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SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES

TOPIC:

Management of Virtual Tools for English Language

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"INFORME FINAL DEL CURSO DE ESPECIALIZACIÒN ADMINISTRACIÒN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS"

TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN TEACHING.

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Abstract

This report aims describe the different information and tools that we will use for learning and teaching English language through virtual environments.

In this work, we describe some technological tools for the teaching and learning of a foreign language, we also point out the difference between some terms such as LMS and EdTech, here you will find as well, the use of those tools and why is it important to take them to our new online classes, the description of each of the activities and contents developed during this course. Module I was about Online English Language Teaching where we describe the basic topic that will guide us among the other modules, here we started to see what online Education is about and you will see some of the activities done by us. Module II: Educational Applications for Learning a Foreign Language, in this module we describe some of the EdTech used to make our classes more interactive and the ones that help us catch students' attention. In module III: Design of Didactic Materials for Virtual Environments; in this module, we describe which tools can we use to personalize our lesson and the ones used to create our class materials, taking into account that LMS and EdTech will stand now and since it has been seeing that this new learning-teaching modality has many advantages on students learning progress and also it helps teacher monitoring their progress at the same time no matter if the students are on the classroom or a virtual class teacher can develop their classes without any problem.

Keywords: ICT, LMS, PLC, E-learning, Edtech, synchronous and Asynchronous

I. INTRODUCTION

The information presented provides a general approach to facilitate the management of virtual tools for teaching the English language and also shows the benefits that students have obtained with said specialization by putting into practice their knowledge as teachers adjusted to the new applications seen, practiced, and learned in the specialization ``Management of Virtual Environments for the Teaching and Learning of Foreign Languages.´´ The experience has given us a different and important knowledge of new teaching techniques to improve the English language.

This pandemic has utterly disrupted an education system that many asserts. In this document, we point out some of the contents taught in each of the three modules of this specialization; each course presents different activities developed through the course and the description of some very important contents when thinking about giving an online class.

The second module was about `` Educational Applications for Learning a Foreign Language´´ in this module we got deeper into the use of LMS combined with EdTech, it was teacher guide practice, individual practice, and group practice where we adapted some topics to be presented with the use of those tools such as Flipgrid, Ed puzzle, PowToon, etc. The third module, was about `` Design of Didactic Materials for Virtual Environments´´ where we learned how to use some tools to create our own material and also to use some existed material but where we can modify the information, and at the end of this module we developed and integrated activity, where we gathered all the tools were learned since the first to the last module on a Google Site, where we presented all the information of our Google Classroom Course and use it as it was for our real Class.

II. Objectives.

General

- To explain the use and the activities developed in this specialization course and some description about online platforms to develop a second language.

Specific

- To describe the contents and activities worked and what is the use of them.
- To classify the platforms according to students' needs and their levels of them.
- To analyze the impact of COVID and the methodological improvement in the teaching area on an asynchronous class.

III. Theoretical Framework

    Since the first Coronavirus Disease 2019 (COVID-19) cases were confirmed in Asia in late December 2019, the virus has spread rapidly across the globe. It has impacted social and economic life in ways that have given new meaning to the expression 'new normal'. Countries continued to feel the impact of the spread of the disease, with schools in 22 countries on three different continents closing their doors by mid-March 2020. This resulted in more than 290 million students not having access to education in physical classroom environments (UNESCO 2020). Most national ministries of education quickly pivoted to emergency remote instruction for business continuity during the early phase of the pandemic, but questions have been raised about preparedness and whether teachers, school administrators, students and their parents were equipped for this move to online instruction (RAND Corporation 2020; UNESCO 2020c).

    Ensuring learning continuity during the time of school closures became a priority for governments the world over, many of which turned to ICT, requiring teachers to move to online delivery of lessons; hence remote instruction is likely to continue as the virus continues to spread. Some countries have provided the tools needed for students to succeed, including internet-enabled devices and emergency or 'just in time training for teachers.

    This led teachers to search for online teaching platforms and LMS that help students boost their English language learning skills; implementing them in their online classes has synchronous and asynchronous classes. A learning management system (LMS) is an online education system that provides a large and indispensable set of features to

support educational activities such as classroom learning, distance education and continuing education.

**When talking about LMS these are some uses of it:**

- ❖ Creating and delivering educational content.
- ❖ Assessing Students and analyzing their results.
- ❖ Tracking Student progress.
- ❖ Collaborating on projects.
- ❖ Making learning more interactive and engaging.

Why is it important to use an LMS when teaching a second language?

It can help you to enhance students learning experience and improve teaching activities, whether they're instructor-led, self-paced, or have blended learning and microlearning approaches also increased student achievement, saves time on teaching activities, increased communication and collaboration; moreover, it is flexible and easy to access.

