

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



TOPIC:

**STUDENTS MOST ACCEPTED VIRTUAL APPS FOR THE DEVELOPMENT OF
ENGLISH AS A FOREIGN LANGUAGE AT THE FOREIGN LANGUAGE
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, YEAR 2020**

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FINAL WORK IN ORDER TO OBTAIN THE DEGREE OF:

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ACKNOWLEDGEMENTS

I would like to express my gratitude and appreciation to all the people who supported me in this long process to achieve this important goal in my life.

To God:

for giving me the strength and the opportunity to fight every single day to reach this personal and professional achievement, for being with me and guiding me to overcome all the obstacles that I faced in my studies.

To my family, especially my parents María Julia Rivera de Romero and Juan Alberto Romero:

for giving me the unconditional support, I needed along my major.

To my wife, Yanna Banessa Morales de Romero:

for her presence and support so that I could do my best to achieve each of the objectives which I have stated. Thank you, lovely wife, for everything you did for motivating to me in this long process. Without you, this goal would not have happened. You are the best.

To my classmates:

For sharing their knowledge and time in every subject of the major with me. Working as a team with them was a strength that allowed me to achieve every single goal. Thanks, dear classmates for every moment of happiness and sadness that we lived during this academic process.

To my professors:

for their effort and dedication to make me improve and achieve my goals.

To my advisor, Mauricio Salvador Contreras:

For guiding and encouraging me, and for being a great support. I am really grateful with him for all the time he dedicated to my research.

Thank you everyone

Dedication

I want to dedicate this achievement to my daughter, ¡my angel! Jimena Mailén Romero Morales, who enlightens me from heaven and gives me the strength to continue fighting for my goals.

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ABSTRACT

The present research focused on information about students most accepted virtual apps for the development of English as a foreign language at the foreign language department of the university of El Salvador, specifically, students from English Teaching Major. Education has undergone a great change in the last century, so teachers, students, and others who participate in the teaching and learning processes have been forced to reinvent new strategies with the full use of technological tools. The main goal in this research is to provide information to know and analyze the apps that students use to learn English. Since there is a variety of apps that can be applied in the educational process, some of them are feasible for the students and teachers, and some others are not. According to the information needed for the research, the research approach for knowing the most accepted virtual apps for the students was the phenomenological approach because of the fact that technology in education has become a phenomenon, even more, with the current situation caused by the Covid19 pandemic in the country. The research describes the students and teachers' experiences about the use of technology in the teaching and learning process, but to make that description, the researcher considered and analyzed numerical data. For that reason, the type of study was a combination of quantitative and qualitative study but making more emphasis in the qualitative study. For this research, the researcher used the non-experimental cross-sectional research design since the study does not present numerical data as the main goal, but it was used to describe the results at the end of the research. Some conclusions have been stated as well as recommendations; the results showed that most of the students accept Google classroom and Google Meet to have online classes and Whatsapp to have a better interaction among students and teachers. Having those results, teachers and students should look for more apps, which can be applied together with the apps selected, to improve the results in the English teaching and learning process in the virtual modality.

Key words: Technological tools, virtual education, apps, educational process.

INTRODUCTION

This research presents useful information around the research topic, which is **“STUDENTS MOST ACCEPTED VIRTUAL APPS FOR THE DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, YEAR 2020”**, specifically, students from English Teaching Major. The description of the methodology includes the research approach, type of study, research design, population and sample, research techniques and the research instruments which were applied. There is a list of human and material resources like teachers, researchers, students, as well as books and web sites, which provided the information required to do the research. Regarding the research approach, it presents the Deductive Research Approach since the main goal of the paper is to present the information through previous theory to narrow it from the more general to the more specific. The research considered assumptions rather than hypotheses; for that reason, this study is descriptive since the information gathered from the sample was just analyzed. The data was collected through an online questionnaire as the main instrument to carry out a survey. The non-experimental qualitative research was applied in the research because there were not any manipulated variables. The population studied was students and teachers from the Foreign Language Department from the University of El Salvador, specifically students who were taking Intensive Advanced English, as well as teachers in charge of the 3 groups considered in the English Teaching Major, in the year 2020 as the population. The data collection was analyzed and interpreted to present at the end the conclusions and recommendations according to the goals stated at the beginning of the study. At the end of the report, the specific bibliography consulted to get the theory to create the research is included.

I. **RESEARCH TOPIC**

Students Most Accepted Virtual Apps for the Development of English as a Foreign Language at the Foreign Language Department of the University of El Salvador, Year 2020

II. STATEMENT OF THE PROBLEM

A. Description of the problem

Educators nowadays are taking advantage of technology at the University of El Salvador, and they are trying to use technological resources as much as possible to help students to learn English more effectively and faster. Teachers must apply apps in which internet is needed, for example: social media like Facebook, WhatsApp, Instagram, Twitter, videos on YouTube, platforms, etc. since the education process is taking place at home. The current situation that the world is facing, and specifically the educational system, is forcing teachers and students to learn and apply different technological resources to keep the teaching and learning process going. That is why the researcher went deeply in this theme by knowing the students' most accepted virtual apps because according to the information collected, there is a more complete list of activities to be applied in every app that students use the most.

B. Objectives

General objective

- To determine students' most accepted virtual apps used at the Foreign Language Department of the University of El Salvador in the year 2020 for the development of English as a foreign language

Specific objectives

- To list the apps used by teachers to develop English as a foreign language in students from the Foreign Language Department of the University of El Salvador, year 2020

- To present the challenges that students from the Foreign Language Department of the University of El Salvador, year 2020 faced in order to work with the different virtual apps that were used in the development of their courses
- To list the benefits that teachers and students identified from the virtual apps used at the Foreign Language Department of the University of El Salvador, year 2020

C. Research questions

1. Main question

- Which are the students most accepted virtual apps for the development of English as a foreign language at the Foreign Language Department of the University of El Salvador, year 2020?

2. Subsidiary questions

- What are the apps used by teachers to develop English as a foreign language in students from the Foreign Language Department of the University of El Salvador, year 2020?
- What are the challenges that students face in order to work with the different virtual apps that are used in the development of their courses?
- What are the benefits that teachers and students identify from the virtual apps used in the English teaching and learning process?

D. Justification

This research finds, identifies, lists, mentions, and reports the virtual apps, which are being used in the development of the learning and teaching process with the purpose of determining which virtual apps are the most accepted by the student's population. As all people know, currently, there is a hard situation worldwide due to the Covid-19 pandemic. As a result of that, teachers and students have stopped going to schools to avoid getting the virus; therefore, virtual classes through platforms and some other apps like social media have been implemented to keep the academic process going. As mentioned before, there are many available virtual apps nowadays, which vary depending on the complexity of their usage, and this information should be considered by the teacher in order to decide what tools are more convenient to work with. To get better academic results in this environment, it is very important that teachers and students get familiar with as many virtual apps as possible. The research provides, at the end, some information about which apps have been the most accepted by the students. Since there seems to be a lack of resources, activities, and ways that can complement the work that can be performed with the new apps which are available for teachers, it becomes a weakness in the teaching and learning process, because teachers and students are not taking advantages of those sources as they should.

This research project could help teachers and students from the University of El Salvador, who want to take advantage of technological tools in the English teaching and learning processes. When teachers read this research, they will find more alternatives to reinforce the use of different apps in their teaching process. The literature review indicates that the effective use of new technologies improves learners' language learning skills. However, some teachers do not have the abilities to use technological resources since they did not use them when they started to work as English teachers. For those reasons, many teachers do not have the opportunity to apply new strategies and activities that match with some specific apps of technology. Nowadays, those resources and knowledge have become important and play an essential role in the development of the teaching – learning process. Therefore, the researcher focused on the students' most accepted virtual apps

To summarize, it was very important to develop this research because of some very important reasons; technology is immersed in the educational process. Therefore, it has

become fundamental for teachers and students in the Foreign Language Department from the University of El Salvador. Besides that, if teachers know the students' most accepted virtual apps, the teachers are going to have a clear idea of how to reinforce those apps by applying more activities that match with them to look for better results in the teaching process. Moreover, even though this current situation will come to an end, the knowledge and application of all those new resources will remain to provide a more effective and better interaction between teachers and students, better access to real world information that can play an important role in the development of English a foreign language, and more knowledge of tools that students will know and manage to use them later in their own classes once they become professionals.

E. Delimitation of the problem

The research was developed at the University of El Salvador, Foreign Language Department, teaching major, specifically with students who were taking the Intensive Advanced English Subject, year 2020.

F. Assumptions

- Students prefer the Google Classroom platform to have an organize learning process.
- Students think the most accepted app to have virtual classes is Google Meet.
- Students believe that WhatsApp is an app that helps to learn English very much.
- Students prefer Facebook as a social media to learn English even more.
- Students accept the use of Zoom more than Google meet to have synchronic classes.
- Students prefer Microsoft Teams to receive English virtual classes at the university.

- Students like to use Moodle Cloud more than others to have classes online.
- Students think that YouTube is a good app to have English classes in the virtual modality.
- Schoology is an app that students accept very much to receive English classes online.
- Jitsi is a platform that students prefer to have virtual classes.
- Students accept Edmodo as an app that facilitates the learning of English online.

III. FRAMEWORK

A. Historical framework

Short history of educational technology

Arguments about the role of technology in education go back at least 2,500 years. To understand better the role and influence of technology on teaching, we need a little history, because as always there are lessons to be learned from history. Paul Saettler's, *The Evolution of American Educational Technology*. (1990) is one of the most extensive historical accounts, but only goes up to 1989. A lot has happened since then. Teemu Leinonen also has a good [blog post](#) on the more recent history (for a more detailed account see Leinonen, 2010). See also: [The Evolution of Learning Technologies](#).

Oral communication

One of the earliest means of formal teaching was oral – though human speech – although over time, technology has been increasingly used to facilitate or ‘back-up’ oral communication. In ancient times, stories, folklore, histories and news were transmitted and maintained through oral communication, making accurate memorization a critical skill, and the oral tradition is still the case in many aboriginal cultures. For the ancient Greeks, oratory and speech were the means by which people learned and passed on learning. Homer's *Iliad* and the *Odyssey* were recitative poems, intended for public performance. To be learned, they had to be memorized by listening, not by reading, and transmitted by recitation, not by writing.

