

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



TITLE:

Development of virtual environments using technological tools and resources to achieve meaningful teaching-learning process for foreign languages

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IN ORDER TO OBTAIN THE DEGREE OF:

**BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING AND
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH**

**INFORME FINAL DE CURSO DE ESPECIALIZACION
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

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ABSTRACT

The effect of the unpredictable pandemic due COVID-19 caused that face-to-face classes stop in many academic institutions around the world, including El Salvador. As a result of that unexpected situation, the necessity of using technology when teaching appeared. But, how can virtual environments be prepared to teach? It is in that way that in this academic paper it is discussed the impact of the pandemic on the education, especially in El Salvador and how the University of El Salvador face it. In addition to that, as an answer to the need of changing to virtuality, it presents a compilation of theoretical model, such as Leflore's theory presentations, to fundament virtual environments giving them the capacity to mediate the relationship between teachers, students and content achieving harmony in virtuality. Also, it describes educational applications and tools for the teaching of a foreign language, and design of didactic material in order to create the best conditions for teachers and students when using virtual spaces. The most important Learning Management Systems, virtual tools, and theories were analyzed and describe so the reader can find useful resources to achieve a meaningful teaching-learning process for foreign languages when using virtual environments.

Keywords: E-Learning; Virtual Environments; COVID-19; Virtual Education; Leflore; LMS

I. Introduction

In previous years, in El Salvador, the use of the internet or even technological tools and resources that play a main role and encourage the acquisition of knowledge as part of the learning process was not a common scenario. However, at the end of 2019 and the beginning of 2020, a pandemic that affected millions of people worldwide, due to COVID-19, placed technological tools and resources as the main way to continue with education.

Consequently, one of the biggest challenges for the professional staff in education was the implementation of appropriate tools and resources that would allow them to achieve the learning objectives for students in elementary, middle, and high school. In El Salvador, the implementation of technological tools seemed to be a high challenge since not all academic institutions had the resources or tools to continue with virtual modalities

For this reason, at the University of El Salvador, the Foreign Languages Department offered the students of Modern Languages and Teaching Major that were about to finish their degrees the option of enrolling in the “Administration of Virtual Environments for the Teaching and Learning of Foreign Languages” specialization course. Along this, the following report aims to show the importance of the implementation of the course for the development of virtual environments using technological tools to achieve meaningful teaching-learning processes for foreign languages.

II. Objectives

2.1 General Objective

To describe the development of virtual environments using technological resources and tools to achieve a significant teaching-learning process of foreign languages.

2.2 Specific Objectives:

- To point out the fundamentals of online education and its application to the Foreign Language teaching-learning process.
- To summarize the methodology, strategies, and activities applied in the “*Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning*” implemented from March to September 2022.
- To outline the accomplishments achieved by the students in each module of the “*Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning.*”

III. Theoretical Framework

3.1 Historical framework

3.1.1 El Salvador and the global pandemic.

The world has been going through a health situation that, at the beginning of 2019, practically paralyzed all human actions worldwide, including educational activities. With the identification of the SARS-COVID-19 virus on the first day of December 2019 in the city of Wuhan, the capital of the province of Hubei, China, the phenomenon that changed the life of many people began. The city of Wuhan was placed under quarantine trying to limit the spread of the virus to other countries. But the transmission of the illness was something unavoidable. On the eleventh day of March of 2020, by the World Health Organization, the health issue was promoted to the level of a global pandemic. The virus affected many countries around the world, and so it continued until it reached El Salvador.

The Salvadoran Government took the first measures in February 2019, prohibiting the entry of people from Asian and European countries. All the actions taken did not prevent the entry of people through the "blind spots" on national borders, thus beginning a series of infections that only increased over time. With the virus present in Salvadoran territory, on March 11, 2020, the Government declared an orange alert and subsequently a nationwide quarantine. With the implementation of quarantine, the Salvadoran Government ordered the suspension of classes, including public and private institutions in the country. Days after the

suspension, educational institutions decided to resume classes in virtual environments to safeguard the health and lives of students. This is how the drastic and involuntary change from face-to-face to virtual modality represented a great challenge for both teachers and students.

3.1.2 The impact of COVID 19 on education

The pandemic caused by COVID-19 forced teachers around the world to implement a new modality to continue teaching, which has presented a challenge that implies an adaptation to technology. The month of March 2020 marked a turning point for face-to-face education due to the mandate for the total closure of educational centers.

In an article published on *Página12* in April 2020, Constanza Bonsignore explains that according to Instituto para la Educación Superior en América Latina y el Caribe (Iesalc-Unesco), which analyzes the impacts of the pandemic on universities, 23, 4 million Latin American college students and 1.4 million teachers have been affected by the COVID-19 pandemic. One of the impacts that are reflected on students is that social contact is almost null. Something that is part of the teaching-learning experience of teachers and students. In addition to that, the change from face-to-face to virtual modality has not been taken positively by the students because the contents are not implemented by taking into account virtual environments. Besides that, it is pointed out that this type of education requires high degrees of commitment on the part of the students. In other words, a high level of discipline is required that has not been developed in students. The article

also pointed out that this modality requires technological tools that low-income students cannot supply. Bonsignore also points out that not all subjects are easy to adapt to the virtual environment, for example, those subjects that seek the development of professional skills through practice. furthermore, she underlined that many teachers lack skills in the use and access to technology.

In an article published on the website of the José Matías Delgado University in April 2020, the Director of the Escuela de las Ciencias de la Comunicación, Ricardo Chacón, states that many institutions were left out of the modality since, even though there are educational centers, the lack of resources in homes such as electricity, computer or internet, prevent classes from being developed in virtual environments, affecting many teachers and students. In other words, “it was shown, once again, that broad layers of professors and students found themselves once again with the usual reality: exclusion and marginalization.” (*Chacón, 2020*)

Chacón also pointed out that although many people have access to computers, they do not meet the requirements for the development of activities with current applications and software. He also argues that today in El Salvador two realities are faced "one, that of few educational centers have teachers with certain training, e-learning programs, and students with last generation computers and smartphones" and the other side for “educational centers without the possibility of “connecting”, or with limitations due to the problems of a bad signal, either due to bandwidth or outdated equipment.” So, there is no doubt that the impact of such a drastic change from face-to-face to virtual environments has been significant at a national and global level.