When talking about LMS in English language learning, comes the question of which LMS is more useful or effective, and fits better to the course goals; there are 5 most popular LMS that teachers have started to use due to the COVID-19 lockdowns.

1. MOODLE:
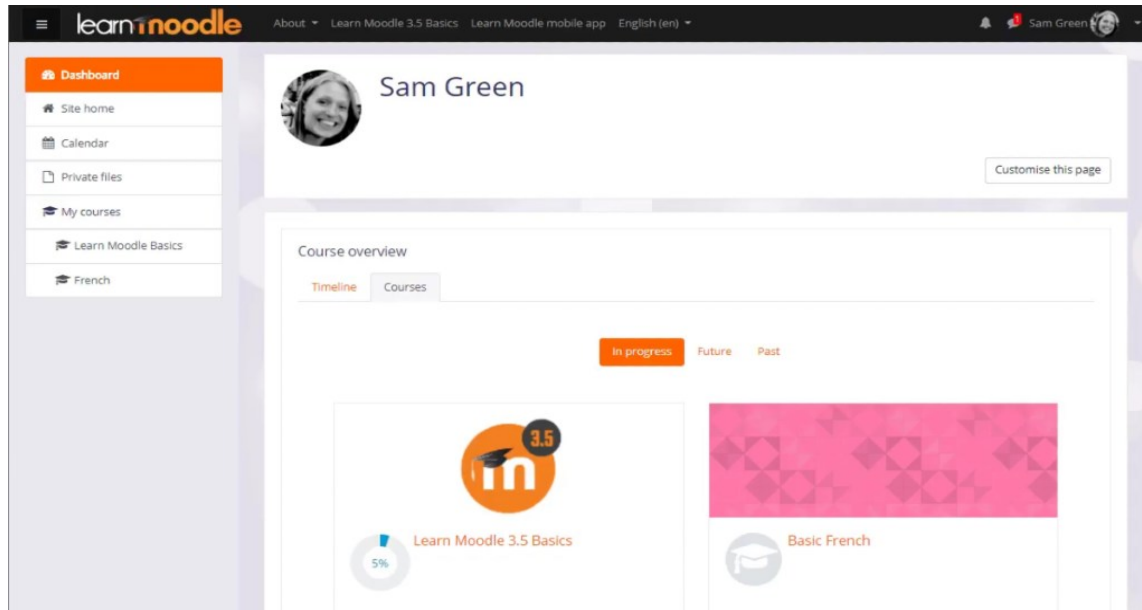
Is a free and open-source learning platform that has been around for quite some time. While it does not look as modern or as sleek as paid competitors, its robust functionalities make it a great option for any academic institution. The LMS is fully customizable and extensible to perfectly fit your needs. Much like paid options, all you have to do is sign-up, and you can start creating and publishing classes. The Free Forever plan allows 50 students with 200 MB upload limitations. The paid plans start at $80/year for Starter.

Moodle also offers solutions specific to various educational needs like Moodle App, Moodle Education, Moodle Net, Moodle Workplace, and Certified Integrations and Partnerships.

2. **SCHOOLOGY:**

   This is another fully-featured learning platform that aims to provide all the tools that you need to design lessons, communicate with students, and collaborate with educators. Its strength lies in its focus on building and connecting your learning community from students to administrators. What's more, it not only includes class-level channels but also allows you to connect with your entire school.

   Furthermore, Schoology makes it easy to communicate and share resources with educators from other schools and across districts. It also comes with a professional learning community (PLC) where your faculty members can share ideas and assets with others around the globe. Moreover, the platform readily integrates with third-party software from Google Drive to Dropbox. That means you can incorporate your existing class tools within the Schoology system.

