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SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES**



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EDUCATIONAL TOOLS APPLIED TO E-LEARNING IN ORDER TO IMPROVE THE KNOWLEDGE ACQUISITION IN LANGUAGE LEARNING.

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PRESENTED BY: **CARNET**
RONNIE ODIR PORTILLO CONSUEGRA (PC15016)
MARYURY TATIANA GONZÁLEZ LINARES (GL15009)
OSCAR ALEJANDRO AVELAR RAMÍREZ (AR15022)

**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
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**LIC JUAN ANTONIO FLAMENCO FLAMENCO, MsD.
SPECIALIZATION PROFESSOR**

**LIC. MIGUEL ÁNGEL CARRANZA CAMPOS, MsE.
GENERAL COORDINATOR OF THE GRADUATION PROCESS**

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL
SALVADOR, 11 DE MAYO DEL 2022.**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

MSC. ROGER ARMANDO ARIAS ALVARADO
RECTOR

DR. RAÚL ERNESTO AZCÚNAGA LÓPEZ
ACADEMIC VICE-RECTOR

ING. AGR. JUAN ROSA QUINTANILLA QUINTANILLA
ADMINISTRATIVE VICE-RECTOR

ING. FRANCISCO ANTONIO ALARCÓN SANDOVAL
GENERAL SECRETARY

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

MSC. OSCAR WUILMAN HERRERA RAMOS
DEAN

MSC. SANDRA LORENA BENAVIDES DE SERRANO
VICE-DEAN

MSC. JUAN CARLOS CRUZ CUBIAS
SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

MSD. ANA GRACE GÓMEZ ALEGRÍA
HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

MSE. MIGUEL ÁNGEL CARRANZA CAMPOS
GENERAL COORDINATOR OF THE GRADUATION PROCESS

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ABSTRACT

The use of technology has become an important part of the learning process in and out of the class. Every language class usually uses some form of technology. Technology has been used to both help and improve language learning, and it enables teachers to adapt classroom activities, thus enhancing the language learning process. It continues to grow in importance as a tool to help teachers facilitate language learning for their learners. This report focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies.

The specialization course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages was created due to the need of students to continue with the graduation process that was delayed as a consequence of the pandemic and the difficulties in carrying out the thesis project. This course was addressed on the fundamentals of online education and its application on the English Language Teaching conveyed to the virtual or online teaching approach, The main objective of this course was to analyze and identify the importance of Learning Theories for the development of English language teaching methodology, creating materials for virtual learning environments, and apply them in the use of resources related to web 2.0 worth the purpose of involving students in their assignments with a change of environment as learners and as facilitators in their virtual classrooms.

Keywords: foreign language, virtual environments, educational tools, E-learning, assessment, classroom activities.

I. INTRODUCTION

Teachers commonly use traditional media such as flashcards, whiteboards, puzzles, and toys to teach English. It becomes difficult for the teacher to use digital media because it is not familiar to them. Video, song, and recording are examples of digital media. In explaining the material, the teacher can use appropriate media to make the students easier to understand the material. Hence, an appropriate learning media should contain pictures, music, text, audio of how to pronounce the word, vocabulary that is easy to remember, and an internet-based that is accessible for EFL students.

This report aims to explain that the use of online resources as media could enhance EFL students' English skills such as listening, speaking, reading, writing and the benefit of virtual tools as learning media. In the specialization course: Administration of Virtual Environments for the Teaching and Learning of Foreign Languages, the research team went through tools designed for online education as media could improve students' English skills such as listening, speaking, reading and writing. Many features supported it in the creation of virtual environments, namely podcasts, videos, animation, text and character, that can create the enjoyment of learning in the EFL classroom, increase students' motivation and fulfill students' needs in learning English.

To avoid student stress in the learning process, students review the procedure to prepare a good learning environment that requires students to practice their English skill by using Powtoon as media as a good choice to improve EFL students' English skills. Besides, these online resources have many benefits in learning English. First, they promote interaction. Second, they have many features such as text, font, animation, and music that can engage students' attention in the learning process. And finally, these tools can be used to teach a small or big group that makes students focus on the learning process.

II. OBJECTIVES

General Objective:

To underline the learning process applied to theories for teaching English online using emerging technological tools, as well as, the procedure of designing digital materials for use in the teaching and learning of foreign languages.

Specific Objectives:

In this report, readers will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To know about multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To understand the creation process of a virtual classroom using a Learning Management System available.
- To demonstrate how integrating tools can enhance the Virtual Learning Environment

III. THEORETICAL FRAMEWORK

The year 2020 was atypical. The COVID-19 pandemic has affected educational systems around the world, and the academic life at the University of El Salvador is not the exception. For this reason, it is extremely important to mention the impact that the Covid-19 global pandemic has had on the administrative process of the students registered in the graduation process from Bachelor of Arts in English Language Teaching and Bachelor of Arts in Modern Languages of The Foreign Language Department at the University of El Salvador.

This report discusses the potential of virtual learning environments as a solution to meet the challenges faced when designing learning and integrating technology for language courses in higher education today. With the proliferation of the Internet, Web 2.0 applications, social networks, and gaming, students are involved in highly engaging activities in their everyday lives. According to Lankshear and Knobel (2007), youth in the developed world share a whole new mindset that is different from the traditional, industrialist mindset, and is characterized by a sense of existence and spatiality that extends to the virtual space. This “post-industrial mindset” also incorporates much of what has been said about Web 2.0 in terms of collaboration, production, and participation.

