



UTPL

La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

Technology in the EFL Classroom

Didactic guide





Facultad Ciencias Sociales, Educación y Humanidades

Technology in the EFL Classroom

Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	IV

Autora:

Ana Lucía Quiñónez Beltrán



Diagramación y diseño digital

Ediloja Cía. Ltda.

Marcelino Champagnat s/n y París

edilocialtda@ediloja.com.ec

www.ediloja.com.ec

ISBN digital -978-9942-47-278-6

Año de edición: abril, 2025

Edición: primera edición

El autor de esta obra ha utilizado la inteligencia artificial como una herramienta complementaria. La creatividad, el criterio y la visión del autor se han mantenido intactos a lo largo de todo el proceso.

Loja-Ecuador



Los contenidos de este trabajo están sujetos a una licencia internacional Creative Commons **Reconocimiento-NoComercial-CompartirIgual 4.0** (CC BY-NC-SA 4.0). Usted es libre de **Compartir** — copiar y redistribuir el material en cualquier medio o formato. *Adaptar* — remezclar, transformar y construir a partir del material citando la fuente, bajo los siguientes términos: *Reconocimiento*- debe dar crédito de manera adecuada, brindar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que usted o su uso tienen el apoyo de la licenciante. *No Comercial*-no puede hacer uso del material con propósitos comerciales. *Compartir igual*-Si remezcla, transforma o crea a partir del material, debe distribuir su contribución bajo la misma licencia del original. No puede aplicar términos legales ni medidas tecnológicas que restrinjan legalmente a otras a hacer cualquier uso permitido por la licencia. <https://creativecommons.org/licenses/by-nc-sa/4.0>



Índice

1. Information data	8
1.1 Subject presentation	8
1.2 General Competencies of the UTPL.....	8
1.3 Professional Profile Competencies	8
1.4 Issues Addressed by the Course	9
2. Learning Methodology	10
3. Didactic guidelines by learning outcomes	11
First bimester	11
Learning outcomes 1 and 2:	11
Learning contents, resources and recommended activities.....	12
Week 1	12
Unit 1. Internet, the Web, and Social Networks	12
1.1 Internet as a Means of Information, Communication, and Language Learning	12
1.2 Advantages and Disadvantages of Using the Internet in Learning English.....	16
1.3 Internet Glossary	17
Recommended Learning Activity	20
Learning contents, resources and recommended activities.....	20
Week 2	20
Unit 1. Internet, the Web, and Social Networks	20
1.4 The Web	20
1.5 Evolution of the Web (web 1.0 – 2.0 – 3.0 – 4.0)	22
1.6 Social Networks in Language Learning	23
1.7 Netiquette	25
Recommended learning activity	26
Learning contents, resources and recommended activities.....	27
Week 3	27



Unit 1. Internet, the Web, and Social Networks	27
1.8 Artificial Intelligence in Education.....	27
1.9 The Ethics and Use of AI in Education	29
1.10 AI Resources in Education.....	31
Recommended learning activities.....	40
Self-assessment 1	40
Learning contents, resources and recommended activities.....	43
Week 4	43
Unit 2. Technological Resources for Teaching and Learning	43
2.1 Digital Content Creation.....	43
2.2 Color Range	46
2.3 AI Pedagogy Wheel	50
Recommended learning activity	53
Learning contents, resources and recommended activities.....	54
Week 5	54
Unit 2. Technological Resources for Teaching and Learning	54
2.4 ICT for Searching and Organizing Information: Google and Symbaloo	54
Recommended learning activities.....	66
Learning contents, resources and recommended activities.....	67
Week 6	67
Unit 2. Technological Resources for Teaching and Learning	67
2.5 ICT to Present Information: Mind Map and Infographic	67
Recommended learning activity	77
Learning contents, resources and recommended activities.....	77
Week 7	77
Unit 2. Technological Resources for Teaching and Learning	77
2.6 ICT for Collaborative Work and Assessment: Collaborative Wall and Online Questionnaires	77



Recommended learning Activities	83
Self-assessment 2.....	83
Learning contents, resources and recommended activities.....	86
Week 8	86
Final activities.....	86
Second bimester.....	88
Learning Outcomes 1 and 2:.....	88
Learning contents, resources and recommended activities.....	88
Week 9	88
Unidad 3. Learning Environments and Digital Competencies	88
3.1 Learning Environments	88
3.2 Emerging Technologies	102
Recommended learning activity	105
Learning contents, resources and recommended activities.....	106
Week 10	106
Unidad 3. Learning Environments and Digital Competencies	106
3.3 Teacher and Students' Roles in the Technological Learning Environment.....	106
3.4 Teachers' Digital Competencies	109
Recommended learning activity	111
Learning contents, resources and recommended activities.....	112
Week 11	112
Unidad 3. Learning Environments and Digital Competencies	112
3.4 Teachers' Digital Competencies	112
3.5 Teachers' Digital Competencies and the TPCK Model.....	117
Recommended learning activities	120
Self-assessment 3.....	121
Learning contents, resources and recommended activities.....	123
Week 12	123



Unidad 4. Technological Resources for Improving EFL Skills	123
4.1 ICT to Foster Listening Skills	123
Recommended learning activities	129
Learning contents, resources and recommended activities.....	129
Week 13	129
Unidad 4. Technological Resources for Improving EFL Skills	129
4.2 ICT to Foster Speaking Skills.....	129
Recommended learning activities.....	137
Learning contents, resources and recommended activities.....	137
Week 14	137
Unidad 4. Technological Resources for Improving EFL Skills	137
4.3 ICT to Foster Reading Skills.....	137
Recommended learning activity.....	143
Learning contents, resources and recommended activities.....	144
Week 15	144
Unidad 4. Technological Resources for Improving EFL Skills	144
4.4 ICT to Foster Writing Skills	144
4.5 ICT to Learn Grammar and Vocabulary	148
Recommended learning activities.....	154
Self-assessment 4.....	154
Learning contents, resources and recommended activities.....	156
Week 16	156
Final activities.....	156
4. Self-assessments	158
5. Bibliographic references.....	165





1. Information data

1.1 Subject presentation



1.2 General Competencies of the UTPL

Research and innovation orientation

Critical and reflexive thinking

1.3 Professional Profile Competencies

To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its context.

To employ technological resources to foster innovation and interaction in various learning environments based on the needs of different educational sectors, addressing current challenges in the field of education.



1.4 Issues Addressed by the Course

Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.

Scarce knowledge of using technologies to generate interactive and innovative learning spaces inside and outside the classroom according to the current students' needs.





2. Learning Methodology

In this course, Inquiry-Based Learning (IBL) will be the primary teaching method. IBL highlights the role of curiosity in acquiring knowledge, encouraging students to actively explore and seek answers to questions that emerge during the learning process. This method transforms students into engaged, critical thinkers who actively research, analyze, and process information. It promotes informed decision-making and problem-solving by developing reasoning and cognitive skills.

To support this learning process, your tutor will guide you throughout the course, helping you set goals and stay on track. Additionally, you will have access to a diverse range of resources, including readings, videos, interactive activities, and self-assessments, all designed to reinforce your understanding of key concepts and identify areas where further study may be needed. Opportunities for reflection will also encourage you to think critically about how to apply what you have learned to your teaching practice.





3. Didactic guidelines by learning outcomes



First bimester

Learning outcomes 1 and 2:

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

This section contains an explanation of the contents to be studied in the first bimester. Those contents are aligned with the learning outcomes established for this subject, which involve the practical application of technological tools, and the ability to evaluate and select the most appropriate resources to make the learning experience more effective, engaging, and efficient for students and teachers.

To help you achieve those learning outcomes, each unit in this course includes information about relevant topics as well as activities and resources that will allow you to use different technological resources in an EFL classroom successfully.





Week 1

Unit 1. Internet, the Web, and Social Networks

1.1 Internet as a Means of Information, Communication, and Language Learning

Dear student, before starting the study of this topic, 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. Do you think that the usage of the Internet has had a positive or negative impact on your life? Why? What would your life be like without Internet access? How much time do you spend surfing the Internet? I'm sure that your answers will allow you to understand the level of impact that the Internet has on your daily activities.

The Internet is defined as a global network of interconnected computer networks and organizational computer facilities (Merriam-Webster, 2024). Due to its many advantages and services, the number of Internet users has rapidly increased. The Internet provides fast access to large amounts of information, facilitates communication, and enables users to stay constantly updated on news about any topic. The Internet also allows users to perform many activities anytime and everywhere, making their lives easier. Moreover, it has contributed to the development of some fields such as science, information, technology, communication, education, and medicine, among others. As a result, scientists and researchers can find innovative ways of responding to social challenges.

In the information field, the Internet is a great instrument that provides quick and easy access to various topics. Foley (2020) claims that the Internet is an effective tool for rapidly disseminating news and information, making it a valuable resource to users. However, not all the information on the Internet is reliable because anyone can publish anything, making it difficult to distinguish



between fact and fiction. For that reason, users need to take responsibility for evaluating the resources and information they come across, which implies distinguishing between legitimate sources and unreliable sources. In this context, Microsoft Edge (2023) proposes applying the following useful tips to evaluate a website's credibility and safety. Please read the information below carefully and get familiar with it to avoid accessing untrustworthy sources.

Table 1

Tips to avoid accessing untrustworthy sources

Check the domain name	One of the fastest ways to tell if a website is credible is by checking its domain name. Domains ending in .org, .com, .edu, or .gov are usually more legitimate than websites that end in .biz or .info. However, some websites use the former suffixes to appear more authoritative than they are, so use multiple methods of evaluating a site if you are still unsure.
Look at the sources	When reading an article or study, it is important to evaluate its sources to see if they are credible. Look for appropriate citations to back up large claims. Additionally, credible sources often include the author's name and credentials to establish their expertise. Pay attention to when the article was written, and the dates of the sources used. If you are in a field where information changes rapidly, using more recent studies is recommended.
Check out the contact page	It is easy for a website to copy and paste logos and branding from another company into its site. Illegitimate websites will usually hide their contact information, though, whereas legitimate ones usually make their contact information readily available. If the website you are on lacks a contact page, you may be looking at a deceptive site. A credible website should ideally include the physical address, phone number, and email address.
Evaluate the website's design	When deciding if a website is real, look at its design and layout. Well-made websites that look and feel professional are typically more legitimate than websites that feel like they were thrown together quickly, which may include oddly sized images and typos.
Check your security connection	Checking for security indicators is another great way to assess a website's credibility. For starters, HTTPS (Hypertext Transfer Protocol Secure) is usually more secure than HTTP (Hypertext Transfer Protocol) because it uses encryption methods to protect your data. HTTPS also authenticates your connection, which ensures that the website you are interacting with is legitimate. Therefore, if you are sharing sensitive information online, HTTPS is recommended over HTTP.

Note. Adapted from *How to tell if a website is credible*, by Microsoft, 2023, [Microsoft](#).



Did you find these tips helpful? As you have seen, the tips provided are easy to understand and can help you avoid using unreliable sources, saving you both time and confusion. To further support your learning, I also encourage you to explore the list of questions below, which according to Georgetown University (2024), are a practical guide to deepen your understanding of how to identify reliable Internet sources. It is worth mentioning that those questions are organized into seven key criteria: author, purpose, objectivity, accuracy, reliability and credibility, currency, and links. So, please read them carefully in the following didactic module.

[Questions to evaluate Internet resources](#)

Once you have reviewed the questions, I invite you to reflect on whether you have used them before. If so, how often do you apply them? Would you add or remove any of them? Which ones and why? You can share your answers with me through the messaging section on the EVA platform. It will allow you to exchange ideas and generate more knowledge, which will help you feel more confident when deciding whether to use any internet source and why.

Regarding the communication field, the Internet serves as a vast repository of information and a platform for interaction, enabling seamless communication across vast distances and diverse cultures. The Internet transcends geographical boundaries and allows users to connect instantaneously through various mediums such as email, social media platforms, and messaging apps. Platforms like Facebook, X, TikTok, and Instagram have become virtual meeting places where people share thoughts, ideas, and experiences in real-time, fostering global dialogue and cultural exchange. Additionally, email continues to be widely used for professional and personal communication, enabling swift correspondence regardless of time zones. The Internet has democratized access to information, empowering individuals with knowledge and resources previously unavailable. Online forums and discussion boards serve as arenas for intellectual discourse, where individuals from different backgrounds engage in debates, share expertise, and collaborate on projects. The rise of video conferencing tools (Zoom, Google Meet, etc.) has transformed remote communication, allowing businesses to conduct



meetings, employees to work remotely, and families to stay connected despite physical distances. Based on it, it can be said that the Internet has become the cornerstone of modern communication, reshaping how we interact, collaborate, and engage with the world around us. Its influence permeates every aspect of society, from education and commerce to politics and entertainment, underscoring its indispensable role in the digital age.

In the field of education, the Internet has become an essential tool for transformation since it offers unlimited access to knowledge and resources for learners globally. The proliferation of online learning platforms, educational websites, and digital libraries has made it possible for students to explore a vast array of subjects and topics at their own pace and convenience. They offer free or affordable courses taught by experts from prestigious institutions, democratizing access to quality education regardless of geographical location or socioeconomic background.

The Internet also facilitates collaborative learning through forums, discussion boards, and virtual study groups, allowing students to engage with partners and teachers in interactive and enriching ways as well as to play a new role in this process; they go from passive receivers of information to be active explorers of it. Furthermore, the Internet serves as a platform for innovative teaching methods, such as flipped classrooms and blended learning models, which leverage technology to personalize instruction and maximize student engagement. Besides, online assessments and feedback mechanisms enable educators to track student progress effectively and provide timely support and intervention when needed.

Dear students, once this subtopic has been analyzed, I invite you to move on to another one to complement and reinforce the studied information, which will be addressed in the next section.



1.2 Advantages and Disadvantages of Using the Internet in Learning English

After studying the first subtheme, 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 dependent on each other. Therefore, they cannot be considered as individual elements. Based on it, I invite you to analyze the following information and gain a better understanding of the relationship and difference between technology and the Internet: The Internet is a network that allows computers to connect and share data, while technology includes software and tools that use the Internet for various purposes. As you noticed, these two elements are interdependent, but cannot be defined using the same definition.

Now, once this information is clearer, it is time to study the advantages and disadvantages of using technology in learning English since the integration of technology into this field comes with both advantages and disadvantages. On the positive side, technology offers unparalleled access to learning resources, enabling English learners to engage with authentic materials such as videos, podcasts, and interactive software. For instance, language learning apps provide personalized lessons and instant feedback, making language acquisition more accessible and enjoyable. Additionally, online platforms and forums connect learners with native speakers for language exchange, fostering cultural understanding and fluency. Moreover, technology facilitates flexible learning opportunities, allowing individuals to study at their own pace and convenience. In other words, technology has become a significant resource in the English learning field due to it helps teachers promote active learning and develop their students' language skills. The use of technology allows interactions among learners, provides communicative activities and real audiences, expands the learners' language experiences, and presents students with the opportunity to work collaboratively, among others.



However, technology in learning English also presents disadvantages. One of them is the potential for distraction and overreliance on automated tools, which may hinder the development of critical thinking and communication skills. Furthermore, not all learners have equal access to technology, exacerbating existing disparities in education. Additionally, concerns about privacy and data security arise with the collection of personal information through language learning apps and online platforms. Therefore, while technology enhances learning English in many ways, teachers must carefully consider its limitations and ensure equitable access for all learners.

To reinforce your learning on this topic, I suggest reviewing the infographic below. It summarizes the pros and cons of using technology to learn English.

[Advantages and disadvantages of using technology in learning English](#)

Did you review the resource above? Great job! I hope it helps you remember that while technology offers many advantages for language learning, it also has its drawbacks. That is why it is essential to find a balance between using technology and traditional methods to achieve the best learning outcomes.

Well, to complement this topic, it is also important to become familiar with key terms related to the Internet. Understanding these terms will help you navigate online resources more effectively, ensuring you use technology wisely in your learning process. You will find this information in the next section, *Internet Glossary*. Let's move on and continue learning!

1.3 Internet Glossary

In an increasingly interconnected world, the skills to navigate digital environments have become essential, particularly for educators. One of those skills involves developing a strong grasp of the key terms and concepts in Internet and educational technology. This knowledge not only improves their digital literacy but also prepares them to effectively integrate technology into their teaching practices.



In this context, this section includes a glossary of the most commonly used Internet terms, which builds on the topics previously covered in the course. By familiarizing yourself with these terms, you will be better equipped to communicate in digital contexts, critically evaluate online resources, and apply them to enhance your future students' learning experiences. Understanding this terminology is essential as it will help you stay current in a rapidly evolving digital world, empowering you to adapt your teaching methods, and stay innovative in the classroom.

With this in mind, I invite you to review the table 2 below, which provides a comprehensive list of basic terms related to the Internet and their corresponding definitions.



Table 2
Internet glossary

Browser	It is a software application that enables users to access web pages and navigate the internet (also known as a web browser).
Web Page	An online document that contains text, images, links, and other media elements and can be accessed through a web browser.
URL (Uniform Resource Locator)	It is a string of characters used to identify and locate a resource on the internet. It serves as the address for a specific web resource, such as a webpage, image, video, or document. If the Internet were a neighborhood, a URL would be the address of a website.
Domain	The part of a URL that identifies a specific website, such as "google.com" or "wikipedia.org."
Hyperlink	It is an interactive link that allows you to navigate from one web page to another when you click on it.
HTML (Hypertext Markup Language)	The language used to create web pages. It defines the structure and content of a page.
Server	A computer that stores and provides access to websites and other resources on the Internet.
Social media	It is made up of websites and apps where people share comments, photos, and videos with other users.

Note. Quiñónez A, 2025.

Have you ever heard about these terms before? How do you think this new knowledge will influence the way you use technology in the classroom? Remember that familiarizing yourselves with these concepts gives you more confidence in integrating technology effectively. And remember, the goal is not just to know the terms but to apply them to enrich your students' learning experience. As future teachers, your ability to use these terms and tools in the classroom is key to motivating your students and helping them navigate the digital world responsibly and efficiently.



Recommended Learning Activity

Let's continue the learning process through your participation in the following activity:

- Summarize the advantages and disadvantages of using technology in English language learning in a table. Then, based on your own experience as a learner, add two additional points to each category.

Note: Please complete the activity in a notebook or a Word document.

Learning contents, resources and recommended activities



Week 2

Unit 1. Internet, the Web, and Social Networks

1.4 The Web

Continuing with the study of this subject's content, it is important to analyze two key topics: the Web and social networks. According to Merriam-Webster (n.d.), 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." In simpler terms, the Web is a visual platform on the Internet that enables users to access many interconnected documents via hypertext or hypermedia links.

At this point, it is important to clarify the distinction between the Internet and the Web. You may recall the definition of the Internet from section 1.1, where I explained that the Internet is a global network of connected computers allowing data exchange between them. In contrast, the World Wide Web consists of web pages that are hosted on the Internet. The Web functions as a display system, presenting the information retrieved from the Internet through web browsers.



Once this distinction is clear, let's move on to analyze the importance of the Web in education. But before we start, I invite you to reflect on the following questions: How useful has been the WWW in the English teaching–learning process? How often do you use the WWW as an EFL teacher or learner? Has the WWW helped you to improve your English skills? Thanks for your answers. I am sure you would like to broaden your knowledge about this specific topic. For that reason, I encourage you to read carefully the following information.

Before the invention of the World Wide Web by Sir Tim Berners-Lee in 1989, it was impossible to connect one document to another over the Internet directly. However, with the advent of the Web, this limitation was eliminated, opening the door to numerous educational opportunities. The Web enables access to large amounts of information, allowing students and teachers to explore diverse learning materials, conduct research, and engage with multimedia content such as videos, interactive simulations, and online libraries.

The Web has revolutionized the delivery and consumption of education by facilitating online learning platforms that offer courses accessible from anywhere in the world. This shift has enabled distance education, where students no longer need to be physically present in a classroom to access high-quality instruction. Furthermore, the Web supports collaborative learning which implies that students and teachers can collaborate in real-time, and share knowledge and resources instantly through tools such as Google Docs, virtual classrooms, and forums providing students from all backgrounds with equal opportunities to learn.

The Web also plays a paramount role in fostering digital literacy, a skill set increasingly essential in today's knowledge-based economy. As students navigate the vast resources available online, they learn how to critically evaluate information, develop research skills, and engage in self-directed learning, all of which are fundamental to success in the 21st-century learning environment.



As you can notice, the World Wide Web has become an indispensable tool in modern learning systems. It provides immediate access to information, supports innovative teaching methods, and enables learning beyond geographical constraints. The Web's impact on education is undeniable, offering students and educators endless possibilities for growth, collaboration, and knowledge sharing.

Well, now that you are familiar with the importance of the web in education, let's move on to the next subtopic so that you can learn about how the web has evolved from its beginnings to the present.

1.5 Evolution of the Web (web 1.0 – 2.0 – 3.0 – 4.0)

Welcome to this interesting new subtheme that will deepen your understanding of the evolution of technology, particularly the web (web 1.0 – 2.0 – 3.0 – 4.0), how the web has transformed over time, why these changes occurred, what characteristics and limitations each phase of web development presented, and how this evolution has impacted on the education. Understanding the history and progression of the web will enable you to appreciate its current state better, prepare for its future innovations, and take advantage of those innovations as future EFL teachers. All this information has been included in the following video. So, please review it.

[Evolution of the Web](#)

How did you find this video? Interesting, right? I am sure that after reading this information, you have a clearer idea of three important issues:

- how the web has changed education,
- how the web has made education more student-centered and less traditional teacher-centered,
- how the web keeps evolving and how it could keep opening up new ways to learn, be creative, and make education easier to access for everyone.



1.6 Social Networks in Language Learning

Well, continuing with the study of the web, it is important to review a more specific aspect that involves the web and language learning. So, I invite you to analyze the following information, which you may already be familiar with as a student in this field.

The web and social networks work closely together. Social networks such as Instagram, Facebook, and YouTube use the web to allow people to easily connect with friends and share moments with others around the world. However, social networks are not limited to entertainment or casual communication. They can also play an important role in language learning because they offer numerous opportunities to engage with native speakers, access authentic content, and practice language skills in real-life situations. Imagine being able to read posts, watch videos, and listen to conversations in the language you are learning, all while connecting with real people who speak that language. Doesn't it sound like a great way to immerse yourself in the language, even from the comfort of your home?

In this context, let's review some of the benefits of using social networks for language learning. The first one is related to interaction; unlike traditional learning methods, where communication is often one-way (from teacher to student), social networks encourage two-way interactions. It means that you can comment on posts, participate in discussions, and ask questions to native speakers or other learners. For instance, if you follow an English language page on Facebook, you can join conversations about cultural events or ask for clarification about grammar rules. Your learning goes beyond the classroom, and you receive immediate feedback, which is essential for improving your language skills.

Another way social networks can benefit your language learning is by allowing you to create content yourself. These platforms enable you to share your thoughts, opinions, and stories in the language you are learning. You can start



by writing short captions in your target language or challenge yourself to create videos where you practice speaking. This type of active engagement will help boost your confidence and fluency.

Besides, social networks provide access to authentic content, as they allow you to watch videos, follow trends, and read posts in your target language. This exposure to real-life vocabulary and cultural expressions helps you understand how people actually use the language in everyday situations, going beyond what you would typically learn from textbooks.

Although social networks offer many benefits, they also present disadvantages that can negatively affect learning. One major drawback is that they can be highly distracting as it is easy to get absorbed in content unrelated to language learning. To counter this, it is important to be mindful of how you spend your time online, to follow accounts that are posted in the language you are learning, and to maintain a balance between leisure and learning.

Another challenge is the difficulty in understanding the content posted on social media, which can lead to anxiety. However, it is important not to feel discouraged if you do not understand everything right away. Remember that language learning is a gradual process and each interaction on social media brings you one step closer to fluency. The key is to stay consistent and motivated to use social networks as a great place to experiment, learn from others, and practice English in a fun and engaging way.

As you may notice, social networks are highly useful in the language learning process. However, beyond understanding their importance and utility in this field, it is also necessary for you to be aware that there are certain rules (netiquette) we should consider when interacting on social networks. Would you like to know what I mean? What are those rules? Well then, I invite you to review the following section.



1.7 Netiquette

Are you familiar with the term *netiquette*? Did you know that many social media users struggle to express their ideas effectively because they are unaware of how to apply *netiquette*? For this reason, it is important that, as a social media user, you understand what *netiquette* is, its role in online platforms, and how to apply it properly.

Let me start by explaining its definition and its importance. Netiquette, a combination of "network" and "etiquette," refers to the accepted behaviors and practices for respectful and effective communication in digital spaces. As the digital world has expanded, netiquette has become essential for ensuring that online interactions remain clear, respectful, and productive. According to Soler-Costa et al. (2021), the rise of information and communication technologies has transformed how people socialize, making it vital to establish norms that promote positive interactions and prevent issues such as misunderstandings, cyberbullying, and privacy breaches.

Netiquette is particularly important in education, especially in virtual learning environments, where most communication lacks the non-verbal cues present in face-to-face interactions. These guidelines help prevent the misinterpretation of tone and intent in written messages, encouraging students to be thoughtful and respectful in their responses. It also fosters an inclusive environment where students feel safe to express their ideas and engage with peers, creating a supportive learning atmosphere (Gupta, 2022).

Now, let's review the basic principles of netiquette in the following Figure 1, which will help you maximize the benefits of our online interactions and create a positive, respectful digital learning environment.



Figure 1
Basic Principles of Netiquette

Be Respectful: Always interact politely, avoiding offensive language or insults.
Use Clear Language: Write in full sentences and avoid excessive use of slang or abbreviations to ensure clarity.
Avoid ALL CAPS: Using all capital letters is perceived as shouting.
Respect Privacy: Don't share personal information (yours or others') without consent.
Engage Thoughtfully: Think before posting or commenting to avoid misunderstandings or conflicts.
Acknowledge Others' Opinions: Be open to differing viewpoints, and express disagreements respectfully.
Don't Spam: Avoid repetitive posts, unsolicited messages, or sharing misleading content.

Nota. Adapted/Taken from *Source* (p. ?), by Author, Year, Publisher or website.

Now that you understand the definition of netiquette, its role, and the key principles, I encourage you to apply them consistently in your social media interactions to ensure that communication remains effective and respectful, fostering a positive and professional digital culture that benefits all participants.

