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

TITULO:

“IMPLEMENTATION OF EDUCATIONAL TOOLS IN THE ONLINE ENGLISH TEACHING PROCESS”

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Informe final de curso de especialización administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros

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ABSTRACT

The present report is a summary of what was taught, learned and practiced during the three modules of the specialization on Virtual Environment. Technology has changed the way we work, and also the way people learn. This report explains the different LMSs learned, and its purpose to teach English, and how these tools encourage students to learn actively and help them to lose the fear to participate in class. Maybe if the pandemic had not occurred, people would not see the importance of technology in their lives, and teachers would not feel the need to be more prepared. During this specialization, students learned to use very interesting tools and resources, and how teachers should prepare their material, what colors they should use, and the different tools that can be used in a class, and how they can adapt those tools depending on the topics they want to present and the student's age range as well. As future teachers, participants are under the pressure to be successful and to know as many tools as possible to innovate in classes and encourage students, but two years ago, students did not have the chance at the University to learn and practice the virtual learning process in a deeper way.

Key words: Virtual tools, learning management systems, ICT tools, educational innovations, online platforms.

I. INTRODUCTION

Technology provides an entire world of possibilities to teach and learn a second or third language. Covid-19 has changed the way people teach and learn since students have been forced to study in a remote way to avoid crowds and people getting sick with the virus. Students at the Foreign Language Department had the need to start a different graduation project because to do a thesis involves going out to gather data, proofs and interview experts to get as much information as possible to design our thesis and get an answer to our hypothesis, but Covid-19 made it impossible and risky. So, the authorities of the Foreign Language Department needed to hurry up and design a specialization so the students could have a better option to get their diploma and not put themselves under risk. This is how the pre-specialization course entitled "Administration of Virtual Environments for the Teaching and Learning of Foreign Languages"

This specialization was divided into three modules. Firstly, the team learned about Information and Communication Technology (ICT). Definitely, technology has changed the learning process a lot, and it is the future professional's responsibility to be as much up to date as possible with different tools that will help them to design incredible and creative material to teach English to the new generations. This specialization is not the end of the career as an English teacher, it is just the beginning.

The present report contains some descriptions of each activity that was performed during the three courses, such as how to create a podcast, how to create a website in Google site, or even funnier how to create videos is PowToon with cartoons always applying an interesting English topic to help the students to understand better the lesson. Algo, this report contains the description of the different tools the team could learn to implement them

in a virtual classroom such as: Google meet, Google classroom etc. Finally, this report will show the importance for the teachers to use the different technological tools during the new online modality in order to help the students in their learning process to make it easier and more efficient.

II. OBJECTIVES

General objective:

- To describe the different types of tasks and activities the students developed during the specialization of Design of Didactic Material for Virtual Environment at the Foreign Language Department of the University of El Salvador.

Specific objectives:

- To analyze the purpose of each module by providing specific information of what was executed in each module such as: activities and tasks.
- To explain the different concepts that were practiced during the specialization.
- To highlight the important and impact of Information and Communication Technology (ICT) and Learning and Management Systems (LMS).

III. THEORETICAL FRAMEWORK

Language is one of the significant elements that affect international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Grebe& Stoller, 2002). In addition, Ahmadi (2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning. According to Becker (2000), computers are an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high-quality education. According to Bull and Ma (2001), technology provides unlimited resources to language learners. Harmer (2007) and Gensler (2015) emphasized that teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Through using technology, teachers can create many authentic materials online using different technological tools, and it can provide students interest and they can be motivated in learning a new language.

Technological development

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014: Murphy, DePasquale, & McNamara, 2003). Rival says that, the advantages of learning combined by educational technology are, firstly to accommodate slow participants in more individual ways, secondly, to stimulate student learning interest

in doing exercises or assignments given by teachers. From the benefits obtained, the use of technology in education is believed to increase the results and motivate the students themselves. Improving learning outcomes directly is an indicator of effectiveness and efficiency in implementing learning. So, the development of learning by utilizing this technological development is very important and must be used by the teacher or educator as well as possible.

Discussing the positive impacts or benefits of educational technology, the negative effects also exist. If the display of the contents of the learning is not well designed or just like a learning textbook, it cannot increase the motivation of students because they will quickly get bored. In addition, teachers who do not understand the application of technology will not be able to design learning through this technology, because of the limited knowledge about the technology possessed by these educators. The relationship between teacher and students is only as a facilitator while students need to develop their ability to understand the material or topic presented by the teacher. So that students learn happily and enthusiastically. Educators or teachers need to be innovative and creative in making teaching methods for students so that the learning process is more interesting and can reach the target learning. This can happen if the teacher continues to update the teaching materials by using varied learning technological methods.

CONCEPTS

1. Technology

Technology is a body of knowledge devoted to create tools, processing actions and the extracting of materials. However, it is also the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment make it easier, drawing upon such subjects as industrial arts, the branch of knowledge that deals with the people and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

The word technology comes with every sentence to aim and reflect the use of information and communication in technical and smart ways like TV, radio, computer, hardware, satellite system and so on. Technology helps to make our world simple in everything.

