



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia

Technology in the Efl Classroom

Guía didáctica



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Departamento de Ciencias de la Educación

Sección departamental de Lenguas Contemporáneas

Technology in the Efl Classroom

Guía didáctica

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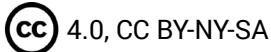
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Technology in the Efl Classroom

Guía didáctica

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Universidad Técnica Particular de Loja



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1. Information data

1.1. Presentación de la asignatura



1.2. UTPL Generic Competencies

- Research and innovation orientation
- Critical and reflexive thinking

1.3. Program specific competencies

Integra conocimientos pedagógicos lenguaje, didácticos y curriculares que permitan, interdisciplinariamente, la actualización de modelos,

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el uso de metodologías de aprendizaje y la incorporación de saberes para la enseñanza del inglés como extranjera de forma práctica y sistemática, basados en el desarrollo del pensamiento crítico, reflexivo, creativo y experiencial en relación con el desarrollo de la persona y su contexto.

1.4. Issues addressed in the course

Limitada coherencia en la articulación de los elementos del currículo



2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including lecture/presentation, discussions, debates, group work, video discussions, role-plays and simulations, among others.

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning results and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program.

The educational process is based on the following three basic components:

- teaching
- practice
- autonomous work

The teaching component is carried out under the supervision and direct assistance of the teacher synchronously or asynchronously, using technological tools such as video collaboration, chat or forum for the development of collaborative work among the participants of the course. In the practice component, the students work individually to complete tasks in which they put into practice what they have learned. In the autonomous component, the students work by themselves to generate and build learning in a self-regulated manner, basically through reading and reflection.

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3. Academic guidelines per learning outcome



First bimester

Learning outcome

1

Applies technological tools to improve the learning process in different settings.

Contents, resources, and recommended learning activities

Dear students, welcome to the study of this subject, which is going to provide you information about the use of technology in the EFL learning process. In this context, relevant and updated topics, as well as resources and learning activities, have been integrated into this course to allow you to understand how to use and apply different technological resources in an EFL classroom. So, let's start with the first theme.



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Unit 1. Internet as a Mean of Learning English

1.1. Importance of Internet



Figure 1. Internet as a mean of communication

Dear student, before starting the study of this theme I invite you to answer the questions below whose purpose is to promote your reflection on the importance of Internet use and its impact on people's daily activities. The questions are: Do you think that the usage of the Internet has had a positive or negative impact on the lives of people? Why? How would your life be like without Internet access? Well, I am sure that your answers will help you have a better understanding of the role of the Internet in our life.

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The Internet, a global network of computers, has grown significantly over time due to its many advantages. According to Gagan and Rakesh (2013), the number of users of the internet has increased rapidly because of the many services that the Internet offers to them. One of them is that people have access to infinite amounts of information, which allows them to be constantly updated on news about any topic. Additionally, the Internet helps users to do different activities anytime and everywhere, which makes their life easier. Internet use also has contributed enormously to the development of many fields such as science, information, technology, communication, education, medicine among others. It has enabled scientists and researchers to find innovative ways of responding to social challenges.

As you can see, nowadays, the Internet is an indispensable mean that allows us to be connected with this globalized world; that is why it is used by billions of people. However, most of them do not know what the Internet is, how it works, who invented it, their advantages, what a hyperlink is, what a browser is, among others. Probably you may know such information, but it is necessary to broaden your knowledge of this theme. For that reason, I invite you to read the information in the [link](#) and watch the video in this [link](#) in which you will find information about the definition of the Internet, its origin, and uses as well as a glossary that contains the most used terms in this field.

Did you check the links above? Good job! Now you are ready to practice. So, please surf on the Internet and identify the mentioned elements in those links. Besides, think about five different topics and search for information about them on the Internet.

How was your practice, easy or difficult? Could you identify the elements? Remember that if you are in any doubt about the contents of this theme, you can check the links as many times as necessary.

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Now, it is time to study the next sub-theme, Internet in Learning English, which complements the sub-theme 1.1. So, let's continue.

1.2. Internet in Learning English

As it was stated before, the Internet is an essential tool used by millions of people for different purposes, one of them is to learn English.

In this context, nowadays, more and more people use the Internet to learn this language because it allows them to access unlimited information and to increase their knowledge. Besides, the Internet provides learners with many sources that help them to navigate, communicate, interact, and learn in an active and creative environment; it means that they are involved in the learning process. Therefore, learners change their role in this process; they go from passive receivers of information to be active explorers of it.

Additionally, the Internet has become a key factor to learn the English language anywhere at any time since this resource allows learners to use different tools to study, to practice contents, to interact with other partners, and to exchange useful tips. For example, you may surf the Internet and find platforms such as Duolingo, Purdue Online Writing Lab, Oxford Dictionaries, British Council, Cambridge Apps, Audacity, Kahoot, Knovio amongst others. All of these resources have many activities that can be used by English language learners (ELLs) to enhance their language skills. The usage of such ICT depends on what activities students want to do. How can you access them? Well, follow the following steps: First, open an internet browser (Internet Explorer, Mozilla, etc.). Then, type the URL directly into the address bar; if you do not know it, type the topic you want to search into the Search Bar and press the Enter key on the keyboard of your computer. After that, search through your

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list of web pages to identify the most pertinent one. Finally, click on the selected page. Was it easy, isn't it? Now, I invite you to practice: Find two topics of interest to you on the Internet following the steps above.

However, despite the aforementioned positive aspects of Internet use to learn English, it also has some negative effects on students' academic and social activities. To learn more about this issue, I invite you to watch these interesting videos in [link 1](#) and [link 2](#); they will help you know what the positive and negative impact of the use of the Internet on students' learning process are. Did you watch the videos? Good job! So, remember that the Internet is a powerful tool that makes the English learning process easier and funnier; however, the misuse of this tool may result in addiction, waste of time, distraction, among others..



Week 2

1.3. Advantages and Disadvantages of Using technology in English Language Environment

Dear students, after studying the first two subthemes, it is time to move on to this new topic, technology, which complements the previous ones. But before explaining it, it is important to know the definition of the term "technology" and to understand the difference and relationship between this word and the term "Internet". Why? Because these terms are closely related and cannot be considered as individual elements since both of them are dependent on each other. So, I encourage you to read the information from the table below to have better comprehension about it:

Table 1. Internet vs Technology

INTERNET	TECHNOLOGY	EXAMPLE
"The internet is a technology that enables data connectivity between computers"	"Technology, in this case, refers to the software or other mechanisms that leverage internet technology"	For example, with the use of the internet, a cable company can push digital video to your television. With other software technologies, that same cable company can discern your general demographic and make sure you see the most relevant ads to you. You and your neighbor across the street might both be watching the Walking Dead, but you and your neighbor may be served entirely different ads during the commercial break. That requires technology beyond simply exchanging information between the cable box and the cable company.

Source: Sherrill, A. (2013)

Now that you know a bit more about this topic, it will be easier for you to understand the subtheme, Advantages and Disadvantages of Using Technology in English Language Environment.

Technology has become a significant resource in the English language environment due to it helps teachers to promote active learning and develop their students' language skills. In this context, the use of technology allows interactions among learners, provides communicative activities and real audiences, expands the learners' language experiences, presents students the opportunity to work collaboratively, among others. Despite these advantages, technology has some disadvantages that impact on students' performance

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negatively. To learn more about this topic, I invite you to read the information in this [link](#) (see section 2 only) and sections 2 and 3 of the following [link](#), and watch the video in this [link 3](#). They are both scientific articles that contain bibliographic information and results of research in which researchers explain the advantages and disadvantages of using technology. Did these resources help you have a better understanding of the topic? I hope so. However, if it is necessary I suggest you review them once again.

Based on what you have read in the links above, it can be concluded that the usage of ICT in an EFL classroom is a factor that influences positively in the development of students' English skills. That is why the use of technology has more advantages than disadvantages in the EFL classroom.

