

**UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y HUMANIDADES  
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**TÍTULO:  
EDUCATIONAL TOOLS FOR THE TEACHING OF A FOREIGN LANGUAGE IN  
VIRTUAL ENVIRONMENTS.**

**TRADUCCIÓN:  
HERRAMIENTAS EDUCATIVAS PARA LA ENSEÑANZA DE UNA LENGUA  
EXTRANJERA EN ENTORNOS VIRTUALES.**

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**INFORME DEL CURSO DE ESPECIALIZACIÓN.  
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA DE  
IDIOMAS EXTRANJEROS EN ENTORNOS VIRTUALES.**

**IN ORDER TO OBTAIN THE DEGREE OF:  
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND  
ENGLISH.**

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## **i. ABSTRACT.**

The present report is about a specialization course that took place during COVID-19 pandemic. The main purpose was that of specializing future graduates to develop online teaching-learning processes of foreign languages. The specialization course was divided into three modules. Each module lasted eight weeks. They covered theoretical, practical, and functional contents to set up a virtual classroom making use of several educational applications such as Moodle, Google Classroom (asynchronous activities), platforms like teams, Meet, zoom (synchronous activities). The report also presents the objectives, the learning results that students got. One of the most important achievements was the experience of designing educational material for virtual classrooms in the Learning Management System available on the internet, such as: podcasts, interactive images, videos, google websites, games, tests, and quizzes, among others.

Key words: Learning Management System (LMS), Teaching-learning, Virtual learning environments, Online education, English language teaching.

## I.INTRODUCTION

The present report is based on the development of educational material for a foreign language learning. It is important to mention that the specialization course consisted of three modules, each one with different teachers to provide a more flexible content so students can learn how to develop: conceptual contents, methodological design, strengthening of linguistic skills, digital skills, as well as the use of technological tools inside of a virtual environment. The report is focused on the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and the use of platforms like TEAMS or Google Meet for synchronous activities.

At the same time, this work explains how the participants have been provided with the necessary tools to develop experience and even create virtual classrooms in Learning Management Systems available on the internet in order to create a flexible environment for the learning process of a foreign language.

Finally, this report also explains how participants were able to develop different sets of skills while teaching foreign languages. in order to create the sense of curiosity of students with the purpose of creating an engagement inside of a new virtual learning process as the 21st century demands.

## II. OBJECTIVES

### General Objective:

- To analyze what has been learned, and the experiences gained throughout the specialization course.

### Specific Objectives:

- To design digital materials to facilitate the teaching and learning process of foreign languages.
- Apply learning theories while teaching English online using emerging technological tools.
- To get familiar with theoretical information about technological tools, their function and advantages for a better teaching and learning process.
- Use technological tools to plan and develop synchronous class activities.

### **III. THEORETICAL FRAMEWORK**

#### **1. ONLINE EDUCATION IN EL SALVADOR DURING THE TIME OF COVID-19**

COVID-19 has devastated many aspects of life in El Salvador from health care to education. El Salvador already had a poverty rate of 32% in 2016, years before the pandemic hit. COVID-19 has only continued to hurt the country. The President of El Salvador imposed a strict lockdown on the country from May to June, 2020. The country experienced a sharp increase in COVID-19 cases since the lockdown ended with more than 36,000 cases and 1,000 deaths up to September 2021. Even so, there are still many strict restrictions on civil conduct. One such restriction is that of in-person education, as many prepare to utilize online education in El Salvador.

Over the summer, COVID-19 restrictions complicated education in the Central American country. Some schools are still closed relying on the internet to take their classes. As a result, students and teachers have had to get creative to make online education in El Salvador work during these difficult times. However nowadays, 2022, many schools have been partially reopening, admitting students face-to-face two or three times a week. While the Ministry of Education provides a Youtube channel for education, a website offering lessons to students is also available. Lesson curriculums range from preschool to high school and each subject includes a test to verify what students are learning. For students who do not have computers, the website is accessible through mobile phones. The internet is becoming an increasingly viable option for students because of the availability of service through cheaper options like mobile phones.