2. Information and Communications Technology (ICTs)

UNESCO (1999) defines the Information and Communication Technologies known as ICTs as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". It refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication means.

In the past few decades, information and communication technologies have provided society with a vast array of new communication capabilities. For example, people can communicate in real- time with others in different countries using technologies such as instant messaging, voice over IP (VoIP), and video-conferencing. Social networking websites like Facebook allows users from all over the world to remain in contact and

communicate on a regular basis.

3. **Learning Management system** (**LMS**)

It is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.[1] The learning management system concept emerged directly from e-Learning. Learning management systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s, learning management systems have faced a massive growth in usage due to the emphasis on remote learning.

4. **Technological Resources.**

In order to design, create, or provide a product or service, it takes technological resources to make it happen. Technological resources cover a wide range of things including machines, energy, data, tools, and of course, people, without whom none of the prior mentioned things would be possible.

5. **Platforms**

A platform is an integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management.

Types of ICT tools in the language learning process

Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003) classify the ICTs tools as:

Informative tools - Internet, Network Virtual Drive, Intranet systems, Homepage, etc.

Informative tools are applications that provide large amounts of information in various

formats such as text, graphics, sound, or video. Informative tools can be regarded as a passive repository of information (Chen & Hsu, 1999). Students can use these tools in order to look for more information that can help them to improve the English skills they prefer:

Constructive tools - MS Word, PowerPoint, FrontPage, Apps, Lego Mindstorms, etc.

Constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students' understanding. In learning a second language, Microsoft Word manages to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries checkers.

Communicative tools - email, SMS, Social Network, etc.

Communicative tools are systems that allow easy communication between teachers and students or between students outside the physical barrier classroom. It includes email, electronic bulletin boards, chat, teleconference and electronic whiteboard. Synchronous communicative tools such as chat or video conference enable real-time communication while using the tools of communicative.

Collaborative tools - discussion boards, etc. forum

Collaboration tools of ICTs are currently the focus of much interest and are emerging as development of new tools that make online collaborative projects a realistic option for distributed group work. The Internet can be used for many collaborative activities such as meetings, discussions taking place, working on documents, information dissemination, and other tasks

Benefits of Utilizing ICTs in Education

Most of the simple basic use of ICTs devices in the educational environment led to the following benefits:

- Enhanced the modes of communication.
- Cost- efficient.
- Paperless: Eliminate the usage of paper
- Better teaching and learning methods
- Enhanced data and information security
- Minimize cost and save time.
- Easy student management.

Disadvantages of Utilizing ICTs in Education

- Misleading information.
- Risk of cyber-attacks and hacks.
- A risk to the traditional book and handwriting methods.
- Implementing computers and the internet for ICT replace the conventional education curriculums.
- Managing courses online is difficult.
- Misuse of technology.

EDUCATIONAL INNOVATIONS

Increasingly, innovation in education at school is more than just a buzzword. It is fast becoming a way of learning and teaching for both students and teachers respectively. Innovation in education encourages students and teachers to research, explore, and use all the tools to uncover something new.

Innovation involves a different way of looking at problems and solving them. It also improves education because it compels students to use a higher level of thinking to solve complex problems. Innovation does not just mean the use of technology or new inventions, though these can contribute to innovation. Innovation involves a new way of thinking, thereby helping students develop their creativity and problem-solving skills.

The importance of Innovation in education can be a rather intangible concept and can mean different things to different people. However, there are very real and tangible benefits of innovation in education. Innovation cannot be tested or graded, but it can be inculcated and built up in students. In this environment of high-stakes testing, it can be incredibly difficult to introduce innovation and creativity in the classroom.

It is a fact that teachers have to innovate in the teaching process particularly in the design of educational materials, and elaboration of materials such as: podcasts, online presentations, interactive images, videos, among others, by using technological tools such as: Edpuzzle, Flipgrid, Flippity, Live worksheets, Nearpod, padlet, Kahoot, Classroom Screen, PowToon. Also, it is fundamental to mention that education specifically, the virtual or online teaching approach, should use different LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

IV. DESCRIPTION OF THE ACTIVITIES

❖ MODULE 1

This module was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and used platforms like TEAMS or Meet for synchronous activities. This module also provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

- **Discussion forum**

Discussion forums are perhaps the earliest form of social media platform. Early adopters of Internet technology may recall news groups or special interest groups (SIGs) that were hosted on the early websites and systems connected to the Internet. These communities were rooted in technical topics but eventually expanded to cover just about any category that could attract an audience.

In this activity the students analyzed and identified the importance of learning theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher promoted among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities.

- **Virtual classroom**

Google Classroom: It is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. As of 2021, approximately 150 million users

use Google Classroom. Google Classroom integrates a variety of other Google Applications for Education, such as Google Docs, Google Sheets, Google Slides, Gmail, and Google Calendar into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private "class code" or be imported automatically from a school domain.

Google meet: (formerly known as Hangouts Meet) It is a video-communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat.