3.1.3 The University of El Salvador and the virtual modality

After the implementation of the quarantine in El Salvador, the University of El Salvador continued the classes with the virtual modality during the semester I in June 2020. The university, as an educational entity, has made an effort to provide education but, at the same time, it states that it is extremely necessary to improve the training of teachers in virtual environments. As a result of the needs presented by the abrupt change from face-to-face classes to virtual environments, considering that teacher training is essential for the proper development of the teaching-learning process, the University of El Salvador started offering the opportunity to the students who are about to finish their Modern Languages or Teaching degrees to enroll to the “Administration of Virtual Environments for the Teaching and Learning of Foreign Languages” specialization course so new generations of educators can be prepared to develop and manage virtual environments efficiently.

3.2 Theoretical framework

3.2.1 Virtual environments for online learning

Technology and education are not terms that have been recently joined. The relationship has become stronger in recent times due to the new advances in technology and also the conditions the whole world has been facing since 2019 with the pandemic due to COVID-19 but the inclusion of technological resources and tools in the teaching-learning process has been making great progress since

many years ago. As a result of this convergence, nowadays we can locate education not only in physical environments but also in virtual environments.

A virtual learning environment is considered as “the components in which learners and tutors participate in “online” interactions of various kinds...” (*Joint Information Systems Committee Managed Learning Environment Steering Group, 2001*). In this way, a virtual environment for learning purposes is not only a website or a Learning Management System but a combination of tools and resources, including hardware and software, that aims to enhance the teaching-learning process. *Dillenbourg et al, (2007)* pointed out some features that a virtual environment for learning purposes may have to achieve a significant experience for students, some of the features are:

- **A virtual learning environment is designed for information space**

This feature not only pretends to set the virtual environment as a place where students can find the information but as a place in which the “content management becomes a main issue.” (*Dillenbourg et al, 2007*). In different words, a place in which the information can be structured, stored and presented with the only purpose of providing an educational experience through learning activities and interactions.

- **A virtual learning environment is a social space**

Aristotle, a long time ago, defined the human being as *zoon politikon* (political animal) or in other words an being that tend to organize into groups. Nowadays, it cannot be denied that humans pursue interaction with others by

nature. In a virtual environment, the interaction between individuals can happen synchronously (via chats or any other kind of instant messages), or asynchronously (email, forums, etc.). But, no matter how the interaction happens, “as soon as students see who else is interested by which information, the space becomes inherently social.” (*Dillenbourg et al, 2007*). In addition to that, Banduras’ (1977) Social Learning theory fundamentals that human interaction is a factor in which both environmental and cognitive elements (from which can be emphasized observing, modeling, and imitating), highly influence learning in individuals.

- **The virtual space is explicitly represented**

According to Dillenbourg, et al (2007), the representation of a virtual environment highly influences the students’ reaction and work. With new technologies, virtual spaces are not only text. The progress of technological tools allows teachers and students to interact with 3D elements, audiovisual material, games, and also, one of the most recent innovations: Virtual Reality. Besides this, “the esthetics and ease-of-use are important concerns, but the main design issue is which information has to be provided for which purposes, or what is the structural relationship between the spatial representation and the information space.”

(*Dillenbourg et al, 2007*)

- **The students are not only active but also actors**

This feature emphasizes that students cannot be considered information recipients, students may have an active role in the perception and production of content. As well as in the face-to-face modality, students not only can receive information but also can create and share knowledge.

- **Virtual learning environments integrate heterogeneous technologies and multiple pedagogical approaches.**

The environment concept per se implies the idea of an integration of different parts, so virtual environments are integrated with different technological tools and resources, as well as pedagogical approaches that aim to support different functions (communication, information storage, distribution, and management, learning processes, material design, etc.)

3.2.2 Fundamentals for the development of material for virtual environments with learning purposes

Many experts have formulated the fundamentals that converge education with virtual environments. Leflore, back in 2000, proposed Gestalt theory for the development of material and activities in virtual environments.

With the *Gestalt* theory, from German “form”, what is sought within the educational spectrum is the study of perception and its influence on the learning of individuals. Leflore proposed to use this psychological theory for the elaboration of didactic material taking into account the principles that this theory offers. Some of these principles are:

- **Figure-ground contrast principle**

This principle seeks that the background does not interfere with the clarity of the information presented in the foreground. That is to say that in the elaboration of materials there must be a nuance of very well-selected colors so that the material not only becomes attractive but also understandable.

- **Principle of simplicity**

With this principle, what is sought is to avoid saturation and the inclusion of unnecessary elements in the materials. For this, the use of graphics and simple vocabulary is recommended, as also the discreet use of color, animation, flashing lights, or other effects to attract the attention of the receiver, in this case, the student.

- **Principle of similarity**

This principle indicates that human beings tend to perceive similar elements as having the same shape. Applied to the elaboration of material, if the elements that fit into it have similarities, it will be easier for the student to perceive it as a whole.

- **Principle of continuity**

With this principle, it is explained that human beings perceive the elements placed in a flow-oriented way of small pieces as part of a whole. In other words, the way and direction in which the elements are placed in the material influence the perception of it as a whole.

- **Proximity principle**

This principle dictates that humans perceive elements that are close together as a part of a whole. This means that the elements that are at a close distance within a material will be interpreted as part of the same set.

- **The closing law**

This “law” indicates that humans tend to complete a text or form with elements obtained from prior knowledge. Incomplete items should be avoided so that the recipient does not spend too much time understanding them.

3.2.3 Technological tools and resources to create online virtual environments for education

Technology is nowadays considered a need in education. Researchers and educators have pointed to technology for increasing motivation and engagement among learners. To make the teaching-learning process significant, the teacher uses various technological tools and resources to enrich the teaching-learning process. Some of the most significant tools and resources are:

- **The Learning Management System (LMS)**

A Learning Management System (LMS), is a highly adaptable online education hub that provides a large and indispensable set of features to efficiently support teaching and learning activities for schools, businesses, and

entrepreneurs.¹ LMS can be considered the fundamental pillar of a virtual environment since these systems offer most of the features that are used to develop a significant teaching-learning process. Some of these features are:

- Synchronous and Asynchronous - Reporting / Analytics interaction and instruction
- Self-learning opportunities
- Information management
- User management
- Assessment
- Gamification
- Course management and track
- Automation
- Collaborative work
- Multimedia management
- Multi-Language display
- Upload / Download file spaces
- Privacy and security
- User roles
- Community spaces
- Content library
- Feedback management
- User friendly
- Third-party integrations
(Among other features).