To finish this theme, it is also important to remark that the success of using technology in the language environment depends not only on those resources, but also on the strategies applied by teachers. What do you think? Do you agree? I am sure that you will like to learn more about this issue. For that reason, I invite you to review the next units in which I will explain this topic in more detail. Now, let's continue with the next section.



Recommended learning activity

Read the resources in section 1.3 again. Based on it, write a summary of the advantages and disadvantages of using technology in English language learning. Then, add two more based on your experience as a learner.



Week 3

1.4. Web and Social Networks



Figure 2. The Web and Social Networks

Continuing the study of the contents, it is essential to explain the information regarding the other two important topics of this subject, the Web and social networks.

Merriam-Webster (n/d) estates that the World Wide Web (www), commonly known as the web, is “a part of the Internet accessed through a graphical user interface and containing documents often connected by hyperlinks.” It means that the web is a visual medium on the Internet that allows users to access a great number of documents connected to other documents by hypertext links or hypermedia links.

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In this context, it is important to highlight the difference between the Internet and the web. Do you remember the definition of the Internet? Well, as I mentioned in section 1.1, the Internet is a global network of connected computers that allows exchange data between two computers. On the other hand, the World Wide Web is made up of webpages found on the Internet; the web displays the information received from the Internet by using web browsers. Did you understand the difference between the Internet and the web? Great! Once you have understood the difference, it is easy to infer the importance of the web. So, let's analyze.

Before the invention of the World Wide Web by Sir Tim Berners-Lee in 1989, it was not possible to connect one document directly to another through the Internet. This limitation disappeared after such invention since the web allowed people to do many activities (to connect, to get information, to communicate among them, to share their ideas and work) by using social networking sites, blogs among others. That is why the World Wide Web plays a vital role in today's technology world.

Did the information above help you have a better understanding of the web? I hope so. However, it is necessary to deepen your knowledge of this topic. For that reason, I encourage you to read extra information in this [link](#) as well as to watch the video in the following [link](#) in which you will learn how to work the web, its history, its importance, and terms related to it.

After watching the videos, I am sure that you will be a better user of the web and will save time by searching for information. To conclude, remember that the World Wide Web is used by millions of users to do any type of activity because of its characteristics that allow connecting all types of information.

Now, let's move on to a new subtopic, social networks, which is very closely related to the web. I am sure that you often use social

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networks; but, do you know what a social network is? No / Yes? Well, A social network is a website used by people to stay in touch with their relatives and friends, to find fun, to make new friends or connect with old ones, to share information, to create content, among others. This interaction and collaboration among users are known as social media.

Nowadays, social networks have become a communication tool used by millions of users due to their advantages such as easy to log in and fast access through tablets or smartphones. We find a great number of social networks for specific purposes on the Internet such as Twitter, Instagram, WhatsApp, Tumblr, LinkedIn, and many others; however, the most popular and largest is Facebook. Would you like to learn more about this interesting topic? Excellent! So, please watch the video in the [link](#) and read the information in this [link](#); they contain relevant information about the importance of social networks, examples of them and their main characteristics, the most popular social network, among other important aspects related to them.

In the EFL context, teachers can also take advantage of social networks to create some activities where people interact, share ideas, and work collaboratively. Despite such advantages, many teachers do not like to use social networks as educational resources in their EFL classes because of their lack of training. In light of this, it is important that you know how to use these resources for educational purposes.

As I have already mentioned, one of the most popular social networks on the Internet is Facebook. This resource can be used by teachers in their classrooms because it creates a sense of community and promotes collaboration, enhances communication between instructor and students, develops computer literacy and language skills, and incorporates current student culture into the

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learning environment. Have you known about such benefits of Facebook? Would you like to use it in your classroom? Well, it is not difficult because it is a freely and easily accessible tool. The first step is to create a Facebook account (for classes only) by clicking the Sign up for the Facebook link. The second step is to be familiar with the available options in this tool to create work teams. After that, give clear instructions to students to interact and work collaboratively on the given topic; in this phase, the teacher's role is crucial because he/she has to monitor the students' participation to avoid any misunderstanding or to provide feedback. Finally, ask the groups to post their work on Facebook.

As noted, this is a simple strategy that promotes students' active participation through the use of the aforementioned tool; that is why I suggest you apply it in your classroom. Would you like to try it? Great! But, before doing it, I encourage you to watch the video in this [link](#) and read the information in the following [link](#). Both of them contain more details about the use of Facebook in a language classroom.

How was it, easy or difficult? Remember that you can review the resources as many times as it is necessary or call your tutor if you need any additional explanation regarding this theme.



Week 4

1.5. Evolution of the web

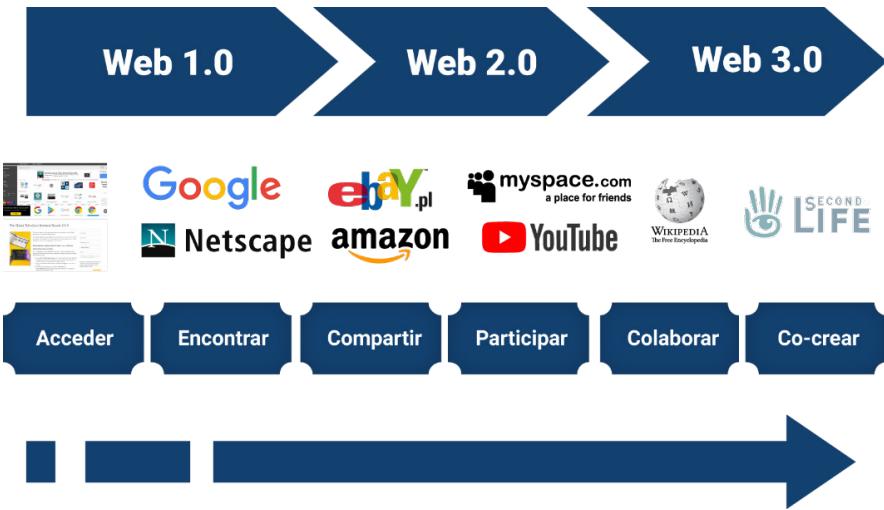


Figure 3. Web Evolution

Welcome to this new interesting subtheme that will help you learn more about the technology field. This time, I will explain the evolution of the web since it is important for you to know how and why it has changed, its characteristics, and its limitations.

As mentioned in the previous section, the development of the web began in 1989. Since then, it has had much progress due to the incorporation of innovative technology, which has allowed the evolution of the web from informational resources (web 1.0), relational resources (2.0), to semantic resources (3.0). Would you like to know the differences among them? Well, please see the table below, then, read the articles in [link 1](#) and [link 2](#), and watch the videos in the [link 3](#) and [link 4](#). They will provide you details about the characteristics of each type of web.

Table 2. *Differences among web 1.0, 2.0 and 3.0*

WEB 1.0	WEB 2.0	WEB 3.0
Also referred to as Syntactic web or read-only web (1990–2000). The role of a user is limited to reading the information provided by the content producers. There is no option given for users or consumers to communicate back the information to the content producers. Examples of Web 1.0 are static web sites and personal sites..	Also referred to as Social Web or read-write web (2000–2010 and continues even now) It facilitates interaction between web users and sites which intern allows users to communicate with other users. Every user can be content producers and content is distributed and shared between sites. Some of the famous Web 2.0 applications are Facebook, Youtube, Flickr, Twitter etc..The web technologies like HTML5, CSS3 and Javascript frameworks like ReactJs, AngularJs, VueJs, etc., enables startups to innovate new ideas which enable users to contribute more in this Social Web.	Also referred to as Semantic Web or read-write-execute (2010 and above). Computers can interpret information like humans via Artificial Intelligence and Machine Learning. Which help to intelligently generate and distribute useful content tailored to a particular need of a user..

Source: Madurai, V. (2018)

Have you finished? Great! Based on what you have read, it can be concluded that web 1.0 allows users to connect and get information, web 2.0 enables users to interact among them, and web 3.0 is used to find, share and combine information more easily.

