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**FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE WORK**

A PROPOSAL TO DESIGN THE PLATFORM E-GLOO FOR ENGLISH GRAMMAR  
TEACHER CONTENT DEVELOPMENT AND STUDENT LEARNING AT THE  
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## ABSTRACT

The present holistic projective research: “A Proposal to Design the Platform E-GLOO for English Grammar Teacher Content Development and Student Learning at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020” had as a main objective to upgrade English Grammar teacher content development and student learning, but due to situations with the Covid-19 pandemic and the limitations that this caused, the research team was forced to modify the study and redesign the model of the platform E-GLOO. Moreover, this study highlights the importance of using virtual platforms not only in higher education but also in all educational levels, as well as the inconveniences that teacher and students could face using them. For this study, the English Grammar I Group I teacher and students at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador were selected, but due the current situation of the Covid-19 pandemic, the research team just worked with the English Grammar I Group I teacher. This holistic projective research was conducted under a qualitative method; to do so, the research team based the study on the data gathered on the interventions carried out in February, March, and July 2020. The data was gathering through the research tools questionnaires, interview, and discussions. Furthermore, the research team designed the E-GLOO platform in order to help and provide an exclusive environment for learning the English Language, where teacher can carry out any activity using the four English language skills. Consequently, this E-GLOO platform mockup will help future researchers to create this platform using this version as guideline, and thus incorporate all the resources that this platform offers and covers the English Grammar I Group I teacher and student’s needs, as well as other teacher and students at English Language Department.

## INTRODUCTION

The holistic projective research: “A Proposal to Design the Platform E-GLOO for English Grammar Teacher Content Development and Student Learning at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020” carried out from February 2020 to August 2020 focused on providing an alternative virtual platform that was easy to use and adaptable to users' basic technological knowledge. However, the project was modified due to the current situation of the Covid-19 pandemic, prompting the researchers to create a comprehensive projective research study focused on the design of the E-GLOO platform model as a guide for future interested researchers in the creation and development of new educational technologies.

This bibliographic information contains the importance of using virtual platforms as well as the problems that those platforms could cause when they have not been created or designed for a specific group of teacher and students; it was all owing the English Grammar I teacher and students expertise using virtual platforms. As a matter of fact, the purpose of carrying out this holistic projective study is to help English Grammar teacher content development and student learning at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador designing a platform that covered all their necessities.

Thus, this holistic projective project consists of six chapters as follows: Chapter I "Statement of the problem" presents a detailed description of the phenomenon where it is possible to see how the educational system evolves day by day through technology, forcing students to teachers to find a way to adapt to it. The English grammar teacher and his students face these adaptation problems either because they have not had experience with the virtual tool, or there is an internal problem in the platform that only the developers of that software could solve. Seen this way, most of these drawbacks do not arise because the teacher and the students have not adapted, but because of the simple fact that the virtual tool does not adapt to its users, making it difficult for the teacher to develop content and learn the students. Besides, it included a general research objective, two specific objectives, as well as the respective hypothesis of change, justification, and limitations why this holistic projective work was done.

Chapter II “State of Art” presents useful bibliographic information about the benefits of incorporate virtual platforms at higher education, brief history of education through virtual environment, and the design of the platform E-GLOO.

Then, Chapter III “Methodological Design” describes the different phases through which this holistic projective study was carried out. It included paradigm, description of the environment, sampling procedure, research techniques, approaching the field of study, methods to interpret and analyze the information, operationalization of the variables, plan of action, validity and reliability of data collection instruments, ethical aspects, timeline, and budget.

Furthermore, Chapter IV “Project Proposal” describes the contents of the design of the Alpha version of the platform E-GLOO. It includes the proposal, the justification of the project, limitations, purpose, contents of the project, place, and budget.

Besides, Chapter “V” Analysis and Interpretation of Data” presents the findings found in this bibliographical study which were related to the planned objectives.

Finally, Chapter VI “Conclusions and Recommendations” contains the conclusions that were drawn by the research team during this holistic projective study and some recommendations for the English Grammar I teacher and students, and future researchers.

## **CHAPTER I: STATEMENT OF THE PROBLEM**

### **1.1 Description of the problem**

Online learning through virtual platforms is one of the most important changes in the educational area that this century has had. The emergence of virtual learning using educational platforms breaks the schemes that many educators have had over the many years about ideal teaching methods (education within four walls). Inasmuch as education is updated every day, the English Grammar Teacher must adapt to new alternatives for student learning. According to Ives & Jarvenpaa (1996) “warn that nothing will protect the business school from being swept into the current of technologically driven change” (Ahmad, 1999). These changes occur in all educational institutions, and the Western Multidisciplinary Campus of the University of El Salvador is not absent of this. The English Grammar I Group I teacher of Licenciatura en Idioma Inglés Opción Enseñanza at the Western Multidisciplinary Campus of the University of El Salvador uses educational platforms to extend learning beyond the four walls by implementing Blended Learning (B-Learning). Despite the fact that the English Grammar I teacher uses virtual platforms or Virtual Learning Environments (VLEs) such as such as Schoology, Edmodo, and Google Classroom among others, some of them rarely satisfy his needs and interests, as they are not easy to use and do not have an intuitive interface where both teacher and students can work in an effective and efficient way. That is why, the research team decided to propose the design of the platform E-GLOO, which meets teacher and students’ needs and interests in English Grammar at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020.

At the level of higher education, a large part of the universities use virtual platforms, unfortunately not all the experiences of incorporating ICT tools for the teaching learning process have provided the expected success for many reasons, such as problems with Internet connection or how to log in the platform, design exams with more than just simple items, and lack of experience using virtual platforms. In a recent study of Valencia, Enriquez, & Agredo, (2017), the integration of virtual education platforms offers an unlimited number of tools, which can be used at any time and space where people have a computer and an online connection. This allows both synchronous and asynchronous interaction and permanent communication between student-professor and student-student. Moreover, a virtual learning environment in educational



technology is a Web-based platform for digital aspects of courses of study, usually within educational institutions. VLEs typically allow participants to be organized into cohorts, groups, and roles present resources, activities and interactions within a course structure provide for the different stages of assessment report on participation (Marie, 2017). In this way, the purpose of designing the platform E-GLOO will take into account the positive characteristics that platforms like Edmodo, Schoology and Google Classroom provide, making improvements and applying them in a friendly and intuitive new interface, as well as, including new tools in order to cover teacher and students' needs and interests. For example, the teacher wants to create exams, which contains videos, images, and audios, where the students can implement the four English language skills (writing, reading, listening, and speaking) in English Grammar. Further, the students want the virtual platform work well without problems of connection or log in.

The propose of designing the platform E-GLOO steamed from the dissatisfaction of the teacher and students with some aspects of the uses of the virtual platform of the University as well as the platforms of Schoology, Edmodo, and Google Classroom. Firstly, the virtual platform of the University is not very functional and attractive.

Besides, this platform is very basic; it only has the profile, a calendar, instant messaging, and notifications. English Grammar group I teacher and students rarely use this platform since the it usually fails causing students' login problems. Likewise, when students send messages to teachers, they do not usually receive them because there is not a good internet connection with the UES server what causes the use of this platform is not favorable.

Second, Although Schoology gives the teacher and the students an opportunity to create courses in a friendly environment, this does not have video conferences, the activity of the students is not visualized, and the interface is basic since it is boring and confusing.

Third, Edmodo is a free platform that allows communication between the student and teacher, but this platform does not have enough storage space for all possible files that the teacher would like to upload to his students. English Grammar I is not an easy subject, and the fear of being criticized by classmates when giving an opinion or asking a question hinders student English Grammar learning by not being able to express freely. That is why, many people consider that another disadvantage Edmodo has is do not provide the option of having private messages between student and teacher. There are many others disadvantages that are found in

this platform such as do not have student activity viewer, there is no face-to-face interaction which can lead to feelings of isolation (video conferences), etc.

Finally, Google Classroom is a platform whose objective is to help the environment because both the teacher and the student avoid taking up so much paper since the documents will be viewed virtually. However, even though this platform is oriented to blended learning activities, it does not have the messaging tool, video conferences, it does not visualize the activity of the students, and the graphic interface is boring.