The internet is a great tool to help students during COVID-19, but access to it is limited, especially in rural towns. Some students do not have any service and must go to extremes to reach their educational goals. Students in the Atiquizaya municipality have climbed trees to reach service. Missing months of education also has direct consequences for students trying to go to university. According to a recent study, students in poverty have a greater chance of absences affecting their educational goals in the future compared to students living in better socioeconomic conditions. President Bukele has helped students in various towns gain access to Wi-Fi and laptops, but it has not been enough. The government needs to provide services everywhere to encourage students to continue their education.



## **2. EDUCATIONAL TOOLS FOR A FOREIGN LANGUAGE LEARNING IN A VIRTUAL ENVIRONMENT.**

In order to understand this following project we need to ask:

- 1- What is an educational tool?
- 2-What is the purpose of educational tools?
- 3- Why are educational tools important?

- It is well understood that an educational tool is an extra tool or material that helps students and teachers to develop the learning process in a more manageable way. Also we can say that educational tools provide features that streamline collection, provide more grading options, and even provide feedback for traditional paper-based class homework while other tools help expand beyond traditional homework by opening up more submission options.

However, there are multiple educational tools to help not only teachers, but also students to have a better learning experience. However, after the COVID-19, things have changed; and now we can strongly suggest that the most important educational tools nowadays are the ones who focus on virtual environments, because that's how the educational institutions are working around the world for the safeness of people against the COVID-19.

- At the same time, we can say that the main purpose of educational tools is to allow users to learn and monitor new academic technologies, share experiences with these technologies, and innovate by adopting new learning strategies for applying new techniques in the learning process.

- However, after the pandemic, the educational system collapsed because teachers and students were not prepared for the crisis triggered by the COVID 19. In addition, this is where the importance of educational tools comes handy, because educational tools for students have made our lives a little more convenient, and are in demand as of now, and there is no shortage of such tools. Moreover, thanks to the new virtual environment, students are now involved in various activities, extracurricular and/or physical, and need educational tools for different purposes, flexibility, and more innovative learning features.

It is also well known that digital platforms have started replacing the traditional classroom, by making education more flexible and accessible. Among many other benefits, they also seem to enhance communication between the teacher and the student.

Therefore, we can definitively say that educational tools for virtual environments have changed the learning process as we have seen until now, and they have also made the learning process even easier than before.

But also because they provide not only the flexibility that teachers need in terms of the time management; but at the same time because students can now have more interactive lessons, where they can learn and create a strong engagement to their courses and improve the areas of opportunities where they need more support with.

### **3. E-LEARNING AND LEARNING MANAGEMENT SYSTEM (LMS)**

E-learning presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through. Also, particularly in courses that are entirely electronic, students are much more independent than in the traditional setting.

E-learning refers to all electronic learning through systems that are used as part of the learning system.

E-learning has several benefits as follows: Flexible, On-Demand Learning: The biggest advantage of e-learning is access to on-demand courses. Many times one requires access to certain learning material. E-learning provides an abundance of such material (for enhancing both hard domain skills and soft skills) that can be accessed year-long at any time of the day or night. Increased Access: It is possible to easily access and have a continuous interaction between teacher-students and vice versa. The learning experience is also of higher quality. It is enhanced through the use of audio, video, and graphics and imaging aids. This multimedia experience greatly augments the quality of learning.

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 and students. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation and assess student performance.

A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing, podcast, interactive activities and discussion forums.

#### **4. HISTORY OF THE SPECIALIZATION COURSE**

It is well known that the Covid pandemic greatly influenced the modalities of education today and that most universities chose to focus everything on technology, since today everything will be online.

An agreement was reached at Universidad de El Salvador because the teaching method was obsolete and should be changed. For this reason, most faculties began to implement technology at each stage of the learning process, and ours was not the exception. It was agreed a Specialization Course: ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA DE IDIOMAS EXTRANJEROS EN ENTORNOS VIRTUALES would be the option that students could register as their graduation work. The course would be taught with a duration of 180 hours in a period of no less than six months.