Of course, the evolution of the web has not stopped. That is why, nowadays, there are other advanced types of web. However, to achieve the learning outcomes of this subject, it is necessary to study the three first types of webs only, which are easy to understand. Do you agree?

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Regarding the EFL context, there is no doubt that the usage of web 2.0 tools in the classroom creates a more communicative and collaborative language teaching and learning environment; that is why those resources are considered as great assistance in the language teaching-learning process. Nowadays, those resources can be found on the Internet; however, I would like to share the list below with you, which contains some web 2.0 tools and its characteristics. Once you have finished, I encourage you do the recommended activity below to check your level of understanding of this topic.

Table 3. Web 2.0 tools

www.padlet.com :	Padlet, a virtual notice board, can be used in a variety of ways depending on the creativity of the language teacher. Unlike real notice-boards, padlet allows students to post stickies with multimedia elements. Teachers and students can also export the "digital wall" they created in a variety of formats including pdf, image, csv., etc. and share it via social media sites.
scoop.it :	Scoop.it is a content curation tool by which you can publish online publications like an online magazine. Language teachers can use this tool in a variety of ways including classroom projects. It is so simple to create a professional-look online magazine.
www.livebinders.com	Livebinders is a tool that is used for compiling internet resources. You can organize them in a variety of formats. Language teachers can determine different web pages and their content in multiple formats in line with the objectives of the lesson. In other words, teachers can prepare a guided tour on the internet related to the subject of the lesson.
google drive (forms, documents)	Google Drive is a cloud-based storage service for storing all kinds of documents. Teachers can use form and document sections of google drive in a variety of ways. They can create quizzes and lessons including multimedia elements by using google forms. They can also use the document section of google drive for collaborative projects

Source: Başal & Talat Aytan (2014)

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Recommended learning activity

Based on the aforementioned links or a new one of your choosing, choose one of the tools of web 2.0 and explain why and how would you use it to learn English.

Now that you have completed the study of unit 1, I encourage you to test what you have learned in that by answering the questions in Self-assessment 1.



Self-assessment 1

Read the following information and decide if they are True (T) or False (F).

1. () The Internet allows users to access updated information and do different activities anytime and anywhere.
2. () Internet is a worldwide collection of computer networks, cooperating with each other to exchange, collect and share data using common software. On the other hand, the World Wide Web is made up of webpages found on the Internet.
3. () Web pages and web browsers are the main elements of the computer network.
4. () The Internet allows EFL teachers to use technological resources to supplement a text-based course.

Choose the option that best completes the statements below.

5. Web 2.0 is known as _____
 - a. Syntactic web.
 - b. Semantic web.
 - c. Social web.
6. Youtube and Facebook are two of the applications of web ____
 - a. 1.0.
 - b. 2.0.
 - c. 3.0.

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7. Web 3.0 also referred to as

- a. read-write-execute web.
- b. read-write web.
- c. read-only web.

8. The web _____

- a. is a part of the hyperlinks that allow users to share their ideas.
- b. displays the information received from the Internet by using web browsers.
- c. refers to the software or other mechanisms that leverage internet technology.

The web is part of the Internet accessed through a graphical user interface and containing documents often connected by hyperlinks

9. Prezi is a technological tool of_____

- a. Web 1.0.
- b. Web 2.0.
- c. Web 3.0.

10. Glogster is a web 2.0 tool whose aim is to _____

- a. Create posters.
- b. Record your voice.
- c. Post your comment.

Did you finish the self-assessment 1? Great! You can now check your answers in the answer key in section 5. Now, it is time to continue to the next unit where we will study the characteristics, differences, and similarities among the types of learning environments.

Answer Key



Week 5



Unit 2. Learning Environments

Dear student, this section aims to provide you information regarding the different types of learning environments in which EFL students develop their competences. Before starting to study those learning environments, it is pertinent to know its definition. So, do you know what a learning environment is?

Some authors define the learning environment as a setting where students learn and develop their skills. This term has been used traditionally to refer to a physical classroom; however, nowadays, it has changed due to there is more than one type of learning environment where learners may study.

Learning environments play a paramount role in the EFL students' learning process because they are one of the factors that impact on learners' motivation, engagement, participation, collaboration, achievement, among others. For that reason, teachers must create an appropriate learning environment during their classes by taking into account some aspects such as characteristics of learners (learning styles), teaching and learning goals, activities, resources, and assessment strategies.

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To have a better understanding of this topic, it is also important to mention the types of learning environments emerged during this century due to the students' demand to access to flexible learning systems. Their definition and characteristics will be explained in the next section. So, please read carefully the provided information..

2.1. On-site Learning Environment



Figure 4. On-site Learning Environment

This learning environment involves traditional classroom learning by which students physically attend classes to learn the English language and develop their skills. In this type of setting, teachers and students meet in a set classroom and do the planned activities under the guidance of the teacher. It is beneficial because students can ask questions and get feedback in real time. Additionally, it allows EFL teachers to use strategies based on their students' needs, promotes interaction, and strengthen the teacher-student and student-student relationships. As noted, they are some of the advantages of this type of learning environment; however, it also has some disadvantages such as students' lack of time to attend classes, learners' anxiety to participate, among others that do not allow English learners to study in this setting.

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Concerning the use of technology in the on-site learning environment, you are probably asking yourself how useful technological resources are to learn English in this setting. Well, technology is an important resource that complements and enhances traditional classroom work; and has a positive impact on students' performance. Neal (2005) states that the factors in which ICT influence on students' learning process are learning culture, social well-being, motivation and engagement, and thinking and learning. It is also important to mention that the effective use of ICT (web 2.0 and web 3.0) promotes the students' active learning and helps them to work more dynamically and collaboratively in an on-site learning environment, which implies that they will develop new skills.

In this context, there is a wide variety of tools that teachers can use to develop their students' English skills and subskills. Would you like to know what they are, how to use them, and which strategies you can apply by using those resources? Well, see the following table and click on each link to analyze some resources, and read the information in the figure below to see an example of how an EFL teacher uses pedagogically technological resources in his/her class:

Table 4. Strategies and technological resources to improve students' English skills

SKILL	LINKS
listening and speaking skills	link 1 and link 2
reading skills	link 2 and link 3
writing skills	link 4 and link 5
vocabulary	link 6 and link 7
grammar	link 8 and link 9
Online educational tools	link 10

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Teachers who are interested in using technology as a means of promoting English language learning through project-based learning or within a differentiated classroom have a wide variety of technological tools at their disposal to choose from. Although the specific role of the teacher is one of planning and organizing the integration of subject-specific content material as far as technology is concerned, the onus is on teachers to decide which technology is best suited to accomplish the pedagogical objectives of an activity.

For example: A grade 8 science teacher wants to take her class for a two-day trip to the seashore. Her class is learning about marine life and she thinks her students will learn a lot about the topic. The teacher has six ELLs, all at different levels of proficiency. She expects that her ELLs will have difficulty understanding the guided tours she has organized as she thinks that the tour guides will use content-specific vocabulary way beyond her ELLs's level of understanding. Taking an idea from a recent trip to the local museum, the teacher created an audio virtual tour for her ELLs. This she did by scripting each stage of the anticipated fieldtrip. Using Audacity, she labeled each recording to mirror the guided tours students were going to receive—sea currents, crustaceans, beach flora, sea life. She also created audio definitions of all the anticipated new vocabulary that students would be introduced to. Finally, she loaded all her audio files onto her website. Knowing that each ELL had an iPod, she asked them to download her recordings. In this way, when all the students were at the seashore listening to the guided tours, her ELLs could listen to her elaborated though simplified explanations on their iPods. They could also toggle back and forth between audio definitions of new words when they came across them. In this way, the ELLs were able to go back and hear the guided tours again and again. This is of course a simple example of helping ELLs through technology. The same science teacher regularly posted new PowerPoints on her website. The PowerPoints were of two varieties: (1) PowerPoints created as revisions, and (2) PowerPoints that were interactive games, but which helped ELLs practice and build content-related vocabulary. The science teacher found the Jeopardy game particularly suited for this. Her categories were "word definitions," "synonyms," "antonyms," "clozed sentences," "finish the sentence," and "unjumble the word." Of course, some students, usually the ELLs, said that they did not have computers at home to practice. So the science teacher created a learning station with the one computer she had in the classroom. Every time the class was broken into group work, she would have her ELLs sit at the computer and work through the PowerPoints and listen to the podcasts she created.