Recommended learning activity

Let's continue the learning process through your participation in the following activity:

- Identify three resources for each web category (1.0, 2.0, 3.0, and 4.0) and explain why they belong to their respective categories. Then, organize this information in a table.

Note: Please complete the activity in a notebook or a Word document.





Week 3

Unit 1. Internet, the Web, and Social Networks

1.8 Artificial Intelligence in Education

Continuing with the explanation of the topics related to Unit 1, it is now time to address a subject that is rapidly gaining prominence across various fields, including education. I am referring to Artificial Intelligence (AI), whose rising popularity stems from the diverse tools and capabilities it offers, making processes more efficient and saving valuable time. However, despite its many advantages, this technology also carries certain risks and drawbacks that you need to be aware of. Therefore, I invite you to read carefully the following information, which I am sure will be highly useful in guiding you to use AI responsibly and effectively in the educational field

The term AI was introduced by John McCarthy in 1955, who defined it as machines that exhibit behaviors that would be considered intelligent if demonstrated by a human. AI is capable of imitating or even improving human thinking skills. This includes recognizing things, understanding and using language, reasoning through challenges, analyzing information, solving problems, and developing creative ideas. In other words, AI refers to the ability of computers and machines to perform tasks that typically require human intelligence. These tasks include recognizing speech, understanding text, and making decisions. AI continuously improves by learning from data and examples, using algorithms and mathematical models to identify patterns, make decisions, and generate predictions.

In the educational field, AI plays a significant role and its application is increasing daily, especially in three areas: helping students, supporting teachers, and assisting institutions. For students, it means learning how to use AI to support their studies, making learning easier and more interactive. For teachers, AI can provide resources for research, teaching methods, and



assessments, helping them create better learning experiences. At the institutional level, AI can assist in planning and organizing by providing insights and data to improve the school environment and learning strategies.

AI offers many resources that can be used by both students and teachers to enhance the teaching and learning process. For instance, AI-powered platforms can create personalized learning experiences, adapting to each student's pace and providing effective feedback. Additionally, AI serves as a powerful tool for language learning by analyzing learners' progress and adjusting exercises to facilitate improvement step by step. It makes learning English, or any language, more dynamic, engaging, and aligned with students' individual learning speeds. In this line, Ahmad (2021) argues that AI plays several key roles in education, including personalizing the learning experience, creating intelligent content, and ensuring continuous access to resources and educational materials. These roles make AI a valuable tool for enhancing efficiency and making education more adaptable and inclusive.

Regarding personalized learning, this author explains that it has greatly improved the way teachers and students communicate. It has transformed education by offering personalized experiences based on the student's knowledge level, learning pace, and specific goals. Unlike traditional methods, AI continuously analyzes each student's progress, identifying areas of weakness and suggesting relevant courses for improvement. As part of this role, AI offers students additional support outside the classroom through applications like chatbots. It helps reduce the workload for teachers, who may not have enough time to address individual needs. AI provides students with extra help whenever and wherever they need it, ensuring that their weaknesses are addressed. Additionally, AI can quickly respond to frequently asked questions, eliminating delays and reducing the number of repetitive questions that teachers receive.

With respect to universal accessibility, the author manifests that artificial intelligence allows students to access educational services anytime and anywhere with internet connectivity; which has removed barriers related to accessibility, health, and even environmental factors, making education more



available to everyone. In other words, students can engage in learning from locations where physical classrooms are unavailable; they simply need the appropriate AI technology to facilitate teaching and communication in line with their educational objectives. The use of AI has eliminated the barriers of distance and geography in education. Nonetheless, AI has limitations and potential risks that are crucial to understand such as the teacher's role and the excessive dependency of both teachers and students. Although artificial intelligence can save time and personalize learning experiences it cannot replace the role of a teacher. Teaching involves more than delivering content; it's about fostering critical thinking, emotional intelligence, and interpersonal skills (areas where AI has limitations). Teachers remain central to the learning process, and AI should be used to support, not replace, their efforts and strategies. Concerning the risk of becoming overly dependent on AI, both teachers and students may rely on it to the detriment of critical thinking and human interaction. Selwyn (2019) states that over-reliance on AI can reduce students' critical thinking skills and increase the risk of misinformation if AI systems are not carefully monitored.



Now, based on this information, please let me know your comments. What do you think? Do you agree with this information? Why?

Now, let's continue with the next topic.

1.9 The Ethics and Use of AI in Education

Welcome to this new section, which you may or may not recognize by name, but is essential for understanding the responsible use of AI. To start, let me explain that AI ethics explores and applies moral principles to artificial intelligence, representing a dynamic and multidisciplinary field that draws on philosophy, law, data science, sociology, and other areas. Considering AI's extensive impact on all areas of life, it should strive to benefit everyone and minimize potential risks. In this context, the ethics of AI is based on three key principles. Fairness, AI systems should make fair decisions without



discrimination based on race, gender, socioeconomic status, or location. This is crucial as AI is used globally and can impact many people. Transparency, the functioning of AI should be clear to users, which builds trust and allows for better human judgment regarding its use. Accountability, designers and developers must take responsibility when AI fails, working to correct errors and ensure proper functioning.

These AI ethics principles are vital in education because they help teachers and students trust the technology they use for teaching and learning, create a safer learning environment, help schools follow laws, and support a positive, fair community where everyone can learn and grow successfully. On the other hand, artificial intelligence that lacks ethical principles results in bias and discrimination, loss of privacy, and misuse and abuse. What do they mean? Here is the explanation:

AI applications such as personalized learning platforms, adaptive testing, and grading algorithms rely heavily on data to make predictions and decisions. If this data is biased (reflecting existing disparities in the education system, such as socioeconomic inequalities or racial biases) AI could reinforce those issues rather than mitigate them. For example, AI-driven grading systems have come under scrutiny for unfairly assessing students from minority groups, based on biased datasets (Baker & Hawn, 2021). To avoid these dangers, AI systems in education must be designed with inclusivity in mind, ensuring that they are transparent, regularly audited, and adjusted to eliminate bias.

Another unethical issue is the loss of privacy. AI systems often need a lot of data to function properly, especially when they are trying to personalize learning experiences or track students' progress. It raises big questions about how student data is being used. If this data falls into the wrong hands, it could be used for things other than education, like targeted advertising or even profiling. Therefore, protecting student privacy must be a top priority (Bodó et al., 2017; Southgate, 2020). Schools and tech companies need to put strict data protection policies in place to ensure this, and they should always be transparent about how they use data.



Finally, misuse and abuse in educational AI highlight how technology, when used irresponsibly, can negatively impact students and the learning environment. Improper AI usage might lead to intrusive monitoring, creating misleading or false content, or allowing biased algorithms to influence grading and student evaluations. Such practices risk invading student privacy, fostering distrust, and promoting unfairness in the classroom. For AI to be truly beneficial in education, schools and teachers must set clear ethical standards and use AI tools thoughtfully, ensuring they enhance learning equitably while respecting students' rights and privacy.

Now that you understand the ethical principles of using AI and the consequences of failing to apply them, I invite you to review the five steps that help institutions successfully integrate AI ethics. First, institutions should set clear rules for using AI responsibly, focusing on fairness and privacy. It's also important to teach both teachers and students about ethical AI use so everyone knows how to spot and handle potential issues. Schools should make sure AI systems use data that represents all students fairly to avoid biases. They should also keep AI systems transparent, meaning that students, parents, and teachers can understand how decisions are made. Finally, schools should regularly check that their AI tools stay fair and ethical, adjusting as needed.

Based on this information, I invite you to reflect on the following questions: What is your opinion about the principles mentioned above? Do you agree? Why? Would you add any others? Since your responses are an important contribution to this learning process, I encourage you to share them during tutoring sessions or through the EVA platform. Now, let's move on to a new topic.

1.10 AI Resources in Education

Now that you understand the ethical considerations of AI in education, let's look at some popular artificial intelligence tools. These tools can assist you with various tasks such as creating images and videos, organizing information in concept maps, and designing presentations. They enable you to apply AI



effectively while keeping ethical use in mind. To get started, please check the following table, which contains information about the main characteristics of some AI tools.

Table 3
AI resources in education

Tool Category	IA tools		Main Purpose	Advantages	Disadvantages
Content Generation	ChatGPT, Copilot		Generate text, answer questions	Quick access to information, provides explanations and helps with ideas	It may provide incorrect information or lack context
Image Generation	Leonardo.AI, Bing Creator, Midjourney		Create images based on prompts	Creates visuals quickly without drawing skills, useful for projects	Quality may vary, requires specific prompts, and may have limited customization
Presentations	Tome	App	Design and organize presentations	Saves time with templates, enhances presentations with visuals	Limited creative control; some templates may not fit all topics
	Gamma Wepik, GPT	App, Chat			
Video Creation	Invideo, Synthesia, Descript, Fliki, Runway, Unscreen		Make videos from text or images	Engaging for storytelling, converts text to visuals easily	It requires a subscription for advanced features; quality varies depending on the tool
Mind Mapping	Chatmind		Organize ideas in mind maps	Helps with brainstorming and structuring information visually	Limited customization in layout, may lack deep integration with other tools
These AI resources have a free version (with more limitations) and a paid version					

Nota. Quiñónez A, 2025.



What do you think of these tools? Have you used any of them before? If so, keep in mind that the variety of AI tools is vast, with new options constantly emerging. To make the most of these tools, it is essential to have a clear understanding of your specific goals, as this ensures you select the right tool for the job. Additionally, while AI can enhance your work creatively and efficiently, being aware of each tool's limitations is key to achieving the best results and managing expectations.

Finally, to enhance the information provided in the previous table, I have used Leonardo AI as an example and included step-by-step guidelines to help you become more familiar with this tool. However, if you need more information about the use of this resource or any of the others included in the table above, I recommend selecting and watching one of the most recent videos available on YouTube that best suits your requirements, as these AI resources are constantly updated. So, read the information below, please.

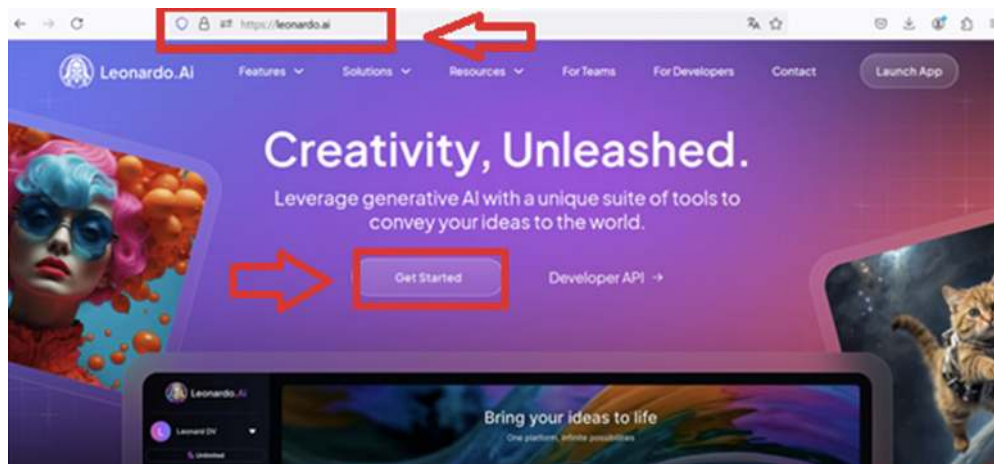
Step-by-Step Instructions for Creating Images in Leonardo AI

1. Sign Up or Log In

Go to the [Leonardo AI website](#) and click the “Get started” button. Then, create an account or log in if you already have one. Most AI tools require an account to track your projects.



Figure 2
Leonardo AI website

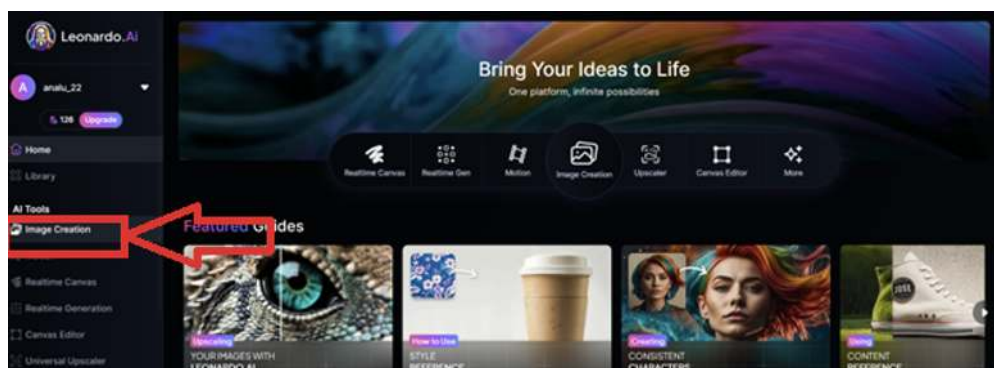


Nota. Quiñónez A, 2025.

2. Choose “Create”

Once logged in, look for the “Create” or “Generate Image” option on the main page. Click on it to start creating your image.

Figure 3
Choose the option



Nota. Quiñónez A, 2025.

3. Select Image Type

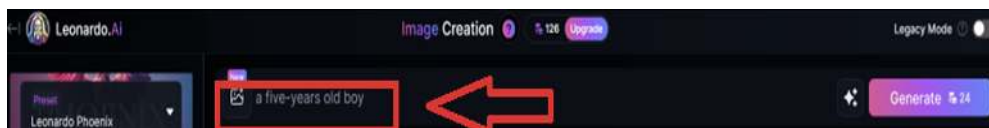
Leonardo AI might ask you what kind of image you want. For example, you might have options like “Portrait,” “Landscape,” or “Concept Art.” Choose the type of image that best fits your idea.

4. Describe Your Image (Prompt)

In the text box provided, type in a detailed description of what you want to create. Be specific. For example, if you want an image of a “sunset over a mountain,” include details like “bright colors” or “cloudy sky” to get the best results.

Figure 4

Prompt



Nota. Quiñónez A, 2025.

5. Adjust Settings (Optional)

Leonardo AI often provides extra options like color, style, or realism level. If you want more control over the final image, try adjusting these settings. Otherwise, you can leave them on default.

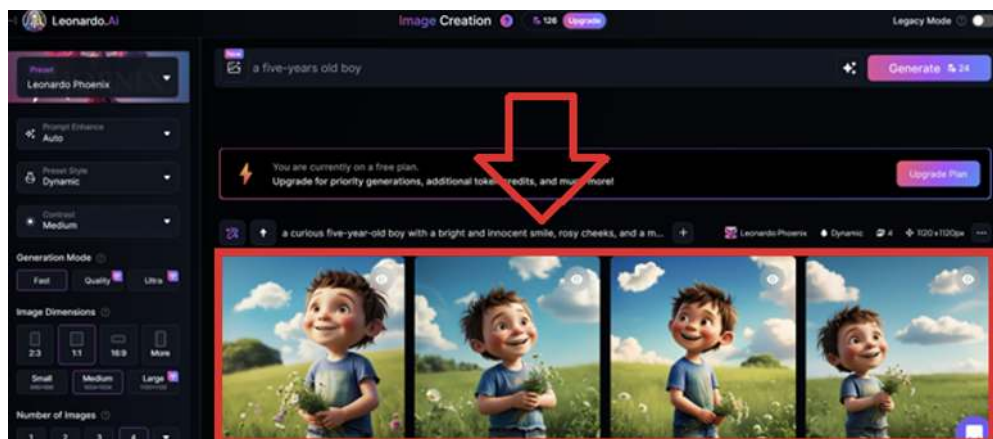
6. Generate the Image

Click the “Generate” or “Create Image” button. Leonardo AI will start creating your image, which might take a few seconds or minutes.



Figure 5

Generate the image



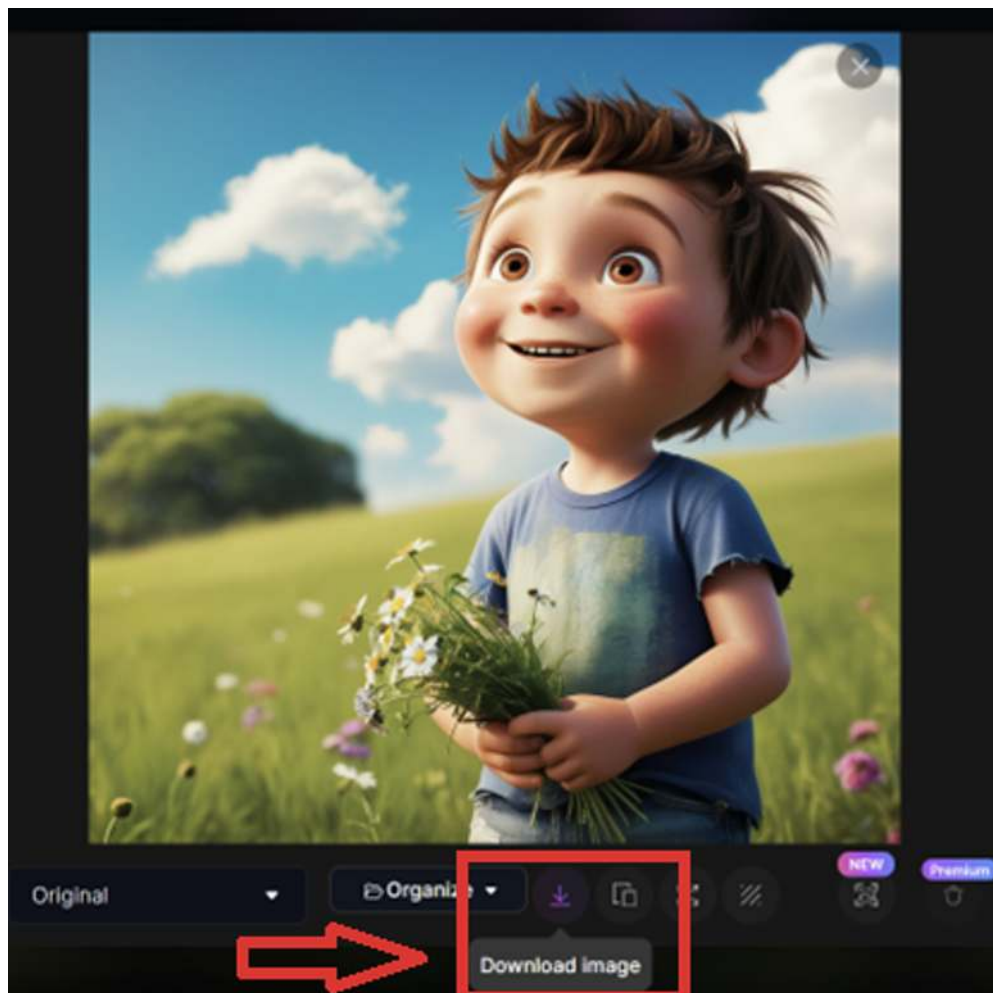
Nota. Quiñónez A, 2025.

7. Review and Save Your Image

Once the image is generated, you will see the result on the screen. If you are happy with it, look for a “Save” or “Download” button to keep a copy of the image on your computer.

Figure 6

Save and down option



Nota. Quiñónez A, 2025.

8. **Make Changes if Necessary.** If the image is not exactly what you wanted, go back to the description or settings and adjust them. Then, click “Generate” again to see a new version.

As you can see, Leonardo AI is an easy-to-use and very useful tool for generating images, which can be used in your different tasks with the corresponding citation like this example: Author: Own work created using Leonardo AI. Well, if you need more details about how to use this tool, I invite you to review the following [video](#).

Ok. It is time to explore another AI resource, ChatGPT, which is highly popular and well-known for its user-friendly features. If you are interested in learning more, I invite you to read the next section, where you will find relevant information.

1.10.1 Chat GPT in Language Learning

ChatGPT has emerged as a powerful tool for learning, productivity, and creativity. Its ability to generate ideas, explain concepts, and assist with tasks makes it an attractive resource for users. With just a simple question or prompt, users can receive detailed responses in seconds, making it a convenient and accessible option for problem-solving or brainstorming. Its primary characteristic is its ability to understand and respond to input in natural language, which allows users to engage with ChatGPT more naturally and intuitively, similar to having a conversation with a human (OpenAI, 2023). ChatGPT also offers personalized, interactive assistance by adjusting its responses, advice, and specialized support based on the user's needs and preferences.

However, while ChatGPT offers many benefits, it has some limitations. It does not always fully understand the context of a question and can sometimes provide answers that are not entirely accurate. Its knowledge is based on the information it was trained on, so it might not include the latest updates or fully grasp complex details. Additionally, ChatGPT is a helpful tool but not a substitute for human creativity or critical thinking. It is important to double-check its suggestions and use them as a guide, rather than relying on them completely for important tasks or decisions.



In the field of language learning, ChatGPT is a widely used AI tool for teachers and students, functioning as a chatbot accessible through multiple platforms (OpenAI, 2023). It offers several advantages that help students enhance their skills. The main ones include supporting language learning through instant translations, opportunities for language practice, and access to conversational partners. It positively influences students' attitudes toward learning a new language (Zhou & Li, 2023). Another advantage is that ChatGPT enhances written communication skills by providing instant feedback, suggesting improvements, and offering assistance, which helps students develop their language skills (Ali et al., 2023). Personalized support is another benefit, as ChatGPT adjusts its suggestions and responses to each student's choices and goals. This is especially useful for students who do not have direct access to a teacher or mentor. Additionally, ChatGPT provides real-time feedback and guidance on any problems or difficulties students encounter with their study materials. ChatGPT helps students improve their motivation for learning, fostering strong self-confidence and a positive attitude toward mastering the content (Zhou & Li, 2023).

Now that you are familiar with the definition and benefits of this tool, you are likely eager to learn how to use ChatGPT effectively and craft prompts that yield the responses you need. To guide you through this process, I recommend reading the UNESCO publication [ChatGPT and Artificial Intelligence in Higher Education - Quick Start Guide](#), which offers valuable insights into using ChatGPT, addressing its challenges and ethical considerations, and providing practical recommendations for responsible AI usage.

After reading the guide, you may realize that ChatGPT can be a valuable resource when used appropriately. It enables teachers and students to quickly and efficiently access a vast amount of information, which can enhance their skills. However, if misused, it can pose a serious threat to academic integrity and, ultimately, hinder the development of education. Therefore, as an EFL teacher, it is your responsibility to teach your students how to use technology ethically in all their activities. Instead of prohibiting its use, we should seek strategies to integrate it effectively into the learning process. Resisting



technological progress is futile; it is more beneficial to use technology as a strategic ally that can enhance the teaching and learning experience. Do you agree?



Recommended learning activities

Let's continue the learning process through your participation in the following activities

1. Using your knowledge of AI tools in education, select one AI resource and design a practical activity, such as a lesson plan, a quiz, or another educational task, to present to the class. Your example should demonstrate your understanding of the tool and its practical application in real-world scenarios.
2. I encourage you to answer the following self-assessment to reinforce your understanding of the content studied in Unit 1.



Self-assessment 1

Read the statements below. Then, choose the correct option.

1. What is the Internet primarily defined as?
 - a. A global network of web pages
 - b. A global network of interconnected computer networks
 - c. A collection of social media platforms
2. Which of the following domain endings is generally considered credible?
 - a. .biz
 - b. .info
 - c. .edu



3. What does HTTPS indicate about a website?

- a. It is faster than HTTP
- b. It uses secure encryption methods
- c. It is hosted by a government organization

4. What does a URL represent on the Internet?

- a. A file stored on a computer
- b. The address of a specific web resource
- c. The title of a webpage

5. What is the primary purpose of netiquette in online communication?

- a. To enforce strict communication rules
- b. To ensure respectful and effective online interactions
- c. To limit the use of informal language

6. Decide if the statement below is True (T) or False (F)

The Internet and the Web are the same thing. T F

7. Decide if the statement below is True (T) or False (F)

Social networks are limited to entertainment and casual communication. T F

8. Decide if the statement below is True (T) or False (F).

Netiquette includes rules to avoid misunderstandings and promote positive online interactions. T F

9. Decide if the statement below is True (T) or False (F).

AI tools can replace teachers entirely in the learning process. T F

10. Decide if the statement below is True (T) or False (F).



Personal data collected by AI tools can raise privacy concerns. T
F

11. Which of these tools is commonly used for creating presentations?

- a. Leonardo
- b. Gamma App
- c. Quillbot

12. What is one way to evaluate a website's credibility?

- a. Check for colorful graphics
- b. Look for contact information
- c. Count the number of advertisements

13. What is one disadvantage of using social networks for language learning?

- a. Lack of interaction opportunities
- b. Content distractions
- c. Limited access to native speakers

14. What is the main benefit of personalized learning with AI?

- a. Fixed course content for all students
- b. Adapts to each student's pace and needs
- c. Eliminates the need for teachers

15. What was one key innovation introduced by the World Wide Web?

- a. Connecting computers globally
- b. Linking documents via hyperlinks
- c. Instant messaging capabilities

[Ir al solucionario](#)



How did you do on the quiz? I am sure you answered all the questions correctly! Congratulations! You did it!

Learning contents, resources and recommended activities



Week 4

Unit 2. Technological Resources for Teaching and Learning

Welcome to this new unit of the course, which addresses an important and practical topic: the use of technological tools in teaching and learning. In this unit, you will explore various aspects such as creating digital content, understanding color ranges, and using the Pedagogy Wheel for AI. You will also learn how to utilize information and communication technology (ICT) for searching and organizing information, creating content, and facilitating collaborative work and assessment. Let's begin with our first topic: the creation of digital content, which is an essential area of digital competencies as proposed by the European Union.

2.1 Digital Content Creation

In today's interconnected world, where online content is constantly created and shared, understanding the fundamentals of digital content creation is crucial. Knowing what digital content creation involves, why it is significant, and how to start creating content can open the door to effectively sharing ideas, educating others, and engaging your audience. Developing this skill allows you to produce content that not only communicates your thoughts clearly but also informs and inspires those who interact with it. As a future EFL teacher, mastering digital content creation is even more valuable, as it empowers you to educate, motivate, and connect with your students in meaningful and impactful ways.