Due to inconveniences in each virtual platform, the researchers' propose to design the platform E-GLOO is to help English Grammar I Group I teacher and students by providing the necessary tools for them. According to Beal, (2020), "A very early version of a software product that may not contain all of the features that are planned for the final version. Typically, software goes through two stages of testing before it is considered finished. The first stage, called Alpha testing, is often performed only by users within the organization developing the software. The second stage, called beta testing, generally involves a limited number of external users." Since the platform E-GLOO will be a new educational site, at the beginning, it will be only implemented with the English Grammar Group I teacher and students at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador. Then, this platform can be used by all teachers and students of the English Language Department. Likewise, future researchers will be able to make improvements to the platform to benefit the teacher and students at English Language Department.

Therefore, as it is mentioned above, the English Grammar I Group I teacher uses a variety of virtual platforms to upload information, activities, and exams to the students. To gather suitable information about the students and teacher's experiences using virtual platforms, the researchers used two diagnostic tests, one semi-structure interview, and one open-ended questionnaire.

Firstly, according to the semi-structured interview (Appendix "A") addressed to the English Grammar Group I teacher where he answered some questions related to the advantages, disadvantages that virtual platforms have. The researchers realized how important and beneficial the use of a virtual platform is in the learning process. The teacher exposed that the graphic interface is not the principal part of the virtual platform since the main points are to

upload contents, design exams, and develop activities to the students. Besides, the use of a virtual platform drives teacher and students to be green by avoiding to wastepaper, and the same time students take advantages of the technological devices that they are accustomed to use. On the other hand, when the researchers asked the teacher if the platforms that he uses accomplish all his needs for creating activities or exams, he answered that there are some unnecessary tools of the virtual platforms, which he decides not to use because he does not take advantage of them. When the research team asked the teacher about what he thought of the creation of a new virtual platform exclusive to the English Language Department, he replied – “It will be awesome! It will give the opportunity of not customizing contents, courses, and lessons. Moreover, it will be a representation for the English Language Department.”

Second, the research team passed open-ended questions (Appendix B) to the Grammar English group I students to gather information about their experiences using virtual platforms. The researchers found that the 90.3% of the students have used virtual platforms more than once. The students answered that they know about Schoology, Edmodo, Google Classroom, etc. However, the 9.7% of the students answered that they have not used any virtual platform before taking the subject English Grammar where the teacher asked them to use Schoology for developing activities. Besides, in the question, do you feel comfortable using a virtual platform? 87.5% of the students answered Yes, but the 12.5% of them said No because they have had problems with the internet connection, difficulties using the platform, and inconveniences to develop the activities. Otherwise, the students said that the virtual platform helps to make the sending of homework assignments easier, to take care of the environment by not wasting paper, to see the materials related to the class and at the same time practice, etc. On the other hand, the students answered that the use of a virtual platform is hard when it does not notify the new material o activities to work up, when the students do not know the platform, they have problems for answering exams or sending activities, or when the platform does not work for a while during an evaluation.

The two diagnostic tests revealed that it is notable the amount of teaching tools that are grouped into the virtual platforms that benefit students and teacher. “The educational platform allows teachers to create, manage more flexible content through the Internet, it is important to mention that the use of this tool should not only focus on the inclusion of educational materials,

but also between the interaction between teacher-student, as well as among the same students” (Grajeda, 2014).

Finally, this study will be very helpful because the teacher and students of English Grammar of English Language Department will benefit with the platform E-GLOO. Based on the gather data, the following questions arises:

## **1.2 Research Questions**

- How will the platform E-GLOO upgrade English Grammar Group I teacher content development and student learning at the English Language Department at the Western Multidisciplinary Campus of the University of El Salvador-2020?
- How will students’ acquisition of English Grammar knowledge be facilitated through a virtual environment?
- What benefits will be obtained by integrating cutting-edge technological tools in the traditional teacher-student relationship?

## **1.3 Objectives**

### **1.3.1. General Objective**

To upgrade English Grammar teacher content development and student learning at English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020

### **1.3.2. Specific Objectives**

- To lead English Grammar I Group I teacher and students to a secure and reliable space/place where they can share significant subject information each other
- To integrate cutting-edge technological tools that change the traditional teacher-student relationship into a modern, efficient, friendly, and functional one

#### **1.4 Hypothesis of change**

The researchers formulated the following hypothesis of change:

The design of the E-GLOO platform will ease English Grammar I Group I teacher knowledge sharing and students learning via VLE in the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020.

#### **1.5 Justification**

Due to the changes implemented in education such as ICTs, virtual platforms play an important role in student learning. However, although platforms are a great tool for the development of content and practices for students, platforms generally have failures or resources that teachers or students rarely use. The research team has made the decision to design the platform E- GLOO for English Grammar Group I teacher and students at English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020.

The platforms Schoology, Edmodo, and Google Classroom that the teacher uses do not allow the students to develop the four English language skills. However, they be incorporated into the platform E-GLOO since the teacher will be able to administer exams or evaluations that contain audios, images, videos, and items in each of the activities.

One of the most relevant features that the platform E-GLOO will have is the implementation of an e-library where the teacher will be able to search a variety of content related to his subject (English Grammar) such as books, magazines, articles, interviews, etc. Further, the e-library will help teacher to organize the documents that he will use for the development of class or activities to share with his students without going out of the platform. In addition to being able to download this information, the teacher can continue to expand his virtual e-library by uploading more content by himself. On the other hand, student will only be allowed to download the content that teacher wants share.

Finally, the platform E-GLOO will provide through tutorials that will explain step by step the use of each of the tools it will offer. In this way, it will be avoided that both the English Grammar group I teacher and the students do not have problems using the platform. Besides, although the platform E-GLOO will be implemented as Alpha version. It can be used by future students and teachers at the English Language Department since the platform will be exclusive

for the English Language Department. Likewise, future researchers may make improvements or incorporate new tools to facilitate content development and student learning.

### **1.6 Scope and Limitations of the Work**

The Covid-19 pandemic has been the worst disease that has hit the world, not only because it is the worst nightmare that could ever have been imagined to happen, but also because it is the worst crisis that no one has been able to stop or find a cure since it began. The covid-19 pandemic has not only forced countries to close businesses or investments, but also forced educational institutions to change and adapt themselves to the circumstances and inconveniences, seeking technological tools such as virtual classrooms to continue teaching. The same happened with the research team since they should continue under the circumstances and carry out a holistic projective research to design the platform E-GLOO model. Therefore, the research team decided to follow a holistic projective study in which the platform E-GLOO only will be design as guideline to be created by future researchers and make it functional incorporating all the tools and elements that researchers considered important to be added in the E-GLOO platform.

Initially, this platform will be exclusive for English Language Department of the Western Multidisciplinary Campus of the University of El Salvador, but it can be adapted to contain all the Departments of the university. For now, the platform's design incorporates all the necessary tools that help teacher's development class and students' learning process at Foreign Language inasmuch as the current virtual platforms are elaborated for users in general not specifically towards a specific subject or theme. Further, this proposal was due to the inconveniences and difficulties that teacher and students faced when use virtual tools.

Since this research work was carried out during a global crisis, the research team faced a set of limitations owing the inconveniences of the covid-19 pandemic.

- The researchers experienced various health and psychological problems during this pandemic. They lost relatives due to health problems as well as the Covid-19 pandemic. Also, some of the researchers fell ill from Covid-19.

- The covid-19 pandemic caused people to be quarantined at home, making it difficult for investigators to meet and work in person.
- The covid-19 pandemic caused the economy to collapse radically, which caused the researchers not to be able to buy a hosting and programs for the creation and functionality of the E-GLOO platform.
- Due to financial problems, the researchers used a free server to run some of the functional elements of the virtual platform online.

## CHAPTER II: STATE OF ART

According to Mofareh, (2019), “The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals” (Pag 169). Considering English Grammar, I as part of the 21st century, teachers adapt to the new digital alternatives to develop online quizzes, tests, and online classes, and upload class materials to transmit English Grammar knowledge. It is just logical to want to use tools with which students are accustomed to using, even using the same social networks to teach classes when they cannot access educational platforms.

As Mendoza, (2019), establishes in English Grammar I students discuss, analyze, and apply different structures in written exercises. To develop all the contents, the students receive handouts containing texts in which the grammatical structures are used, or they are asked to search for information related to the contents being studied. When this subject is applied in a digital way by using virtual platform, the methodology or activities that the teacher uses change to Blended Learning Activities (BLA) where the teacher combines the advantages of face-to-face and e-learning to satisfy students individual differences.