¹ . Cypherlearning.com “What is an LMS?” retrieved from: <https://www.cypherlearning.com/what-is-an-lms>

LMS are developed by different companies and can be open source or payper-use services. Some examples of LMS are:

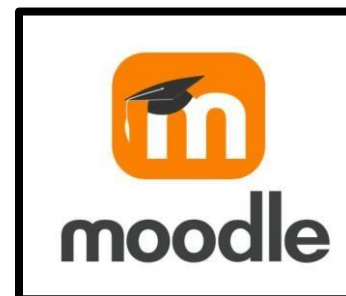
- **Schoology**

Schoology is a K-12 - focused LMS that offers a space to provide educational material and has peer interaction, grade book, attendance tracking, and personalized view to enhance the learning process.



- **Moodle**

Moodle is a free-open-source LMS to create private learning websites with collaborative tools, file management, track progress, learning paths, and multimedia integration, among other features that make the learning process enjoyable.



- **Edmodo**

Edmodo is an LMS that aims to join students, teachers, and parents in a social media-look-alike platform. This platform also allows to track students progress, take quizzes, and even join communities in which educators can share material.



- **Atutor**

ATutor is an open-source LMS that allows to make and develop online courses. It also allows for the creation and sharing of content, and track progress, among other features. The main characteristic of this LMS is that it has assistive technology for people with disabilities.



- **Videoconferencing tools**

Dillenbourg et al, (2007) outlined that socialization is an important factor in education at that virtual environments are not out of it. Synchronous spaces are some of the areas in which teachers and students can interact and also share content. Some of the tools that provide the opportunity of having this interaction are:

- **Google Meet**



Google Meet is a video communication service that combines two apps. One is the new version of Google Hangouts, and another is the Google hangouts chat. Teachers can have many

people joining the conference at a time through the use of Video Conferencing where the students and teachers are connected for teaching and learning. the students and teachers are connected for teaching and learning.

- **Zoom classrooms**



It is a web-based video conferencing and digital classroom system that allows communicating face to face. Zoom has many innovative features that help a teacher in delivering online lessons such as a chat feature, recording the class, using

videos, and sharing and recording lessons. These features help teachers to explore and assess their skills while interacting with students.

- Microsoft Teams



Office 365 brings many elements where people can work in teams by cooperating and collaborating. Microsoft Teams allows sharing, accessing, and even editing of word documents, PowerPoint, and Excel files in real-time. Microsoft Teams is a place where online documents, announcements, favorite websites, discussions, grade books, and videos can be found by the students easily (Williams, 2020), and videos can be found by students easily (Williams, 2020).

• Material and activity creation tools for online educative virtual environments

- Nearpod



Nearpod is also one tool that is made for the student's Engagement. It is a technological tool where interactive lessons are being practiced by teachers. It is a tool for creating interactive lesson plans, presentations, assessments, and digital content. Nearpod allows teachers to create digital lesson plans, share them with students during class, and track individual progress.

- Google Form



Google Forms is used for educational purposes. It is a free online teaching and learning platform that allows creation forms, quizzes, result declaration grading, item analysis, surveys, and collaborative editing. Google forms are also used for assessing the students and for checking the child's previous knowledge.

- Google Classrooms



Google Classroom is an online teaching-learning platform and a free web service that has been developed by Google for schools. Teachers can create online classrooms where they can upload the teaching material and can conduct online quizzes. The main purpose of Google Classrooms is to update and share files between teachers and learners.

- YouTube



It is an important tool for teaching and is used mostly by educators for teaching. Educators can make their classroom channel and all the lectures were uploaded in videos in the form of content, audio, and videos.

- Canva Pro



Canva is a fantastic tool for English teachers, especially if you're looking for an option with unlimited storage and templates to help make your lesson planning and creation more efficient. Teachers can create lesson plans, Infographic Templates worksheets, animated slide shows, and more to create passive income.

- Smartphone Audio Recorder



One of the best ways to practice pronunciation and speaking fluency is the basic audio recorder or "voice memo" app on your students' phones.

- Quizizz



Best for a large class because students can see the questions on their screen. Students answer questions at their own pace and can review their mistakes once they finish.

- Kahoot



Kahoot! is a handy tool that students can use to create in-class questionnaires and quizzes. This is handy for obtaining data for graphing assignments, data for research essays, and feedback

from their classmates. Kahoot! is compatible with multiple devices and has a game-like feel that will help keep students interested.

- Quizlet



Best for increasing communication skills in medium to large classes. Students work together to match items. Accuracy is more important than speed. Students can also use the program on their

own for flashcard review.

- Padlet



Padlet content is accessible to all students; they can easily access and roll on the courses. Padlet is a collaborative space for teachers and students that functions like a bulletin board. Using a

secret URL, students can post using their name or anonymously.

- FlipGrid



FlipGrid allows teachers to create discussion topics and students can respond with video recordings. Their peers can respond to keep the discussion going. This tool helps students formulate their

ideas in a pre-recorded setting, which means no one gets talked over or ignored by louder voices.

- Audacity



It is a simple and free cross-platform software that doesn't require a high-tech studio or complex editing skills for audio.

- SoundCloud



Students can use SoundCloud to create and share their podcasts, all from one place. With a Pro Unlimited plan, they can schedule releases, highlight their most popular podcasts, and more.

IV. Description of Activities

4.1 Module 1 – Online Foreign Language Teaching

The first module “Online Foreign Language Teaching” was about the fundamental elements of online education and its application in the language teaching-learning process. The use of many elements such as LMS (Learning Management System), Moodle, and platforms like Microsoft TEAMS, Google Meet, and Google Classroom for setting up virtual environments and developing synchronous asynchronous activities was studied.