According to Smith and Hutson (2024) digital content creation means using modern tools and platforms to plan, make, and share creative ideas. It helps people connect with audiences in new and exciting ways, making digital



spaces more accessible and interactive. In other words, digital content creation is the process of producing information or entertainment in digital formats that are shared online. This content can take many forms, including videos, images, blog posts, podcasts, or social media updates, all of which serve as powerful tools for connecting with others in the digital landscape and allow users to establish a unique voice.

Creating digital content requires the development of important skills, including critical thinking and technical abilities. Critical thinking involves making thoughtful decisions about how to effectively convey your ideas, engage your audience, and shape your message. Whenever you decide what to post on social media or how to structure a blog entry, you are intentionally considering what matters to you and what you want others to understand. Additionally, creating digital content helps you build valuable technical skills because it requires using many tools and software to produce, edit, and publish material. This process involves learning how to navigate platforms, work with multimedia elements like images, audio, and video, and use design and formatting techniques to make content visually appealing. As you create more content, you gain practical experience that enhances your digital proficiency and adaptability—skills that are essential in today's technology-driven world. In this regard, Tinmaz et al. (2022) emphasize that digital literacy skills are crucial because they enable you to adapt quickly to technological changes and know how to use digital platforms effectively to engage with audiences.

On the other hand, while the process of creating digital content can be fun and rewarding, it's also important to keep ethics in mind. Being responsible about the type of content you share is part of becoming a responsible digital citizen. Whether you're posting a video or writing a blog entry, you should always consider the accuracy of the information you share and the potential impact on your audience. According to Fuchs (2022), ethical considerations in digital content creation such as respecting copyright and avoiding misinformation are crucial in fostering a safe online environment. By practicing these values, you contribute positively to the digital space, showing respect for both your audience and your content.



Perhaps you are wondering about the connection between digital content creation and education. Well, let me tell you that digital content creation is also becoming an important skill for teachers in today's digital age because it offers teachers the tools to engage students in diverse ways and support personalized learning. As I mentioned above, digital content creation involves making materials in digital formats that can be used for teaching such as videos, images, presentations, articles, and social media posts. These types of content help students engage with lessons in new and exciting ways, as they are accustomed to consuming digital content outside the classroom. Teachers who can create digital content are better equipped to connect with their students, making learning relevant and enjoyable.

However, digital content creation for teachers is not just about using technology; it is about crafting messages and resources that meet students' needs and suit their learning styles. Teachers can develop presentations with visual aids to explain complex topics, record short videos to introduce a lesson, or create interactive quizzes that students can access on their devices. These tools can keep students interested and help them learn in ways that are comfortable for them. By creating digital content, teachers can also reach students who might struggle with traditional methods as they offer different ways to explain and explore the same topic.

Additionally, digital content creation allows teachers to create resources that students can review whenever they need to. For instance, a video lesson can be rewatched, and digital notes can be reread. This flexibility is especially helpful in online education, where students might need to go over information outside of live class sessions. In this way, digital content supports students' learning by giving them materials they can access as often as they need to, making their learning experience more personalized.

In line with this theme, it is essential to highlight teachers' significant role in creating digital content, as they can use this activity to guide their students on important factors to consider during this process. This includes emphasizing the importance of using trustworthy sources, giving credit to original creators, and producing materials that are both accurate and respectful. Teachers can



also encourage students to be careful about what they share online, emphasizing ethics and responsibility in digital spaces. By doing so, teachers help students develop skills for safe and responsible digital citizenship, which is essential in our connected world.

Well, now you understand the importance of digital content creation, I invite you to explore in the following infographic, helpful tips for creating clear, engaging, and responsible content for the classroom. Let's get started!

[Tips to create digital content](#)

Have you used any of them before? If not, do not worry! The important thing is that now you know the key aspects to consider when creating your digital content, which can be fun and engaging. Remember: start by keeping your message clear and focused; this way, your audience can easily understand what you are sharing. Make sure to use visuals like images or videos to make your content more attractive and memorable. It's also important to be consistent in your style and tone so that people recognize your unique voice. Finally, do not forget to interact with your audience by asking questions or encouraging comments, as this helps build a strong connection.

2.2 Color Range

When creating digital content, selecting the right color is essential for making it both visually appealing and accessible. As teachers, understanding how to use color effectively can help you design resources that capture students' attention, enhance comprehension, and create an organized structure that supports learning.

Color range refers to the selection and combination of colors used in digital content whose role is important because it sets the tone and mood of a presentation or video. Bright, warm colors like red, orange, and yellow can create a sense of excitement and energy, which may be effective for sparking interest in a new lesson. In contrast, cooler tones like blue and green can have a calming effect, making them suitable for longer, more detailed lessons where you want students to concentrate deeply. Besides, color range is essential



because it affects readability and comprehension. It means that using high-contrast colors, such as black text on a white background or white text on a dark background, makes text easier to read (Johnson, 2023). This contrast is particularly helpful for students with visual impairments or reading difficulties. For example, using pale yellow text on a white background might look soft and attractive, but it can be challenging for students to read. By choosing a clear and contrasting color range, you help students focus on the content instead of struggling with visibility issues.

Color also has the power to direct attention and highlight essential information. Brown (2024) suggests that teachers can use color strategically to emphasize key points in a lesson. For instance, using a different color to highlight keywords or concepts can help students identify what is important at a glance. This is especially useful in slides or infographics, where too much text might overwhelm students. A simple color shift (e.g. bold red or blue for essential terms) helps guide students through the material and reinforces the main ideas.

In relation to digital content creation, color choice is not just about aesthetics; it is a tool for enhancing the clarity and effectiveness of your teaching materials, enhancing your ability to connect with students, improving readability, and making your lessons more notable, which can significantly improve students' learning experiences, making it both enjoyable and impactful. For instance, if you are creating a presentation on Canva, consider using templates with a balanced color palette. These templates often provide a color range that is visually appealing and easy to read. Such tools help you create consistent, professional-looking content that students will find both engaging and accessible. But remember that less can be more with color; it implies that while it might be tempting to use many bright colors, too much can be distracting. Instead, try to limit your color palette to a few complementary shades that align with the mood of the lesson. Consistency in color range not only makes your content look organized but also helps students focus on what truly matters, the learning itself.



Would you like to know more about how to use color range effectively when creating educational materials? Fantastic! The tips contained in the following infographic will help you to make your materials visually appealing, accessible, and engaging for your students. Read them, please.

[Tips to use color range when creating educational materials](#)

As you may have noticed, these tips are both practical and easy to apply. Now that you are familiar with them, it is essential to put them into practice to enhance the quality of resources you will use in your future EFL teaching.

Before ending this section, I have included two practical examples that demonstrate how to apply digital content creation and effective color use in English language teaching. Read them, please.

Example 1: Imagine you are creating a digital presentation on basic English vocabulary for beginner students. You want to teach vocabulary related to everyday objects such as chair, table, book, and window. To make this lesson visually appealing and easy to follow, start by using a simple, consistent color palette. For example, you might choose a primary color like blue for text and neutral tones, such as white or light gray, for the background. This high contrast will make text readable, especially for students who may struggle with visibility on digital screens. Each slide can focus on one vocabulary word, with a large, clear image of the object (like a picture of a chair) and the word written below. By adding a subtle color accent (e.g. a border or icon in the same blue) you keep the slides visually organized and consistent without overwhelming students with too many colors. This technique also helps students recognize vocabulary more easily, as each word is presented in a clear, focused way.

Adding interactive elements to your presentation can further enhance learning. For instance, after going through the vocabulary slides, include a quick quiz slide with color-coded choices. You might ask, Which picture shows a 'table'? and present three images, each with a colored border. By using colors consistently (such as red, blue, and green borders for each option), students can easily refer back to their previous knowledge of color codes. Interactive



content, even simple choices like color-coded borders, keeps students engaged and reinforces learning, making digital content both informative and visually clear.

Example 2: Let's consider a digital storytelling activity for intermediate English students learning about adjectives and descriptive language. Imagine you are creating a story about a character's journey through a forest. You want to focus on adjectives that describe nature, like tall trees, bright flowers, and soft grass. To create this content, you might design a series of digital story slides, with each slide showing an image that visually represents the scene being described. Here, color plays an essential role in setting the mood and helping students connect the words to the visuals. For example, when describing bright flowers, use warm colors like yellow and orange, which naturally evoke brightness and warmth. For the tall trees, you might use greens and browns that reflect the colors found in a forest. This natural color range helps students make associations between the adjectives and their meanings, deepening their understanding of descriptive language in English.

For further engagement, you can add a color-coded text box on each slide to emphasize the adjectives. If you use green text for nature-related words and blue text for action words, students will start to see patterns in how words are used, reinforcing their understanding of vocabulary in context. Additionally, to make the activity interactive, consider asking students to create their own story slides using the same technique. They can select images, choose colors, and write descriptive sentences, combining digital content creation with their learning of adjectives. By letting students participate in the creation process, you empower them to apply what they have learned about color, adjectives, and storytelling in English.

As you noticed, the examples above show you how digital content creation and thoughtful color range use can transform English language learning. By combining visuals with relevant colors, you create an immersive and memorable learning experience, helping students build vocabulary and develop language skills in an interactive, accessible way.

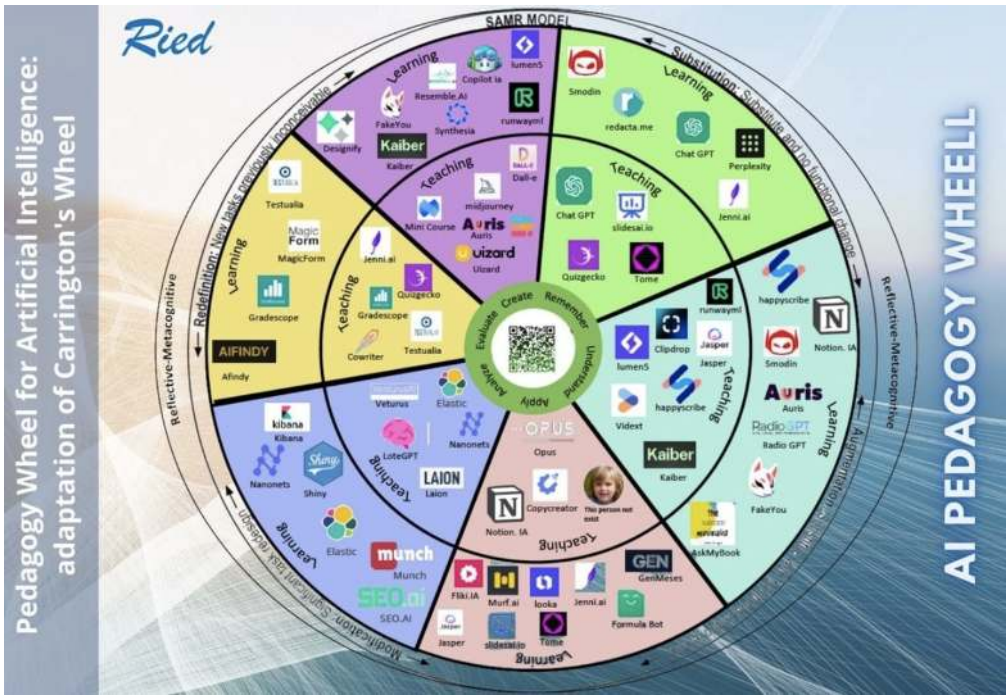


2.3 AI Pedagogy Wheel

Another important theme to explore in this section is the use of the AI Pedagogical Wheel, which complements the previous topic. Why? Let me explain it to you. In today's world, where technology plays an essential role in education the Artificial Intelligence (AI) Pedagogy Wheel is a valuable model that helps teachers understand how to use AI tools to support different learning objectives and levels of thinking based on Bloom's Taxonomy, which categorizes thinking skills from basic knowledge and comprehension to more complex skills like application, analysis, and creation. It means that this wheel helps teachers develop lessons that do not just teach content but also help students build critical thinking, creativity, and digital skills needed for the future (see Figure 7)



Figure 7
AI pedagogy wheel



Nota. Taken From Rueda de la Pedagogía para la inteligencia artificial: adaptación de la Rueda de Carrington [Illustration], by Jiménez, E., Orenes, N., y López, L., 2024, [RIED](#), CC BY 4.0.

Now, what is the relationship between the AI Pedagogy Wheel and digital content creation? As mentioned in section 2.1, digital content creation enables students to engage with material beyond traditional textbooks. When paired with the Pedagogy Wheel, the impact of digital content creation becomes even greater. Creating digital content (presentations, videos, or interactive activities) allows for customization to accommodate different levels of learning. The Pedagogy Wheel enhances this process by recommending specific AI tools to incorporate into the digital content. For instance, when developing a presentation to introduce a topic, you might utilize AI-based interactive quizzes to reinforce understanding at the end of each section.

To broaden your comprehension of this topic, I invite you to analyze the example below about how digital content creation can align with the Pedagogy Wheel for AI to support student-centered learning:

Imagine you are teaching vocabulary to an English class. At the basic levels, the goal might be for students to remember and understand the meanings of words. The Pedagogy Wheel suggests AI tools such as language apps or flashcard generators to help students learn these definitions through repetition and practice. However, as we move up Bloom's Taxonomy, the Pedagogy Wheel encourages teachers to use AI tools that allow students to apply and analyze vocabulary in different contexts. For instance, students could use an AI-driven story generator to create short stories, practicing new vocabulary words creatively. By including AI tools at each level, the Pedagogy Wheel helps teachers structure learning activities that encourage deeper thinking, taking students from basic knowledge to practical application and creative expression.

Using the Pedagogy Wheel in conjunction with digital content creation also fosters students' creativity, which is one of the higher levels of Bloom's Taxonomy (analysis, evaluation, and creation) By integrating the Pedagogy Wheel with digital content, teachers can design assignments that encourage students to reach these advanced levels. For example, teachers could ask students to create a digital project, such as a video or blog post, using AI tools to research, organize, and present their ideas. In this way, students are not only engaging with digital content but are also applying critical thinking skills, analyzing information, and producing original work. In this line, when considering how to use the Pedagogy Wheel alongside digital content, think about the types of projects that could inspire your students to create and express their learning. Consider how AI tools can facilitate students' abilities to organize their thoughts, conduct research effectively, and communicate their ideas.

Additionally, the Pedagogy Wheel encourages teachers to incorporate AI to support evaluation and feedback. Digital content creation paired with AI tools enables you to assess student understanding in ways that go beyond



traditional tests. For example, using AI-powered quiz tools, you can create assessments that provide instant feedback, helping students understand their progress in real time. If students struggle with a particular definition, the AI tool can offer additional resources or exercises, making learning more adaptive and personalized. This immediate feedback helps students stay engaged and motivated to improve, making the learning process dynamic and responsive to each individual's needs.

Does this information inspire new ideas for improving your teaching process? Excellent! You are thinking like an innovative teacher. Remember that the relationship between digital content creation and the AI Pedagogy Wheel helps teachers bridge the gap between technology and meaningful learning, preparing students for a future where critical thinking, creativity, and digital skills are more important than ever. Ok. Now, let's move on to a new theme that will also help you enhance your technological skills.



Recommended learning activity

Let's continue the learning process through your participation in the following activity:

Design a fun and engaging project using the AI Pedagogy Wheel to help eleven-year-old students learn and practice regular verbs in an easy and enjoyable way. Start by exploring the AI Pedagogy Wheel, researching its applications in language learning, and identifying tools that can enhance students' understanding of regular verbs. Then, choose a format for your project, such as:

- A digital game (quiz, matching game, or drag-and-drop activity)
- Storytelling (animated story or comic strip using regular verbs),
- Role-playing activity (virtual or in-person scenario using regular verbs in dialogue)
- Interactive video (recorded lesson with embedded activities).



Make your project engaging by incorporating images, animations, or audio, adding gamification elements like challenges, rewards, or levels, and including self-assessment quizzes or interactive exercises

Learning contents, resources and recommended activities



Week 5

Unit 2. Technological Resources for Teaching and Learning

2.4 ICT for Searching and Organizing Information: Google and Symbaloo

Dear students, it is time to study this interesting topic, which will allow you to efficiently search for resources and information on the Internet and organize them effectively. To achieve this goal, you will learn to use two specific tools: Google and Symbaloo, which are widely used due to their helpful features.

Google is one of the most popular search engines for finding information on the Internet. It allows users to quickly locate relevant websites, articles, images, and a variety of resources from around the world. Accessing Google is simple; just follow these steps: 1. Open your internet browser. 2. Type www.google.com into the address bar. 3. Press Enter. This will take you to Google's homepage, where you can begin your search by entering keywords, questions, or phrases into the search bar. Google organizes the results by relevance, displaying the most useful information at the top of the page. Given the vast number of sources available on Google, it is advisable to filter your results. Would you like to learn how to do that effectively, find exactly what you need more quickly, and avoid irrelevant information? Read the following tips, please.

1. **Use quotation marks for exact phrases:** If you want to find a specific phrase, put it in quotation marks. For example, "English vocabulary"



Figure 8

Quotation marks

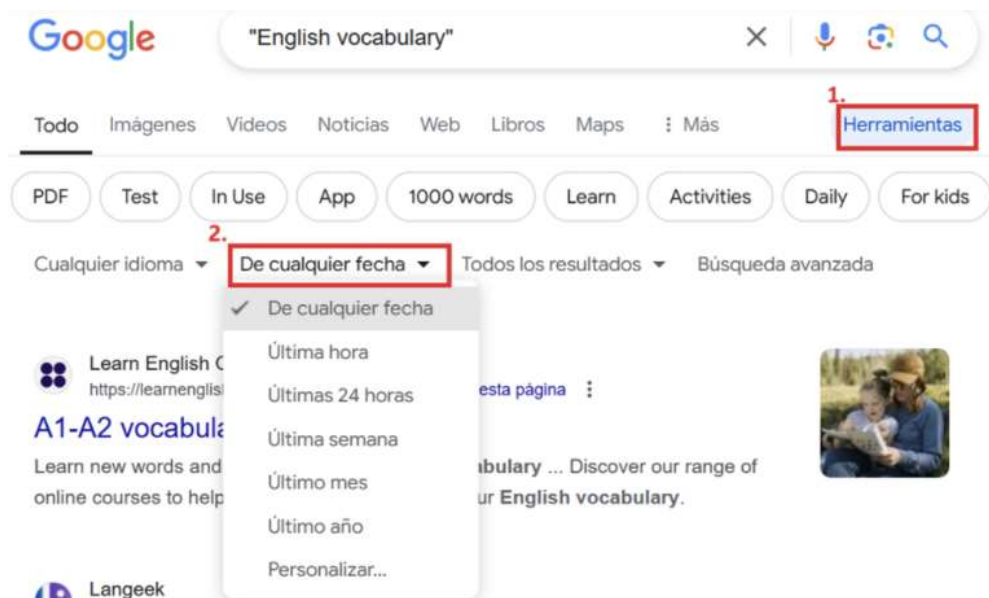


Nota. Quiñónez A, 2025.

- Filter by time:** Use the tools below the search bar to filter results by recent dates, which can be useful for finding up-to-date information.

Figure 9

Filter by time

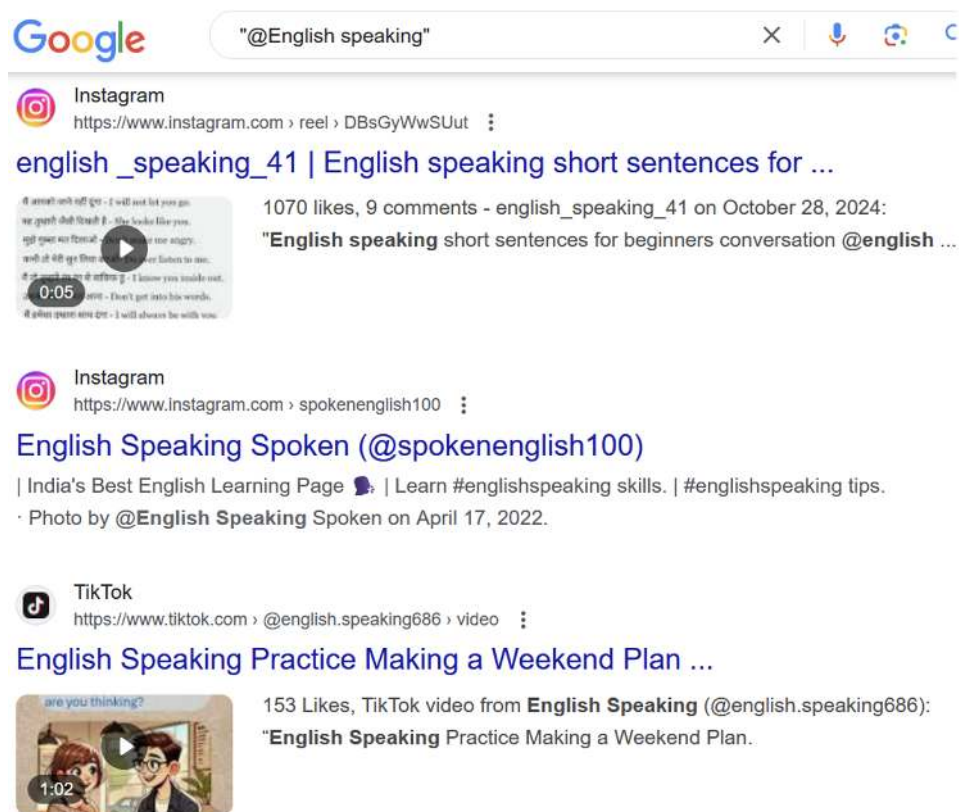


Nota. Quiñónez A, 2025.

3. **Search within social media:** If you are looking for real-time information or opinions on social media, type the signs @ or # and your keywords. For example, "@English speaking" or "#English speaking". You can also go directly to the platform and use their search features to find posts, discussions, and trending topics on the subject. Do not forget to enclose this phrase in quotation marks.

Figure 10

Search within social media

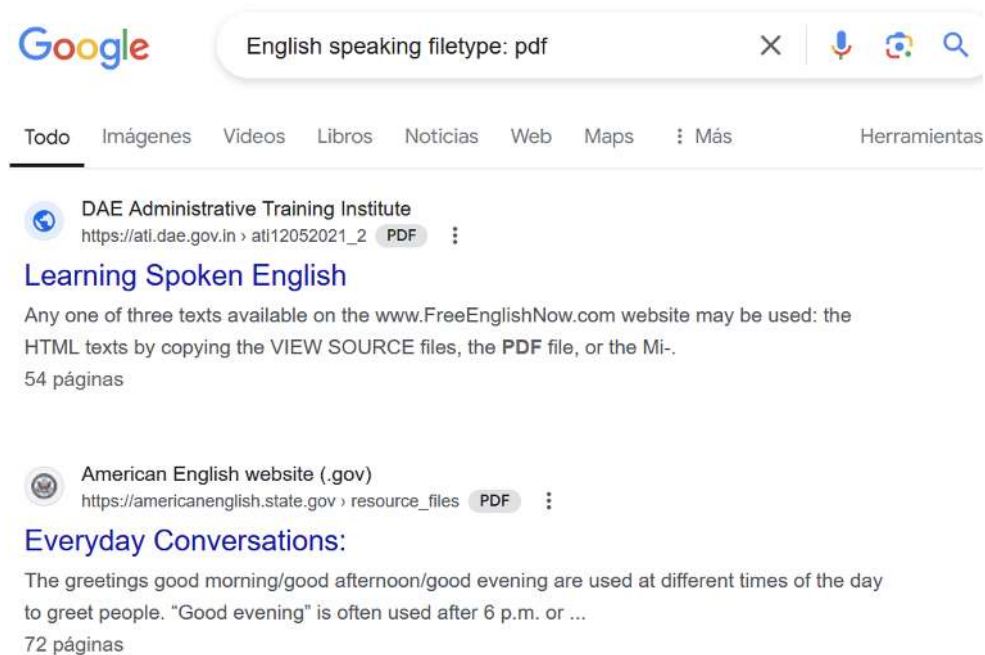


Nota. Quiñónez A, 2025.

- 4. Search by file type:** If you are looking for a specific type of file, such as a PDF or PowerPoint presentation, type your keywords followed by filetype: pdf or filetype:doc (Do not use quotation marks).

Figure 11

Search by file type

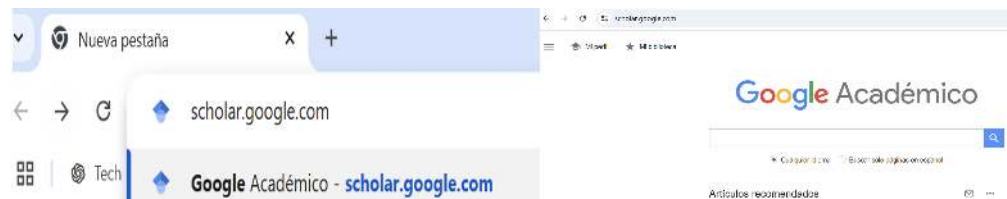


Nota. Quiñónez A, 2025.

In addition to regular Google searches, you can use Google Scholar to find reliable academic information such as academic articles, research papers, and other scholarly resources. Accessing Google Scholar is simple. Go to your favorite internet browser such as Mozilla, Explorer, Google Chrome, etc., and type scholar.google.com in the address bar.

Figure 12

Google scholar



Nota. Quiñónez A, 2025.

This will take you directly to the Google Scholar homepage, where you can start searching for academic articles, research papers, and scholarly resources by typing keywords or topics into the search bar. You can also access Google Scholar by searching for "Google Scholar" on the main Google page and clicking on the first link. No account is needed to search, but signing in with a Google account allows you to save articles to your library for easy access later. Once you access Google Scholar, use the following tips to search for the information you need. These tips will help you refine your search and obtain accurate and relevant information on a specific topic:

1. Use AND between the topics you want to find. For example: English teaching AND vocabulary.

Figure 13

Filter by using AND



Nota. Quiñónez A, 2025.

2. **Use quotation marks:** If you want to find a specific theme, put it in quotation marks. For example, "English vocabulary"

Figure 14
Quotation marks



Nota. Quiñónez A, 2025.

- Use a minus sign (-) before the word you want to omit to exclude specific words from your search. For example, if you are searching for English vocabulary teaching but want to exclude results related to children you would type English vocabulary +teaching -children This way, you will find information about English vocabulary teaching without any references to children. Do not use quotation marks. <

Figure 15
Minus/plus sign



Nota. Quiñónez A, 2025.

