

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



RESEARCH TOPIC:

The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020

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ABSTRACT

The methodology of the different subjects of the Bachelor of Arts in English, Teaching Option of the Foreign Language Department at the University of El Salvador was facing a difficult situation due to the forced use of technological tools and Learning Management System of technology specifically the use of the Learning Management System Moodle Campus UES to make it part of the remote learning methodology due to the Pandemic of COVID-19. In response to this problematic, the purpose of this bibliographical research was to determine the benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020. In order to achieve this purpose, the recollection of information from other researchers was necessary as well as some surveys for students and interviews for professors from the Practice Teaching II subject. The results determined the benefits and drawbacks that the use of the learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option; described why the Practice Teaching II professors use the Learning Management System Moodle Campus UES; listed the characteristics of the pedagogical mediation and identified the assessment approaches when using it. The Foreign Language Department can use this study for further analysis of the methodological and instructional adaptations in the aforementioned course for the learning process of a foreign language with quality through the Learning Management System Moodle Campus UES.

Key words: Learning Management System, Moodle, remote learning, methodology, pedagogical mediation and assessment approaches.

INTRODUCTION

Traditionally, education is offered in classrooms where students attend all the classes to interact with professors and other students to develop knowledge. “As technology continues to improve, the workplace and the classroom continue to transform with the introduction and combination of new technologies” (Wasko et al., 2011). “Over four decades, a Learning Management System has been a significant disruptor to adult and higher education, owing to the demand for the product and its ability to connect and integrate the relationship between instructors and students in a knowledge-sharing online environment” (Scoonenboom, 2014). Furthermore, “The Education field experienced a paradigm shift and is now moving away from physical classroom learning to distance education or virtual learning” (Sadikin, 2019) For instance, “A Learning Management System is considered to be a course management platform for instructors to design, develop, and prepare their classroom to deliver online education to their students” (Walker, 2006).

In El Salvador, due to the Pandemic of COVID-19 the process of Education has been affected and many universities had to move rapidly from a physical environment to an online learning process through the Learning Management System such as Moodle Campus UES because of the health emergency and that is the case of students of Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department at the University of El Salvador. Furthermore, “Moodle (Modular Object-Oriented Dynamic Learning Environment) was released in 2002, the educational and business model behind its design came out of a pedagogy-oriented approach” (Minovic, 2012). At the same time, “Moodle is the preferred learning management system utilized by many universities to manage E-learning activities; since it is considered to be more affordable compared to other Learning Management Systems. Based on its unique features and capabilities, several universities embrace this technology and encourage their faculty members to utilize the platform to manage their classroom learning activities and monitor students’ activities and performance” (Korte, 2009). That is why; the Foreign Language Department has adapted the use of Moodle

Campus UES as part of the remote learning methodology due to the Pandemic COVID-19 during semester II, 2020.

Finally, the research is divided in five chapters; Chapter I presents the statement of the problem, composed of the importance, research questions and objectives. Then, Chapter II, key terms, historical background and theories that are useful and valid for the topic are exposed. Likewise, Chapter III refers to the methodology of the research, it includes the type of research, research design, methods, sample, instruments, data collection procedure and the data analysis. Additionally, Chapter IV is related to the data results obtained from the surveys and interviews; as well as the analysis and interpretation of data collected including a global analysis and interpretation. Besides, Chapter V, conclusions and recommendations about the topic are stated based on the research, analysis and interpretation; and Chapter VI includes the bibliography and appendices of the research.

INDEX

CHAPTER I: STATEMENT OF THE PROBLEM

1.1. Importance	12
1.2. Research Questions.....	17
1.3. Objectives	18

CHAPTER II: THEORETICAL FRAMEWORK

2.1. Key Terms.....	20
2.2. Historical Background	
2.2.1. <i>The evolution of technology.....</i>	22
2.2.2. <i>The use of Learning Management Systems.....</i>	25
2.3. Learning Management Systems	
2.3.1. <i>Learning Management System Vs Content Management System.....</i>	28
2.3.2. <i>Main features.....</i>	30
2.3.3. <i>Learning Management System in Education.....</i>	31
2.4. Benefits of using Learning Management System in education.....	32
2.5. Professor- student's mediation through the use of LMS	34
2.5.1. <i>Synchronously and Asynchronously communication.....</i>	35
2.6. Assessment.....	37
2.7. Moodle	
2.7.1. <i>Definition.....</i>	39
2.7.2. <i>Functionalities.....</i>	40

2.7.3. <i>Characteristics</i>	42
2.8. Theories	
2.8.1. <i>Social Constructivism</i>	44
2.8.2. <i>Constructivism in Education</i>	45
2.8.3. <i>Online Collaborative Learning by Linda Harasim</i>	46
2.8.4. <i>The community of inquiry model for online learning environments</i> <i>by Garrison, Anderson & Archer</i>	47
2.8.5. <i>Theory and Practice of Distance Education</i>	49
2.8.6. <i>Theory of Interaction and Communication</i>	50
2.8.7. <i>Connectivism by George Siemens</i>	51
2.8.8. <i>Remote Learning</i>	54

CHAPTER III: METHODOLOGY

3.1. Type of Research	58
3.2. Research Design	58
3.3. Methods	58
3.4. Sample	59
3.5. Instruments	59
3.6. Data Collection Procedure	60
3.7. Data Analysis	61

CHAPTER IV: ANALISYS OF THE RESULTS

4.1. Data Results

4.1.1. <i>Survey Results</i>	63
4.1.2. <i>Interview Results</i>	73
4.2. Analysis and Interpretation of Data	
4.2.1. <i>Analysis of Surveys Results</i>	86
4.2.2. <i>Analysis of the Interviews</i>	88
4.2.3. <i>Data Global Analysis</i>	90
4.2.4. <i>Data Global Interpretation</i>	94

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions	99
5.2. Recommendations	101

CHAPTER VI: BIBLIOGRAPHY AND APPENDIX

6.1. Bibliography	104
6.2. Appendices	
6.2.1. <i>Appendix A</i>	117
6.2.2. <i>Appendix B</i>	121
6.2.3. <i>Appendix C</i>	122
6.2.4. <i>Appendix D</i>	123

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. IMPORTANCE

The findings of this bibliographical research will redound in the benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to the students of Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.

It is also relevant since nowadays, having access to technology and internet is possible for almost every person in the world (Max Roser, 2015); in addition, technology has changed all life's domain and the education field is not the exception. The role of technology in this field is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and also as a tool to enhance the entire learning process, which is the reason why modern technologies are demanding that teachers learn how to use them in their teaching. Gressard and Loyd (1985) asserted that teacher's attitudes towards computers are a key factor in the successful implementation of information and communications technology (ICT) in education. They pointed out that teachers do not always have positive attitudes towards computers and their poor attitudes may lead to a failure of computer- based projects (R. Raja, 2018).

In spite of worldwide, there are concerns amongst adults and higher education institutions regarding online learning disrupting traditional classroom learning (Reid, 2019). Higher education institutions have increasingly adopted information and communication technologies (ICTs) and the Internet as tools for teaching, curriculum development, staff development and student learning (Kumpulainen & Usluel, 2007, 2008). These institutions extensively use ICTs and the Internet to develop alternative options for delivering courses to students a task that entails guaranteeing the effective use of technologies in facilitating communication and activities that support education (Alkhalaf, 2012).

Moreover, technological advances have revolutionized teaching and learning processes (Aristovnik, 2012). For instance, the emergence of new technologies, the rapid expiration of knowledge and training, the necessity of just-in-time information delivery, and the need for more cost-effective teaching methods have transformed teaching-learning practices (Fry, 2001).

Thanks to technological developments like digital cameras, projectors, mind training software, computers, power point presentations or 3D visualization tools; technology has the potential to increase access to education and improve its relevance and quality. Due to the constant innovation of technology and the increasing proliferation of computers and smartphones, education has been allowed to transform workplaces and classrooms adopting new technologies in them; this has led to the invention of the virtual workplace, where people widely separated by geographic boundaries are able to work together as a single organization using virtual environments, Computer Mediated Communication (CMC), and other methods of long distance communication (Kim, 2017). For instance, at present, it is not necessary to be physically in the classroom because of the online learning process; several universities are implementing different online degree programs in order to allow a huge quantity of learners to be part of them; it means that distance learning and online education have become an important part of education system in recent times.

As consequence, in recent times with the evolution of technological learning, the use of Learning Management Systems (LMS), software designed specifically to create, distribute and manage the delivery of educational content; is becoming important, since they offer a smart alternative to educational institutions, providing scenarios which allow instructors to deliver customized content, monitoring learners' participation, leverage various pedagogical models, and engage their students much better than previously possible (Hurix, 2020). Nowadays, because of the global health emergency, the adoption of a LMS has become a necessity in education since it provides centralized learning, unlimited customization options, easy upgrades and

robust evaluation systems that simplify the learning process, not only in basic levels but also in intermediate and higher levels of education.

Thenceforth, it is crucial to know that technological sources such as LMS can be used in several educational fields, facilitating the access to lessons, tests, lectures, and interactive content; making those academic institutions integrate traditional classroom practices with technology and self-education. Even if there exist many different LMS such as; Schoology, Canvas or Google Classroom; one that is recently becoming popular, especially among small academic institutions is Moodle (Modular Object-Oriented Dynamic Learning Environment) (Fenton, 2018). This Learning Management System is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments (Moodle Docs, 2020).

Along with the growth of internet use, many approaches have been developed and supported with internet and Moodle has been one of them. Teachers and learners have had to adapt their needs to this new era. Today, especially during the COVID-19 Pandemic professors have been using the Moodle Platform to give instructions to the students and in that way continue with the learning process.

Moreover, Moodle is considered to be the most widely used learning management system in academic and enterprise institutions in the world. Specifically, it has 144,332,474 users in 228 countries (Moodle, 2018). Moodle has a simple interface and it is continually reviewed and improved to suit the needs of its users. Also, Moodle has been translated into more than 120 languages and it can be customized to meet its users' needs (Moodle, 2018).

According to the facilitation of the Moodle, not only do functions of online learning give opportunities for active discussions, idea sharing, and information changing, but they also provide a means to cooperative learning for students. The role of the instructor in such an environment is to facilitate student generation of information as well as the sharing of that information, not to control the delivery and pace of it. (Dennis, 2010). But a key goal of activities is to apply exercise and

experience of the participants to a group problem solving time that helps participants accomplish something that they could not achieve individually.

Furthermore, according to Doolittle 1999, Moodle can provide a unique opportunity for students to engage in social negotiation and mediation in the form of asynchronous (e-mail, threaded discussions) and synchronous (simulations, web-based data collection, and ill-structured problem solving) technology. Moreover, these online communications are facilitating social negotiation and mediation to occur across both time and distance (Wood, 2010).

Rice (Dennis, 2010) states that Moodle offers great flexibility for instructors and students in their learning process because the instructor can add, move, and modify the course materials and grade tools easily in the Moodle environment. Also, Winter points out that providing feedback to students for assignments and tracking them are easy in the Moodle. For example, discussions can be split from main discussion into new discussion and students may take posts of discussion forums via email. Besides that, three default course templates arranged by week, by topic, or a discussion-focused social format are provided by the system. In Addition, it enables instructors to create new course or content templates. (Cagiltay).

In recent years many universities such as the university of El Salvador have been experimenting with a process which has made some changes to its functioning. Now, in El Salvador the way of teaching has changed professor's and students' lives because of the Pandemic of COVID-19. For instance, LMS, Learning Management Systems, have had a profound impact on, and are now present in a great number of all areas in this domain. An example of a popular open source LMS is Moodle, a Learning Management System which first version was released in 2002 (Evans & Underhill, 2013), is used widely in academic institutions and universities. In other words, Moodle is considered a strong competitor to the commercial LMSs and it is usually the first LMS to be chosen when a robust, secure and integrated e-learning system is needed without any licensing fees (Ivanc et al., 2012).

Furthermore, Moodle is a full package that supports some or all aspects of course preparation, delivery, communication, participation and interaction (Collis

and Boer, 2004). Moodle is easy to use and provides a good communication tool, discussion area, group space, workspace, and makes learning more interesting. (Chen et al., 2011). It also functions as a single window for all kinds and levels of interactions for students, teachers and administrators (Georgiakakis et al, 2005). MOODLE can provide a low-cost solution in classrooms, particularly for schools (kennedy, 2005).

In the same way, Moodle allows to build dynamic and effective online learning sites for teachers and students and it is highly popular because of its ease of use and economy (Hui Hsu, 2012). For instance, materials can be used in instructional technology and material design courses. The benefits of Moodle are not restricted to materials development. Its functions are equally advantageous, thus extending the use of this learning platform beyond being a repository of materials. (Celik, 2010)

Since Moodle has many features that are advantageous for professors as well as students in a university level and adding the fact to have a pandemic that overcomes El Salvador frontiers; it is shown that a Learning Management System such as Moodle Campus UES is extremely useful to successfully achieve the learning process of a foreign language and that is the case of students of Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department in the remote learning methodology of the course during the semester II, year 2020. Besides, the results of this bibliographical research are significant to appreciate the adoption of the Learning Management System (LMS) Moodle Campus UES since this LMS allows students to participate actively in the educational process regardless time and place, because professors are provided of various tools to support them to learn and communicate effectively.

1.2. RESEARCH QUESTIONS

The bibliographical research is focused on the use of the Learning Management Systems, Moodle Campus UES during the course of Practice Teaching II, basing the information on the mandatory conditions to be implemented in the remote learning methodology, as well the mediation educator-learner and the assessment approach used to achieve a suitable learning process. That is the main reason why it is unavoidable to formulate questions that will help to fulfill the necessities of the research.

1.2.1. General question

What are the benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course to implement it as part of the remote learning methodology of the course during the semester II, year 2020?

1.2.2. Subsidiary questions

- Why do the Practice Teaching II professors use the Learning Management System Moodle Campus UES as part of the methodology implemented for the remote learning modality during the semester II, year 2020?
- What are the characteristics of the pedagogical mediation when using LMS Moodle Campus UES in the Practice Teaching II subject?
- What are the assessment approaches that professors use to evaluate the Practice Teaching II subject through the LMS Moodle Campus UES?

1.3. OBJECTIVES

To arrive to a better comprehension of the bibliographical research, it is necessary to point out the main goals in which the research work will be based on. Taking into account that the Learning Management System, Moodle Campus UES have been facilitating online education since the beginning of the pandemic of COVID-19, the research team will focus on finding the benefits and drawbacks that it brings to the students of Practice Teaching II course.

1.3.1. General objective

To determine the benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course to implement it as part of the remote learning methodology of the course during the semester II, year 2020.

1.3.2. Specific objectives

- To describe why the Practice Teaching II professors use the Learning Management System Moodle Campus UES as part of the methodology implemented for the remote learning modality during the semester II, year 2020.
- To list the characteristics of the pedagogical mediation when using LMS Moodle Campus UES in the Practice Teaching II subject.
- To identify the assessment approaches that professors use to evaluate the Practice Teaching II subject through the LMS Moodle Campus UES.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. KEY TERMS

In order to provide a better understanding on the key terms and acronyms used during the development of this bibliographical research, here is a list of them with the corresponding definitions:

- **Instructional Technology:** According to the Association for Educational Communications and Technology (AECT), instructional technology is: "The theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning." It means that Instructional Technology involves the application of theory from different fields, developing learning materials and using it, and evaluating the outcome from the point of learner and professional teachers. Here the focus of technology is to enhance or facilitate learning (Kurt, 2007).
- **LMS:** A Learning Management System (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for eLearning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators (Pappas, 2017).
- **E-learning:** E-learning typically refers to the online interaction between a student and a teacher. Basically, the training is received through an online medium, even though the teacher may be in the same building. E-learning can be used in a classroom or an online setting (courses, 2020).
- **Remote Learning:** Remote learning is when the student and the educator, or information source, are not physically present in a traditional classroom environment. It provides an opportunity for students and teachers to remain connected and engaged with the content while working from homes (Education, 2020).

- **Online Learning:** Online learning refers to the idea of using online tools for learning. Basically, an online course implies a distance between the student and the teacher. Lectures, assignments, tests are all enabled by virtual platforms (portals, 2020).
- **Moodle:** The acronym MOODLE stands for Modular Object-Oriented Dynamic Learning Environment. Moodle is an Open-Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one personal computer or one at a web hosting company (Moodle, Moodle, 2020).
- **Pedagogical mediation:** It is defined as the teacher-student relationship in the quest for learning as a process of knowledge construction. Such a process is based on the critical analysis of the collective experiences and the work process (Sciences, 2018).
- **Assessment approaches:** A process of measuring and analyzing a performance or product to provide quality, timely feedback for improvement (Apple, s.f.).