3. **Google Classroom.**
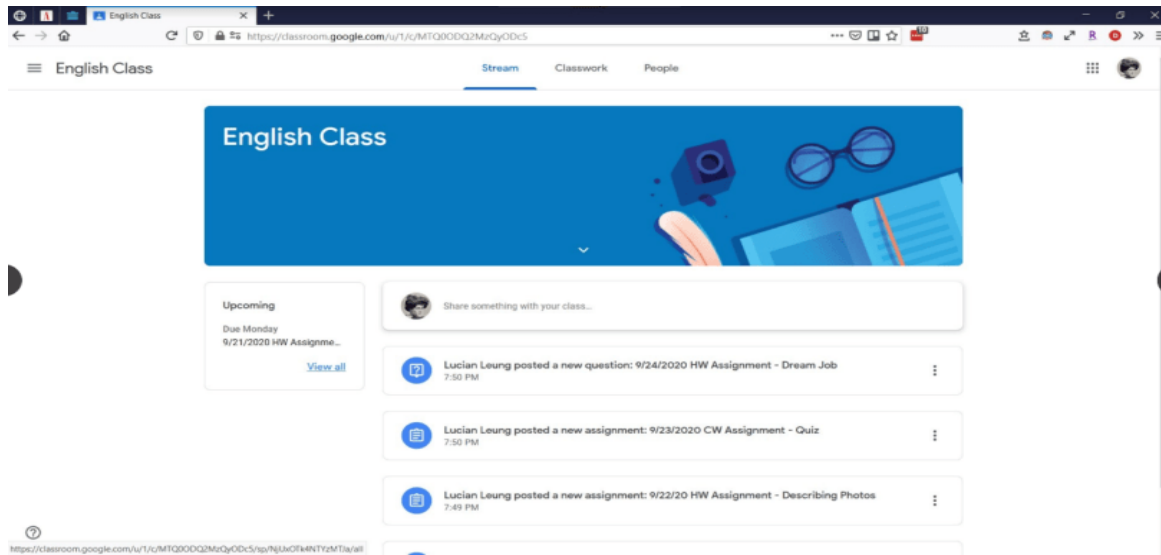
The platform helps teachers create classes, send assignments, communicate with students, grade coursework, and post feedback all in one place. It also streamlines repetitive tasks so educators can focus on teaching. With its Material Design, everyone can sign in on any device using any modern browser. Google Classroom is also available on Android and iOS for students on the go. While it is not as comprehensive as other LMS, its integration with the rest of Google products makes it a powerful platform.

4. **Edmodo.**
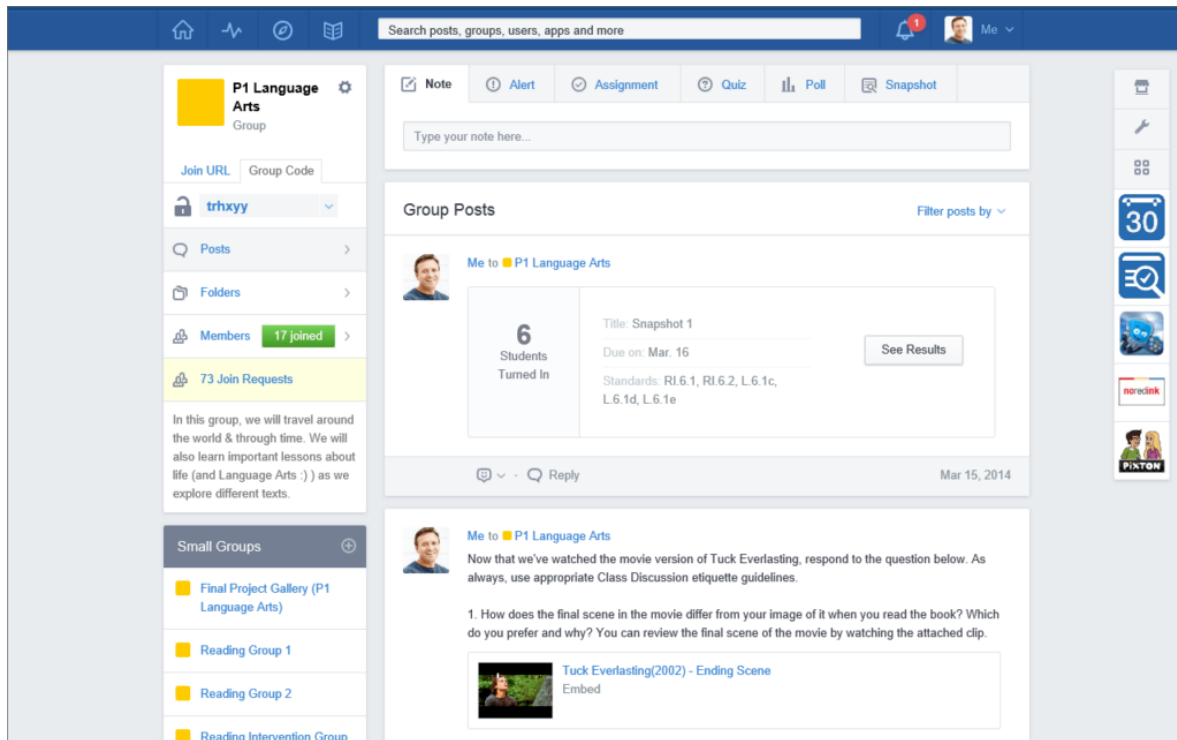
Aims to bridge teachers, students, parents, and administrators in one platform. These academic participants can create posts and messages using the built-in communication tool that resembles a social media platform. Teachers can create content, quizzes, and other digital assets. They can even share resources with other educators. Students will enjoy the built-in planner that syncs with all their classes, including course content, tests, and more. Parents also have access to their children's grades and scores in real-time. They can easily get in touch with teachers to ensure that they are always in sync.