4. **Use site search for specific websites:** If you want results only from a particular website, type your keywords followed by the specific site. For example: English vocabulary site:utpl.edu.ec (Do not use quotation marks). This will help you find information only from trusted sources or websites you prefer.

Figure 16

Specific websites



Nota. Quiñónez A, 2025.

5. **Search by author:** If you are looking for research by a specific author, enter his/her ORCID followed by the topic of interest. This option will also help you discover information on other topics the author has explored in their work.

Figure 17

Author

The screenshot shows a Google Académico search for 'Ana Quinonez-Beltran English vocabulary'. The search bar at the top contains the text 'Ana Quinonez-Beltran English vocabulary' and a magnifying glass icon. Below the search bar, it indicates 'Artículos' and 'Aproximadamente 63 resultados (0,07 s)'. The results are listed in a table-like format with filters on the left. The filters include 'Cualquier momento' (with sub-options 'Desde 2024', 'Desde 2023', 'Desde 2020', 'Intervalo específico...'), 'Ordenar por relevancia', 'Ordenar por fecha', 'Cualquier idioma' (with sub-option 'Buscar solo páginas en español'), and 'Cualquier tipo' (with sub-option 'Artículos de revisión'). There is also a checkbox for 'incluir patentes'. The search results list three articles, each with a title, author, journal, year, and a link to the PDF. The first article is 'Implementation of Virtual Worlds to Promote Distance Practice Teachers' Participation in the English Learning Process' by A. Quinonez-Beltran and C. Benítez-Correa, published in the International Journal of ... in 2023. The second article is 'Using digital comics for enhancing efl vocabulary learning during the COVID-19 Pandemic' by L. Castillo-Cuesta and A. Quinonez-Beltran, published in the International Journal of ... in 2022. The third article is 'Implementing Active Reading Strategies in Virtual Settings: High School Students' Experience During Remote Learning' by A. Quinonez-Beltran and P. Cabrera-Solano, published in the International Journal of ... in 2023. Each article entry includes a star icon for 'Guardar', a magnifying glass icon for 'Citar', the number of citations, a link to 'Artículos relacionados', and the number of versions.

Nota. Quiñónez A, 2025.

6. **Look at related articles:** After finding a useful article, click on "Related articles" to explore similar research. This can expand your knowledge on the topic.

Figure 18

Related articles

The screenshot shows a Google Académico search for 'English vocabulary'. The search bar at the top contains the text 'English vocabulary' and a magnifying glass icon. Below the search bar, it indicates 'Artículos' and 'Aproximadamente 264.000 resultados (0,03 s)'. The results are listed in a table-like format with filters on the left. The filters include 'Cualquier momento' (with sub-options 'Desde 2024', 'Desde 2023', 'Desde 2020', 'Intervalo específico...'), 'Ordenar por relevancia', 'Ordenar por fecha', 'Cualquier idioma' (with sub-option 'Buscar solo páginas en español'), and 'Cualquier tipo'. The search results list three articles, each with a title, author, journal, year, and a link to the PDF. The first article is 'The principles and the teaching of English vocabulary: A review' by S. Dakhi and T. N. Filitia, published in the Journal of English teaching in 2019. The second article is 'An analysis of English vocabulary learning strategies' by Z. Bai, published in the Journal of language Teaching and Research in 2018. The third article is 'The effects of extensive reading on English vocabulary learning: A meta-analysis' by J. Liu and J. Zhang, published in English language teaching in 2018. Each article entry includes a star icon for 'Guardar', a magnifying glass icon for 'Citar', the number of citations, a link to 'Artículos relacionados', and the number of versions. A red arrow points to the 'Artículos relacionados' link in the first article entry.

Nota. Quiñónez A, 2025.

7. **Use citations to find more sources:** Articles in Google Scholar often show how many times they have been cited. Clicking on these citations can lead you to other relevant sources.

Figure 19
Citations



Nota. Quiñónez A, 2025.

Have you already used any of these before? Which tip would you like to try first? Which of these new tips sounds most useful to you? Reflecting on these tips, how might they change the way you conduct your research? Remember, using the right strategies saves time and improves the quality of information you gather.

Once you know how to filter your results on Google, you should organize them. Do you know how to do it? Have you ever used any resources to organize information? If not, do not worry! I will explain this topic to you.

Symbaloo is one of the user-friendly platforms designed to help organize and manage digital resources effectively, making it a valuable tool for future English teachers. It enables them to create personalized dashboards, known as



webmixes, which are visual and easy to navigate. Webmixes are a combination of tiles that allow users to link directly to websites, documents, or videos, keeping all teaching materials in one convenient location. Symbaloo's accessibility across devices ensures flexibility, allowing teachers and students to access resources anytime, anywhere. This means you can prepare your webmix on your computer and access it later from a tablet or smartphone, making your resources available wherever you go. Additionally, teachers can share their webmixes with students, promoting easy access to curated materials and encouraging students to develop their organizational skills.

Figure 20

Webmix and tile



Nota. Quiñónez A, 2025.

While Symbaloo offers many advantages for organizing and sharing resources, it also has limitations that you should consider. One of the main challenges is that it requires an internet connection, which can be a barrier for students and teachers in areas with limited or unreliable access. Without the internet, neither

the teacher nor the students can access the webmixes, making it less practical for offline use. Besides, while Symbaloo is free, some advanced features, such as detailed analytics or ad-free webmixes, are only available with a paid subscription. This can limit the functionality for schools or teachers working with tight budgets. However, despite these limitations, Symbaloo can still be a valuable tool when used strategically.

Now, you might be wondering how you can access this resource. To answer this question, I invite you to review the following information:

To start using Symbaloo, first, visit the [website](#) and create a free account by using your Google account or another one. Once you are signed in, you can begin creating your webmix by adding tiles for the links or resources you want to include. For example, if you often use specific websites for educational videos, articles, or activities, you can add those links as tiles and arrange them in a way that makes sense for your lessons. The platform also allows you to customize your tiles with different colors, icons, or labels, making it easier to identify and organize your resources. Would you like additional information about this issue? No problem, review this [tutorial](#) to find practical information that complements this topic. Additionally, I encourage you to read the following practical tips to integrate Symbaloo more efficiently into your teaching process:

- Organize resources by topics creating thematic webmixes such as grammar, vocabulary, or listening activities. It makes it easier for you as a teacher and your students to find the materials needed.
- Add links to videos, podcasts, or interactive activities in your webmix to create a dynamic and engaging learning experience.
- Ask your students to suggest resources or links they find helpful, and include them in your webmix. This makes them feel involved in their learning process.
- Use Symbaloo to compile all your lesson resources such as worksheets, articles, and quizzes in one webmix. Share it with your students so they can access everything in one place.



- Organize pre-lesson materials such as videos or reading tasks, in a webmix for students to review at home. Then, use classroom time for discussions and practice.
- Add assessment tools like quizzes or surveys to your webmix to track your students' understanding and progress.

Which tip would you like to try first, and how do you see it impacting your teaching process? Remember that organizing and sharing resources effectively not only saves time but also encourages teachers and students to integrate technological resources into their teaching and learning process.



Recommended learning activities

Let's continue the learning process through your participation in the following activities:

1. Search the Internet for eight resources that can help improve your English speaking skills, such as websites, apps, podcasts, or online courses. Ensure the resources cover different aspects of speaking practice, including pronunciation, fluency, conversation skills, and listening comprehension.
2. Once you have selected the resources, organize them visually by creating a webmix in **Symbaloo**, a digital tool that allows you to compile and access links in a structured and user-friendly layout. Arrange your webmix in a way that categorizes the resources effectively, making it easy to navigate and use for language practice.





Unit 2. Technological Resources for Teaching and Learning

2.5 ICT to Present Information: Mind Map and Infographic

Welcome to this section, where you will learn how to create mind maps and infographics for presenting information effectively. These resources will help you communicate your ideas clearly while making your work visually engaging. By the end of this section, you will not only understand how to use them but also feel confident in selecting the best format to express your thoughts and share knowledge with others. So, let's get started!

A mind map is a visual tool used to organize ideas creatively and simply. It starts with a central idea placed in the middle of the map, and related ideas branch out in all directions like the branches of a tree. This format helps you see the connections between ideas clearly and encourages free thinking. Mind maps are especially useful for brainstorming, taking notes, planning projects, or studying topics in an organized and engaging way. They allow you to explore ideas without feeling restricted by a linear format, making the learning process more enjoyable.

In education, mind maps have many benefits. They help students simplify and understand complex information by breaking it into smaller, connected parts. This not only improves comprehension but also enhances memory, as the visual structure makes information easier to recall. Additionally, mind maps encourage creativity and critical thinking because they allow students to organize ideas in their own way. They are also excellent for group work, as they can be created collaboratively to combine different perspectives.

There are some types of mind maps, such as tree maps, circle maps, and flow charts that offer unique structures and purposes, but a typical mind map consists of three main parts: the central idea, the branches extending from it, and the keywords or images placed on each branch. Some mind maps also



include colors, symbols, or icons to enhance their visual appeal and clarity. Regardless of the type of mind map you choose, the key is to ensure it has the necessary characteristics to function as an effective teaching or learning tool. With this in mind, I present this [tutorial](#) and the following tips to help you create a valuable mind map:

- Ensure the mind map is easy to read and clearly shows the topic, subtopics, and the connections between ideas.
- Include only the most relevant ideas about the topic, using short sentences, key points, and pertinent information with visuals such as images.
- Review and check grammar, punctuation, content, font size, and font type to maintain quality.
- Make sure the mind map is clear, visually appealing, and motivating to engage the viewer.

Well, now that you know the main characteristics of a mind map, it is important to study other key features of this resource to expand your knowledge further. Therefore, I encourage you to review the following web article titled "[Mapping Activities](#)" which provides additional explanations, examples, and interactive activities designed to enhance your understanding. After reviewing the web article, keep in mind the following key points:

- Mapping involves the visual or spatial organization of information.
- There are various types of mapping.
- Mapping incorporates a wide range of skills, including critical thinking, interdisciplinarity, spatial thinking, and visualization.
- There are free online tools to create maps.

Concerning the online tools, you might wonder which ones you can use to create a mind map. Fortunately, many digital tools, such as Lucidchart, Miro, MindMeister, etc. make creating mind maps easier and more efficient. These tools save time and allow you to edit and refine your maps as you deepen your understanding of the topic you are learning or teaching. Have you ever used any of these tools? If not, do not worry! I will guide you step by step on how to use Lucidchart effectively.



Lucidchart is an excellent tool with its set of advantages and limitations. One of its key strengths is its intuitive interface, making it easy to design professional and organized mind maps, even for beginners. It offers a wide range of templates and customization options, so you can tailor your maps to fit your specific needs. Another great feature is its strong collaboration tools, which allow multiple users to edit and comment on the same map in real time. This makes it ideal for team projects or group study sessions. Additionally, Lucidchart integrates well with popular platforms like Google Drive, Microsoft Office, and Slack, making it convenient to share and manage your activities. However, Lucidchart's free version has limitations such as a cap on the number of documents you can create and restricted access to some advanced features. This can be frustrating if you need to work on multiple projects or want more design flexibility. For users who are new to diagramming tools, the variety of options may also feel overwhelming at first. Despite these challenges, Lucidchart remains a valuable tool for creating mind maps, especially if you need a clear and collaborative platform.

Using Lucidchart to create a mind map is a straightforward and engaging process. Let me guide you through it step by step. First, you will need to create an account on the Lucidchart website, which is quick and free for basic features. Once logged in, you will see the dashboard, where you can start a new project by selecting a blank document or choosing a mind map template. If you are new to the platform, starting with a template can save time and give you a clear structure to work with.



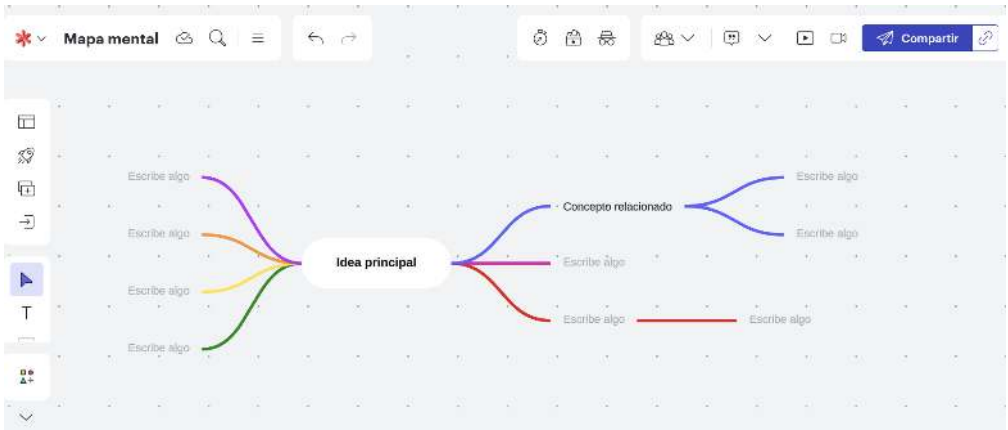
Figure 21
Lucidchart



Nota. Quiñónez A, 2025.

To begin your mind map, place your main idea or topic at the center. You can do this by adding a shape such as a circle or rectangle, and typing your central idea inside it. From there, you'll add branches by connecting lines to new shapes, each representing a related idea or subtopic. Simply click and drag to create connections, making it easy to expand your map. You can customize each branch with colors, fonts, and icons to make your map more visually appealing and easier to understand.

Figure 22
Mind map



Nota. Quiñónez A, 2025.

One of the great features of Lucidchart is its collaboration tool. If you are working on a group project, you can invite your classmates to edit or comment on the map in real time. This is a good option to combine ideas and build a more comprehensive mind map together. Once your map is complete, you can save it directly on the platform, download it as an image or PDF, or even share it via a link. Would you like more information? Click on this [tutorial](#), please. It contains practical tips for using this tool more efficiently.

After watching the tutorial, you might wonder how to use this tool in an EFL class. Here is an example. Let's imagine you are teaching a lesson on vocabulary related to *Travel and Tourism*. To start, you could create a collaborative mind map with the main idea, *Travel*, placed in the center. Around this, you could add branches for related subtopics such as *Transportation*, *Accommodation*, *Activities*, and *Destinations*. Each subtopic would then branch out further to include specific vocabulary words or phrases, like *plane*, *hotel*, *sightseeing*, or *beach*. During the class, you could share the Lucidchart link with you so that everyone can participate in building the mind map together. Each of your students could contribute by adding their ideas or examples under the

subtopics such as the phrase *boarding pass* under *Transportation* or *check-in* under *Accommodation*. Finally, they can use it as a starting point for speaking or writing activities.

Now that you have a better understanding of how to use this tool for educational purposes, let's explore another resource in this section: infographics. Infographics are often used to summarize information, highlight key points, and present statistics in a clear and engaging manner. By combining text, images, and data, they effectively simplify complex topics. Their use of visuals and minimal text makes information more appealing and accessible to diverse audiences. This is especially beneficial in education, as infographics can help break down difficult concepts and guide students toward the most important ideas.

Infographics offer many benefits for learning and teaching. They make it easier to understand and remember information because visuals are more memorable than plain text. They also encourage creativity and critical thinking, as creating an infographic requires organizing ideas and presenting them meaningfully. For teachers, infographics are a great way to explain concepts or provide study materials that students can review on their own. For students, they are an excellent tool for projects or presentations, helping them learn how to communicate effectively.

You can use different technological tools to create an infographic; one of them is Canva which has many advantages and a few limitations. One of its biggest strengths is how easy it is to use. Another one is the variety of templates, fonts, images, and icons it offers, allowing you to customize your work to fit your needs. Flexibility is another advantage of Canva. You can use it to create not just infographics but also posters, slideshows, and other types of visual content. Besides, it works on both computers and mobile devices, so you can create and edit your designs from anywhere. Canva also offers a free version with plenty of features, which is perfect for students and teachers on a budget. However, there are some limitations to keep in mind. While the free version is useful, some templates, images, and features are only available with a paid subscription. This might be frustrating if you want access to premium options



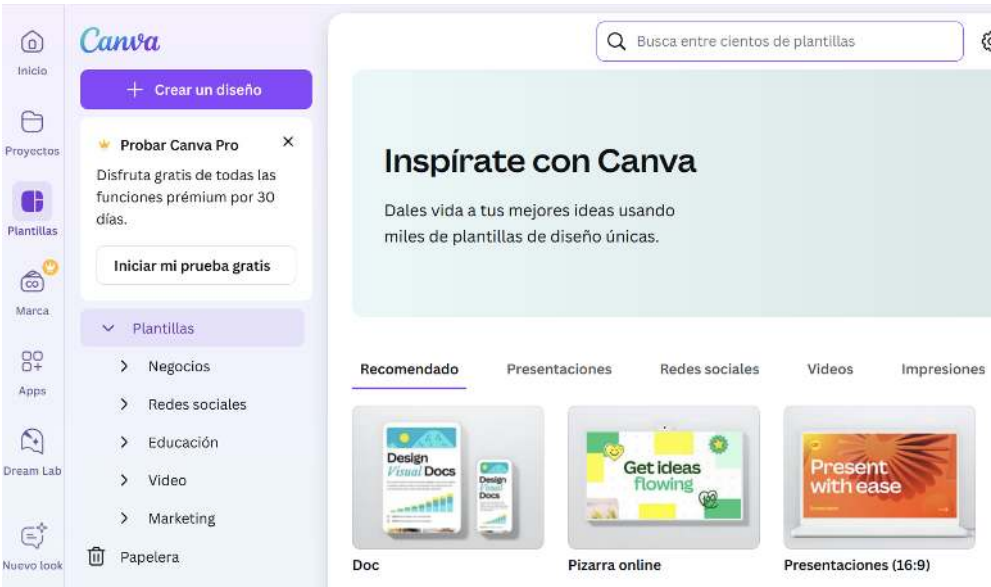
but don't want to pay for them. Additionally, while Canva is easy to use, it requires a good internet connection since it's an online tool. Despite these minor drawbacks, Canva remains one of the best tools to organize and share information creatively.

Now that you are familiar with the most important features of this tool, it is essential to learn how to access Canva to create an infographic. Therefore, I encourage you to read the following information:

- Firstly, go to Canva's website or download the Canva app. If you do not already have an account, you can create one for free using your email or Google account. Once logged in, you will see the main dashboard, where you can explore all the different templates Canva offers. To start your infographic, type *infographic* into the search bar, and you'll see a variety of templates to choose from.

Figure 23

Canva



Nota. Quiñónez A, 2025.



- Select a template that matches the theme or topic of your project. Do not worry if it is not perfect because you can customize everything later. Once you have chosen your template, the design editor will open. Here, you can edit the text, change the colors, and add your own images or icons. Click on any element to make changes. To add new elements, use the toolbar on the left side of the screen, where you will find options for text, shapes, photos, and more. If you want to include data, you can add charts or graphs to make your infographic more informative.

As you work, remember to keep your design clean and organized. Focus on the most important information, use colors and fonts that are easy to read, and include visuals to make your infographic engaging. When you are done, you can save your work directly on Canva, download it as a file, or share it through a link. Would you like more information about how to make an infographic in Canva? Click on this [tutorial](#). It contains tips that will help you to use this tool more efficiently.

Figure 24
Infographic



Nota. Quiñónez A, 2025.

After watching this video, I am sure you will want to use this tool as a student or teacher because you can easily create an infographic in Canva by selecting a template, customizing it with text, colors, and visuals, and adding charts or icons for clarity.

Another useful and interactive tool for creating infographics and other visual content is Genially, which has advantages and few limitations. One of its greatest advantages is its focus on interactivity. Unlike other tools, Genially



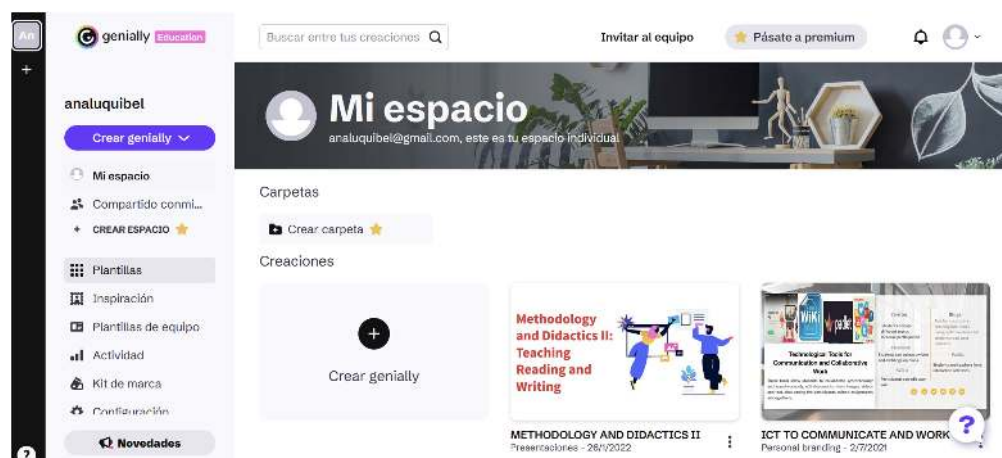
provides a variety of templates and allows you to add animations, clickable elements, and even embedded videos to your infographics. Another advantage of Genially is that it is web-based, so you do not need to download any software. You can access your work from anywhere, and it is easy to share your infographics via links or embed them on websites. On the other hand, Genially has some limitations. While the free version offers great features, many advanced options, such as premium templates and extra animations, are only available with a paid subscription. For beginners, the number of features can also feel overwhelming at first, requiring some time to explore and get comfortable with the platform.

Now, I invite you to read the following steps to access Genially:

1. Visit Genially's [website](#) and create a free account using your email or another sign-in option.
2. Once you are logged in, you will see the dashboard with various templates for presentations, infographics, and more.
3. To create an infographic, select *Infographics* from the template categories, and you will find a range of designs to choose from. Pick a template that fits your topic or start from scratch if you want to customize everything.

Figure 25

Genially



Nota. Quiñónez A, 2025.

When the editor opens, you can start by adding your main title or topic to the template. Use the tools on the left to insert text, images, icons, or shapes. What makes Genially special is the ability to add interactive elements, such as clickable buttons, animations, or embedded videos. For example, you can create a button that reveals more information when clicked or an animation that highlights key points. These features make your infographic more engaging and useful for viewers. Once your infographic is complete, Genially allows you to share it easily via a link or embed it into a website. This is a great way to present your work in class or let others explore your infographic on their own. Would you like more information about how to make an infographic in Genially? Click on this [tutorial](#). It contains tips that will help you to use this tool more efficiently.

Now that you are familiar with the features of this tool, I encourage you to read the following suggestions that will help you, as a future English teacher, to create an infographic in Genially with both accurate content and effective design:

1. The first tip is to start with a clear objective. Decide what you want your infographic to teach or explain, such as grammar rules, vocabulary, or steps for writing an essay. Keep the focus on one main topic to avoid overwhelming students with too much information.
2. Next, organize your content before designing. Outline the key points you want to include and group them into sections. Use simple language and short phrases to make the information easy to understand. Adding visuals, such as icons, images, or diagrams, can help explain ideas better than text alone. For example, when teaching vocabulary, you can use images to represent words, which helps students remember them more effectively.
3. Another important tip is to use color and layout wisely. Choose a color scheme that matches your topic and is easy on the eyes. For example, warm colors might be great for a lesson on storytelling, while cool tones work well for formal topics like grammar. Make sure the layout is clean and balanced, with enough white space to keep the design from looking crowded.



4. Finally, think about how your students will use the infographic. Will they view it online, or will you print it for them to keep? If it is online, consider adding interactive elements using tools like Genially, where students can click on sections for more details or examples. I hope these tips help you create good resources that can be used in your EFL classroom.



Recommended learning activity

Let's continue the learning process through your participation in the following activity:

- Use Lucidchart to create a mind map that summarizes the key concepts from Unit 1. Identify the main topics and subtopics covered in the unit, organizing them in a clear and logical structure. Ensure that your mind map visually represents the relationships between ideas using branches, colors, and icons to enhance understanding. Once completed, review your mind map to ensure it accurately captures the essential information and effectively serves as a study tool.

Learning contents, resources and recommended activities



Week 7

Unit 2. Technological Resources for Teaching and Learning

2.6 ICT for Collaborative Work and Assessment: Collaborative Wall and Online Questionnaires

In this section, you will learn about a new group of technological resources whose features allow you as a future teacher to work collaboratively with your students more effectively and make learning and evaluation more interactive. In this context, I will focus on two specific resources: the collaborative wall, where you can share ideas and activities in real time, and online questionnaires, which allow for quick and fun ways to test your students'



knowledge and provide feedback. Have you used any of them or another one for academic purposes? Do you know any tools to create a collaborative wall? Do you know any tools to create a questionnaire? If you do not know, read the information below, please. It will help you to find the answers to these and other questions you might be wondering about

Let's start with the collaborative wall. It is an interactive digital space where students and teachers can share ideas, resources, and feedback in real time. It works like a virtual bulletin board where everyone can post text, images, links, and even videos. Collaborative walls are particularly useful in education because they encourage teamwork and allow everyone to contribute their thoughts in one shared place. The benefits of using collaborative walls in the classroom are significant. They promote active participation, as every student has the chance to add their input, regardless of their confidence level. This makes learning more inclusive and helps students feel quieter heard. Collaborative walls also encourage creativity, as students can use different types of media to express their ideas. Additionally, they save time by centralizing all contributions in one easy-to-access space, making it simple to review and build on ideas as a group.