One of the major tasks faced by today’s world is that of bridging the “new” mindset of digital insiders and the “old” mindset on which models of education are still based. Most teachers do not have access to modern technology, they still have been using the same programs or platforms they used to have years ago as Moodle, Edmodo, and the institutional platform, or it might be only using the book, and not implementing any type of technology. So, the first challenge is for teachers to get engaged with the new ICT and leave alone the old-fashioned methods used.

The use of technology in English language learning

Technology has the power to transform ELL teaching by introducing new models of connected teaching. These technologies include a host of Web 2.0 online tools that foster communication, collaboration, social and learning networks, as well as accessing information. They also include interactive whiteboards, tablet PCs, projectors and other tools that allow schools to present information in ways that encourage discussion and collaboration. These models can link teachers to their students and to professional content,

resources, and systems to help them improve their own pedagogy as well as to individualize learning for their students. Online educational resources and other technologies can also increase educational productivity, e.g., by accelerating the rate of learning.

Educational technology makes learning accessible in more ways than just financially, it makes it easier to overcome some of the barriers faced when studying in a traditional way. For example, Digital textbooks often have more options when it comes to how the information is presented, and often the format of a digital textbook can be more easily changed to make the information accessible to visually impaired students.

Through using technology, learners can control their own learning process and have access to much information over which their teachers cannot control. Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching, they will never be able to keep up with these technologies. Thus, it is especially important for teachers to have a full knowledge of these technologies in teaching language skills (Pourhossein Gilakjani, 2017); (Solanki & Shyamlee, 2012)

Using virtual tool to enhance E-learning

Educational technology is not restricted to individual computer use. It can involve other equipment and applications, such as videoconferencing, digital television (allowing students to interact with programs at their own pace), electronic whiteboards, and digital cameras (Jackson, 2008); (Education Week, 2007); (McCampbell, 2002); (Marshall, 2002). Educators have struggled with decisions regarding what types of technology to use and how to use them (Culp et al., 2003). Researchers agree there is not one "right" type of technology or one "right" way to use it; rather, it should match schools' learning and teaching goals and be appropriate for the students who use it (Sivin-Kachala & Bialo, 2000)

With eLearning, educational content is delivered to learners through computers, laptops, tablets, or smartphones. Not only saving time but opening many doors for interactive learning. Rather than being in a passive experience, learners can choose what they need to learn quickly and easily, wherever they are. They also learn through interacting directly with on-screen information through, for instance, dragging content from one place to the next. Moreover, the decision-making scenarios in eLearning also encourage learners to make their own choices on what they will learn next.

In eLearning, learners just soak in knowledge through reading or viewing content, it changes the way education is delivered. Also, many eLearning courses include animation, podcasts, and videos that create a multimodal and practical learning experience. The last point is, although eLearning has been around for a long time, it is staying green and continuously developing. Educators are using the advantages of technology to make learning more effective. That is why more and more online and blended learning courses are produced nowadays.

Online-learning courses

In online-learning there are two types of online-learning courses: a “partially online” and a “fully online-learning course”.

The first is one that schedules part of the class time in a traditional onsite setting and the rest of the class work is done online via the Internet. Also integrates existing resources materials that are available either in print or non-print form such as textbooks etc. Such courses promote the concept of what is commonly referred to as “blended learning”, where several approaches are used to teach a course also known as “wrap around courses”.

The other one "fully online" course is the one in which all or nearly all of the class sessions are delivered via technology. The course does not require students to travel to a classroom for instruction; however, it might require students to travel to a site to attend an orientation or to take exams. It is important to say that it is not "fully" complete because students can also study without a computer from printed materials, textbooks and other resources from libraries, materials that are not really necessary to put online, it is also called an “integrated course”.

1. Moodle

Moodle provides a flexible environment for learning communities. its purpose is to create an environment that allows for collaborative interaction among students as a standalone or in addition to conventional classroom instruction.

Moodle has great potential for supporting conventional classroom instruction, for example, to do additional work outside of class, to become the delivery system for blended (or hybrid) course formats, or even to be used as a standalone e-learning platform (Brandl, 2005).

2. Google Classroom

One of the ways that can be used to do the learning process online is to use Google Classroom. Google Classroom is to offer a platform of blended learning in schools to simplify creating assignments and getting the grade out to the students in a paperless way (Yates, 2017). It is a popular Web 2.0 tool that offers a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances (Wang, 2012). Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease online or blending learning style of teaching offers many advantages over the traditional classroom teaching style. The most influential advantages lie in its accessibility, students' scheduling flexibility, and adaptability for working (J. Gallagher, 2005).

3. Kahoot!

Kahoot! is an educational platform that is based on games and questions. Through this tool, teachers can create questionnaires, discussions, or surveys that complement academic lessons. The material is projected in the classroom and questions are answered by students while playing and learning at the same time. Kahoot! promotes game-based learning, which increases student engagement and creates a dynamic, social, and fun educational environment.