Nevertheless, by the fifth century B.C, written documents existed in considerable numbers in ancient Greece. If we believe Socrates, education has been on a downward spiral ever since. According to Plato, Socrates caught one of his students (Phaedrus) pretending to recite a speech from memory that in fact he had learned from a written version. Socrates then told Phaedrus the story of how the god Theuth offered the King of Egypt the gift of writing, which would be a ‘recipe for both memory and wisdom’. The king was not impressed. According to the king, it [writing] will implant forgetfulness in their souls; they will cease to exercise memory because they will rely on what is written, creating memory not from within

themselves, but by means of external symbols. What you have discovered is a recipe not for memory, but for reminding. And it is no true wisdom that you offer your disciples, but only its semblance, for by telling them many things without teaching them anything, you will make them seem to know much, while for the most part they will know nothing. And as men filled not with wisdom but the conceit of wisdom, they will be a burden to their fellow men. Phaedrus, 274c-275, translation adapted from Manguel, 1996

Slate boards were in use in India in the 12th century AD, and blackboards/chalkboards became used in schools around the turn of the 18th century. At the end of World War Two the U.S. Army started using overhead projectors for training, and their use became common for lecturing, until being largely replaced by electronic projectors and presentational software such as PowerPoint around 1990. This may be the place to point out that most technologies used in education were not developed specifically for education but for other purposes (mainly for the military or business.)

Although the telephone dates from the late 1870s, the standard telephone system never became a major educational tool, not even in distance education, because of the high cost of analogue telephone calls for multiple users, although audio-conferencing has been used to supplement other media since the 1970s. Video-conferencing using dedicated cable systems and dedicated conferencing rooms have been in use since the 1980s. The development of video compression technology and relatively low cost video servers in the early 2000s led to the introduction of lecture capture systems for recording and streaming classroom lectures in 2008. Webinars now are used largely for delivering lectures over the Internet. None of these technologies though changes the oral basis of communication for teaching.

Written communication

The role of text or writing in education also has a long history. According to the Bible, Moses used chiseled stone to convey the ten commandments in a form of writing, probably around the 7th century BC. Even though Socrates is reported to have railed against the use of writing, written forms of communication make analytic, lengthy chains of reasoning and argument much more accessible, reproducible without distortion, and thus more open to

analysis and critique than the transient nature of speech. The invention of the printing press in Europe in the 15th century was a truly disruptive technology, making written knowledge much more freely available, very much in the same way as the Internet has done today. As a result of the explosion of written documents resulting from the mechanization of printing, many more people in government and business were required to become literate and analytical, which led to a rapid expansion of formal education in Europe. There were many reasons for the development of the Renaissance and the Enlightenment, and the triumph of reason and science over superstition and beliefs in Europe, but the technology of printing was a key agent of change.

Improvements in transport infrastructure in the 19th century, and in particular the creation of a cheap and reliable postal system in the 1840s, led to the development of the first formal correspondence education, with the University of London offering an external degree program by correspondence from 1858. This first formal distance degree program still exists today in the form of the University of London International Program. In the 1970s, the Open University transformed the use of print for teaching through specially designed, highly illustrated printed course units that integrated learning activities with the print medium, based on advanced instructional design.

With the development of web-based learning management systems in the mid-1990s, textual communication, although digitized, became, at least for a brief time, the main communication medium for Internet-based learning, although lecture capture is now changing that.

Broadcasting and video

The British Broadcasting Corporation (BBC) began broadcasting educational radio programs for schools in the 1920s. The first adult education radio broadcast from the BBC in 1924 was a talk on *Insects in Relation to Man*, and in the same year, J.C. Stobart, the new Director of Education at the BBC, mused about ‘a broadcasting university’ in the journal *Radio Times* (Robinson, 1982). Television was first used in education in the 1960s, for schools and for general adult education (one of the six purposes in the current BBC’s Royal Charter is still ‘promoting education and learning’).

In 1969, the British government established the Open University (OU), which worked in partnership with the BBC to develop university programs open to all, using a combination originally of printed materials specially designed by OU staff, and television and radio programs made by the BBC but integrated with the courses. Although the radio programs involved mainly oral communication, the television programs did not use lectures as such, but focused more on the common formats of general television, such as documentaries, demonstration of processes, and cases/case studies (see Bates, 1985). In other words, the BBC focused on the unique ‘affordances’ of television, a topic that will be discussed in much more detail later. Over time, as new technologies such as audio- and video-cassettes were introduced, live broadcasting, especially radio, was cut back for OU programs, although there are still some general educational channels broadcasting around the world (e.g. TVOntario in Canada; PBS, the History Channel, and the Discovery Channel in the USA).

The use of television for education quickly spread around the world being seen in the 1970s by some, particularly in international agencies such as the World Bank and UNESCO, as a panacea for education in developing countries. The hopes for which quickly faded when the realities of lack of electricity, cost, security of publicly available equipment, climate, resistance from local teachers, and local language and cultural issues became apparent (see, for instance, Jamison and Klees, 1973). Satellite broadcasting started to become available in the 1980s, and similar hopes were expressed of delivering ‘university lectures from the world’s leading universities to the world’s starving masses’, but these hopes too quickly faded for similar reasons. However, India, which had launched its own satellite, INSAT, in 1983, used it initially for delivering locally produced educational television programs throughout the country, in several indigenous languages, using Indian-designed receivers and television sets in local community centres as well as schools (Bates, 1985). India is still using satellites for tele-education into the poorest parts of the country at the time of writing (2015).

In the 1990s the cost of creating and distributing video dropped dramatically due to digital compression and high-speed Internet access. This reduction in the costs of recording and distributing video also led to the development of lecture capture systems. The technology allows students to view or review lectures at any time and place with an Internet connection. The Massachusetts Institute of Technology (MIT) started making its recorded lectures

available to the public, free of charge, via its OpenCourseWare project, in 2002. YouTube started in 2005 and was bought by Google in 2006. YouTube is increasingly being used for short educational clips that can be downloaded and integrated into online courses. The Khan Academy started using YouTube in 2006 for recorded voice-over lectures using a digital blackboard for equations and illustrations. Apple Inc. in 2007 created iTunesU to become a portal or a site where videos and other digital materials on university teaching could be collected and downloaded free of charge by end users.

Until lecture capture arrived, learning management systems had integrated basic educational design features, but this required instructors to redesign their classroom-based teaching to fit the LMS environment. Lecture capture on the other hand required no changes to the standard lecture model, and in a sense reverted back to primarily oral communication supported by Powerpoint or even writing on a chalkboard. Thus oral communication remains as strong today in education as ever, but has been incorporated into or accommodated by new technologies.

Computer technologies

Computer-based learning

In essence the development of programmed learning aims to computerize teaching, by structuring information, testing learners' knowledge, and providing immediate feedback to learners, without human intervention other than in the design of the hardware and software and the selection and loading of content and assessment questions. B.F. Skinner started experimenting with teaching machines that made use of programmed learning in 1954, based on the theory of behaviourism (see [Chapter 2, Section 3](#)). Skinner's teaching machines were one of the first forms of computer-based learning. There has been a recent revival of programmed learning approaches as a result of MOOCs, since machine based testing scales much more easily than human-based assessment.

PLATO was a generalized computer assisted instruction system originally developed at the University of Illinois, and, by the late 1970s, comprised several thousand terminals worldwide on nearly a dozen different networked mainframe computers. PLATO was a highly successful system, lasting almost 40 years, and incorporated key on-line concepts:

forums, message boards, online testing, e-mail, chat rooms, instant messaging, remote screen sharing, and multi-player games.

Attempts to replicate the teaching process through artificial intelligence (AI) began in the mid-1980s, with a focus initially on teaching arithmetic. Despite large investments of research in AI for teaching over the last 30 years, the results generally have been disappointing. It has proved difficult for machines to cope with the extraordinary variety of ways in which students learn (or fail to learn.) Recent developments in cognitive science and neuroscience are being watched closely but at the time of writing the gap is still great between the basic science, and analysing or predicting specific learning behaviours from the science.

More recently we have seen the development of adaptive learning, which analyses learners' responses then re-directs them to the most appropriate content area, based on their performance. Learning analytics, which also collects data about learner activities and relates them to other data, such as student performance, is a related development. These developments will be discussed in further detail in Section 6.7.

Computer networking

Arpanet in the U.S.A was the first network to use the Internet protocol in 1982. In the late 1970s, Murray Turoff and Roxanne Hiltz at the New Jersey Institute of Technology were experimenting with blended learning, using NJIT's internal computer network. They combined classroom teaching with online discussion forums, and termed this 'computer-mediated communication' or CMC (Hiltz and Turoff, 1978). At the University of Guelph in Canada, an off-the-shelf software system called CoSy was developed in the 1980s that allowed for online threaded group discussion forums, a predecessor to today's forums contained in learning management systems. In 1988, the Open University in the United Kingdom offered a course, DT200, that as well as the OU's traditional media of printed texts, television programs and audio-cassettes, also included an online discussion component using CoSy. Since this course had 1,200 registered students, it was one of the earliest 'mass' open online courses. We see then the emerging division between the use of computers for automated or programmed learning, and the use of computer networks to enable students and instructors to communicate with each other.

The World Wide Web was formally launched in 1991. The World Wide Web is basically an application running on the Internet that enables ‘end-users’ to create and link documents, videos or other digital media, without the need for the end-user to transcribe everything into some form of computer code. The first web browser, Mosaic, was made available in 1993. Before the Web, it required lengthy and time-consuming methods to load text, and to find material on the Internet. Several Internet search engines have been developed since 1993, with Google, created in 1999, emerging as one of the primary search engines.

Online learning environments

In 1995, the Web enabled the development of the first learning management systems (LMSs), such as WebCT (which later became Blackboard). LMSs provide an online teaching environment, where content can be loaded and organized, as well as providing ‘spaces’ for learning objectives, student activities, assignment questions, and discussion forums. The first fully online courses (for credit) started to appear in 1995, some using LMSs, others just loading text as PDFs or slides. The materials were mainly text and graphics. LMSs became the main means by which online learning was offered until lecture capture systems arrived around 2008.

By 2008, George Siemens, Stephen Downes and Dave Cormier in Canada were using web technology to create the first ‘connectivist’ Massive Open Online Course (MOOC), a community of practice that linked webinar presentations and/or blog posts by experts to participants’ blogs and tweets, with just over 2,000 enrollments. The courses were open to anyone and had no formal assessment. In 2012, two Stanford University professors launched a lecture-capture based MOOC on artificial intelligence, attracting more than 100,000 students, and since then MOOCs have expanded rapidly around the world.