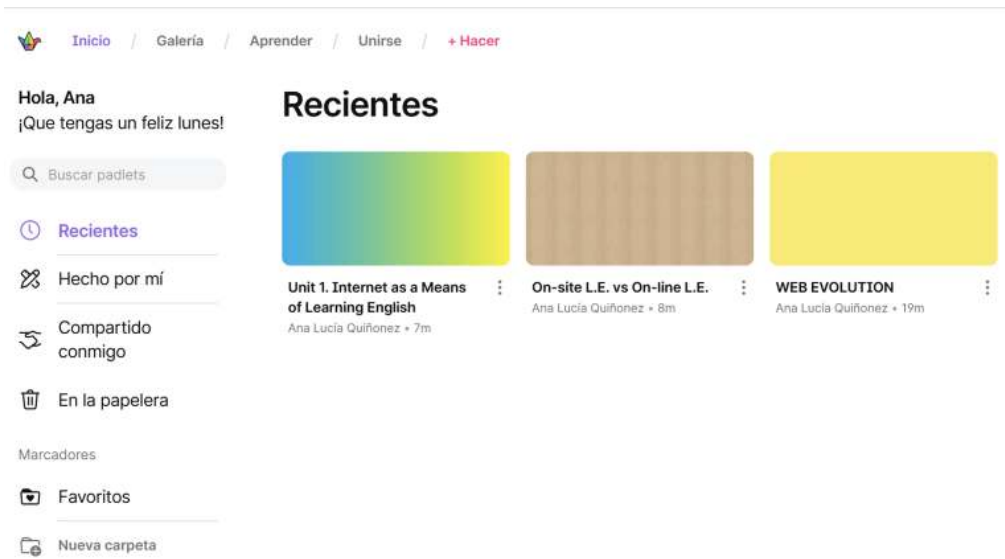
There are many tools for creating collaborative walls. Padlet is one of the most popular and versatile tools for creating collaborative walls. It has many advantages, one of them is its simplicity, which means that it is easy to use. You can quickly set up a board, invite participants, and start sharing ideas, images, or links. Another great feature is its flexibility. Padlet offers different layouts, such as grids, timelines, or maps, allowing you to adapt the wall to the specific needs of your activity. It is also very interactive, letting students collaborate in real time, which makes discussions more dynamic and engaging. However, Padlet has its limitations. While the free version offers many features, it limits the number of boards you can create. This can be challenging if you need to use it for multiple activities. Additionally, some of its advanced options, like customizing backgrounds or exporting boards, are only available in the paid version. Despite these limitations, it is beneficial for brainstorming, collecting feedback, or interactively sharing resources.



As mentioned, using Padlet to create a collaborative wall is simple. You should only follow a few steps. First, go to the Padlet website or download the app on your device. You will need to sign up for a free account if you do not already have one. Once you are logged in, you will see the dashboard where you can create a new wall by clicking on the “Make a Padlet” button. Padlet will give you options for different layouts, such as a grid, canvas, or timeline. Choose the layout that best fits the activity we are doing. For example, the grid is great for organizing posts neatly, while the canvas lets you arrange ideas freely.

Figura 26

Padlet



Nota. Quiñónez A, 2025.

After choosing your layout, you can customize your wall by giving it a title, adding a description, and selecting a background. To make it easy for everyone to participate, you can adjust the settings to allow contributions without needing an account. When your wall is ready, share the link or QR code with your classmates so everyone can join. Adding posts is as easy as clicking anywhere on the wall and typing your ideas. You can also upload images, videos, or links to make your posts more engaging. To make this activity even more interactive, encourage everyone to comment on or “like” each other’s

posts. For example, if we are brainstorming ideas for an activity, you can respond to someone else's idea or expand on it. Once our wall is complete, we can review all the contributions together and organize the information as a group.



Do you want to learn more about creating a collaborative wall in Padlet? Check out [Tutorial 1](#) and [Tutorial 2](#) for helpful tips to make the most of this tool. After watching the videos, I'm sure you will want to use Padlet as a teacher because this tool makes creating engaging spaces for collaboration easy, helping you transform your teaching experience.

Now that you have learned about collaborative walls, let's move on to another resource that can enhance learning and evaluation: digital educational questionnaires. These resources usually consist of a series of question formats, such as multiple-choice, open-ended, true/false, or matching, with instant feedback and results because of their digital nature. They can be designed for many purposes such as assessing students' knowledge, gathering feedback, encouraging active learning participation, reviewing lessons, preparing for exams, or simply engagingly checking understanding.

Using digital questionnaires in the classroom offers many benefits. They make learning more interactive, as students can actively participate by answering questions instead of just listening. They also provide immediate feedback, helping you identify areas where you might need more practice or clarification. Additionally, questionnaires can be used for self-assessment, allowing you to reflect on your own progress and understanding. For teachers, they save time by automating grading and collecting results in one place, making it easier to track progress.

There are several popular tools for creating digital educational questionnaires

- **Google Forms** is a favorite because it is free, easy to use, and allows you to customize your questions and format. It also automatically collects and organizes responses, which is great for analyzing results.



- Another option is **Kahoot!**, which adds a game-like element to quizzes, making it fun and competitive for students.
- Another one is **Mentimeter**, which allows you to create interactive quizzes and polls that students can answer in real time using their smartphones. It's perfect for making lessons more dynamic and collecting immediate feedback during class.
- **Quizizz** is another interactive platform that lets you create quizzes with features like live play and memes to keep learning entertaining.
- Lastly, **Socrative** allows you to create digital quizzes with multiple-choice, true/false, and open-ended questions, track student progress in real-time, and provide instant feedback. I invite you to review this [tutorial](#) to familiarize yourself with Socrative.

Regarding Mentimeter, it offers many advantages; one of them is its simplicity and accessibility. Students can participate using their smartphones, tablets, or computers by entering a code, making it easy for everyone to join without creating accounts. Mentimeter also allows for real-time responses, which makes lessons more dynamic and engaging. It is an excellent way to encourage participation, even from students who might feel shy about speaking up in class. Another benefit is the variety of question types, such as multiple-choice, word clouds, and scales, which make it easy to adapt the tool to different activities and topics. On the other hand, Mentimeter has some limitations to consider. While the free version is useful, it has restrictions on the number of questions you can include in a single presentation. This can be a challenge if you are planning a more detailed quiz or a longer activity. Additionally, some of its advanced features, like exporting results or using premium templates, are only available with a paid subscription.

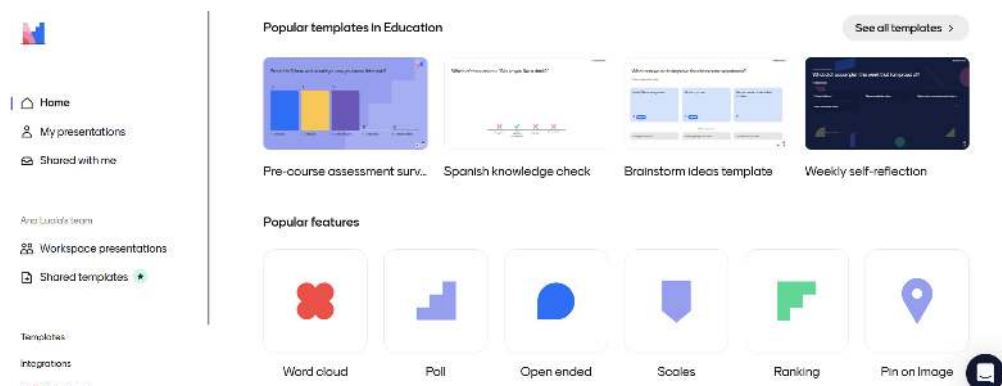
Now, let's focus on the steps you should follow to create a digital questionnaire using Mentimeter.

1. First, go to the Mentimeter [website](#) and create a free account.
2. Once you are logged in, you will see the dashboard where you can create a new quiz.
3. Click on "New Menti" and give it a title to match the topic of your quiz.



4. From there, you can start adding slides by selecting the type of question you want to include, such as multiple-choice, word cloud, or ranking.
5. Choose the option that best fits the activity and the information you want to gather.

Figura 27
Mentimeter



Nota. Quiñónez A, 2025.

To create each question, type your question text and provide answer choices if needed. You can customize the design by choosing themes or colors that make it visually appealing. At this stage of the process, make sure your questionnaire is well-designed by following these recommendations:

1. First, keep your questions clear and straightforward to avoid confusion. Use simple language and focus on one idea per question.
2. Second, check the grammar, writing, and punctuation.
3. Third, ensure the information is relevant and appropriate.
4. Fourth, limit the number of questions to keep the activity engaging without taking too much time.
5. Lastly, test your questionnaire before using it in class to make sure everything works smoothly.

Once this process is completed and your questionnaire is ready, click on the “Present” button to generate a code that students can use to join the activity. Share the code with your class, and they can participate using their

smartphones, tablets, or computers. As they submit their answers, you will see the results appear in real time, which makes it easy to discuss responses and adjust the lesson based on their understanding. What do you think about this resource? Interesting, isn't it? Surely, you will want to learn more about this tool. Therefore, I invite you to check out the following [tutorial](#), where you will find detailed information on how to use Mentimeter effectively and efficiently.

As you have noticed, using this resource is simple; it just requires practice. However, beginners may likely find it a bit challenging at first. But I am confident that once you become familiar with its use, it will become a valuable tool that brings many benefits to enhance your teaching practices. So I encourage you to use Mentimeter during your English classes.

Recommended learning Activities

Let's continue the learning process through your participation in the following activities:

1. Imagine you are an English teacher and create a questionnaire in Mentimeter to assess your students' progress on the topic taught: the differences between gerunds and infinitives.
2. I encourage you to answer the following self-assessment to reinforce your understanding of the content studied in Unit 2.



Self-assessment 2

Read the following statements and choose the correct option.

1. What is digital content creation?
 - a. Posting on social media platforms only
 - b. Producing and sharing ideas using digital formats
 - c. Developing software for online tools



2. Why is ethical consideration important in digital content creation? de aprendizaje y el desarrollo.

- a. It prevents users from using technology.
- b. It ensures accuracy and respect for the audience.
- c. It increases the speed of content creation.

3. What is one main benefit of using color strategically in digital content?

- a. It makes the content visually overwhelming.
- b. It helps emphasize key points and improves readability.
- c. It replaces the need for written content.

4. Which tool allows for creating interactive infographics?

- a. Canva
- b. Grammarly
- c. Google Scholar

5. What does the AI Pedagogy Wheel help teachers do?

- a. Automate teaching processes entirely
- b. Use AI tools aligned with Bloom's Taxonomy to enhance learning
- c. Replace textbooks with digital content

Decide if the statement below is True (T) or False (F).

6. Digital content creation does not require technical skills. T F

7. The use of AI tools can support both personalized learning and immediate feedback. T F

8. Symboloo is primarily used for creating quizzes. T F

9. Selecting the right color palette can affect students' comprehension of digital content. T F



10. Ethical considerations are not necessary for digital content creation in education. T F
11. What is one main advantage of Google Scholar for academic searches?
- a. It provides access to multimedia content.
 - b. It offers reliable academic resources.
 - c. It requires a subscription for all features.
12. What is the primary purpose of creating infographics in education?
- a. To replace lectures entirely
 - b. To simplify complex topics visually
 - c. To remove the need for textbooks
13. Which feature of Padlet makes it ideal for classroom collaboration?
- a. Its offline functionality
 - b. Real-time interactive contributions
 - c. Unlimited free boards
14. How can teachers use the Pedagogy Wheel for advanced cognitive skills?
- a. Assigning repetitive tasks
 - b. Encouraging students to create projects using AI tools
 - c. Replacing hands-on activities
15. What is one limitation of Mentimeter in its free version?
- a. Lack of interactive features
 - b. Limited number of questions per presentation
 - c. Incompatibility with mobile devices

[Ir al solucionario](#)



How did you do on the quiz? I am sure you answered all the questions correctly! Congratulations! You did it!

Learning contents, resources and recommended activities



Week 8

Final activities

As we conclude Unit 2 and the first semester, I would like to congratulate you on your dedication and hard work throughout this term. Your commitment and effort have been truly remarkable, and I am confident that they will help you achieve great things.

Additionally, I encourage you to review the summary below, which outlines the topics you have studied in this bimester:

Unit 1: Internet, the Web, and Social Networks.-This unit explores the Internet's role as a tool for information, communication, and learning, emphasizing its advantages and disadvantages in language education. Specifically, it highlights how it facilitates access to knowledge, global interaction, and innovative learning opportunities. However, it is also important to consider the advantages and disadvantages of using the Internet in language learning, as it provides unlimited resources, but also presents challenges such as misinformation and distractions. Furthermore, to navigate the digital world effectively, you have explored an Internet glossary, which enhances digital literacy and comprehension of key terms. Understanding the Web is also crucial, as it enables content access, sharing, and interaction. In this context, the evolution of the Web (Web 1.0 – 2.0 – 3.0 – 4.0) has been analyzed, showing how it has progressed from static pages to dynamic, interactive, and AI-driven experiences.

Additionally, this unit has addressed the impact of social networks in language learning, where platforms Facebook, Instagram, and TikTok provide opportunities for practice and engagement with language communities. To



ensure responsible online communication, the concept of netiquette has been introduced, emphasizing the importance of respectful and appropriate digital behavior. Finally, an essential component of this unit has been the study of artificial intelligence in education, which enhances learning through personalized instruction, automation, and real-time feedback. However, the ethics and use of AI in education must also be considered, particularly regarding bias, privacy, and academic integrity. As a practical application, you have explored AI resources in education, such as ChatGPT in language learning, which supports language acquisition through interactive conversation and instant feedback.

Unit 2: Technological Resources for Teaching and Learning.- Building on the previous unit, this section focuses on digital tools that enhance the teaching and learning process. One of the key aspects is digital content creation, which plays a crucial role in making educational materials more engaging and effective. In this regard, understanding the color range is also important, as it helps create visually appealing and clear learning resources. Moreover, this unit introduces the AI Pedagogy Wheel, a model that guides educators in integrating AI effectively into teaching strategies. Alongside AI, you have explored some ICT tools to search and organize information, such as Google and Symbaloo, which facilitate efficient information retrieval and organization. To improve content delivery, the unit covers ICT tools for presenting information, including mind maps and infographics, which enhance comprehension and retention of complex ideas. Additionally, the importance of collaboration in education has been emphasized through ICT for collaborative work and assessment, which includes tools like collaborative walls and online questionnaires that promote teamwork, feedback, and interactive evaluation.





Second bimester

Learning Outcomes 1 and 2:

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

Learning contents, resources and recommended activities



Week 9

This section provides an overview of the topics to be studied in the second bimester. These topics align with the learning outcomes established for this subject, focusing on the practical use of technological tools and the ability to evaluate and select the most suitable resources to enhance the learning experience, making it more effective, engaging, and efficient for both students and teachers.

To support you in achieving these learning outcomes, each unit in this course offers detailed information on relevant topics, along with activities and resources designed to help you effectively integrate technological tools into an EFL classroom.

Unidad 3. Learning Environments and Digital Competencies

3.1 Learning Environments

Dear student, welcome to this section whose purpose is to provide you with essential information about the different types of learning environments in which EFL (English as a Foreign Language) students develop their digital competencies. Before exploring the specifics of these environments, it is



essential to first understand what they are. According to some authors a learning environment can be broadly defined as a setting where students acquire knowledge, develop skills, and engage in meaningful learning experiences. Traditionally, this term referred exclusively to the physical classroom. However, in today's educational landscape, the concept has expanded to encompass a variety of environments, both physical and virtual, where learners can study and grow.

Learning environments play a critical role in the EFL learning process, as they significantly impact key factors such as learners' motivation, engagement, participation, collaboration, and academic achievement. For this reason, teachers must create an optimal learning environment tailored to their students' needs. This involves considering various aspects, including learner characteristics, such as learning styles, cultural backgrounds, and individual preferences. It also requires alignment with teaching and learning goals to ensure they meet desired outcomes and curriculum standards. Furthermore, teachers should focus on designing interactive and contextually relevant activities and resources that foster skill development. Additionally, they must implement fair and effective assessment strategies to evaluate student progress and provide constructive feedback.

In response to the growing demand for flexible and accessible learning systems in the 21st century, new types of learning environments have emerged. These environments range from fully online spaces to blended settings that combine physical and virtual components. Understanding their definitions, characteristics, and best practices is essential for adapting to modern educational challenges. For this reason, I invite you to read the following section, in which you will find detailed explanations of four types of learning environments.

3.1.1 On-site Learning Environment

We have all studied in this type of learning environment at some point, so the information I am about to present will likely feel familiar to you. On-site learning environments, commonly referred to as traditional classroom settings,



involve students physically attending classes to learn the English language and develop essential skills. These environments are characterized by face-to-face interactions between teachers and students, where planned activities are carried out under the teacher's guidance, creating a space where learning happens directly and personally. One of the primary advantages of this setting is the ability for students to ask questions and receive immediate feedback from their teacher. This interaction helps clarify doubts quickly, making the learning process smoother and more effective. Additionally, the physical presence of both teachers and students fosters stronger relationships, encouraging collaboration and active participation.

Another key advantage of on-site learning is the opportunity to create a structured routine. Students attend classes at specific times, which helps them develop discipline and time management skills. Moreover, teachers can observe their students closely and adapt their teaching methods to meet individual needs. This personalized attention often results in better academic outcomes, as lessons can be tailored to suit different learning styles. The classroom environment also promotes peer-to-peer interaction, where students can work together on group projects, share ideas, and build teamwork skills.

However, despite these benefits, traditional classrooms also face challenges, such as the lack of flexibility. Students must adhere to a fixed schedule, which can be challenging for those with other commitments or long commutes. Additionally, traditional classrooms may sometimes cause anxiety, especially for students who feel uncomfortable speaking or participating in front of others. This nervousness can hinder their ability to fully engage in the learning process. Another disadvantage involves external factors such as classroom size, noise levels, and physical discomfort, which can hinder students' ability to concentrate and perform at their best.

Furthermore, the limited access to resources compared to online environments is another limitation of this learning environment. While technology can be incorporated into on-site learning, it often depends on the availability of equipment and the teacher's proficiency in using it. In some cases, traditional classrooms may rely heavily on textbooks and lectures, which might not cater



to the needs of more visual or hands-on learners. Despite this limitation, in today's educational landscape, the integration of technology into on-site learning environments has become increasingly significant because it helps teachers transform the traditional classroom into a dynamic and engaging space for learning. Technological resources serve as valuable tools that complement traditional teaching methods, enriching the language learning process and enhancing student performance.

In this context, teachers can use different language learning applications and platforms for specific purposes. For example, Wordwall and Quizlet to reinforce grammar and vocabulary subskills; collaborative platforms to encourage students to work together on writing assignments or presentations; online quizzes and polling tools (Kahoot and Mentimeter) to provide an interactive and enjoyable way to assess students' understanding while increasing participation; videos and podcasts from platforms like YouTube and Spotify to introduce students to authentic language materials and improve their listening and comprehension skills.

However, while technology has great potential to enhance the language teaching process, it is essential for teachers to thoughtfully incorporate these tools into their pedagogy. Effective use of technology requires alignment with specific learning objectives and consideration of students' individual needs. For example, visual learners may benefit most from interactive whiteboards, whereas collaborative platforms might be more suited to students who thrive in group settings. Importantly, the use of technology should not replace traditional teaching methods but rather complement them, creating a balanced process that maximizes learning outcomes. By thoughtfully and innovatively utilizing technology, teachers can create a rich, interactive learning experience that fosters both language proficiency and essential life skills for students.

Well, once this theoretical information has been analyzed, I invite you to read the following practical example on the use of technological resources in teaching the English language in an on-site learning environment. I am sure it will be very useful for generating new ideas and innovating your teaching process:



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' 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” (Erben et al., 2009, p.110).

Did the information above help enhance your understanding of how to use technology in a traditional classroom setting? I hope it did. Keep in mind that while technology is a powerful tool for improving the teaching-learning process in an on-site environment, its effectiveness depends on how it is used. Teachers must be knowledgeable about selecting the most suitable resources to meet the pedagogical objectives of each activity and applying appropriate strategies to integrate ICT effectively into an EFL classroom.

3.1.2 E-learning Environment

This second type of learning environment is likely very familiar to you, as it is the one you are currently using to learn. For this reason, I am confident that the information provided below will be easier for you to understand.

E-learning environments, also known as online learning environments, have transformed the way education is delivered, offering flexibility and accessibility for students and teachers alike. These environments are defined as virtual spaces where teaching and learning occur through digital platforms, often without the need for physical presence. In the context of language education, online learning provides unique opportunities for students to access resources, engage with diverse linguistic materials, and connect with partners or instructors from different parts of the world.

One of the main advantages of online learning environments in language learning is the flexibility they offer. Students can learn at their own pace and choose the time and place that best suits their schedules. This is particularly beneficial for adult learners or those balancing work, studies, and family responsibilities. Additionally, online environments provide access to a wealth of resources, such as interactive grammar exercises, vocabulary-building apps, and authentic listening materials like podcasts and videos. These resources can accommodate different learning styles, ensuring that every student has the chance to engage with materials that suit their needs. Furthermore, online



platforms often encourage participation from students who might feel shy in traditional classrooms, as they can contribute through written discussions or recorded assignments.

However, online learning environments also come with challenges. One disadvantage is the lack of immediate, face-to-face interaction between students and teachers, which can affect the development of speaking and conversational skills. Although video conferencing tools help mitigate this, they may not fully replicate the dynamics of in-person communication. Another limitation is the reliance on technology, which can sometimes be a barrier for students without stable internet access or the necessary devices. Additionally, staying motivated and managing time effectively can be difficult for some learners in the absence of a structured classroom setting.

Technology plays a central role in the success of online learning environments, especially in language learning. Digital tools like language learning apps, virtual classrooms, and AI-powered platforms have revolutionized the way students acquire new skills. For example, apps like Duolingo and Babbel provide gamified experiences that make language learning fun and engaging, while platforms like Zoom and Google Meet enable real-time interaction between students and teachers. Additionally, tools like speech recognition software can help students improve their pronunciation, and collaborative platforms allow learners to work together on group projects, enhancing their writing and teamwork skills.

While technology is a cornerstone of online language learning environments, other essential factors contribute significantly to their success. These aspects ensure that learning is not only accessible but also engaging, effective, and meaningful for students. Understanding and incorporating these elements can transform the virtual classroom into a thriving space for language acquisition. One essential factor is the pedagogical design of the course. Online language teaching requires well-planned lessons and activities that accommodate the specific needs of learners. The structure should promote active participation, encouraging students to engage with the material in ways that go beyond



passive reading or listening. Interactive tasks, such as group projects or virtual discussions, help students apply their knowledge and improve their skills in a practical context.

Equally important is the role of the teacher. In an online setting, a strong teacher presence is vital to ensure that students feel supported and connected. Instructors must provide timely feedback, facilitate discussions, and create a sense of community among learners. Regular communication, whether through emails, messages, or virtual office hours, helps maintain motivation and keeps students on track with their learning goals. Motivation and engagement are also key to success in online language learning. Without the physical presence of a classroom, it is easy for students to lose focus or feel isolated. Teachers can address this challenge by incorporating engaging activities such as games, storytelling, or culturally immersive content to spark curiosity and maintain interest. Creating opportunities for interaction, such as live conversations or collaborative projects, further enhances engagement and builds a sense of connection.

Another crucial factor is the emphasis on interaction and communication. Learning a language is inherently social, and students need opportunities to practice speaking, listening, and writing in a real-world context. Online tools such as video conferencing and discussion boards can replicate this interactivity, allowing students to exchange ideas and develop their communication skills. Peer-to-peer and teacher-student interactions are essential for building confidence and fluency. Cultural context and relevance also play a significant role in language learning. Incorporating authentic materials, such as songs, videos, and news articles, provides meaningful connections to the language being learned. This not only makes the learning experience more relatable but also helps students understand the cultural details that are integral to effective communication in a foreign language.

Assessment and feedback are equally important in online learning environments. Clear, consistent assessments help track progress and identify areas for improvement. Teachers should provide constructive feedback that guides students in refining their skills while encouraging them to stay



motivated. A well-designed assessment strategy ensures that students understand their strengths and areas for growth. Finally, creating a positive and inclusive learning environment is essential. Online language classrooms should foster collaboration, respect diverse perspectives, and promote a supportive atmosphere where students feel comfortable expressing themselves. A welcoming environment reduces anxiety and builds students' confidence in using the language they are learning.

Based on the information presented above, I invite you to analyze the following example, which presents a case of how a teacher could teach an English vocabulary topic to 8-year-old children at the A1 level in a virtual learning environment.

Teaching English vocabulary to young learners in a virtual environment requires creativity, engagement, and the use of simple, interactive techniques. At the A1 level, 8-year-old students are in the early stages of language acquisition and benefit greatly from visual aids, repetition, and hands-on activities. Below is an example of how to teach a vocabulary lesson on animals in a virtual setting.

The lesson begins with a warm-up activity to capture the students' attention and introduce the topic. The teacher shares a colorful slideshow on the screen with pictures of different animals, such as a cat, dog, elephant, and bird. Each slide includes the name of the animal in large, bold letters and an audio clip of the correct pronunciation. The teacher goes through the slideshow, encouraging the students to repeat the words aloud as they appear. This simple activity helps students associate the images with the words and practice pronunciation.

Next, the teacher introduces an interactive activity to reinforce the vocabulary. Using a virtual tool like Kahoot or Quizizz, the teacher creates a short game where students match pictures of animals to their corresponding names. The game is timed, adding an element of excitement and motivating students to participate actively. During this activity, the teacher provides encouragement and corrects any mistakes in a supportive manner.



To deepen understanding, the teacher incorporates a storytelling segment. Using a virtual whiteboard or storytelling app, the teacher shares a short, illustrated story about a zoo visit. The story includes the target vocabulary words in context, such as *The cat is small* or *The elephant is big*. After reading the story, the teacher asks the students questions such as *Which animal is your favorite?* or *Can you name the big animal in the story?* This activity allows students to use the vocabulary in a meaningful and fun way.

Finally, the lesson concludes with a creative task to help students apply what they have learned. The teacher asks students to draw their favorite animal at home and write the animal's name underneath. Students then share their drawings by holding them up to the camera. This activity not only reinforces the vocabulary but also gives students a sense of achievement and pride in their work.

As you can see, teaching this English vocabulary topic in a virtual environment heavily depends on digital tools and platforms, such as slideshows, virtual games, and storytelling apps. The interaction is mediated through a screen, which can sometimes make it challenging to gauge students' reactions and maintain engagement. Teachers need to be creative with technology to ensure active participation and to provide immediate feedback despite the physical distance.

3.1.3 B-learning Environment

Expanding on the subject of this unit, I will now introduce a new learning environment called blended learning (b-learning). This learning environment combines traditional face-to-face instruction with online learning, creating a flexible and dynamic approach to education. This model integrates the strengths of both on-site and virtual learning, allowing students to benefit from direct interaction with teachers and partners while also using the convenience and variety of digital tools. In language learning, blended learning provides an ideal framework for developing skills in speaking, listening, reading, and writing through diverse activities and resources.