This module provided participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet. Participants were able to analyze and identify the importance and the difference between the learning theories to design the best virtual environment by choosing the appropriate activities, videos, and tasks for their students. The activities presented during this module allowed participants to have the experience not only as teachers but also as students with the purpose to ensure that the information presented in classes was being developed in the best possible way.

To measure knowledge acquired during the module, participants were able to use Forums, and Google Classroom, to make infographics to synthesize information, and also develop a demonstrative class to put into practice what they learned.

4.2 Module 2 – Educational Applications for learning a Foreign Language

Module II “Educational Applications for Learning a Foreign Language” was designed to combine theoretical fundamentals and technological tools to be used in the teaching-learning process in virtual environments. Some of the important aspects studied in the module were TPACK (Technological Pedagogical Content Knowledge), which is a framework that advocates for the inclusion of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) for the creation of activities and materials to achieve significant learning, and different tools to develop material and activities.

The tools edpuzzle, flipgrid, flippity, liveworsheets, nearpod, padlet, kahoot, classroomscreen and powton were studied in the module. The variety of tools is vast and it is very important to select and use the advantages of each of the tools concerning the objective the activity has. “Good learning objectives benefit both students and instructors.” (*Zhou, 2017*) Following this vision, some of the main objectives to take into account to develop activities and select technological tools presented in the module are listed below:

- Activate prior knowledge
- To orientate learning
- To introduce content
- Encourage learners’ practice participation
- Provide feedback
- Evaluate performance
- Enable monitoring of the learning process
- Put the knowledge learned into practice
- Solve concrete problems
- Motivate curiosity and interest

Students enrolled in this course designed and developed different activities using these tools as well as put them into practice by delivering a demo class.

4.3 Module 3 – Design of Didactic Materials for Virtual Environments

Module 3 was designed for students to use tools for the design of didactic materials for the teaching-learning process of foreign languages in virtual learning environments. In this module, students worked on materials such as podcasts, interactive images, websites, online presentations, and videos, among others. In addition, as a fundamental part of the culmination of this specialization, students performed an integrative task through which they applied the competencies acquired during the three modules.

Students learned about the most important aspects of Images in education. It was explained that images will be more effective in the classroom if they are meaningfully integrated into course curricula. Images can support the delivery of content, illustrate class themes, serve as primary research materials, or be built into assignments. Also, students learned some important aspects about the anatomy of a digital image, and its basic concepts such as resolution, formats, and transparency. Also, in these weeks learners learned about some important sites in which they can download images and sites in which they can modify, resize and add some effects.

These sites were: Fotor.com, Pizap.com, Pixabay.com, and Pexels.com.

Finally, a written report was prepared in which the students had to describe the experiences and the learning obtained during the entire specialization course, as well as mention the content, tools, and activities developed in each module.

V. Achievements

- The team learned to apply learning theories to design virtual environments for the delivery and acquisition of knowledge of foreign languages.
- The students studied virtual learning environments that are currently in use and learned how to manage them for teaching foreign languages.
- The team learned how to identify the appropriate multimedia resources according to the teaching-learning process that contributes to adequate learning in virtual education.
- Students acquire knowledge on how to create a virtual classroom using Learning Management Systems currently available for teachers.
- The team practiced and learned how to conduct synchronous work sessions using the necessary tools available online.
- Students defined and associated principles with technological tools for educational purposes.

- The team practiced and learned how to use different technological tools when developing synchronous classes online.
- Students learned how to design digital materials to be used in virtual learning environments.
- Participants were able to elaborate activities as didactic material using the technological tools selected for this course, such as Audacity, Soundcloud, Fotor, Pixabay, Pexels, Pizap, Genially, and Google sites

VI. Conclusions

- The pandemic due to COVID-19 had a high impact on teaching triggering that teachers worldwide had to quickly adapt and shift to virtual environments without necessary training which underlines the importance of the development of learning spaces like the “*Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning.*”
- The drastic and involuntary change from face-to-face to virtual mode represented a great challenge for both teachers and students due to various factors that impeded the efficient development of virtual classes at the beginning of the pandemic, but that online learning has become a fundamental component of most educational institutions that keep working on improve virtual spaces and also train teachers to achieve a significant learning experience on students.
- The technological resources have generated positive learning experiences in terms of the acquisition of new knowledge through the use of multimedia resources, technological tools and also learning management systems (LMS).
- Professionals that coursed the “*Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning*” at the University of El Salvador achieve knowledge to manage technological tools and resources to develop online virtual environments for teaching foreign languages.

VII. Recommendations

Once the written report and the specialization course are completed, it is recommended to the heads of the language department, the teachers in charge of the courses, and students involved the following:

- Keep in mind that the teachers' goal is to ensure that the students have a significant teaching-learning experience so they can acquire knowledge.
- Establish adequate communication between the different actors of a course supported in a virtual teaching-learning environment so the social factor cannot be inhibited by technology.
- Create more spaces of learning that offer educational coverage that ensures equality of opportunities for students in isolated localities and urban areas, and also promote equity, gender perspective, inclusion, and diversity.
- Suggest students use video call platforms to advance in the resolution of group tasks that do not necessarily demand the presence of the teacher.

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Retrieved from: <https://www.edapp.com/blog/15-free-learning-management-systems/>

Websites visited to collect information about technological tools and resources:

Google meet: https://workspace.google.com/intl/es-419/products/meet/?utm_source=google&utm_medium=cpc&utm_campaign=latam-T2-all-es-drbkws-all-all-trial-e-dr-1011272-LUAC0013061&utm_content=text-ad-none-any-DEV_c-CRE_479427392817-ADGP_Hybrid%20%7C%20BKWS%20%20EXA%20%7C%20Ttxt%20~%20Meet-KWID_43700058306465968-kwd-299356619278&utm_term=KW_google%20meet-ST_google%20meet&qclid=CjwKCAjwg5uZBhATEiwAhhRLHmwDHuwj7ZRO_9r7OIFZSrtuhTChXzSiQPbZNP29sCBoreIWMVrsVRoC2H4QAvD_BwE&gclid=aw.ds

ZOOM: <https://zoom.us/>

Microsoft Teams: <https://www.microsoft.com/es-ww/microsoft-teams/log-in>

Nearpod: <https://nearpod.com/>

Google Forms: <https://www.google.com/intl/en-GB/forms/about/>

Google Classroom: <https://edu.google.com/intl/es-419/workspace-for-education/classroom/>

