

# Multimedia Repository

Technologies and Digital Tools in Virtual Environments  
with a focus on **Teaching English as a Second Language (TESOL)**



**TESOL**

**Materials compiled by Professor Ana Palencia**

Content produced by students of QLU's Master of Applied Linguistics with specialization in **TESOL** (Teaching English to Speakers of Other Languages).

**For more information on this program, click here:**

<https://qlu.ac.pa/maestrias/maestria-en-linguistica-aplicada-con-enfasis-en-tesol>

## Introduction

More and more, teachers rely on the use of technology to capture the attention of their students, and as a means to accomplish learning objectives. This repository aims to provide teachers and education practitioners with information regarding tools that have become indispensable during the COVID-19 pandemic. These materials were proudly produced by students of our Master's Program in Applied Linguistics with Emphasis in TESOL (Teaching English to Speakers of Other Languages). During the course "Use of Technology for the Teaching of English", students examine current issues and new directions to understand the challenges for teachers and students when using digital tools and web-based resources. Throughout the course, they also explore a few applications and develop technology-enhanced activities particular to their teaching and learning contexts.

**We would like to share their work and experiences as they describe the following tech tools:**



### **A Few Google Apps**

**By Wayne Ho**

We teachers can sometimes be annoyingly perfectionist. It's not a secret that planning is the key to effective teaching and there is nothing wrong with it. We plan lessons; we plan activities; we plan tests; we plan meetings; we even plan our grocery shopping list! The Apps of Google Suite can significantly make our lives easier by providing us an array of useful tools for productivity. Planning tools like google calendar can help a teacher to plan



assignments, tests, projects; Google Keep can be used as a checklist for pretty much everything. Quizzes can be made by using [Google Forms](#). And of course, [Google Slides](#) and [Google Drawing](#) are powerful tools that are readily usable for students to do group discussion and presentation that are interactive and deep covering various levels of the [SAMR](#) model! Remember, Google is your friend.

*See, things can be done flashy and fast!*



## Google Forms

By Amy Summers



This is a cool way to create quizzes for students that could save teachers time from grading written quizzes. It can also be used to get measurable feedback from students by creating surveys. It is easy to use and easy to access. I like to use this to gather some information about my students before beginning the course so I can know best how to teach them and what needs they may have.

[Try this example out!](#)





## Google Slides

By Didier Chacon

I chose Google Slides because at this point it was easier for me and it is more friendly to apply the learning of using this digital app and make connections to my experience as a teacher. It was challenging for me to make this lesson, but the effort is worth it in order to move one step forward to Technology Enhanced Activities.

*How to talk about the weather?*

## By Francys Morales

Every time I needed to share information with my students, I would use the PowerPoint Platform, but now that I learned how to use Slides I find it a better tool for my classes. I actually already started working with it...



## *Why a better tool?*

There are several reasons why; I'm just mentioning three of them:

1. If I have to update the Slide, I don't need to upload it again because it automatically saves the changes, and those changes will be available for my students whenever they click on the Slide.
2. I can insert voice recordings, so if I want to Flip my classroom, my students will have access to the whole information just by listening to my voice recordings.

Those that prefer reading, can just review the info in their books; or they can do both things at a time, reading while listening to the voice notes.



3. I am also planning on creating shared Slides, providing topics to different groups, so we can work simultaneously over the same activity.

[This is an example of the Google Slides I'm planning to share with my students to flip the class.](#)



They will have access to the information at any time; they'll have the opportunity to read and listen to it at their own pace and the times they need it.

And finally, it is a very amazing opportunity for my students with Special Education Needs to go through the lesson without pressures of time, and if there is any gap, they'll be able to review the information whenever it's needed.