5. **Blackboard.**

Is one of the most popular names in the digital learning market. The platform comes in both software-as-a-service (SaaS) and non-SaaS models. The service provider offers all core learning management features as well as powerful data analytics, communication channels, collaboration tools, and web conferencing. Class facilitators can easily deliver homework, tests, and track grades. They can also manage online and blended classes.

Their core product, Blackboard Learn, features a responsive user interface for improved accessibility. Along with the core LMS features, it also comes with Blackboard Analytics which will allow you to see valuable insights such as student performance, engagement, and more.

Over the past few years, virtual learning tools have transformed the way educators teach. Not only do these tools simplify lesson plan creation, they also facilitate communication and social interaction between your students.

Since the beginning of the pandemic, online learning has helped limit the spread of COVID-19. It also allowed students easy access to their courses from the comfort of their homes while saving time traveling to school. **Virtual learning or e-learning,** are virtual learning tools for teachers that include a combination of helpful programs and online learning platforms. For example, learning platforms like Zoom or Google Classroom and apps such as Duolingo make learning anywhere an efficient and enjoyable experience.

There are so many wonderful interactive tools available online, and many seamlessly integrate with other applications. But which tools should you choose for your classroom? Here are some examples of eLearning platforms based on the lesson's goal:

1) Pear Deck: This is a Google Slides add-on that helps teachers create engaging slides and support student interaction. Teachers can create presentations from scratch or add interactive questions to existing presentations.

Pear Deck has amazing features including a dashboard that's available on a phone or tablet, the ability to show or hide student responses, features that let you send personalized notes to individual students, and fun audio files to add to presentations.

2) Flipgrid: is a video discussion tool quite like no other as it's designed with the might of Microsoft to work specifically for teachers and students in a digital classroom. Simply post a topic and foster discussions within your learning community. It's a great way to get students interested in new ideas, excited to learn, and engaging with their peers! Students can re-

record responses, removing the pressure of answering in class, on the spot. Of course, it's also a great tool for use when learning remotely.

3) **Canva:** allows teachers to create stunning, professional-quality presentations, posters, infographics, social media banners, videos, Zoom virtual backgrounds, and more. Sign up for the free version or purchase one of their plans geared toward teachers and students.

4) **ClassDojo:** is the fun-named digital platform that works to connect teachers, students, and families in and out of the physical classroom by using a feed of photos and videos as well as messaging.

ClassDojo allows teachers to work with the class remotely too, including providing activities for students, dealing out classwork, and sharing lessons. Students can earn Dojo Points based on their conduct, letting teachers use the app to foster positive student behavior.

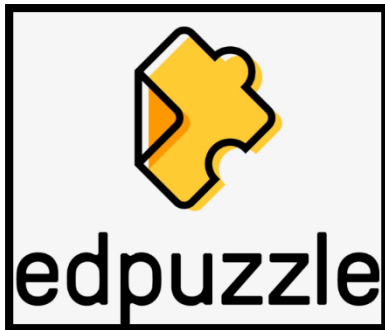5) **Nearpod:** is a fantastic add-on for Google Slides and PowerPoint presentations. Teachers may use their own presentations or select from lessons and videos in their impressive template library. Build polls, games, and collaborative boards to keep your students interested to learn. Nearpod promotes healthy social interaction between students.

6) **Kahoot:** is a game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes in minutes. Create a fun learning game in minutes – we call these 'kahoots'. The format and number of questions is up to you. Add videos, images, and diagrams to your questions to amplify engagement.

7) **Ed puzzle:** is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. But it does so much more, too. Unlike a traditional video editor, this is more about getting clips into a format that allows teachers to engage directly with students on a subject. It also has the capacity to offer assessments based on the content and offers lots of controls that allow for the use of video even in more strict school scenarios.

8) **PowToon:** is the visual communication platform that gives you the freedom to create professional and fully customized videos your audience will love. is an online platform for creating short video presentations. PowToon gives anyone the ability to create professional videos and presentations. You can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or you can use your own visual content and voiceover.

When students are learning online, it can be tricky to find meaningful ways to oversee student progress. The good news is that most online software tools allow teachers to track and measure student responses.

Here are three constructive ways to assess and supervise student performance:

- **Keep the lines of communication open**. Unlike traditional school settings where students can talk with teachers in person, online contact is necessary to keep kids motivated to hand in assignments on time and stay on track.