Social media

Social media are really a sub-category of computer technology, but their development deserves a section of its own in the history of educational technology. Social media cover a wide range of different technologies, including blogs, wikis, YouTube videos, mobile devices such as phones and tablets, Twitter, Skype and Facebook. Andreas Kaplan and Michael Haenlein (2010) define social media as *a group of Internet-based applications that*

...allow the creation and exchange of user-generated content, based on interactions among people in which they create, share or exchange information and ideas in virtual communities and networks.

Social media are strongly associated with young people and ‘millennials’ – in other words, many of the students in post-secondary education. At the time of writing social media are only just being integrated into formal education, and to date their main educational value has been in non-formal education, such as fostering online communities of practice, or around the edges of classroom teaching, such as ‘tweets’ during lectures or rating of instructors. It will be argued though in Chapters 8, 9 and 10 that they have much greater potential for learning.

A paradigm shift

It can be seen that education has adopted and adapted technology over a long period of time. There are some useful lessons to be learned from past developments in the use of technology for education, in particular that many claims made for a newly emerging technology are likely to be neither true nor new. Also new technology rarely completely replaces an older technology. Usually the old technology remains, operating within a more specialized ‘niche’, such as radio, or integrated as part of a richer technology environment, such as video in the Internet. However, what distinguishes the digital age from all previous ages is the rapid pace of technology development and our immersion in technology-based activities in our daily lives. Thus, it is fair to describe the impact of the Internet on education as a paradigm shift, at least in terms of educational technology. We are still in the process of absorbing and applying the implications. The next section attempts to pin down more closely the educational significance of different media and technologies.

B. Theoretical framework

ICT: Newwave in English language learning/teaching

From CALL(computer assisted language learning) to ICT (information and communication technology), teachers and researchers have long been interested in uses of new technologies in foreign/second language teaching and learning, and not without reason.

ICT is often argued to increase motivation Grabe & Grabe. (2005). and is frequently linked with learner autonomy (Duda, 2005)—autonomy defined by Williams, J. (2003) as “the ability to take charge of one’s own learning”. In other words, learners should be able to take

all the decisions concerning their learning: determining targets and objectives, choosing contents and materials, selecting methods and techniques, organizing their learning, and assessing their progress. ICT thus seems to benefit autonomy because it is claimed to provide greater freedom and flexibility to learn at one’s own pace and convenience, whether within the context of a language course or beyond. It can contribute to lifelong learning, perhaps most apparent in use of the internet, which represents a worldwide library and resource centre where information can be accessed fast and efficiently: learners can thus benefit from a vast range of authentic language materials and resources which can be selected according to learning needs, aims, styles, strategies and preferences (Richards, 2005).

What are ICTs and what types of ICTs are commonly used in education? ICTs (information and communication technologies) and are defined, for the purposes of this paper, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access. Moreover, different technologies are typically used in combination rather than as the sole delivery mechanism.

The capabilities of ICT Researchers done so far show that the most important achievements of ICT are as follows:

- Increase the quality of learning and taught teachers and students

- Ease of access to a very high volume of information and knowledge available in the world
- Rapid and timely access to information in very little time.
- Reduction of some educational expenses
- Improve the quality, accuracy and scientific texts for academic disciplines
- Indirect creation of learning experiences
- Create an exact relationship
- Create an interest in learning
- Increase learning opportunities
- Educators can evaluate students; they have collected the necessary information and appropriate feedback to students are presented

ICT and language learning/teaching Using ICT gives the learners real-life contact with, and exposure to, the cultures of the peoples and countries where the new language is spoken and enables children to access and research information worldwide.

The opportunity for children to develop an interest in the culture of other nations through comparison with their own is an integral part of primary languages entitlement. Using ICT, particularly email, blogs and video conferencing, facilitates children's interaction and communication with native speakers and other communities by enabling them to use language for real purposes and in real contexts. ICT both supports and integrates literacy skills. It enhances interactive teaching and learning styles and provides many opportunities for creativity. When used imaginatively it can stimulate curiosity about how languages work, raise the level of cognitive challenge, and extend children's ability to be independent in their use of the new language. ICT offers a powerful way of enabling children to be fully engaged in their own language learning process. Tasks done at home, at school or on a trip abroad can be uploaded to a learning platform, enabling teachers, parents, and children to make comments and celebrate achievement. There is an increasing range of effective software to support primary languages teaching and learning. Chosen carefully and used creatively, it enables teachers and children to engage with tasks in ways that are not possible with printed materials. ICT has the potential to support non-specialist teachers, through access to native speaker models of the new language, which can be used to support acquisition of linguistic

skills, or to extend the range of voices in the classroom. Using a learning platform, ICT can supplement training programmes to help ensure that support is maintained over the coming years as increasing numbers of teachers are trained to teach a new language at primary level. Interactive whiteboards, DVDs and the use of digital projectors can provide stimulating visual aids as a valuable strategy to support understanding and recall in the new language. ICT has the potential to increase the percentage of learning that involves the traditionally more difficult literacy skills by maximizing exposure to the written word.

ICT and English Language Learners

ICT helps English language learners by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. Moreover, by using ICT learners can:

- access, select and interpret information
- recognize patterns, relationships, and behaviors
- model, predict and hypothesis
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence.

ICT can be used to integrate speaking, listening, reading and writing. It enhances interactive teaching and learning styles. It also extends pupils' ability to exercise choice, work independently and make connections between their work in English and in other subjects.

ICT helps learners:

- use a wide range of strategies to explore contrasts, comparisons, and connections dynamically
- annotate text in innovative ways
- enrich or broaden the context of literary study

- see texts in alternative versions
- use a wide range of analytical and critical techniques
- sort and process text and data quickly and efficiently
- order and arrange text and data experimentally, using combinations of word, image, sound, and hypertext
- save, record, edit and adapt their work quickly and efficiently
- retain evidence of the editing process so that it can be examined
- change the organizational structure and qualities of texts to suit different audiences and purposes
- compose multi-authored texts
- select from a wider range of audiences, throughout the world
- exercise choice of medium and design while composing.

The changing methodology: the new roles of language teachers

In traditional language teaching methodologies, teachers teach facts from books. The teachers are seen as the main source of knowledge to the students. On the other hand, the new teaching methodologies focus on the teaching of strategies of deciding what information is needed. The teachers' roles are as guides or facilitators to help learners to be skilled in selecting, accessing, evaluating, organizing, and storing information. These strategies are important to manage vast amounts of information. The teachers also need to manage the time and courses and to construct knowledge autonomously in virtual learning communities. Besides performing this new role, the teacher is also the motivator of the whole learning process and can facilitate intellectual group discussion.

The teacher must reflect critically on the context of learning (mediated by technology), the methods (different from those used in the classroom), the students, the teacher's own computer literacy (hardware, software and technical support needed), and other matters pertaining to digital literature. Learning via technology has many advantages. The Internet provides current and up-to-date data. It stores vast amount of information that can be retrieved quickly and easily. For language learning purposes, it provides text in authentic language, unlike the contrived language usually found in books. Technology enables the teacher to transmit more information to a larger number of students in a shorter time. Teachers must play their part to facilitate a learning environment that will open

learners' minds to new possibilities. As Zepp (2005) points out, teachers should relate the goals of education with effective use of ICT. In other words, teachers must be aware of the impact of technology on education and the required changes to enhance their teaching. They need to adjust their teaching process to suit this new ICT environment. The teacher's role in an ICT environment is that of a facilitator instead of being a purveyor of knowledge. This transformation from the old to the new method of delivering knowledge is a global phenomenon. The modern teacher in the ICT era is no longer described as 'a sage on the stage' but a 'guide by the side'. Teaching then can be a transforming experience as it opens new windows to the world and creates a lifetime of opportunities. With ICT it implies the changes in the teacher's role not just as a teacher but as a monitor of participation and a practitioner of research, all of which possibilities are accelerated by the technological resources.

Queiroz (2003) insists lecturers or teachers need to go through a continuous process of competency improvements to meet the demands of lifelong learning for their professional development. Without this, teachers may be complacent and merely duplicate their practices electronically. If this happens, learners will not benefit from the technological advancements happening around them. Therefore, ICT training for teachers should not be merely to use technology per se. Berge (1996) and Warschauer, M. & Healey, D. (1998) listed several recommendations for teachers: pedagogical (use of discursive resources as to facilitate learning), social (incentive of human relations among members of the group), managerial (establishment of general procedures for discussion and development of activities) and technical (transparency of technology for an adequate relation between the system, the software and the interface selected). As for teachers' roles, Holec, H. (1981) listed a few considerations that teachers and lecturers have to make to optimize the use of IT. Tools such as chat rooms e-mail, and web forums need to be designed to enhance interpersonal and social skills. As the teachers' roles change, they must ensure that a good learning environment always exists. A good learning environment should not neglect human needs to socialize and interact with one another. A good learning environment needs to co-exist with a good teaching environment. This can be achieved if the teachers have a positive attitude towards ICT. Instructors, teaching using the electronic mode must have a positive attitude to motivate, facilitate and guide learners (Prumela 2006). Loveless & Ellis (2001) explains that the impact

of technology on pedagogy has created major differences in terms of teacher roles, teaching activities, learning activities and learner roles.

The changes have led to a redefinition of learning and the learning environment. Naidoo (2003) suggests that ICT can also be used to support teachers who lack adequate skills and content knowledge, thus contributing to improving the quality of learning. Teachers who are hesitant to sit in classrooms or feel they are too old for the formal education system would find the interactive and asynchronous nature of ICT helpful for their professional development. This article continues to discuss important issues concerning ICT and pedagogic implications. Lee (2000) lists some reasons why ICT is not used in classrooms. According to him, the limitations of using ICT as an educational tool are: financial barriers, availability of computer hardware and software, lack of technical and theoretical knowledge and reluctance to accept the technology.

A closer look at research shows that technology is most effective when teachers receive more training in its instructional applications. When used to supplement a carefully thought-out program of classroom instruction, it should include appropriate amount of learner control, helpful feedback, and sound pedagogical design. (Prumela 2006) emphasizes on the importance of feedback in teaching and learning in the electronic media because helpful feedback given to learners means creating social presence which is crucial in the virtual mode of learning. Teachers must also be prepared to go through a continuous learning process to improve teaching efficiency. This is because 'technology cannot replace good teaching but it can enhance it'. In the online process, teaching concerns the relationship between the teacher-student and student-knowledge. The student is guided to learn to be more autonomous for his or her own learning. This mode of learning leads the teacher to find educational practices that stimulate this type of online learning.

Advantages and Disadvantages of Using ICT in language classes.