Figure 5. Example of How to Use ICT in a Classroom

Source: Erben T, Ban R & Castañeda M. (2009)

Did the information above help you increase your knowledge about the use of technology in a traditional environment? I hope so.

Remember that although technology is an important resource that helps to improve the teaching-learning process in an on-site learning environment, teachers must know how to use them, which resource is best suited to achieve the pedagogical objectives of the activity, and which strategies can be applied to use ICT in an EFL classroom.

2.2. E-Learning Environment



Figure 6. E-Learning Environment

As I mentioned at the beginning of this unit, the learning environment is another type of setting in which students do not have to go to a physical classroom because the educational process is provided via technological devices. It means that technology enables learners to study anytime and anywhere. Morrison (2003, p. 54) defines e-learning as “an innovative approach to delivering electronically mediated, well designed, student-oriented, interactive e-learning environment, independent of the place and time, whether by using the Internet or digital technologies according to the instructional design principles.” Babić (2011) emphasizes that technology is not the only factor that is involved in the e-learning environment, but there are other important factors (the presentation of the contents, the teacher and students’ role, the synchronic and asynchronous communication tools, the didactic strategies, among others) that are also part of this environment.

It is also a good alternative to study for those students who have a full-time job or like to learn languages in a different environment because they decide when to log in to the online course and when to do the activities set by the teacher. This setting also allows students

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to contact their teacher via e-mail, phone, skype, or other means to ask any concern about the course.

Regarding English learning, the characteristics of e-learning environment allow students to learn independently this language and to develop their language skills through different technological resources. Would you like to know how and which tools students can use to learn English in this environment? So, please, click on [link 1](#) and [link 2](#).

Of course, this environment has some disadvantages and probably you know more than one of them; however, you need to read the following resources in which you will find more information regarding the e-learning environment and the differences between this setting and the on-site one. So to access those resources click on [link 1](#), and [link 2](#).



Recommended learning activity

Please, review sections 2.1. and 2.2. Use a technological resource to show the differences between onsite and online learning environments. Then, choose one of the aforementioned resources and explain how would you use it to learn or teach English.



Week 6



Figure 7. B-Learning Environment

Dear student, welcome to this subsection in which you will study another learning environment, the B-learning environment (also known as blended learning or hybrid learning). According to Sharma and Barrett (2007), it is a mix of the two components: onsite and online instruction. It implies that this environment combines the best elements of the traditional and e-learning settings to allow students to learn at their own time and pace; thus, students have more flexibility to personalize their learning process.

In the English learning field, blended learning has some advantages that allow teachers to do activities by using technological resources and non-technological ones. Furthermore, Rivera (2019) asserts that this environment plays an essential role in English language learning and has a positive impact on the development of the students' skills. This author also states that this setting enables teachers to use a wide range of different teaching methods;

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nevertheless, some teachers are reluctant to use this environment as part of their teaching style. I am sure that you are asking yourself some questions like these: What other benefits does this learning environment have? Does it have any disadvantages? Which activities and technological resources can teachers use? To know the answer, I invite you to watch the videos in the [link 1](#) and [link 2](#).

Based on the links above, it can be said that b-learning is a mix of face to face learning and on-line learning in which teachers can use a variety of tools. Some of them are online platforms such as Moodle, Canvas, Schoology, WhatsApp among others; question & answer software (Micropoll, Socrative, Direct poll, Poll Everywhere); presentation software such as Prezi, PowerPoint Presentation, and Nearpod. Each one of them has its features and specific purpose. For example, Socrative is a formative assessment software used by EFL teachers and learners to asses understanding and progress in real time in class through the use of quizzes; users can take those quizzes by using their mobile devices. In this way, teachers identify their learners' understanding or misunderstanding and provide immediate feedback.

Canvas, another resource used in both e-learning and b-learning environments, is a platform that supports online learning and teaching. It allows teachers to deliver course materials and assessment, to post grades, to send information and assignments, to provide feedback amongst others. The purpose of this platform is to support students' learning process through the interaction between teachers and students. Please, remember that you can check the links above again to see more details.

In addition to the aforementioned resources, I would like to share with you some recommended activity types and tools to develop the students' communicative competences. These activities draw from the American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning. So, please read them carefully.

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Activity Type	Brief Description	Possible Technologies
Listen to a conversation	Students listen to a conversation in L2, either live or recorded (e.g., from a textbook supplement, radio broadcast, skit, guest speakers).	CD, Web audio site, audioconferencing
Listen to a teacher's prompt(s)	Students listen to teachers' prompts in L2 (e.g., assignment directions, game prompts, questions).	Podcasts, recorded audio
Listen to a broadcast	Students listen to a broadcast in L2 (e.g., radio, television, news, performance).	Web radio, podcasts
Listen to a poem/song	Students listen to a poem recited or song sung in L2, live or recorded.	CD, Web (e.g., TeacherTube), podcasts
Listen to an audio recording	Students listen to a recording in L2 (teacher- or student-made, professionally produced).	Podcasts, Web audio site
Listen to a presentation	Students listen to a live or recorded presentation in L2 (e.g., guest presentation, student-created oral report, teacher-created lecture).	Presentation software, video/audio conference
Listen to a story	Students listen to a story written and read aloud in L2.	CD, audiobook, Web (e.g., TeacherTube), podcasts

Figure 8. Listening Activity Types

Source: American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning

Activity Type	Brief Description	Possible Technologies
Have a conversation with a partner/small group	Students converse with a limited number of others in L2 (improvised or with prompts).	Audio/Video conference, telephone
Have a conversation with a large group	Students converse with a large group in L2 (e.g., question-and-answer, With a guest speaker, improvisational performance, class discussion).	Audio/Video conference

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Activity Type	Brief Description	Possible Technologies
Perform role plays	Students speak in L2 in character in a simulated situation (e.g. ordering dinner in a restaurant, checking in at the airport, skit, play, impersonation, puppet show).	Video camera, audio recorder
Engage in an oral question-and-answer activity	Students ask and/or answer questions from others in L2 (e.g., exchange personal information, request directions, interact with guest speaker).	Audio/Video conference
Repeat	Students repeat what someone else says in L2 (e.g. tongue-twister games, "Whisper Down the Lane"/ "Telefono Descompuesto." oral exercises).	Podcast, audio recorder
Have an informal debate	Students debate an issue in L2.	Audio/Video conference, audio recorder
Deliver a presentation	Students deliver an (in)formal presentation (e.g., advertise a product, present a report, perform a commercial for a tourist destination).	Presentation software, video recorder
Create an audio/video recording	Students create a recording (e.g., a commercial for an invented or real product, "how to do it" demonstrations, a song or rap).	Audio recorder/ video recorder, podcast
Tell a story	Students tell a lengthy or short story in L2.	Audio recorder/ video recorder
Sing	Students sing a song in L2	Audio recorder/ video recorder
Define terms orally	Students provide L2 definitions for L2 words.	Audio recorder
Describe something	Students describe an object, person, place, or idea in L2.	Audio recorder
Recite	Students recite a rehearsed piece in L2 (e.g., poem, quotation, common phrase).	Audio recorder

Figure 9. Speaking Activity Types

Source: American Council on the Teaching of Foreign Languages (ACTFL)
Standards for Foreign Language Learning