Since the first computerized system of educational assistance teachers try to find different teaching alternatives by using many systems such as forums, social networks and platforms, specifically aimed at the dissemination of educational information among teachers and students, whether they belong to a physical or virtual institution. It should be emphasized that as virtual educational tools have evolved over time, English Grammar teaching methodologies have also evolved. If the methodologies used to teach the English language in a classroom are complex, how much more would they be in a virtual area? For this reason, many platforms had to be adapted or centralized to the teaching of English to meet the specific needs of their teaching. However, several drawbacks can arise when using a virtual platform, even when this platform was specifically designed for teaching English, ranging from knowing how to operate the platform or creating activities for the development of students' skills in the English language.



## **2.1 CONCEPTS**

### **2.1.1 E-GLOO platform**

The E-GLOO platform is a new VLE created by students of Licenciatura en Idioma Inglés Opción Enseñanza with the purpose of helping teachers and students of the English Language Department. The acronym E-GLOO stands for "Educational Gate Learning Online Oriented".

### **2.1.2 English Grammar**

“It is the first of the three intensive English grammar courses in which second-year students of Licenciatura and Profesorado are exposed to the study of grammar in both prescriptive and descriptive manners” (Mendoza, 2019).

### **2.1.3 English Grammar Group I**

It is the 60 group students who are taking the subject of the English Grammar, which is taught by M.A. Edgar Amílcar Pérez.

### **2.1.4 ITCs**

“Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions” (Information and Communications Technology (ICT), 2019).

### **2.1.5 VLEs**

“Stands for "Virtual Learning Environment." A VLE is a virtual classroom that allows teachers and students to communicate with each other online. Class information, learning materials, and assignments are typically provided via the Web” (VLE, 2008).

### **2.1.6 Virtual Platform**

“A Virtual Platform is a software-based system that can fully mirror the functionality of a target System-on-Chip or board. These virtual platforms combine high-speed processor simulators and high-level, fully functional models of the hardware building blocks, to provide

an abstract, executable representation of the hardware to software developers and to system architects” (Virtual Platform Technology, n.d.).

### **2.1.7 Virtual Environment**

“Virtual environment – VE is usually described as a form of interaction between human and computer which consists of computer generated audio and visual simulation of three-dimensional (3D) space, in which users have interactive experiences” (Korićanin, Saračević, Biševac, & Kamberović , 2014).

Moreover, Korićanin, Saračević, Biševac, & Kamberović (2014) acknowledge that virtual environment offers the possibility of practicing the task in the virtual world in a way in which that skills can be transferred to the real world (pag.51).

### **2.1.8 Cutting-edge technological tools**

“Cutting-edge technology refers to current and fully developed technology features, unlike bleeding-edge technology, which is so new that it poses unreliability risks to users” (Anonymous, 2019).

In other words, cutting-edge technological tools are those common ones that are very useful in a virtual platform. For example, the Office is necessary because the teacher or student can write any document without going out of the platform. Another one is member, which shows the teacher who are involved in the class/course, etc.

### **2.1.9 Content Development**

“Content development is researching, producing, and publishing information to meet a strategic goal. That goal will be to build a connection with an audience” (Johnson, 2017).

### **2.1.10 LMS**

“A Learning Management System is a software-based platform that facilitates the management, delivery, and measurement of an organization’s corporate e-learning programs” (Powell, n.d.).

## 2.2 Brief history of education through virtual environment

Today, online education is not considered a different way of learning and teaching, but rather a means where students and teachers interact in common to form knowledge in all aspects of the sciences. Even technologies like blackboard and book were viewed as radical tools when they were first introduced (Atabek, 2019). The world is in constantly changes for that reason knowledge never stops; education evolve to adapt to new eras where most of information is transmitting by complex technological devices but easy to manipulate by users.

Right after archaic educational tools or ancient technology, humans invented a new way to transmit, save and search information by creating a sophisticated technological tool know as Computer. As Jaimovich, (2019), aimed that the Z1 is the world's first programmable mechanical computer which was designed by a German engineer named Konrad Zuse between 1935 and 1936, and was completed in 1938. This computer was capable of performing four mathematical operations, which at the time was the boom of the moment. It took just over 20 years for this instrument to be used for educational purposes outside its scope of study, giving birth to the first learning management system (LMS) in history.

According to LLaca, (2018), in 1959 a physicist from the Illinois University named Chalmers W. Sherwin suggested to the College of Engineering Dean William Everett the idea of using a computerized system for educational assistance; this LMS would be called PLATO. So, the first LMS was born before the internet, including elements such as chats, forums, or emails.

Starting from the first LMS to today, virtual education has played an important role in the development not only of distance learning but also in-person, using different teaching methods including b-learning. In the words of Martínez, Novoa, & Segura, (2013) “technology has been a very important role in education, many techniques have been developed to support learning process” (Pag. 4). Now, the students and teachers are accustomed to work on educational virtual platform such as Edmodo, Schoology, Moodle, Google Classroom, etc. Those platforms are the most common and complete LMS that allow instructors to monitor students' work and encourage isolated active participation. They also help teachers to assess students' behavior and experience in the learning environment.

Besides, in the words of Dr. Specht, (n.d.) “The students of the future will demand the learning support that is appropriate for their situation or context. Nothing more, nothing less. And they want it at the moment the need arises. Not sooner, not later. Mobile devices will be a key technology to providing that learning support” (Science Daily, 2009). Education through virtual learning environments is as important as what is received within the classroom. Both in the past and today there have always been many factors that intervene or hinder teaching and learning. For this reason, the human being had to invent the necessary tools according to every single decade to make education available to everyone or to the majority.

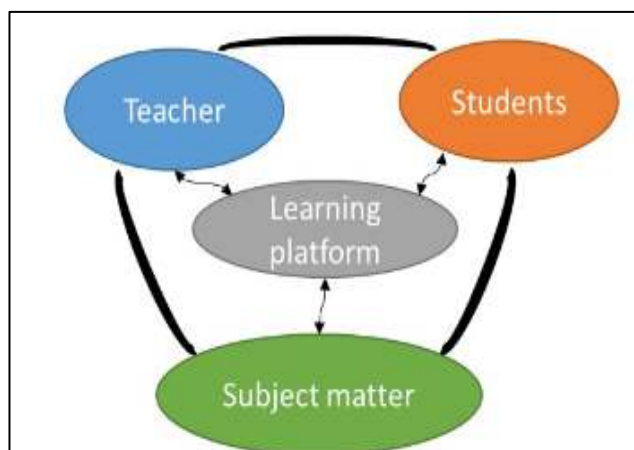
In other words, “the transformation of new technologies within schools has changed educational methods to such an extent that spaces are opened for digital culture in classrooms” (Tecnología en la educación: recursos innovadores para mejorar la calidad educativa, 2019). Nowadays, students and teachers use many technological tools in class not only virtual platforms but also LCD projectors, speakers, and computers. In this way, the teacher can combine the old resources like whiteboard, books, and lesson with the new ones. “The typical view among educators is that technology can be used effectively to supplement instruction by providing instructional variety, by helping to make abstract concepts concrete, and by stimulating interest among students”. In the classroom, it is hard when there are a lot of students because some of them do not ask questions or not participate so that the use of technology help the teacher to see the progress of the students in the class and at home.

Finally, “many students of the millennial generation are exposed to more information and communication technologies than their educators. While some evidence suggests that students are able to adapt more quickly to changes in technology than educators themselves” (Gopalan, 2016). That is why changes in education will continue to occur in the way of adapting both in student learning and in the management of changes by the teacher.

### **2.3 The benefits of incorporate virtual platforms at higher education**

According to Medina, Cacheiro, Dominguez, & Medina, (2018) the use of learning platform encourages the interaction of all components of a traditional didactic scenario: teacher, students, and subject matter. It is well known that in classroom is common the large classes, which provoke that some students do not participate in class. With the help of the virtual

platforms, it gives the opportunity to the teacher to develop some activities that students do in the platforms so that the students practice what they discuss in class. Moreover, the use of the platforms does not interfere in the teacher-teacher relationship, or in the development of the class since this tool is a reinforcement to see the student's progress through activities online. Besides, virtual platforms provide computer tools that enable teachers to manage content, communicate, collaborate, and monitor and evaluate the students' learning process in online courses.