2.2. HISTORICAL BACKGROUND

2.2.1. *The Evolution of Technology in Education*

The technology of education aims to improve the effectiveness of the teaching and learning process (Ellington et al., 2003) As technology continues to be an integral part of every day's lives, the need for technology education becomes ever more crucial. Therefore, the profession of education has undergone many changes in teaching approaches, course assessments, roles of teachers and students, mainly through the integration of technology. (Keith Courville, 2011). As a result, technology and education have been brought together, which has changed the classroom as well as the roles of the teachers and students. (Pringle, Dawson, & Adams, 2003).

Since technology continues to improve, the workplace and the classroom continue to transform with the introduction and combination of new technologies. In addition, the increasing proliferation of computers and smartphones has allowed to expand the bounds of the workplace; this has led to the invention of the virtual workplace, where people widely separated by geographic boundaries are able to work together as a single organization using virtual environments and other methods of long-distance communication (Wasko et al., 2011).

Certainly, there are some authors that explain the origins of the educational application of the term Information and Communication Technology (ICT), as deriving from previous terms like Information Technology (IT) and new technologies. Therefore, "the addition of communication to Information Technology (IT) emphasizes the growing importance attributed to the communication aspects of new technologies while Information and Communication Technology (ICT) are generally related to those technologies that are used for accessing, and gathering, manipulating and presenting or communicating information. These technologies include hardware (computers and other devices), software applications; and connectivity (access to the Internet, local networking infrastructure, and video-conferencing)" (Anderson and Glen, 2003).

In the 1970s, researchers invented the microcomputer that began a new phase for educational technology. Parallel to the widespread usage of Information Technology (IT), the usage of educational technology grew (Matta & Kern, 1989). Moreover, IT had the potential to facilitate higher-order learning, problem solving, creativity, and integrated skills development (Stites, 2004).

On the other hand, Information and Communication Technology (ICT) is increasingly becoming a bigger and more important part of students' everyday live (Lonn & Teasley, 2009). Over the past three decades, governments and education systems around the world have regarded the use of ICT as an important issue for improving the effectiveness of teaching and learning (Plumb, Anderson, & Qualex, 2009). So, Information and Communication Technology (ICT) refers to information-handling tools that are used to generate, store, process, distribute and share information (UNDP, 2001).

Also, the use ICT in education is obviously not a new rally for the protection and promotion of life. In particular, there are many evidences that the use of ICT in education provides positive pedagogical, social and economic benefits (Rodrigo, 2001). For instance, with the help of ICT, students and teachers can more easily handle assignments and communicate across time and space (Chen, 2011).

Additionally, there is another process that has had an impact in the Education domain and the learning process directly, that is the case of E- learning. E-Learning is both cause and result of significant changes in the definition of education concept, as well as changes in the understanding of how it should be organized and managed (Peters, 2003). E-Learning is a planned learning process that occurs in general, in a different place other than a regular school, and as a result, it requires special techniques of course design, special forms of instruction, special methods of communication through electronic and other technologies, as well as essential organizational and administrative arrangements. Organizations that deploy E-Learning should be studied and evaluated as systems. A system includes subsystems of knowledge sources, creation, transmission, interaction, learning and management. In practice, the more integrated they are, the greater the effectiveness

of the E-Learning organization (Moore & Kearsley, 2007). Besides, an E-Learning system consists of all components and processes that operate when distance learning and teaching occurs (Rosenberg, 2001). It includes learning, teaching, communication, creation and management (Peters, 2003).

Furthermore, E-learning implies important changes in the culture and structure of the institutions that decide to adopt it (Moore & Kearsley, 2007). It also assists in the production of new knowledge backed by IT, and an integrated view of it can enable the creation and management of internal and external processes as parts of a great organizational system (Viera et al., 2005). The application of Information Technology (IT) in E-Learning has enabled possibilities that include, from the administrative to the pedagogical elements, expansion and management contexts (Souza, 2005). The evolution of IT presents new aspects to the quality advance and improvement of e-learning courses. Its technological structure has an important role in this context; it is understood that one can outline courses and provide the acquisition of knowledge from techniques and appropriate technologies (Pimentel, 2011).

Finally, it is more than evident that there cannot be education without technology since it is an important part of it by facilitating the teaching and the learning process and being a clue at the same time in both processes. With technology in education, it is possible to face any physical barrier, especially when there are some situations that threaten with interfering with teaching and students' learning.

2.2.2. Learning Management Systems

A Learning Management System (LMS) provides students and teachers with a set of tools for improving the learning process and its management, and functions as a support in the traditional classroom education as well as in distance education (Stantchey et al., 2014). In addition, A Learning Management System (LMS) seeks to automate the administration of the courses, to record users, to record courses, to record information about the learning process and to provide reports to the course administration (Countinho, 2009).

Meanwhile, there is another author that points out that a Learning Management System is a software used to plan, implement and evaluate a specific learning process (Almrashdeh et al., 2011). Furthermore, a Learning Management System mediation involves both the acquisition of competences and communication skills of all teachers and students, and a greater concern to create interaction moments and practical application possibilities of collaborative work, with that learning process happening in a participatory manner. For that, the teacher relies on communication devices, such as chat rooms, forums, blogs, video blogs (Souza, 2005)

There exist some researches, and books which are about Learning Management Systems, virtual learning and some specific platforms. For example, there is a research that has been carried out by the University of El Salvador about the use of the virtual platforms as an alternative to keep the students and teachers engaged in the learning process at the University level. One of the researches that provides information related to the main topic is “EL USO DE PLATAFORMAS VIRTUALES EN LAS ASIGNATURAS CORRESPONDIENTES AL PRIMER CICLO DE ESTUDIOS DE LA CARRERA DE LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE CIENCIAS Y HUMANIDADES DE LA UNIVERSIDAD DE EL SALVADOR COMO UN ENTORNO DE ENSEÑANZA-APRENDIZAJE ALTERNATIVO ANTE LAS LIMITACIONES DE ESPACIO FÍSICO ACTUALES.” (VÉLASQUEZ, 2018). The research is mainly about implementing the use of Virtual platform at the University of El Salvador with the purpose of finding

alternatives to reduce the overpopulation and lack of classrooms availability for receiving new students, something that the University has been facing for a few years.

Moreover, another study conducted by Araujo Júnior and Marquesi (2009) supports that “a Learning Management System, widely spreads as LMS and, hence the use of this acronym in this study may be defined, in the user perspective, as a virtual environment that aims to simulate face-to-face learning environments with the use of Information Technology. In a Learning Management System, the interaction happens through devices that enable communication either synchronously or asynchronously, allowing the creation of different strategies to encourage a dialogue and active participation of students.” (Oliveira, 2016).

There are several Learning Management Systems options in the market (Sacco & Garrido, 2007); for example, there also is another study carried out by Dr. Lester Reid called “Learning Management Systems: The Game Changer for Traditional Teaching and Learning at Adult and Higher Education Institutions. In this study the author mentions that higher education is breaking all the paradigms by moving from physical to distance education or virtual learning. The research emphasizes in the perceptions that students have about the use of Learning Management Systems in higher education and because of that, the author mentions some Learning Management Systems platforms such as Blackboard, Moodle and Canvas. The most important remark in the research is that the author affirms that “based on its unique features and capabilities, Moodle is the preferred learning management system utilized by many universities around the world to manage e-Learning activities; since it is considered to be more affordable compared to other Learning Management Systems.” (Dr. Lester Reid, 2019)

Clearly, “Moodle is the world’s most widely used Learning Management System (LMS). It is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments.” (Moodle M. d., 2020). It means it provides educators across all levels and industries with a highly functional, flexible, and

interoperable digital learning solution through open-source technology. That is why universities such as the University of El Salvador are using the LMS Moodle as a remote learning for delivering instructional information to students who are not physically in the classroom because of the recommendations by the World Health Organization (WHO) during the Pandemic, COVID emergency.

Likewise, at the beginning of the COVID Emergency, professors at the University of El Salvador started to deliver instructional information through online videos, guidelines, applications and social media. Nevertheless, it was really difficult to have a complete and adequate learning process through these means; that is why the Foreign Language Department looked to democratize the remote learning process through the Learning Management System Moodle Campus UES.

2.3. LEARNING MANAGEMENT SYSTEM

2.3.1. Learning Management System or Social Networking Sites as remote learning methodology?

Throughout the year 2020, professors have had to affront new challenges that the Pandemic of COVID-19 has added to their jobs, they have not only to start working in their lessons, but also to think about which is the best way to develop their courses for learners to receive a quality education process; considering that they must adapt student's necessities to a remote learning methodology.

Nowadays, thanks to the evolution of technology and its immersion in the educational field, professors have access to a large variety of virtual mediums that can help them develop their lessons. Whether there exist many different technological mediums to develop a course, professors are leading their attention to the Learning Management Systems (LMS) and the Social Networking Sites (SNS) even if both of them were thought and created to accomplish completely different functions.

First, a Learning Management System is a software application or web-based technology used to plan, implement and assess a specific learning process (Rouse, 2019). What means that a LMS is providing professors with a simple way to create and deliver academic content, monitor learner's participation and assess their performance through the use of a technological medium during the course. Besides, the use of a good LMS helps make learning interesting, engaging learners so they take a more active role in their own development. By contrast, a Social Networking Site is a web-based tool that allows users to develop a public or semi-public profile, electronically communicate with other users with whom they share a connection, and view and comment on their list of communications with other members of the group (Boyd and Ellison, 2007). Aside from the social purposes, in recent times, the social media tools are very welcome in the educational area particularly in higher education. Most of the stakeholders in a university environment, integrate these tools

in their teaching purposes, allowing students to get communication with classmates, share files, documents, etc. and professors can upload videos, documents on their blogs and wikis (Dr, 2014).

Further, it is considered that the main objective of a LMS is to enhance the learning process because it not only delivers content, but also handles registering courses, their administration, skill gap analysis, tracking, and reporting during the development of a course; which is the main reason why it has been implemented to improve teaching and learning methodology (Sharma, 2015). Contrarily, a Social Networking Site can be used by every student and professors to interact with others within a specific course (Sanaa, 2018), what allows to potentialize their communication and interaction, but not to have a specific record of the learning progress of each student.

At this point, it can be said that the use of LMS in higher education institutions has been very extensive since the basic characteristics that they offer, makes the organization and distribution of course content in a very simple and useful mode to learners. Since the primary function of a LMS is just to deliver lesson content to the students, granting that students are mainly concentrating only on the substance of the lesson topic. On the other hand, through the use of Social Networking Sites students are being distracted during the learning process because in most of the cases they shift their attention in many different directions (Dr, 2014).

So now, by comparing the main purpose of each term, Learning Management System and Social Networking Site, it is understood that although in both cases it can be established a good communication and interaction between learners and professor; LMS such as MOODLE, Edmodo and Blackboard differ greatly from social networking sites as Facebook, or WhatsApp, as remote methodology to develop their courses.

Chart 1

2.3.2. Learning Management System and Social Networking Sites Features

Learning Management System	Social Networking Sites
Accessibility , from any type of technological device.	Free web space , each member is provided with a space to publish content.
User-friendly interface , facilitating users' navigation.	Free web address , each member gets a unique web address that become the identity of that individual.
E-learning assessment tools , adaptable to administrator's necessities.	Build profile , that serves to identify members and to be in connect with members with similar interests.
Course and catalog management , in order to deliver a more targeted learning experience.	Upload content , text messages, photographs, audios or videos; in real time, appearing in the platform instantly.
Social learning capabilities , allowing users to interact among them.	Build conversations , content posted can be commented by members who form part of the community.
Gamification , administrators can create more interactive courses.	Create pages , where can be posted articles or photographs related with the topic; or they can promote a business.
Localization , including multilingual support features, avoiding that the content can be affected for language barriers.	
Artificial intelligence , creating personalized learning experiences.	

Note, information taken from "Learning Management System (LMS)", by Rouse M., 2019, TechTarget Network (Rouse, 2019). And "8 keys characteristics of Social Networking Sites", by Saxena S., 2013, easy media (Saxena, 2013).

2.3.3. Learning Management System in Education

A LMS is not only designed to help an individual develop, manage and provide online courses and programs to learn, but also it provides a platform for the students and instructors to learn and highlight their skills (Software Testing Help, 2020). That is the main reason why there exists a large quantity of LMS in the technological market, for instance:

Chart 2. Examples of Learning Management System

LMS	Description
MOODLE	It is open-source and is supported by a global community of developers due to which localization becomes easy and is highly configurable.
LITMOS	Is excellent in managing the resources, tracking the user progress and generating feedback reports on their performance.
CANVAS	Is best suited for education and helps to make learning simple and easy and thereby increases the productivity of its users.
EDMODO	Offers the best collaborative learning for individuals, hence students can interact more in an open environment.
BLACKBOARD	Testing and assessment, group discussions and a dedicated profile for the learning of users.
SCHOLOGY	It offers a good number of quizzes and assessments that increase the overall idea of the users on a particular learning program.

Note, information taken from “15 Best Learning Management Systems (LMS of the year 2020)”, by Software Testing Help, 2020. (Software Testing Help, 2020)

2.4. BENEFITS OF USING LEARNING MANAGEMENT SYSTEMS IN EDUCATION

Because of the impact of LMS in the academic area, professors are considering to use them to provide students access to education, to support course delivery and provide them online learning and blended learning opportunities, because of the benefits that represent (Sharma, 2015).

- ***Stream lined training process***, helping professors to plan the training activities calendar and then share it with their learners.
- ***Ability to deliver engaging and motivating training***, applying different learning approaches where LMS facilitate communication process.
- ***Centralized learning***, offering a centralized source of learning to multiple users where they can access to different content.
- ***Tracking and reporting features***, records can be reviewed allowing professors to track students' progress and identify the weak performance areas easily.
- ***Easy upgrades***, content can be easily upgraded, as LMS offer a centralized location for information which makes it simple to implement changes; plus, all users get the same upgraded information at the same time.
- ***Simplified learning process***, the systems are easy to use and a new user can figure out everything very easily, since help is built into the system.
- ***Interactive environment***, through new online tools, the interaction and communication part improve. Learners get the answers in real time and the engagement is more geared toward being interactive.

- ***Anytime, anywhere learning***, students can learn whenever and wherever they want to.
- ***Robust Evaluation System***, with a LMS, it is easy to evaluate learners before, during and at the end of the course, without interfering with the overall learning process, as well, this tool allows students to review their own performance.
- ***Supports Active Learning***, any learning experience can only be meaningful if it's relevant and authentic. A LMS allows learners to engage in hands-on, relevant, and real-world activities for a fulfilling learning experience.
- ***Enables Collaboration***, a LMS provides a common collaborative space for content sharing, feedback, and personal interaction. It also allows educators to engage any time, any place, and from any device.
- ***Encourage Continuous Learning***, a LMS ensures that the content is readily available for both students and faculty members. Instructors can also continue to engage with materials on a regular basis and support proactive learning strategies.
- ***Support Use of Useful Models and Modelling***, a Learning Management System provides instructors and faculty members with clear demonstrations of best practices, tools to allow them to engage in peer observation sessions and a huge repository of exemplary lesson plans to refer to.

The benefits of Learning Management Systems in education are compelling enough to make educational institutions around the world take notice, appreciate and start implementing them (Hurix, Understanding the Relevance of Learning Management Systems in Education, 2020).

2.5. PROFESSOR-STUDENT'S MEDIATION THROUGH THE USE OF A LEARNING MANAGEMENT SYSTEM

Pedagogical mediation is defined as the statements, means, conditions and possibilities under which interaction takes place during the teaching-learning process. Thus, it is said that the potentiality of this mediation reflects the complexity of teaching strategies to be planned by professors and at the level of abstraction to be grasped by the students (Elena Maria Mallmann, 2009).

On the other side, it is stated that a Learning Management System (LMS) is a virtual environment that aims to simulate face-to-face learning environments with the use of Information Technology (IT), which in few words, is the use of a software to create, process, store, secure and exchange all forms of electronic data. Thence, the mediation through the use of a Learning Management System during the development of the teaching-learning process involves both; the acquisition of competences and communication skills of all professors and students, and a greater concern to create interaction moments and practical application possibilities of collaborative work, what makes possible that the learning process happening in a participatory manner and for that, the teacher relies on communication devices, such as chat rooms, forums, blogs, video blogs, and others.

Nevertheless, it is necessary to consider that a Learning Management System must seek to get the best advances in technology available today, to potentialize its efficiency and for enabling the maximum degree of interactivity and communication among users, which in the academic area, are not only professors but also students. So, it is necessary to take into account that learning and collaborative work have been becoming fundamental and the latest technological advances should lead to the achievement of high interaction levels.