YouTube: <https://edu.gcfglobal.org/en/youtube/what-is-youtube/1/>

Canva: <https://www.canva.com/>

Smartphone Audio Recorder : <https://www.aarp.org/home-family/personal-technology/info-2022/smartphone-voice-recorder.html>

Quizizz <https://quizizz.com/>

Kahoot: <https://kahoot.com/>

Quizlet: <https://quizlet.com/>

Padlet: <https://es.padlet.com/>

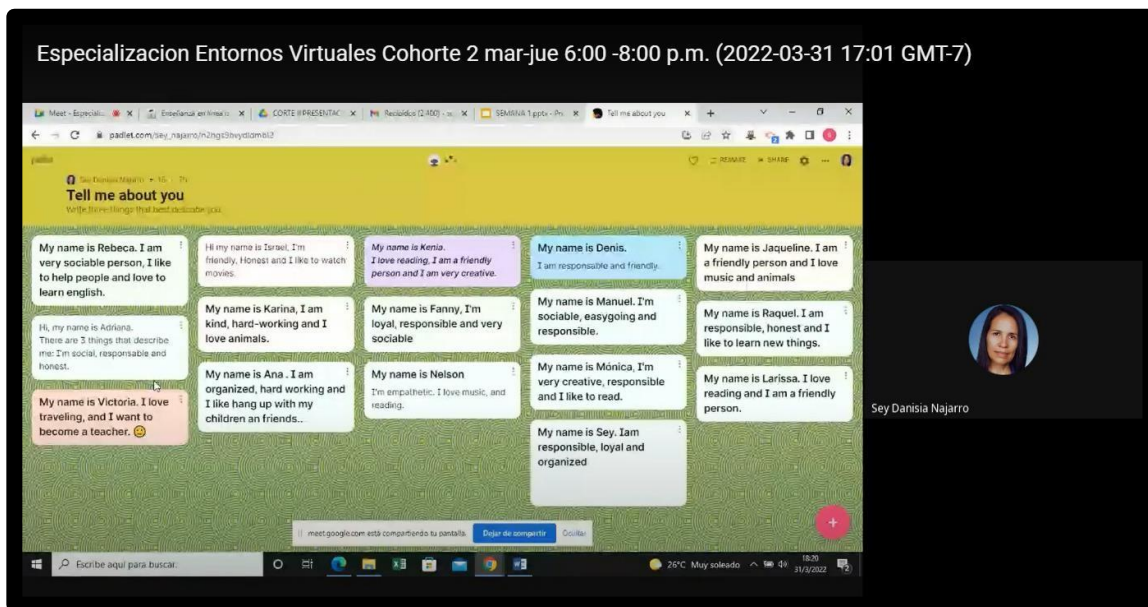
FlipGrid: <https://info.flip.com/>

Audacity: <https://www.audacityteam.org/>

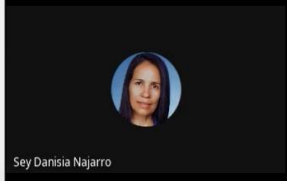
SoundCloud: <https://soundcloud.com/>

IX. Appendixes

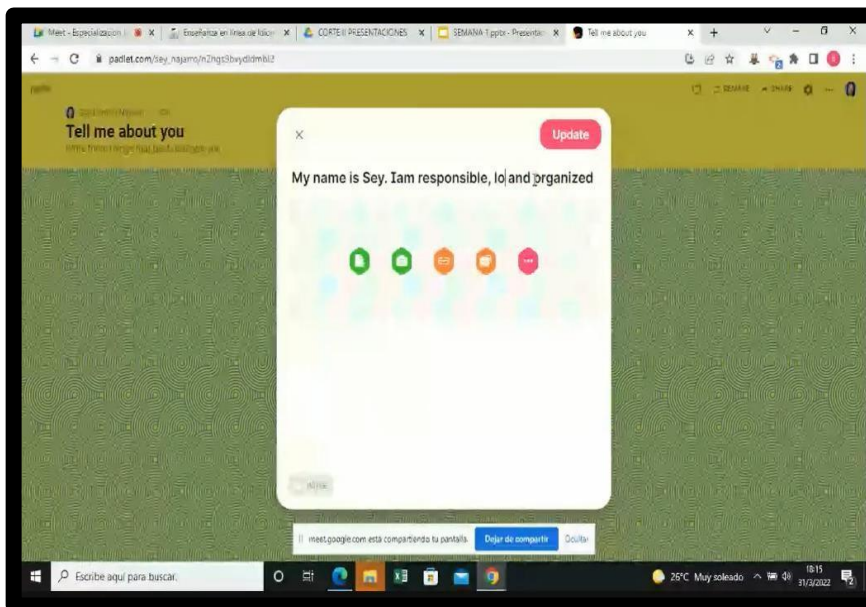
9.1 Modules' screenshots



Especializacion Entornos Virtuales Cohorte 2 mar-jue 6:00 -8:00 p.m. (2022-03-31 17:01 GMT-7)



Sey Danisia Najarro



Sey Danisia Najarro

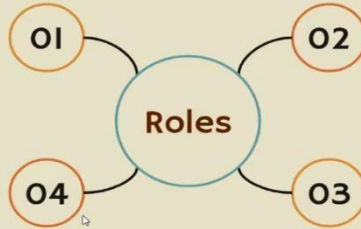
Roles in Moodle (LMS)

Admins

Admin users will be assigned the default legacy admin role in the system (site) context in Moodle 1.7-1.9. In Moodle 2.0 admins do not have any role assigned at all, this role was replaced by Manager role.

Course Creators

Course Creators will be assigned the default legacy course creator role in the system (site) context. Course creators are intended to create course only, nothing else! Once the creator creates a new course they are usually enrolled into course with default creator role.



Students

Users who were students will be assigned the default student role in all courses they were student.

Teachers

Users who were teachers will be assigned the default legacy teacher role (or non-editing teacher role) in all courses they were teacher.