First, the computer is a machine, not a method. The world of online communication is a vast new medium, comparable in some ways to books, print, or libraries. To our knowledge, no one has ever attempted to conduct research on whether the book or the library is beneficial for language learning. Seeking similar sweeping conclusions on the effects of

the computer or the Internet is equally futile. Secondly, and even more importantly, new communications technologies are part of the broader ecology of life at the turn of the century. Much of our reading, writing, and communicating is migrating from other environments (print, telephone, etc.) to the screen. In such a context, we can no longer think only about how we use technologies to teach language. We also must think about what types of language students need to learn in order to communicate effectively via computer. Whereas a generation ago, we taught foreign language students to write essays and read magazine articles, we now must (also) teach them to write e-mail messages and conduct research on the Web. This realization has sparked an approach which emphasizes the importance of new information technologies as a legitimate medium of communication in their own right rather than simply as teaching tools.

In summary, then, the advantages of using new technologies in the language classroom can only be interpreted in light of the changing goals of language education and the changing conditions in postindustrial society. Language educators now seek not only (or even principally) to teach students the rules of grammar, but rather to help them gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom, and providing students the tools for their own social, cultural, and linguistic exploration. The computer is a powerful tool for this process as it allows students access to online environments of international communication. By using new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions, which are increasingly required for success in academic, vocational, or personal life.

ONLINE LEARNING

Distance learning (online) has many advantages compared to face-to-face learning or conventional learning. What's more during the pandemic that requires to keep distance in accordance with health protocols echoed by the government. This is reinforced by the findings of Nisa's research (2012) which states that the average learning outcomes of 1688 English students in statistical courses taught by e-learning methods have better average learning outcomes than those taught by conventional methods. Allied with these results

through Santoso research (2009) which states that online learning has a greater influence than learning by using textbooks on chemistry learning achievement. Likewise, the results of Mulyani's (2013) research showed that e-learning based learning influences the learning outcomes of physics on the concepts of impulse and momentum (student learning outcomes using e-learning learning are higher than using conventional learning or face to face. There are quite a lot of choices for online learning applications that can be applied in the world of education. One of the free and familiar applications implemented is the Google Classroom application. Teachers, lecturers, tutors, and instructors in general can open classes and invite students to the class.

Online learning in the application can take place with various materials and assignments given by teachers to students. Teachers can also provide grades related to assignments that are collected neatly and well archived. The online learning that is applied allows teachers and students to carry out learning without going through face-to-face in the classroom by providing learning material (in the form of power point slides, e-books, learning videos etc., assignments (independent or group), as well as assessment. Teachers and participants students in this application it is possible to interact through discussion forums (streams) related to material issues and interactive learning paths. Even lately the Google Classroom application has included Google Meet in it which makes it possible to do Sabran and Sabara video teleconferences (2018) stated that google classroom learning as a learning medium as a whole was quite effective. Similar results obtained by Sari (2019) revealed that there was a significant influence of the ease, usefulness, and quality of Google Classroom services on the effectiveness of learning and the success of learning outcomes. Another application that can be used is Discourd. This application is almost the same as Google Classroom which has interesting features such as polling, gradebooks, files and links, quizzes, libraries, assignments, award badges, and parent code. The advantages of this application can be monitored by parents simultaneously. So, it is very suitable for elementary to middle class students who need more control from teachers and parents. The effectiveness of research results on the use of discourses in learning was revealed by Suriadhi et al. (2014). However, there are several obstacles faced when conducting online learning, especially internet access (data packages) and the instructors and students are not yet accustomed to using online learning applications.

As revealed from the survey results Gunawan et al. (2020) The most common obstacles encountered during the implementation of online learning are internet packages that are not owned by students, limited internet access by lecturers and students, and are not yet accustomed to online learning. Most lecturers conduct learning and discussion through social media applications such as WhatsApp. Some use the online Moodle LMS developed by the university or independently or Google Classroom. Some online learning is also carried out through video conferencing by using the Zoom Cloud meetings application. Submission of material is mostly done by sharing files through WhatsApp messages and other social media. So that it becomes a buildup in Mobile memory. Which makes the ability of mobile phones become problematic because of the full memory quota. Online learning from the findings above shows that there are still unfamiliar educators and students with a variety of available platforms. So that more access to online learning with WhatsApp media because this is what is used. This case is certainly a recommendation for every educator and student to start adaptive and continue to race to 1689 learn in accessing available online learning platforms so that the learning process is optimal so that the learning outcomes achieved by students can also be max. Even on the Youtube site, there are many YouTubers who upload various procedures to become teachers and students on online or distance learning platforms. The most important thing in applying online learning to students should pay attention to various aspects so that learning objectives are achieved. Learning through this online network system as stated by Setyosari (2007) includes five important things, namely:

- (1) the content presented has relevance to the specific learning objectives to be achieved,
- (2) using learning methods through examples and exercises- exercises to help learners learn,
- (3) use media such as pictures and words to present content and methods, and
- (4) develop and build new knowledge and skills according to individual goals

Being a serious concern for the government to level it up. It is crucial to start from educational institutions, local and central government, teachers and parents, and so on to provide adequate internet access services so that the online learning process runs optimally. No matter how good the online learning platform, but without the support of the internet network, the impact is certainly not optimal. Good news for several mobile operators has

issued a special program due to Covid-19. Some providers sponsor free internet services for certain accesses, for example for educational sites. This step is a tangible manifestation that should be followed in providing internet network facilities by all parties and providing active services in responding to technical constraints experienced by consumers.

During home-based learning, there are several methods in carrying out the learning process. Some can share information by Whatsapp, video call through Zoom, or online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom. Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work.

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress (Vangie,2020). Besides, Google Classroom was used to facilitate the interaction of a professor or teacher with a student or students in the virtual world (Liu & Chuang, 2016). In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students (Wijaya, 2016). Teachers can provide materials on the subject being taught. The teacher can post some teaching materials, assign tasks for students, and upload the students' grades so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inoue & Pengnate, 2018). In short, the time and energy spent by Google Classroom users will be lesser than the usual. This Platform can be one solution to complete the teaching-learning process while the school still cannot be opened. Google

Classroom provides students to be independent, engaged, and motivated because most of young learners tend to use technology in their daily life. It also succeeds the teaching-learning process in digital era as in industrial revolution 4.0 that the teachers are required to have the expertise, ability to adapt to new technologies and global challenges.

THE POTENTIAL BENEFITS OF USING SOCIAL MEDIA IN EDUCATION

Platforms could actually be used to enhance communication between the different actors of the educational system, namely, student, faculty and staff. Facebook, MySpace and Twitter, for instance, can serve as backchannels for communication among students and between teachers and students within or between classes. Instructors can answer students' questions via a Facebook page or Twitter feed, post homework assignments and lesson plans, extend in-class discussions, send messages and updates, schedule or announce forthcoming events, and inform learners about special lectures, panel discussions or guest speakers. This teacher-student interaction will certainly contribute in understanding various learning related difficulties and solving them in less time. Social media can improve communication not only between students and teacher but also among students. The latter can use social networks to talk to each other about upcoming assignments or tests. They can get details from their classmates about materials that will be covered on a test or the requirements for one or more assignments. If students are having trouble with a certain topic, they can go to classmates on a social networking website to get assistance and catch up online. Similarly, as blogs and wikis involve the contribution of multiple users, these collaborative tools can successfully enhance interactivity among students.

Social Media as Engagement Tools

Social media tools are also effective ways to increase students' engagement. As the social features of social media resources have attracted the attention of millions of people around the globe, these same features are also capable of drawing the attention of students to the learning opportunities provided by their academic institutions. A student who hardly ever participates in class may get actively engaged in co-constructing his learning experience with his teachers, collaborating with his fellow colleagues, and may feel more comfortable to express himself and to share his resources and ideas on Facebook, Twitter, or YouTube.

Using tools such as Google Apps for Education or Ning would enable students to have access to valuable learning resources regardless of time and place.

Within the traditional classroom, providing students with additional learning materials can be very expensive and logistically complicated. However, using social media can enhance the learning experience. In fact, inviting students to participate in the different learning activities available on social learning platforms would serve to support academic engagement by extending the amount of time a student spends in doing his homework or related school projects. Moreover, given that many students often complain of getting bored or intimidated at school, the dynamic and participatory nature of many social media resources could be used to engage or re-engage bored or shy students. Collaborative and participatory tools like Wikis, blogs, Google Docs can encourage students to become active participants or even co-producers rather than passive consumers of content.

Following a number of studies, the major factor that students frequently cite as the cause of their boredom at school is that the materials are not always interesting or relevant. Some other bored students, however, indicate that the source of their boredom is mainly due to a lack of interaction with their teachers. In fact, experience has shown that instructional methods that involve working and learning with peers are the most highly rated of all the instructional methods that teachers use. To counter classroom boredom and enhance behavioral engagement, social media tools could be used to design learning activities that are both social and interactive (e.g. discussion, debate, group projects, etc.). This would enable students to learn from each other and interact with other people beyond the school walls. Besides promoting student-student interactions, social media can also be used to enhance and increase the number of interactions students may have with their teachers by overcoming the barriers of time and location. Consequently, students would have enough opportunities to ask questions, make comments, as well as get feedback. As such, they will have more chances to develop supportive relationships with their instructors.

Social Media as Collaborative Platforms

Another vital benefit of social media is that they foster collaboration. Collaboration means working together jointly, intellectually, and socially to achieve common goals. Within

an online learning community, collaboration refers to any instructional method in which students work together in groups towards a common goal. As such, collaborative learning can be viewed as encompassing all group-based instructional methods, including cooperative learning. Following Ingram and Hathorn, true collaboration consists of three critical elements: participation, interaction, and synthesis. This means that collaboration in educational settings requires that students move beyond merely dividing up assignments. True collaboration is not only asking students to independently produce separate parts of a project; it actually means working together on shared tasks. In this respect, Prince [13] claimed that the core element of collaborative learning is that emphasis is on student interactions rather than on learning as a solitary activity. Given the importance of collaboration in the learning process, a great number of social media tools serve as platforms for learners to gather and share information and resources from both internal and external collaboration networks. Online learners, who could be students, educators, or any other individual in the community, can thus generate their own learning content and take 52 <http://www.i-jep.org>.

Discover Everything You Need To Know (Good And Bad) About Online Education

One of the most oft-used terms after the pandemic is the term “new normal.” The new normal in education is the increased use of online learning tools. The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in

creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

What Are the advantages of Online Learning?

1. Efficiency

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

2. Accessibility of time and Place

Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort. Thus, online learning offers students the accessibility of time and place in education.