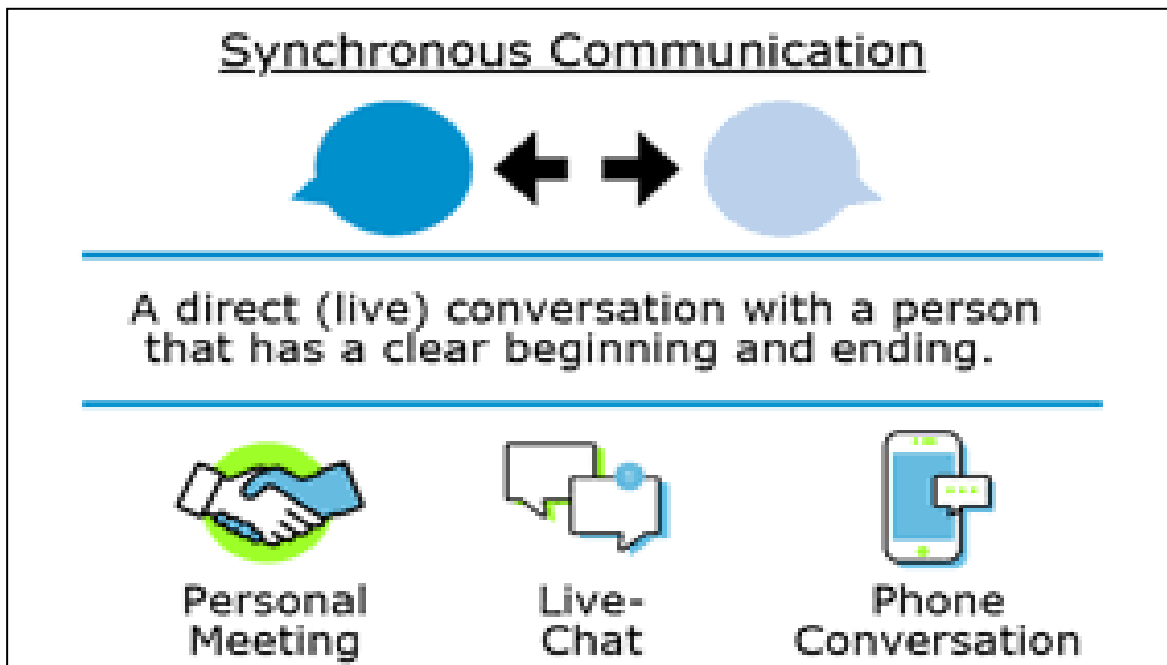
These technological devices, which are integrated in the learning process, and the use of a LMS have been facilitating the interaction between professors and learners since they enable communication either *synchronously* or *asynchronously*, allowing the creation of different strategies to encourage a dialogue and active participation of students during a course (Paulo Cristiano de Oliveira, 2016).

2.5.1. Synchronously and Asynchronously Communication

Synchronously Communication

The term synchronous communication can be defined as interactive real-time communication between two or more persons whose have an immediate response while participating in a determinate conversation (UnRemote, 2020).

In the *synchronous communication*, the learning process happens in real time, in a virtual environment, allowing learners and professors to take part in one-on-one or group learning forms. In this case professors teach using the tools of the respective learning environment (video or audio conference connection). Due to the opportunities offered by the virtual learning environment participants contact each other and communicate at one and the same time (Racheva, 2017).

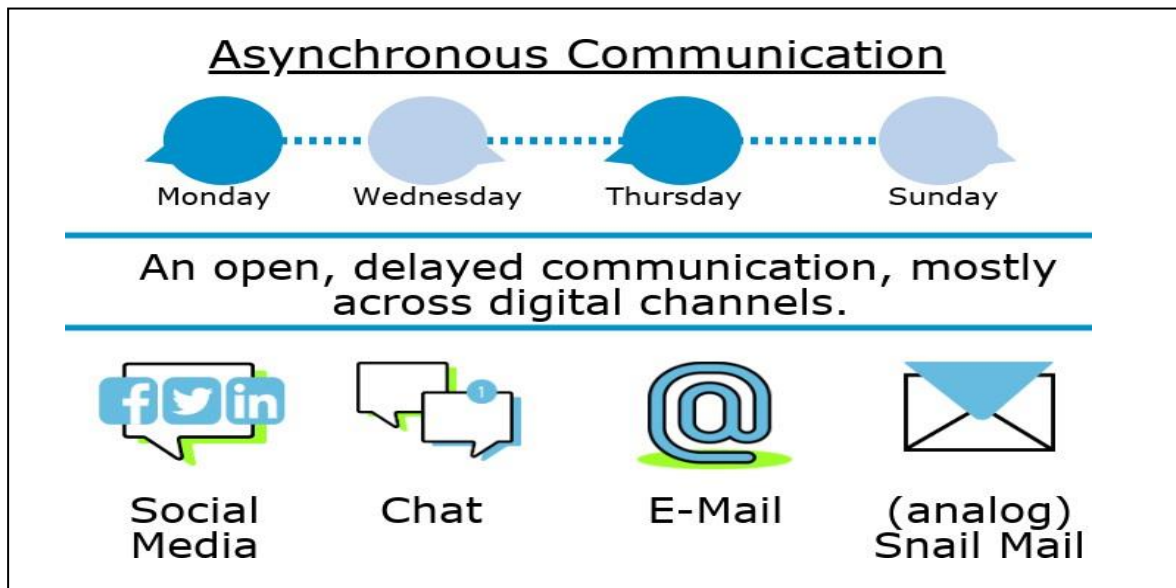


Waack, J. (2019). Sales Communication: It's all about the timing [Image]. Recovered from: <https://blog.ec4u.com/en/sales-communication-asynchronous-synchronous-conversations/>

Asynchronously Communication

This term can be easily defined as a communication that does not happen in real-time; in others words, it occurs when the sender sends a message and the receiver responds after a delay. Having as a result that the participants of the conversation are never online together through this medium (UnRemote, 2020).

Therefore, in the *asynchronously communication*, learners enrich their knowledge at their own tempo, having not restrictions in time or place. Additionally, the learning process do not depend on fixed schedules that serves to regulate the sequence of activities, allowing accessibility to the didactic material in the online platform throughout the learning period. But it still exists interaction between professors and learners during the learning process; based on written asynchronous forms (forums, personal messages or mails) (Racheva, 2017).



Waack, J. (2019). Sales Communication: It's all about the timing [Image]. Recovered from: <https://blog.ec4u.com/en/sales-communication-asynchronous-synchronous-conversations/>

2.6. ASSESSMENT METHODOLOGY BY USING A LEARNING MANAGEMENT SYSTEM

Learning, including E-Learning, is known as an interactive process that is based on a feedback loop between the instructor and the learner, so, it could be understood that teaching alone is not enough and professors have to assess students' progress to adjust the delivery of the content during a course (Andriotis, 2014). In general, there are two kinds of assessment of a student's progress: qualitative and quantitative.

Chart 3

Qualitative and quantitative assessment methodology definition

Qualitative assessment	Quantitative assessment
<p>It is not based on numbers or units, but on observations that often can be subjective. Many kinds of essay questions as the ones asking for students' opinion on a controversial issue, an analysis of a situation, or a free-response interpretation of a literary work.</p>	<p>As the name suggests it is focused on numbers, or quantities. Usually, something that is quantitative can be measured and expressed in units. For instance, a quantitative test might include multiple-choice questions or fill-in-the-blank questions.</p>

Note, information taken from "Feedback qualitative-quantitative" by Lumen Learning (Lumen Learning, s.f.)

Usually, it is considered that E-Learning platforms are more adapted to the quantitative assessment methodology but, nowadays, a good LMS offers tools that could assist professors to carry out the qualitative methodology too. Thus, even if E-Learning might not usually offer the face-to-face examination of a student, LMS platforms offer a variety of traditional and novel ways to measure learners' progress, with the added benefit of automating the tedious manual grading process (Andriotis, 2014). Some tools offered in the Learning Management System environment are:

- **Test and quizzes;** these tools might not offer a thorough qualitative assessment of a student's progress, but they can be very effective in exposing problematic areas in their understanding. Actually, online tests and quizzes have several advantages for instance; they can be personalized, so that each student gets a unique version, they can also incorporate a variety of question types, including multimedia and interactive ones and, they can be graded by the LMS in a matter of seconds.
- **Exercises;** are similar to quizzes but instead of just evaluate learners, their main role is to familiarize students with a lesson through a sequence of repetitive questions that allow learners to get used to techniques for answering questions and solve problems based on it.
- **Homework and projects;** E-Learning is still working based on the traditional way of teaching, and that is the case of the delivery of homework and projects that students must do at home and then submit them to be evaluated, process that during the use of a LMS is automatized in order that homework is easily evaluated by professors.
- **One-to-one sessions;** LMS platforms offer to professors the capacity of direct interaction with learners throughout video or audio teleconference sessions, online chat or a combination of the above. This kind of tool is useful to have a qualitative evaluation of students, encouraging and assisting them with a particular problematic during a course.
- **Reports;** A LMS platform can assist professors in the evaluation of the students by presenting their progress in all kinds of ways, including in the form of plots and graphs; what means that the grades from every test, quiz, exercise result or homework can be stored, tracked, and presented in real time making simple to evaluate learners' progress or even the overall effectiveness of the course.

2.7. MOODLE

2.7.1. Definition

Moodle stands for ***Modular Object-Oriented Dynamic Learning Environment***. Founded and developed by Martin Dougiamas in 2002, it was designed to provide educators, administrators, and learners with an open, robust, secure and free platform to create and deliver personalized learning environments. Meaning that Moodle is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organizations across the globe what makes it the most widely used Learning Management System in the world, with over 100,000 registered implementations supporting over 150 million learners worldwide (eThink, s.f.).

In other words, through the use of this virtual classroom professors can create lessons, manage courses, and interact with students, likewise, students can use Moodle to review the class calendar, submit assignments, take quizzes, and interact with their classmates and professors (Christensson, 2018).



Fossatti M. (2020). Moodle: software libre para la gestión del aprendizaje [image].

Recovered from: <https://www.articaonline.com/2016/09/moodle-software-libre-para-la-gestion-del-aprendizaje/>

2.7.2. Functionalities

Although there are a lot of LMS around the world, the most recognized is Moodle and the main reason for this is its functionality, which allows to achieve a virtual classroom environment that meets the needs of both professors and students; for instance, (SF, 2019):

- **Social Learning;** all courses include topics that learners engage in, take assessments, collaborate, etc. to then move on to a new topic, and in this case, Moodle offers customization of courses that can allow an interface similar to popular social tools in order to maintain learner's attention.
- **Adaptive Learning;** it can deliver customized resources and learning activities to address the unique needs of each learner, according to an effective Instructional Design and using technology. This can be achieved in Moodle through flexible course creation features like activity access restrictions, course completion conditions, lesson activity using branches/clusters, quiz adaptability etc.
- **MLearning;** (Mobile Learning) since Moodle has a mobile app which can be used to browse the courses, even when offline, receive instant notifications of messages and other events, track learning progress, and much more; what allows students to have access to learning anytime, anywhere.
- **Gamification;** one of the most effective ways to engage and motivate learners, is using game mechanics and games. During the development of a course there can be used games such as Hangman, Crossword, Millionaire, The Hidden Picture, Snakes and Ladders etc., on the other hand, game mechanics usually are points, challenges, achievements, leaderboards,

levels, timers, stories and characters, freedom to fail (lives/chances), and badges which can be achieved through the use of Moodle.

- **Microlearning;** is all about swift learning content that can be easily customized and reused to save publishing time, what lets learners select and use assets most applicable to their current needs on whatever device is most handy, making the training even more relevant to their work, increasing learner's engagement, training improvement and job efficiency; building learner interest in seeking out additional training opportunities.
- **Analytics;** apart from basic tracking, Moodle analytics offer a description, diagnosis and prediction of learning engagement and progress, making possible to provide proactive notifications to administrators who can easily communicate to learners identified by the model.

2.7.3. Characteristics

Moodle is well known to be extremely customizable, enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere to students; as a result of their main features (Moodle, 2020):

- **Modern, easy to use platform;** designed to be responsive and accessible to navigate on both desktop and mobile devices.
- **Personalized Dashboard;** display current, past and future courses, along with remaining tasks.
- **Collaborative tools and activities;** allowing to work and learn together in forums, wikis, glossaries, database activities, and much more.
- **Convenient file management;** drag and drop files from cloud storage services, including MS OneDrive, Dropbox and Google Drive.
- **Simple and intuitive text editor;** format text and conveniently add media and images with an editor that works across all web browsers and devices.
- **Notifications;** users can receive automatic alerts on new assignments and deadlines, forum posts and also send private messages to one another.
- **Customizable site design and layout;** easy to customize Moodle's theme with a logo, color schemes and much more.
- **Multilingual capability;** allow users to view course content and learn in their own language, or set it up for multilingual users.
- **Detailed reporting and logs;** view and generate reports on activity and participation at course level.
- **Encourage collaboration;** built-in collaborative features foster engagement and encourage content-driven collaboration among students.

- **Multimedia integration;** Moodle's built-in media support enables to easily search for and insert video and audio files in courses.
- **Group management;** professors can make group learners to share courses, differentiate activities, facilitating team work.
- **Marking workflow;** by using this platform, professors can conveniently assign different markers to assignments and manage grade moderation.
- **In-line marking;** professors can easily review and provide in-line feedback by annotating files directly within browser.
- **Peer and self-assessment;** built-in activities such as workshops and surveys encourage learners to view, grade and assess their own and other course members' work as a group.
- **Outcomes and rubrics;** select from advanced grading methods to tailor the gradebook to the course and examination criteria.
- **Security and privacy;** teach and share in a private space only professors and their class can access.

2.8. THEORIES

The Learning Management System (LMS) Moodle Campus UES is a powerful resource for remote learning at the University of El Salvador. However, it is important to expose some theories about education and technology to have a better understanding of the advantages and disadvantages of online learning and the impact the LMS Moodle Campus UES can cause in the Practice Teaching II, subject from the Bachelor of Arts in English with Emphasis in Teaching of the Foreign Language Department.

2.8.1. Social Constructivism

Vygotsky posited that learning is problem solving and that the social construction of solutions to problems is the basis of the learning process. Vygotsky described the learning process as the establishment of a “zone of proximal development” in which the teacher, the learner, and a problem to be solved exist. The teacher provides a social environment in which the learner can assemble or construct with others the knowledge necessary to solve the problem. Likewise, John Dewey saw learning as a series of practical social experiences in which learners learn by doing, collaborating, and reflecting with others. While developed in the early part of the 20th century, Dewey’s work is very much in evidence in a good deal of present-day social constructivist instructional design (Picciano, 2019).

The use of reflective practice by both learner and teacher is a pedagogical cornerstone for interactive discussions that replaces straight lecturing, whether in a face-to-face or online class. Jean Piaget, whose background was in psychology and biology, based his learning theory on four stages of cognitive development that begin at birth and continue through one’s teen years and beyond. Seymour Papert, in designing the Logo programming language, drew from Jean Piaget the concept of creating social, interactive micro worlds or communities where children, under the guidance of a teacher, solve problems while examining social issues, mathematical and science equations, or case studies. Papert’s approach of integrating computer

technology into problem solving is easily applied to many facets of instructional design (Picciano, 2019).

2.8.2. Constructivism in education

It's important to understand how teachers can apply constructivism inside their classroom to create a unique learning environment for students. In constructivist classrooms, the teacher has a role to create a collaborative environment where students are actively involved in their own learning. Professors are more facilitators of learning than actual instructors. Professors must work to understand the preexisting conceptions and understanding of students, then work to incorporate knowledge within those areas. Professors will also need to adjust their teaching to match the learner's level of understanding (WGU, 2020).

Constructivist classrooms rely on four key areas to be successful:

- Shared knowledge between teachers and students.
- Shared authority between teachers and students.
- Professors act as a guide or facilitator.
- Learning groups consist of small numbers of students.

Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-centered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups. Moreover, Constructivist classrooms often have teachers who do small group work, collaborative and interactive activities, and open dialogues about what students need in order to find success.

Chart 4

The difference between traditional classroom and constructivist classroom

Traditional Classroom	Constructivist Classroom
Strict adherence to a fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teacher-centered.	Student-centered.
Teachers disseminate information to students; students are recipients of knowledge (passive learning).	Teachers have a dialogue with students, helping students construct their own knowledge (active learning).
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Students work primarily alone (competitive).	Students work primarily in groups (cooperative).

Note, information taken from "Constructivism as a theory for teaching and learning" (McLeod, 2019).

2.8.3. The online collaborative learning theory (OCL) by Linda Harasim

There is a theory by Linda Harasim (a professor from the Simon Fraser University, Canada) "*The online collaborative learning theory (OCL)*" that is defined as a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by doing so, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer." (William, 2020). While OCL theory does

encourage the learner to be active and engaged, this is not considered to be sufficient for learning or knowledge construction. In the OCL theory, the teacher plays a key role not as a fellow-learner, but as the link to the knowledge community, or state of the art in that discipline. Learning is defined as conceptual change and is a key to building knowledge. Furthermore, learning activity needs to be informed and guided by the norms of the discipline and a discourse process that emphasizes conceptual learning and builds knowledge. (theories, 2020)

According to Harasim, there exists three phases of knowledge construction through discourse in a group:

- **Idea generating;** the brainstorming phase, where divergent thoughts are gathered.
- **Idea organizing;** the phase where ideas are compared, analyzed and categorized through discussion and argument.
- **Intellectual convergence;** the phase where intellectual synthesis and consensus occurs, including agreeing to disagree, usually through an assignment, essay, or other joint piece of work.