<https://docs.moodle.org/dev/Roles#Roles>



Sey Danisia Najarro

The screenshot shows a Moodle course page for 'CONINV214'. The left sidebar contains navigation links: Participants, Roles, Competencies, Grades, Welcome, Week 4, Week 5, Dashboard, Site home, Calendar, Private files, My courses, Enseñanza en línea del idioma inglés, and Aplicaciones Educativas para Aprender un idioma. The main content area features a video player with a play button and a presentation slide titled 'The Sounds of American English' showing 'B and P' and phonetic symbols [b] [p]. A notification at the bottom indicates that 'meet.google.com' is sharing the screen. The browser's address bar shows 'campus.us.edu/sv/course/view.php?id=15421'. The Windows taskbar at the bottom shows the date as 26/4/2022 and the time as 18:23.



Sey Danisia Najarro

The screenshot shows a Canva design workspace. The main canvas features an infographic with the following text:

- what you want to achieve. When you think about it, this makes a lot of sense. If you don't set goals, how can you know what you want to achieve and measure whether you have achieved it?
- 2. Learn the "right" words.
- Languages are made up of a shocking number of words. English, for example, has between 600,000 and 1 million words. Luckily, you don't need to learn anywhere near that.

The workspace includes a left sidebar with options like 'Agregar un título', 'Agregar un subtítulo', and 'Agregar texto'. The top navigation bar shows 'Inicio', 'Archivo', and 'Redimensionar'. The bottom status bar indicates '25°C' and '3/5/2023'.



The screenshot shows a Kahoot! presentation slide titled 'Technology'. The slide features a wooden background and includes the following elements:

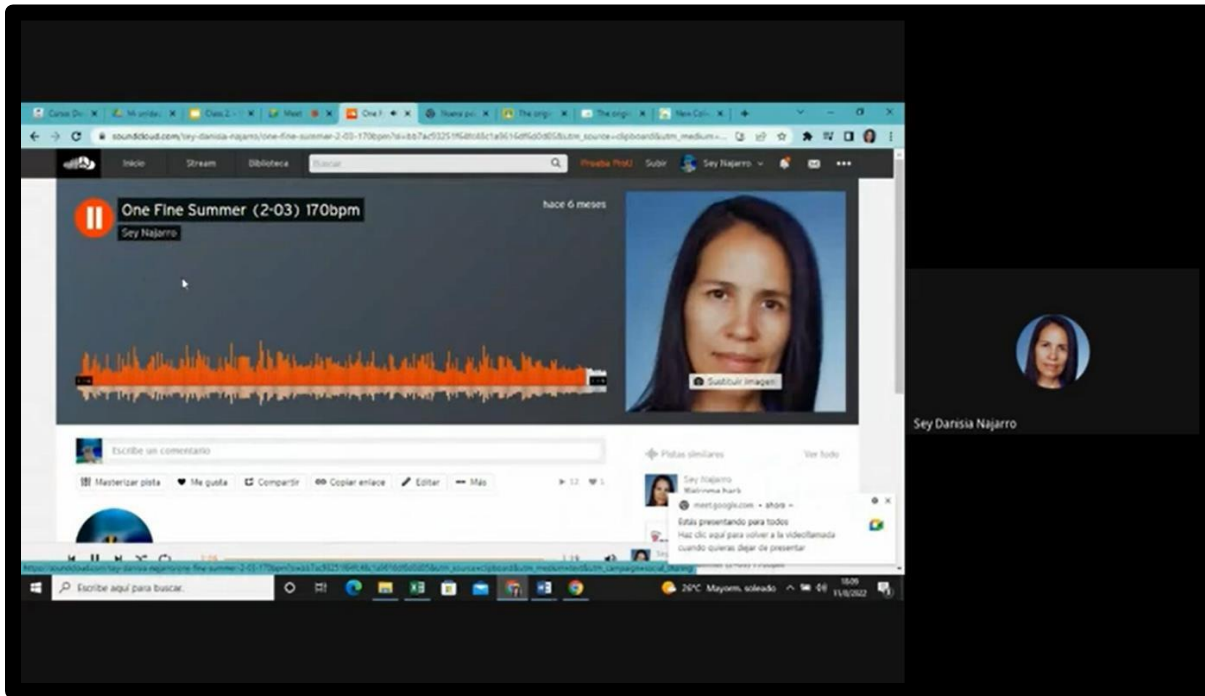
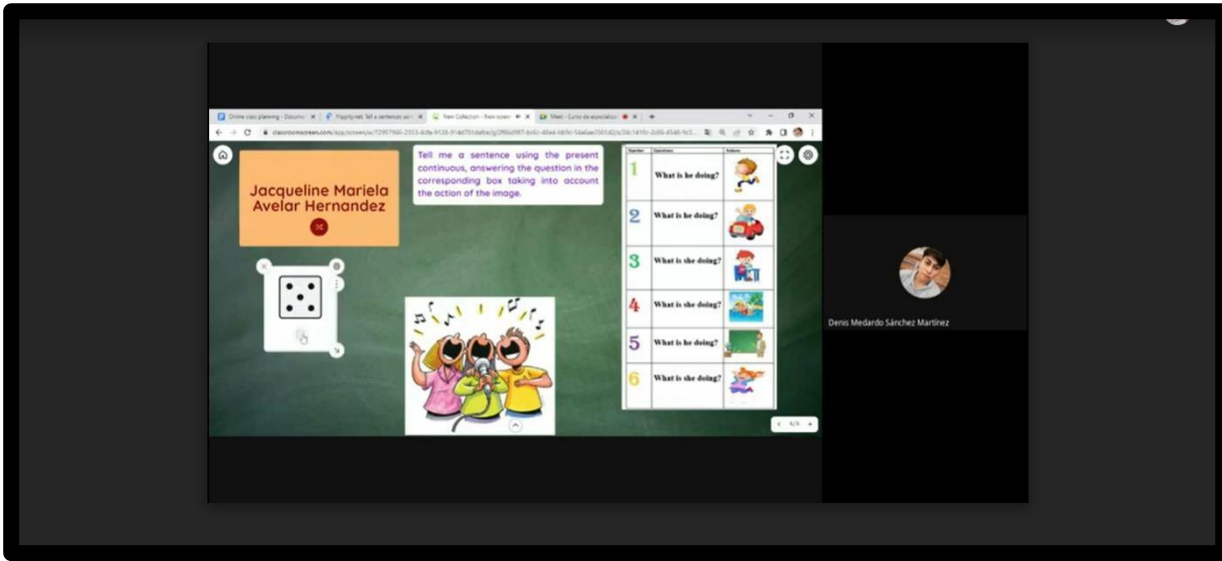
- A laptop on the left.
- A hand holding a tablet in the center.
- A hand holding a smartphone on the right.
- A green speech bubble icon with a white camera icon inside.
- A screenshot of the Kahoot! interface at the bottom.
- The word 'Kahoot!' in a large, purple, stylized font at the bottom right.