- **Curriculum-based testing**. Teachers may find curriculum-based testing is a good way to ensure students can apply what they've learned. Frequent evaluations help teachers determine where students struggle with lessons and make plans for addressing unfinished learning. Formative assessments such as quizzes, short evaluations, and conversations with students can help them correct mistakes.

- **Set up learning targets.** Learning targets help students to reach specific goals in each lesson. For instance, if a student struggles with subject-verb agreement, teachers may consider breaking down lessons into smaller targets to make it easier for the student to apply proper grammar to their writing.

Those are some of the most common LMS that teachers implemented during lockdowns; now, you may think that with the new mechanisms that the government is doing: providing antigen, promoting vaccination, and re-open schools having blended classes, this online modality will no longer be useful when we finally go back to ``normality. ´´ But the truth is, some elements of our lives have changed forever, and that doesn't have to be a bad thing. When it comes to pondering the future of education, we should notice the ways that the pandemic challenged educational leaders to expand their imaginations and foster innovation. Administrators, professors, teachers, and fellow educators clung to and engaged in best practices when it came to supporting students, teaching, and learning dynamics.

When talking about edtech we don't have to be afraid of using them from now on, even if all education systems come back to face-to-face classes, we still have to use the technological tools not only because it's easy to use but also because it helps students understanding on the topic and boost students' participating and collaborating; as the educator George Couros says: "Technology will never replace great teachers, but technology in the hands of great teachers is transformational."

Before COVID-19 talking about edtech was something unknown for many teachers, especially for the boomer generation, but now that we have learned about LMS and different Educational Technologies (EdTech) we have the power to make education more interesting and work cooperatively with the students. As its name suggests, edtech occupies the intersection where teaching and technology meet. Depending on what purpose it is intended to serve, edtech can take many different forms inside or outside the classroom, including educational apps and games, podcasts, learning management systems (LMS), video conferencing software like Zoom, and online discussion forums, to name just a few. Even social media platforms, which are often dismissed as time-wasters, can serve educational purposes, such as course-specific Facebook groups.

That is why a wealth of learning tools makes it easier for teachers to address many challenges associated with virtual learning. Each tool contains benefits and solutions for challenges faced by students and teachers, so you can make sure that learning is effective no matter where you are!

IV. DESCRIPTION OF ACTIVITIES

MODULE I

MANAGEMENT OF VIRTUAL TOOLS FOR TEACHING ENGLISH LANGUAGE

In module one, several topics were studied; one of the first was, Synchronous and Asynchronous learning, this reefers to different types of online courses and degree programs. Both options have a few things in common. Both are primarily delivered online, accessible via online course module from your own computer or laptop. Both are flexible options, designed to help all kinds of different students earn their degrees on their own terms; Synchronous operate much like traditional classroom, with set study schedules and live discussion. Moreover, students engaged with class material at the same time that students as long as they can to the internet, synchronous classroom uses a web and videoconferencing like Google meet, Zoom to creating learning spaces for teaching English end also, students can interactive with other classmates also to the teacher, students ask questions about the class or comment about the topic, in this way a welcoming virtual environment is created for the teaching of the English language. Teachers may choose asynchronous system because the system allows a more conversational approach. The use of this system is when the teacher uploaded support material, for example: the class was uploaded to the platform to be able to see it, she used different platforms to be able to interact leaving questions to answer, also informative videos or slides to be able to study them after class individually.

- **ACADEMIC FORUM – THEORIES OF LEARNING**

In this activity we wrote a paragraph given our contribution about the theories seen in class and raised two situations in the use of the theories in a classroom. All this was uploaded to the campus forum.

- **INFOGRAPHIC – LMS FEATURES**

In this curse we also we also saw the use of MLS what does mean a Learning Management System (LMS) is a software that is designed specifically to create, distribute, and manage the delivery of educational content. The MLS can be hosted as a stand-alone product on the company server, or it can be a cloud-based platform that is hosted by the software firm. What is LMS? Learning because you use it to deliver training courses and programs, Management because it helps you organize these courses, System because you do everything online and keep all info in one place.

What does an LMS do?

. This helps to provide learning experiences that are adapted to individual learners

. It makes it easy for instructors to make notes and changes

. It gives instructors and students the opportunity for online collaboration

. It integrates common tools such as calendar, word processors, and more

. It includes insights into user progress through built- in analytics.

To identify the LMS figures, an infographic made on canvas was using the different platforms for the use and development of MLS in learning and teaching English language, which we have: Blackboard, Canvas, Edmodo, Schoology, Moodle, etc. In this way, we had a new adapted experience is created with the use of virtual resources and in a more interactive way for the teacher and the students. From this, the infographic was developed in module, creating a virtual experience with the use of the different platforms.