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Activity Type	Brief Description	Possible Technologies
Engage in a written question-and-answer activity	Students ask and answer questions about different topics (e.g., daily routines, personal traits, target culture, likes and dislikes).	Word processing software, chat, Email, online discussion
Write a paper	Students compose a written response (e.g., position paper, essay, report) to a prompt (e.g. art critique, passage from textbook, newspaper article).	Word processing software, blog, wiki
Label objects	Students prepare labels to match to objects in the class, at their homes, and/or at school.	Word processing software, drawing software, concept mapping software
Define terms in written form	Students use new and old vocabulary to compose a glossary of terms (e.g., glossary of terms for textbook chapter, literary piece read in class or as a homework)	Word processing software, concept mapping software, wiki
Write a sentence/paragraph	Students write a sentence or paragraph to describe an object, situation, and/or place.	Word processing software, concept mapping software
Create a comic	Students create a comic strip to apply functions, culture, grammar, and/or vocabulary related to a given topic.	Comic creation software, word processing software, drawing software
Write a script	Students write a script for a soap opera episode, a comedy skit, or a play.	Word processing software, wiki
Write a poem	Students write a poem (e.g., haiku, cinquain., diamond, concrete poetry).	Word processing software, wiki
Write a letter	Students write a letter in response to a prompt (e.g., penpal/keypal communication, letter to a family member, letter to the Editor, a complaint).	Word processing software, Email

Activity Type	Brief Description	Possible Technologies
Create a game	Students create a game to practice vocabulary, grammar, language functions, culture (e.g., flash cards. Bingo. Jeopardy).	Word processing software, game creation software, presentation software

Figure 10. Writing Activity Types

Source: American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning

Activity Type	Brief Description	Possible Technologies
Read a story	Students read and analyze stories by relevant authors from their target language to get acquainted with different literary styles (e.g., J. Borges, A. Matute, H. Quiroga).	Web, ebook reader
Read a poem	Students read and analyze poems by authors from different nationalities and literary traditions (e.g., P. Neruda, J. Hernandez, G. Mistral, Sor Juana Ines de la Cruz).	Web
Read a newspaper/magazine	Students read and extract information from newspapers and magazines from different countries where their target language is spoken.	Web
Read a book/novel	Students read and analyze books and novels from different literary traditions and authors (e.g.. G. Garcia Marquez, J. Cortazar, E. Zola. L. Esquivel).	Web, ebook reader
Read a letter	Students read letters from newspapers or magazines, family archives, legal documents (e.g., from and to editors, from one family member to another one, legal notifications).	Email, Web
Read a textbook	Students read and extract information from textbooks (e.g.. cultural notes. grammar. vocabulary lists).	Web, ebook reader. CD

Activity Type	Brief Description	Possible Technologies
Read a comic (e.g. for children, political cartoon)	Students read a comic and relate it to the cultural and/or political reality/realities represented (e.g., "Mafalda," "Maitena," Asterix," "Ramon").	Web

Figure 11. Speaking Activity Types

Source: American Council on the Teaching of Foreign Languages (ACTFL) Standards for Foreign Language Learning



Week 7

2.3. M-Learning Environment



Figure 12. M-Learning Environment

Before starting the explanation of the last but not least type of learning environment, m-learning (mobile learning), let me ask you

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the following questions: Have you ever used any mobile devices for academic purposes? Do you think it is a good alternative to use mobile devices as a resource in the teaching-learning process? Why? Why not?

Well, the purpose of the questions above was to get acquainted with this topic that is a trend in the educational field. M-learning environment is a setting in which teachers and students obtain learning materials and do activities anywhere and anytime by using mobile devices. In this regard, Ozdalmi and Cavus (2011) declare that mobile devices enable students to do different activities such as read information about their courses, attend evaluations, share information, complete tasks, work collaboratively in online groups, among others. These authors also state that learners can do those activities anyplace and at the time of need because mobile tools (personal digital assistant, mobile phone, wireless laptop, tablet, and personal computer) are wireless handheld devices, easy to carry everywhere, and comfortable to use. Would you like to know the elements and characteristics of the m-learning environment? Please, click on [link 1](#) and [link 2](#).

In the English language learning field, mobile learning has been an important impact on learners because it allows students to practice and develop their language skills through mobile devices. In this context, Sung, Chang, and Yang (2015) define mobile devices as valuable language-learning resources in both classrooms and outdoor classrooms. Since the great potential use of these technological tools in language learning, many mobile devices have been created and integrated by teachers and students in this process, one of them is mobile phones. Because of their functions, nowadays, they are the most popular, advanced, and smartest types of devices that allow people to learn the English language in a new way (Cui & Wang, 2008). Would you like to know how cell phones can be used to learn English? Do you know any other mobile device to teach or learn English? So, please, click on, [link 1](#),[link 2](#) and [link 3](#) to

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read some interesting articles related to this topic, and click on [link 4](#) and [link 5](#) to watch the videos.

After watching the videos, it can be concluded that m-learning has a great impact on English language learning because of its many advantages; the main one is that this setting enables learners to download applications or programs that help them to enhance their English skills. Besides, the cellphone is the most used mobile device and it plays an important role in education.

Now that you know the characteristics of these types of environments and the resources used by teachers, you must also know how to choose the most appropriate ICT for your class. It implies that teachers must consider some criteria when selecting a tool such as language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality. Do you know what they involve? Do you evaluate your ICT before using them in your class? Click on this link, please. It contains additional information about the environments studied in the previous section as well as the criteria for choosing the right tool.



Recommended learning activity

Choose one of the aforementioned tools and explain how would you use it to learn or teach English.

Now that you have completed the study of unit 2, I encourage you to test what you have learned in that by answering the questions in Self-assessment 2.



Self-assessment 2

Read the statements below and decide if they are True (T) or False (F)

1. () The on-site learning environment is also called traditional classroom learning by which students physically attend classes to learn the English language and develop their skills.
2. () Some of the disadvantages of on-site learning is that students can ask questions and get feedback in real time
3. () ICT can be used in on-line learning only.
4. () In the e-learning environment, technology is one of the main elements of the teaching and learning process.
5. () M-learning is a mix of the two components: onsite and online instruction.

6. Match the column A to column B

- | A | B |
|---|---|
| a. personal digital assistant, mobile phone, wireless laptop, tablet, and personal computer | ___are mobile devices |
| b. In e-learning, e-mail, phone, skype | ___is the main characteristic of m-learning environment |
| c. The synchronic and asynchronic communication tools | ___hybrid learning |
| d. The use of mobile devices | ___are essential tools to do the activities |
| e. E-learning is also called | ___are the means to contact the teacher |

Did you finish the self-assessment 2? Great! You can now check your answers in the answer key in section 5. Now, let's continue with the next section.

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Final midterm activities

Contents, resources, and recommended learning activities



Week 8

Once you have read and analyzed the information provided in the previous sections, it is time to do the suggested activities below. This strategy will allow you to remind the studied topics and reinforce any difficult issue to comprehend.



Recommended learning activity

Click on the [link](#) and watch the video. Based on it, make a concept map of the differences between the Internet and social media. Then, make a list of the most common terms used when using these resources. If necessary, check section 1.4.

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Click on the [link](#) to watch a video of a project carried out by primary school teachers to teach English vocabulary by using mobile phones. Then think of some activities that you can do to teach any topic in an EFL classroom.

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Second bimester

Learning outcome 1 and 2

- Applies technological tools to improve the learning process in different settings
- Evaluates appropriately technological tools to facilitate the teaching-learning process

Contents, resources, and recommended learning activities

Dear students, welcome to the second bimester whose content complements the information studied in the first bimester. In this context, relevant and updated topics, as well as resources and learning activities, have been integrated into this bimester to allow you to increase your knowledge about the usage of technology in an EFL classroom; which is aligned to the aforementioned learning outcomes. So, let's start with the first theme.