## IV. DESCRIPTION OF ACTIVITIES

### MODULE I

In this module, students analyzed and identified the importance of learning theories for the development of English language teaching methodology in virtual learning environments. In order to complete the development of the activities the teacher motivated students to take an active role in the learning process by analyzing each theory studied, creating forums discussions, among other techniques throughout the duration of the course activities. The main purpose of this module was to involve students in their task by using tools related to web 2.0, so that they could encourage students to a change of roles: as learners and as facilitators in their virtual classrooms. The activities were developed online, and cooperative learning emerged spontaneously, participants were involved in several debates to interact and give feedback between facilitators and students, but also between students.

The content analysis allowed us to identify the importance of Learning Theories and their impact on the teaching methodology of the English language in virtual learning environments.

There are five primary educational learning theories, some of them are:

- Behaviorism: observable stimulus-response behaviors, as they can be studied in a systematic and observable manner.
- Cognitive: Learning relies on both external factors (like information or data) and the internal thought process.
- Connectivism: Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge.

Understanding learning theories can result in a variety of outcomes, from improving communication between students and teachers to determining what students learn.

Theories in education didn't begin in earnest until the early 20th century, but curiosity about how humans learn dates back to the ancient Greek philosophers Socrates, Plato and Aristotle. They explored whether knowledge and truth could be found within oneself (rationalism) or through external observation (empiricism).

In the 20th century, the debate among educational theorists centered on behaviorist theory versus cognitive psychology.

Another task was the creation of infographics which are visual representations of information, students had to describe and represent the LMS selected to work with. Facilitator provided different apps to design it, one of the most common was "Canva" where students had to symbolize a variety of elements, such as images, icons, text, charts, and diagrams to convey messages at a glance.

At the end of the specialization course, the participants were able to learn and understand the fundamentals of online education and its application to the English Language Teaching. Constructivism: The learner builds upon his or her previous experience and understanding to "construct" a new understanding.

Humanism: A "learner-centric approach" in which the potential is the focus rather than the method or materials.

"Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, behavior and worldviews,"

## MODULE II

In this module, students analyzed some technological tools and learned their usages in the teaching-learning process in virtual environments. Students developed specific activities using some of the following technological tools: Edpuzzle, Flipgrid, Flippity, Liiveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon.



The academic activities of this module were developed online. The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning.

Students checked the LMS as part of the teaching-learning process. Students created a tutorial video using flipgrid, a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics. It was a good opportunity for students to learn to create material by recording themselves, also in this same activity participants made use of live worksheets by designing interactive sheets as tasks, quizzes or even to measure the student's knowledge and participation.



The use of technology in education also raises challenges, including those related to equity of access, cost-effectiveness, teacher professional development, assessment, privacy, and safety. It also is transforming education, changing how, when and where students learn, empowering them at every stage of their journey.

In this module participants also use another application called Powtoon, an eTool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with options to upgrade), user- friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding interactive visuals.



### **MODULE III**

In this module, students were able to integrate all the tools learned during Module I, Module II, and new technological tools learned during this last Module. The first activity was the creation of a podcast, which was a very useful tool to have the material recorded so students could listen to the information on any electronic device anywhere and anytime. Podcasts are a great way to teach new content, something suited for passive learning. Students can listen on their own, freeing up valuable classroom time for more active learning. Going through questions, participating in-group discussions, and making things with others can all be part of this. Another relevant activity was the creation of interactive images using the app called Geniality, an online tool that can be used to create still, animated, or interactive visuals, such as posters, infographics, quizzes, and presentations. To create visuals, you can use pre-made templates or start from scratch.

The edition of a video and images was a fundamental part of the teaching-learning process in a virtual environment. Participants utilized different editors to create and modify material. To finalize the module students created a google site, which needed to be linked with the google classroom activities, tasks, material, etc, and google calendar. They learned how to create hyperlinks to attach relevant information into the website, the purpose of it was to centralize all the activities created throughout the specialization course. In addition, some of the facilitator's personal information was added so students could contact them. In another tab were added resources to use in class, pending activities, extra material to reinforce the lesson studied, quizzes, schedules, etc. Google Sites is a Google web application that allows users to create wikis and websites, with ease of use and collaborative designs.