The use of tools related to web 2.0 was for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms. The activities of this module developed online and cooperative learning emerged spontaneously. Finally, students worked on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they scheduled and carried out synchronous work sessions in TEAMS or MEET.

- **MODULE 2**

This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that were used to teach online will be: Edpuzzle, Flipgrid, Flippity, Live Worksheets, Nearpod, Padlet, Kahoot, Classroom Screen, PowToon.

- **Infographic**

According to the Oxford English Dictionary, an infographic (or information graphic) is “a visual representation of information or data”. But the meaning of an infographic is something much more specific. An infographic is a collection of imagery, data

visualizations like pie charts and bar graphs, and minimal text that gives an easy-to-understand overview of a topic. For this activity, the students created an infographic to identify the principles of the use of Technological tools for teaching a language. First student Researched information about technological tools, after having analyzed the information, principles of technological tools for teaching languages were selected. The information was included in the infographic. We selected at least 4 educational tools (Example: Kahoot, Nearpod, etc.), and students used the preferred technological tool to do so.

- **Video Flipgrid**

At its most basic, Flipgrid is a video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond. The response can be made using the software's camera to create videos that are then posted to the original Topic. Students had to record themselves talking about the advantages, disadvantages and features of Edpuzzle, Flipgrid, Flippity, and Live worksheets. For recording the video, they could use a camera, smartphone, laptop or any other technological device or tool (Flipgrid). At the end of the video students made a reflection about using Edpuzzle, Flipgrid, Flippity, and Live worksheets to learn and teach a language.

- **PowToon video**

PowToon is an E-Tool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with options to upgrade), user- friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals.

Students recorded a video on PowToon. There they had to talk about advantages and

disadvantages in the use of technological tools when teaching English. To record a video on PowToon students had two options. The first one is Horizontal, they could create a video on PowToon by adding background pictures, texts, transitions, voiceover, and images. The second option was Capture. They had to prepare a PowerPoint and record themselves on PowToon. In that option, students appeared on the video. At the end of the video, they gave their point of view about using technological tools when teaching English.

- **Demo class**

A demo class can be understood as a class that the teachers can organize or deliver for their students' group of students. These classes are considered to be very beneficial for the students and their learning. That is where a free demo class comes in. Demo is short for demonstration, which means we are showing you something. In this case to demonstrate the use of technological tools such as: Nearpod, Kahoot, Padlet, or Live worksheets.

Presentation of educational products by students: Students had to do a demo class using technological tools in the development of a class. Each student had from 5 to 8 minutes to develop his/her demo class using one of the following educational tools: Nearpod, Kahoot, Padlet, or Live worksheets. To develop the demo class, the student had to select a macro skill (listening, reading, speaking and writing) or subskill (Grammar, Vocabulary or pronunciation). At the end they also created a lesson plan.

- **MODULE 3**

In this module, the team learnt how to use four Web tools for the design of educational materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students completed an integrative task through which they applied the competencies acquired during the three modules.

- **Podcast**

A podcast is audio programmed, just like talk radio, but you subscribe to it on your smartphone and listen to it whenever you like. At the beginning of the module students chose a sub topic, they were delivering during the whole activities during the course. In this activity the students planned and wrote the script for the audio in a Word document also in this file students had to include: Objectives, audience, Name of the Podcast and topic. It could be an introduction to the selected topic, then, students Downloaded background music to join it later with the audio, later the video was edited in audacity and Once it was finished, it was exported to SoundCloud, where the link was generated.

- **Interactive image in Genially**

Genially is a web-based tool, available in a free version, that allows you to create animated infographics, interactive presentations and even escape games. Use this tool to present content to your students in a fun way. Or offer it to your students as a visual aid during their oral presentations.

In this activity with the subtopic already chosen, the students had to elaborate an interactive image in Genially, first students had to Download an image related to their subtopic, it was important to Think of the type of content the team wanted to design, the students had to Include the objective of your design in the same interactive image.

- **Google presentation**

Google Slides has the basic slide presentation features, ranging from the ability to format text and add images to the ability to use layouts and themes. It also includes more advanced presentation tools such as the ability to publish to the web and great collaboration features.

The content students were going to design must have relation with the subtopic selected in

the presentation students had to Include: subtopic, name and the objectives of the presentation in the first slide. Also, title was given and students had to register with the institutional email. The presentation had to have from 20 to 30 slides, also the presentation had to Include audio, a video from YouTube, appropriate pictures, and students had to Include proper background, appropriate colors and letters size.

- **Educational Video**

Educational Video is a virtual medium that helps the individuals or students in understanding the concepts better with the help videos. Such videos are known as educational videos. Teachers can easily make such videos available for the students by teaching on any educational app.

In this activity students had to record and edit an educational video. To do it they had to Plan and write the script to make a farewell video for their students. The video should not have lasted longer than one minute, then they had to Download background music, images, etc. finally the video they had to edit it on Open Shot or any other education app and export it to YouTube.