3. Affordability

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

4. Improved Student Attendance

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

5. Suits a Variety of Learning Styles

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

What Are the Disadvantages of Online Learning?

1. Inability to Focus on Screens

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

2. Technology issues

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

3. Sense of isolation

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

4. Teacher training

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes. To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

5. Manage Screen Time

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen. A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

C. Definition of key terms

Information and Communication Technologies (ICTs)

ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. (Victoria L.Tinio). Information and Communication technologies have become very important part of the society, areas as economy and education have been positively impacted. Tools such as internet help business environment, at the same time adds a value to the learning process.

Definition of e-learning

Many are the definitions given to this modality of learning; one of those is the one that refers to the utilization of the new technologies of the information and the word "e" means electronic with an intention of learning. The “electronic”, so the combination e-learning gives the term “electronic learning for electronic means (Virtual Education) ". Also

has received the name of virtual education, which is referred the utilization of new technologies and tools of learning across electronic means, as complement processes of communication and education. This type of learning allows the adaptation of the rhythm of learning of student and the availability of the virtual tools of education, independently of hourly or geographical limits. The tools that compose this strategy of education are, on the one hand, different usefulness for the presentation of the contents (texts, animations, graphs, videos) and for other one, tools of communication between students and tutors of the courses (e-mail, chat, forums). E-Learning, as any educational process, it needs of an instructive design or instructional solidly, that it takes in consideration, besides the pedagogic aspects, the advantages and Internet limitation and the behavior of the users. The true is that e-learning is a formative modality that allows a formation completely distantly where the students accede to the contents, activities, tasks, and tutors of the course across the technological platforms, e -learning is the Internet utilization to revolutionize the way in which the people learn.

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.org) It is a course management and delivery system. As such, Moodle has great potential to create a successful e-learning experience by providing a plethora of excellent tools that can be used to 22 enhance conventional classroom instruction, in hybrid courses, or any distance learning arrangements. In whatever form of instruction Moodle is used, the design of the learning tasks must be grounded in theories of second language acquisition. (Klaus Brandl, Are you ready to Moodle? May 2005, Volume 9, Number 2) Moodle has already become a term of its own synonymous with a software package designed to help educators create quality online instruction. First version of Moodle appeared on august 20th, 2002. Since then others versions have appeared.

Google Classroom

Google Classroom is a powerful but very easy to use learning management system (LMS) that works with many other third-party apps and services to make digital educating far more easy, affordable, and accessible for teachers, students, guardians and admins alike. You may have already used Google's own tools such as Google Docs, Sheets, and Slides, making Classroom easy to get to grips with. The necessity for remote learning has forced it to be adopted more quickly than expected -- making the simplicity of Google Classroom very appealing. Google Classroom is free and open to use, but that's within reason. Google ensures safety and security for students by only allowing you to create a class when your school or university has first signed up for a free Google Workspace for Education account. This is when the institution can decide which services students can use.

It also offers a chance to look at and personalize the privacy and security settings to best suit the groups being taught. This is when accounts are setup for students, since they're not allowed to use their personal accounts to access the services. Access is limited to the virtual space, keeping it secure. Google assures users of Classroom that it keeps all data secure, there are no ads, it supports compliance with industry regulations and best practices. Google Classroom is primarily focused on personalizing the learning experience of students rather than managing it. To quote: "Students can learn 21st-century problem-solving and the skills they'll use in their future careers, with accessibility features that help every student do their best work." Google Classroom might not be a full LMS but it does meet Learning Tool Interoperability (LTI) standards so it can be used with another LMS as an add-on. It will also work with other free-to-use offerings such as Schoology and Edmodo as needed.

Google Meet

Google Meet, also known as Google Hangouts Meet, is built to let dozens of people join the same virtual meeting and speak or share video with each other from anywhere with internet access. It's meant for use by businesses and other organizations, and it's a great way for colleagues who don't work in the same building to communicate. A Google Meet organizer can share whatever is on their screen with everyone on a call, and any

participant can turn their own audio and/or video feed off at any time, participating however they want.

Schoology

Schoology.com is a social network for K-12 schools and higher education institutions focused on collaboration, that allows users to create, manage, and share academic content. Also known as a learning management system or course management system, the cloud-based platform provides tools needed to manage an online classroom. Visually and functionally like Facebook, the service includes attendance records, online gradebook, tests and quizzes, and homework drop boxes. The social media features facilitate collaboration among a class, a group, or a school. Schoology can be integrated with existing school reporting and information systems and also provides the added security, filters and support that school districts require. Schoology is offered to individuals, schools, and districts free of charge. Revenue is generated by fees charged for premium add-ons such as customized branding, support packages, increased storage, single sign on, and data integration with existing student information systems. There are many competitors in the LMS space; primary services focused on education include e-Pals Learning Space, Edmodo, etudes, Desire2Learn, Instructure, Blackboard and Moodle rooms.

Zoom

Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. You don't need an account to attend a Zoom meeting, and the platform is compatible with Mac, Windows, Linux, iOS, and Android, meaning nearly anyone can access it.

Edmodo

Edmodo is an educational technology company offering a communication and coaching platform to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is teacher-centric in its design and philosophy. Students and parents can only join Edmodo if invited to do so by a teacher. Teachers and students may

spend large amounts of time on the platform, both in and out of the classroom. Edmodo is free to use, but it also offers premium services.

IV. METHODOLOGY

A. Research approach

According to the information needed for the research, the research approach for knowing the most accepted virtual apps for the students was the phenomenological approach for the fact that technology in education has become a phenomenon, even more, with the current situation caused by the Covid19 pandemic in El Salvador and worldwide. In this case, specifically in the English teaching and learning process, the information is presented according to students' personal experiences about the use of virtual apps that have been implemented by their teachers to make students learn easier and faster. Since "phenomenology" is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group, the main goal of the approach is to arrive at a description of the nature of the particular phenomenon" (Creswell, 2013).

B. Type of study

The research describes the students and teachers' experience about the use of technology in the teaching and learning process, but to make that description, the researchers considered and analyzed numerical data. For that reason, the type of study was a combination of quantitative and qualitative study; the is, the mixed method Tashakkori & Teddlie, 2008, p.22. but making more emphasis in the qualitative study. To develop this research, assumptions were stated. Describing assumptions about the use of the technological tools by teachers and students in the English learning process in the Foreign Language Department of the University of El Salvador in the year 2020 for the development of English as a foreign language, the research enunciates the most accepted virtual apps for the students. The information gathered was analyzed and interpreted considering the previously stated assumptions.

C. Research design

A. The non-experimental designs

1. Cross-sectional or transversal design

For this work, the researcher used the non-experimental cross-sectional research design, specifically Cross-sectional or transversal design since the study does not present numerical data as the main goal, but it was used to describe the results at the end of the research. Tracey, T.J.G. (2008). .

V. POPULATION AND SAMPLE

A. Population

The population selected for this research was the students who belong to the Foreign Language Department, specifically students who were taking the Intensive Advanced English Subject from the English Teaching Major during the second semester of the year 2020, which were 4 groups as follows: group 1=34 students, group 2=31, group 3=36 and group 4=34 students, making 135 students in total. It is important to consider the opinion from teachers about the student's preferences regarding the use of virtual apps in the teaching-learning process. For that reason, 4 teachers who were in charge of the subject under study were approached to collect data to reinforce the results at the end of the analysis.

B. Sample

As a sample, the research considered 100 students from the population, that means most of them, since the study required to obtain as much data as possible to have more complete results. The sample size was calculated by using the sample size calculator website, having a margin of error of 5%, and a confidence level of 95%.

VI. DATA GATHERING

This research pretends to control the quality of the content and the documents, in order to assure their reliability. For this reason, the research team paid close attention to the document credibility by making sure that the data is free from distortion and error. Different sources were cited with care to ensure that they come from valid sources. Different online sources were applied to help ensure that documents are representative. Finally, it was necessary to find out whether the documents used for the research fit within the historical background or not.

Due to the ongoing global pandemic caused by the CORONAVIRUS disease: COVID19 and the limitation of access to traditional ways of obtaining information, the internet has become a very important and probably the only resource to carry out this type of research. Therefore, it helped to get access to online documents, articles, and research forums, books, magazines, essays, etc. that sustained in a great way the basis of this research.

Primary and secondary resources to collect, analyze, an organize the data

Primary resources were:

This includes all direct and personal communication through email, phone calls or video conferences with people (teachers and students) that were involved in the development of the subject that was the object of study for this research.

- Personal communication with Lic Mauricio Salvador Contreras (Advisor)
- Personal communication with MSc Edgar Nicolas Ayala (Undergraduate Degree Process Coordinator)
- Personal communication with students who were taking the Intensive Advanced English Subject from the English Teaching Major during the second semester of the year 2020, which were 3 groups of 45 students each one, making 135 students in total.
- Personal communication with 4 teachers who were in charge of the Subject under study.

Secondary resources were:

- Several reports

- Articles
- Websites
- online resources that provided quality information about the topic

These secondary resources were online or PDF documents.

A. Research techniques

In order to develop the research, since it is mostly a qualitative and descriptive research, the survey is the technique that was applied.

B. Research instruments

To obtain the information, the researchers applied the questionnaire to do the survey. The questionnaire was applied through online on Google forms. A link was sent to the teachers and students to access it. It is necessary to say that teachers and students had different questionnaires. This instrument was directed to 3 groups of students who were taking the Intensive Advanced English Subject from the English Teaching Major, year 2020, as well as to 3 teachers in charge of those groups. The questionnaires included closed ended questions to narrow the information to accomplish the research goals. The students were also asked about the virtual apps that teachers use in their classes and which ones were the most accepted by them to learn English better; students chose between a list of apps provided in the questionnaire, but they added further information as needed.