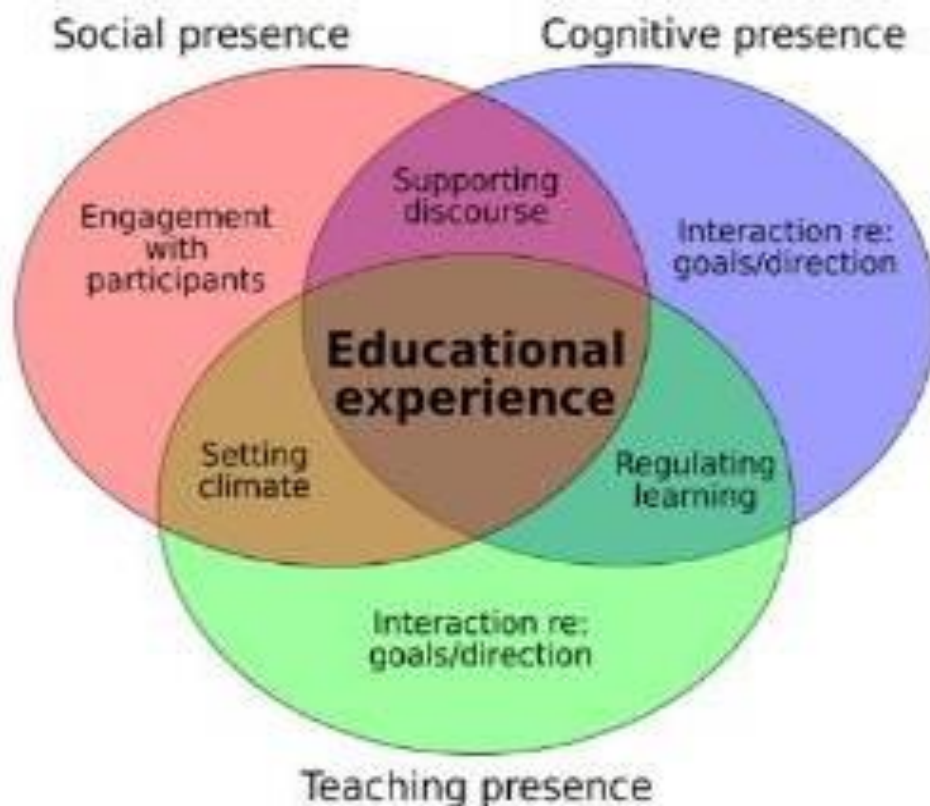
2.8.4. The community of inquiry by Garrison, Anderson & Archer

The Community of Inquiry (CoI) model (Fig 1) describes how learning occurs for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive and teaching presence. According to Garrison et al. (1999), it is through the skillful marshalling of these forms of presence that online academic staff and students, in collaboration, develop a productive online learning environment through which knowledge is constructed (Bektashi, 2020)

- **Social Presence;** the ability of participants to identify with the community, communicate purposefully in a trusting environment, and develop

interpersonal relationships by way of protecting their individual personalities (Garrison, Anderson & Archer, 1999).

- **Cognitive Presence;** the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical Community of Inquiry (Garrison, Anderson & Archer 1999).
- **Teaching Presence;** the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Garrison, Anderson & Archer, 1999).



Note: The image was taken from the article online “Elements of an educational experience” (Garrison, Anderson & Archer, 2010) (Bektashi, 2020)

2.8.5. Theory and Practice of Distance Education *Holmberg (1995)*

Holmberg (1995) defined theory and practice of distance education as, "a systematic ordering of ideas about the phenomenon of a field of inquiry, and an overarching logical structure of reasoned suppositions which can generate testable hypotheses." He suggested that distance education has been characterized by a trial and error approach, with little consideration given to a theoretical basis for decision-making, and that the theoretical underpinnings of distance education are fragile. Most efforts in this field have been practical or mechanical and have concentrated on the logistics of the enterprise (Pyari, 2015).

1. That feelings of personal relation between the teaching and learning parties promote study pleasure and motivation.
2. That such feelings can be fostered by well-developed self-instructional material and two-way communication.
3. The intellectual pleasure and study motivation are favorable to the attainment of such goals and the use of proper study process and methods.
4. That the atmosphere, language and convention of friendly conversation favor feelings of personal relation according to postulate 1.
5. That messages given and received in conversational forms are comparatively easily understood and remembered.
6. That the conversation concept can be successfully translated for use by the media available to distance education.
7. That planning and guiding the work, whether provided by the teaching organization or the student, are necessary for organized study, which is characterized by explicit or implicit goal conceptions.

2.8.6. Theory of Interaction and Communication by Borje Holmberg

Borje Holmberg's theory of distance education known as "guided didactic conversation", falls into the general category of communication theory (Schlosser & Simonson 2009, p.43). As Simonson et al. (2006) justifies, at first Holmberg proposed seven background assumptions and in 1995 these assumptions were extended (Aydemir, 2014).

Accordingly, the theory consists of eight parts:

1. Distance education serves individual learners who cannot or do not want to make use of face-to-face teaching.
2. Distance education promotes students' freedom of choice and independence.
3. Society benefits from distance education.
4. Distance education is an instrument for recurrent and lifelong learning and for free access to learning opportunities and equity.
5. Distance education may inspire metacognitive approaches.
6. Distance education is based on deep learning as an individual activity.
7. Distance education is open to behaviorist, cognitive, constructivist and other modes of learning.
8. Personal relations, study pleasure and empathy between students and those supporting them are central to learning in distance education.

All in all, Holmberg (1986) highlights that the dialogue between the learner and the teacher as the basic characteristic of distance education and states that guided conversation facilitates learning (Aydemir, 2014).

2.8.7. Connectivism by George Siemens: A learning theory for a digital age

Connectivism is a learning theory by George Siemens (2004) that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. These technologies include Web browsers, email, wikis, online discussion forums, social networks, YouTube, and any other tool which enables the users to learn and share information with other people (Connectivism, 2020)

A key feature of connectivism is that much learning can happen across peer networks that take place online. In connectivism learning, a teacher will guide students to information and answer key questions as needed, in order to support students learning and sharing on their own. Students are also encouraged to seek out information on their own online and express what they find. A connected community around this shared information often results.

The Massive Open Online Course (MOOC) phenomenon comes from connectivism theory. In a connectivism MOOC (cMOOC), it is open to anyone who wants to enroll, it uses open software and systems across the Web to facilitate learning and sharing, it takes place primarily online, and it happens according to a specified curriculum for a designated period of time. While facilitators guide the cMOOC, its participants are largely responsible for what they learn and what and how they share it; this connected behavior largely helps create the course content (Connectivism, 2020)

Learning has changed over the last several decades, but most theories have not evolved with the change in technology. However, the theory of connectivism shows an evolution in education and these are the key principles that make up the core of

connectivism giving it strength and validity as its own learning theory for the digital learner:

- The integration of cognition and emotions in meaning-making is important. Thinking and emotions influence each other. A theory of learning that only considers one dimension excludes a large part of how learning happens.
- Learning has an end goal - namely the increased ability to "do something". This increased competence might be in a practical sense (i.e., developing the ability to use a new software tool or learning how to skate) or in the ability to function more effectively in a knowledge era (self-awareness, personal information management, etc.). The "whole of learning" is not only gaining skill and understanding - actuation is a needed element. Principles of motivation and rapid decision making often determine whether or not a learner will actuate known principles.
- Learning is a process of connecting specialized nodes or information sources. A learner can exponentially improve their own learning by plugging into an existing network.
- Learning may reside in non-human appliances. Learning (in the sense that something is known, but not necessarily actuated) can rest in a community, a network, or a database.
- The capacity to know more is more critical than what is currently known. Knowing where to find information is more important than knowing information.
- Nurturing and maintaining connections are needed to facilitate learning. Connection making provides far greater returns on effort than simply seeking to understand a single concept.

- Learning and knowledge rest in diversity of opinions.
- Learning happens in many different ways. Courses, email, communities, conversations, web search, email lists, reading blogs, etc. Courses are not the primary conduit for learning.
- Different approaches and personal skills are needed to learn effectively in today's society. For example, the ability to see connections between fields, ideas, and concepts is a core skill.
- Organizational and personal learning are integrated tasks. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feed back into the network and continue to provide learning for the individual. Connectivism attempts to provide an understanding of how both learners and organizations learn.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivism learning.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate impacting the decision.
- Learning is a knowledge creation process...not only knowledge consumption. Learning tools and design methodologies should seek to capitalize on this trait of learning.

2.8.8. Remote Learning

Remote learning is different from traditional classroom since it depends on each student to independently motivate himself or herself, to receive weekly teaching and assignments, to login when required, to do the assignments during the week, to communicate with other students. This requires independence and self-motivation, time management, and the ability to block out the distractions from home and all those requirements bring advantages and disadvantages for the students in the learning process:

Chart 5

The benefits and drawbacks of remote learning

Benefits	Drawbacks
<p><i>Saves you time and money;</i> with the LMS Moodle as a remote learning, remote learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. This opportunity saves its students of the long hours spent commuting or travelling to a campus environment.</p>	<p><i>Technology resources are required;</i> the fundamental obstacle for the remote learning is the lack in the access to the necessary technology infrastructure which makes possible this methodology approach. A poor or insufficient technology infrastructure result in unpleasant experiences that can cause more damages than benefits to teachers, students and to the learning process.</p>
<p><i>More control over the learning;</i> those who undertake remote learning are offered far more flexibility and control over their own training schedule. As most – if not all – of its resources are</p>	<p><i>Social isolation;</i> the students may feel isolated or miss the social physical interaction that comes with attending a traditional classroom. However, this impersonality has been lessening with</p>

provided online, remote students have the privilege of training where they wish. This allows remote learners to carry on with their personal, work, or family-related commitments, while still attaining the education they're after.

Ability to develop soft skills; with the freedom to schedule and manage your own studies comes a high level of self-drive and the opportunity to develop the softs skills like: Discipline, teamwork, analytical skills, adaptability, responsibility, etc.

Pursue other opportunities on the side; given the flexibility to juggle other life commitments, remote learning allows its students to pursue other careers or educational opportunities while completing their online coursework.

Learn while working; having a remote education brings more benefits to the students. For example, they can pursue their college while they are working

advances and use of communication technologies such as bulletin boards, threaded discussions, social networking, chats, email and video conferencing.

Accessibility and additional skill requirements; with all methods of online learning there is a necessity for students to have frequent access to a computer, a modem, and a telephone line or cable connection.

Self-learning skill; for individuals with low motivation or bad study habits, remote learning may totally fail. Besides, not only the fact that students have no self-learning skills but also that they might be used to old approach education styles, without the routine of a traditional class, students may get lost or confused about course activities and deadlines, and if they need help, instructors might not be available.

High Chances of Distraction; with no face-to-face interaction with instructors and other students, those who are enrolled on an online program might find

since it offers complete flexibility of choosing time.

it hard to keep track of their course work and assignments. That's because there are no constant reminders about pending assignments and/or deadlines. It only requires one to be self-motivated and focused to be able to complete a course successfully.

Availability; many students while taking traditional classes come across physical availability problem because of inadequate mobility issues. But through online classes overcome the problems and by using own comfortable furniture in the home. Thus, an ambition to further education can be satisfied while enjoying free movement at home.

Technical Difficulties; Another difficulty that students will encounter with this mode of education is the requirement of sound technical skills; this includes good typing skills to excel in distance learning setup. It also includes some hidden cost, like maintenance and purchasing of computer and other equipment to succeed in the learning process.

Note, information taken from "Advantages and Disadvantages of Distance Learning" (Brown, 2017) and "advantages and disadvantages of distance learning" (Vlasenko, 2014).

CHAPTER III

METHODOLOGY

3.1. TYPE OF RESEARCH

The Qualitative Secondary Research Revision is a research methodology in which preexisting data are used to investigate new questions or to verify the findings of previous work (Heaton, 2019). For instance, the main intention of this bibliographical research was to gather information from different researches previously made as well as the analysis of this data related to the benefits and drawbacks of the use of the Learning Management System in the remote learning methodology.

3.2. RESEARCH DESIGN

This bibliographical research was based on the Metasynthesis/Metastudy research design, since it was the synthesis of the findings of qualitative studies and its interpretation (Polat, 2019) which means that quantitative information was not required to achieve the main purpose of the research, that is focused on the benefits and drawbacks of the use of the Learning Management System Moodle Campus UES as remote learning methodology.

3.3. METHODS

The research was involved in the collection of qualitative data. First, it was necessary to consider information not only from primary sources which are known as original documents created or experienced contemporaneously with the event being researched (California, 2021); but also, from secondary sources which include the information that already exists in written or audio-visual format. For instance, this data typically takes the form of documents, including; reports, newspapers, novels, letters, diaries, as well as pictures, and television and radio output (Thompson, 2015). Second, to reinforce the information that was collected, it was fundamental to make an interview to professors who teach the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department; likewise, it was important to collect information from the students of that subject by

making an online survey since not only professors but also students were using Moodle Campus UES as remote learning methodology. As a result, the benefits and drawbacks of the use of that Learning Management System would be exposed.

3.4. SAMPLE

“Sample is a group or subset of the chosen population. A sample can be selected by random or non-random methods. Findings from a representative sample can be generalized to the wider population.” (Mathers, 2007).

In this type of Sample, participants were not randomly sampled, they were chosen on the basis of the accessibility, and research’s personal judgment. Non-probability sampling is often divided into three primary categories: Quota sampling, purposive sampling, and convenience sampling. In this research quota sampling was used. The basic idea of quota sampling is to set a target number of completed online surveys with specific subgroups of the population of interest. (Josué Isaí Martínez Agreda, 2014). In this case, the population target were the students and professors of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department, they were chosen to make a total of 26 participants (24 students for the surveys and 2 professors for the interviews) to gather information about the present topic of Research.

3.5. INSTRUMENT

In order to gather information to support the research, three measurement instruments were made. The first one, previous researches, magazines, websites that expose theories related to education and technology were analyzed not only to gather information but also to compare their data result with the research topic “The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department

to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.”

The second one, survey research defined as "the collection of information from a sample of individuals through their responses to questions" (Ponto, 2015). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. A survey model was created with 11 questions. This instrument was divided into two parts; the first one had two questions that helped compile general information from the survey; the second part was structured to get information about the benefits and drawbacks of the use of the Learning Management System (LMS) Moodle Campus UES.

The third one, an interview described as “a conversation for gathering information” (M. Easwaramoorthy & Fataneh Zarinpoush, 2006). This instrument involved an interviewer, who coordinated the process of the conversation and asks questions, and an interviewee, who responded to those questions. Interviews can be conducted face-to-face or over the telephone, but in the case of this research it was through the use of the online resource, Google Meet. This interview model consisted on 5 questions focused on gathering information about the reason why professor used Moodle Campus UES as part of the remote methodology, as well as the pedagogical mediation with the students of Practice Teaching II and the assessment approaches to evaluate them through the use of Moodle Campus UES.

3.6. DATA COLLECTION PROCEDURE

Regarding the process of data collection, in order to achieve the objective of this study, the research group gathered information from secondary sources taken from the web databases such as academic journals, documents, blogs and articles from previous researches. At the same time, the team collected information which was obtained through an online survey and interview (primary sources) with the purpose of comparing the theories from others researchers (secondary sources) with

those experiences that students and professors from Practice Teaching II were going through by using the LMS Moodle Campus UES due to the actual health situation, Covid-19.

3.7. DATA ANALYSIS

After reading and analyzing the information that was collected from primary and secondary sources, the analysis for the general and subsidiary questions was presented through an essay form. As well as the analysis of the online survey, student from Practice Teaching II received a link through e-mail to fulfill it. Consequently, the results were collected through Google form and were represented by graphics with a respective analysis for each question. Likewise, the interviews of the professors from Practice Teaching II that were recorded, were transcribed and the relevant information was underlined. Then, this information was analyzed and presented in an essay form to have a better understanding.