Integrating Collaborative Learning

Technology holds the potential to support EFL students by enabling multiple linguistic pathways, scaffolding, or multimedia opportunities to engage with content in a home language. This can also facilitate formative assessment and other diagnostic techniques to help teachers tailor instruction to individual EFL students' academic and language needs. Technology can also create new opportunities for students to practice reading, writing, speaking, and listening

eLearning is an educational tool that features collaboration by enabling students to share and discuss. Instead of being in a classroom and listening to teachers speak for 30 minutes, eLearning students can join an online group/platform and learn together by interacting with their peers. In this case, teachers are more accessible and act as mentors to help students

develop themselves. This collaborative learning approach has bridged the gap between teachers and students and also helps students strengthen their interpersonal skills.

The goal of collaborative learning activities is to provide students with learning opportunities where learners are able to interact while sharing and processing new information. Assessing individual learning and achieving full online participation can be difficult without the appropriate assessment tool. Assessing online collaboration can be challenging and require the instructor to create assessment tools that evaluate individual student learning and group participation. Additionally, communicating evaluation results with online learners can be just as challenging as creating the assessment tool.

Assessment

Assessing is the process of identifying specific and measurable goals, collecting evidence of student learning, and implementing changes to future instruction for the purposes of improving student achievement. Assessing student learning in the online environment can be in the form of formative or summative assessments. e-Learning can create a much richer, more varied active learning experience than would normally occur via the passive didactic teaching mode currently utilized in most universities and centered on the use of the lecture, it also has the potential to provide new and innovative assessments modes and systems.

a) Formative assessment:

Formative assessments are ongoing and can occur at several points throughout a course. The objective of formative assessments is to monitor student learning, which will provide the instructor ongoing feedback that can be used to improve teaching and instruction. More specifically, formative assessments help learners identify personal strengths and weaknesses and help to create future learning goals.

In which the results of the assessment are used to modify instruction, can enhance instructional effectiveness. Educators recognize and understand the power of formative assessment, especially the conditions of use to strategically improve instructional practice and student learning. Without prompt feedback, learners may waste time practicing incorrect skills.

Additionally, formative assessments are generally low stakes assessments, having low or no point values. Some formative examples include: Student self-reflections, self-assessments, discussion rubrics, collaborative assessments, peer-to-peer feedback, and student working portfolios.

b) Summative assessment:

When the information from an assessment is used solely to make a judgment about the level of competence or achievement, it is a summative assessment. In the classroom, an assessment is summative when it is given to determine how much students have learned at a particular point in time, for the purpose of communicating achievement status to others. The communication usually takes the form of a symbol, a letter grade, a number, or a comparison to a standard such as “meets the standard” or “proficient” that is reported to students and eventually to parents.

The objective of summative assessments is to assess student learning at the end of a course by comparing it against a previously set standard or benchmark. Information from summative assessments can be used to focus and realign overall course objectives and assignments for future course offerings. Summative assessments are often high stakes, having a high point value. Examples of summative assessments might include: Midterm exams, final projects, extended writings, or a final portfolio. However, using only summative assessment types ignores many of the basic guiding principles of collaborative online student assessments.

Summative assessments are not bad or wrong; they are just not formative. They have a different purpose: to report our level of achievement. Mislabeled them as formative, or using summative assessment information in formative ways, will not generate the achievement gains realized in formative assessment research studies.

Ways to assess online collaboration

a) Self-Assessments.

Assessing student learning can happen in several ways to include learner self-assessments. Self-assessments can be considered formative or summative depending on how learner results are used to guide future instruction and learning. Collaborative activities are best assessed collaboratively and with the appropriate rubrics learners can assess their own learning and the learning of others easily. According to Pratt (2005) learners often know more about the level of participation each group member contributed than the instructor. Learners who actively engage in

collaborative activities retain new information and increase their ability to self-reflect. Finally, instructors can quickly assess student learning by asking questions such as:

“How well do you feel you met the learning objectives?”

“What grade do you feel you deserve and why?”

“Based on the collaborative assignment expectations, what grade do you feel each participant should receive and why?”

b) Reflective Assessments.

Meaningful self-reflections are important assessment tools for determining the level of online learning interactions, community building, and overall understanding of learning objectives. Critical self-reflection is a significant part of transformative learning. Self-reflective assessments allow learners to connect with content at a much deeper level and provide the instructor with evidence of individual learning. Learner self-reflections can be completed via instructor made surveys or through journal writing. Requiring learners to provide significantly relevant peer-to-peer feedback increases their own self-reflective skills. Furthermore, the process of self-reflection forces learners to compare their standard for learning to the learning standards of other group members. It is recommended instructors provide learners with clear peer-to-peer feedback expectations, which include providing others with quality, timely, and professional feedback.

c) Collaborative Projects.

Collaborative projects, or performance-based activities, are essential to the learning process of online class environments. This is especially important in a constructivist account of learning, where the instructor is replaced by knowledge and experiences of other learners. Collaborative projects, such as group –portfolios, are designed to exploit the benefits of collaborative peer learning through the use of technology. Peer interactions provide opportunities for learners to develop critical thinking skills and allow the instructor to assess mastery of overall course goals and objectives. However, participants of collaborative group projects can best assess collaborative projects. Additionally, instructors may ask learners to assess and justify their view, compare it with that of other collaborative group members, or revise existing beliefs. The use of rubrics, with appropriate examples and project expectations, be provided to learners to help guide them in the project completion.

d) Rubrics.