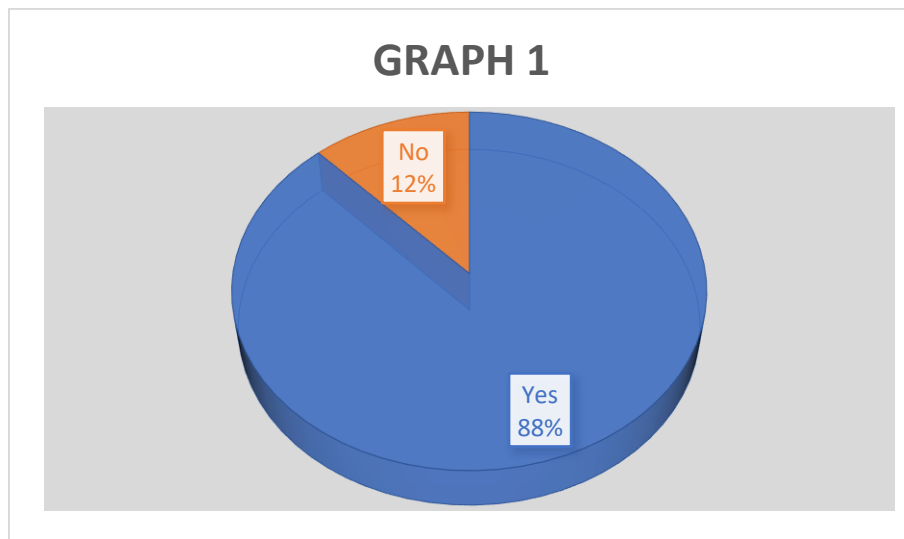
VII. DATA ANALYSIS AND INTERPRETATION

A. Data analysis plan

Students' Questions

1. Do you have a home internet service plan (WIFI or cable)?

Options	Answers
Yes	88
No	12

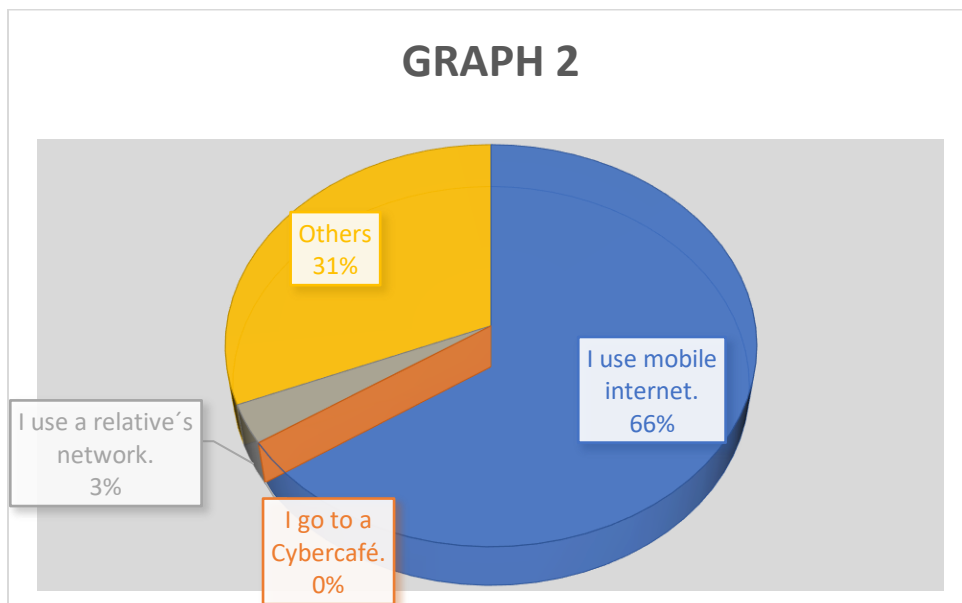


From a total of 100 students who were surveyed, 88% of them have a home internet service plan (WIFI or cable) that is used to receive their online classes in the recent virtual modality in education. On the other hand, 12% of the students do not have access to any home internet service plan to take classes online.

As observed in the graph above, most of the students who were surveyed answered that they have access to an internet plan at home; according to that information, it can be inferred that they count with the most important resource to continue with the education process in the virtual modality. Another number of students presented a different reality since they do not have access to a home internet service plan; because of that, they must look for other ways to get access to the internet for studying online.

2. If your answer was NO, how do you do to take your classes online?

Options	Answers
I use mobile internet.	21
I go to an internet café.	0
I use a relative's network.	1
Others	10

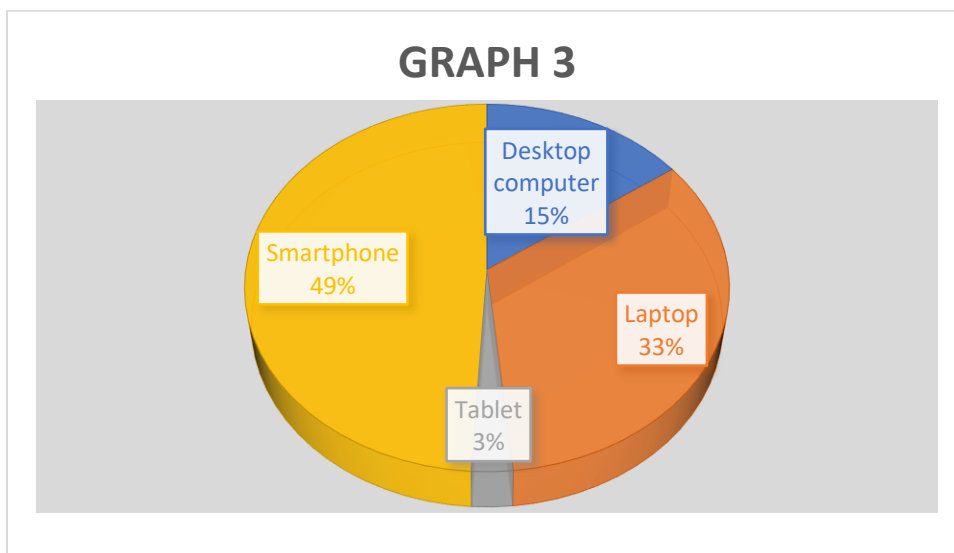


From the total of students who were asked in question 1 if they had access to a home internet service plan, some students answered that they do not have access to it. So, in this question results, 66% of the students use mobile internet to take online classes, 3% of the students specified that they use a relative's network; besides that, there is 31% of them who answered that they use other options to have access to internet and take their classes. 0% of the students go to an internet café to get access to internet.

According to the results shown above, it can be interpreted that most of the students who do not have access to any home internet service plan use mobile internet through the cellphones or any other devices available for them. It is important to mention that there are some students who prefer to use other options which are feasible for them. Going to an internet café is not an option for the students, since none of them answered that they do not go to any of those places.

3. Which of the following equipment do you use to receive your classes?

Options	Answers
Desktop computer	24
Laptop	53
Tablet	4
Smartphone	78



The results above show that from the total of the students who were surveyed, 24% of them use desktop computers to receive their online classes. There is 53% of the students that use a laptop; besides that, there is a very small group of students, actually 3%, who use a tablet and most of the students, 78%, answered that they use their smartphones to receive online classes.

After analyzing the results gathered in this question, it can be interpreted that because of the situation the world is facing nowadays about the pandemic and the economic problems that students are facing, it is more feasible for them to get a smartphone, since it is the device they mostly use. Apart from that, there is a good percentage of students who use laptops and desktop computers. Finally, it can be mentioned that there is a small group of students who use a tablet. Something important to mention is that the percentages in the analysis are related with the amount of the answers and not the students who answered, since they had the chance to choose more than one option in the question.

4. Which of the following apps do your teachers use to develop the class?

Options	Answers	Options	Answers
WhatsApp	56	YouTube	27
Facebook	33	Schoology	11
Zoom	45	Jitsi	0
Microsoft Teams	15	Edmodo	25
Google Classroom	80	Google meet	94
Moodle Cloud	20	Others	0

Having analyzed the results, in general terms, Google Classroom and Meet are the apps which have been used the most by teachers to develop their classes at the University of El Salvador. Apart from that, there are some teachers who use some other apps to support the teaching and learning process, for example: WhatsApp, Zoon, Facebook, Microsoft Teams, YouTube, Moodle Cloud, Schoology, and Edmodo, but not as much as they use Google Classroom and Meet.

5. Select the 5 apps from the ones that the teacher uses to develop the class that you like the most.

Options	Answers	Options	Answers
WhatsApp	53	YouTube	33
Facebook	39	Schoology	12
Zoom	42	Jitsi	0
Microsoft Teams	17	Edmodo	18
Google Classroom	75	Google meet	92
Moodle Cloud	16	Others	0

Based on the previous information, it can be stated that the 5 apps that the students like the most from the ones that teachers use are Google Meet, Google classroom, WhatsApp, Zoom and, Facebook. Moreover, it can be mentioned that there is a short number of students who like some other apps like WhatsApp, Zoon, Facebook, Microsoft Teams, YouTube, Moodle Cloud, Schoology, and Edmodo to have classes in the virtual modality.

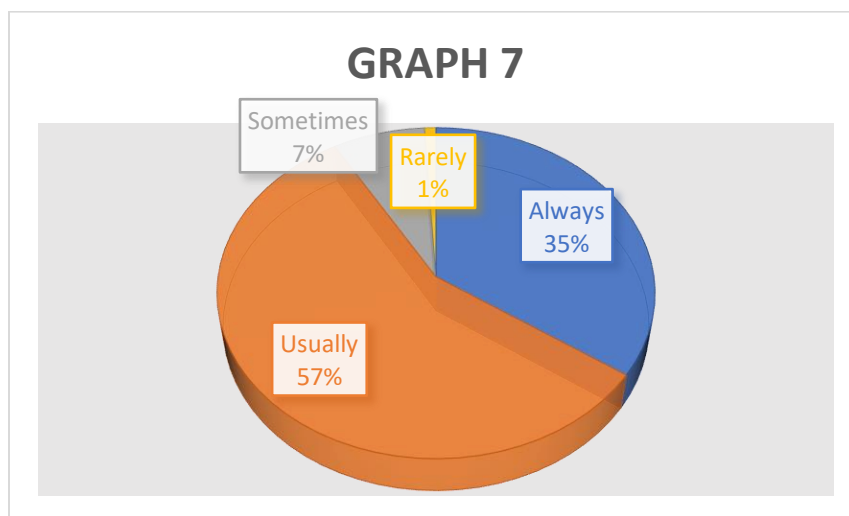
6. From the apps that you prefer to use, why do you prefer those apps? You may select more than one option.

Options	Answers
Because they are easy to use.	83
Because I think they are more effective and help a lot to learn.	56
Because they require less internet capacity.	16
Because they are just the ones I know.	12
Others	3

Before analyzing the results, the students expressed that the apps selected as the ones which they like the most are easy to use, and those apps are more effective and helpful to learn. There are many different apps in education that teachers are using in online classes, but for the students, some of them are difficult to use and they are not effective in the learning process.

7. How often do you use the apps selected in previous questions?

Options	Answers
Always	37
Usually	61
Sometimes	8
Rarely	1



Having checked the results in the graph, 57% of the students who were surveyed answered that they usually use the apps that they like the most; moreover, there is 35% of the students that always use those apps. Besides that, there is 7% of students who sometimes use them, and there is 1% of students who rarely use the apps they like the most.