**Source:** *The learning platform in distance higher education: student's perceptions*

In a recent study by HOW LEARNING PLATFORMS SUPPORT THE BUSINESS OF TEACHING AND LEARNING, (2011) admits that Learning platforms promise to help schools realize time-saving benefits for teachers and administration staff, improve communication within the school and the local community, and improve student engagement and attainment. Although there are teachers who do not know how to use virtual platforms, for others these tools are very useful, since they can save time to notify students about new topics or activities before in-class. In the words of Cebrián-de-la-Serna, (1997) The great challenge of technological innovation is a change in the mentality of professors and their teaching practice; as well as in their permanent training according to the demands of the market (Pag 2). Teachers must be updating in learning innovations, in this way, students are not turned into a monotonous and old learning.

Moreover, the advantages of using virtual platforms are for both teachers and students. Teachers can adapt and edit any material for students, and in the case of students, they can have the opportunity to practice the activities from anywhere, even entering the platform without

belonging to the course. (Bakeer, 2018). In other words, teachers can improvise with digital educational systems because they can create activities both to do in class and to do online as reinforcement for the student after each class.

Besides, the most important communication features of the platforms include forums, chat, and web conference.

- ✓ Forums. Virtual scenarios for comments, reflections between teachers and students in asynchronous mode.
- ✓ Chat. Written speech involving a group of students and teachers in synchronous mode.
- ✓ Web conference. Synthesizes the keys of the oral discourse, supported on transparencies, pictures, video tutorials, etc., expanded with questions, and comments from teacher and students (HOW LEARNING PLATFORMS SUPPORT THE BUSINESS OF TEACHING AND LEARNING, 2011)

The characteristics mentioned previously are some of the aspects that some of the platforms offer to teachers and students. However, even though the teacher and the student can use the chat, the conversations are not personal since the other students can see the messages. This implies that the student feels uncomfortable when asking about some concerns related to the topic development.

Moreover, “web-conferencing systems. Web-conferencing is a system that performs live meetings between participants from different locations over the Internet and in that way expand communication, sharing of knowledge and experience” (Effective E-learning Course With Web Conferencing, 2014). Videoconferences are very helpful when developing any activity from a platform. In this way, students ask their concerns, doubts, or even share their ideas with the rest of the class. However, some platforms although they offer conferences, the students and the teacher can only write, as in a chat, since they cannot make a videoconference. Further, not all platforms provide the same tools. Below is a comparative table of the characteristics of the most widely used platforms.

**Table 1: VIRTUAL PLATFORMS COMPARATIVE BOX**

COMPARATIVE BOX															
Virtual Platforms	Chat		Video conference	Notifications	Course	Grade	Materials Upload/download documents	Record		Reports		Design evaluations using videos, audios, items, and images in the same activity	E-library	Calendar	Survey
	Teacher-student	Group chat						Video	Audio	Activities	Evaluation				
Schoology		❖		❖	❖	❖	❖			❖	❖			❖	
Edmodo	❖			❖	❖	❖	❖			❖	❖			❖	
Google Classroom				❖	❖		❖			❖	❖			❖	
Moodle	❖		❖	❖	❖	❖	❖			❖	❖			❖	❖
UESOcc Platform	❖	❖		❖	❖	❖	❖			❖	❖			❖	

*Source: Researchers own creation*

## **2.4 The E-GLOO platform design**

The acronym E-GLOO stands for "Educational Gate Learning Online Oriented". The E-GLOO platform is a new VLE created by students of Licenciatura en Idioma Inglés Opción Enseñanza with the purpose of helping teachers and students of the English Language Department. Moreover, the purpose of designing the platform E-GLOO will take into account the positive characteristics that platforms like Edmodo, Schoology and Google Classroom provide, making improvements and applying them in a friendly and intuitive new interface, as well as, including new tools in order to cover teacher and students' needs and interests. In the words of Rosell, (n.d.) Virtual Classrooms work by providing a cloud-based space for students and tutors to communicate within. They usually include communication tools such as video chat, audio chat and instant messaging tools. Virtual Classrooms also provide a home for learning resources and training exercises. This is what the platform E-GLOO will achieve incorporating all the necessary tools that teacher and students need to develop the lessons plans.

Besides, since the platform E-GLOO will be a new educational site, at the beginning, it will be only implemented with the English Grammar Group I teacher and students at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador. Then, this platform can be used by all teachers and students of the English Language Department. Likewise, future researchers will be able to make improvements to the platform to benefit the teacher and students at English Language Department.

The implementation or creation of a new virtual platform consider many options the other platforms do not have to cover that teacher or students need, for example, the platform Schoology, it was started in 2009 by three undergraduates at Washington University in St. Louis. Initially, it was used as a note sharing platform for students. Later Schoology pivoted, focusing instead on developing a learning management system allowing teachers to communicate and share information with students, post and grade assignments, and build folders of resources and assessments for students to use (Schoology, n.d.). In the same way, the idea of the design of the E-GLOO platform was born since the teacher and the students of the English Language Department need new resources for the development of the activities using blended learning activities to improve students' English language skills in grammar.



Another example is Google Classroom, it allows teachers to create classes, post assignments, organize folders, and view work in real-time (Catapano, 2019). This platform gives the opportunity to any teachers to share information with their students, as well as the students can share information with everybody. The platform E-GLOO will provide the same experience, however, it will be limited because only the teacher and students of English Language Department will be able to use it. It helps to avoid connection problems or problems with log in.

When the student is learning a new language such as English, he will find it difficult to transmit his ideas grammatically via writing. As the in-person and ICTs activities are very helpful so that the teacher can measure student progress both in class and online.

Many researchers and educators have tried to change the way Grammar is taught. According to QINDAH, (2018), one of the studies made by Sucaromana, (2013), in Thai EFL undergraduate students between 19 and 21 years old, revealed a positive effect on students' motivation to learn. He indicated that Students who studied in a mixed learning environment get better results than students who studied in a face-to-face learning environment.

The mixed method of synchrony, asynchrony and in-person activities help students stay active and at the same time entertained with the different activities that are offered either in person or in using a virtual tool. The sudden change of educational instruments does not make the class monotonous and makes it unpredictable for student.

Besides, through by using VLE, “the student-centered learning approaches also believe in providing students with self-paced online learning opportunities along with traditional face-to-face classroom in enhancing students’ learning performance in the English language. This blended learning proposes innovative ideas and educational practices and alters the roles to be played by the teacher as well as students (Krasnova & Ananjev, 2015)” (Ismael Challob, Abu Bakar, & Latif, 2016). To do this, English Grammar teacher must find an adequate virtual platform where he can adapt his methodologies, such platform must be intuitive, with a friendly interface and have most of the following characteristics.

**Table 2: SIX ESSENTIAL CHARACTERISTICS OF AN E-LEARNING PLATFORM**

<b>WHAT CHARACTERISTICS SHOULD AN IDEAL E-LEARNING PLATFORM HAVE?</b>	
<b>Integration</b>	The e-learning platforms should have a development that includes all the solutions in the same educational environment for a successful learning experience: student management for all types of learning, enrollment, forums, student communities, virtual classrooms with publication of schedules, reservation of classes, content libraries, tools to personalize and create own contents.
<b>Tracking and reports</b>	The registration and tracking of a student's progress are essential to correct the shortcomings that students present immediately. The e-learning platforms must register all kinds of information to present it in exhaustive reports that would otherwise cost many hours of effort to the teaching staff.
<b>Automated evaluation</b>	If we talk about saving time for teachers, the automatic evaluation is the star in virtual e-learning campuses. These fulfill two fundamental functions: the automation of the correction and the recording of the data. The automatic correction allows to evaluate a test in real time, providing teachers and students results instantly. In addition, the software marks the correct and incorrect answers, so that students have all the information they need to analyze their mistakes and learn from them.
<b>Content in the cloud</b>	Having the content in the cloud under a collaborative work system, allows the contents to always stay updated and available to students, without having to stop the teaching cycle. Teachers can create and update content and publish it in an agile way.
<b>Gamification</b>	Gamification, or the appraisal of learning, adds new ways to maintain the interest and motivation of students throughout the course. In the e-learning courses, gamification can be considered in different ways, but it tends to include rewards for meeting objectives and medals or scores that are taken into account for the student's effort. The Gamification also includes classification tables for the student to see their progress and compare it with the rest of the group. In this way, you get an extra motivation that translates into an extra effort to overcome yourself and your peers and not get off the hook.
<b>Virtual Classroom</b>	Flexibility in teaching is one of the characteristics most appreciated by students who choose to learn online. In addition, it is a way to save costs and offer the added value provided by the interactive and multimedia materials of digital courses. Learning through virtual classrooms offers greater flexibility and reach. <u>CAE's virtual classrooms</u> , with a built-in whiteboard, not only allow communication between teachers and students and give on-site classes without students having to go to the center. In addition, the platform is responsible for recording student attendance and teacher evaluations to add to their reports and their gamification statistics.