- **Google site and google classroom**

Google Sites is a structured wiki and web page creation tool included as part of the free, web-based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Slides, Google Drawings, Google Forms, and Google Keep. Google Sites is only available as a web application.

In this last activity, students had to create a Google Site linked to a class in the Google Classroom Platform. These two tools had to integrate the activities and materials designed for the students during the whole curse. In the same website students should have made use of two technological tools they learned in Module II, such as: material created on Canvas,

PowToon, Flippity, Padlet etc. These could be to welcome the students or for them to perform a task or practice. It was important to mention that everything that was done in Classroom and on the Google, site was linked and consistent in content.

V. ACHIEVEMENTS

Students learned how to use technological tools not only to create material and develop classes, but also to involve students in a more interactive way where they can practice together and reinforce their knowledge through sharing experiences and feedback. Throughout the pre-specialization students learned how to use emerging technological tools for teaching English online, to learn the use of technological tools for teaching-learning a foreign language in a virtual modality and finally but not less important to learn how to design materials through the web and use of different technological tools.

Students learned the importance of online English Teaching. In the first module this team learned how to set up virtual classrooms through the use of Learning Management System and develop asynchronous material and activities in order to students can practice by themselves and synchronous activities with the use of platforms to involve students into a more familiar environment where they can feel free to share their comments, feedbacks, knowledge and experiences among themselves. The importance about the asynchronous and synchronous materials and how to take advantages of both of them is what we learned in this module

Another achievement that the team got was to learn how to use the different technological tools for teaching-learning a foreign language in a virtual modality. Students developed, designed and presented activities thinking on how students can learn new contents in the class through different activities. Also, the students learned how to take advantage of different technological tools creating materials to present the content not only in an interesting way using audio and visual elements but also in an interactive way between

teacher-students and student-students to have a more dynamic class.

In the last module the students were able to create a website to include different technological tools as a whole part. Students created a podcast where an student was able to listen as a short explanation to and introduction to our topic, besides that we designed a interactive images to make students feel interesting in the topic through the use of visual elements, music, definition and links which take them to different windows where they could practice the topic in matter, also it was added to the website an online presentation which included a deeper information about the topic, finally students created a video to close the topic, as a summary of what we wished to students learned through the website.

The importance of the acknowledgement about the emerging technological tools, the use of technological tools to make student do asynchronous and synchronous activities and the use of the web tools to involve students into the online environment to teach and learn a foreign language as English were the most important achievements that this team reached throughout the pre-specialization.

VI. CONCLUSIONS

The group concludes that getting students involved in an asynchronous activity makes students develop self-taught and independent, but more open to share their knowledge through synchronous activities making students develop their skills not only as singular but also as a group.

The team also concludes that through the use of technological tools for example: ed puzzle, live worksheet, Nearpod among others, it is easier not only for teachers but also for students to get involve into a more interesting, interactive and dynamic class where they can practice and share their comments making the class an appropriate learning environment.

This team concludes that, through the use of different technological tools and platforms, we can create a more audio-visual, colored and attractive class, activities and assessments to make learners feel motivated and interested at the moment to carry out any type of task. Taking advantage of technological tools could be an easier way to involve students.

The participants conclude that technological tools are indispensable nowadays since technology has become part of our daily life and education isn't the exception in this new century, therefore to learn how to use technological tools is essential in the teaching-learning of a foreign language as English. Therefore, making use of technological tools and platforms should not be an option at the moment to prepare our classes and at the moment to develop them.

VII. RECOMMENDATIONS

- The team recommends to the Foreign Language Department authorities to assign more training for teachers of the Department in the use of technological tools to provide to their students with the most updated information in an interactive way.

- This research team also recommend to the authorities of the Language Department, to give more professional development to the teacher in how to use online education to perform a great job in their online class

- The team recommends to the authorities of the Foreign Language Department to investigate more about the different tools they can use in their online classes but also to get more information about the different websites where they can create excellent and innovative material for their students.

- Finally, we recommend to the teachers to take advantage of the different LMS, Technological tools and materials can be found or created by using different online resources, to always be better in our teaching process but also to make students be able to engage into the online class.

VIII. WEBLIOGRAPHY

Learning management system

Website title: En.wikipedia.org

URL: https://en.wikipedia.org/wiki/Learning_management_system

The Importance of Innovation in Education -Vikas The Concept

Website title: Vikas The Concept School -

URL: https://vikasconcept.com/the-importance-of-innovation-in-education-2/

Educational Technology, O. (2017). Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update [eBook] (2nd ed.). Washington, D.C. Retrieved from https://tech.ed.gov/files/2017/01/NETP17.pdf.