## Google Drawing

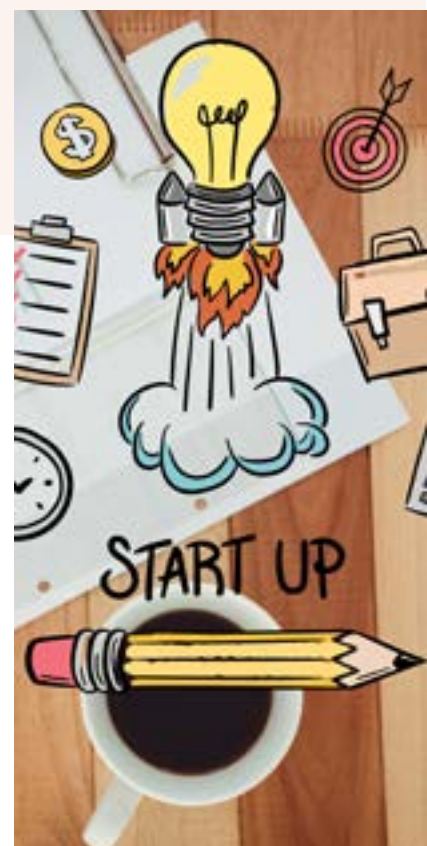
By Conrado Bowen

**OMG!!!** Google Drawing has changed my teaching life forever. It is a tool that serves as an interactive visual aid or poster. Educators can choose a main image or theme and then add links and other components to the image that students can click onto to further explore the topic. My favorite use of

the tool is a fun exercise I like to call ***"5min Research Hunt."***

Students are given five minutes to come up with an interesting and unique research hunt in which they find the image and relevant links and other bits of info to teach about the topic at hand.

**Check the link below to see a drawing I came up with about the Panama Canal:** [Click here to see the image](#)

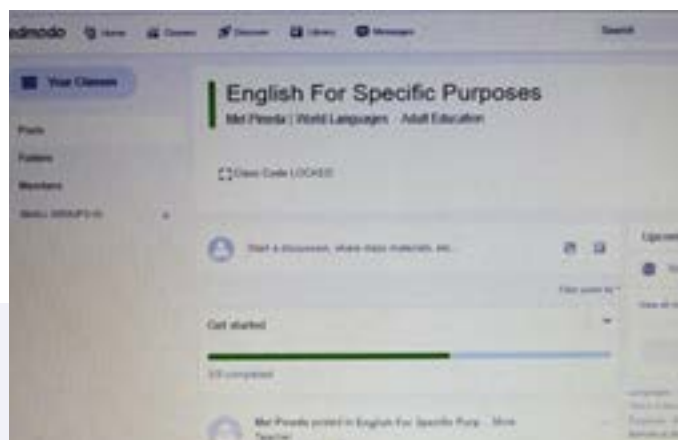




## Edmodo

By Melquisidec Pineda

I can say that [Edmodo](#) is an educational website that takes the ideas of a social network and refines them and makes the site appropriate for a classroom. With Edmodo, we can bring our classroom online: we can assign tasks, quizzes, and polls to students. We can also have infinite options in terms of sharing digital content, instructional videos, creating learning groups for students, and managing calendar events. Badges are another fun feature, allowing us to monitor the progress of student groups



and issue awards for their achievements. Something that caught my attention is that parents can join the class to bring a level of transparency that is difficult to achieve without technology.

I had the chance to create an online course called "English for Specific Purposes". In my online course I interacted with other colleagues and I could assign it. It was the first time using Edmodo and it was really engaging and interesting.

## By Robert Garcia

Edmodo is an educational technology company offering a communication, collaboration, and coaching platform to K-12 schools and teachers.

### [My Experience with Edmodo](#)

## Book Creator

By Anabella Pederson

### No publishing experience required!

Yes, it's true. You don't need to have any type of publishing experience to create your own book. Sweet!! [Book Creator](#) is one of the super easy, interactive apps that you can use for your class when you want to incorporate digital content without having to read a thirty-page manual. It's click here, click there, and you are all set. What a fun way to start the creative juices flowing from your students by beginning a book and then having them finish it.



## By Laura Phillips

Book creator is an amazing easy-to-use digital book-making tool with limitless options. It's available for both the iPad and the web (including Chrome). With guidance, even students in early elementary school grades can use this app to produce and publish their own simple books or comics with images, videos, and audio.

I learned about this app during this course and worked with it immediately creating short stories. While using this app, I thought about how I can ask students to record a story that will help me evaluate their pronunciation and writing skills. Although the app provides the system voice, I will ask students to use their voice.

**Anabella and Laura created this [short story in class](#).** Please click on the link to watch.



## Brainscape

By Saul Quiros

The activity consists in describing a group of assorted fruit that are well-known for our children. With the purpose of encouraging them to speak, we decided to use Michael Lewis's Lexical Approach. We have created a series of flash cards with a short definition that includes the shape, color and texture of the fruit. In this way they can associate fixed phrases and lexical chunks and produce little by little dialogues and relevant information about common notions that are part of their daily life.