*Resource: Barquero, n.d.*

Even though all the characteristics mentioned above sounds relevant, the platform E-GLOO will omit some of them for the Alpha version since some characteristics are not needed for the teacher and students of the English Language Department.

### CHAPTER III: METHODOLOGICAL DESIGN

The covid-19 pandemic has hit the world greatly, causing many changes for people in their daily lives. It came to change everything that people once thought was impossible to stop or change such as factories, businesses, churches, and schools and universities. Moreover, the problem of the quarantine and the economy due to the covid-19 pandemic forced the research team to redirect their original idea of creating and designing the platform E-GLOO for English Grammar I teacher and students to designing the version Alpha of the platform.

At first, the researchers had planned to work an action research to design the platform E-GLOO where the English Grammar Group I teacher and students can develop activities, but due to the events, the researcher team changed their focus to a holistic projective research. Where the Alpha version will only show the elements that the E-GLOO platform must have to incorporate all need of English Grammar students and teacher. This means that the researchers will show how the platform E-GLOO would look with all the elements of integration, tracking reports, automated evaluations, content in cloud, gamification, and virtual classrooms. This E-GLOO platform Alpha version will describe a development status that means the first complete version of platform, which probably will be unstable, but will be useful to show what the product will do.

English Grammar teacher will only be able to see all the tools, documents share by researchers, and games created by researchers until the future researchers take the idea of the platform and make it functional in all aspects.

Moreover, in this new approach using the holistic projective research, the research team will work alone with the teacher, and the tools will not only be addressed to the teacher, but also to the researchers themselves. Therefore, in this section, the research team will describe all the steps to follow in order to conduct the holistic project. It will explain the type of tools and techniques that researchers will use during the whole process of the holistic projective research in order to enhance technological development with the proposal to design the E-GLOO platform for English Grammar Group I teacher and students at the English Language Department.

### **3.1 Paradigm and Design**

To carry out the study for the proposal to design the platform E-GLOO for English Grammar teacher content development and student learning at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020, the research team will use the qualitative paradigm to gather suitable data. This method will allow the researchers to analyze and reflect the benefits of the Alpha version of the E-GLOO platform.

Furthermore, the research team will conduct a holistic projective research in order to enhance technological development with the proposal to design the E-GLOO platform for English Grammar teacher content development and student learning. They will do a holistic projective research because this study seeks to give a solution for a problematic situation, in this case, the inconveniences using some virtual platforms. Likewise, this project will benefit English Grammar Group I teacher and students of Licenciatura en Idioma Inglés Opción Enseñanza.

### **3.2 Description of the Environment**

The research team will conduct this holistic project at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador. The population involved in this study are second year students. Moreover, the only inclusion is that research team will not work directly with the students; the researchers will only have communication with the English Grammar teacher.

### **3.3 Units of observation**

At the beginning of this study, the research team talked to the English Grammar I Group I teacher, who showed willingness with the project, about the steps to follow in the holistic projective research study in order to work along with English Grammar I Group I teacher and students, but due the inconveniences for the Covid-19 pandemic, the researchers decided to work only with the English Grammar I Group I teacher. Besides, the researchers decided to design the platform E-GLOO considering the aspects of secure/reliable place to share information, cutting-edge technological tools to change the traditional relationships between teacher-student into a modern one, and students' knowledge to practice English Grammar.

### **3.4 Sampling Procedure**

No sampling procedure will be need in this project as the researchers proposed the idea of the new platform to their advisor, and he was delighted to get involved that he proposed to work with his group of English Grammar at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador

### 3.5 Operationalization of the Variables

General Objective	Specific Objective	Hypothesis	Variables	Definition of the Variables	Indicators	Instruments	Time
❖ To upgrade English Grammar teacher content development and student learning at English Language Department of the Western Multidisciplinary	❖ To lead English Grammar Group I teacher and students to a secure and reliable space/place where they can share significant information each other	❖ The design of the E-GLOO platform will ease English Grammar I Group I teacher knowledge sharing and students learning via VLE in the English Language Department	<b>Independent Variables</b>	It is a learning activity with which teachers not only professionalize themselves, but contribute to the professional development of their students as well	<ul style="list-style-type: none"> <li>- Motivation</li> <li>- Professionalism</li> <li>- Students' performance</li> <li>- Resources</li> <li>- Support the students incorporating technological tools</li> <li>- Millennial' learning process interactive</li> </ul>	<ul style="list-style-type: none"> <li>- Semi-structured Interview</li> <li>- Questionnaire (open questions)</li> </ul>	30 minutes
			English Grammar I group I teacher knowledge sharing				30 minutes
			Students learning via VLE				It refers to a set of teaching and learning tools

<p>plinary Campus of the University of El Salvador- 2020</p>		<p>of the Western Multidiscipli nary Campus of the University of El Salvador- 2020.</p>		<p>designed to enhance a student's learning experience by including computers and the Internet in the learning process</p>	<p>- Students' enhance using informatics skills using the computer - Students' experienced developing activities using the four English Language skills</p>			
	<p>❖ To integrate cutting-edge technological tools that change the traditional teacher-student</p>			<p><b>Dependent Variable</b></p>	<p>It is a VLE created by students of Licenciatura en Idioma Inglés Opción Enseñanza with the purpose of helping teachers and students of the English Language Department. The</p>	<p>- The development of the four English Language skills - Friendly interface - Organization files - Cutting-edge technological tools</p>	<p>- Discussion group (researchers ) - Observational guide (researchers )</p>	2 hours
			<p>A proposal to design the platform E-GLOO</p>	5 hours				2 hours



	relationships into a modern, efficient, friendly and functional one			acronym E-GLOO stands for "Educational Gate Learning Oriented".	- Secure and reliable space/place to share information	- Discussion group (researchers )	
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### **3.6 Research Techniques**

To achieve the objectives and to answer the research questions, the researchers will use a variety of instruments to gather suitable data. The research instruments will be one semi-structured interview, two questionnaires (open questions), two discussion groups, and one observational guide addressed to English Grammar Group I teacher and student at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador. Moreover, some tools will be addressed to the research team.

Further, the research team will use the instruments in the following order: firstly, the researchers will apply a semi-structured interview (Appendix A) to the English Grammar teacher. In the interview, English Grammar teacher will answer some questions related to his experience using virtual platform. Second, the research team will use a questionnaire (Appendix B) to get data about students' inconveniences using virtual platforms.

Third, the researchers will use a discussion group (Appendix C) to agree on how to proceed with the design of the platform E-GLOO taking into account the indicators: Secure and reliable space/place to share information, Cutting-edge technological tools, Friendly interface, and the development of the four English Language skills. Fifth, the research team will use an observational guide (Appendix D) to observe all the elements that the virtual platforms such as Schoology, Edmodo, UESOcc platform, and Google Classroom have or not have each other in common.

Finally, the instruments will help the researchers gather suitable data to design the platform E-GLOO for the English Grammar Group I teacher and students.

### **3.7 Approaching the Field of Study**

The research team will have a meeting with the teacher of English Grammar about the inconveniences he faces using the platforms Schoology, Edmodo, UESOcc platform, and Google Classroom. The information will help the researchers with the proposal to design the E-GLOO platform. Moreover, the researchers will ask the teacher to pass a questionnaire addressed to his students for asking them about their inconveniences using virtual platforms.

### **3.8 Data Processing**

To analyze the qualitative data, the research team will categorize and decode the data from interview, questionnaire, discussion group, and observational guide. Besides, the data will be decoded through tables using the Microsoft word 2016.

Finally, the researchers will interpret the gather data to very if the hypothesis of change will be proved or not.

### **3.9 Validation and Reliability of data collection instruments**

As soon as all instruments will be designed, the researchers will validate them before data collection takes place. Therefore, the research team will use a descriptive and interpretative validity to interpret the data. Moreover, the researchers will use the baseline to describe the inconveniences that English Grammar Group I teacher and students face using virtual platforms before any intervention and then what the teacher perceive with the proposal to design the E-GLOO platform. Besides, the researchers will use content validity and consistency method of reliability to improve the tools.