As final activity participants worked on the creation of a virtual classroom using a Learning Management System from those available on the internet. This LMS was essential to connect with students. Students designed a welcome image, topics, tasks, quizzes, included relevant information per unit, questions, discussions, etc. Classroom was used with many tools, such as Gmail, Google Docs, and Google Calendar, this app helped students become and stay engaged in the learning process. Using Google Classroom is definitely worthwhile. Saved a lot of time and energy, and helped to better prepare the students for the future.

## V. ACHIEVEMENTS

As example of achievements, Participants were able to:

- Develop educational skills for the use of Virtual environments.

In this section, the participants were able to learn different methodologies in order to teach a foreign language such as Behaviorism, Connectivism and Constructivism depending on the type of needs or approach that the teacher wants to give to the class.

- Participants can now use the different LMS online to create a proper learning environment for the different types of needs required by some students.
- Master the use of technological tools inside of a virtual classroom, in order to facilitate the foreign language learning. Participants were able to learn, practice and even create a variety of educational material in order to get the mastery level needed to perform online tasks such as Evaluations for different levels of students such as novice, developing or proficient; in order to facilitate the content of the course for the students.
- Also, participants learnt how to create and develop the educational material needed to provide an excellent synchronous learning: In this section, students were provided with information, tools and even some feedback in order to improve areas of opportunities with the purpose of exceeding the expectations met in a virtual course.

- They also learnt how to develop original content according to their classroom needs, in order to facilitate the comprehension of specific topics inside of a virtual modality: Such as:

➤ **Podcasts online:**



In order to speed up the learning process, Participants learnt to take advantage of online podcasts in order to share the general content of the topics to be discussed in next classes, so students can learn and understand a little bit more about the topic; in that way by the time of the class they can focus a little bit more on practice, and in questions and answers sections.

➤ **Liveworksheets:**



The participants can now create flexible evaluations according to the level of students and facilitate the evaluation process for the teacher and student. Which guarantees saving time and more focus on the learning process instead of just evaluations periods.

➤ **Interactive Images (Genially):**



Participants learnt how to motivate and engage students with simple but powerful interactive images that contain the necessary information and resources for students to learn about a specific topic and get prepared for future evaluations.

➤ **Educational videos (Edpuzzle):**



Thanks to the use of this virtual tool, participants learned how to create videos with educational content, where students can learn and practice what they have learned at the same time, thanks to the evaluation system inside of the Edpuzzle's educational video.

- Also, as extra achievement, participants were even able to learn how to innovate the learning process with online activities such as:

➤ **Kahoot:**



Where they are allowed to create interactive evaluations where students have the confidence to show what they have learnt throughout the online course.

➤ **Padlet:**



Thanks to Padlet, participants have the chance to create a different set of activities where students can share their opinion, participate in the class activities and learn at the same time. Thanks to that, participants are now able to calibrate and measure the level of learning and engagement of the students, in short, mid or even long terms; and based on that information do the necessary adjustment to the course to make sure students will have the same equivalence of learning.

## VI.CONCLUSIONS

- In conclusion, digital tools will always be in our lives, and we as teachers have the purpose of teaching students the proper use of these tools efficiently so that they acquire comprehensive knowledge.
- Today's technologies are a necessity that gives a different approach to education and help us update teaching methods by encouraging students to obtain their knowledge through the appropriate tools.
- It is very important to be able to not only use technology today, but also have the ability to learn new technology techniques that strengthen teaching and learning, as well as increase opportunities to access knowledge, develop collaborative skills and inculcate positive values in students.
- Technology is a versatile and valuable tool for teaching and learning, and everyone must be prepared to use these technologies effectively for the welfare of students, teachers and the society itself.
- We can highlight that the use of these technological tools can both promote interpersonal interaction because it generates a rapprochement between students and teachers, favoring teamwork, as well as increasing the autonomy of the student, that is to say, they help people to be more self-sufficient and decisive.

## VII. RECOMMENDATIONS

- **To the Department of Foreign Languages**

- It is important that the Department provide the necessary tools and support to all students who want to take advantage of the specialty course as a final task, instead of the traditional thesis required to graduate.
- To provide professional development not only to students but also to members of the Foreign Language Department on the use of technological tools for a virtual learning environment. In order for teachers to innovate the learning process of new generations

- **To The Authorities of the School of Humanities:**

- To enable the necessary resources for the department to be able to create more specialization courses where students can learn, and even create new educational paths in order for students and teachers to innovate the learning process of new generations.
- To create more opportunities for teachers to specialize in different virtual environments to be part of the staff of the Foreign Language Department in order to cover the demands of the students inside of the department such as Translators experts, tourism and why not even Language and communications teachers.