Ultimately every assessment practice results in the use of a rubric, regardless of the learning environment or learning activity. Rubrics are tools that help define the performance expectations of a given task or assignment. Rubrics provide learners with assignment expectations and provide learners with a way to evaluate their own learning, as well as the learning of other participants within collaborative activities. Rubrics can be used to evaluate individual student learning, participation, or overall group performance. Collaborative activities should be assessed for the product and process. Additionally, the use of rubrics to assess learner discussions is also especially useful when evaluating a learner's ability to synthesize, analyze, and justify important and complex information. Online asynchronous discussion also allows learners the opportunity to reflect on the contributions of other collaborative group members. Furthermore, rubrics create self-awareness and provide learners the opportunity to compare their own performance against that of other participants and the instructor's performance standards.

Benefits

Firstly, EdTech benefits how teachers teach, both online and offline. Not always having to go to a specific class at a specific time, students can learn whenever and wherever. Secondly, EdTech changes the way students approach learning. EdTech makes learning more fun and exciting for students. When students feel engaged in learning, they learn better, remember better, and also apply knowledge better to real life. Lastly, technology makes education smarter, more effective, thus satisfying learners' needs more. True educators bring valuable knowledge to learners, both in theory and in real life. But smart educators are those who can create teaching from what learners want to learn.

Information and communication technologies (ICTs) have some benefits for teaching and learning. First, learners play an active role, which can help them retain more information. Next, follow-up discussions involve more information where learners can become more independent. Finally, learners can process new learner-based educational materials and their language learning skills can increase (Costley, 2014); (Tutkun, 2011)

The use of technology has changed the methods from teacher-centered to learner centered ones. Teachers should be facilitators and guide their learners' learning and this change is especially useful for learners to increase their learning (Riasati et al., 2012). Gillespie (2006)

said that the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.

Peregoy and Boyle (2012) carried a study on using technology in improving learners' reading and writing skills. The results of this study indicated that technology tools enhanced learners' reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way.

Limitations

Students are required to have internet access and at least a computer to get the information, without them, e-learning cannot be developed. Teachers must also have good technology resources to provide information to students. Furthermore, the use of computers, files and other information is complex for some students, managing computer files and online learning software can sometimes seem difficult for students with beginner-level computer skills, without mentioning other issues such as a slow Internet connection or to have to count only on outdated computers may make frustrating to access the course materials.

If a new technology begins with breakdowns and failures that require time to correct, the intensity of resistance is likely to increase significantly; ongoing support for new technology should be planned and implemented. In order to anticipate possible collateral or incidental outcomes of introducing new technology, it is worthwhile to represent within the context of the entire educational system how the new technology will be used and how it might impact other aspects of the system. It is possible, as well to make significant improvements in learning and instruction with large investments, but it is unlikely that large investments in education will be made or sustained; consequently, it is particularly important to develop theoretically and empirically based argumentation for new technology and to follow through with evidence to show exactly what the benefits are and how they might be valued.

IV. DESCRIPTION OF ACTIVITIES

A. MODULE 1

Module 1 Activities

The main task of this module was intended to analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments and apply them in the use of tools related to web 2.0 Worth the purpose of involving students in their tasks with a change of environment: as learners and as facilitators in their virtual classrooms.

The activities of this module as well as the content were divided in 8 weeks (1 topic per week) in which students developed online and cooperative learning, where Interaction and feedback took place between the facilitator and the participants, as well as between participant to participant.

Theories of Learning (essay)

For this week the main task for students was to write a comparison between theories of learning in virtual environment and theories of learning in traditional classrooms, in order to complete this activity, participants had to take into account the following theories of learning: Behaviorism, Cognitivism, Constructivism, and Connectivism. As a second task the facilitator asked to reply to two classmates' posts. Here students said if they agreed or disagreed with their partners' information, and if it was possible provided information that they considered their classmates should include in their posts.

The purpose of this activity was To demonstrate the understanding of theories of learning in virtual environments and traditional classrooms when teaching English.

Most common LMS (infographic)

For this activity, students created an infographic following specifics steps or instructions like: do a research information about the 4 most common LMS and After having analyzed the information, they had to choose or select the features of each LMS, Then include them in the infographic, for this activity participants had to keep in mind that the infographic should

represent all Learning Management Systems that they selected, so those LMSs have to be accompanied by imagery in order to be easy-to-understand, that's why the teacher explained step by step how to develop this activity using canvas.

The main objective here was to select and analyze the features of 4 Learning Management Systems (LMS) and identify the features of the selected to include them in the infographic.

Create a virtual course (Google classroom)

Here the students learned how to create a virtual course, specifically a google classroom where they had to include a welcome message, one written quiz, one video from YouTube, one audio, one pdf file & teacher's profile, for this activity the participants followed steps such as: Add the members of the team with the role of a teacher so the students got familiar with the management of the google classroom. Then, the participants must Select a macro skill (Listening, Speaking, Writing and Reading) or a subskill (Grammar, pronunciation, etc.) and as a group, it was decided to use grammar as subskill to develop their class. The main purpose of this task was to put into practice the steps learned to create an English course on Google Classroom with its basic features as well as select a macro skill or subskill to upload material to develop a 45 mins class.