### 3.10 Plan of Action

3.10.1 Week 1						
Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
To gather information about the experiences, benefits and inconveniences of English Grammar Group I teacher and students using	<p><b>Activity 1:</b> <b>“Semi-structured interview”</b></p> <p>The researchers will ask open questions to the English Grammar teacher related to his experiences and inconveniences using virtual platforms.</p>	- Cell phone	- Semi-structured interview	- Research team	3° week of February  3:00pm-3:30pm	The teacher is very interesting in the design of the E-GLOO platform because he considers that an exclusive platform for the English Language

virtual platforms in class	<p style="text-align: center;"><b>Activity 2:</b> <b>“Questionnaire”</b></p> <p>The research team will show the English Grammar teacher a test to ask the students about their experiences using virtual platforms. This test will be past using Google Forms.</p>	<ul style="list-style-type: none"> <li>- Computer</li> <li>- Internet</li> <li>- Gmail</li> <li>- Smartphones</li> <li>- Google forms</li> </ul>	- Questionnaire	- Research team	3° week of February  9:00am- 9:00pm	Department will help to avoid some inconveniences developing the activities with the students.
<b>Group’ reflection</b>	The researchers’ approach is help the teacher and the students in the process on learning incorporating the E-GLOO platform, but in this case, the researchers decide to show the version Alpha of the E-GLOO platform due to the circumstances living with the pandemic called Covid-19. In this way, the future researchers will be able to design the platform using the version Alpha as guideline.					

**3.10.2 Week 2**

Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
<p>To discuss and gather information about the tools that Schoology, Edmodo, Google Classroom, and UESOcc platform have and not have in common to incorporate some of them to the E-</p>	<p><b>Activity 1: “Discussion Group”</b> The research team will discuss the steps to follow to design a platform with all the necessary tools that English Grammar Group I teacher and students need. Later, the researchers will discuss the aspects with the advisor/teacher to ask for suggestions.</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computer</li> <li>- Zoom meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> </ul>	<ul style="list-style-type: none"> <li>- Research team</li> </ul>	<p>From March to May</p> <p>9:00am-2:30pm</p> <p>1:00pm-5:00pm</p> <p>7:00pm-11:45pm</p>	<p>Even though the proposal of the E-GLOO platform changes, the researchers have decided to incorporate in the version Alpha all the necessary tools that any virtual platform have, as well as incorporate new ones.</p>

<p>GLOO platform and improve others</p>	<p><b>Activity 2:</b> <b>“Observational guide”</b> The researchers will create a guide to compare each of the virtual platforms such as UESOcc platform, Schoology, Edmodo, and Google Classroom in order to incorporate some cutting-edge tools and new ones to enhance the functionality of the design of the platform E-GLOO.</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computer</li> <li>- Zoom meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Observational guide</li> </ul>	<ul style="list-style-type: none"> <li>- Research team</li> </ul>	<p>From March to May</p> <p>9:00am-2:30pm</p> <p>1:00pm-5:00pm</p> <p>7:00pm-11:45pm</p>	
<p><b>Group’ reflection</b></p>	<p>After analyzing all the elements of each of the virtual platform Schoology, Edmodo, Google Classroom, and UESOcc platform, the researchers decided to use some programs such as Balsamiq, WordPress, Plugin, and others to develop the version Alpha to show the teacher and future researchers how to create the E-GLOO platform. Moreover, the version Alpha itself will have all the elements that any platform contains and new ones such as e-library, attendance control, private communication between teacher-students, and others.</p>					

3.10.3 Week 3						
Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
To design the Isologue which will represent the E-GLOO platform	<p><b>Activity 1:</b></p> <p><b>“Isologue Design”</b></p> <p>An Isologue is the union of a graphic symbol and a text, but it cannot be used separately. So, researchers will combine the image of a typical igloo and the name of the virtual platform to create the isologue. Researchers will use Adobe Illustrator to create the base part of the isologue. Then, they will use Adobe</p>	<ul style="list-style-type: none"> <li>- Adobe Illustrator</li> <li>- Internet</li> <li>- Computer</li> <li>- Adobe Photoshop</li> <li>- Zoom meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> <li>- Observational guide</li> </ul>	<ul style="list-style-type: none"> <li>- Research team</li> </ul>	<p>From March to May</p> <p>9:00am-2:30pm</p> <p>1:00pm-5:00pm</p> <p>7:00pm-11:45pm</p>	<p>The isologue design is complicated because the isologue will be the representation of the whole project.</p> <p>The research team not to give color to the isologue, it will be white and black.</p>



	Photoshop to perfectionate it.					
<b>Group' reflection</b>	The research team has decided to use some programs Adobe Illustrator, Adobe Photoshop to design the isologue because those programs will facilitate the incorporation of images to give a good appearance to the isologue.					

3.10.4 Week 4						
Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
To design the E-GLOO platform incorporating the the suggestion by the advisor, as well as, the cutting-edge tools of the virtual platforms and new tools	<p><b>Activity 1:</b> <b>“E-GLOO platform design”</b></p> <p>Once the Isologue is finished, researchers will start with the platform design. To do this, researchers will use the program Balsamiq Wireframes.</p> <p>“Balsamiq Wireframes is a rapid low-fidelity <u>UI wireframing tool</u> that reproduces the experience of sketching on a notepad or whiteboard, but using a computer.</p>	<ul style="list-style-type: none"> <li>- Balsamiq Mockup</li> <li>- Internet</li> <li>- Computer</li> <li>- Zoom meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> <li>- Observational guide</li> </ul>	- Research team	<p>From March to May</p> <p>9:00am-2:30pm</p> <p>1:00pm-5:00pm</p> <p>7:00pm-11:45pm</p>	<p>The design of the E-GLOO platform took much time than expected since the first drafts of the Mockup did not meet the expectations of the researchers.</p> <p>The researchers decided to be neutral using the colors black and gray for the design of each of the platform E-GLOO’s pages.</p>

	<p>It really forces you to focus on structure and content, avoiding lengthy discussions about colors and details that should come later in the process.” (Balsamiq, 2020)</p> <p>Moreover, researchers will use the answers obtained from the semi-structured interview with the teacher and the online questionnaire used with the students in order to create the mockup. A mockup is a draft, a preview of design options, color schemes, layouts, typography, navigation images and the general environment of the</p>					
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	<p>product. Moreover, researchers will take into consideration the positive features that some educational platforms such as google classroom, Edmodo, schoology and UESOcc platform have.</p>					
<p><b>Group' reflection</b></p>	<p>In the guide to compare the tools offered by the virtual classrooms Edmodo, Google Classroom, Schoology, and UESOcc platform, the researchers noted that teachers had to search for the tools to use to develop activities or tests. The researchers decided that in the E-GLOO platform's pages the teacher should have at hand all the tools that this platform would offer as well as the pages for the students.</p>					

**3.10.5 Week 5**

Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
To create an online quiz maker	<p><b>E-GLOO Online Quiz Maker”</b></p> <p>The E-GLOO platform will count with an online quiz maker which facilitate for both teachers and students teaching and learning process. Teachers at the University of El Salvador can use these questionnaires to strengthen the incorporation or training lessons.</p> <p>Teachers can use the E-GLOO quiz maker to make lessons more</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computer</li> <li>- Visual Studio Code</li> <li>- Xamp</li> <li>- Github</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> <li>- Observational Guide</li> </ul>	<ul style="list-style-type: none"> <li>- Research team</li> </ul>	<ul style="list-style-type: none"> <li>- From April to June</li> <li>9:00am-2:30pm</li> <li>1:00pm-5:00pm</li> <li>7:00pm-11:45pm</li> </ul>	<p>The researchers could not meet due to the problems that the country is facing with the Covid-19 pandemic, therefore, they had problems coding the game since this being an Alpha version presented problems with the music. At the same time, with the creation of the online quiz maker, the researchers went through problems to do all the encodings</p>