- **CREATE A VIRTUAL COURSE ON CLASSROOM**

The next thing we were able to is to develop a class in Google classroom, seeing its use in depth and using it to teach a class in English. What is a Google Classroom? Google Classroom is an educational platform designed by Google that brings students, teachers and learning materials together in one environment. We also know that Google classroom is a very eaeasy-to-use the extension and is available to everyone Google Classroom is included as a free service for anyone with a personal Google account. In most cases, teachers and students can access Google classroom using a Google account provided by their school. First able, to create a class, after that, we added the Teacher, this way we used the application to create a class for teaching the English language. In this course we created a class and also choose two topics with different macro skills or micro-skills, the next activities were: uploaded YouTube videos, and PDF documents, added a website (link), added am images, audios, PowerPoint presentations, we have created questions, short answers, like a forum, assignments with Google docs, a quiz with multiple options and also we have created a welcome message to your students and more notifications about the ingles class.

- **DEMONSTRATIVEVE CLASS ON GOOGLE MEET**

This activity was carried out in groups of five. Each participant had their five-minutes on the class topic. This activity was developed in the last week of the module, a topic was chosen per group each of the team members developed a part of the lesson on the development of the class, in this way the presentation was presented in PowerPoint or Google slide at the end they were asked questions about the activities developed. This activity concluded, and our teacher gave us suggestions for the activity at the end of it.

MODULE II

EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

Module II of this specialization began in October and ended in December 2021. During the development of this module, different contents were taught on the use of technological tools for the teaching-learning of a new language in the virtual modality; that was carried from October to December, where different activities were carried out t both individually and with instructions provided by the teacher responsible for the course, as well as collaborative work to learn the use of technological tools for the teaching-learning process.

In the first week of the module, the professor created a social forum with the main purpose of introducing ourselves in an online environment, each of the students wrote something about themselves and interacted with each other. Such activity was made in the tool of forum activity which we can find in Moodle (campus), this tool gives us a space where we can express and interchange our different ideas, thoughts, and point of view between teachers- students, and/or students-teachers. In addition to that, in the first class, we were provided with useful information about the beginning of the course along with a brief introduction to the tools that will be studied during the module. Finally, the guidelines for creating an infographic were explained as part of the evaluated practice of the module.

In the second week of the module, further instructions on creating an infographic based on the fundamentals of technological tools when teaching a language were explained. Furthermore, theoretical information was provided by the teacher to explain the different technological tools and their educational purposes when teaching a foreign language emphasizing some important aspects such as Digital learning tools, teaching with technology, advantages, and disadvantages

of using technology in education, and so on. At the end of the class, we had an online practice using Nearpod.

In the third week of the module, the Edpuzzle and Flipgrip were taught through different multimedia material, tutorials, and some practice activities. The professor provided some videos about the principal uses and different tips when using Edpuzzle and Flipgrip so this way the students can have a better understanding of these technological tools.

In the fourth week of the module, the tools Flippity and Liveworksheets were taught through different multimedia material, tutorials, and some practice activities. The professor explained in class step by step how we can use correctly Flippity and Liveworksheets the we had a short practice where students had to create an activity in Liveworsheets.

In the fifth week of the module, the tools Nearpod and Padlet were taught through different multimedia material, tutorials, and some practice activities. The professor provided some videos about the principal uses and different tips to use the technological tools, after that the professor gave a short time to the students to practice using the tools explained.

In the sixth week of the module, the tools PowToon and Kahoot were taught through different multimedia material, tutorials, and some practice activities. The professor provided some videos about the principal uses and different tips when using PowToon and Kahoot so this way the students can have a better understanding of these technological tools.

In the seventh and eighth weeks, the final activity evaluated was carried out, in which each of the students had to use one of the following educational tools: Nearpod, Liveworksheet Kahoot,

Padlet and to give a demo class. A lesson plan had to be designed to develop the content and some activities of the demo class specifying what is the educational tool that we were going to use as well as the macro or micro skill that will be developed.

MODULE III

DESIGN OF DIDACTIVE MATERIALS FOR VIRTUAL ENVIRONMENTS

In this module, we learned how to use web tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments; throughout the course, we elaborated on concrete activities using the technological tools selected for this course such as *podcasts, online presentations, interactive images, videos, etc.* At the end of this module, we carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform. In this case, each student had to choose a topic for a subject in the English field and adequate the material to teach them.

The contents and activities were developed as follows:

- First evaluation: Podcast. After seeing the contents of multimedia materials, we had to create a podcast that we will be able to use in the classroom with our students to help teach or illustrate an educational concept. So, first, we had to pick an appropriate topic for the students; then, create the podcast using Audacity, which is a multi-track audio editor and recorder for Windows and other operating systems, or we could use another audio editor that helps us to illustrate the topic we had chosen. Finally, we had to upload the podcast to Sound Cloud.