Demo Class - Meaning and Definition- Glossary- Teaching Website title: Teaching

URL: https://www.teachmint.com/glossary/d/demo-class/

15 Learning Managing System examples:

URL: https://www.edapp.com/blog/10-learning-management-system-examples/

Language and Education:

URL: https://education.stateuniversity.com/pages/2154/Language-Education.html

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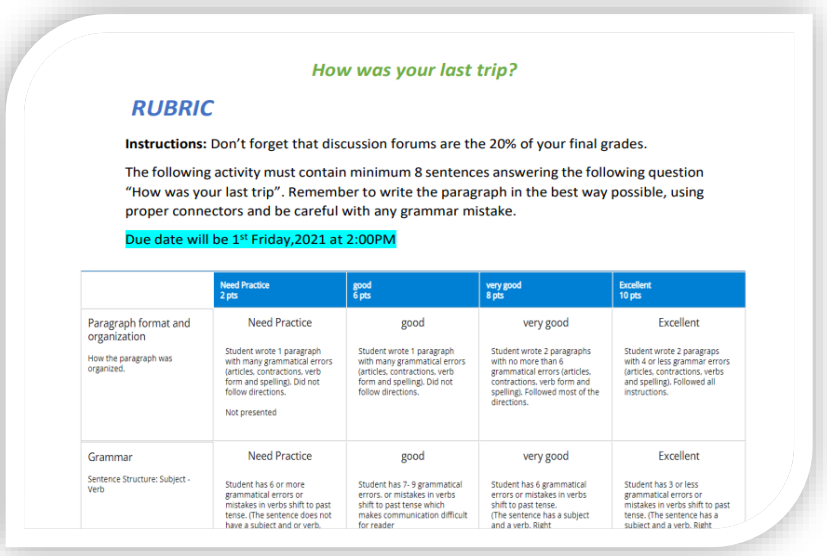
X. APPENDIXES

APPENDIX A

Module 1

LMS (Learning Management System) asynchronous activities, for instance Moodle; and used platforms like TEAMS or Meet for synchronous activities.

- *Jenniffer Velasquez´s activities*



How was your last trip?

RUBRIC

Instructions: Don't forget that discussion forums are the 20% of your final grades.

The following activity must contain minimum 8 sentences answering the following question "How was your last trip". Remember to write the paragraph in the best way possible, using proper connectors and be careful with any grammar mistake.

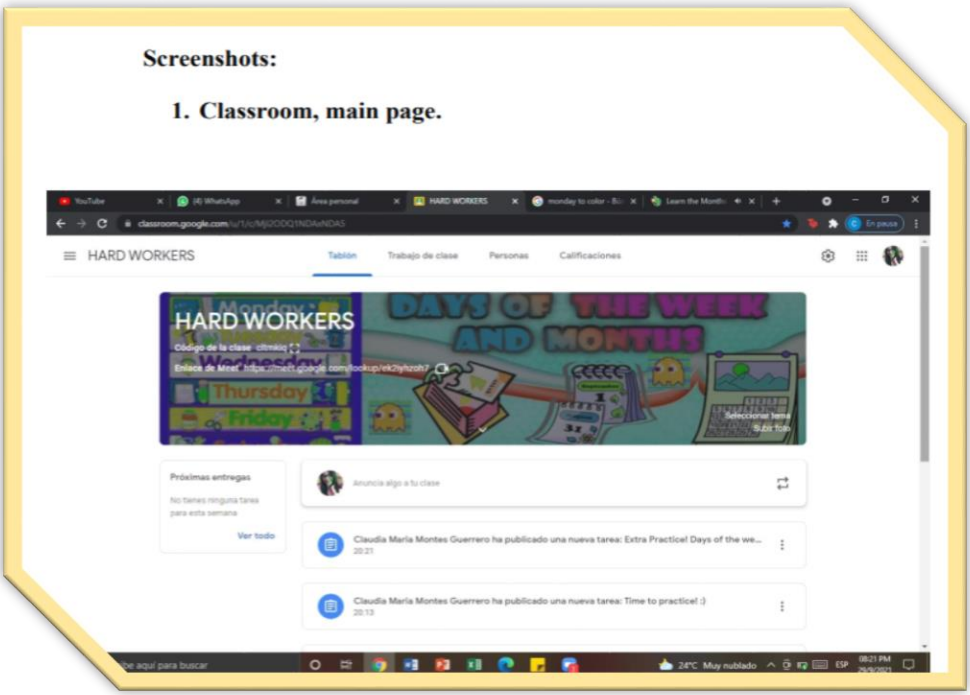
Due date will be 1st Friday,2021 at 2:00PM

	Need Practice 2 pts	good 6 pts	very good 8 pts	Excellent 10 pts
Paragraph format and organization How the paragraph was organized.	Need Practice Student wrote 1 paragraph with many grammatical errors (articles, contractions, verb form and spelling). Did not follow directions. Not presented	good Student wrote 1 paragraph with many grammatical errors (articles, contractions, verb form and spelling). Did not follow directions.	very good Student wrote 2 paragraphs with no more than 6 grammatical errors (articles, contractions, verb form and spelling). Followed most of the directions.	Excellent Student wrote 2 paragraps with 4 or less grammar errors (articles, contractions, verbs and spelling). Followed all instructions.
Grammar Sentence Structure: Subject - Verb	Need Practice Student has 6 or more grammatical errors or mistakes in verbs shift to past tense. (The sentence does not have a subject and or verb.	good Student has 7- 9 grammatical errors. or mistakes in verbs shift to past tense which makes communication difficult for reader.	very good Student has 6 grammatical errors or mistakes in verbs shift to past tense. (The sentence has a subject and a verb. Right	Excellent Student has 3 or less grammatical errors or mistakes in verbs shift to past tense. (The sentence has a subject and a verb. Right

- *Claudia Guerrero´s activities*

Screenshots:

1. Classroom, main page.



Video Class Planning

(Claudia Montes-mg14092)

1. **Description**

For this class we will be teaching vocabulary about types of animals such as wild, domestic and farm.