CHAPTER IV

ANALISYS OF THE RESULTS

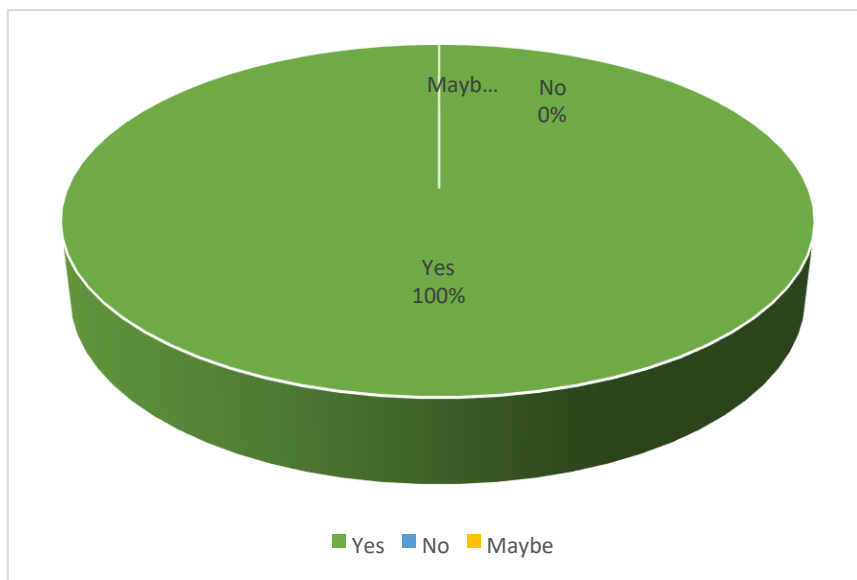
4.1. DATA RESULTS

This survey was filled out by the students from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department semester II year 2020. The sample was 24 students from two groups in which 14 out of 24 were women and 10 men.

4.1.1. Survey Results

1. At the beginning of the pandemic of COVID-19, were your studies affected directly?

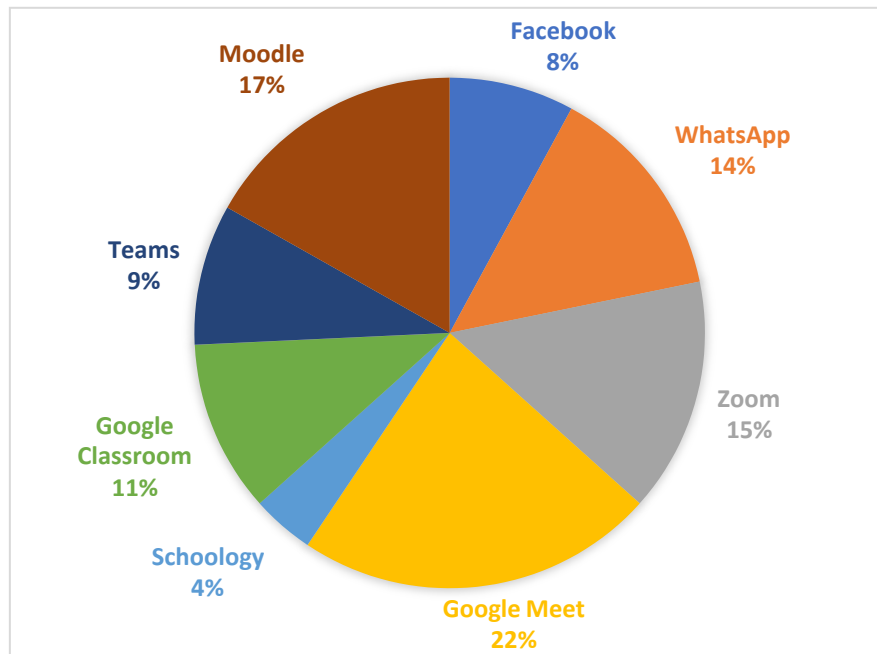
Graphic 1



In this part, students were asked to answer if their studies were affected at the beginning of the pandemic COVID-19. The result was clear 24 students which represent 100% of the students confirmed that they were affected directly.

2. Once the classes were retaken in an online methodology, what were the platforms or apps that professors from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option started to use?

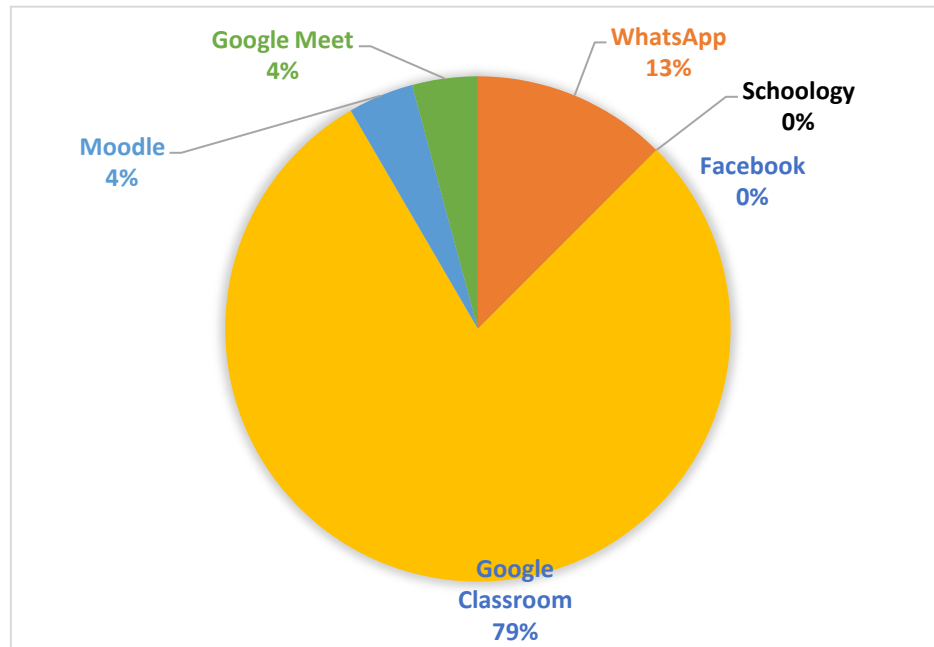
Graphic 2



In this question, the students were asked about the platforms that they started to use once the classes were retaken online at the beginning of the Pandemic, the results were unexpected since the 22% affirmed that they used Google Meet, followed by the 17% that used Moodle Campus UES and the rest that used other platforms such as Google Classroom, Zoom and even WhatsApp.

3. What is the virtual platform that is easier for you to use to attend classes at the University of El Salvador?

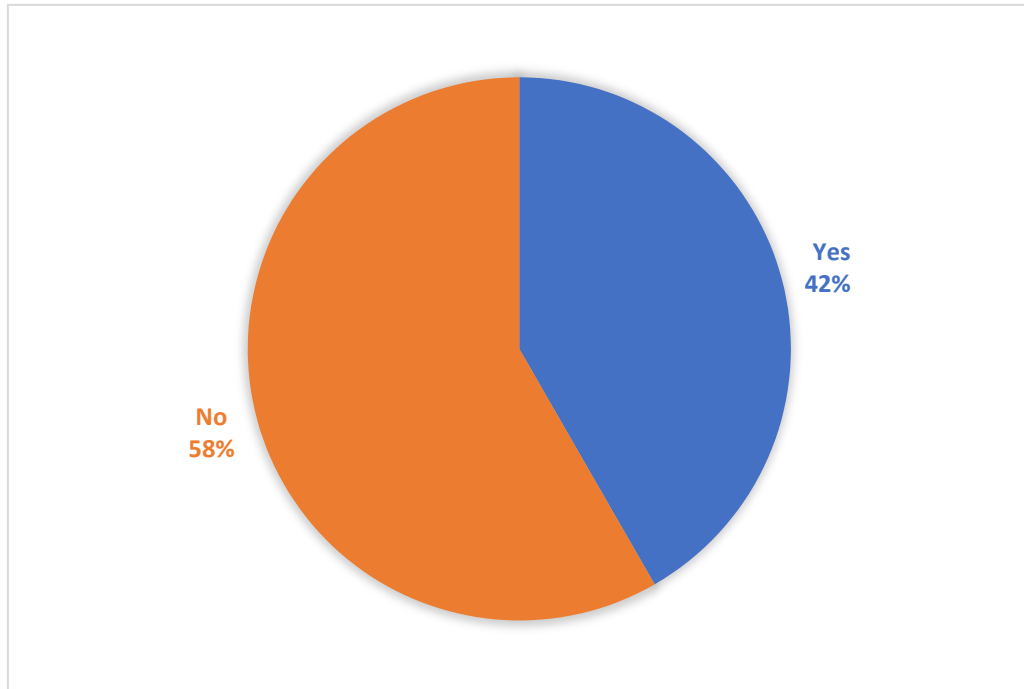
Graphic 3



In this question, the objective was to find out which platform was the easiest for the students from Practice Teaching II to use to attend classes since there are many academic platforms including Moodle campus UES. However, from the 24 students that took the survey, the 79% affirmed that the platform Google Classroom is the easiest one for them to use when attending classes.

4. Previous to the Lockdown, did you ever use Moodle campus UES?

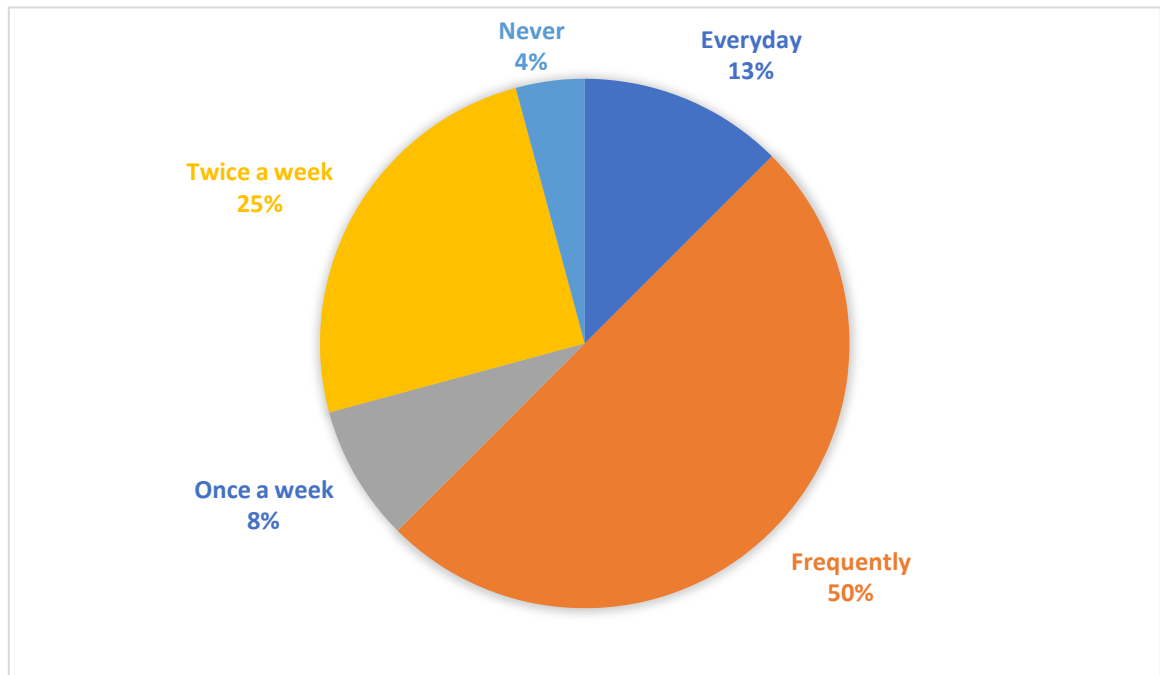
Graphic 4



As it is observed on this graphic, the 42% of the students from Practice Teaching II subject were familiar with the platform Moodle Campus UES. Yet, they were more comfortable using other platforms such as Google Classroom.

5. How often did you use Moodle Campus UES for attending the Practice Teaching II subject during the term II 2020?

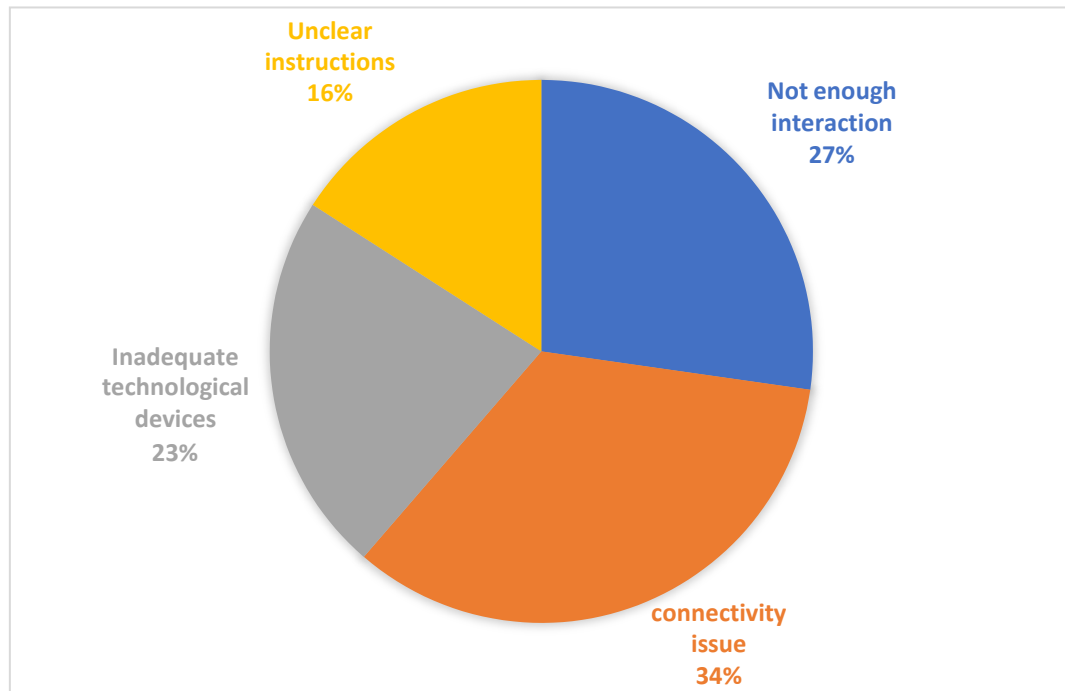
Graphic 5



In this segment, the students were asked how often they used Moodle Campus UES when attending the Practice Teaching II subject during the term II 2020. Only the 13% said they were using Moodle Campus UES every day and 50% of them affirmed that they had frequently used it. However, the 25% of the interviewees said that twice a week.

6. According to your experience, what were the difficulties that you faced using Moodle Campus UES during the term II 2020?

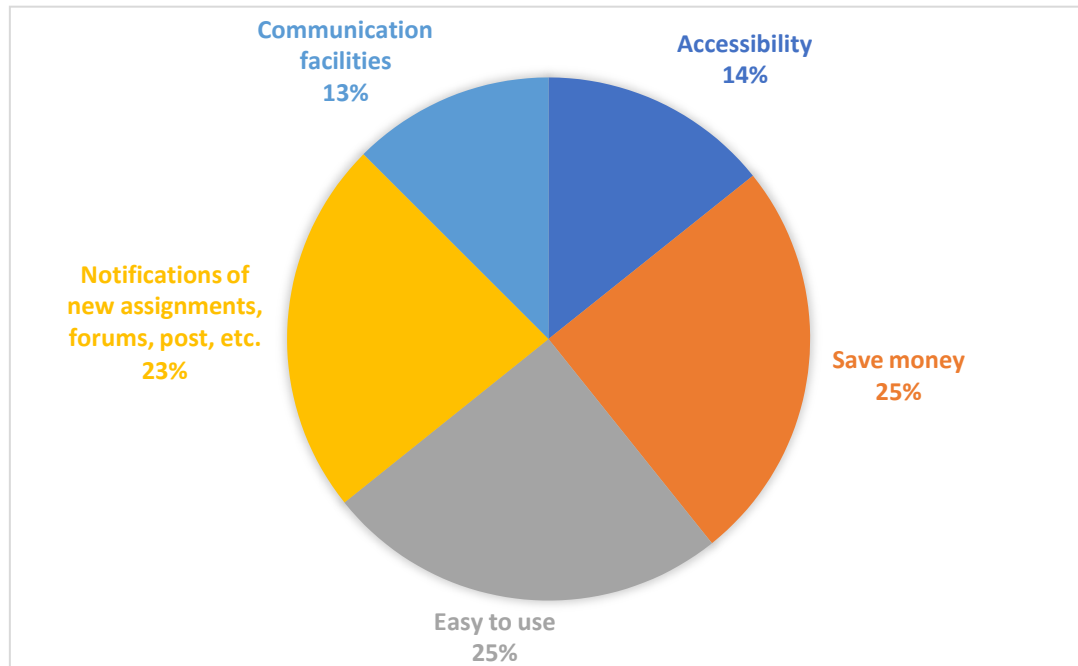
Graphic 6



In this part, most of the students (34%) expressed their experience of having online classes, they had connectivity issues when trying to connect to the classes or using the platform Moodle Campus UES. Moreover, the 27% affirmed that by having remote learning they were not able to interact each other as it happens during traditional classrooms. And the rest of students had some difficulties because of inadequate technological devices and unclear instructions during the semester.