- Second activity: Instructional video is any video that demonstrates a process that transfers knowledge, explains a concept, or shows someone how to do something. In this activity, we had to create an instructional video. First, we had to choose a topic that was appropriate to our course in Google Classroom; then, we had to search for information related to the topic and write a script, and choose images that we could include in our video. After that, we had to record our video using any of the tools to record such as Flipgrid, zoom, meet, screen recorder, etc. Finally, we had to upload the video to YouTube.

- Third Activity: Presentation. For this activity we had to create a presentation using any of the following tools: PowerPoint, Google Slides, Canva, Genially, Prezi, and PowToon) First, we had to choose an appropriate topic; then, start creating our presentation to introduce the topic, taking into consideration the recommendations given in the class session. After creating the presentation, we had to record a video using the presentation and show us on the screen at the same time as explaining the topic.

- Fourth activity: Interactive image. These are images with tags (or hyperlinks) that support student learning by providing them w/more information through text, websites, and embedded videos. For this evaluation, we had to select a topic that can relate to our course in Google Classroom. Then, we had to search for information, websites, videos, or activities we could use on that topic. When having all the information we looked for a picture or pictures that would help us to create the interactive image. Taking into account that the image had different elements to create the interactive elements.

- Fifth Activity: Google Sites. This allows non-technical users to organize and share digital information on an easy-to-maintain site. For this integrative assignment, we had to create a website, determining the parts that it contains according to the inputs we already had on our Google Classroom course. (to meet your teacher, schedule, and assignments) additionally, we had to add our podcast, video, slideshow, and interactive image to all the previous activities we had worked on. Finally, we had to present the Sites explaining the different sections and why we decided to arrange them like that, and the use of our website.

V. Achievements

- In the first module of the specialization in the Administration of virtual environments for the teaching and learning of foreign languages, the students learned to use different tools, such as making infographics in the Canva this application, they used this tool in an interactive and above all very informative and very attractive way.

- The majority of students learned the usefulness of the classroom application thus creating a virtual course using all the tools that this application offers us to upload class material, homework, exams and add other support pages to make a very interactive class and with enough content for teaching the English language online.

- In module II the investigators, learned how to use some technological tools to be used in an online class such as ed puzzle and Nearpod, with this tool we learned how to make interactive videos, take existed videos, and add some questions so students can answer while watching it.

- In the third module, the students as a team, learned how to use a podcast in education by recording our voice and combining it with different sounds and effects that give our lesson a unique style, this podcast can be used to introduce vocabulary, reinforce a topic, or practice pronunciation, we just need to use audacity to record and edit our audio and then uploaded to SoundCloud.

- Also, the students, learn how to record an instructional video and the use of it, this can be used to present a topic, introduce vocabulary, or make a review, with this we learn the importance of recording sessions 1 and taking into account what the students do not always have access to the internet, recording an instructional video summarizing the class would be a good option as well.

VI. CONCLUSIONS

The use of didactic material in a virtual way has taught us new doors of teaching the English language through applications, platforms to have a very interactive and virtual classroom which has shown us that there are no barriers to teaching-learning a new language and even if it is not always from a face-to-face classroom.

The execution of this project has been very beneficial for teachers and students who began the beautiful world of teaching the English language and above all hand in hand with technology with the help of new tools that enrich the teaching and learning of the English language with the management of virtual tools available to all and that make the teaching more dynamic and above all with more exciting experiences such as the digital age.

Since studies have shown that children extensively use their senses to learn, making learning fun and effective through the use of technology is crucial.

It is not like these tools did not exist before covid, because they surely existed but with Pandemic and this course, we discovered that there were a variety of tools to reinforce the education that we did not know of their existence, but now we do, and learned how to apply them in the English teaching-learning environment.

Having completed the specialization course ``Management of Virtual Environments for the Teaching and Learning of Foreign Languages´´. It helped us a lot as future teachers in the management of virtual tools for teaching the English language, many students of the English language career, teaching option, will benefit from this type of specialization courses, which gives us more tools to implement, either online so that in this way they avoid education due to a crisis or pandemic. Worldwide as COVID 19 has done.

VII. RECOMMENDATIONS

For the continuity of future support courses for the use and management of virtual tools on the Teaching English language Major in the Department of the Foreign Languages of the Universidad El Salvador; since specialization courses are to update students with new technological and teaching tools of the English language, thus providing new learning experiences for students, and thus creating a social impact in a new technological age of learning forced by the COVID 19 pandemic.

- Facilitate and learn more virtual tools for teachers and students, that help to teach the English Language for the new generations of future teachers in the teaching English Language to adequate different teaching methodologies either online or face to face classes.