One of the key characteristics of blended learning is its flexibility. Students can attend in-person classes where they engage in interactive discussions and practice language skills directly with their teacher and classmates. Simultaneously, they have access to online platforms where they can complete assignments, watch instructional videos, and participate in collaborative tasks. This combination allows for a more personalized learning experience, as students can review materials at their own pace while still receiving guidance and feedback in a structured environment. Regarding the advantages of blended learning environment in language teaching, it encourages active participation by providing students with a variety of activities, such as online quizzes, video calls, and group projects, that keep them engaged and motivated. This model also supports differentiated learning, as teachers can use online resources to accommodate different learning styles and skill levels. Furthermore, the integration of technology exposes students to authentic language materials, such as podcasts, articles, and videos, helping them connect with real-world contexts.

However, there are also challenges associated with blended learning. One of them is the reliance on technology, which can pose difficulties for students without reliable internet access or suitable devices. Additionally, managing the balance between online and in-person components can be challenging for both teachers and students, as it requires effective time management and organization. Teachers must also ensure that the online and face-to-face elements are seamlessly integrated to create a cohesive learning experience.

Before concluding this topic, I encourage you to read the example below which illustrates how a project designed to teach the present continuous tense to 16-year-old students with an A2 English level in a blended learning environment can be effective

The project begins in the classroom, where the teacher introduces the present continuous tense through a simple explanation and examples. Using a whiteboard, the teacher explains the structure of the tense: subject + verb “to be” + verb ending in “-ing.” For example, “I am reading,” “She is dancing,” or “We are studying.” To ensure students understand, the teacher engages them in an



interactive activity where they complete sentences aloud based on visual prompts, such as pictures of people performing actions. This face-to-face session provides the foundation for the project and allows students to ask questions and clarify any doubts.

The online component builds on this foundation. Students are assigned a task on an interactive learning platform, such as Google Classroom or Edmodo, where they watch a short video that reinforces the use of the present continuous in different contexts. After watching the video, students complete a set of online exercises, including matching activities, gap fills, and drag-and-drop tasks, to practice forming sentences and recognizing the tense in written and spoken English. The platform provides immediate feedback, helping students track their progress.

Next, students participate in a collaborative activity that integrates both online and in-person elements. They are divided into small groups and asked to create a short dialogue using the present continuous tense. Each group records their dialogue as a video or audio file and uploads it to the class's shared online space. In the next in-person session, the class watches or listens to the recordings together, and the teacher provides constructive feedback. This activity not only helps students practice the tense but also develops their teamwork and communication skills.

To conclude the project, students work on a creative task that allows them to apply what they have learned in a meaningful way. Each student creates a "Day in My Life" poster or digital presentation, describing their daily activities using the present continuous tense. For example, "At 8 a.m., I am eating breakfast," or "At 3 p.m., I am playing soccer with my friends." These projects are displayed in the classroom or shared in the online space, and students have the opportunity to present their work to their partners.



3.1.4 M-learning Environment

Welcome to this new subtopic where I will refer to another learning environment, mobile learning environment (m-learning), and its importance in language teaching. What does it mean, and how does it help us learn languages more effectively? Let's explore this together.

A mobile learning environment refers to the use of mobile devices (smartphones, tablets, and laptops) to access educational content anytime and anywhere. It allows students to learn outside the limitations of a traditional classroom. In the context of language learning, this can mean practicing vocabulary with apps, listening to podcasts in a new language, or even joining online communities where you can chat with native speakers. This learning environment functions like a personal tutor available 24/7 that empowers you to practice, explore, and immerse yourself in a new language in ways that were unimaginable a few decades ago.

This dynamic learning method is made possible by technology, which plays a crucial role in shaping mobile learning environments. It connects learners to authentic resources like videos of native speakers, pronunciation tools, and even virtual reality experiences that simulate real-life conversations. Technology also enables personalized learning paths, where artificial intelligence can suggest lessons based on your progress and preferences. Without technology driving these innovations, the possibilities for mobile learning would be far more limited, demonstrating how integral it is to the success of these environments.

Now, let's look at the advantages. One of the greatest benefits is accessibility, as mobile learning breaks down barriers and provides students worldwide access to high-quality language resources. It also encourages self-paced learning, allowing you to progress at your own speed without feeling rushed. Additionally, mobile learning is highly flexible, letting you decide when and where to study, making it easy to fit learning into your lifestyle. The variety of resources available, such as videos, e-books, and interactive exercises, addresses different learning styles, while the interactivity of many apps and



tools (games, quizzes, and other engaging activities) makes learning effective and enjoyable. Lastly, mobile learning is customizable, enabling you to choose content that aligns with your language level, goals, and interests.

Of course, mobile learning has its disadvantages too. A common issue is distraction. With so many apps and notifications competing for our attention, it can be hard to stay focused on learning. Another challenge is that not everyone has access to the latest technology or a stable internet connection, which can limit opportunities for some students. Additionally, while mobile learning is great for practice, it may not fully replace the guidance and interaction you get from a teacher in a traditional classroom.

So, what do you think? Does a mobile learning environment sound like something you would like to explore? What kind of activities would you use as an English teacher in this setting? To give you an idea, let me share an example of how to teach narrative writing in English to 16-year-old students with a B1 English level using a mobile learning environment.

The lesson begins with students downloading a mobile app, such as Padlet or Google Docs, to use as their primary platform for collaboration and project creation. The teacher introduces the topic by assigning students a short task to read a story on a language learning app, e.g. Cambridge Read&Improve. The selected story serves as an example of narrative structure, focusing on key elements such as setting, characters, and plot. Students can highlight new vocabulary or phrases in the app as they read, helping them expand their language skills while engaging with the material.

Once students are familiar with the story structure, the teacher sends them a digital infographic or video through a messaging app like WhatsApp. This resource explains the key elements of narrative writing, such as using past tenses, descriptive language, and connectors to create a logical flow. Students are encouraged to save the resource for reference during the project.

The main activity involves students creating their short stories using their mobile devices. They are asked to write about an exciting or memorable experience, incorporating the narrative techniques they have learned. Students



draft their stories directly on the app they downloaded earlier and collaborate in small groups to review each other's work. Using voice recording tools, they can also create audio versions of their stories to practice pronunciation and intonation.

Throughout the activity, the teacher provides support by sending tips and feedback through the app. For example, the teacher might share voice notes with suggestions on how to improve sentence structure or use more vivid vocabulary. This real-time interaction helps students stay motivated and ensures that they are on the right track. To conclude the lesson, students upload their final stories to a shared platform such as a class blog or digital bulletin board. They are encouraged to read and comment on their peers' stories, fostering a sense of community and collaboration. This step also allows students to reflect on their work and gain inspiration from others.

As you can see, this is just one of many activities and strategies you can implement in an m-learning environment. Your creativity plays a key role in utilizing these or other strategies to ensure that your students' learning experience in this setting is engaging and effective.

Dear student, I invite you to continue learning about the topic "Emerging Technologies"

3.2 Emerging Technologies

Dear student, before concluding this unit, it is important to introduce a current and innovative topic in language learning: emerging technologies, which are closely related to the learning environments explored above as they serve as powerful tools to complement and expand the potential of each environment, making language learning more engaging, personalized, and accessible.

Firstly, let's analyze the definition and impact of emerging technologies on language learning. Emerging technologies refer to new and innovative tools, systems, and methodologies that are increasingly being integrated into teaching and learning processes. These technologies often utilize



advancements in fields like artificial intelligence (AI), virtual reality (VR), augmented reality (AR), big data, and machine learning to transform traditional educational practices. The goal of emerging technologies is to create more engaging, personalized, and efficient learning experiences for students while empowering teachers with advanced tools to enhance their teaching methods.

In this context, virtual reality (VR) and augmented reality (AR) allow students to practice language skills in realistic, simulated environments. For example, a VR app can place learners in a virtual marketplace where they must use English to communicate and complete tasks. Similarly, AR can bring vocabulary and grammar lessons to life by overlaying digital content onto real-world objects, making learning more engaging and memorable. Artificial intelligence (AI) is another powerful tool in learning English. AI-driven applications like chatbots, personalized tutors, and language learning platforms analyze individual performance and adapt lessons to the learner's pace and skill level. These tools provide instant feedback on pronunciation, grammar, and vocabulary usage, ensuring that students can refine their skills continuously. AI also enables the creation of interactive dialogues and conversation practice, which are crucial for developing fluency.

Moreover, these technologies foster collaboration and cultural exchange. Online platforms and virtual classrooms connect learners from different parts of the world, enabling them to practice English with native speakers or peers in real-time. This exposure to authentic communication and diverse perspectives enhances not only language skills but also intercultural competence.

However, while these technologies hold immense potential, they also come with challenges. Issues such as the digital divide, data privacy, and the need for teacher training must be addressed to maximize their effectiveness. Furthermore, the use of technology should always complement rather than replace traditional teaching methods. Teachers must be trained to integrate these tools to ensure meaningful learning outcomes.



Once you understand the importance of emerging technologies in learning English, I invite you to analyze their use in the learning environments presented earlier.

Let's start with on-site learning, the traditional classroom setting. Even here, emerging technologies are making a difference. Imagine putting on a pair of VR goggles during an English lesson and stepping into a virtual London. Instead of just reading about Big Ben, you could "walk" past it, hear its chimes, and practice asking for directions on a bustling city street. This immersive experience brings language learning to life in ways a textbook never could.

Now, think about online learning environment. You have probably attended virtual classes where the focus is on video calls, slides, and discussion boards. What if AI stepped in to personalize your experience? For example, an AI tutor could track your progress, recommend lessons tailored to your needs, and even practice conversations with you in real-time. Online learning becomes not just convenient but deeply interactive and customized.

Blended learning, which combines in-person and online methods, also benefits from emerging technologies. Picture this: you attend a face-to-face class where the teacher introduces a new topic, like storytelling in English. Later, at home, you use an AR app on your phone to explore interactive storybooks. As you hover your device over the pages, characters come to life, and you hear them speak in English. This blend of physical and digital experiences makes learning richer and more engaging.

Finally, let's connect these ideas to mobile learning. Mobile devices are already powerful tools for learning on the go, but emerging technologies make them even better. Imagine using AR to scan objects around you and instantly get English vocabulary for what you see—like "tree," "bench," or "building." Or consider an AI-powered language app that helps you improve your pronunciation by analyzing your voice and giving instant feedback. These tools fit right in your pocket, making learning more accessible and flexible than ever.



As you can see, emerging technologies have the potential to enhance every type of learning environment. Whether you are in a classroom, online, or using your phone on the go, these tools create immersive, personalized, and interactive experiences. What is even more exciting is that these technologies are constantly evolving, so the possibilities for learning are endless. What do you think? As a student, how could you start using these technologies to practice English more effectively and creatively in your daily life? And as a future English teacher, how might you incorporate them into your lessons to inspire and engage your students in meaningful ways?



Once you have answered the questions above, I invite you to review the following article web titled: [15 Common Mistakes Teachers Make Teaching With Technology](#) which outlines fifteen common mistakes teachers make when integrating technology into their teaching practices.

By being aware of this topic, you, as a future EFL teacher can make more informed decisions and create a more effective digital learning environment. As you review the article web, keep the following key points in mind:

- Use technology with a clear pedagogical purpose.
- Ensure that the tools you choose align with your instructional goals to enhance student engagement.
- Recognize the importance of proper training to prevent frustration.

Additionally, avoid concentrating too much on the tools themselves instead of the learning process.



Recommended learning activity

Let's continue the learning process through your participation in the following activity:

- As part of your teaching practice, design an activity that incorporates a mobile app like Duolingo, Kahoot, or Padlet to teach a specific topic



such as Daily Routines. For example, you could ask students to use Duolingo to practice vocabulary, then discuss their progress in pairs via a WhatsApp group and finally collaborate on Padlet to create a visual guide related to the topic. Make sure your activity supports your students' learning goals, and encourages interaction, creativity, and practical use of the language.

Note: Please complete the activity in a notebook or a Word document.

Learning contents, resources and recommended activities



Week 10

Unidad 3. Learning Environments and Digital Competencies

3.3 Teacher and Students' Roles in the Technological Learning Environment

Welcome to this new topic: the roles of teachers and students in the technological learning environment, which helps you adapt to new ways of learning and teaching. Technology is always changing, and knowing how to use it effectively gives you the confidence to keep up with these changes. It also helps you develop important skills like problem-solving, creativity, and teamwork.

Regarding the role that teachers play in technology-enhanced learning environments, many people think that with all the apps and tools available, the teacher's role becomes less important. But in reality, teachers are more essential than ever, guiding students through this way of learning. Their guidance is what makes these tools effective and helps students achieve their goals. Based on this, I encourage you to read the information below.

Teachers act as *facilitators* rather than just sources of knowledge. This means they create opportunities for you to explore, interact, and learn in ways that go beyond a textbook. For example, a teacher might use an app to introduce



vocabulary and then guide you in using that vocabulary in a collaborative online activity. Instead of simply telling you the answers, they help you discover and apply what you have learned.

Another key role is that of a *designer*. Teachers carefully plan lessons that integrate technology in meaningful ways. They choose the right tools and activities to match the learning goals. For instance, they might use a video platform to create listening exercises or an interactive game to reinforce grammar points. Their goal is to ensure that technology enhances your learning, not distracts from it.

Teachers are also *mentors* in this technological environment. They provide support when you are learning how to use new tools and help you stay on track with your studies. If you are struggling with a digital task, they are there to guide you and show you how to solve problems. This makes learning with technology feel less intimidating and more empowering.

Teachers also act as *information guide*. In traditional classes, teachers were often the main source of knowledge, and students depended on them to learn new things. But with today's technology, everything has changed. Now, you have access to endless information through the Internet, apps, and other digital resources. So, where does the teacher fit into all this? Teachers are here to help you make sense of it all. They guide you in navigating this ocean of information, teaching you how to evaluate what you find and decide what is reliable and useful. For example, if you are researching a topic online, your teacher can show you how to identify trustworthy websites or how to organize your findings into a clear project.

Finally, teachers take on the role of *motivators*. Technology offers many possibilities, but it is the teacher who encourages you to stay engaged and curious. They create activities that are exciting and relevant, helping you see how what you are learning connects to the real world. Whether it is using virtual reality to explore a new culture or collaborating on a digital project, they make learning come alive.



With respect to the roles you play as a student in a technological environment, they have evolved significantly. You are no longer just a passive receiver of knowledge; instead, you take on the role of an active participant, fully engaging in the learning process

First, you are an explorer. Technology gives you the tools to dive into endless resources, from videos and podcasts to online articles and interactive platforms. Your role is to take the initiative, search for information, and use it to build your understanding. For example, if you are learning about a topic like “sustainable travel,” you might watch a video, read an article, and even take part in an online discussion. Being an explorer means being curious and eager to discover.

You are also a collaborator. In technology-rich environments, learning often involves working with others. You might join a group project online, share ideas in a virtual classroom, or use a collaborative app to create something together. By collaborating, you practice teamwork and learn from your peers, making the process more engaging and rewarding.

Another important role is that of a creator. Technology gives you the chance to create content, not just consume it. You can design presentations, record videos, or even build digital portfolios to showcase what you’ve learned. As a creator, you express your ideas and share them with the world in creative ways.

Additionally, you are a problem-solver. With so many tools and resources at your fingertips, your role is to figure out how to use them effectively. Sometimes, this means troubleshooting technical issues or finding the best way to complete a task. It might also mean deciding which information is credible or how to apply what you’ve learned in real-life situations. Problem-solving helps you grow not only as a learner but also as a future professional.

Finally, you are a responsible digital citizen. This means using technology ethically and respectfully. Whether it is participating in online discussions, giving credit for sources, or protecting your personal information, being responsible shows maturity and helps create a positive online environment for everyone.



Based on the above, it can be stated that the role of the teacher and student in a technological environment is definitely complementary. Think of it this way: the teacher is there to guide, support, and create opportunities for you to learn, while you, as the student, take an active role by exploring, collaborating, and applying what you learn. The teacher provides the tools and direction, and you bring your curiosity, creativity, and effort to the process. Together, these roles work like two parts of a team, each depending on the other to make the learning experience meaningful and successful. What do you think? Can you see how both roles are equally important?

3.4 Teachers' Digital Competencies

Now that you already know the roles that teachers and students play in a technology-mediated learning environment, it is also necessary for you to learn about the digital competencies that teachers need to develop in this context. This topic is important for you as a future English teacher because developing digital competencies goes beyond simply using technological resources. It also involves understanding and practicing key aspects that promote technology's responsible and ethical use. According to UNESCO's ICT Competency Framework for Teachers (2018) and the European DigCompEdu Framework (Redecker, 2017), digital competence refers to the set of knowledge, skills, attitudes, and values required to use digital technologies critically, ethically, creatively, and effectively across various contexts. In education, these competencies enable teachers to integrate digital tools into their pedagogical practices, manage educational resources and processes, foster collaborative and inclusive learning, and help students develop essential digital skills for their academic, professional, and social lives. Both frameworks emphasize the importance of digital competencies in transforming teaching, promoting autonomous learning, and ensuring that education meets the challenges of the digital age.

Considering the breadth and importance of this topic, these models classify digital competencies into different areas. During this week and the next, I will focus on exploring some of these, starting with *Managing Digital Identity*.



3.4.1 Managing Digital Identity

It refers to the information, images, and interactions you share online, which shape how others perceive you in digital spaces. For teachers, digital identity includes social media profiles, contributions to educational forums, digital content they create, and even their communication with students and colleagues online. Managing digital identity means taking control of these elements to present a professional, ethical, and trustworthy image while safeguarding personal information. In addition, managing digital identity is not just about reputation, it is also about setting an example. Students look to their teachers for guidance on how to behave responsibly online. By maintaining a well-managed digital identity, they demonstrate the importance of using technology ethically, respecting others, and thinking critically before posting or sharing content. This sets a positive standard for students to emulate.

Moreover, managing digital identity helps teachers navigate the limits between their professional and personal lives. For instance, having separate accounts for personal and professional use allows teachers to connect with students, parents, or colleagues professionally while keeping their private lives secure. It also involves understanding privacy settings and the risks of oversharing, ensuring that personal data remains protected from misuse. Beyond personal and professional limits, managing digital identity contributes significantly to professional growth. A teacher with a strong and positive digital presence can connect with global educational communities, share innovative ideas, and access new opportunities such as collaborations or professional development programs. For example, sharing teaching strategies or lesson plans on platforms like LinkedIn or X can build a professional network and enhance credibility as a teacher.

To effectively manage digital identity, teachers must adopt several key practices that go beyond basic online behavior. Being mindful of the content shared online is crucial. This means thinking carefully before posting or sharing anything to ensure it aligns with their professional image and does not compromise their integrity. Sharing educational resources or positive messages can enhance a teacher's online presence, while controversial or



inappropriate posts can harm their reputation. Regularly reviewing their online presence is another important habit. Teachers should periodically search for their names online to identify and address any content that may be outdated, incorrect, or potentially harmful. Additionally, maintaining updated and accurate professional profiles on platforms like LinkedIn reflects credibility and dedication to their field.

Remember, managing digital identity is a vital competence for teachers in today's technology-driven world. It goes beyond maintaining a professional image; it ensures privacy, sets a positive example, and fosters professional growth. Can you see how mastering this skill not only helps you as a teacher but also empowers you to become a responsible and impactful digital citizen?



Recommended learning activity

Let's continue the learning process through your participation in the following activity:

- Create a short presentation about managing digital identity, focusing on why it is important for teachers. Include examples of good practices, such as maintaining a professional online image, understanding privacy settings, and being mindful of the content shared online. Use tools like Canva to design your presentation, and at the end, provide one tip that you think is the most useful for managing digital identity.





Unidad 3. Learning Environments and Digital Competencies

3.4 Teachers' Digital Competencies

3.4.2 Protecting Personal Data and Privacy

Welcome to this section, where I will explain a new digital competence: the protection of personal data and privacy. In today's digital world, where vast amounts of personal and professional information are stored online, understanding how to safeguard this data is more important than ever. In the educational field, this skill is not only about protecting teachers' information but also about ensuring a safe and secure environment for their students, which involves taking proactive steps to secure personal data and privacy from unauthorized access, misuse, or exposure. Specifically, it includes protecting teachers' personal data (contact information, social media accounts, and passwords) as well as the sensitive information they handle in their professional roles (student records, grades, and communications with parents). By protecting this data, teachers build trust and create a safe digital environment for everyone involved.

Another key reason this competence is very important is the growing risk of cyber threats. Hackers and malicious software can target anyone, and teachers, as leaders in educational spaces, must be vigilant about safeguarding their devices and accounts. For instance, using strong passwords, enabling two-factor authentication, and keeping software up to date are simple yet effective ways to prevent unauthorized access to accounts and data. Another critical aspect of protecting personal data and privacy is understanding how to navigate online platforms responsibly. This includes knowing how to configure privacy settings on platforms such as learning management systems, cloud storage, or communication apps to limit access



to sensitive information. For instance, when sharing resources or hosting virtual classes, teachers can ensure that only authorized participants have access, thereby reducing the risk of data breaches.

In this context, teachers play a pivotal role in guiding their students to protect their own data and privacy. This responsibility includes teaching students to secure online behaviors such as avoiding sharing passwords, being cautious about the personal information they post online, and recognizing phishing scams or other online threats.

By modeling these practices, teachers set a powerful example and empower students to become responsible digital citizens.



Based on the above, I invite you to reflect on the following questions: How can you apply these practices to your personal and professional life? What steps can you take to ensure that you and your students are safe in digital spaces?

3.4.3 Protecting Health and Mental Well-being

Another essential digital competence focuses on safeguarding teachers' health and mental well-being in the digital age. What does this entail? As teachers increasingly rely on technology in both their personal and professional lives, maintaining a healthy balance between its use and their overall well-being becomes crucial. This balance encompasses not only addressing physical health concerns such as avoiding eye strain or poor posture, but also caring for mental well-being and cultivating healthy habits in a technology-driven world.

While technology offers many advantages, it can also negatively impact physical health if not managed properly. Long hours spent at a computer or using a tablet can lead to back pain, eye strain, and repetitive strain injuries. Teachers, who often juggle lesson preparation, online grading, and virtual communication, are particularly vulnerable to these issues. To mitigate these risks, teachers should adopt good habits, such as maintaining proper posture,



taking regular breaks, and adjusting screen brightness. Additionally, simple adjustments like using ergonomic chairs or ensuring desks are set at the right height can make a meaningful difference.

Beyond physical health, technology can also affect teachers' mental well-being. Constant connectivity often leads to stress and burnout, particularly when teachers feel pressured to respond to emails or messages outside of work hours. To prevent those issues, it is essential to set limits. For instance, teachers can schedule specific times to check emails, take deliberate breaks from screens, and establish clear distinctions between work and personal life. Furthermore, digital well-being involves managing the emotional challenges of online interactions such as dealing with negative feedback, misunderstandings, or cyberbullying in virtual spaces. Developing resilience and knowing when to seek support are critical skills for addressing these challenges. Building a supportive network among colleagues and maintaining open communication can also help reduce stress and foster a healthier work environment.

The importance of digital well-being extends to students as well. Teachers play a fundamental role in modeling healthy behaviors and guiding students to manage their own screen time effectively. For example, teachers can encourage students to take regular screen breaks during lessons, participate in activities that do not involve technology, and recognize signs of digital fatigue. They can also teach students to use social media responsibly, fostering a healthier relationship with technology. By integrating these practices into their teaching, teachers help students engage with technology in ways that support their overall health and well-being.

Remember, protecting health and well-being as a digital competence is about finding balance. It requires awareness, intentional practices, and a commitment to maintaining both physical and mental health. By mastering this competence, teachers not only enhance their own quality of life but also set a powerful example for their students. What about you? How can you create



healthier habits when using technology? What steps can you take to protect your well-being while staying meaningfully connected? Feel free to share your answers through the EVA platform. I would love to hear your thoughts.

3.4.4 Copyright and Licenses

Continuing with the next digital competence, I will focus on the use of copyright and licenses when utilizing works created by others. As teachers, we frequently use, create, and share digital content as part of our daily activities. However, responsibly navigating copyright laws and licenses is essential to ensure that we act both ethically and legally in a digital environment.

This competence extends beyond mere compliance; it fosters respect for intellectual property, encourages creativity, and sets a positive example for students. Moreover, understanding copyright and licenses empowers teachers to protect their own work while sharing it responsibly with others. For instance, if a teacher designs unique educational material, they can apply a license to specify how it may be reused by colleagues or students. This action not only encourages collaboration but also allows teachers to maintain control over their intellectual property.

Navigating open educational resources (OER) is another area where this competence is invaluable. OER materials are freely available for teaching and learning, but they often come with specific licenses. Teachers who understand these licenses can access a wide range of resources, adapt them to their needs, and even contribute their own materials to the global education community. This not only enhances their lessons but also supports the open sharing of knowledge.

In addition to teachers, it is equally important for students to develop this competence as part of their preparation to become responsible digital citizens. In an age where copying and pasting content is common, students need to understand the value of intellectual property and the importance of giving credit where it is due. It will allow them to respect intellectual property, use digital resources ethically, and contribute to a culture of creativity and



collaboration. Therefore, educating students about this competence not only prepares them for academic success but also equips them with the skills needed to navigate the digital world responsibly. Now that you understand the importance of copyright and licenses, I invite you to explore their definitions and examine how they are interconnected.

Copyright refers to the legal protection given to creators of original works such as books, music, videos, or educational materials. This means that unless something is explicitly stated as free to use, copying, sharing, or modifying it without permission may violate the law. For teachers, this applies to many resources found online, including images, articles, and lesson materials. Understanding copyright ensures that you use these resources responsibly, respecting the rights of the creators.

On the other hand, licenses specify how creators allow their work to be used by others. One of the most common types of licenses you will encounter in education is the **Creative Commons (CC)** license. Creative Commons licenses are designed to make it easy to share and use materials legally; they provide clear guidelines on what can be shared, modified, or redistributed. There are several variations of these licenses, each with different rules, so it is important to understand what they mean.