7. According to your experience, what are the advantages of using Moodle Campus UES as remote learning methodology?

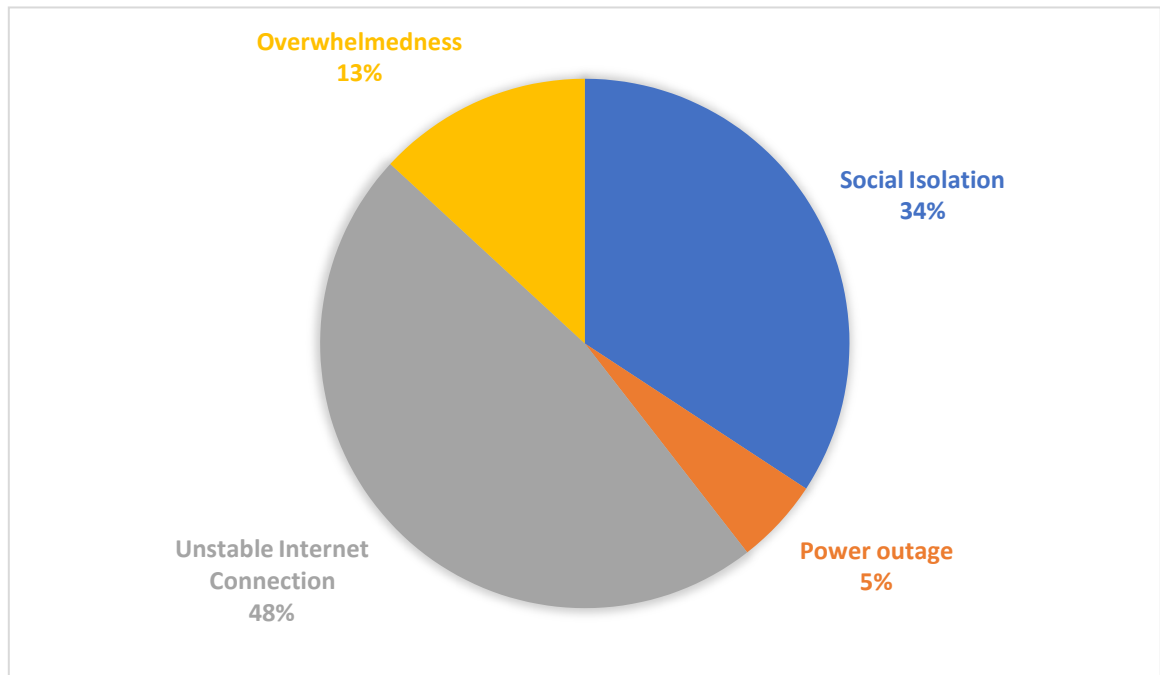
Graphic 7



According to the results from this question, using Moodle Campus UES bring some advantages: 25% of the students said that by having online classes they had the chance to save money since they did not move from one place to another. Another 25% preferred this platform because it was easy to use. The rest of the interviewees selected options such as the accessibility, communication facilities and notifications of new assignments, forum, post, etc.

8. During the term II 2020, what were the shortcomings that you faced using remote learning methodology?

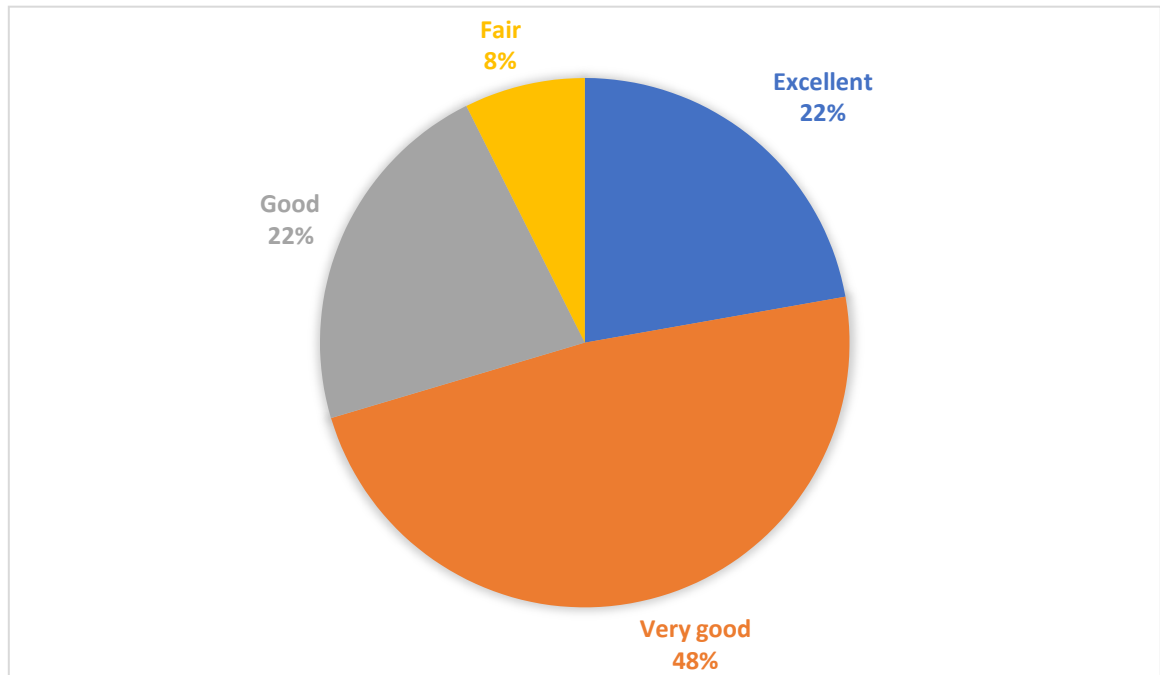
Graphic 8



The question above, it provides the results obtained about the advantages that the students had been using Moodle Campus UES. However, the students also indicated some shortcomings that they faced during the classes, semester II, 2020. The 48% of them faced unstable internet connection and the 34% experienced social isolation since they were not able to interact each other. Moreover, the 13% felt overwhelmed by having remote learning as a new methodology.

9. How was the pedagogical mediation with your professor from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option, through remote learning methodology?

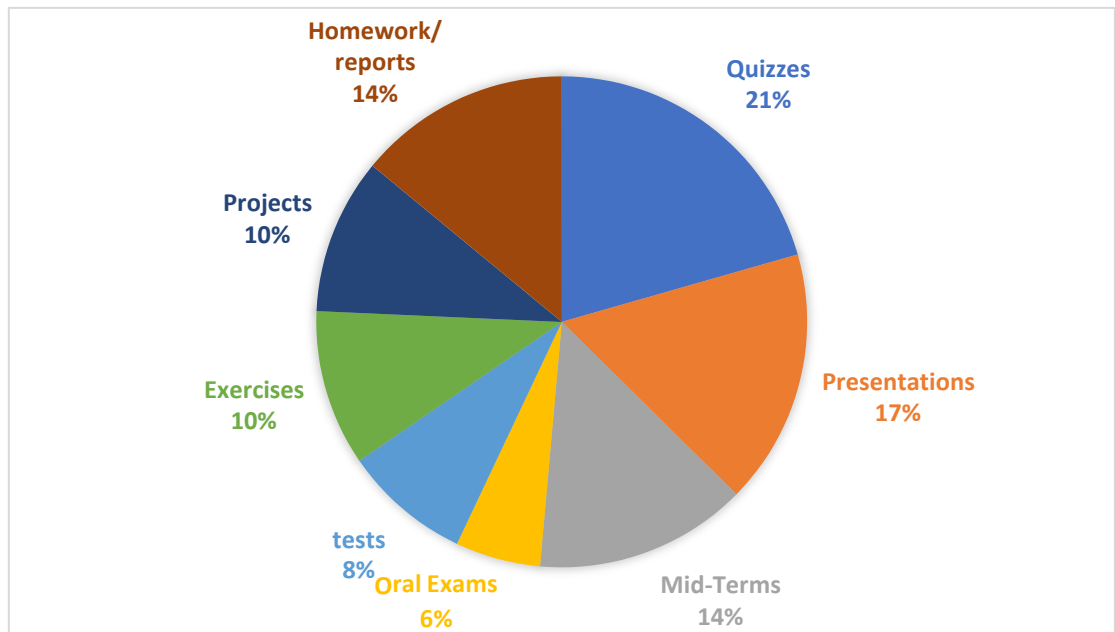
Graphic 9



In this segment, with the purpose of finding if the experience was positive or negative, the students were asked about the pedagogical mediation between the professor and students from Practice Teaching II subject. The 48% rated it as very good since they were happy with the results and the 22% affirmed that it was excellent. Only the 22% marked it as good and the other 8% as fair.

10. What are the assessment methods that your professors from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option have been implementing during the remote learning methodology?

Graphic 10



The students from Practice Teaching II subject concluded the survey by providing information about the assessment methods that their professors used during the classes, the 17% of them said that their professor assigned presentations during the class, the 10% affirmed that they worked in special projects and exercises and the rest used normal activities such as tests, oral exams, Mid-terms, etc.

4.1.2. Interview Results

INTERVIEW 1

<p>Research</p>	<p><i>The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.</i></p>
<p>Participants</p>	<p>Professors from Practice Teaching II</p>
<p>Method of Gathering Data</p>	<p>INTERVIEW</p>
<p>Questions:</p>	
<p><i>1. When remote teaching methodology started because of the Pandemic COVID-19, what applications did use to develop your course of Practice Teaching II? Why?</i></p>	<p><u>At the beginning I did not have the material resources; I am talking about a good laptop and then I had some problems of course. Then, I was able to use Google meet and then I also had Moodle platform that is the one I had been using before this situation.</u></p>

<p>2. <i>When remote teaching methodology started because of COVID-19, what applications did you use to download and upload information with the students of Practice Teaching II? Why?</i></p>	<p>I talked to the students and I kind of surveyed the students and asked them about some apps that would be easier for them to use; we agreed that we would be using for example, communicating through the WhatsApp chat room; that was one. The other one I decided to use, talking about platforms was Google meet at the beginning and then I <u>decided to use the Moodle platform with the students because that was the one that I had been using before with them before the situation we had. I really shared the material through the Moodle platform, they downloaded all the material from this platform.</u></p>
<p>3. <i>What assessment approaches did you use to evaluate your students' knowledge and understanding from the course Practice Teaching II course?</i></p>	<p>To tell you the truth, it was difficult for us because we worked as a team with my colleagues. I was working with MsD. Carolina Ramos and Lic. Frank Rodriguez. <u>We decided that we would be using different sources or different assessments for students; let's say, no traditional assessments.</u> For example, one group was going to work as a teacher assistance for the Foreign Language Department and Journalism department. <u>So, we made them present the first practice teaching report and then, second teaching practice report. For each of the reports they were going to report eight hours of classes which we thought for the special situation that we had it was fair and it was realistic because some teachers did not want students to give the chance to give virtual classes, so it was kind of difficult. talking about the first group, remember I told you we divided the class in two groups. So, the first group was also going to present a portfolio; the portfolio we provided the students the</u></p>

	<p><u>guidelines and the structure. Then they had to take a midterm online test, there were some online assignments as well. For the second group there was a special project, they had to report a syllabus, to work on a syllabus design specially related to ESP Especial English for Especial Purposes and they were participating in three different phases. It was called the research phase, then, they had a final report presentation. it was an oral, let's say different the syllabus design they had worked on.</u></p>
<p><i>4. According to your experience, could you describe the pedagogical mediation professor-students during the remote teaching methodology? How was it before and after the Pandemic COVID-19?</i></p>	<p><u>Before the pandemic situation, we were working on face-to-face phases and it was difficult to change, then, we moved on to the remote methodology, it was kind of difficult for students and for me because it was a kind of sudden change and maybe we had some previous experience working on remote learning, but the relationship was really kind of difficult because we had to use some remote material. I used to publish and plan for the week about the material they were going to read; there were some reading assignments every week and there were assignments that students have to accomplish throughout the term. Every week, we had one topic especially the first part was related to online teaching. We had some material for example topics like politeness, netiquettes and language style when they worked online and of course there were many topics we were dealing.</u></p> <p><u>At the same time, we had to work with those students who were assigned to work with the ESP project; so, we balanced to work with both groups; sometimes one group for one hour and the second group for the second hour. So, it was kind of difficult for us but at the end we had success.</u></p>

<p><i>5. Before the Pandemic, did you ever use Moodle Campus UES? What was the biggest challenge that you faced using Moodle Campus UES during the course of Practice Teaching II in the term II 2020?</i></p>	<p>Luckily, we were using the Moodle Campus UES before the pandemic, students were using this kind of resource before the pandemic covid-19. In my case, I probably did not have 100% knowledge about Moodle Campus UES but at least I knew how to use most of the tools that are available in the platform. There were some difficulties of course because they were some students that probably belonged to previous generations or previous years and there were some students that did not have the knowledge of the use of Moodle. But at the end <u>I think it was okay because all the students participated through the virtual tests, they were able to download all the material and as far as I know they all were successful in using the Moodle Campus UES at the end.</u></p>
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INTERVIEW 2

<p>Research</p>	<p><i>The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.</i></p>
<p>Participants</p>	<p>Professors from Practice Teaching II</p>
<p>Method of gathering data</p>	<p>INTERVIEW</p>
<p>Questions:</p>	
<p><i>1. When remote teaching methodology started because of the Pandemic COVID-19, what applications did use to develop your course of Practice Teaching II? Why?</i></p>	<p>Some exercises I assigned them in the classes, and I had my students develop activities going through different ways, upload homework assignments, bring material or receive materials from the class I taught face to face. We usually have contact so we did not have any trouble with my students, in part at the beginning of the pandemic I was with a group of students in the basic intensive English so those students are new students and in those two weeks in which work together they were accustomed to use the platforms. So, when we went to the lockdown, we did not have any troubles because everybody was accustomed to enter and to go to the platform to get material we are going to use during the classes. <u>What I use was that Moodle platform, I also used Schoology but I used it only for having the quizzes because they were easier to develop in those platforms, so I think those are the main platforms I used. Talking about others applications, of course, I created WhatsApp groups; I use also groups in Facebook because it was also something that we</u></p>

	<p><u>have. Suddenly I understood in the 2019 that it was not so official, so formal for us teachers in the university to use those applications that are commercial because we had to have institutional tools in order to interact with the students in a formal way.</u> I think Schoology it's not a formal platform because it is not for the students in the university even though many people are using it. Those are the main, I am talking about Moodle, Schoology that we did not used it to much, and we used Facebook, WhatsApp, and others too, but the most important maybe were those.</p>
<p>2. When remote teaching methodology started because of COVID-19, what applications did you use to download and upload information with the students of Practice Teaching II? Why?</p>	<p><u>I used the same applications and platforms for develop the course. I used them for the students to download and upload information, for exchanging the homework assignments or from the teacher's part to exchange the information I had about the classes because the students were supposed to read and receiving the classes in google meet or in zoom or in other platforms.</u> At the beginning of the pandemic that was very difficult because almost no teacher was eager to use these platforms for communicating with the students; what we did was only to send the information, and then the homework assignment to assign work to the students through the platform. It was not so easy at the beginning because we were not accustomed to use any of these platforms for communicating with the students for having interaction with them, classes I mean, <u>so the platforms and applications I used was Moodle that was the official one that I use with the students. They were very acquaintance with the platform, with the usage that it had; I did not have to use any other thing because the students did not know about other applications so I could not use another one that I knew only because I was in the university so I let them have all the information in the Moodle platform.</u> Moodle</p>

	<p>Campus has many apps because it is very complete, sometimes it is complicated for teachers because we tend to do only the necessary things, but of course, I used as my colleague's zoom, google meet and all those others to have communication with the students. However, as I said it was Moodle campus that I used the most and that did not mean that I did not communicate with the students with emails, Facebook or WhatsApp; but I guess the formal communication, the formal instruction it's through the Moodle Campus.</p>
<p>3. <i>What assessment approaches did you use to evaluate your students' knowledge and understanding from the course Practice Teaching II course?</i></p>	<p><u>For the assessment, approaches there were many that we have to use with the students to develop their homework assignments. As I said, we send them videos with the explanations of assignments that they are going to develop.</u> We did not know too much about the usage of power point presentations and we thought it was only for presenting slides to students but in the pandemic, we learnt that power point presentations have overall usages that we never discover, and because of the pandemic, everyone was able to discover all the benefits that this tool has. So we learnt how to describe the assignment through this tools and we send them the information and we have also the students learnt about those things too. They are next to us, because if we wanted them to use something, we have to teach the students how to know, to use and how to work with that tool too. So, <u>we asked the students to send audios, videos, documents in pdf, to work in some management systems that we have in the platform, also we using Canva, Genially, and different pages in order to have the students have a variety of elements for them to present their homework assignments.</u> We are not only using the platform to uploading papers, documents in digital, nor videos but to doing different things during the pandemic, we are not going to be so rough or so static.</p>