Curso de especialización Modulo II Grupo 01 6:00 a 8:00 p.m. martes y jueves (2022-07-26 17:02 GMT-7)

The screenshot shows a Microsoft PowerPoint application window. The title bar reads "Presentación diapositiva Marca cre...". The main slide area displays a slide with the text "SPOT THE 5 DIFFERENCES" and two identical images of a building. The left sidebar shows a search bar and various template categories like "Historia", "Medicina", and "Salud". A video inset on the right shows a woman with glasses, identified as Katherine Vanessa Sanchez Vasquez.

The screenshot shows a web browser window with a yellow background. The page content includes the text "What can you do?" and a small image of a woman. A video inset on the right shows a man with glasses and a headset, identified as Nelson Vladimir Garcia Valle.



The screenshot shows a Genially presentation titled "Skimming technique". The presentation is divided into four numbered sections:

- 1 Definition**: Shows a newspaper page.
- 2 How to skim a text?**: Shows a person reading a book.
- 3 Reading Strategy - Skimming**: Features a video player with a thumbnail titled "READING STRATEGY: skimming" and a description: "This video shows you how to apply a skimming strategy while reading." Below the video is a text box with the heading "Reading Strategy - Skimming" and a paragraph: "Measuring the effect of post-reading test conditions on the retention of information." A red play button is visible over the video.
- 4 Skimming practice instructions**: Includes a "SKIMMING PRACTICE" button.

At the bottom of the presentation, there is a registration prompt: "¿Quieres hacer contenidos tan geniales como este? REGÍSTRATE AHORA". The browser's address bar shows the Genially URL. On the right side of the screen, a participant's name "Sey Danisia Najarro" is displayed next to a circular profile picture.

9.2 Modules' syllabus:



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

Module I Syllabus



**Online Foreign Languages
Teaching**

March, 2022

1. GENERAL INFORMATION

- 1.1 Module 1: **Online Foreign Languages Teaching**
- 1.2 Code: **EDIII114**
- 1.3 Pre-requisite: **None**
- 1.4 Academic Credits: **3**
- 1.5 Target Population: **Students who have concluded their
academic process**
- 1.6 Month and Year: **March 2022**
- 1.7 Major Academic Unit: **Foreign Languages Department**
- 1.8 School: **School of Arts and Sciences**
- 1.9 Module Term: **8 Weeks/ 2 Months**
- 1.10 Hours per Module: **60 Hours**
- 1.11 Professors:

MEVA. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco

Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

OBJECTIVES

a) General Objective:

- To know and apply learning theories for teaching English online using emerging technological tools.

Specific Objectives:

At the end of this module, participants will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet. - To carry out synchronous work sessions using available tools.

Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

CONTENTS

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

Time Table

(Online Meetings) Week	Synchronous session	Asynchronous session
1 Thursday 31st Tuesday 5th Saturday 2nd	<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

<p>2</p> <p>Saturday 9th</p> <p>Thursday 7th</p> <p>Tuesday 19th</p>	<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
<p>3</p> <p>Thursday 21th</p> <p>Tuesday 26th</p> <p>Saturday 23th</p>	<ul style="list-style-type: none"> • Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> • Videos • Website • Forum to answer questions or clarify doubts
<p>4</p> <p>Thursday 28th</p> <p>Tuesday 3th</p> <p>Saturday 30th</p>	<ul style="list-style-type: none"> • Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> • Inphographic • Forum to answer questions or clarify doubts
<p>5</p> <p>Thursday 5th</p> <p>Thursday 12th</p> <p>Saturday 7th</p>	<ul style="list-style-type: none"> • Learning Management Systems - Google Classroom 	<ul style="list-style-type: none"> • Tutorial, multimedia • Forum to answer questions or clarify doubts
<p>6</p>	<ul style="list-style-type: none"> • Learning Management Systems - 	<ul style="list-style-type: none"> • Create a Virtual Classroom

<p>Tuesday 17th</p> <p>Thursday 19th</p> <p>Saturday 14th</p>	<p>Google Classroom (Live demonstration)</p>	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts
<p>7</p> <p>Tuesday 24th</p> <p>Thursday 26th</p> <p>Saturday 21st</p>	<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
<p>8</p> <p>Tuesday 31st</p> <p>Thursday 2nd</p> <p>Saturday 28th</p>	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts

Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

CLASS POLICIES

- 1. CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.
- 2. MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
- 3. HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.
- 4. COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.
- 5. CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.
- 6. STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the

platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

7. **Students must have an e-mail.** It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv

8. **GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

REFERENCES

Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski (2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.

WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



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

**Specialization Course in the Administration
of Virtual Environments for Foreign
Languages Teaching and Learning**

Module II Syllabus



**Educational Applications for
Learning a Foreign Language**

June, 2022

GENERAL INFORMATION

1.1. Code:	APE214
1.2. Pre-requisite:	None
1.3. Academic Credits:	3
1.4. Target Population:	Students who have concluded their academic courses
1.5. Month and Year:	June- July 2022
1.6. Major Academic Unit:	Foreign Languages Department
1.7. School:	School of Arts and Sciences
1.8. Module Term:	8 Weeks/ 2 Months
1.9. Hours per Module:	50 Hours
1.10. Professors:	MEVA. Sey Danisia Najarro de Alvarado MsE. Blanca Alicia Menjívar González

Module Description

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: ***edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.***

Objectives

a) General Objective:

To get familiar with theoretical information about technological tools for teaching- learning a language and their functions.

Specific Objectives:

At the end of this module, participants will be able to:

define the terms and principles associated with technological tools for educational purposes. use technological tools to plan and develop synchronous class activities.