- **To students:**

- It is recommended for students to use online content in order to find different learning techniques, such as translators, grammar content online, or even podcasts with educational content related to the topic discussed during the class in order to have a more meaningful language learning.
- Also, the students should proactively look for online tools that help them to work on the different areas of opportunities that they may have; such as pronunciation techniques, or even fluency tests.
- Finally, the students need to organize their time with more purposeful online activities where they can practice a foreign language in a better way such as; reading formal books where they can gather a more formal vocabulary to express themselves, or learning phonetic rules that help them pronounce the words in a better way.

## VII. WEBLIOGRAPHY


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# XI. APPENDIXES

## FIRST MODULE: ONLINE ENGLISH LANGUAGE TEACHING



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

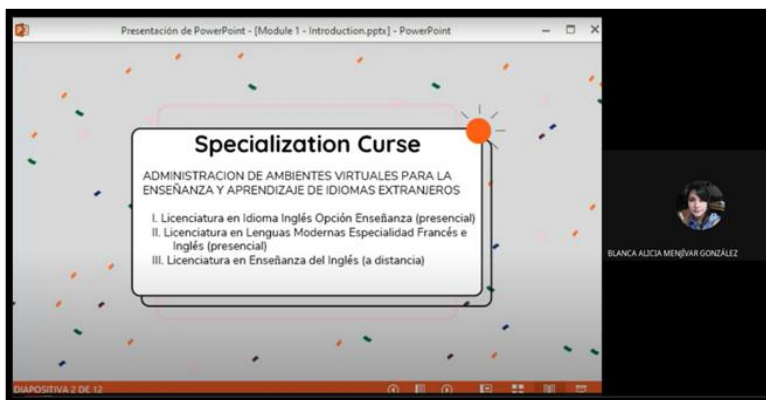


**Module 1: Online English Language Teaching**

**PROGRAM**

**1. GENERAL INFORMATION**

1.1 Module 1:	
1.2 Code:	<b>EDII114</b>
1.3 Pre-requisite:	<b>None</b>
1.4 Academic Credits:	<b>3</b>
1.5 Target Population:	<b>Students who have concluded their academic process</b>
1.6 Month and Year:	<b>August 2021</b>



Presentación de PowerPoint - [Module 1 - Introduction.pptx] - PowerPoint

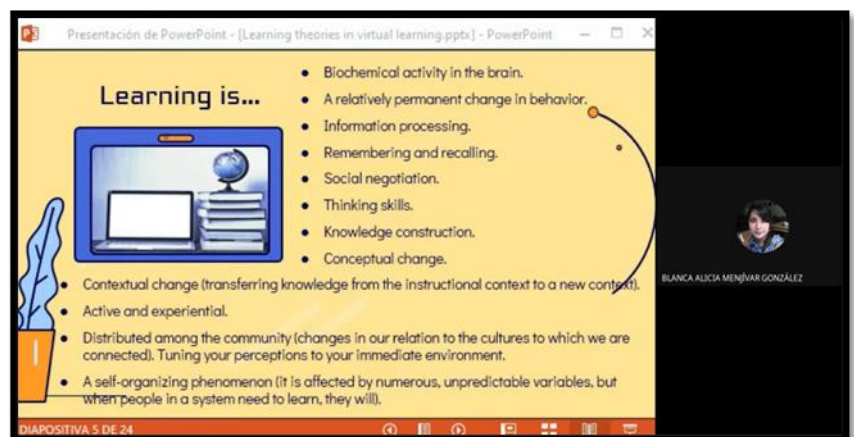
**Specialization Course**

ADMINISTRACION DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS

- I. Licenciatura en Idioma Inglés Opción Enseñanza (presencial)
- II. Licenciatura en Lenguas Modernas Especialidad Francés e Inglés (presencial)
- III. Licenciatura en Enseñanza del Inglés (a distancia)

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DIAPOSITIVA 2 DE 12



Presentación de PowerPoint - [Learning theories in virtual learning.pptx] - PowerPoint

**Learning is...**

- Biochemical activity in the brain.
- A relatively permanent change in behavior.
- Information processing.
- Remembering and recalling.
- Social negotiation.
- Thinking skills.
- Knowledge construction.
- Conceptual change.