One of the variations of the Creative Commons license is **Attribution (CC BY)**. This license allows you to use, modify, and share the material, even for commercial purposes, as long as you give proper credit to the creator. It is one of the most flexible licenses and is often used for open educational resources.

Attribution-ShareAlike (CC BY-SA) is another variation of CC license that also requires you to give credit to the creator, but it adds a condition: if you modify the material, you must share your version under the same license. This is great for collaboration, as it ensures that improvements or adaptations are available for others to use as well.



Another type of this license is **Attribution-NoDerivs (CC BY-ND)**. This license allows you to use the material as long as you do not make any changes to it. It is ideal for resources that are complete as they are and do not need further editing.

Attribution-NonCommercial (CC BY-NC) is another type of Creative Commons license that allows you to use and modify the material, but only for non-commercial purposes. This is especially useful for educational settings where resources are used purely for teaching and learning.

Lastly, there is **Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)** and **Attribution-NonCommercial-NoDerivs (CC BY-NC-ND)**, which combine some of the restrictions mentioned above. For example, CC BY-NC-SA lets you modify the material but only for non-commercial use, and you must share it under the same license. CC BY-NC-ND is the most restrictive, allowing you to use the material only in its original form and for non-commercial purposes.

Did you find this information helpful? Do you believe this competence is important for your training as a future teacher? I hope so, because developing this competence requires staying informed about copyright laws, understanding different types of licenses, and practicing the ethical use of digital content. It also involves fostering discussions about intellectual property in the classroom and guiding students to create and share their work responsibly. As you work on developing this skill, consider the materials you use and create daily. How can you ensure that your work, as well as the work of others, is respected and protected? Remember that making the ethical and informed use of digital resources an integral part of your teaching practice is a valuable step toward becoming a responsible and impactful English teacher.

3.5 Teachers' Digital Competencies and the TPCK Model

As part of the topic of digital competencies, it is important to address an aspect that complements what was discussed in the previous section: the relationship between digital competencies and the TPCK model, a framework that integrates technology with pedagogy and content knowledge.



To better understand this topic, I invite you to review the definition of digital competencies in Section 3.4. Do you remember it? Great! Even so, I will briefly refer to it before explaining its connection to the TPACK model. Digital competencies include selecting the right tools, designing engaging activities, and even troubleshooting technical issues when they arise. Additionally, these competencies allow teachers to understand online communication, digital ethics, and data privacy to ensure a safe and respectful learning environment. These skills enable teachers to create lessons that are interactive, relevant, and aligned with students' needs in a digital world. In other words, digital competencies refer to the ability to use digital technologies effectively, responsibly, and critically in the educational context. It encompasses a set of skills, knowledge, and attitudes that enable teachers to interact with digital tools for communication, problem-solving, content creation, information management, and ethical participation in digital environments.

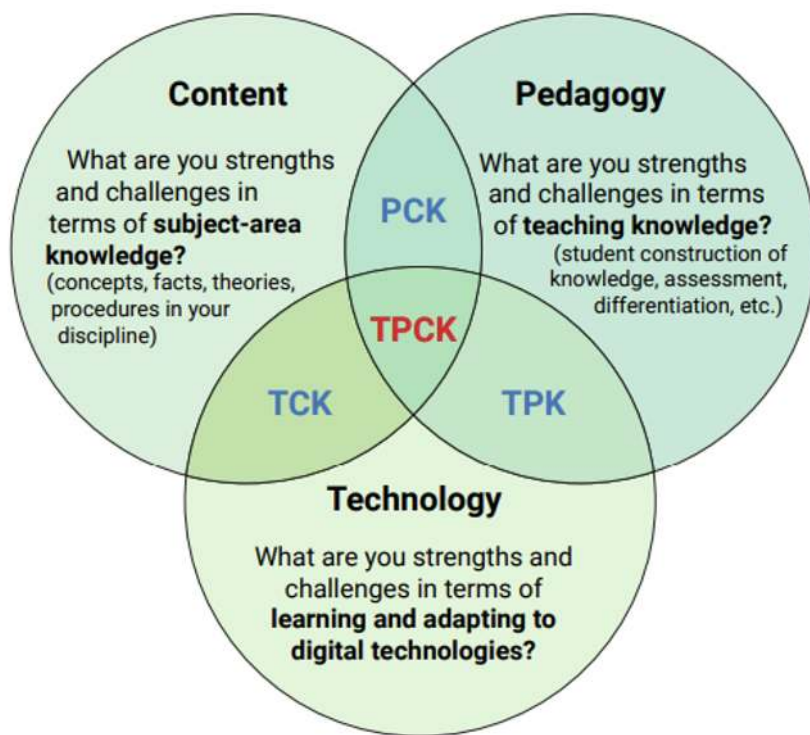
You might now be wondering how these competences connect to teaching strategies and models. To address this, I will introduce the TPACK model, which stands for Technological Pedagogical Content Knowledge. This framework, developed by Punya Mishra and Matthew J. Koehler in the early 2000s, builds on Lee Shulman's earlier concept of Pedagogical Content Knowledge (PCK) by incorporating technology as a critical component of effective teaching. Mishra and Koehler emphasized the integration of technology with pedagogy and content to create meaningful and effective learning experiences in technology-rich environments. The TPACK model combines the three key components required in modern teaching: content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK). Together, these elements reflect what teachers know about the subject they teach, the methods they use to teach it, and the technological tools they incorporate to enhance the learning process.

Effective teaching occurs when these three components overlap (see Figure 28). For example, if you are teaching an English class about storytelling, it is not enough to simply know the content or how to teach it. You also need to identify which technologies, such as digital storytelling apps or collaborative platforms, can enhance the lesson and make it more engaging for students.



Figure 28

TPCK framework



Nota. Taken from *Teachers College Record: The Voice of Scholarship in Education* [Illustration], by Mishra, P. y Koehler, M., 2006, [Technological Pedagogical Content Knowledge](#), CC BY 4.0.

The relationship between digital competencies and the TPCK model is clear: strong digital competencies enable teachers to implement the TPCK framework effectively. Teachers with these skills can select the most appropriate tools for their subject, design activities that align with their teaching methods, and adapt to their students' learning preferences. For instance, an English teacher using TPCK might combine their knowledge of language teaching (content) with group discussion strategies (pedagogy) and collaborative tools like Padlet (technology) to create a dynamic, interactive lesson. It is important to note that developing digital competencies is not a

one-time task. Technology evolves constantly, and teachers must continuously learn and adapt. This growth mindset ensures they can apply the TPCK model effectively, even as new tools and teaching methods emerge.

By understanding digital competencies and their connection to the TPCK model, teachers are better equipped to create meaningful learning experiences in today's classrooms. What do you think? Can you see how mastering these digital competencies can make teaching more effective and exciting?

Before concluding this unit, take some time to reinforce the concepts and topics you have studied by exploring OER provided below. This tool offers a vast array of resources, interactive tools, and guides, specifically aimed at helping educators integrate technology effectively into their teaching practices. I encourage you to review it on [MERLOT](#) thoroughly and make the most of the materials.



Recommended learning activities

Let's continue the learning process through your participation in the following activities:

1. For your practical activity, select three digital resources (e.g., an image, a video, and a text) and analyze their copyright information. Identify whether each resource is free to use, requires attribution, or is restricted. Then, explain how you would use these resources responsibly in a teaching context, ensuring proper credit is given or alternative resources are used if necessary. Share your findings and reflections on the importance of respecting copyright in a short written summary.

Note: Please complete the activity in a notebook or a Word document.

2. I encourage you to answer the following self-assessment to reinforce your understanding of the content studied in Unit 3.





Self-assessment 3

1. Learning environments significantly impact students' motivation and academic achievement.
T F
2. On-site learning environments are less effective because they lack opportunities for immediate feedback.
T F
3. Online learning environments allow students to learn at their own pace and access a variety of resources.
T F
4. One disadvantage of online learning environments is the absence of real-time interaction.
T F
5. In blended learning environments, integrating online and face-to-face methods can create a personalized learning experience.
T F
6. Mobile learning environments rely heavily on traditional classroom settings.
T F
7. Emerging technologies such as virtual reality (VR) and artificial intelligence (AI) make language learning more engaging and personalized.
T F



8. Teachers' roles in technology-enhanced environments are becoming less important due to the availability of AI tools.

T F

9. Managing digital identity involves presenting a professional image and safeguarding personal information.

T F

10. Protecting personal data and privacy is important only for teachers, not students.

T F

11. Overusing technology without breaks can lead to health issues such as eye strain and back pain.

T F

12. Copyright laws are unnecessary in education because teachers create most of their own materials.

T F

13. The TPACK model integrates content knowledge, pedagogical knowledge, and technological knowledge to enhance teaching.

T F

14. Blended learning environments do not require teachers to balance online and in-person components.

T F

15. Mobile learning allows students to access educational content but lacks interactivity.

T F





Week 12

Unidad 4. Technological Resources for Improving EFL Skills

Dear student, welcome to the final unit of this course. In this unit, I will introduce you to the ICT that can help you enhance the four English skills: listening, speaking, reading, and writing. Additionally, I will provide examples of how to use those tools effectively in an EFL classroom. So let's begin with the first group of digital resources.

4.1 ICT to Foster Listening Skills

Learning to listen effectively in English is one of the most essential skills to develop during your language-learning process, and ICT plays a significant role in supporting this. With that in mind, let me share some widely used resources that are accessible, practical, and engaging. These tools can help you, as a student, practice and improve your listening skills, or, as a future teacher, integrate them effectively into your English lessons.

One of those resources is online videos and streaming platforms like YouTube or Netflix, which allow you to listen to real-life conversations, interviews, and movies in English. By using subtitles, you can connect spoken words to their written forms, which is very helpful for beginners. You can start with short clips or your favorite shows and gradually move on to more complex material. The key is to expose yourself to authentic language in different accents and contexts.


Another great resource is podcasts which are audio programs that you can listen to on topics that interest you. For example, if you enjoy stories, science, or even cooking, there is a podcast for it. Listening to podcasts helps you





become familiar with natural speech patterns and vocabulary. The best part is that you can listen anytime while walking, cooking, or even relaxing at home. Where can you find podcasts? You can discover many on different websites; however, in the table below, I have included three of the most popular ones, along with a brief description of each and their corresponding icon.



Table 4
ICT to Foster Listening Skills

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Voice of America (VOA Learning English) 	It is an excellent resource for English learners, especially for improving listening skills. It provides news stories and educational content at a slower pace, making it easier for non-native speakers to follow.	<ul style="list-style-type: none">• Slower-paced narration and simplified vocabulary make it ideal for beginners and intermediate learners.• Covers a wide range of topics (news, science, culture, etc.), making it informative and engaging.• Free access to lessons, transcripts, and additional resources.	<ul style="list-style-type: none">• Content may feel repetitive for advanced learners due to its simplicity.• Limited interactivity compared to other platforms.



WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
British Council - LearnEnglish Podcasts 	<p>It offers a series of podcasts designed to improve listening skills, featuring conversations on everyday topics and aspects of British culture. Each episode comes with interactive transcripts and comprehension exercises to reinforce learning.</p>	<ul style="list-style-type: none"> • Designed specifically for English learners, with topics covering everyday conversations and cultural insights. • Comes with transcripts and comprehension exercises for better listening practice. • Offers content suitable for all proficiency levels. 	<ul style="list-style-type: none"> • Limited podcast library compared to broader podcast platforms. • Exercises and features might feel basic for advanced learners.
ESL Lounge Student 	<p>It provides a comprehensive collection of listening exercises tailored for various proficiency levels, from elementary to advanced. The site offers authentic MP3 audio recordings accompanied by transcripts and interactive exercises, enabling learners to practice and enhance their listening comprehension effectively.</p>	<ul style="list-style-type: none"> • Wide range of listening exercises for various proficiency levels, from beginner to advanced. • Provides transcripts and answer keys to enhance comprehension. • Free access to valuable resources, including audio and downloadable exercises. 	<ul style="list-style-type: none"> • Interface and design are less modern and engaging compared to other platforms. • Lack of interactive or conversational features.



Nota. Quiñónez A, 2025.

Songs in English are also a fantastic way to practice listening. Music not only makes learning fun but also helps you pick up new vocabulary and phrases. Nowadays, one highly recommended website for improving your listening skills through songs is LyricsTraining, which is an innovative platform that enhances language learning through music. By engaging with your favorite songs, you can improve your listening skills, expand your vocabulary, and reinforce grammar concepts. The platform offers interactive exercises where you fill in missing lyrics, effectively training your ear to recognize sounds and words in a foreign language. Would you like to know how to access this website? I invite you to review the following infographic:

[Steps to access LyricsTraining](#)

Remember that these resources are just a starting point, but the most important thing is to practice regularly and enjoy the process. Improving your listening skills takes time and effort, so do not get discouraged. If you keep exploring, listening, and learning, you will notice steady progress in your ability to understand and communicate in English.

Now that you know some resources to enhance your listening skills, you need to understand how to effectively incorporate them into an EFL class as the impact lies in the strategies and activities that teachers use during the lesson, not just in the resource itself. Based on this, I will share two examples of how you can use songs with LyricsTraining as a student and as a teacher.

To start, access the Lyrics Training website and choose a song you like, preferably one with clear lyrics and at their language level. For beginners, simple and slow songs work best, such as pop or acoustic tracks. If you are more advanced, you can challenge yourself with faster songs or those with more complex lyrics. Listening to a song you enjoy makes learning fun and keeps you motivated.



Once you have chosen a song, listen to it without looking at the lyrics. This helps you focus on the sounds and rhythm of the language. Try to pick out words or phrases you recognize. Do not worry if you do not understand everything the first time; this is normal and part of the learning process.

Next, listen to the song again, this time with the lyrics. Follow along with the words and notice how those words are pronounced. You should also pay attention to contractions, intonation, and how words flow together. You can sing along if you feel confident; it is a great way to practice pronunciation. Finally, after becoming familiar with the song, challenge yourself by listening to it again without the lyrics. You will see how much more you can understand compared to the first time and will likely notice improvement, which is a great confidence booster.

Now, let's move on to a new example where I will show you how you could use this resource in your class as an EFL teacher: Imagine you are working with the song *Imagine* by John Lennon.

- First, you will play the song for students, and their task will be to simply listen and enjoy it.
- Then, you would ask them to write down any words or phrases they recognize.
- After that, you will provide them with the lyrics, and together go through the song line by line, discussing new vocabulary or phrases.

To make it interactive, you could divide the whole class into pairs and take turns singing or reading the lyrics aloud. This helps with pronunciation and rhythm. At the end of the activity, your students will play a game where you say part of a lyric, and they will try to complete it. This playfully reinforces listening and memory.

As you can see by using songs in this structured way, students will not only improve their listening skills but also expand their vocabulary and pronunciation. Would you like to explore additional activities and strategies to use resources that enhance your students' listening skills? I am sure you would. For this reason, I invite you to visit the repository ["Fun Easy English" for](#)



[teaching listening and speaking skills](#), created by a group of UTPL on-campus students. This repository offers a variety of activities and resources that can be invaluable in enhancing your teaching process and enriching your lessons. Then, complete the activities below.



Recommended learning activities

1. Choose an audio clip that interests you and listen to it twice. First, focus on understanding the main idea, and then answer specific questions about details like characters, setting, and events.
2. Create a short dialogue or story inspired by what you heard.

Note: Please complete the activities in a notebook or a Word document.

Learning contents, resources and recommended activities



Week 13

Unidad 4. Technological Resources for Improving EFL Skills

4.2 ICT to Foster Speaking Skills

Another important English skill is speaking, which is considered one of the most rewarding to develop. It allows you to express yourself, connect with others, and build your confidence. As you know, practice is essential to mastering this skill. For this reason, I will share some ICT that can help you practice and improve your speaking abilities. These resources are easy to access and make the learning process enjoyable and productive. So, let's start.



One of the most effective ways to practice speaking is through online conversations with someone you connect with. Regularly speaking with a friend allows you to engage in real-life conversations in a relaxed and supportive environment. Today, there are many websites available to help you





connect with others online; some of them are listed in the table below, which includes the name of the resource, a brief description of each, and their corresponding icon.



Table 5
ICT to Foster Speaking Skills

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Free4Talk 	<p>It is a language practice community that allows users to engage in live audio conversations to improve their English speaking skills. It's easy to find conversation partners and participate in discussions.</p>	<ul style="list-style-type: none"> • Free access to live audio conversations with people worldwide. • Easy to find conversation partners for real-time practice. • No strict registration process; quick and straightforward to use. 	<ul style="list-style-type: none"> • Limited moderation can lead to unproductive or irrelevant discussions. • No structured learning or lesson plans.
Hilokal 	<p>It offers free live English audio classes where learners can practice speaking with native speakers, friends, and trainers. The platform is designed to make speaking English enjoyable and addictive.</p>	<ul style="list-style-type: none"> • Offers live audio classes led by native speakers or trainers. • Focused on making language practice engaging and enjoyable. • Includes interactive features and a supportive community. 	<ul style="list-style-type: none"> • Free access might have limited features compared to premium options. • Fewer native speakers available compared to larger platforms.
Speaking Club			



WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
	<p>It provides a platform for learners to practice speaking English online through real-life conversations with people worldwide. Users can join meetings, engage in one-on-one conversations, and improve their confidence in speaking.</p>	<ul style="list-style-type: none"> • Provides real-life conversations through group meetings or one-on-one sessions. • Builds confidence in speaking through practical interaction. • Focused on improving fluency and conversational skills. 	<ul style="list-style-type: none"> • Group sessions can sometimes lack individual attention. • May require scheduling to join specific discussions.
<p>Tandem</p> 	<p>It is a language exchange app where you can connect with native speakers worldwide for real-time conversations via text, audio, or video.</p>	<ul style="list-style-type: none"> • It connects you with native speakers from around the world, providing opportunities for authentic language exchange and cultural insights. • You can practice speaking through text, audio, or video at your own pace, making it convenient for busy schedules. 	<ul style="list-style-type: none"> • Some features such as unlimited translations or advanced filters for finding partners, are locked behind a paid subscription. • The quality of interactions can vary depending on the partner, as it relies on user engagement and motivation.





Nota. Quiñónez A, 2025.


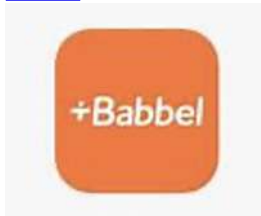
Another helpful tool is online speaking platforms or apps. Many of these offer interactive speaking exercises, where you can listen to phrases and repeat them, receive pronunciation feedback, and even participate in virtual speaking clubs. These platforms make speaking practice convenient and personalized to your level and goals. The table below contains five online platforms and apps that offer interactive speaking exercises to enhance your English speaking skills. It also includes a brief description of each and their corresponding icon.



Table 6*Online Speaking Platforms/Apps*

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Duolingo 	<p>A popular language learning app that incorporates gamified lessons across reading, writing, listening, and speaking. Its interactive speaking exercises use speech recognition to help improve pronunciation and fluency.</p>	<ul style="list-style-type: none"> • Gamified methodology makes learning fun and engaging. • Free to use with optional paid features for an enhanced experience. 	<ul style="list-style-type: none"> • Focuses more on vocabulary and grammar, less on conversational skills. • Speaking exercises rely on basic speech recognition, which can be inaccurate.
Smalltalk2 	<p>An AI-powered simulator designed to improve spoken English. It offers interactive speaking exercises, including an IELTS Speaking Test simulator, to help users practice and enhance their speaking skills</p>	<ul style="list-style-type: none"> • AI-powered tools simulate real-life conversations, including test prep like IELTS speaking. • Provides instant feedback on pronunciation and fluency. 	<ul style="list-style-type: none"> • Limited scope for human interaction, as it is AI-driven. • Some advanced features may require payment.
HelloTalk	<p>A language exchange app that connects users with native speakers worldwide. It offers interactive</p>		<ul style="list-style-type: none"> • Quality of interactions depends on user



WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
	<p>speaking exercises through voice calls, voice messages, and text chats, facilitating real-time language practice.</p>	<ul style="list-style-type: none"> • Connects learners with native speakers for real-life language exchange. • Offers text, audio, and video communication for versatile practice. 	<p>engagement and availability of partners.</p> <ul style="list-style-type: none"> • Free version has ads and limited features.
<p>Babbel</p> 	<p>An app focused on real-life conversational skills, offering structured lessons with interactive dialogues and speech recognition to enhance speaking abilities. Lessons are designed by language experts to fit into everyday life.</p>	<ul style="list-style-type: none"> • Structured lessons tailored to real-life conversational skills. • High-quality content designed by language experts. 	<ul style="list-style-type: none"> • Requires a paid subscription after a limited trial period. • Less interactive compared to platforms with live speaking partners.

Nota. Quiñónez A, 2025.

You can also use Artificial intelligence (AI) platforms such as Promova and loora.ai to improve your speaking skills. They offer personalized and adaptive lessons, provide feedback on pronunciation, fluency, and intonation, helping you refine your speaking abilities step by step. These tools often simulate real-life conversations, assess your speaking performance, and offer practical suggestions for improvement.



All these resources mentioned above have one thing in common, they encourage you to speak regularly as speaking is a skill that improves with practice. So the more you use English, the more comfortable and confident you will become. Remember, it is okay to make mistakes; they are part of the learning process. Now that you are familiar with some resources to improve your speaking skills, it is important to understand how to integrate them effectively into an EFL classroom. For this reason, I will provide an example of how a teacher used the Tandem app in an EFL classroom.

An EFL teacher decided to use the Tandem app to carry out a project aimed at reinforcing 15-year-old students' speaking skills on the topic of Climate Change. To begin, the teacher familiarized students with the app by demonstrating how to create a profile, find suitable language exchange partners, and initiate conversations. This session also included guidelines on appropriate online behavior, tips for effective communication, and suggested conversation starters related to Climate Change, such as What actions can individuals take to reduce their carbon footprint? or How does climate change affect your country? Once students were comfortable using the app, they connected with native or fluent English speakers through Tandem and held at least three 15-minute conversations over two weeks, focusing on expressing their ideas clearly and asking follow-up questions. Afterward, students summarized their discussions in a brief oral presentation to the class, highlighting interesting perspectives and vocabulary they learned. Following each presentation, the teacher provided constructive feedback, addressing strengths like clear organization of ideas or effective vocabulary use, and suggesting improvements in pronunciation, grammar, or fluency such as modeling the correct pronunciation of challenging words like environment or sustainability. Finally, the teacher asked the rest of the class to provide peer feedback to create a supportive learning environment.

Well, I hope this example has been helpful for you both as a student and as a future EFL teacher. To build on this understanding, I encourage you to complete the activities below, which will help deepen your knowledge and apply what you have learned in this section before moving on.





Recommended learning activities

1. Imagine your students are participating in an international cultural exchange program. Your task is to create an activity that uses an ICT tool to improve their speaking skills. The activity should involve students sharing information about their own culture while learning about others, all in English.
2. Explain how the chosen tool will facilitate communication and interaction, and outline how the activity will encourage students to practice speaking confidently in an engaging way.

Note: Please complete the activity in a notebook or a Word document.

Learning contents, resources and recommended activities



Week 14

Unidad 4. Technological Resources for Improving EFL Skills

4.3 ICT to Foster Reading Skills

Reading is a fundamental English skill that not only enables students to comprehend written communication but also helps them expand their vocabulary and improve other essential language abilities such as writing and critical thinking. The development of this skill is significantly influenced by various factors, including the integration of ICT tools in the learning process. These tools offer innovative and engaging ways to enhance reading comprehension and foster a more interactive learning environment. Below, I will outline some of these resources, which I believe are highly valuable for both students and teachers in achieving their educational goals.




The first resource to consider is news websites or apps. Reading the news in English not only helps learners expand their vocabulary but also keeps them informed about current events, making the process both educational and



practical. Many news platforms address language learners by providing short, accessible articles and videos accompanied by transcripts. These resources are particularly effective as they allow learners to follow along easily, reducing frustration and increasing comprehension. Based on this, I invite you to review the table below which includes some of the recommended news websites and apps, a brief description of each and their corresponding icon.



Table 7
News Websites to Foster Reading Skills

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
BBC 	The British Broadcasting Corporation (BBC) is known for its high-quality journalism. The BBC News website offers articles on global topics, including politics, science, and culture.	Clear and formal writing style, which is ideal for learning standard English.	The articles can sometimes use advanced vocabulary, making it more suitable for intermediate and advanced learners
CNN 	CNN is an American news network that provides coverage of current events, entertainment, and sports. Its articles are generally straightforward and written in conversational English, which is helpful for learners.	Multimedia content, including videos that complement written articles.	Some topics might lean toward U.S.-specific issues, which may not interest everyone.
USA Today 	USA Today is a U.S.-based news platform that offers short and engaging articles on a wide range of topics, including lifestyle, entertainment, and breaking news.	Use of plain English and visual content like graphs and images, which make articles easier to understand.	It might not offer as much in-depth coverage as other sites.

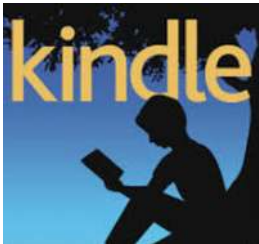


Nota. Quiñónez A, 2025.




Another useful resource for improving reading skills is e-books and digital reading platforms. These platforms often allow you to adjust text size, look up words instantly, and even listen to audio versions of the text, making the reading experience more engaging and user-friendly. They offer a wide selection of books, ranging from novels to non-fiction, allowing you to choose content that matches your interests and proficiency level. Additionally, many digital platforms include features like guided reading exercises, vocabulary-building tools, and comprehension quizzes with instant feedback, which make the learning process more accessible, flexible, and effective. To explore these tools further, I encourage you to review the table below, which includes some popular e-book platforms and apps, their purpose, main advantages, and disadvantages. It will help you become familiar with these resources and better practice your reading skills.



