR EDUCATIONAL PURPOSES


WORDWALL

FEATURES:

- Free online tool
- Fast and easy to use
- Variety of customizable templates
- Variety of mini games (hangman, Whac-A-Mole)
- Track student's results
- Access from any device

OBJECTIVE:

To encourage students' participation and assess students understanding.



TOPICS:

Grammar: adverbs, parts of speech, verb tenses, etc.
Vocabulary: match words with their definitions.


BLOOKET

FEATURES:

- customizable games for educators.
- user-friendly platform
- offers a range of game types
- Suitable for all age groups and subjects
- affordable
- Sharing games

OBJECTIVE:

To encourage students' participation, motivate and evaluate their performance.



TOPIC:

Grammar: sentence structure. Vocabulary: Prefixes and suffixes.


POWTOON

FEATURES:

- Create animated presentations
- Ease of use
- Wide variety of customized pre-made templates
- Voice recording
- Teachers can upload their own media content
- Sharing content


OBJECTIVE:

To introduce the contents.



TOPIC:

Grammar concepts, definitions and examples of vocabulary summary of books, animated dialogues like cartoons.





QUIZLET

FEATURES:

- Several study modes: Flashcards, Match, Test, Learn
- Create several study sets (collections of flashcards)
- Customize pre-made study sets
- Quizlet live : live classroom game.
- Create flashcards, game based quizzes
- Add images, videos and sounds to quizzes

OBJECTIVE:

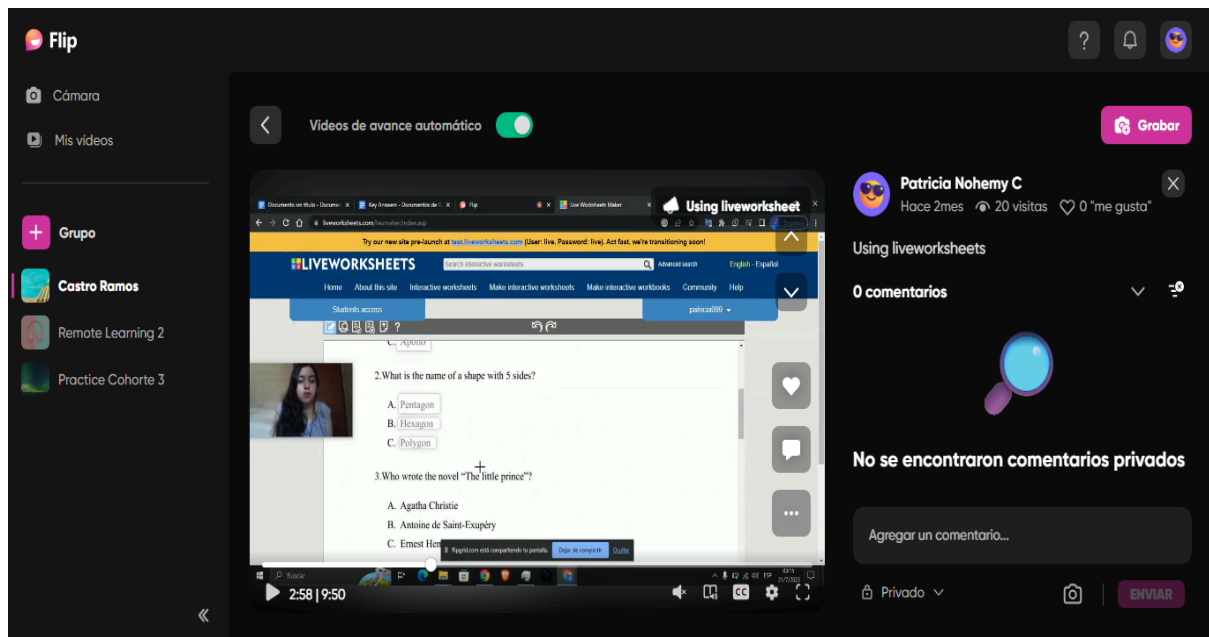
- To activate prior knowledge.
- Evaluate students' performance.

TOPIC:

Grammar concepts, phrasal verbs, idioms, phonetic symbols, synonyms and antonyms.

Appendix F: Video Tutorial in Flipgrid about using Liveworksheets.



Appendix G: Elaboration of a video in Powtoon to show the advantages of using technological tools in an online class.



Appendix H: Syllabus module III

1. GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	September – October 2023
1.7. Major Academic Unit:	Foreign Languages Department
1.8. School:	School of Arts and Sciences
1.9. Module Term:	8 Weeks/ 2 Months
1.10. Hours per Module:	50 Hours
1.11. Professor:	MEVA. Sey Danisia Najarro de Alvarado

Appendix I: Podcast.

The screenshot shows a Spotify profile for 'Elisa Del Carmen Vigil'. The profile banner features the text 'PAST TENSES' and 'VERB TENSES' in large, bold letters. Below the banner, there are navigation tabs for 'All', 'Popular tracks', 'Tracks', 'Albums', 'Playlists', and 'Reposts'. The 'Spotlight (0/5)' section is visible, along with a 'Recent' section showing two tracks: 'Learn the PAST TENSE in 4 minutes' (13 days ago) and 'Past Tense Podcast' (20 days ago). The right sidebar shows 'Followers: 0', 'Following: 0', and 'Tracks: 2'. There are also links for 'Go mobile' (App Store and Google Play) and 'Legal - Privacy - Cookie Policy - Consent Manager - Imprint - Artist Resources - Blog - Charts - Language: English (US)'.

Appendix J: Interactive Image