- Contextual change (transferring knowledge from the instructional context to a new context).
- Active and experiential.
- Distributed among the community (changes in our relation to the cultures to which we are connected). Tuning your perceptions to your immediate environment.
- A self-organizing phenomenon (it is affected by numerous, unpredictable variables, but when people in a system need to learn, they will).

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DIAPOSITIVA 5 DE 24



## TECHNOLOGICAL TOOLS

### SOCRATIVE

- Quick Questions, allows students to answer a multiple choice, true/false, or open-ended question in real-time, good way to provide feedback to them.
- Instant insight into student learning with easy-to-create quizzes, polls, exit tickets to evaluate the student's performance.
- Space Race: students answer each quiz question, their chosen avatar moves ahead in the race, users get motivated to participate.



### KAHOOT





- Platform based on games and questions to encourage the learner participation.
- Teacher can create questionnaires, discussions, or surveys that complement academic lessons, to activate prior knowledge.
- Host live class or via video conference: questions and answers are displayed on a shared screen while students answer on their devices, a perfect way to provide feedback.

### PROJEQT

- Allows to create multimedia presentations, with dynamic slides in which you can design interactive maps, links, online quizzes, and videos, really helpful to introduce a content.
- Create your projeqt once and have it update everywhere, instantaneously, to orientate learning.



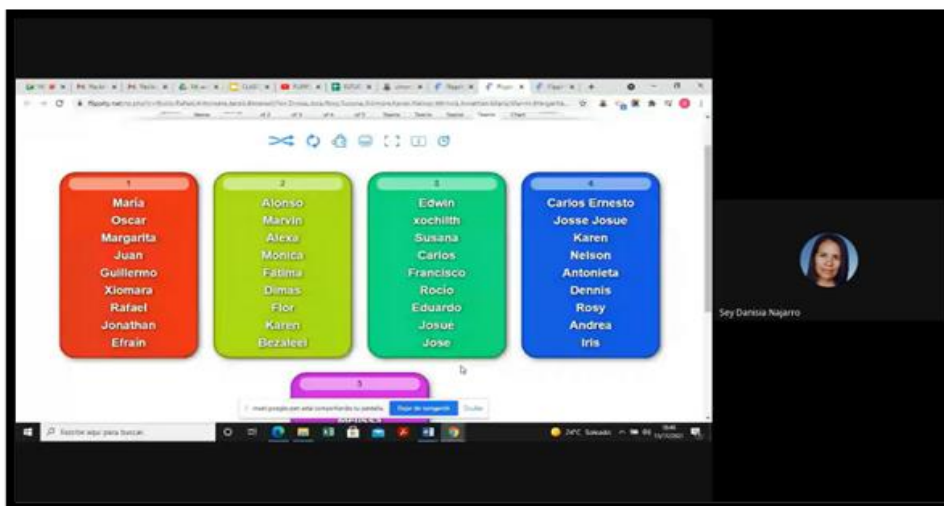
# SECOND MODULE: EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