Table 8
Digital Reading Platforms

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Kindle 	<p>The Kindle app provides access to a massive library of e-books, including novels, textbooks, and even English learning materials</p>	<p>The built-in dictionary and translation tools make it easy to understand new words.</p>	<p>Some books need to be purchased, and not all are free.</p>
Audible 	<p>Audible specializes in audiobooks but often includes accompanying e-book text. This is a great option for improving both reading and listening skills.</p>	<p>You can listen to books while reading along, which helps with pronunciation and comprehension.</p>	<p>It requires a subscription for unlimited access</p>
Epic! 	<p>Epic! is a subscription-based platform for children, offering thousands of books across various genres.</p>	<p>Kid-friendly interface and audio narration, which is helpful for younger learners.</p>	<p>Primarily designed for children, so older learners may find the content less suitable for their needs.</p>
British Council			



WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
	<p>Its purpose is to provide high-quality resources for learning English, including articles, stories, and exercises designed to develop reading skills.</p>	<p>Variety of materials tailored to different proficiency levels, ensuring learners can find content suited to their needs.</p>	<p>Some advanced learners may find the resources too basic for their level, limiting their opportunities for further growth.</p>

Nota. Quiñónez A, 2025.

As you can see, all the platforms mentioned above offer unique ways to enhance your reading skills, ranging from novels and audiobooks to interactive storytelling. To make the most of them, it is essential to read regularly while selecting materials that genuinely capture your interest. Furthermore, remember that every time you engage with English texts, you are not only improving your reading abilities but also expanding your knowledge and building your confidence in the language.

Well, once you are familiar with the resources mentioned above, it is important to explore how to use them effectively in your teaching practice. To help with this, I invite you to analyze the following example, which illustrates how to develop a project using dramatization as a teaching strategy and Kindle as a technological resource to strengthen reading skills. Start by selecting an engaging e-book available on Kindle, such as a classic tale or a modern story suitable for their level. Divide the class into small groups and assign each group a chapter or scene. Encourage students to use Kindle's features, like highlighting key dialogue, looking up difficult words, and making notes about their characters' emotions and motivations. As they read, guide them to analyze the text and understand the storyline, focusing on how the characters interact and express themselves.



Once the groups are familiar with their scenes, move to the dramatization phase. Have students practice reading aloud, emphasizing proper intonation and pronunciation, and encourage them to act out the scenes using gestures and expressions to bring the text to life. After the performances, provide feedback by first highlighting what each group did well, such as their creativity, engagement, or clear delivery of lines. Then, offer constructive suggestions on areas to improve, like pronunciation, fluency, or conveying character emotions. Encourage peers to share positive observations and helpful tips for improvement. Conclude with a reflective discussion, where students can share how dramatization helped them understand the text better and what strategies they would use in the future. This project not only makes reading interactive and fun but also helps students improve their reading fluency, vocabulary, and confidence in understanding texts while integrating technology creatively.

Now, it is your turn! I invite you to apply your knowledge by completing the activity proposed below:



Recommended learning activity

- Design an activity using an ICT tool and a strategy to help your students develop their reading skills with the theme of environmental awareness. Describe the steps of the activity, the tool you will use, and how it will encourage your students to read and learn about this important topic.

Note: Please complete the activity in a notebook or a Word document.








Unidad 4. Technological Resources for Improving EFL Skills

4.4 ICT to Foster Writing Skills



Welcome to this section, which provides important information about using technological resources to enhance your EFL writing skills. Writing is a powerful skill that enables you to communicate your ideas, share your thoughts, and express your creativity. Although it may seem challenging at first, you can significantly improve with the right resources and consistent practice. In this context, I would like to share some of the most effective tools to help you develop your writing skills. In the table below, you will find the names of some resources, a brief description of each, and their corresponding icons.



Table 9
News Websites to Foster Writing Skills

WEBSITE	DESCRIPTION	DISADVANTAGES
Grammarly 	It gives you instant feedback on your writing, helping you identify mistakes and learn how to fix them.	<ul style="list-style-type: none">• It relies on internet access to work, so you can't use it offline.• The free version has limited features compared to the premium version.
Hemingway Editor 	It is an online platform designed to improve writing by highlighting complex sentences, passive voice, and unnecessary words, helping users create clear and concise text.	<ul style="list-style-type: none">• It doesn't provide personalized suggestions for different writing contexts.
ProWritingAid 	It provides detailed feedback on your writing. It not only checks grammar and spelling but also suggests ways to improve your style and clarity. It highlights issues like repetitive words, overly long sentences, and unclear phrasing.	<ul style="list-style-type: none">• It can be slow to process long texts.• The interface can feel overwhelming for beginners due to its many features



WEBSITE	DESCRIPTION	DISADVANTAGES
QuillBot 	<p>It helps with paraphrasing and rephrasing sentences. QuillBot can suggest alternative ways to express your idea in more professional or natural way.</p>	<ul style="list-style-type: none"> • It may oversimplify sentences, losing some of their original meaning. • Its free version limits the number of characters you can check or paraphrase.
LangCorrect 	<p>It is a unique website where you can practice writing and receive feedback from native speakers. You write short texts, like journal entries or responses to prompts, and native English speakers correct your work and provide helpful comments. It is a supportive community that allows you to learn from real people and improve your accuracy.</p>	<ul style="list-style-type: none"> • Feedback depends on community users, which can lead to varying quality. • It doesn't provide instant corrections or suggestions like other tools.

Nota. Quiñónez A, 2025.



Artificial intelligence (AI) platforms are another helpful resource for improving your writing, acting as tutors available 24/7. One example is ChatGPT, which provides immediate feedback on grammar, spelling, and style, allowing you to learn from your mistakes and improve your writing step by step. The key is to use this platform as a resource to complement your learning process, rather than relying on it to copy and paste your writing. As a future EFL teacher, you can implement different pedagogical strategies to integrate ChatGPT effectively into your teaching practices. Let me show you an example of how you can use this resource in your class:

- To begin, explain to your students that ChatGPT is a tool designed to assist them in improving their writing, not to do the work for them. Encourage them to see it as a helpful guide rather than a shortcut.
- Once they understand its purpose, you can introduce an activity to show how it works. Imagine the lesson is about writing descriptive paragraphs. Start by asking your students to choose a topic they enjoy, such as their favorite place, food, or hobby.
- Have them write a draft paragraph in English, focusing on using descriptive words and clear sentences. After completing their draft, they can copy and paste it into ChatGPT, asking for suggestions to improve it. For example, they might ask, How can I make this paragraph more detailed? or Can you suggest stronger words to describe my topic? ChatGPT will provide feedback, such as suggesting more vivid adjectives or rephrasing sentences to make them clearer. Encourage your students to read the suggestions carefully and decide which ones they want to use.
- After that, ask your students to share their improved versions in small groups. They can explain what changes they made and why. This not only reinforces the lesson but also builds confidence in their writing abilities.

Another pedagogical strategy for using ChatGPT is incorporating it into collaborative writing exercises. For instance, divide the class into small groups and give them a creative prompt, such as “Write a story about an unexpected adventure.” Each group can write a few sentences and then use ChatGPT to expand the story or add details. This strategy encourages teamwork and allows students to see how different writing styles and ideas come together.



The examples above demonstrate that using ChatGPT in these ways, you are not just teaching students how to write better paragraphs or stories; you are also helping them develop critical thinking, creativity, and digital literacy. These skills are essential for their academic and professional futures. Remember to emphasize that writing is a process, and tools like ChatGPT are there to support them every step of the way not to complete the work on their behalf.




4.5 ICT to Learn Grammar and Vocabulary

Welcome to the final ICT group designed to help you practice grammar and expand your English vocabulary. As you know, grammar provides structure, ensuring that ideas are conveyed clearly and accurately, while vocabulary broadens the range of expression, allowing for more precise communication. Additionally, strong grammar skills enhance comprehension when reading or listening, and a rich vocabulary fosters deeper engagement with diverse topics.



The learning and practice of grammar and vocabulary rely on various factors, including the use of ICT, whose innovative features make this process more interactive, engaging, and dynamic. For example, digital platforms offer diverse resources, such as quizzes and games, to reinforce grammar rules and expand vocabulary effectively. In this context, I encourage you to review the table below, which includes resources for practicing grammar, a brief description of each, and the corresponding ICT icon.



Table 10*ICT to Practice Grammar*

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
British Council 	<p>This website offers interactive exercises, explanations, and games to strengthen your grammar skills.</p>	<p>Variety of materials tailored to different proficiency levels, ensuring learners can find content suited to their needs.</p>	<p>Some advanced learners may find the resources too basic for their level, limiting their opportunities for further growth.</p>
Duolingo 	<p>It is another app/website that combines grammar with other language skills in short, engaging lessons.</p>	<p>Free to use with optional paid features for an enhanced experience.</p>	<p>Focuses more on vocabulary and grammar, and less on conversational skills.</p>
Grammar Monster 	<p>It is a website that explains grammar rules in simple language and provides quizzes to test your understanding.</p>	<p>It offers concise explanations and quizzes, making it ideal for quick reference.</p>	<p>Lack of depth for advanced learners.</p>





WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Baamboozle 	<p>This platform gamifies learning by offering interactive quizzes and games.</p>	<p>It gamifies learning, making it fun and motivating for students.</p>	<p>It might not address effectively to those who prefer traditional learning methods over gamified methodology.</p>
<p>English Grammar in Use</p> 	<p>This app provides clear explanations and practice exercises for all levels.</p>	<p>It is highly detailed and structured, suitable for comprehensive self-study.</p>	<p>It can feel overwhelming for beginners due to its extensive content</p>

Nota. Quiñónez A, 2025.



Now it is time to review some useful resources for building your vocabulary. In Table 11, you will find the website names, tutorials to use them, their advantages and disadvantages, and the corresponding icons.



Table 11
ICT to Expand Vocabulary

WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
Wordwall Steps to Use Wordwall 	<p>It allows you to create activities such as matching games, quizzes, or word searches to practice grammar and vocabulary.</p>	<p>It offers customizable activities and games that address diverse learning needs.</p>	<p>Wordwall's free version has limited features.</p>
Memrise How to use Memrise to learn vocabulary 	<p>It combines videos, pictures, and spaced repetition to help you memorize vocabulary effectively.</p>	<p>It combines vocabulary learning with engaging visuals and spaced repetition techniques.</p>	<p>Memrise may feel repetitive for some learners over time.</p>
Quizlet Steps to use Quizlet	<p>It is a widely used platform for practicing vocabulary in English through digital flashcards, games, and interactive activities. It allows users to</p>	<p>The use of spaced repetition helps reinforce vocabulary retention effectively.</p>	



WEBSITE	DESCRIPTION	ADVANTAGES	DISADVANTAGES
	create custom study sets or access pre-made ones, making it versatile for learners of all levels.		Some advanced features, such as personalized learning paths, are only available in the paid version, which may limit access for some users.
Kahoot! Steps to use Kahoot 	It allows you to create quizzes on grammar and vocabulary that turn learning into an exciting game.	stands out for its competitive quizzes that foster collaboration and excitement in group settings.	It requires reliable internet access, which can be a challenge in certain environments.

Nota. Quiñónez A, 2025.

You might wonder how the resources mentioned above can be used in an EFL class to help your students practice grammar and vocabulary. To address this, I invite you to analyze the example below, which integrates Wordwall as a technological tool and gamification as a methodology to foster active participation and healthy competition. I am sure it will be beneficial for your training as a future English teacher. Let's begin. Imagine you are teaching your students about irregular verbs and their past tense forms. To gamify the lesson, create a Wordwall activity called "Matching



Pairs." In this game, students must match present-tense verbs with their past-tense forms, such as *go* with *went* or *see* with *saw*. To add a vocabulary component, include a simple sentence with each pair to give context, like "I ____ to the park yesterday" for the verb *go*.

Set up the activity as a team competition. Divide the class into groups, and assign each group a turn to match as many pairs as they can within a time limit. Wordwall automatically keeps track of scores, adding an element of excitement as students see their progress in real time. The team with the most correct matches at the end wins. To make the activity even more engaging, you can introduce bonus challenges. For example, after a team makes a match, ask them to create a sentence using the past-tense form of the verb they just matched. Award extra points for creativity or correct use of additional vocabulary. This encourages students to think critically and apply what they are learning. Throughout the game, celebrate students' successes and provide gentle corrections when needed. For example, if a student says, "I goed to the park," you could say, "Remember, the correct past tense is *went*. Can anyone think of a sentence using *went*?"

What did you think of this example? Would you apply it in your classes? What changes might you make? Reflecting on these questions will help you understand that combining strategies with technological resources is a key factor in developing students' skills. As a future English teacher, it is your responsibility to determine the best combination of ICT and strategies to apply in your class, considering factors such as your students' age, learning styles, topics, infrastructure, etc. Based on this, I invite you to complete the following activity, which will allow you to practice what you have learned in this section.

Ok. my dear students, It is your turn! I encourage you to complete the activities below, which will help deepen your knowledge and apply what you have learned in this section.





Recommended learning activities

1. Design an activity using an ICT tool and a strategy to help your students develop their writing, grammar, and vocabulary skills. Describe the steps of the activity, the tool you will use, and how it will encourage your students to learn. Be creative and think about how to make it engaging for them.

Note: Please complete the activity in a notebook or a Word document.

2. I encourage you to answer the following self-assessment to reinforce your understanding of the content studied in Unit 4.



Self-assessment 4

Answer the following multiple-choice questions based on the content studied in this unit.

1. What is the primary benefit of using online videos and streaming platforms like YouTube for listening skills?
 - a. They allow you to watch movies with subtitles in any language.
 - b. They provide exposure to authentic language in different accents and contexts.
 - c. They offer free access to language certification exams.
2. What is the main feature of LyricsTraining that makes it effective for language learning?
 - a. It teaches grammar rules through music theory.
 - b. It allows learners to fill in missing lyrics while listening to songs.
 - c. It provides a library of educational videos for free.



3. Which of the following is an advantage of podcasts for improving listening skills?
- a. They require learners to follow a fixed schedule.
 - b. They provide access to videos with subtitles.
 - c. They allow learners to listen on various topics anytime, anywhere.
4. What is a disadvantage of using the Voice of America (VOA) Learning English platform?
- a. It lacks transcripts for the audio content.
 - b. It may feel repetitive for advanced learners.
 - c. It only focuses on science-related topics.
5. How does gamification enhance learning in tools like Wordwall?
- a. By replacing traditional teaching methods with online tests.
 - b. By creating competition and making learning more engaging.
 - c. By offering unlimited access to resources without registration.
6. What is a unique feature of the Tandem app for speaking practice?
- a. It offers live speaking classes with certified teachers.
 - b. It connects users with native speakers for real-time language exchange.
 - c. It provides automated pronunciation feedback through AI.
7. What is the primary focus of Babbel's app lessons?
- a. Grammar rules for advanced learners.
 - b. Structured lessons on real-life conversational skills.
 - c. Gamified exercises for vocabulary building.
8. Why is the Kindle app beneficial for improving reading skills?
- a. It provides access to audiobooks without any subscription.
 - b. It includes built-in tools like a dictionary and translation features.
 - c. It offers guided exercises for reading comprehension.



9. How does the British Council's LearnEnglish website help learners practice grammar?

- a. By offering interactive exercises and games.
- b. By providing access to online grammar certification tests.
- c. By focusing on vocabulary-based exercises only.

10. What is a key benefit of using Grammarly for writing skills?

- a. It highlights passive voice and complex sentences for better clarity.
- b. It provides instant feedback on grammar, spelling, and style.
- c. It translates paragraphs into simpler language.

[Ir al solucionario](#)

Learning contents, resources and recommended activities



Week 16

Final activities

As we conclude Unit 4 and the second semester, I would like to congratulate you on your dedication and hard work throughout this term. Your commitment and effort have been truly remarkable, and I am confident that they will help you achieve great things.

Additionally, I encourage you to review the summary below, which outlines the topics you have studied in this bimester.

Unit 3: Learning Environments and Digital Competencies examines the concept of learning environments, emphasizing how technology transforms traditional educational settings. It also introduces emerging technologies, which play a crucial role in shaping modern classrooms by fostering interactive and personalized learning experiences. Furthermore, this unit highlights the roles of teachers and students in the technological learning environment,



stressing the need for adaptability and active participation in digital education. A critical aspect of this transformation is teachers' digital competencies, which enable educators to effectively integrate technology into their teaching practices. In this regard, the TPCK (Technological Pedagogical Content Knowledge) model is introduced as a framework that helps teachers balance technological tools, pedagogical approaches, and subject knowledge to enhance learning outcomes.

Building on these concepts, **Unit 4: Technological Resources for Improving EFL Skills** explores the role of Information and Communication Technologies (ICT) in language learning. It covers ICT to foster listening skills, providing students with access to digital resources such as podcasts and interactive audio materials to improve comprehension. Similarly, ICT to foster speaking skills introduces tools like speech recognition software and virtual conversation platforms to enhance pronunciation and fluency. Additionally, the unit examines ICT to foster reading skills, emphasizing the use of digital texts, e-books, and online annotation tools to improve reading comprehension. To complement this, ICT to foster writing skills focuses on the integration of grammar checkers and collaborative writing platforms that support language production. Finally, the unit addresses ICT to learn grammar and vocabulary, showcasing applications and online exercises that facilitate the acquisition and reinforcement of linguistic structures.





4. Self-assessments

Autoevaluación 1

Pregunta	Respuesta	Retroalimentación
1	b	The Internet is a global network of interconnected computer networks, allowing data exchange and access to vast information.
2	c	Domains ending in .edu, .gov, or .org are often more credible, but always verify the source.
3	b	HTTPS encrypts data for security, making it safer than HTTP, especially when sharing sensitive information.
4	b	A URL (Uniform Resource Locator) is the address used to locate resources on the Internet, such as webpages or images.
5	b	Netiquette promotes respectful and clear communication in digital spaces, fostering a positive online environment.
6	False	The Internet is a global network, while the Web is a system of interconnected documents and resources accessible via browsers.
7	False	Social networks also support language learning by providing opportunities for interaction, authentic content, and real-life practice.
8	True	Netiquette is crucial for clear and respectful communication, especially in educational and professional contexts.
9	False	AI supports teachers but cannot replace the critical thinking, emotional intelligence, and interpersonal skills that teachers bring to the classroom.
10	True	Protecting student data is essential to prevent misuse and ensure ethical use of AI tools in education.
11	b	Gamma App is an AI tool designed for creating and organizing presentations quickly and effectively.
12	b	A credible website typically provides clear contact information, including an address, phone number, and email.



Pregunta	Respuesta	Retroalimentación
13	b	Social networks can be distracting, so it's essential to focus on language-related content and maintain a balance.
14	b	Personalized learning with AI adapts to students' progress and needs, providing tailored support and feedback.
15	b	The Web enabled linking documents through hyperlinks, revolutionizing access to interconnected information.

[Ir a la autoevaluación](#)



Autoevaluación 2

Pregunta	Respuesta	Retroalimentación
1	b	Digital content creation involves producing and sharing ideas in digital formats, such as videos, blogs, or podcasts.
2	b	Ethical considerations, like respecting copyright and avoiding misinformation, foster a safe and respectful digital space.
3	b	Colors can direct attention and improve understanding by highlighting key elements and making text readable.
4	a	Canva offers easy-to-use templates for designing engaging and interactive infographics.
5	b	The AI Pedagogy Wheel helps integrate AI tools at various cognitive levels, promoting critical thinking and creativity.
6	False	Creating digital content involves technical skills like using tools and platforms to produce, edit, and publish materials.
7	True	AI tools enable tailored learning experiences and provide instant feedback, enhancing student engagement
8	False	Symaloo is a tool designed for organizing and managing digital resources through visual dashboards called webmixes.
9	True	A clear and contrasting color palette enhances readability and helps students focus on the content.
10	False	Ethics, such as respecting copyright and sharing accurate information, are essential for responsible content creation.
11	b	Google Scholar is an excellent tool for finding trustworthy academic articles, research papers, and scholarly resources.
12	b	Infographics help present complex information in a clear and visually appealing way, enhancing understanding.
13	b	Padlet allows students to share ideas, resources, and feedback in real time, encouraging active participation.
14	b	The Pedagogy Wheel supports using AI tools to foster creativity, analysis, and evaluation in students' learning.
15	b	While Mentimeter is user-friendly, its free version restricts the number of questions you can include in a presentation.



[Ir a la autoevaluación](#)



Autoevaluación 3

Pregunta	Respuesta	Retroalimentación
1	True	Learning environments influence key factors like motivation, participation, and achievement, making it essential for teachers to create optimal settings tailored to students' needs.
2	False	On-site environments provide immediate feedback through face-to-face interactions, helping students clarify doubts quickly.
3	True	Online learning provides flexibility and access to interactive tools, making it suitable for diverse learning styles.
4	False	Online environments often include tools like video conferencing to facilitate real-time interaction, though they may not fully replicate in-person communication.
5	True	Blended learning combines the strengths of both environments, allowing students to benefit from direct interaction and online flexibility.
6	False	Mobile learning enables students to learn anytime and anywhere, using devices like smartphones and tablets to access educational content.
7	True	VR and AI provide immersive experiences and tailored lessons, enhancing language acquisition.
8	False	Teachers play a critical role as facilitators, designers, and mentors, ensuring technology is used effectively to achieve learning goals.
9	True	Teachers must manage their digital identity responsibly to maintain professionalism and serve as role models for their students.
10	False	Protecting data is crucial for both teachers and students to ensure a safe digital learning environment.
11	True	Maintaining proper posture, taking breaks, and using ergonomic setups are essential for preventing physical health problems caused by prolonged technology use.
12	False	Copyright laws are important for respecting intellectual property and ensuring ethical use of digital resources.
13	True	The TPACK framework helps teachers design meaningful lessons by combining these three essential components.
14	False	Teachers must effectively manage and integrate both components to create a cohesive and successful blended learning experience.



Pregunta	Respuesta	Retroalimentación
----------	-----------	-------------------

15	False	Mobile learning provides interactive tools like apps, quizzes, and collaborative platforms, making learning engaging and dynamic.
----	-------	---

[Ir a la autoevaluación](#)



Autoevaluación 4

Pregunta	Respuesta	Retroalimentación
1	b	Online videos and streaming platforms help learners practice listening by exposing them to real-life conversations, accents, and contexts.
2	b	LyricsTraining enhances listening skills by training learners to recognize words and sounds through interactive exercises with music.
3	c	Podcasts are flexible and cover a variety of topics, making them ideal for practicing listening skills at any time.
4	b	While VOA Learning English is ideal for beginners, advanced learners might find the slower-paced content less challenging.
5	b	Gamification motivates students through competition and fun, making activities like matching games more interactive and effective.
6	b	Tandem facilitates authentic language practice by connecting learners with native speakers for live conversations.
7	b	Babbel's lessons are tailored to real-life conversations, helping learners improve their practical speaking skills.
8	b	Kindle enhances reading skills with tools like dictionaries and translation features, making it easier to understand texts.
9	a	The British Council's LearnEnglish website strengthens grammar skills through engaging exercises and interactive games.
10	b	Grammarly improves writing by giving immediate feedback on grammar, spelling, and style, helping users learn from their mistakes.

Ir a la autoevaluación





5. Bibliographic references

- Ahmad, S. F., Rahmat, M. K., Mubarik, M. S., Alam, M. M., & Hyder, S. I. (2021). Artificial intelligence and its role in education. *Sustainability*, 13(22), 12902.
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on Learning Motivation. *Journal of English Studies in Arabia Felix*, 2(1), 41-49. <https://doi.org/10.56540/jesaf.v2i1.51>
- Baker, R. S., & Hawn, A. (2022). Algorithmic bias in education. *International Journal of Artificial Intelligence in Education*, 1-41.
- Bodó, B., Helberger, N., Irion, K., Borgesius Zuiderveen, F. J., Moller, J., van der Velde, B., Bol, N., et al. (2017). Tackling the Algorithmic Control Crisis – the Technical, Legal, and Ethical Challenges of Research into Algorithmic Agents. *Yale Journal of Law & Technology*, 19, 133
- Foley, J. P. (2020). Ethics in Internet. *Journal of Interdisciplinary Studies*, 32(1/2), 179-192.
- Fuchs, C. (2022). *Digital ethics: Media, communication and society volume five*. Routledge.
- Georgetown University (2024). <https://library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>
- Gupta, A., Singh, S., Aravindakshan, R., & Kakkar, R. (2022). Netiquette and ethics regarding digital education across institutions: A narrative review. *Journal of Clinical & Diagnostic Research*, 16(11).

- Jiménez-García, E., Orenes-Martínez, N., & López-Fraile, L. A. (2024). Rueda de la Pedagogía para la inteligencia artificial: adaptación de la Rueda de Carrington. *RIED-Revista Iberoamericana de Educación a Distancia*, 27(1), 87–113. <https://doi.org/10.5944/ried.27.1.37622>
- Merriam-Webster (2024). <https://www.merriam-webster.com/dictionary/Internet>
- McCarthy, J.; Minsky, M.; Rochester, N.; Shannon, C. (1955). A proposal for the Dartmouth summer research project on artificial intelligence. *AI Magazine*, 27(4), 12–14.
- Microsoft. (July 18, 2024). *How to tell if a website is credible*. <https://www.microsoft.com/en-us/edge/learning-center/how-to-tell-if-a-site-is-credible?form=MA13I2>
- OpenAI. (2023). Chat GPT. Retrieved from <https://openai.com/blog/chatgpt> on 2 November 2024
- Tinmaz, H., Lee, Y. T., Fanea-Ivanovici, M., & Baber, H. (2022). A systematic review on digital literacy. *Smart Learning Environments*, 9(1), 21.
- Selwyn, N. (2019). *Should robots replace teachers?: AI and the future of education*. John Wiley & Sons.
- Smith, A., & Hutson, J. (2024). From concept to creation: The role of generative artificial intelligence in the new age of digital marketing. *Design+*, 1(1).
- Soler-Costa, R., Lafarga-Ostáriz, P., Mauri-Medrano, M., & Moreno-Guerrero, A. J. (2021). Netiquette: Ethic, education, and behavior on Internet—A systematic literature review. *International Journal of Environmental Research and Public Health*, 18(3), 1212.



Southgate, E. (2020). *Artificial intelligence, ethics, equity and higher education: A 'beginning-of-the-discussion' paper*. National Centre for Student Equity in Higher Education, Curtin University, and the University of Newcastle.

UNESCO. (2018). *Digital skills critical for jobs and social inclusion*. Retrieved from <https://www.unesco.org>

Zhou, L., & Li, J. J. (2023). The Impact of ChatGPT on Learning Motivation: A Study Based on Self-Determination Theory. *Educ. Sci. Manag.*, 1(1), 19-29. <https://doi.org/10.56578/esm010103>