	<p>interactive and engaging. Moreover, these quizzes will count with automated evaluations which will serve to save teachers' time. The automatic correction allows to evaluate tests in real time, providing teachers and students results instantly. In addition, this software will mark the correct and incorrect answers, so that students have all the information they need to analyze their mistakes and learn from them.</p> <p>The research team will codify using the program Visual Studio Code. This</p>					<p>each on their own, and then join them since they could not do them together.</p> <p>Moreover, the problems of the game and the online quiz maker were solved from the source code. In addition, some changes were made so that they could work. Also, two types of sublime text editor 3 and visual studio code were used for encoding.</p>
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	<p>program is a text editor for code, markup and prose.</p> <p>The research team will use a local host created with the program Xamp. this will use to test the quiz maker as an alpha version. Once the Online quiz maker reaches the beta version, the research team will use a virtual server provided by Github corporation to run it online</p>					
<p>To design the E-GLOO platform</p>	<p><b>Activity 2:</b>  <b>“E-GLOO Platform Gamification Section”</b>  The E-GLOO platform will have a Gamification</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computer</li> <li>- PowerPoint</li> <li>- Ispring</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> <li>- Observational Guide</li> </ul>	<p>Research team</p>	<ul style="list-style-type: none"> <li>- From April to June</li> <li>9:00am-2:30pm</li> </ul>	

<p>Gamification Section</p>	<p>section where Microsoft PowerPoint and Ispring programs will be used for games creation. Ispring Suite is a PowerPoint-based authoring toolkit produced by Ispring Solutions that enables users to create slide-based courses, quizzes, dialogue simulations, screencasts, video lectures, and other interactive learning materials.</p> <p>Moreover, the research team will modificate the game code by using the program Sublime Text 3. This program is a text</p>	<p>- Sublime Text 3 - Github</p>			<p>1:00pm-5:00pm  7:00pm-11:45pm</p>	
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	<p>editor for code, markup, and prose.</p> <p>Also, researchers will use a virtual server provided by Github corporation to run the game online.</p>					
<b>Group' reflection</b>	<p>Despite the adversities, the research team was able to generate all the codes using the previously mentioned programs, which helped both the creation of the online quiz maker and the design of the game to be successful and functional.</p>					

3.10.6 Week 6						
Purpose	Action	Material	Research instruments	Responsible	Timeline	Comments
To gather suggestions after introducing the version Alpha of the platform E-GLOO	<p><b>Activity 2:</b></p> <p><b>“Discussion group”</b></p> <p>The researchers will discuss about the design of the final presentation of the version Alpha of the E-GLOO platform. Likewise, the researchers will discuss about the changes or suggestions that teacher proposes.</p>	<ul style="list-style-type: none"> <li>- Internet</li> <li>- Computer</li> <li>- Zoom meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion group</li> </ul>	<ul style="list-style-type: none"> <li>- Research team</li> </ul>	<p>1° week of August</p> <p>1:00pm-500pm</p> <p>10:00am-5:00pm</p>	<p>The researchers found some flaws in the E-GLOO platform model, so they started making the modifications. Moreover, the research team took into consideration the suggestions of the English Grammar I teacher, so the last touches were made to the design.</p>
<b>Group’ reflection</b>	The research team, finished the complete design of both the platform model, as well as the incorporated elements proceeded to the last presentation prior to the thesis defense.					

### **3.11 Ethical Aspects**

At this point considering the situation experienced with the Covid-19 pandemic, the researchers will carry out the holistic projective research taking into account three ethical principles. One of them will be to avoid at all costs the plagiarism of information that will be taken for the development of the project. Researchers will not lose the objectivity of the project which is to design a platform that meets all the needs of English Grammar I teacher and students. Additionally, researchers will be open to criticism from the English Grammar teacher for making changes to the holistic project.

### 3.12 Timeline

Activity	Responsible	Month						
		Feb	Mar	April	May	June	July	Aug
Research team formation	Research team and Advisor							
Choosing the topic	Research team							
<b>Preliminary Phase</b>								
Approaching the Field of Study	Research team							
Validation of the instruments for the diagnostic study	Advisor							
Diagnostic Study	Research team and Advisor							
Definition of the Problem	Research team							
Revision of the statement of the problem	Advisor							
<b>Planning Phase</b>								
Elaboration of State of Art	Research team							

Incorporation of the Suggestion made by the Advisor	Research team							
Elaboration of the research methodology	Research team							
Elaboration of Data Collection Instruments	Research team							
Validation of Data Collection Instruments	Research team							
Elaboration of the project proposal	Research team							
<b>Execution Phase</b>								
Elaboration of the project proposal (the Alpha version of the E-GLOO platform)	Research team							
Data Collection procedure	Research team							

Analysis and interpretation of data	Research team							
Conclusion and Recommendations	Research team							
Revision: Final Report	Advisor							
Final Oral Presentation	Research team							

### 3.13 Budget

Due to the pandemic COVID-19, researchers have divided the budget into two sections: the first before the pandemic and the second during the pandemic.

#### First Section: from February 19 to March 10

##### Supplies

Type of supply	Name	Cost per item	Number of items	Total
Office Supplies	Pens	\$ 0.25	4	\$ 1.00
	Pencils	\$ 0.20	4	\$ 0.80
	Print	\$ 0.08 per sheet	36	\$ 2.88
	Folders	\$ 0.35	3	\$ 1.05
	Fastener	\$ 0.15	3	\$ 0.45
<b>Total</b>				<b>\$ 6.18</b>

##### Services

Service	Cost	Total
Other expenses (food, transportation)	\$ 145.00 X half month	\$ 145.00
<b>Total</b>		<b>\$ 145.00</b>

**Second Section: From March 13 to August 19**

**Services**

<b>Service</b>	<b>Cost</b>	<b>Total</b>
Electricity	\$ 45 a month X 6 months	\$ 270
Internet	\$ 60 a month X 6 months	\$ 360
<b>Total</b>		<b>\$ 630.00</b>

**Human resources**

<b>Service</b>	<b>Cost</b>	<b>Total</b>
Assistant (Engineer)	\$ 25.00 one month	\$ 25.00
<b>Total</b>		<b>\$ 25.00</b>

**Total budget expenses: \$ 806.18**



## CHAPTER IV: PROJECT PROPOSAL

### 4.1 Project Proposal

The original proposal of the project was to design and create the E-GLOO platform applying essential characteristics of an E-learning platform must have and diverse elements that English Grammar I Group I teacher and students need, incorporating gamification section where students can put into practice their knowledge about certain topic and receive rewards for meeting objectives and medals or scores that, if the teacher wants, can be taken into account for the student's effort. Notwithstanding, the current situation experienced with the covid-19 pandemic caused the project to take an unexpected turn where researchers were unable to obtain all the resources necessary for research and development of the project as a consequence, the researchers had to adapt themselves modifying the project. Therefore, the researchers modified the original proposal of the project with the only change not create the platform but showing and leaving a guide of all the elements and functions that the platform would offer so that it can be created by future researchers to help not only English Grammar I Group I teacher and students, but also the whole English Language Department teachers and students.

Now with the modifications, the platform E-GLOO proposal design for English Grammar I Group I teacher and students at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador will be a visual representation about what The E-GLOO platform could become. Thanks to this proposal design, English Grammar future researchers will be able to develop a friendly interface where teaching and learning virtual methods will be develop considering the teacher and students' knowledge and management on virtual platforms.

Despite the many obstacles presented in the development of this project, the design of the proposed E-GLOO platform will offer users a simple but friendly graphical interface, easy to use and at the same time intuitive, with certain similarities with the famous current Social networks. In addition, it will offer a library with journal articles, academic documents and books in accordance with each of the subjects registered in the platform's database, but for the moment, these documents will be on the specific topic for which the proposal was designed English Grammar I.

As mentioned above, some essential features that a learning platform should have will be added, such as monitoring and reporting, automated assessment of assignments and quizzes, cloud storage, Gamification and the most important feature of all, user convenience in manipulation of the tools that the page presents.

#### **4.2 Justification of the project**

The English Grammar I Group I teacher and students at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador have some inconveniences and limitations when using the common virtual platforms such as Schoology, Edmodo, Google Classroom, Moodle, and UESOcc platform. The platforms must be simple to use, that is, the user does not need any technical knowledge to use the platform tools. Since these platforms are not created for a specific subject, they do not allow an appropriate English Grammar teacher's methodology perform and students learning omitting, at least, one or two English Language macro-skills (listening, speaking, reading, and writing) which are actually necessary to teach a new language.

Therefore, the E-GLOO platform proposal design will be a beneficial for both teacher and students because it will contain all the necessary tools, they need to develop activities or classes. Moreover, with the E-GLOO platform proposal design, the teacher and students will not have many problems with the server connection because the platform will be exclusive for English Language Department what will establish amount of students and teachers in the platform; in that way, the platform will avoid server down by resource overloads, shared hosting, or security flaws.