2. **Learning Experiences**

- ❖ Use of the structure "I like" and "I don't like" to talk about types of animals.
- ❖ Use of the vocabulary about different types of animals.
- ❖ Create a short description using the new vocabulary.

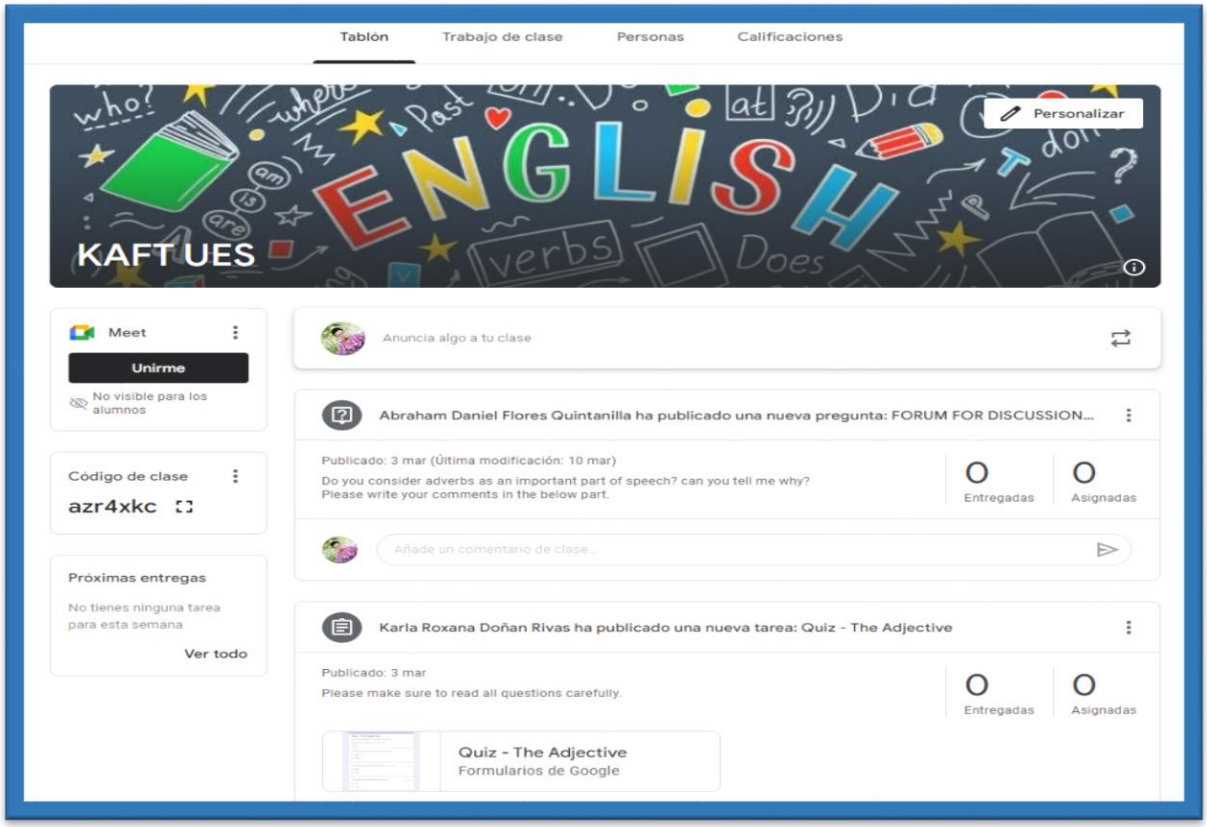
3. **General information**

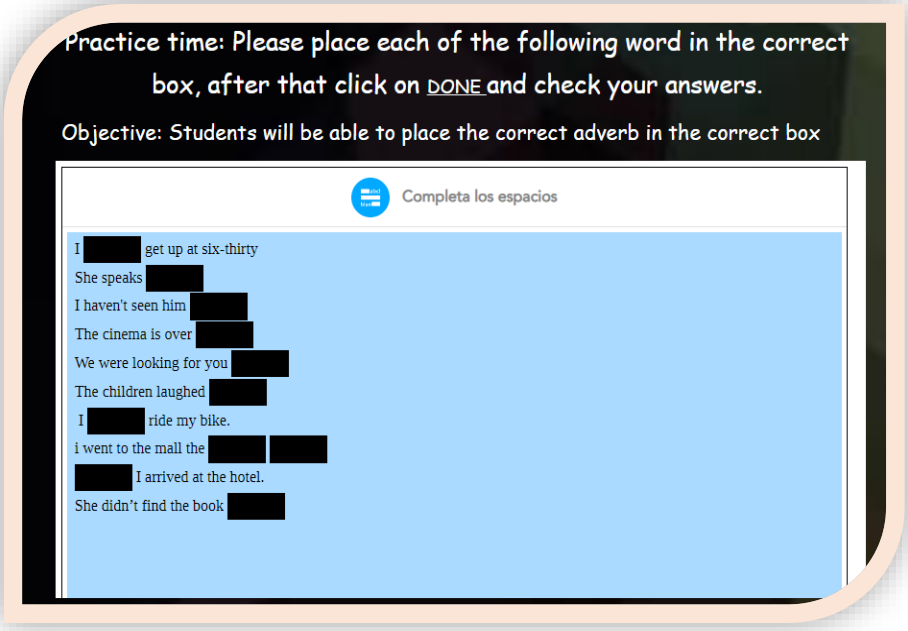
Date: October 9th
Topic: Simple present to talk about Types of animal vocabulary
Duration: 10 minutes

4. **Details of the Video Class**

No.	Activity	Resources	Tools	Duration (mins)