Demonstrative class on meet

The last activity of the module 1 took place in groups of 5 or 6 where each group must prepare a 15-minute class, and as well as the previous activity the students must develop the class by using an specific macro skill (Listening, Reading, Speaking and Writing) or subskill (Grammar, Vocabulary or pronunciation).

At the moment of having the demo class, the students taught the class by sharing the information in a PowerPoint presentation following the structure of lesson plan that they designed, the main objective of this activity was To prepare and manage a micro-teaching lesson through Google Meet by using all the knowledge acquired through all the content delivered by the facilitator during this module.

B. MODULE 2

Module 2 Activities

In weeks 1 and 2, students were presented a list of the technological tools for educational purposes and their foundations and principles. They read about these technological resources and learned how to use them when teaching a foreign language class in a virtual environment. To wrap up what students learned, they made an infographic with the five technological tools that they would use in a classroom, and provided descriptions, advantages and disadvantages of each. The participants learned that an infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.

In weeks 3 and 4, students created material for the following educational tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. The students also created a video tutorial in Flipgrid about how to use two of the tools below, providing examples on how to go over these activities in a real classroom to enhance learning and assess progress from students. They saw the disadvantages of virtual resources and the importance of always having an alternative activity just in case one is not suitable to be done at a specific time.

In weeks 5 and 6, the research team had to create a video using Powtoon about one Educational Tool, from the ones seen in class (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Wordwall, Pear Deck, Genially). This video had to recommend the use of an Educational Tool and it was focused on teachers. In order to do this, students researched information about the educational tools, their use in online classes, their most important features, the activities that can be created with them or how to use them in class. After having analyzed the information, students selected one Educational Tool. Then prepare a description, features and uses of the Educational Tool, and create a video in Powtoon with a time limit of 3 minutes.

In weeks 7 and 8, the students developed a demonstrative class. This activity was created in groups of five students, and they presented a topic and crafted a lesson plan including as many virtual resources as they could. The participants learned to assimilate new teaching skills under controlled conditions, to master a number of teaching skills and to gain confidence when teaching in a virtual space. The challenge of these weeks was undergoing different classroom activities in order to achieve the lesson's aims. In other words, the aims are on lesson plans that describe what the students, as teachers, want learners to be able to do

by the end of a lesson, or what they will have done during it. Since there should ideally be one aim to the lesson, students learned to keep the objectives simple and use keywords, such as: to demonstrate, to investigate, to develop, to create. The aim should 'marry up' with the scheme of work and can be used to track the progress or the course or subject delivery.

C. MODULE 3

Module 3 activities

The research team got the opportunity to use the senses of sound, vision and be creative when developing each activity in an asynchronous delivery. In week 1 and 2 they were exposed to videos and guidance on how to use Audacity and SoundCloud to create podcasts. Audacity is a great program to record and edit the audio with all the features it contains. For this activity, students had to be creative and select any topic of their interest. The students selected, for example, a reading activity where they recorded themselves talking about climate change and at the end they had to upload it to SoundCloud so others could listen to it. SoundCloud is a website where you can listen to audios for different topics and they have their own playlist there too.

For week 3, the participants got introduced to Genially and GIMP, two programs that can help you edit images in a few minutes. Genially had students creating interactive images that can be used as a warm up in the lesson. They explored all the features it has like interactive elements which are buttons to click and show the question or information of the image presented. In the activity, they tried to implement everything they could to make the task more interesting and the topic catchy by adding illustrations from the site. In addition, GIMP taught us how to be editors by changing the angle, pixels, and size of a picture.

In week 4 and 5, the participants learned about the pros and cons of using Google sites as well as Google Slides. They watched videos and had the guidance of the teacher step by step on how each element could be implemented. Google sites have different templates to use, or students can create their own. The students used all the features this app offers like layouts to add pictures and information, divisions to add YouTube videos, files, subpages to organize the topic presented and inside that Google slides. Students tend to say Google Slides was the same as PowerPoint presentations; however, they got more involved in discovering how to create slides with movement inside and the easy access they have by just logging into their Google Drive from everywhere.

In week 6 and 7, students were editors again with OpenShot and Camtasia Studio. They downloaded the programs to practice in the class and watched tutorials to perform the task as the two of them have their own different tools, and features so they could decide which one to

use. The video was related to any topic of their interest, for example the Simple Past tense. The participants had to appear in the whole video and add a front page that included their name, the topic or any other detail they wished to add. Also, at the end there had to be a slide thanking you for watching the video with background music at the beginning and at the end of the video. The participants were online teachers creating videos to watch in distance education or in a virtual modality.

For week 8, that was the busiest week as the apps, programs and websites used in previous tasks were gathered into the last activity. The students had to create a Google Classroom, which was introduced before in Module 1, where they posted all our activities for a class. In one of the teams, they developed a class about volcanoes, earthquakes, tornados. The interactive image was the warm up where it gave an idea of what the complete class was about. It had information about each topic with its own image presented in the Genially interactive image. For the presentation, Google Slides was used to expose all the vocabulary and information to later go to the activities. For practice, students used Google site to give a reinforcement of the topic, vocabulary and exercises to implement everything learned. As a second practice, they used a video edited with OpenShot talking about volcanoes with images added to get the attention of the students. Finally, there was a podcast about the volcano in Mexico City with questions to discuss and a few listening comprehension questions.