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Unit 3. EFL Teachers and Students in the Technological Learning Environment



Figure 13. The usage of technology in an EFL classroom

3.1. Teachers and Students' Role

The integration of technology in the EFL classroom has brought changes in the teaching and learning process, one of them is related to teachers and students' roles. In a traditional class, teachers play an active role as the leader of the class and processor of knowledge; while, students play a passive role and they are not able to work independently. The leaning approach is more teacher-centered and less student-centered. Unlike this approach, the new one is student-centered due to the benefits of technology in the classroom.

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(Lamtara 2014). It means that the teacher is the guide, tutor, monitor, and facilitator of learning, and students have more freedom to work independently and collaboratively.

According to Mollaei and Riasati (2013), this shift in the role of both teachers and learners also brings them new responsibilities; the teacher guides the learning process and students find solutions for learning problems. Bancheri (2006) states that the new role of the teacher in the technological era is to give strategies and tools to students to learn and analyze the information found in any source. In this regard, Jeong (2006) highlights that EFL teachers' role is more important than ever before since they are motivators of their students and designers of language learning environments by using ICT.

Regarding the role of students, Elder and Etta (2005, p. 166) declare that technology gives learners "the opportunity to become critical thinkers, problem solvers, information literate citizens, knowledge managers and, finally, team members" It implies that ICT engages learners in the process and help them to be more autonomous and to become critics instead of just consumers. Other students' roles identified by some authors are self-learner, team member, and knowledge manager. On the other hand, instructional designer; trainer; collaborator; team coordinator; advisor; and monitoring and assessment specialist are the roles of the teacher. Have you ever heard about them? Can you mention the other roles of the teacher? Maybe no. That is why I invite you to click on [link 1](#) and [link](#) to learn more details about this topic.

According to what you read, we can conclude that the integration of technology in an EFL classroom alters the teachers' and learners' roles; therefore, the role they play in a classroom depends on which tool instructors or students use to teach or learn, respectively.

3.2. EFL Teachers' digital competences

As you know, in the digital era, EFL teachers must develop their technological competences to use appropriate technology in their classrooms. It means that teachers require training, not only in technological resources but also in strategies to use them effectively. Such knowledge also allows them to how to combine the three components required in the current teaching process (technological, pedagogical, and content knowledge) by using the TPCK framework proposed by Hughes. This framework is a combination of what teachers know about the content they teach (content knowledge - CK), the way that they teach that content (pedagogical knowledge – PK), and the technological tools required to teach the content (technological knowledge - TK) (see figure 4).

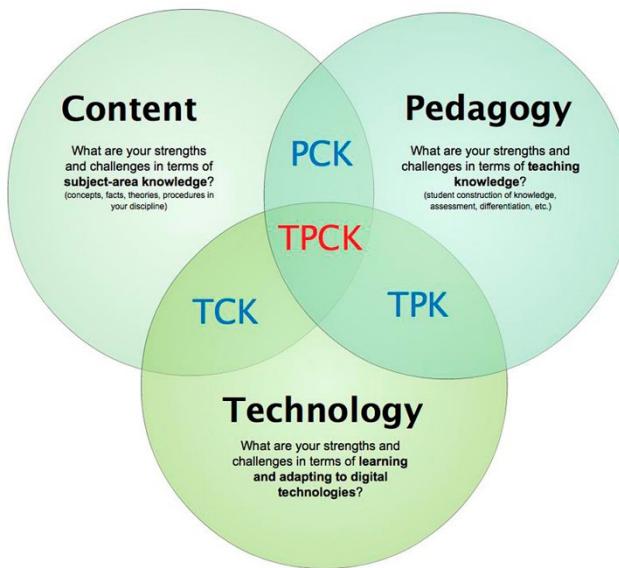


Figure 14. TPCK Framework

In this context, it is also important to mention that the acquisition of digital competences is essential to know how to integrate technology in the teaching-learning process and how to conform to

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learners' digital inclination. Now, I am sure you are asking yourself what digital competence is. Ferrari (2013, p. 36) defines digital competences as "the competence to manage communication, information, content design, and problem handling." Additionally, Christophersen (2013) states that digital competence is a skill to use ICT, to create and present information, to search and organize information by using technological resources. Do you agree with them? Would you like to add any other definition? If so, please, let me know it through CANVAS. Remember that you can use this platform to contact me. Once you have read the information above, I invite you to check the [link 1](#), [link 2](#), and [link 3](#) to know more details about this topic.

Have you finished? Great! Based on the information provided in the resources above, we conclude that the importance of digital competences lies in the fact that it enables teachers to use technology, not only improve their teaching process but to enhance their professional interaction with other people such as students, parents, colleagues among others.

Now that you have completed the activities above, I encourage you to test what you have learned in unit 3 by answering the questions in Self-assessment 3.



Self-assessment 3

Read the following information and decide if they are True (T) or False (F)

1. () In a traditional class, the teacher is not the leader of the class and processor of knowledge; while, students work independently.
2. () In the teacher-centered approach, the teacher is the guide, tutor, monitor, and facilitator of learning.
3. () In the technological era, teachers give strategies and tools to students to learn and analyze the information found in any source.

Complete the statements below.

4. Other students' roles are _____ . On the other hand, _____ are the roles of the teacher
5. The TPCK framework is a combination of what teachers _____ (content knowledge - CK), the way that they _____ (pedagogical knowledge – PK), and _____ required to teach the content (technological knowledge - TK)
6. Digital competence is a_____, to create and present information, to search and to _____
7. Instructional designer is one of the more common new roles taken on by teachers. In this role, they _____ in order to effectively use and integrate _____

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8. In the collaborator role, teachers _____ to improve their instruction. These activities include_____, team teaching, and grade level or interdisciplinary instructional activities conducted in conjunction with other colleagues.
9. The monitoring and assessment specialist refers to the role where teachers _____ student performance. Teachers and administrators monitor test scores and _____ about how they might improve their scores on future examinations.
10. Teacher as a “trainer” gives_____. This training is accomplished through _____ see how they might use software tools that can help them accomplish unique tasks.

Did you finish the self-assessment 3? Great! You can now check your answers in the answer key in section 5. Now, let's continue with the next section.

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Week 10



Unit 4. EFL Teaching and Learning with Technology

Welcome to this unit whose purpose is to provide you practical information about what technological resources are useful for and how you can use them effectively in an EFL classroom. I have divided the main technological tools into groups by taking into account their purpose: search, organize, store, and present information. So, let's start with the first categoryqual chance to contribute.

4.1. Technological Tools for Searching and Organizing Information



Figure 15. Google and Symbaloo

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Before starting this section, please, try to remember which tool do you usually use to search for information on the Internet? Is it difficult or easy to use? How frequently do you use it? As noted, one of the purposes of some ICT is to search for information on the Internet, and the resource most used by millions of people to find information is Google. That is why we will study it.

Google is an online and free search engine that allows users to personalize their searchings, even though they do not have an account, and contains a big database of any field. In the EFL context, Google has become a good option for teachers and students since it enables them to search for educational resources to improve their teaching-learning process. However, you need to know some tips about how to use it effectively. Would you like to know them? Please, click on this [link](#). Besides, Google has a specific engine called Google Scholar, which contains academic research published in scientific books or journals. Have you used it? How was it difficult or easy? Well, do not worry if it was difficult to use it because the following resource helps you to learn how to use it. Click on this [link](#), please. Of course, other educational search engines also contain a vast array of works about important academic topics. Please, click on this [link](#) to read more about them. Finally, Google also provides teachers other alternatives to find appropriate educational resources according to their students' ages. Would you like to learn more? Great! Click on the following [link](#).

Well, once you have found the required information, you must organize it. Do you know how to do it? Have you ever heard about Symbaloo? It is easy to understand. It is a cloud-based application whose purpose is to help you organize and categorize the selected web links in the form of buttons (see image 11). Because of the Symbaloo characteristics, EFL teachers and students can easily create a free account and save it as a homepage. Furthermore, this application enables teachers to work collaboratively to collect

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selected educational online tools and make them easily accessible to their learners at any time, on any device. What are the steps to use it? Please, read the information in the [link 1](#) and [link 2](#) to answer that question. Then, do the suggested activity below.