1	Warm up	Images and questions	Meet (screen sharing), PPP	2
2	Topic Presentation	Presentation	Meet (Screen Sharing, PPP)	3
3	Memory Game	Webpage	Meet(Screen sharing)	2
4	Create a short description about "A Day in the zoo"	Image	Meet (screen sharing, PPP)	3

- *Daniel Flores´s activities*





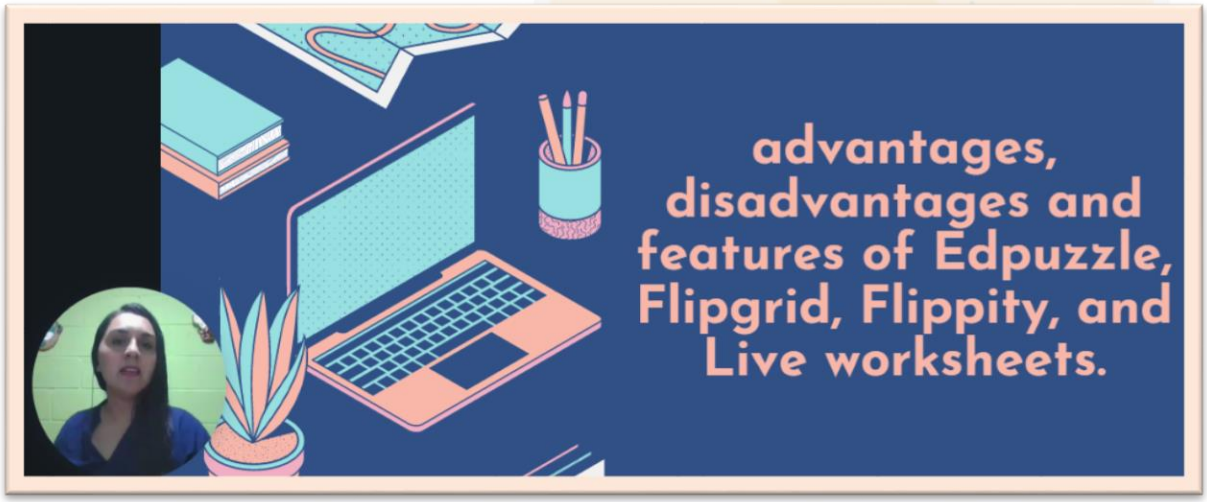
APPENDIX B

Module 2

The technological tools that were used to teach online will be: Edpuzzle, Flipgrid, Flippity, Live Worksheets, Nearpod, Padlet, Kahoot, Classroom Screen, PowToon.