Having analyzed the results, it can be understood that most of the students always or usually use the apps they like the most. Everything is related with the use of those apps by teachers to develop their classes online. The students must be using those apps for doing homework wherever they are since the pandemic Covid19 has forced the university to continue with the educational process in virtual modality.

8. What apps do you feel are the most convenient for English classes? Select only two options.

Options	Answers	Options	Answers
WhatsApp	18	YouTube	16
Facebook	9	Schoology	1
Zoom	31	Jitsi	0
Microsoft Teams	10	Edmodo	10
Google Classroom	46	Google meet	84
Moodle Cloud	7		

According to the results, there are 3 apps which are more convenient to have English classes online. The students found Google Meet, Google Classroom, and Zoom the most convenient apps to apply in the English learning process. It can be inferred that this result has to do with the previous information that says that these apps are very easy to use, and they are feasible for the students.

9. What apps do you dislike, or would you rather not use?

Options	Answers	Options	Answers
WhatsApp	18	Moodle Cloud	35
Facebook	29	YouTube	12
Zoom	33	Schoology	45
Microsoft Teams	31	Jitsi	37
Google Classroom	11	Edmodo	32
Google meet	5		

From the chart above, it can be interpreted that Schoology, Moodle Cloud, Microsoft Teams, Zoom, Edmodo, Facebook, and Jitsi are the apps which students dislike, or they would rather not use in their online classes. Considering information collected in previous questions, it can be said that students do not like those apps because they are not easy to use, or they are not feasible for the students. Therefore, they prefer to use Google Classroom and Google Meet mostly.

10. What apps do you feel are the least convenient for English Classes? Select only two options.

Options	Answers	Options	Answers
WhatsApp	30	YouTube	14
Facebook	35	Schoology	19
Zoom	18	Jits	14
Microsoft Teams	13	Edmodo	12
Google Classroom	18	Google meet	18
Moodle Cloud	18		

Following the analysis, it can be interpreted that Facebook and WhatsApp are the apps which are the least convenient for applying in online English classes, but it is very important to mention that according to the numbers presented, maybe, some students got confused with the question due to the fact that most of the apps show a similar number. Therefore, the result does not match with the result shown in previous question where students were sure about the apps they like the most.

11. Which of the following strategies do your teachers use in online classes?

Options	Answers	Options	Answers
Oral presentation	88	Collages	14
Mind maps	26	Timelines	13
Essays	21	Quizzes	74
Research	34	Written exams.	75
Interviews	48	Others	10
Portfolios	8		

As it can be seen in the previous chart, the data shows that to develop the online classes, teachers use oral presentations, quizzes, written exams, and interviews mostly. It can be interpreted that these strategies are the ones which are feasible for the teachers to use with their apps the most. There are some students who expressed that research, mind maps, collages, timelines, and portfolios are used by some teachers in their classes.

12. What are the benefits of having online English classes, according to your experience?

Options	Answers
I know apps to learn English easier and faster.	38
I can interact with teachers and classmates wherever I am.	42
I spend more time studying at home.	37
I can ask teachers whenever I have a doubt.	26
I can use apps to create more creative content for my activities.	53
Others	12

After analyzing the results, it has been interpreted that most students find many benefits in having English classes online; for example, there are different apps in the internet that can be applied for learning faster and better. Students and teachers can have interaction wherever they are. Another important benefit that students find is that they do not have to travel to the university and lose time, so they have more time to learn at home.

13. What are the challenges that you have experienced or noticed in the virtual modality?

Options	Answers
There is no physical interaction between teachers and students.	46
There is less English communication between classmates.	46
Less student's participation during the classes.	64
The teachers do not know if the students are paying attention or doing something else while they are explaining.	59
Others	11

Having analyzed the results, it can be interpreted that there are many challenges that students and teachers must face. The students do not participate actively in classes for many reasons. Another

challenge that the teachers must face is that they cannot control the student's attention. Not having physical interaction between students and teachers is another problem as observed in the chart.

14. Has virtual learning affected your learning process or performance? Please, share how.

According to the results obtained, most of the students answered that virtual learning has been affected negatively since learning online does not allow them to learn the best way. They mentioned that they do not have a good interaction with the teachers and their classmates, so they do not practice the language as it should be. Besides that, they face internet connection problems very often; they sometimes do not get connected to all the classes, or the capacity of the internet does not allow them to listen to the teachers very well or they cannot share their ideas during the class. Moreover, some students said that the houses where they live are not appropriate because they do not have quiet places to take the classes, or the noise around the house interrupts them. On the other hand, there are some students who mentioned that learning online has affected them positively since they have the resources needed to have virtual classes, and they are learning by using different apps that help them to improve their learning process. Besides that, they said that they lose less time and money because they do not have to travel to the university and spend money on food or on other materials for their classes. As a summary, it can be interpreted that virtual learning has affected the students negatively even more than positively.

15. In your personal case, what are some advantages of studying English online?

Considering the data collected in the survey, there are some advantages when having classes online. The most common advantages that the students mentioned are the following:

- More concentration in classes.
- They have more time to study.
- They can take classes wherever they are.
- The class recording helps them to study later.
- Much more flexibility of choice of courses.
- They don't spend money to go to the university.

- It is easier to work and study at the same time.
- There are many apps to learn.
- It is safer to be studying at home because of the pandemic.

16. In your personal case, what are some disadvantages of studying English online?

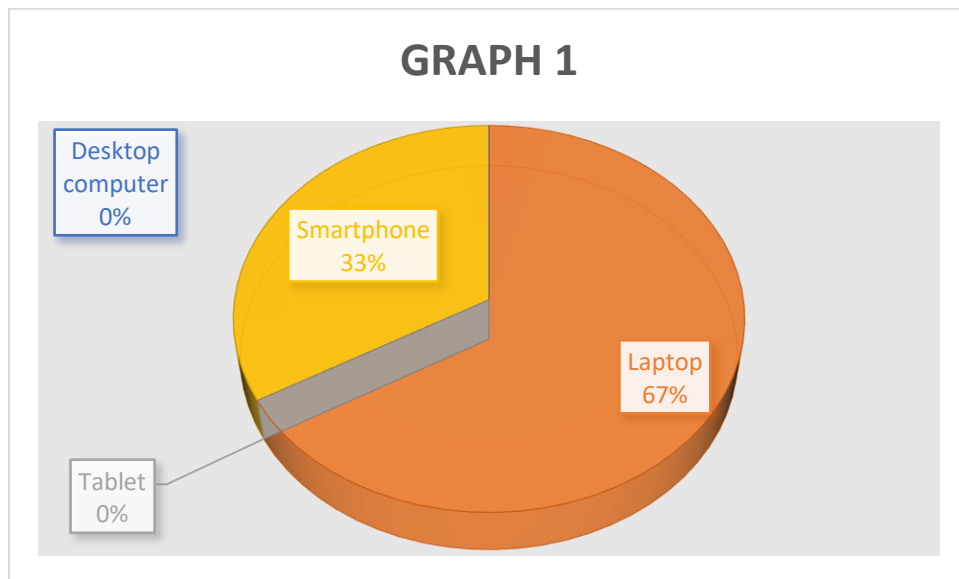
After having checked the results, there are some disadvantages when studying online that affect the learning process. The most common disadvantages that the students mentioned are the following.

- The house is not appropriate to take classes.
- Lack of interaction between students and teachers.
- Internet connection problems.
- Some students do not have the appropriate equipment for the classes.
- It is difficult to practice the language online.
- Students do not concentrate very well.
- It is more stressful to have virtual classes.

Teachers' Questions

1. What equipment do you use for teaching English online?

Options	Answers
Desktop computer	0
Laptop	4
Tablet	0
Smartphone	2



Having checked the results, 67% of the answers shows that the teachers use a laptop to develop their classes. 33% shows that they use smartphones to teach classes online apart from the laptop. None of the teachers uses a desktop computer or tablet according to the data gathered.

After analyzing the results, it can be interpreted that since four teachers were surveyed, all of them expressed that they use a laptop to develop online classes. This information can be seen in the chart provided above. Besides that, there are two teachers who said that they use both a smartphone and a laptop. Desktop computers and tablets are not used by the teachers who were surveyed. The percentage in the graph represents the numbers of options selected, not the number of teachers who gave the information.

2. What apps or platforms do you use to teach English online?

Options	Answers	Options	Answers
WhatsApp	0	YouTube	2
Facebook	2	Schoology	0
Zoom	1	Jitsi	1
Microsoft Teams	0	Edmodo	0
Google Classroom	3	Google meet	1
Moodle Cloud	1		

Having analyzed the results, it can be understood that the teachers who were surveyed use different apps to teach online and to be in contact with the students. Most of the teachers use Google Classroom mostly and sometimes they use other apps like Facebook, YouTube, Google meet, Moodle Cloud, Zoom and Jitsi.

3. From the apps that you have used, which ones do you think are the easiest when you develop your online classes? Select at least 2 options?

Options	Answers	Options	Answers
WhatsApp	0	YouTube	1
Facebook	1	Schoology	1
Zoom	0	Jits	0
Microsoft Teams	0	Edmodo	0
Google Classroom	3	Google meet	4
Moodle Cloud	0		

Having analyzed the results, it can be interpreted that Google Meet and Google classroom are the easiest apps to teach English online since they are the ones that teachers are using the most since the pandemic started. There are many other apps that can be applied in the teaching process, but they are not easy to use or less convenient to make students learn English easier and faster.

4. What apps do you think are the most difficult to use for you and your students in the Online English classes?

Options	Answers	Options	Answers
WhatsApp	0	YouTube	0
Facebook	0	Schoology	0
Zoom	0	Jitsi	0
Microsoft Teams	4	Edmodo	0
Google Classroom	0	Google meet	0
Moodle Cloud	3		

Having analyzed the results, it can be interpreted that all the teachers agree that Microsoft Teams and Moodle Cloud are difficult to use in the teaching process; that is why the teachers prefer to apply other apps which are easier and convenient for the students to learn English even more. There are many apps that can be used for teaching English, but it is very important to know which ones are appropriate to apply to get better results in the goals stated in every class.

5. When using an app, what do you look for in it in order to use it in online English classes?

Options	Answers
It is feasible for the students.	4
It has the appropriate tools to teach.	3
It is easy to use.	2
Others	0

Having analyzed the results, it can be stated that all the teachers look for apps which are convenient to apply in the English teaching process; that means that the apps are feasible. They have the appropriate tools to teach, and they are easy to use for teachers and students to achieve the best results after the classes are developed. It is important to mention that there are many apps which can be very useful to teach, but sometimes those apps are not convenient for the teachers or the students and that could affect the learning process. That is why choosing the best apps is a good starting point to get good results.