Every activity was first learnt by watching how to do it in the class, then a classmate doing it, and finally performing the task to present it. These activities taught us how to elaborate digital materials for the teaching-learning of foreign languages. With online education every teacher needs to improve their curricula and implement more didactic material using technological tools and programs to create a motivated and interesting class.

V. ACHIEVEMENTS

In module 1, students displayed the understanding of theories of learning in virtual environment and traditional classrooms when teaching English such as: Behaviorism, Cognitivism, Constructivism, and Connectivism in an essay format, aside from students get the hang of on how to reply if they agreed or disagreed with their partners' information. Also, they grasped how to do research information and created an infographic using canvas to do a visual representation of information or data to describe the most common LMS keeping in mind that the infographic should represent all Learning Management Systems that they selected.

Besides that, the participants learned how to create a virtual course, specifically using a google classroom where they must include some features to represent a real course in which they added details like a welcome message, a specific task that was based on a written quiz, a video from YouTube related with our topic, one audio to develop a listening activity, one pdf file & teacher's profile as well as select a macro skill or subskill to upload material to develop a 45 mins class.

The team also learned the benefits of Powtoon media in teaching and learning activities are in line with the statement which reveals that the application of Powtoon media can help to achieve a more optimal understanding by providing easy-to remember material. This media is also more attractive for students to watch presentations because of the fun animations presented. Powtoon is a web-based tool that has various features such as cartoons, graphics, animation, and pictures. It can be used as an animated presentation in the learning process to become interesting for the students. The research team can make or find out Powtoon based on students' needs and syllabus. Also, Powtoon is an audiovisual media students can use to engage students' attention through audio and visualization.

The students also learned that Kahoot is one of the most popular evaluation methods used as an effective instrument in the learning process. As a platform of digital-based media, there are many advantages that can be gotten by using it, since it makes it easier and faster for teachers in getting assessment results, reducing the time in making and duplicating a couple of questions, and improves students' attention in understanding material actively and openly. Having in mind that Kahoot is an online media platform that is used to evaluate the results of

the learning process. It really provides many interesting and useful features, especially in doing an activity such as quiz, survey, and group discussion about learning.

In module 3 the team learned how to create podcasts for educational purposes. Podcasts consist of audio recorded using Audacity and posting that on SoundCloud. They created a great didactic material to be included in lessons for listening and speaking activities. Also, some interactive images were elaborated using Genially to get the attention of students by adding buttons to display questions or information inside a picture. Genially also contains features to add maps, videos, and any other information related to the topic with illustrations to create feelings or expressions for the topic. In addition, the team created Google sites which is a free tool, where the students could easily share videos, photos, presentations from Google slides or calendars about a course or lesson. Google sites can be also used to create an own personalized workbook including grammar and vocabulary inside Google slides, Liveworksheets, tutorials, podcasts, and material to develop in the class or as homework.

Finally, the team created videos and became editors with OpenShot, which consists of different features to add background music, transitions, pictures, and more. The video could be about grammar or a brief class to use as reinforcement or a video students can watch before the online class starts.

VI. CONCLUSIONS

This course was focused on the fundamentals of online education and its application on the English Language Teaching; addressed to the virtual or online teaching approach, like 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. Also this course allows students with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

The participants reviewed the theoretical fundamentals and the use of technological resources in the teaching-learning process in virtual environments. They developed specific activities based on instructional practices, these activities were discussed among the module in order to give and receive feedback and thus be able to improve permanently during the process. Activities such as, Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen and Powtoon. The participants learned, as well, the fundamentals and how to use at least four Web tools for the design of educational materials, such as: podcasts, online presentations, interactive images, videos, among others. There were different challenges with the programs they needed to use, but the participants definitely put into practice all the knowledge obtained in this module.

Taking into consideration that E-Learning is learning anything with the help of electronic media, usually through the internet, and it has garnered a lot of popularity in recent times, e-learning is slowly becoming a vital element of education today. Being on online learning platforms or in the form of e-books, one can easily see its presence in some way or the other. E-learning is defined for the research team purpose here as the use of any of the new technologies or applications in the service of learning or learner support. It is important because e-learning can make a significant difference: to how learners learn, how quickly they master a skill, how easy it is to study; and, equally important, how much they enjoy learning.

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent students' approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners, and digital learning tools can offer more flexibility

and learning support than traditional formats. Using mobile devices, laptops, and networked systems, educators are better able to personalize and customize learning experiences to align with the needs of each student.

It is known that there is a lot to digest when talking about educational technology trends. However, technology has seeped into education and renewed its whole teaching and learning process. Especially eLearning, an educational tool that not only increases the accessibility and convenience of education but also changes the learning behaviors and learners' desires for learning.