**Class link:** <https://www.brainscape.com/p/1SDHY-LH-8S8NJ>



## Technology Enhanced Activities

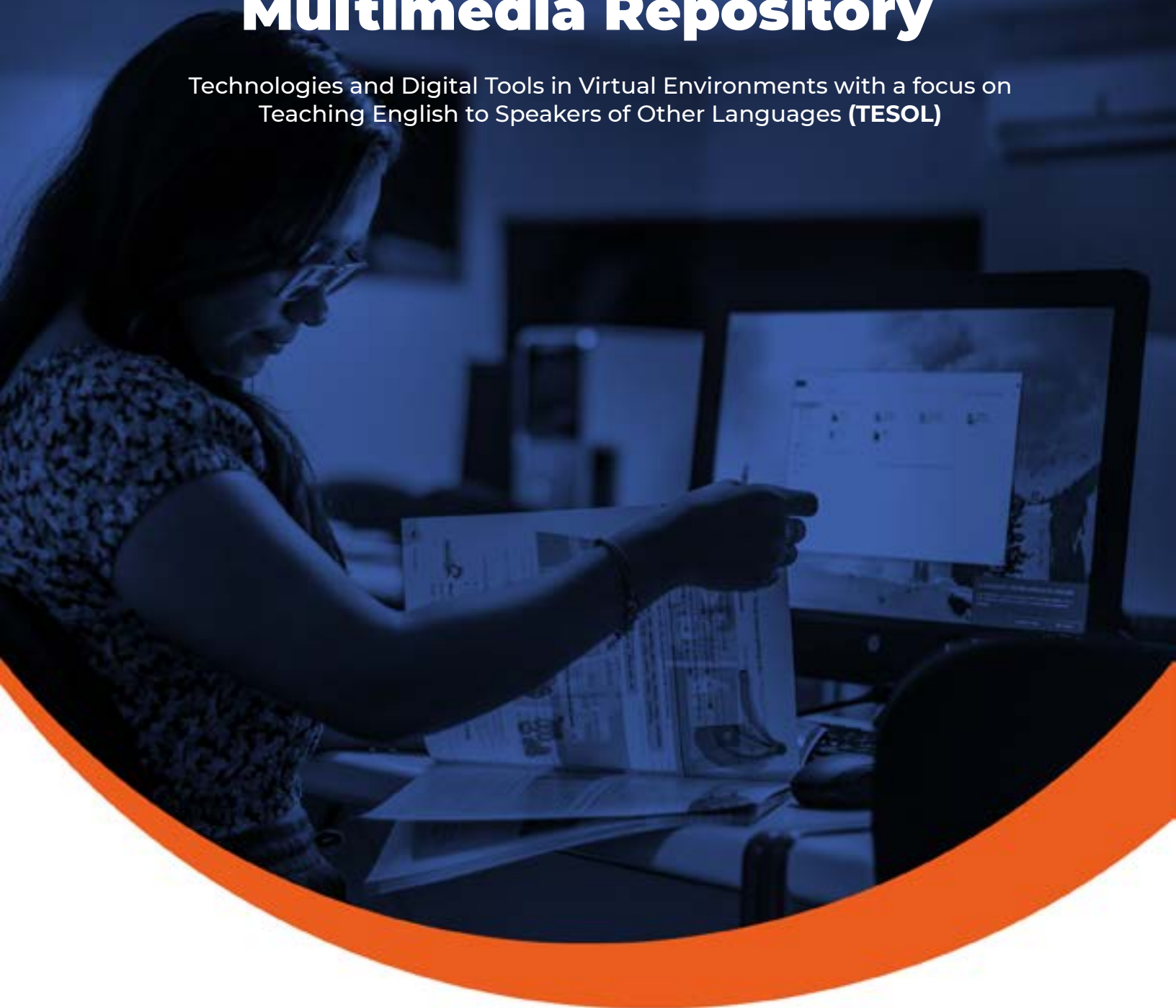
By Gilma Montecer

A few technology enhanced activities are shared in [this Google Slides presentation](#)



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[WWW.QLU.PA](http://WWW.QLU.PA)



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