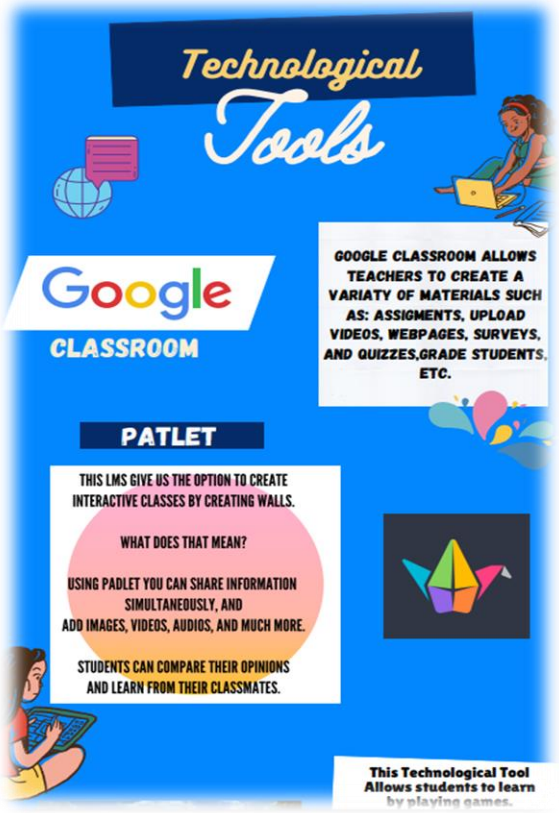
- *Jenniffer Velasquez´s activities*

Infographic created in Canvas



- *Claudia Guerrero´s activities*

******Infographic created in Canvas***



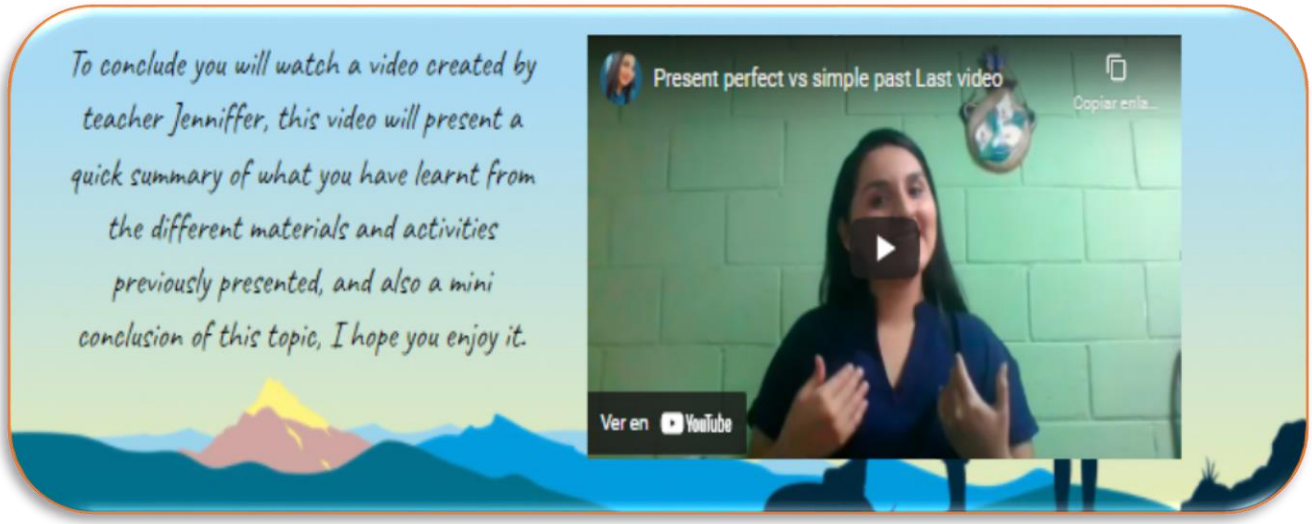
- *Daniel Flores´s activities*

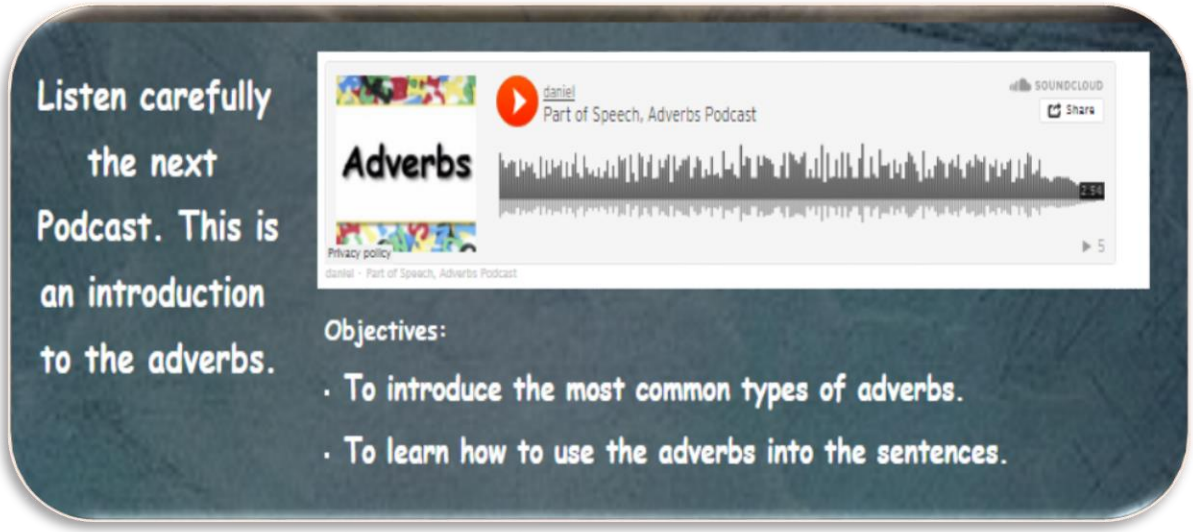
APPENDIX C

Module 3

Elaborate materials such as: podcasts, online presentations, interactive images, videos, among others.

- *Jenniffer Velasquez´s activities*



- *Claudia Guerrero´s activities*

- *Daniel Flores´s activities*