VII. RECOMMENDATIONS

1. Incorporation of collaborative learning in online teacher education courses might also promote more teacher use of technology in the classrooms. Teacher educators must play a key role in designing and implementing collaborative learning in online courses based on student, programmatic, and professional needs.
2. In order to compensate for the educational demands of the 21st century, it is important to use innovative approaches in education. It requires a well-designed plan that includes all the individuals of the educational hierarchy starting from top to the bottom. For preparing students from higher education institutions to adopt e-learning, professors and heads of department should reframe and restructure the approach grant to the online learning process so that a one step further can be made in the education sector in the world as eLearning provides solution to the problems existing in the education system.
3. Instructing students online is different from being face-to-face. As students move to this method of learning, teachers can discuss with them the norms that support effective learning, and also address mainly courses to use eLearning as full online classes and not eLearning as a complement to the pedagogical process.
4. Having a diverse group of students with different backgrounds, skills, and experience levels means that people are more likely to have different and varied approaches to the same field. Therefore, other types of courses should be offered for students that are interested in the translation and tourism fields.

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IX. APPENDIXES

Appendix A - Time Table from module 1.

TIME TABLE		
Week	Synchronous session	Asynchronous session
1 Saturday, August 21 st , 2021	<ul style="list-style-type: none"> • Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning 	<ul style="list-style-type: none"> • Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday, August 28 th , 2021	<ul style="list-style-type: none"> • E-learning definition and application • Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> • Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday, September 4 th , 2021	<ul style="list-style-type: none"> • Language Management Systems (most common ones) 	<ul style="list-style-type: none"> • Videos • Website • Forum to answer questions or clarify doubts
4 Saturday, September 11 th , 2021	<ul style="list-style-type: none"> • Language Management Systems (most common ones) 	<ul style="list-style-type: none"> • Inphographic • Forum to answer questions or clarify doubts
5 Saturday, September 18 th , 2021	<ul style="list-style-type: none"> • Language Management System - Google Classroom 	<ul style="list-style-type: none"> • Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday, September 25 th , 2021	<ul style="list-style-type: none"> • Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> • Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday, October 2 nd , 2021	<ul style="list-style-type: none"> • Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET 	<ul style="list-style-type: none"> • Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday, October 9 th , 2021	<ul style="list-style-type: none"> • Demonstrative class (MEET) 	<ul style="list-style-type: none"> • Forum to answer questions or clarify doubts

Appendix B - Infographic

Learning Management Systems (LMS)

Google Classroom: A suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers.

Features:

- Create and manage classes, assignments, and grades online without paper.
- Use the class stream to post announcements and engage students in question-driven discussions.
- Give direct, real-time feedback.
- Share resources and interact in the class stream or by email.

Moodle A learning management system that is designed to help Teachers create an online classroom setting with opportunities for rich interaction and collaboration with their students.

Features:

- Simple and intuitive text editor.
- Work and learn together in forums, wikis, glossaries, database activities, and much more.
- Educators and learners can track progress and completion with an array of options for tracking individual activities or resources.
- Moodle's calendar tool helps you keep track of your academic course deadlines.

Edmodo A social learning network and discussion platform where teachers and students can interact and collaborate online. The web-based application is available for teachers, students, parents and administrators.

Features:

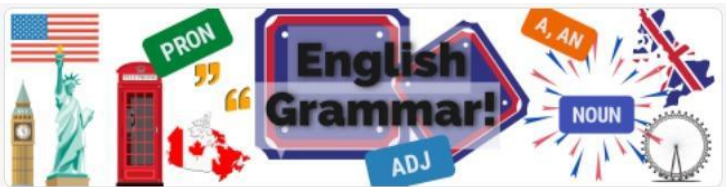
- Educators can make sure Edmodo continues to be exciting and engaging, thanks to the system's capacity to be customized and extended.
- Track student progress and how often they use the platform.
- Enables teachers to share content, distribute quizzes, assignments.
- Manage communication with students, colleagues, and parents.

Schoology It connects learning management with assessments so it can improve student performance, foster collaboration throughout their community, and personalize learning for every student.

Features:

- Enable collaboration, with frequent checkpoints to ensure learners are engaging with the material.
- Automate grading system and performance-based analytics.
- Transform classroom courses into a 1:1.
- Empowers instructors with dynamic course creation and management tools.

Appendix C - Google Classroom



Present Perfect: Quiz Lesson 3

pc15016@ues.edu.sv [Cambiar de cuenta](#)

Tu correo se registrará cuando envíes este formulario

*Obligatorio

Write down the questions in present perfect tense from the words provided.

the Coopers / arrive / yet *	1 punto
Tu respuesta	
you / ever be / in Sweden *	1 punto
Tu respuesta	
Tim / find / his workbook *	1 punto
Tu respuesta	

Appendix D - Time Table from module 2.

Time Table

Week/Dates	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23 rd to Friday, October 29 th , 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30 th to Friday, November 5 th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6 th to Friday, November 12 th , 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13 th to Friday, November 19 th , 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
6 Saturday, November 20 th to Friday, November 26 th , 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, November 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4 th to Friday, December 10 th , 2021	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

Appendix E - Infographic

The importance of using technological tools in teaching-learning.

Flipgrid
An engagement tool which add a social dynamic where students can record videos and discuss their ideas from 5 seconds to 5 minutes.

Kahoot!
A game-based learning platform that brings engagement and fun when learning grammar or vocabulary. It is asy to create, share and play learning games or trivia quizzes in minutes.

Class Dojo
A communication platform to encourage students, and get parents engaged in the learning process by sharing what's being learned in the classroom home through photos, videos, and messages.

Canvas
A web of graphic design and composition of images that offers online tools to create your own designs. There are different templates to use or you can create your own from scratch.