To sum up, EFL teachers and learners must know how to search for information on the Internet and how to organize it through technological resources since it allows them to save time and effort..



Recommended learning activity

Based on what you have learned, create an account in Symbaloo. Then, think about how you could incorporate this application in an EFL class.



Week 11

4.2. Technological Tools for Storing Information



Figure 16. Google Drive and Dropbox

As I mentioned at the beginning of the unit, I have grouped the technological tools according to their purpose. So, in this section, we will study the second group called ICT for storing information. As the name suggests, these types of online resources allow users to store documents and other digital files in the cloud. Two of the most popular resources of this group are Google Drive and Dropbox whose main characteristics are: they are easily accessible from any place where there is the Internet and enable users to get into the files uploaded into Google Drive or Dropbox from any place and any device to continue editing. They are a good alternative for EFL teachers and students since those resources allow them to create and organize resources into folders based on specific topics, to share them, and to work collaboratively. Would you like to be familiar with these tools? Great! So, I invite you to watch the videos in the [link 1](#), [link 2](#) , [link 3](#) ,[link 4](#) ,and [link 5](#); all of them contain information

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about the main features of Google Drive and Dropbox, their similarities and differences, and the steps to access them.

Based on what you read, it can be concluded that Google Drive and Dropbox are useful resources whose aim is to help you back up your information in the cloud. So, you have to learn how to take advantage of them.



Recommended learning activity

Make a table to show the differences and similarities between Google Drive and Dropbox. Then, create an account in one of them and think about how you could incorporate them in an EFL class.



Week 12

4.3. Technological Tools for Creating and Presentation of Information



Figure 17. Prezi, CmapTools, and Screencast –O–Matic

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Dear student, this time we are going to study the third group of ICT called technological tools for creating and presentation of information. In an EFL classroom, teachers must use methods, strategies, and resources according to their students' styles. In this context, these types of resources are useful because they help teachers to create and present information by considering the individual needs of their students. Concerning students, these tools enable them to communicate their thoughts and engage the audience by creating colorful, appealing and innovative materials.

There is a great variety of tools to choose from such as PowerPoint Presentation (ppt), Prezi, C-Maptool, Canva, Screencast –O-Matic. The characteristics of each one of them allow EFL teachers and students to personalize their presentations by including images and audio, creating movements, adding special effects, among others. I am sure you have used one or more of those resources to present your information. Do you remember how that experience was? Which of them is your favorite? Why? Would you like to know how to use other resources? So, please, read and analyze the following information. Click on this [link 1](#), [link 2](#), [link 3](#), [link 4](#) and [link 5](#). All of these resources contain useful information about how to use the aforementioned resources (PowerPoint Presentation (ppt), Prezi, C-Maptool, Canva, and Screencast –O-Matic), their characteristics, and their purposes.

As noted, the effective use of the resources above depends on your creativity and the specific strategy to be applied. It means that if you want to present information through slides, you can use power point presentation as a tool. But, if you need to record a video for your class, you can use Screencast –O-Matic. If the strategy is to organize and structure knowledge through a diagram, you can use C-Maptool. And, if the strategy is to make a graphic visual representation of information, you can use Canva.



Recommended learning activity

Create an infographic using Canva to teach the differences between simple present and present continuous.



Week 13

4.4. Technological Tools for Communication and Collaborative Work



Figure 18. Blog, wiki, padlet, social media

This is the last group of technological resources whose features allow EFL teachers and students to communicate and work collaboratively. These tools are part of the collaborative learning method in which students are engaged to work together in common tasks, regardless of their physical location; this collaborative work increases students' interaction and enhances their skills.

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Additionally, teachers assign roles to participants to allow coordinated group participation.

Teachers and students can use different types of online tools to collaborate synchronously and asynchronously, to edit documents, to share images, videos and text, to chat among the participants, to submit assignments among others (Mallon & Bernsten, 2015). Some of those resources are social networks, blogs, padlets, and wiki. Have you used any of them or another one for academic purposes? What is your favorite collaborative tool? Do they have any disadvantages? I am sure that the previous questions caught your attention to check the [link 1](#), [link 2](#), [link 3](#), [link 4](#) and [link 5](#), in which you will find relevant information about these collaborative resources and the strategies to use them in an EFL classroom.

To sum up, the information provided in the links above helped you to know about the technological resources used to work collaboratively, which is a current trend strategy in education. You can apply them to develop your students' English skills as well as to help them to be more autonomous and more creative.



Week 14

4.5. Technology Integration Strategies for EFL Instruction

As I have stated in the previous sections, technology plays an important role to develop English skills. However, the integration of technology in the EFL teaching-learning process has brought some changes that English teachers must confront, one of them is the use of new strategies to enhance English skills by using ITC. Since

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the relevance of this topic, I invite you to study the section below in which you will find important information about such strategies.

4.5.1. Strategies and Technological Tools to Foster Reading Skills

Nowadays, most of the readers read through online devices such as tablets, cell phones, laptops among others, which include text, images, links, sound, and other design features. For that reason, Serafini (2012) proposes a new strategy in which educators teach readers to be reader viewers (of multimodal texts) instead of being reader-decoders (of written texts). It implies that readers must employ four roles: navigator, interpreter, designer, and interrogator. Furthermore, readers can develop skills to navigate and interpret multimodal texts, in addition to their decoding skills. They also “design their own (multi)paths through multimodal texts and actively construct meaning.” (Roblyer Hughes, 2019, p. 336). Finally, readers can develop their own meanings and determine culturally mediated public meanings.

Regarding writing skills, some authors estate that the traditional way to teach writing is not sufficient for learners because they demand the use of new strategies and digital technological tools (multimodal texts) that allow them to write and publish their writing production. According to Alvermann, Hutchins, and McDevitt (2012, 40) mention “Multimodal texts that combine language, imagery, sounds, performance, and the like are what students deserve and expect, coming as they are from a world rich in multimedia” Such digital technology are perceived by teachers as tools to expand students’ opportunities for self-expression, to increase writing frequency and formats, and to broaden the audiences for whom learners write.

Other tools and strategies proposed by Roblyer and Hughes (2019) to develop learners’ reading skills are the following:

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- Engaged reading by using digital text: in this strategy, the interaction between students and digital versions of text is the key factor to engage students to read. E-books and interactive stories, especially the ones that include audible reading, are the digital resources that offer readers scaffolds for emerging reading skills.
- Collaborative reading: analyzing the text, offering personal responses, and engaging with peers in online dialogue are the essential elements of this strategy whose aim is to allow students to work with their peers in online spaces and share their ideas with them. It contrasts with individual readers because they focus on compiling facts.



Recommended learning activity

Answer the following question: Which strategy and technological tool would you use to foster your students' reading skills?



Week 15

4.5.2. Strategies and Technological Tools to Foster Writing Skills

Regarding strategies to support teaching the writing process, Roblyer and Hughes (2019) describe the following strategies and tools to improve the quality of students' written work.

- Instructing students who are preparing to write: It is related to the first stage in the writing process, prewriting. According to some authors, it is one of the most difficult stages because students must organize their thoughts graphically based on the format, audience, topic, and purpose set by the teacher. It implies that learners have to do some prewriting activities to organize their ideas, which can be facilitated by using ICT such as concept mapping (to create visual map: CmapTool), outlining (to generate headings and subheadings levels), notetaking (to take notes), and curation (research, reading, and organization).
- Using modeling, online collaboration, and games to encourage writing: In this stage, it is important that educators give an example of the type of required writing as well as provide settings that motivate students to write such as blogs. Teachers can assign blog posting, interaction on learning management systems (LMS) by using EdModo, or collaborative writing through Google Docs as a strategy to engage and motivate learners to write. Another strategy is the use of game-based instruction, which, according to some researchers has a positive impact on students' development writing skills.