6. From the apps that you have used, what app do you consider is the most effective to develop your online English teaching and learning process, and why?

Having read the information provided by the teachers, it can be seen that Google Meet is the app that teachers use the most to teach English, since they consider it is the most effective to make students learn. A teacher expressed that Google Meet helps for having synchronous sessions with the students; some other teachers said that it provides interaction with the students and the possibility to control the process of the students' work. Besides that, Google Classroom is used by teachers to organize the classes and all the activities that students develop during the course. It is important to mention that these are the apps that teachers consider the most effective, but there are many apps which can be used together with Meet and Google Classroom to reinforce the English teaching process.

7. Based on your experience, what are some advantages of teaching English online?

Based on the information provided, the teachers expressed that one of the advantages of teaching English online is the number of students in each class; a large number of students can be allowed in every group without problems related with place and time as it happened in face-to-face classes. Another important advantage that the teachers expressed is that in online classes, there are opportunities to use extra material and real language resources. Moreover, they said that teachers and students can have interaction wherever they are, and that helps students to reduce costs because they do not have to pay to travel to the university. Besides this, the students have more time available to do other activities related with their studies.

8. According to your experience, what are some disadvantages of teaching English online?

After the information was read, it can be observed that some teachers expressed that with online classes, not every teacher does a standardized work, so the students do not have the same learning process. Besides that, the teachers said that technical problems of connectivity and lack of equipment is a problem that both teachers and students are facing; therefore, some

students do not get connected to every class. There are some teachers that think students' learning strategies are poor to develop content in an online class, not because there are not enough strategies, but because they must be studied before being applied.

9. What strategies and activities do you develop in the online English teaching process to promote students' participation and interaction?

According to the information gathered, discussions, debates, oral presentations, research open questions, writing activities, exams and quizzes are some strategies which have been applied mostly in the teaching process by the teachers at the Foreign Language Department in the University of El Salvador. It can be interpreted that these strategies might be some of the most convenient ones to be developed in the teaching and learning process. There are many strategies to apply in order to teach English online, but they are selected according to the topic and the characteristics of students in every group.

10. What are some of the challenges that you, as a teacher, have experienced during the development of your English classes during the virtual modality?

After checking the results collected, some teachers said that creating exams online is one of the challenges they have faced, since it is necessary to know the different steps to create an exam in Google Forms or using any other apps. Another challenge the teachers usually face in the virtual modality is to keep interaction among students in and out the class because learning English is a process of interaction and participation to get meaningful learning. Moreover, lack of a good internet connection, and lack of teacher training in the virtual area become a challenge since many technological resources and apps must be applied to have more interactive classes.

VIII. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

After analyzing and interpreting the results, it can be concluded that:

- Google Classroom, Google meet, Zoom and Whatsapp are the apps that students use the most. There are some specific reasons why students prefer these apps; for example, they are feasible and easy to use and according to what the students stated. The teachers think that Google Classroom is a good tool to organize classes, Google Meet and Zoom help them to have synchronic classes. Besides, Whatsapp is an app that is used mostly for having direct interaction whenever the students and teachers need it.
- The teachers use different apps to teach English online at the Foreign Language Department of University of El Salvador. Some of the apps they use are the following: WhatsApp, Facebook, Zoom, Microsoft Teams, Google Classroom, Moodle Cloud, YouTube, Schoology, Edmodo, and Google Meet, It can be stated that some of them are used more than others.
- The students have faced many challenges having classes online, and it has affected their English learning process. Some of the challenges they have faced include the following: no physical interaction between teachers and students, less English communication between classmates and teachers, less student participation during the classes, the teachers don't know if the students are paying attention or doing something else while they are explaining, and some problems related with internet connections during the classes.
- Eventhough there are many challenges having classes online, there are some benefits that help the English learning process. The students said that they know apps to learn English more easily and faster; they can interact with teachers and classmates wherever they are, the students spend more time studying at home without wasting

time traveling to the university. Apart from that, they can use apps to create more creative content for the activities that the classes require.

- As in face-to-face classes, there are many strategies and activities to make students learn a new language; the teachers apply some activities that they believe are the most convenient according to the students' characteristics. The most common strategies the teachers use are discussions, debates, oral presentations, research, open questions, writing activities, mind maps, essays, interviews, timelines, collages, exams and quizzes.

B. Recommendations

According to the information and the conclusions stated, the researcher provided the following recommendations:

For the authorities:

- To reinforce the development of English virtual courses in the careers that the Foreign Language Department of the University of El Salvador offers to the student community.
- To provide all the necessary equipment and virtual resources that teachers need to develop their virtual classes appropriately in the Foreign Language Department of the University of El Salvador.

For the teachers:

- To use the virtual apps that the students accept the most in order to concentrate and find the more convenient strategies and activities that match with every app selected

by the students. In other words, it is necessary that teachers get updated with new apps to make the English teaching and learning process more efficient and stronger.

- To apply strategies to make students practice English during synchronic and asynchronous classes to reinforce the learning process in the virtual modality.

For the students:

- To look for information related with Google Classroom, Google Meet, Zoom and other tools that can be applied together with the apps selected as the most accepted ones in order to use them appropriately in the English learning process.
- To analyze the challenges they faced in online classes so they can think about the possible solutions to turn the challenges into opportunities to improve the learning results in the virtual modality.
- To search strategies and activities which are more convenient to use in different apps applied in online classes to learn English more easily and faster.

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ANNEXES



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



STUDENTS' QUESTIONNAIRE

RESEARCH TOPIC

Students most accepted virtual apps for the development of English as a Foreign Language in the Foreign Language Department of the University of El Salvador, year 2020.

OBJECTIVE

To collect data about the students' most accepted virtual apps in the Foreign Language Department of the University of El Salvador year 2020 for the development of English as a Foreign Language.

Students' name

Ricardo Alexander Romero Rivera

DUE:

RR05056

Instruction: Select the option that best answers each question according to your own experience while learning English in virtual mode. In some cases, you will need to type your answer.

1. Do you have a home internet service plan (WIFI or cabled)?

- Yes
- No

2. If your answer is NO, how do you do to take your classes online?

- I use mobile internet.
- I go to a Cybercafé.
- I use a relative's network.
- Others _____

3. Which of the following equipment do you use to receive your classes?

- Desktop computer
- Laptop
- Tablet
- Smartphone

4. Which of the following apps do your teachers use to develop the class?

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology
- Jitsi
- Edmodo
- Google meet

Others _____

5. Select the 5 apps from the ones that the teacher uses to develop the class that you like the most.

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology
- Jitsi
- Edmodo
- Google meet

Others _____

6. From the apps that you prefer to use, why do you prefer those apps? You may select more than one option.

- Because they are easy to use.
- Because I think they are more effective and help a lot to learn.
- Because they require less internet capacity.
- Because they are just the ones I know.

Other _____

7. How often do you use the apps selected in previous questions?

- Always
- Usually
- Sometimes
- Rarely

8. What apps do you feel are the most convenient for English classes? Select only two options.

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology
- Jitsi
- Edmodo
- Google meet

9. What apps do you dislike, or would you rather not use?

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology
- Jitsi
- Edmodo

10. Google meet What apps do you feel are the least convenient for English Classes? Select only two options.

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology

- Jitsi
- Edmodo
- Google meet

11. Which of the following strategies do your teachers use in online classes?

- Oral presentation
- Mind maps
- Essays
- Research
- Interviews
- Portfolios
- Collages
- Timelines
- Quizzes
- Written exams.

Others _____

12. What are the benefits of having Online English classes, according to your experience?

- I know apps to learn English easier and faster.
- I can interact with teachers and classmates wherever I am.
- I spend more time studying at home.
- I can ask teachers whenever I have a doubt.
- I can use apps to create more creative content for my activities.

Others _____

13. What are the challenges that you have experienced or noticed in this virtual modality?

- There is no physical interaction between teachers and students.
- There is less English communication between classmates.
- Less student's participation during the classes.
- The teachers don't know if the students are paying attention or doing something else meanwhile, they are explaining.

Others _____

14. Has virtual learning affected your Learning Process or Performance? Please, share how.

15. In your personal case, what are some advantages for you with studying English online?

16. In your personal case, what are some disadvantages for you with studying English online?



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



TEACHERS' QUESTIONNAIRE

RESEARCH TOPIC

Students most accepted virtual apps for the development of English as a Foreign Language in the Foreign Language Department of the University of El Salvador, year 2020.

OBJECTIVE

To collect data about the students' most accepted virtual apps in the Foreign Language Department of the University of El Salvador year 2020 for the development of English as a Foreign Language.

Students' name

Ricardo Alexander Romero Rivera

DUE number

RR05056

Instruction: Select the option that best answers each question according to your own experience while teaching English in virtual mode. In some cases, you will need to type your answer.

1. What equipment do you use for teaching English online?
 - Desktop computer
 - Laptop
 - Tablet
 - Smartphone

2. What apps or platforms do you use to teach English online?
 - WhatsApp
 - Facebook
 - Zoom
 - Microsoft Teams
 - Google Classroom
 - Moodle Cloud
 - YouTube
 - Schoology
 - Jitsi
 - Edmodo
 - Google meet

3. From the apps that you have used, which ones do you think are the easiest when you develop your online classes? Select at least 2 options?

- WhatsApp
- Facebook
- Zoom
- Microsoft Teams
- Google Classroom
- Moodle Cloud
- YouTube
- Schoology
- Jitsi
- Edmodo
- Google meet

4. What apps do you think are the most difficult to use for you and your students in the Online English classes?

- WhatsApp**
- Facebook**
- Zoom**
- Microsoft Teams**
- Google Classroom
- Moodle Cloud**
- YouTube**
- Schoology**
- Jitsi**
- Edmodo
- Google meet

5. When using an app, what do you look for in it in order to use it in online English classes?

- It is feasible for the students.
- It has the appropriate tools to teach.
- It is easy to use.
- Others _____

6. From the apps that you have used, what app do you consider is the most effective to develop your Online English teaching and learning process and why?

7. Based on your experience, what are some advantages of teaching English online?

8. According to your experience, what are some disadvantages of teaching English online?

9. What strategies and activities do you develop in the online English teaching process to promote students' participation and interaction?

10. What are some of the challenges that you as a teacher have experienced during the development of your English classes during this virtual modality?