- Discover new learning methods and thus create more up-to-date English Language professionals with new teaching methods and formed all teacher from the University in the use of those tools.

- Promote this type of specialization course to support graduates of English Language Teaching major with more effective and interactive teaching methods for teaching the English Language and their professional life.

VIII. WEBLIOGRAPHY

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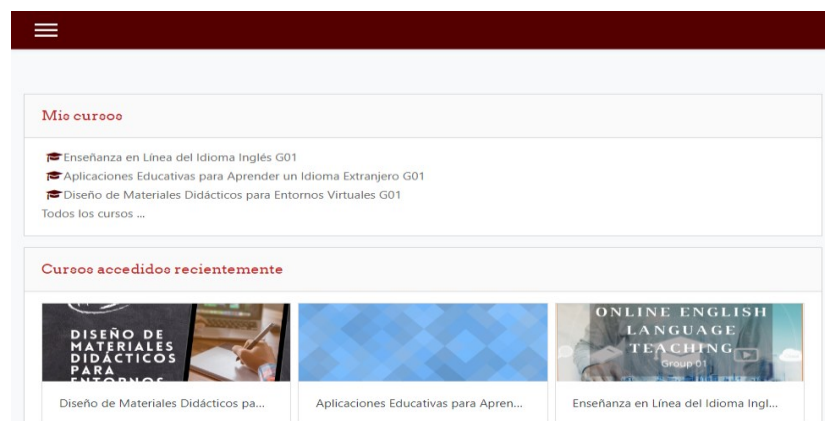
IX. APPENDIX
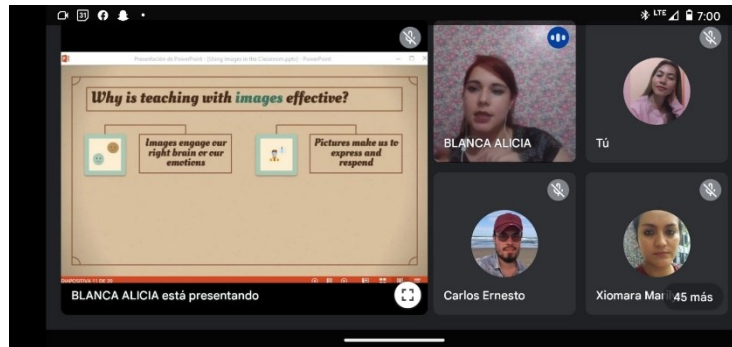
Appendix A.
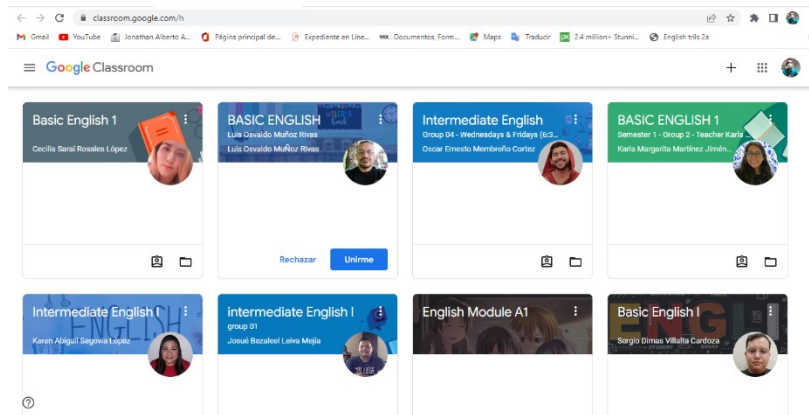
APPENDIX B.

APPENDIX C

Diseño de Materiales Didácticos para Entornos Virtuales G01

Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N° I / Módulo III / Enseñanza en Línea del Idioma Inglés G1 / General

General | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Evaluations | Reporte Final

welcome!

Welcome to the third and final module of the Specialization course.

This is the platform we are going to use, to share material, information and activities during the next 8 weeks. (January 17th to March 10th)

APPENDIX D

APPENDIX E

APPENDIX F

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	• Language Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	• Language Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	• Language Management System - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	• Language Management System - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th - Wednesday 13th	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

Table of contents for Module II

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid:, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Contents Table from Module III.

Week	Content	Resources	Evaluation
Weeks 1 Y 2	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Elaboration of a Podcast
Weeks 3 y 4	❖ The Fundamentals of image selection ❖ Using Genially ❖ Using and Creating a Google Site	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities	Creating a Google presentation
Weeks 7 y 8	❖ Fundamentals of video creation ❖ OpenShot working environment.	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities	Elaboration of a video Integrative Assignment (live defense)