Methodology

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

Contents

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	<ul style="list-style-type: none"> - 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 foreign language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid about Technological Tools (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	Demo class using technological tools (30%)

Time Table

Week/Date	Synchronous session	Asynchronous session
1 Saturday, June 4 th to Friday, June 10 th , 2022	Presentation (Program, Content and Class Policies) List of technological tools and an overview	<ul style="list-style-type: none"> - Presentation of the concept educational applications - Question and answer forum
2 Saturday, June 11 th to Thursday, June 16 th , 2022	Fundamentals and principles of using technological tools	<ul style="list-style-type: none"> - Infographics based on the fundamentals of technological tools when teaching a foreign language. - Question and answer forum
3 Saturday, June 18 th to Friday, June 24 th , 2022	<p>General information and tutorial of Edpuzzle. Live practice.</p> <p>General information and tutorial of Flipgrid.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
4 Saturday, June 25 th to Friday, July 1 st , 2022	<p>General information and tutorial of Flippity.</p> <p>General information and tutorial of Liveworksheets. Live practice.</p>	<ul style="list-style-type: none"> - Video in Flipgrid: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, July 2 nd to Friday, July 8 th , 2022	<p>General information and tutorial of Nearpod. Live practice.</p> <p>General information and tutorial of Padlet. Live practice.</p> <p>General information and tutorial of Powtoon. Live practice.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
6 Saturday, July 9 th to Friday, July 15 th , 2022	<p>General information and tutorial of Kahoot. Live practice.</p> <p>General information and tutorial of Classroomscreen. Live practice.</p>	<ul style="list-style-type: none"> - Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum

7 Saturday, July 16 th to Friday, July 22 nd , 2022	Demo class using technological tools.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
8	Demo class using technological	- Demo class using technological
Saturday, July 23 th to Thursday, July 28 th , 2022	tools	tools - Question and answer forum

Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%

4. Demo class using Technological tools.	30%
TOTAL	100%

Class Policies

- I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

- II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

- III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

- IV. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.

- V. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

- VI. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

- VII. **Students must have an institutional e-mail**, that is, it must contain the domain @ues.edu.sv

VIII. **GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

***** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador *****

REFERENCES

BOOKS

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/><https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>



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

**Specialization Course in the Administration
of Virtual Environments for Foreign
Languages Teaching and Learning**

Module III Syllabus



**Design of Didactic Materials
for Virtual Environments**

August, 2022

GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	August- September 2022
1.7. Major Academic Unit:	Foreign Languages Department
1.8. School:	School of Arts and Sciences
1.9. Module Term:	8 Weeks/ 2 Months
1.10. Hours per Module:	50 Hours
1.11. Professors:	MEVA. Sey Danisia Najarro de Alvarado MsE. Blanca Alicia Menjívar González

MODULE DESCRIPTION

In this module, students will learn to use at least four Web tools for the design of educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete an integrative task through which they will apply the competencies acquired during the three modules.

OBJECTIVES

a) General objective

- To design digital materials to be used in the teaching and learning of foreign languages. b) Specific objectives

At the end of this module, participants will be able to:

- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
- Integrate tools to present content in a Virtual Learning Environment.

METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each participant will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics to be developed in the Google Site.

CONTENTS

Week	Content	Resources	Evaluation
Week 1 Y 2	<ul style="list-style-type: none"> ✚ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ✚ Use and creation of Podcasts ✚ Using Audacity ✚ Using SoundCloud 	<ul style="list-style-type: none"> ✚ Readings ✚ Tutorials ✚ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Week 3 y 4		<ul style="list-style-type: none"> ✚ Presentations tutorials 	

Week 5 y 6	<ul style="list-style-type: none"> † The Fundamentals of image selection † Using and Creating a Google Site † Using Genially 	<ul style="list-style-type: none"> † Guidelines for the elaboration of evaluated activities 	<ul style="list-style-type: none"> † Elaboration of an interactive image † Creation of a Google Site
	<ul style="list-style-type: none"> † Fundamentals of Creating Presentations † Using Google Presentations 	<ul style="list-style-type: none"> † Readings, tutorials † Guidelines for the elaboration of evaluated activities 	<ul style="list-style-type: none"> † Written Report about the specialization including the 3 Modules (first draft) † Creation of a Google Presentation
Week 7 y 8	<ul style="list-style-type: none"> † Fundamentals of video creation † OpenShot working environment. 	<ul style="list-style-type: none"> † Readings, tutorials † Software for videos † Guidelines for elaboration of evaluated activities 	<ul style="list-style-type: none"> † Elaboration of a video † Written Report about the specialization including the 3 Modules (Final version) † Live defense of Integrative Task

Time Table

Week/Date	Synchronous Session	Asynchronous Session
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<p>1 Saturday, July 30th to Friday, August 12nd, 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 Saturday, August 13th to Friday, August 19th, 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 Saturday, August 20st to Friday, August 26th, 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 Saturday, August 27th to Friday, September 2nd, 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 Saturday, September 3rd to Friday, September 9th, 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
<p>6 Saturday, September 10th</p>	<ul style="list-style-type: none"> ✚ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials

to Friday, September 16 th , 2022		<ul style="list-style-type: none"> - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 17 th to Friday, September 23 rd , 2022	<ul style="list-style-type: none"> ✦ Fundamentals of video production ✦ Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Saturday, September 24 th to Thursday, September 29 th , 2022.	<ul style="list-style-type: none"> ✦ Use of Smart Phones for video recording. ✦ Use of OpenShot. 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	15%

2. Creation of an Interactive Image in Genially	15%
3. Written Report on the 3 Modules of the Specialization Course(Draft)	15%
4. OpenShot Video Production	15%
5. Written Report on the 3 Modules of the Specialization Course (Final Version)	20%
6. Integrative Task (Google Site linked to Google Classroom and live defense.	20%
TOTAL	100%

CLASS POLICIES

- I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

- II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

- III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

- IV. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.

CLASS TIME: Students are required to be connected to the sessions the complete period of time allotted to the meetings.

V. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VI. **Students must have an institutional e-mail**, that is, it must contain the domain @ues.edu.sv

VII. **GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

VIII.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje **deberá tener una asistencia a las actividades académicas mayor o igual al 75%**.

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.