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- Drafting with word processors: To allow students to draft directly into a digital format is more engaging for students than to handwrite their drafts. This strategy, proposed by Roblyer and Hughes (2019), allows teachers to make the drafting process more fluid and enjoyable for students. In this context, Word processing program is a good resource for drafting since it helps students to make changes as they write.
- Modeling to support revising and editing written drafts: In the final stage of the writing process, revising and editing, students make some changes to improve the quality of their work. It implies that learners can add, delete, or rearranged ideas in sentences or paragraphs. One effective strategy to develop this process is to “project a student’s writing onto a screen and then model aloud the thinking and decision-making process that goes into analyzing and revising the text. explain to students how to analyze, revise, and edit the text” (Roblyer & Hughes, 2019, p.350). These authors suggest using Google Doc as a resource to support this strategy.

Once you have read the information above, it is time to analyze the following two examples, in which you will find information about how to use a wiki and a blog in your classroom:

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Example 1:

The teacher sets up a wiki for use as the class dictionary. This can consist of one page, or a series of pages. The vocabulary can be organized according to topic or, perhaps more easily, alphabetically. During lessons, the teacher highlights vocabulary items (words and phrases) that are important for students to learn. The class can decide as a group what elements need to be put into the dictionary, for example a definition of the word or phrase, a possible translation, an example sentence, information on pronunciation, and so forth. Students are put into small groups, and each group is assigned a period of time when they are responsible for adding class vocabulary to the wiki. The teacher can assign students tasks to be done with the help of the class dictionary, for example *Write a story/paragraph using at least ten words from the class dictionary.*

Another collaborative activity, though designed solely for ELLs, is one in which ELLs create a content-area grammar wiki. For example, the teacher sets up a wiki for use as the class grammar. This can consist of only one page, or probably better a series of pages, one for each topic. During the lesson, the teacher asks the ELLs to write down any grammatical construction (s)he uses that they are unfamiliar with. After a lesson, the teacher and ELLs sit down to look and learn about the particular grammatical constructions that the teacher used while speaking. The ELLs in groups are asked to create an entry in the wiki that will serve as a reference resource for the whole class. The class can decide as a group what elements need to be put into the grammar page, for example the form and use of the grammar point, examples of use, and so forth. ELLs or groups of students can be asked to add points to the grammar in future lessons, and the class as a whole can be asked to edit and revise it. The teacher can use the class grammar as a basis for pop quizzes, homework assignments, and so forth.

Figure 19. Example of How to use a wiki to Enhance Writing Skills

Source: Erben T, Ban R & Castañeda M. (2009)

Example 2:

This activity can be a semester-long project with different chains of activities. Basically, students are given topics to focus on, such as special holidays, activities, traditions and customs, and share their ideas and experiences. Let's examine an example activity:

1. After the partner classroom is found and students get to know each other, this activity can be used. The topic is how their native wedding traditions differ from the American traditions (can be British or any other country chosen).
2. Students form groups of three or four to search on the internet. They can gather information from the internet and library.
3. After drafting, editing, and peer-reviewing, groups present their findings on the class blog site. They can upload the pictures, video files, or audio files they have found. However, be cautious about copyright issues. If students are using their own family pictures, ask for parental approval.
4. The partner classroom follows the same steps. If they have their own class blog, they use that or they can post to your class blog if you allow them as participants.
5. When both classrooms are ready, students read each group's postings, provide feedback to each other, and ask questions. Provide some time, say one or two weeks, for communication among groups. ELLs are exposed to authentic cultural materials while English speaker students are exposed to a different culture.

Figure 20. Example of How to use Blogs to Enhance Writing Skills

Source: Erben T, Ban R & Castañeda M. (2009)

Dear students, I hope this information will help you have a better understanding of this topic and will allow you to think about new strategies or resources to develop your writing skills. I also invite you to read chapter 10 in the text called Integrating Educational Technology into Teaching, which is available in the UTPL library. Finally, read the suggested activity below before starting the last section.

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Final midterm activities

Contenidos, recursos y actividades de aprendizaje



Week 16

Once you have read and analyzed the information provided in the previous sections, it is time to do the suggested activities below. This strategy will allow you to remind the studied topics and reinforce any difficult issue to comprehend.



Recommended learning activity

Think about how would you use a blog to improve your students' writing skills.

Which new strategy would you use to foster your students' writing skills? Which technological resource would you use?

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Now that you have completed the study of unit 4, I encourage you to test what you have learned in that by answering the questions in Self-assessment 4.

Did you finish the self-assessment 4? Great! You can now check your answers in the answer key in section 5. Now, let's continue with the next section.

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4. Answer key

Self-assessment 1		
Question	Answers	Feedback
1	T	They are some f the advantages of the Internet
2	T	Internet is different from the world wide web
3	F	Web pages and web browsers are terms related to the Internet.
4	T	It is one of the benefits of using the Internet in an EFL classroom.
5	c	Web 2.0 is known as a social web because it facilitates interaction between web users and sites
6	b	These applications are two of the most used applications of web 2.0 because of its characteristics of interaction
7	a	Web 3.0 helps to intelligently generate and distribute useful content tailored to a particular need of a user
8	b	The web is part of the Internet accessed through a graphical user interface and containing documents often connected by hyperlinks
9	b	The web 2.0 tools allow interaction
10	a	The characteristics of Glogster allows learners to create posters and include videos, images, photos

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Self-assessment 2		
Question	Answers	Feedback
1	T	The main characteristic of this environment is that students must attend classes
2	F	In the on-site learning students can ask questions and get feedback in real time because learners and teacher physically attend classes
3	F	ICT can be used in any learning environment
4	T	In the e-learning environment, students do not have to go to a physical classroom because the educational process is provided via technological devices
5	F	B-learning is a mix of the two components: onsite and online instruction.
6	a	They are mobile devices because all of them are portable
7	d	The assigned activities are completed using mobile devices.
8	e	It is a combination of on-site and e-learning
9	c	In e-learning, students must do synchronic and asynchronous activities
10	b	Students use those means because they do no attend classes.

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Self-assessment 3		
Question	Answers	Feedback
1	F	In a traditional class, teachers play an active role as the leader of the class and processor of knowledge; while, students play a passive role and they are not able to work independently.
2	F	In the student-centered approach, the teacher is the guide, tutor, monitor, and facilitator of learning, and students have more freedom to work independently and collaboratively.
3	T	Students are critical thinkers, problem solvers, information literate citizens, knowledge managers and, finally, team members
4	self-learner, team member, and knowledge manager / instructional designer; trainer; collaborator; team coordinator; advisor; and monitoring and assessment specialist	The integration of technology in an EFL classroom alters the teachers' and learners' roles
5	know about the content they teach / teach that content / the technological tools	In the digital era, EFL teachers must combine the three components required in the current teaching process: technological, pedagogical, and content knowledge) by using the TPCK framework.
6	skill to use ICT / organize information by using technological resources	the competence to manage communication, information, content design, and problem handling
7	must design, plan, and organize themselves / technology in their classrooms.	The instructional designer takes into account of all the resources available to meet the variety of needs his/her students have and implements well designed activities to address those needs.

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Self-assessment 3		
Question	Answers	Feedback
8	undertake to work with their colleagues / informal sharing with colleagues	Team teaching is common in instructional approaches that utilize project-based learning and allow for additional time for students to explore some natural phenomenon in depth
9	monitor student performance and attempt to assess and improve / provide written feedback and encouragement to students	Teachers use rubrics that lay out the various components of the work being completed as well as assign a score or level of competence based on clearly articulated criteria. Students are regularly involved in a range of self-assessment and peer assessment activities using rubrics.
10	individual instruction to enable skill development / modeling the use of technology and helping students	During the training, the teachers are encouraged to take what they are learning about spreadsheets, databases, and multimedia presentations and share it with their students.

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