	<p>What we have to do is to have a variation of tools that of course, that depends on the teachers because many teachers as I said discovered that technology is a monster behind a computer. And you must open yourself in order to receive everything which is inside the internet in order to have students learning many different things and in different ways. So that's right I think it was very effective, students were very satisfied in a way. We know we have to think in the remote learning, we are not thinking "but I want to be in the university" that is something that everybody misses to do, but we cannot do it because of the Pandemic so we have to work with what we have and that is the core of what we did with those tools.</p>
<p>4. According to your experience, could you describe the pedagogical mediation professor-students during the remote teaching methodology? How was it before and after the Pandemic COVID-19?</p>	<p><u>Remember that of course we miss to be in the classrooms having the contact and interaction with the students because it is not the same as doing it in here. Through a computer you have to adapt other manners to be in front of the students because mostly they are the ones who are seeing you but in the case of teachers, they are always, well in my case, I'm always telling the students to open their cameras in order to recognize who they are, who is speaking or participating.</u> But what I try to do is to have the students open their cameras and most of them do it, but some students presented some difficulties because of the telephones, sometimes because it's a low-quality camera or because of the internet connection, so that's terrible. But <u>what I found difficult in this modality is that we cannot have the access of being with the students in a pedagogical form; in relation to the contact and how you know the students, how their reactions are when you say something in front of them. I am talking about the presentation of an assignment that they are going to develop and if they say that it is difficult, that is what you talk with them when you are in front of them in the</u></p>

classroom. That is something that we miss, because we say something and they react and we cannot see the reactions in remote learning in here because we do different stuffs in order to have the students learn the language but it is not the same. For doing this we have to tell the students what we are going to do during these sessions because they have to respect, they have to be under the rules that they must respect for entering in the class. I do this with the students in order they feel I am with them, what is something very important; you have to use all the stuffs this is pedagogically correct in order to have the students attracted to read, to see what you are preparing for them. This is telling the students that you are accompanying them in the process you are telling them that you are going to be there assessing them, give them information, asking them questions, telling them if they need to send something, hearing when they complaining and sharing the question they have. Of course, we are not with them every day in the classes in which they are in the foreign language department but at least you are giving them this information. Also, what I was telling you is that rules are telling them that we are not going to be face to face but we are going to do something different that will help us to communicate or to develop all these things in a good manner. For example, to signing in the session on time because even though they are in home there are always late comers. Usually, the students complain all the time they have no time for coming to the classes early; they say they work; they say they have something to do; they talk about the internet connection etc. They have to go to the classes not only going but participate too because it does not have any sense to go to a class and do not participate, and this is what I let them know when I read this pedagogical material with the students

	<p>because they need to know it. “This is the way in which I’m going to develop my class and you please respect it and you please whopper it what I want to do for us to have a success in the learning process”, so that’s why we give this information for them and this is part of the pedagogical stuff that we have. Then of course <u>is time of the instruction I’m not only using the platform but I’m using this kind of things in order to attract the students to come and read, to come and work, to come and develop the assignments that I put in the platform. In order to let them be attracted to come and read what is new in here and the accompaniment that we give every unit and what we do is let the students read a learning path</u>, which is a route that we give to the students in order to develop the assignments they must do during the week. It is like having the teacher without having a teacher, so it is very complete. At the beginning, it was difficult because you have to work in all these things and you have to be arranging all the information for them, because students need to have a balanced form. I know my students are not only taking my course, they are taking three more courses that they have to dedicate time too but also at least I gave them this in order to have them organized with the time. So, every unit that I teach, I present a learning path, this is what I do for having these pedagogical stuffs that we don’t have to forget even though we are in the remote learning to accompanied the students. <u>Is easier for us to have the students read because the better you write the better the students will understand what you say, it is not the same when you are saying some things because you are able to forget some details.</u></p>
<ul style="list-style-type: none"> • As teacher, what was the most difficult challenge that you 	<p>Was to be in this form. I was afraid of being with the students using the computer in order to be with them because we were accustomed to be only face to face and once I started,</p>

<p><i>faced in this new modality?</i></p>	<p>I started with my telephone, I was not prepared, my computer was not so powerful in order to raise a videocall, so my computer was only for working with the stuff that we did in the university, for writing work papers and just for that because internet connection is not so well, so the biggest challenge was not to have good equipment, not to have a good computer, not to have good internet connection, not to be very accustomed to doing this interaction with the students through the camera in a videocall. The Pandemic started on March 13th and I started to have videocalls at the end of May, all this time we were with the students just sending them homework assignments, the first semester was very difficult for everybody.</p>
<ul style="list-style-type: none"> • <i>Academically, this change have had an impact, here exist a difference between the groups you had before the pandemic and the ones you have now?</i> 	<p>I have notice that most of my students speak English; they are good speakers of the language even though they are in a basic level but most of them speak the language. They are speaking a very good English; they are very fluent as in an intermediate level. So, something I think is that with students we had this year and the last one the product is not going to be the same as students we have in previous years because those students were taking classes every day, two hours a day and now I´m teaching just four hours a week. And some other teachers are teaching only one day, and not even a class it is just answering question about an assignment if they exist and then they leave the students.</p>
<p>5. <i>Before the Pandemic, did you ever use Moodle Campus UES? What was the</i></p>	<p>You remember Milagro and Jocelyn; you have been my students how the interaction was when we were in the classroom (making movements with the arms) it was great. And the criticism sometimes that's my colleagues told me that <u><i>I do too much in order to have the students participate because I move from one place to the other one in the classroom. I like to take different things in order to have the students participate, not only responding</i></u></p>

biggest challenge that you faced using Moodle Campus UES during the course of Practice Teaching II in the term II 2020?

questions that I ask, but also to interact with one another. I mostly have the students speaking in the classroom because they must speak in the classroom when you are developing the macro skills and I had you in a readings and conversation or in an advanced level. We had a problem in readings and conversation that the classroom they assigned us was in the Dagoberto Marroquin building. You cannot move the desks in there, but I usually like to have students standing up, moving from one place to another one to interact with people that are at the corner; those people had to come inside and they have to be present. All the time I guess I had elements for having all the students to be center, be focus on what they had to do in class and the participation was very active, I controlled that, I was able to monitor those kinds of activities that I developed in order to have the students to speak the language. But in here, I do it because I try to call the students at least to participate once in the class. Also in the classes, I make sub-groups in which I send the students a set of questions they have to discuss in groups and these groups also go out from the main call and they go to different groups; then I go one by one. For example, I do this, as soon as I have given all the instructions to students, the explanations of the grammar structure that they will exercise, as soon as I have given them enough vocabulary for them to speak and I have explained to them the activity that we will develop. I ask them to go out and then to enter to another group, another meeting, only these people are going to be participating. I am controlling the groups and it is effective because students have more opportunities to develop their speaking skill and the conversational skill because sometimes in the foreign language department students do not learn how to talk, how to sustain a conversation; mostly what students gain in the

department is to speak academically in front of others. I see there are students that know a lot how to put students together because they have studied the teaching part (didactics). There are students who know about teaching but they are not teaching and even though they are not teaching they know they control they observe what the teacher does. They criticize the teacher because they know they have taken subjects in which they have told them how teachers must behave in a class, that is something that puts you in the center, in the scenario, in the stage, and everybody is observing what you do. I guess participation is very important in these classes because you have to have students at least to speak or to develop speaking skills in any way so you must do it.

4.2. ANALYSIS AND INTERPRETATION OF DATA

4.2.1. Analysis of Survey Results

Technology plays a really important role in the educational field since today there are platforms that can be used for remote learning and students can have access to the information from anywhere. Moreover, there are theories that support the remote learning because students have many advantages such as saving money, accessibility and classes are not interrupted and continue in a normal way even in case of Pandemic. Nevertheless, there are some theories that are against this methodology. Since the University of El Salvador started to use remote learning as a new methodology during the Pandemic of COVID-19, with the purpose of gathering more information about the experience of having online classes, the research team created some instruments to collect information based on real facts.

In order to have more knowledge about the advantages and drawbacks of the use of Moodle Campus UES; a survey was sent via email to the students from Practice Teaching II so that they could share their answers through the Google Form based on their experience when attending classes as remote learning during the semester II, 2020. A questionnaire was taken by 24 students who were the sample for this research and from those participants the following information was gathered.

Some of the students (42%) had previous knowledge about the use of Moodle Campus UES before the Pandemic COVID-19 started. However, some other students affirmed that they were more comfortable using the platforms Google Meet and Google Classroom since they were easy to use to take the courses online.

Moreover, the 34% of the students experienced connectivity issues due to the unstable internet connection and the 23% because of the inadequate technological devices. Meaning that they were not able to connect to the classes every day because of the issue during the semester. However, the rest of them said they did not have any issues with the resources to attend online classes.

The interviewees stated that this methodology brings more advantages for them: such as saving money by using the platforms such as Google Meet and Moodle Campus UES and having access from anywhere. On the contrary, they also stated that there are some disadvantages such as social isolation since they do not have a directly interaction as they did in the traditional classroom. For instance, students used remote learning methodology to learn a foreign language.

According to the 48% of the students, the pedagogical mediation between the professor and the students from Practice Teaching II was really good because they implemented many new assignments as projects, presentations, online exercises, etc.

The acceptance of Moodle Campus UES as remote learning methodology was obtained by the 70% of the interviewees from Practice Teaching II, Foreign Language Department, University of El Salvador; as a result, they expressed satisfaction towards the good communication between student and professor, the new assessment methods used during the classes and the excellent academic results at the end of the semester II, 2020.

4.2.2. Analysis of the Interviews

The use of Learning Management Systems in the remote learning methodology has represented a challenge for the professors at the University of El Salvador, because it signified an abruptly change from the traditional way of the teaching-learning process to a new online modality due to the lockdown caused by the Pandemic of COVID-19.

Actually, professors who were teaching the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department during the semester II, year 2020; agreed that at the beginning of this new system of education they were not prepared neither with the most basic technological equipment nor with a good internet connection. For that, it was

something complicated to adequate the classes that they were accustomed to develop in a face-to-face methodology to a remote learning because they had to learn how to use technological tools as a computer and all its usages. Those were the main reasons why they struggled with the remote modality, professors expressed that at first, they were only sending documents and work papers to the students but they did not have too much contact or interaction with them.

Talking about the applications or platforms that professors used to implement the remote teaching-learning modality, to share and download information with the students. They said that they made use of different online tools such as WhatsApp, Facebook, Google meet, Institutional e-mail and Schoology, but Moodle Campus UES was the official one because that is the institutional platform used by almost all the professors in the University of El Salvador. They were able to interact with the students in a formal way through this Management System because since the beginning Moodle was thought to be created to be used to teach and learn not to be a simple commercial application as the others, which may be more a distraction than a tool for students. It could be easily to recognize that this change affected directly not only students but also professors, the last ones have to adequate their pedagogical knowledge to try to keep their students learning in a virtual system. For instance, the assessment approaches that professors had to use were a variety of different processes. They explained that at first, they had to send some videos for students to comprehend what they were going to do, through those videos they were asked to follow some indications for doing their assignments and send their work in audios, videos or documents, also to use others management systems to present their homework assignments in a varied way. For example, professors divided the class in two groups; the first group presented two reports in which they had to report eight hours of classes, they also had to present a portfolio with defined guidelines and structures and take some midterm online tests. The second group presented a syllabus design related to ESP (English for Specific Purposes) reported in 3 different phases, then they had a final report presentation.

Another area in the pedagogical system, considered as affected because of the Pandemic of COVID-19 is the interaction that existed between professors and students during the previous years with traditional way of education. However, what is true is that some professors tried to maintain the active participation of the students in classes through reading assignments, evaluations, discussions about some topics of interest for students such as politeness, netiquettes and language style. Such interaction made them feel as if they were working in a real classroom, made them think that professors are accompanying them, assessing them, giving them information, answering questions, being there when they were complaining about an assignment because they had doubts or because the indications were not so clear. Professors had to adapt new techniques in order to give instructions in a simple way to facilitate students' comprehension.

Overall, the usage of Moodle Campus UES had advantages and disadvantages; some of them were that not all the professors had one hundred percent about the usage of this platform; at the same time, there were many students that were from previous generations or years that did not know anything about Moodle. On the other hand, for professors and students It was not easy at all to get adapted to Moodle Campus UES but it was possible. Once professors and students were able to use it, students were allowed to participate through virtual tests, share information and download material successfully in the remote learning modality which was caused by the Pandemic of COVID-19.

4.2.3. Data Global Analysis

The use of Moodle Campus UES has an impact in the Practice Teaching II subject since it provides students access to education in the remote learning methodology. It supports course delivery and provides them online learning opportunities because of the benefits that it represents. The main reason for this is its functionality, which allows to achieve a virtual classroom environment that meets the needs of both professors and students. By using Moodle Campus UES; some advantages can be found as the following:

1. It allows professors to track students' progress and identify the areas of opportunity in the academic process easily.
2. The content can be easily upgraded, as Moodle Campus UES offers a centralized location for information which makes it simple to implement changes.
3. The platform is easy to use and new users can learn how to use the tools very easily since indications are straightforward.
4. It provides excellent accessibility since students can have access to the content from anywhere and any device to attend classes from Practice Teaching II or any other subject.
5. The students and professors can save time and money; with the Moodle Campus UES as a remote learning, it provides an opportunity for students and professors to remain connected and engaged with the content while working from homes.
6. Moodle Campus UES allows learners to engage into activities such presentation, written reports and homework instructions.

However, Moodle Campus UES brings some drawbacks for students and professors of Practice Teaching II subject as the following:

1. It is necessary to have some technology resources as good internet connection and devices in good conditions. Otherwise, the students will experience issues when using Moodle Campus UES.
2. Students can feel isolated or miss the social physical interaction that comes with attending a traditional classroom.

3. Students have to develop self-learning skills to manage their time and achieve the online courses successfully during remote learning methodology.

Furthermore, according to the information gathered from the research, the students and professors from Teaching Practice II subject from the Bachelor Degree of English, Teaching Option faced a big challenge when it comes to selecting the Learning Management System for communicating with the students at the beginning of the Pandemic of COVID-19. Many professors started to use some commercial applications such as Schoology for creating quizzes, Google classroom for downloading and uploading information and even WhatsApp and Facebook's chat groups. However, a few months later, they decided that they would start using the institutional platform, being Moodle Campus UES the official one in order to continue with the learning process.

One of the reasons why the platform Moodle Campus UES was selected by the professors to interact with the students was not only to do it in a formal and academic way, but also to take advantage of the current resources that the University of El Salvador had at that time. Many professors and students had previous knowledge about the use of this platform since they had been using it for internal courses which facilitated the adaptation process for the students and professors helping them to be aligned on the new methodology.

Moreover, Moodle Campus UES is a complete platform that provides students and teachers with a set of tools for improving the learning process and its management, and functions as a support for the online learning since professors from Practice Teaching II were working in different sources or different assessments with students; Moodle Campus UES was the appropriate tool to measure the improvement throughout the course.

Besides that, when attending classes in remote learning methodology, it is impossible not to think about the environment, conditions or interaction in which the teaching and learning process takes place; For instance, to describe the pedagogical

mediation when using LMS Moodle Campus UES in the Practice Teaching II subject has a big significance for this research.

Since it is a new modality that students and professors are still facing nowadays; professors looked for new strategies and ways to interact with students. For the Synchronously Communication which is an interactive real-time communication, it was fundamental to have an interaction from both sides (professors-students) at the same time through an online environment (meetings) and through apps such as Google meet; with open cameras to recognize who the students are, who is speaking or participating or to see the reactions when speaking about different topics. At the same time Moodle Campus UES was also accompanying the remote learning by allowing students to deliver and download information, homework assignments, to participate in projects and in virtual tests, etc. On the other side, for the Asynchronously Communication which is the opposite of the previous one because this does not happen in a real-time interaction; some professors decided to innovate as well by applying non-traditional ways to interact; for example, apps such as WhatsApp chat rooms was used as well as e-mails in order not to make students feel they were alone when students had questions or doubts about activities or projects they had to present. Nevertheless, even when there was a good pedagogical mediation thanks to interaction between students-professors, it was affected as well in a certain manner such as presenting technical problems when students, some of them were also late even in remote learning, connection issues with the devices, etc.

Additionally, according to the survey that students from Teaching Practice II subject fulfilled, the pedagogical mediation was perceived as very good during the remote learning thanks to use of Moodle Campus UES and the use of other apps; as well as the strategies, efficacy, effort and knowledge of professors and the interest and effort that students showed during this period; for instance, all these elements allowed professors and students to follow the path of success.