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

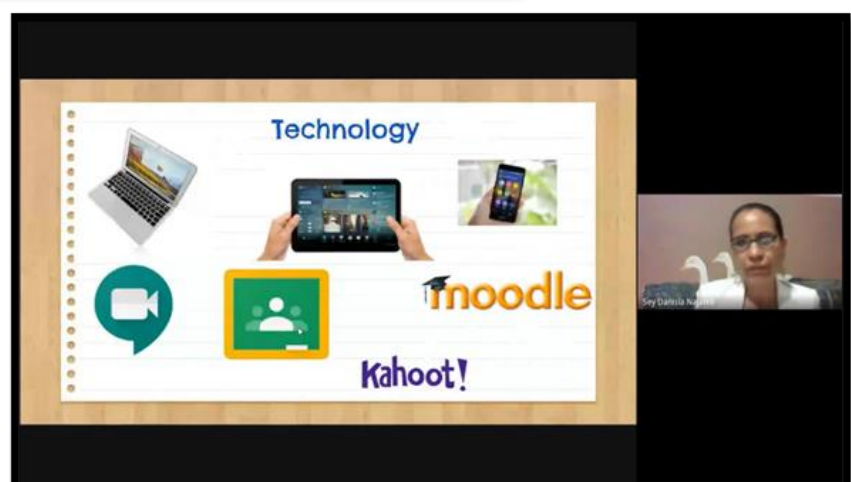
**PROGRAM**

**1. GENERAL INFORMATION**

1.1. Module 2:	Educational Applications for Learning a Foreign Language
1.2. Code:	APE214
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	October- December 2021



A screenshot of a Zoom meeting interface. The main window displays a grid of four participant name cards. The first card (red) lists: Maria, Oscar, Margarita, Juan, Guillermo, Xiomara, Rafael, Jonathan, Efrain. The second card (green) lists: Alonso, Marvin, Alexo, Monica, Fatima, Dimas, Flor, Karen, Bezaleel. The third card (blue) lists: Edwin, xochiltl, Susana, Carlos, Francisco, Rocio, Eduardo, Josue, Jose. The fourth card (purple) lists: Carlos Ernesto, Josse Josue, Karen, Nelson, Antonieta, Dennis, Rosy, Andrea, Iris. A fifth card (purple) is partially visible at the bottom. To the right, a smaller window shows a video feed of a participant named 'Sey Daniela Najara'.



A screenshot of a Zoom meeting showing a presentation slide titled "Technology". The slide features icons for a laptop, a tablet being held by hands, and a smartphone. Below these are icons for a video chat window and a person icon. The logos for "moodle" and "Kahoot!" are also visible. To the right, a video feed shows a participant named 'Sey Daniela Najara'.

## Copy of Susana Rivera powtoon evaluation.pptx (2)

By rr12111 | Updated: Nov. 26, 2021, 7:15 a.m.

Slideshow  Video



## THIRD MODULE: DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS

1. GENERAL INFORMATION	
1.1. Module 3:	<b>Design of Didactic Materials for Virtual Environments</b>
1.2. Code:	<b>DIM314</b>
1.3. Pre-requisite:	<b>None</b>
1.4. Academic Credits:	<b>3</b>
1.5. Target Population:	<b>Students who have concluded their academic courses</b>
1.6. Month and Year:	<b>January- March 2022</b>



Presentación de PowerPoint - Using Multimedia resources in Virtual Learning Environment.pptx - PowerPoint

# Using Multimedia Resources in a Virtual Environment

Specialization Course – Module 03  
Wednesday, January 19<sup>th</sup>, 2022

The image shows a virtual classroom environment. On the left, a presentation slide is displayed with a yellow header and a blue box containing the title 'Using Multimedia Resources in a Virtual Environment'. Below the title, it says 'Specialization Course – Module 03' and 'Wednesday, January 19<sup>th</sup>, 2022'. The slide background features a photograph of a desk with a red pen, a black folder, and a white card that says 'NEW NORMAL'. On the right side of the interface, there is a video feed of a woman with dark hair, identified as 'BLANCA ALICIA MENAER GONZALEZ'. At the bottom of the screen, there are navigation icons and a status bar.

Basic English I

This course emphasizes the fundamental language skills and develop their communication ability in four areas: reading, writing, speaking, and listening. This module motivates students an active, participatory learning that encourages them to use their growing English skills both during class and through assignments that require students to practice their English outside of class hours.

- Meet your teacher
- Resources
- Assignments
- SCHEDULE

The image is a course landing page for 'Basic English I'. The background is a light pink color with various school supplies like pens, pencils, and a ruler scattered around. The title 'Basic English I' is written in a large, white, cursive font. Below the title, there is a paragraph of text describing the course's focus on fundamental language skills and communication. At the bottom, there are four circular icons with corresponding labels: 'Meet your teacher' (a person at a desk), 'Resources' (a gear and book), 'Assignments' (a clipboard and paper), and 'SCHEDULE' (a calendar). Each icon has a small label below it.