Prezi
A program to create dynamic, zoomed presentations that capture attention and hold interest. In it you can organize the information in the form of an outline and expose it freely.

Storybird
A tool to create stories, read best writers' stories and publish students work. You can create fascinating stories adding pictures classified in a collaborative way.

Quizlet
Free study sets, study modes and in-class game, where teachers can instantly create a more engaged classroom as well as students can improve their studying skills.

Knowlege
A free-to-use education platform where everyone can create, publish, share and take tests, exercises and assignments. Students can improve their grades as this platform helps to improve understanding.

Appendix F - Powtoon video



Appendix G - Flippity

flippity Randomizer

Who What When Where

a quick, gray fox	a fight over the last doughnut	tomorrow	onboard an aircraft carrier
an accountant	personality conflict	two years from now	in a laboratory
a U.S. senator	a skateboarding accident	three months from now	an enchanted forest
			a desert
			at the kitchen table

Appendix H - Liveworksheet

LET'S PRACTISE THE PRESENT PERFECT TENSE!

A) LIFE EXPERIENCES: Choose the correct **OPTION**.

- Meg and Steve to Japan once (= one time).
- I a volcano. It's very exciting!
- My mom a lot during her life.
- We different sports at school.
- John for the Math test.
- You your new jacket. Your mother will get very angry!
- The children their homework, so now they are playing football in the park.
- Mary that film on TV many times.
- I my grandparents very often this year.
- The cat all the food.

B) Complete the following sentences using the verbs in parentheses in the **NEGATIVE**.

- Peter (not eat) the sandwich because he's not feeling well.
- Mary (not write) the e-mail to her best friend.
- I (not finish) this exercise.
- The children (not see) that film at the cinema.
- You (not make) the cake.

Appendix I - Time Table from module 3.

Time Table

Week/Date	Synchronous Session	Asynchronous Session
<p>1 Monday, January 17th to Saturday, January 22nd, 2022</p>	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>2 Monday, January 24th to Saturday, January 29th, 2022</p>	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
<p>3 Monday, January 31st to Saturday, February 5th, 2022</p>	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>4 Monday, February 7th to Saturday, February 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
<p>5 Monday, February 14th to Saturday, February 19th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

Appendix J - module 3 interactive image

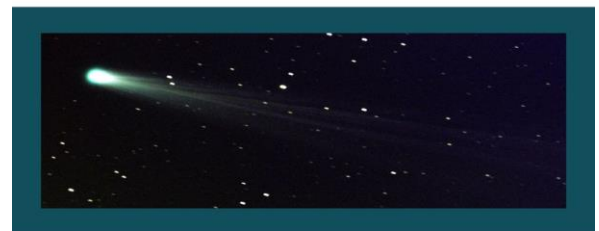


Appendix K - module 3 Google site



Comet 🌠

Comets are large objects made of dust and ice that orbit the Sun. Best known for their long, streaming tails, these ancient objects are leftovers from the formation of the solar system 4.6 billion years ago.



Star ✨

Appendix L - module 3 Google slide

Possible causes?

- Floods 🌊
- Fires 🔥
- Droughts ☀️
- Weather events 🌩️

Group 7 Violent Earth

Hurricanes

- Low pressure areas that form over warm ocean waters in the summer and early fall
- Caused by high winds over warm water

What is a Natural Disaster?

Natural disasters are catastrophic events with atmospheric, geological, and hydrological origins that can cause fatalities, property damage and social environmental disruption

Why name Hurricanes?

- Easier to refer to them
- Usually short and easy names to pronounce
- Used to be all female
- Used to change names
- Intense storms have their names retired

Examples

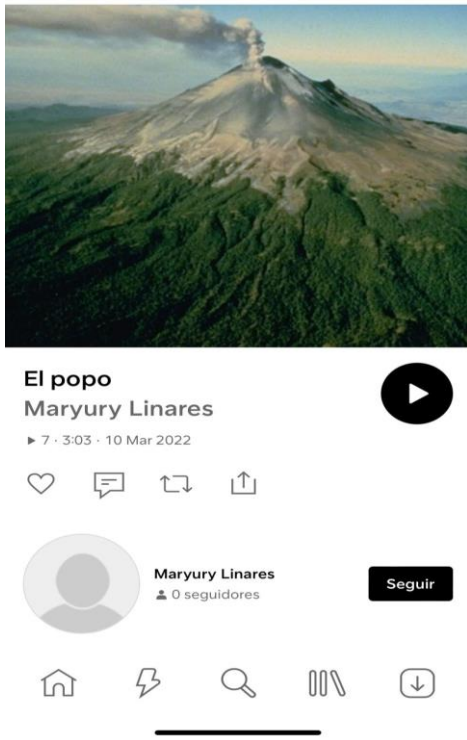
- Earthquakes
- Extreme Heat
- Floods
- Hurricanes
- Volcanoes
- Wildfires
- Winter Weather
- Landslides & Mudslides
- Tornadoes
- Tsunamis
- Typhoons

HOW DO HURRICANES FORM?

Effects of Natural Disasters

- Physical destruction
- Emotional effects – loss of belongings and trauma of possible future disasters

Appendix M - module 3 podcast



Appendix N - module 3 Google classroom