As well, based on the information gathered from the interviews made to professors and the surveys answered by the students of Practice Teaching II subject, the research team realized that the assessment approaches executed through Moodle Campus UES during the implementation of remote learning methodology in the semester II year 2020, were not only quantitative but also qualitative. The quantitative approaches were more focused on quantities so that they were applied; for example, in quizzes of multiple choice or fill in the blank questions. On the other hand, qualitative approaches were centered in having knowledge of the opinions of the students about a specific topic of discussion and analysis.

Finally, professors stated that they agreed in not using traditional approaches to assess students from Practice Teaching II. As a result, they divided the students into two groups; the first group had to present a portfolio following the guidelines and structure that professors gave them, and the second group had to present a syllabus especially related to ESP (Especial English for Especial Purposes); likewise, the students had to take midterm online test, did assignments and oral presentations. As well, the students were asked to send videos, audios, documents, and work in some management systems such as Canva, Genially and others online sites; so that they had a variety of tools in order to present their assignments. Similarly, based on the surveys; the students pointed out that their knowledge was assessed through quizzes, presentations, homework reports, Mid Term evaluations, projects, exercises, tests and oral exams, which were part of both quantitative and qualitative assessment approaches.

4.2.4. Data Global Interpretation

In the light of these findings, the overall results indicate that the use of Moodle Campus UES as remote learning methodology brings not only benefits but also drawbacks to both professors and students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department. Once the information from primary and secondary sources was collected from the research, it is imperative to come to a more profound analysis by

comparing the theories (secondary sources) and data collected in order to get to a global perspective of the obtained results.

Connectivism is a learning theory by George Siemens (2004) that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. For instance, it means that technology has many purposes, not only for social media, but also for academic profits as in the case of students from Practice Teaching II where technology was a useful tool during the Pandemic of COVID-19.

At the same time, John Dewey saw learning as a series of practical social experiences in which learners learn by doing, collaborating, and reflecting with others; for instance, when attending classes students from Practice Teaching II were able to get out of the main session of the class, then enter to another meeting with a selected group of students to discuss different topics and then they come back to the main session to socialize and learn about what each group discussed. Further, the professors stated that in remote learning they were facilitators for the students (see interview 2, p. 77), those last had to work together to follow professor's instructions to build their own knowledge; as in the *constructivism theory*, professors shared the necessary content of the subject with the students and organized them in small groups; as a result, students depend on their self-learning and the socialization with their colleagues to solve the work assigned, meaning that professors provide an environment where students were able to learn the necessary knowledge to solve problems.

In regards of the *Community of Inquiry (CoI) model*, that describes how learning occurs for a group of individual learners through the educational experience that occurs at the intersection of social, cognitive and teaching presence. It can be state that it was experience during remote learning; students received professors guide called "the learning path" in which there were instructions of the activities that they had to develop every day. In this way, students experience the professors' presence and not to feel disoriented when developing activities in and out of class.

As it was observed in the *Online Collaborative Learning theory* (OCL) that is defined as a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to innovate, and, by doing so, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer. Similarly, reflected in the students from Practice Teaching II that were divided in two groups to work in innovated activities that helped them build knowledge by creating some portfolios, doing some teaching practice and making syllabus related to ESP (English for Specific Purposes).

A further interesting and useful finding was that Holmberg (1986) from the *theory of Interaction and Communication* highlights the dialogue between the learner and the teacher as the basic characteristic of distance education and states that guided conversation facilitates learning (Aydemir, 2014). Professors made use of different strategies in order to keep communication with the students through diverse platforms such as WhatsApp, Zoom, Google Meet, Google Classroom (observe graphic 2, p. 64). In this way, students were guided and able to achieve the main goal which was to have success during the semester II, 2020.

Overall results from the *Theory and Practice of Distance Education by Holmberg (1995)* are defined as "a systematic ordering of ideas about the phenomenon of a field of inquiry, and an over-arching logical structure of reasoned suppositions which can generate testable hypotheses." He suggested that distance education has been characterized by a trial-and-error approach, with little consideration given to a theoretical basis for decision-making, and that the theoretical underpinnings of distance education are fragile. It was found to be true since the students from Practice Teaching II decided whether to attend classes or not.

Additionally, the new teaching-learning methodology requires multiple assessment approaches to evaluate students' progress and as reflected in the Chart 3 from the theoretical framework, there were two main ways in which professors could assess them. Actually, both of them were used in Practice Teaching II subject; quantitative and qualitative assessment approaches since students were asked to

do different assignments for which they had to send videos, audios, documents or to work in some online exercises. In this way, professors could evaluate all their macro skills (reading, writing, listening and speaking) as well as the understanding of the instructions given and so that they could bring the necessary feedback and adjust the delivery of the content of the course.

In contrast, according to the results from the data collected and the information from the framework (page 13), the use of Moodle Campus UES presented some challenges for professors and students from Practice Teaching II. As reflected in Chart 5 (p. 54) and according to Brown and Vlasenko, remote learning methodology brings some drawbacks during the learning such as social isolation; some students felt isolated and/or missed the social physical interaction that comes with attending a traditional classroom and socializing with their colleagues.

Likewise, students and professors faced technical difficulties such as power outage, unstable internet connection and inadequate technological devices, meaning that students experienced some problems out of their control that interfered their attendance and participation during the classes affecting their academic performance.

Results indicated that students from Practice Teaching II similarly faced challenges related to the self-learning skills; some students had low motivation and bad study habits; as a result, they felt overwhelmed during the semester due to deadlines for the different tasks they had to deliver. Based on the results gathered from the surveys and the interviews (appendix A, p. 116 and Appendix B, p. 120), some students had difficulties following the instructions shared in Moodle Campus UES due to their personal skills developed during the traditional classroom where they were used to verbally express what needed for receiving more clarification. After all, it is possible to say that the difficulties they faced were in some cases regarding to their interaction and the pedagogical mediation with professors during the implementation of remote learning methodology during the semester II, 2020.

By the overall results from the secondary sources (theories) and taking in consideration the results gathered from students and professors of Practice

Teaching II subject (primary sources), it was found that Moodle Campus UES as remote learning methodology brings more benefits than drawbacks. Since the research results show that more than the 70% of the students expressed satisfaction in its usage; not only with the academic results obtained during the semester II, 2020 but also with the personal benefits as described in the Chart 5 (p. 54); based on the results, the students had more control over their learning in spite of the difficulties that represent developing self-learning skills. Further, because of this change of methodology, students of Practice Teaching II developed soft skills such as discipline, teamwork and responsibility what allowed them to get good results at the end of the semester, taking for granted the benefits that this LMS has over other platforms or commercial applications in the academic field.

CHAPTER V

*CONCLUSIONS
AND
RECOMMENDATIONS*

5.1. CONCLUSIONS

After having analyzed the results from data collected and having researched more deeply regarding to the use of the Learning Management System (LMS) Moodle Campus UES, the research team can conclude that:

The Moodle Campus UES, which is useful, formal and the official platform for attending classes in remote learning, brings more advantages than disadvantages to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department. Based on their experience during the Pandemic of COVID- 19, the students approved the use of Moodle Campus UES not only because of the accessibility, but also the interaction between professor and student since they did not have any difficulties understanding each other during the course. Students felt comfortable with this methodology because it brought them positive expectations since they could attend classes from the comfort of their home, they did not have to spend time traveling to receive a face-to-face class and they could obtain feedback just via e-mail or during online meetings with their instructor and colleagues as well.

To make Moodle Campus UES the principal tool for students of the Practice Teaching II subject to attend classes as well as other courses at the University of El Salvador was a big opportunity to solve the problem of education during the Pandemic of COVID-19. Apart from having the necessary features to be implemented during the remote methodology, solving health problems such as massive contagiousness in the University.

However, according to the research, there were some minor inconveniences during the process of adaptation to this new methodology due to the lack of preparation; some professors from Foreign Language Department were not prepared to teach using Moodle Campus UES as remote teaching since they had not received an appropriate preparation on this field, neither they had the technological knowledge nor count with staff providing support when there was a typical difficulty at the moment of using the platform. Another difficulty that students

from Practice Teaching II usually had while using the platform and the methodology was that they needed sometimes an instructor to get some feedback or advice related to a specific topic; so, it was kind of difficult because the communication sometimes was asynchronously and students had to ask via mails; therefore, the process of clarifying doubts was behind schedule.

In general, the remote learning presents a main disadvantage which is that for attending classes in this modality students must have the necessary equipment and in a very good condition if possible. In case of not having them in good conditions, technical problems can be presented as well as in case students do not have the equipment; a cell phone, a computer, an internet connection, they can be excluded from this modality increasing scholar desertion at the University of El Salvador.

Moreover, Moodle Campus UES is the most convenient tool for uploading, downloading and sharing information with students; however, professors had to combine their knowledge to use other platforms to meet students in real time such as Google Meet to be able to deliver the instructions to the students.

Besides that, through the use of Moodle Campus UES and other platforms such as Google Meet, the success of a pedagogical mediation was totally possible. The interaction in which professors and students went through was achievable thanks to the characteristics of Moodle which allowed a good communication, check students' progress and track grades; as well as, thanks to the effort made from both sides, professors and students of the Practice Teaching II subject during the semester II, year 2020.

Finally, the use of different assessment methods such as midterm tests, presentations, portfolios, teaching English classes, creating syllabus, working with different platforms such as genially, Canva, etc. provided new experiences for students as well as professors of the Practice Teaching II subject during the semester II, year 2020. At the same time, students succeed during the remote learning and the knowledge acquired will be totally useful to apply it in real life situations when becoming professionals.

5.2. RECOMMENDATIONS

This research involves students, professors and authorities of Foreign Language Department in the University of El Salvador. After conducting the research, there are some recommendations made to each of the related groups such as the following:

Recommendations for authorities the University of El Salvador:

- Authorities should expand the budget or look through different associations for the implementation of remote learning to bring the necessary equipment for every professor, since at the beginning of the Pandemic of COVID-19 some professors did not have the necessary equipment such as a laptop and an internet connection or if they had, it was in such a bad condition that did not allow them to work properly during the remote learning.
- Authorities must support professors and students by providing some complete training to learn how to manage all the functionalities of Moodle Campus UES prior to taking the virtual classes.
- Authorities have to create a technical support team for professors to fix any technical issue when the main website for Moodle Campus UES is not working properly and provide support answering questions related to the use of this platform.

Recommendations for professors of the Foreign Language Department:

- Professors must get involved in the use of technological resources because even though there exist such a useful tool as Moodle Campus UES, professors do not know how to take full advantage of its benefits and that is the main reason why some of them make use of other commercial platforms and applications that have nothing to do with teaching or learning process.

- Professors must focus on creating an excellent study environment where communication and motivation are the keys to succeeding in the academic process. This will facilitate the students' comprehension of the instructions delivered to complete any activities, projects and homework during the course.

Recommendations for students of the Foreign Language Department:

- Students have to be willing to invest some time taking any personal training or the one created by the University of El Salvador to learn how to use the platform Moodle campus UES as well as to look for other apps that can be useful to exploit some language skills, teaching and learning process prior to taking the online classes.
- Students should be aware of all the benefits and drawbacks of the use of Moodle Campus UES during remote learning methodology to take all the actions that are required to succeed during the course.
- Students must be prepared to learn how to develop some personal soft skills such as time management, teamwork, responsibility, communication, etc. which are needed during the development of the online classes at the University of El Salvador.
- Students should do a follow-up research of the benefits and drawbacks that the use of Moodle Campus UES brings to students that are attending subjects from the Skill Development Area and the ones in the Methodological Area of Specialization of the Bachelor Degree of English, Teaching Option to identify possible differences.

CHAPTER VI

BIBLIOGRAPHY AND APPENDICES

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6.2. APPENDICES

APPENDIX A



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



Research Topic: The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.

Objective: To collect information about the impact of the use of Moodle Campus UES has caused in the students of Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department as remote learning during the Pandemic, Covid-19.

Instructions: Please, read the following questions and check (✓) the answers which apply in your personal case and provide an answer to the open questions.

Gender: Male Female

Age: 15-20 21-25 26-30

1. At the beginning of the pandemic of COVID-19, were your studies affected directly?

- Yes
 No
 Maybe
why?
-

2. Once the classes were retaken in an online methodology, what were the platforms or apps that professors from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option started to use?

- Facebook

- WhatsApp
- Zoom
- Google meet
- Schoology
- Google classroom
- Teams
- Moodle
- Others _____

3. What is the virtual platform that is easier for you to use to attend classes at the University of El Salvador?

- Facebook
- WhatsApp
- Zoom
- Google meet
- Cisco Webex meetings
- Teams
- Others _____

4. What is the virtual platform that is easier for you to submit and download information related to the Practice Teaching II subject?

- Facebook
- WhatsApp
- Schoology
- Google classroom
- Moodle
- Others _____

5. Previous to the Lockdown, did you ever use Moodle campus UES

- Yes
- No

6. How often did you use Moodle Campus UES for attending the Practice Teaching II subject during the term II 2020?
- Everyday
 - Frequently
 - Once a week
 - Twice a week
 - Never
7. According to your experience, what were the difficulties that you faced using Moodle Campus UES during the term II 2020?
- Not enough interaction
 - Connectivity issues
 - Inadequate technological devices
 - Unclear instructions
 - Others _____
8. According to your experience, what are the advantages of using Moodle Campus UES as remote learning methodology?
- Accessibility
 - Save money
 - Easy to use
 - Notifications of new assignments, forums, posts, etc.
 - Communication facilities
 - Others _____
9. During the term II 2020, what were the shortcomings that you faced using remote learning methodology?
- Social isolation
 - Power Outage
 - Unstable internet connection
 - Overwhelmedness
 - Others _____

10. How was the pedagogical mediation with your professor from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option, through remote learning methodology?

- Excellent
 - Very good
 - Good
 - Fair
 - Poor
- Why?
-
-

11. What are the assessment methods that your professors from Practice Teaching II subject from the Bachelor Degree of English, Teaching Option have been implementing during the remote learning methodology?

- Quizzes
- Presentations
- Mid-Terms
- Oral exams
- Tests
- Exercises
- Projects
- Homework/ reports

APPENDIX B



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



Research Topic: The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020.

Objective: To collect information about the impact of the use of Moodle Campus UES as remote learning during the Pandemic, Covid-19.

Instructions: Please, read the following questions and answer them according to your experience

1. When remote teaching methodology started because of the Pandemic COVID-19, what applications did use to develop your course of Practice Teaching II? Why?
2. When remote teaching methodology started because of COVID-19, what applications did you use to download and upload information with the students of Practice Teaching II? Why?
3. What assessment approaches did you use to evaluate your students' knowledge and understanding from the course Practice Teaching II course?
4. According to your experience, could you describe the pedagogical mediation professor-students during the remote teaching methodology? How was it before and after the Pandemic COVID-19?
5. Before the Pandemic, did you ever use Moodle Campus UES? What was the biggest challenge that you faced using Moodle Campus UES during the course of Practice Teaching II in the term II 2020?

APPENDIX C



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



San Salvador, 09 de abril de 2021

Licenciado Ricardo Cabrera,

Presente.

Reciba nuestros mejores deseos de bienestar y salud para usted y los suyos. Sirva la presente para comentarle que los egresados de Licenciatura en Lenguas Modernas Especialidad francés e inglés: Edwin Balmori Márquez Méndez MM13180, Milagro de María Menjívar Cortez MC13038, Jocelyn Arine Repreza Oviedo RO14005 están en proceso de grado, desarrollando investigación bajo el nombre de ***“The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020”***, por lo cual solicitamos de su valiosa colaboración para realizar una corta entrevista a su persona con el objetivo de recolectar información que sustentará nuestra investigación bibliográfica.

Agradecemos su valiosa ayuda y estaremos en espera de su respuesta.

Atentamente,

Br. Edwin Márquez

Br. Milagro Menjívar

Br. Jocelyn Repreza

VoBo. MsD. Ana Carolina Ramos de Gómez
Docente Asesor

APPENDIX D



UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



San Salvador, 09 de abril de 2021

Licenciado Francisco Rodríguez,

Presente.

Reciba nuestros mejores deseos de bienestar y salud para usted y los suyos. Sirva la presente para comentarle que los egresados de Licenciatura en Lenguas Modernas Especialidad francés e inglés: Edwin Balmori Márquez Méndez MM13180, Milagro de María Menjívar Cortez MC13038, Jocelyn Arine Repreza Oviedo RO14005 están en proceso de grado, desarrollando investigación bajo el nombre de ***“The benefits and drawbacks that the use of the Learning Management System (LMS) Moodle Campus UES brings to students of the Practice Teaching II subject from the Bachelor Degree of English, Teaching Option of the Foreign Language Department to comprehend the necessary adoption conditions in the remote learning methodology of the course during the semester II, year 2020”***, por lo cual solicitamos de su valiosa colaboración para realizar una corta entrevista a su persona con el objetivo de recolectar información que sustentará nuestra investigación bibliográfica.

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