#### **4.3 Limitations of the Project**

Most of the limitations for the development of this project were caused by crises that the entire world is facing right now. The world was not prepared to face or cope with the Covid-19 pandemic, as people have had to change their lifestyle and adapt themselves to the circumstances and live with them. Likewise, the researchers had to make their changes with the original project proposal. The E-GLOO platform will not be created just designed to serve as a guide so that it can be created later due to the following points.

- The covid-19 pandemic causes people to be quarantined at home, making it difficult for investigators to meet and work in person.
- The covid-19 pandemic caused the economy to collapse radically, which caused the researchers not to be able to buy a hosting and programs for the creation and functionality of the E-GLOO platform.
- Not having enough funds to buy everything required, the research team considered creating the platform in a local server, thus finding a new limitation. It would be necessary a high-speed computer and storage capacities to host the page on it. In addition, a stable and high-speed Internet connection would be required for optimal operation; without adding that the computer or in this case, "server" would have to be permanently switched on and connected to the network.
- Originally, the idea was that the English Grammar I Group I teacher and students had access to this platform, and in this way the alpha and beta versions could be tested, but due Covid-19 pandemic, the proposal will be reflected purely as a presentation of the platform E-GLOO design itself.

#### **4.4 Purpose and Goals of the Project**

The foremost aim of this project is to help the English Grammar Group I teacher content development and students learning at English Language Department through an adaptable software focus on English teaching and learning. Moreover, this E-GLOO platform proposal design will show all the necessary tools that can pull up the teacher designing activities or exams incorporating the four English Language skills, as well as, he will have the control of the attendance and activities develop by the students. Besides, the students will improve their English Grammar skills not only in class but also at home using this platform to continue with their habits using technological tools.

#### **4.5 Contents of the Project**

The E-GLOO platform proposal design will contain the following pages E-GLOO's register, teacher and students sign up, course creation, homepage, course removal, new course

addition, chat box, E-GLOO's games or EdGames page, briefcase page, and my library. Those pages will help the teacher and students interact each other and develop activities. Moreover, the platform will offer the teacher some documents with example of activities that the teacher can adequate to the students' need, and some games where the students can practice their knowledge about English Grammar.

#### **4.6 Activities to develop**

In the Alpha version of the E-GLOO platform, the tools such as chat box not only will wait on to chat between teacher-students, but also the teacher can use the box chat to select the students and goes to the attendance and grade of his students. Moreover, the tool home will contain many elements, which will allow the teacher and students to upload videos, images, audios, and files. The teacher will be able to design activities and exams with audios, items, videos, and images, so the students can work their four English Language skills. In the case of the page "my library", it will help the teacher to have his own organization file to have all the documents and activities without the necessary to go out of the platform to look for the files. In that way, the teacher will have the opportunity to have all the files of each course such as lesson plans, exams, activities, quizzes, and others. Those tools will be useful for teachers and students because the platform E-GLOO will have all the necessary resources they need.

Furthermore, the E-GLOO platform proposal design will contain some games designed by the researchers related to English Grammar that will be an example of how the teacher can incorporate games in this platform so the students can practice their abilities. Likewise, the research team will share some documents with examples of games to incorporate in any class or subject in this platform so the teacher can put into practice in his classes.

#### **4.7 Place**

This project will be developed by the research team at home due to the pandemic COVID-19. Moreover, due to the conditions and limitations for the pandemic the presentation of the holistic projective project will take place using the platform Google Meet.

#### 4.8 Budget

To design the Alpha version of the platform E-GLOO described in this project, the following resources are required such as an engineer and programs Xamps, Elementor Illustrator, PowerPoint, Balsamiq, and WordPress.

##### Services

Service	Cost	Total
Internet	\$ 60 a month X 6 months	\$ 360
Electricity	\$ 45 a month X 6 months	\$ 270
<b>Total</b>		<b>\$ 630</b>

##### Human resources

Service	Cost	Total
Assistant (Engineer)	\$ 25 one month	\$ 25
<b>Total</b>		<b>\$ 25</b>

**Total budget expenses: \$ 655**

## CHAPTER V: ANALYSIS AND INTERPRETATION OF DATA

The creation of virtual classrooms has had a great impact on teaching and learning methods at different educational levels. They have potentially been incorporated into higher education in recent years, and even more so in this moment of crisis in which world has fallen due to the Covid-19 pandemic. Due to the current situation of the global financial and economic crisis in health, the researchers had to redirect their study focus. The researchers, being forced to suspend the creation and implementation of the E-GLOO virtual platform, decided to develop a platform design (model) which will only serve as a guide of what elements it should have and how it should work. This E-GLOO platform design was made taking into account the imminent need to train teachers and students in pedagogical, didactic, cultural and social use of ICTs, and not only in the instrumental and technical use they can provide, in turn, showing a warm and friendly UI (user interface) to facilitate its use.

At the University of El Salvador, teachers from the different majors use virtual classrooms for students to do activities or receive information from the class studied. For example, the English grammar teacher uses some virtual platforms such as Schoology, Edmodo, or Google Classroom to develop quizzes, exams, or document sharing. However, the English Grammar I teacher goes through some drawbacks using these tools, as well as English Grammar I students go through certain problems when working in virtual classrooms. The common virtual platforms do not offer the students and teachers the necessary tools for incorporating the Four English Language skills. Thus, the research team decided to carry out the holistic projective research study to design the platform E-GLOO under the qualitative paradigm with the general objective: "To upgrade English Grammar teacher content development and student learning at English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020".

Therefore, to accomplish this objective, the searchers came up with two specific objectives: a) To lead English Grammar Group I teacher and students to a secure and reliable space/place where they can share significant subject information each other, b) To integrate cutting-edge technological tools that change the traditional teacher-student relationship into a modern, efficient, friendly and functional one. As a result, the researchers found came upon several

findings related to the secure and reliable place where the English Grammar I teacher and students can share information/documents each other using cutting-edge technological tools that change the traditional teacher-student relationship into a modern which are sorted out according to the above mentioned objectives. Thus, as for the first specific objective, the research team found that the English Grammar I teacher and students have some inconveniences using some virtual platforms such as Schoology, Edmodo, Moodle, Google Classroom, and UESOcc platform.

For example, the English Grammar I teacher says that he is accustomed to use different virtual platforms such as Schoology, Edmodo, Google Classroom, Moodle, and UESOcc platform to develop quizzes, exams, or share documents with his students; however, he expressed that these platforms do not meet his expectations because these platforms do not offer him the tools to create activities developing the four English Language skills, or to have a e-library. Moreover, the English Grammar teacher I mentioned that he does not look for a wonderful or brilliant interface; what he wants is to have the tools to improve the students' learning in English Grammar. The English Grammar I teacher mentioned that he uses virtual platforms because he is constantly updating so that his students' teaching is at the forefront with what technology offers since the millennials not only use books or appendices, but also the technological resources since the teacher wants his students utilize 21<sup>st</sup> century learning tools to grasp different grammar structures and contents.

Further, the researchers found that being a bilingual person has many advantages such as communicating with other people from other countries, reading more literature, studying abroad, and getting new job opportunities; besides, bilingual people acquire cognitive benefits since they are more creative and are better at solving complex problems; that is, it makes people smarter since it has a profound effect on the brain by improving cognitive skills and even shielding against dementia in old age; thus, students of English have to use technology to make their learning more effective. As a matter of fact, the teacher and students need virtual platforms that cover all their necessities in the learning a new language like English even more in this time of crisis.

More importantly, when the researchers asked the English Grammar I teacher about what he thinks about to have the platform E-GLOO exclusive for English Language Department, he said– “it would wonderful; It will be awesome! It will give the opportunity of not customizing contents, courses, and lessons. Moreover, it will be a representation for the English Language Department” (see *Table 3 A1: The teacher’ expertise when using platforms in English Grammar*). Also, the teacher expressed that having an exclusive platform for a specific group of people, in this case, the teachers and students from English Language Department; the problem of sign up or log in will be rarely.

Furthermore, the research team came upon that the English Grammar I students answers that they have had problems using virtual platforms; the 91.2 % of the students answers that they have used virtual platforms such as Schoology, Google Classroom, and UESOcc platform before taking the subject English Grammar I teacher what it is beneficial for them, but the 8.8% of them answered that they have not used any virtual platform. Further, the students expressed that virtual platforms do not offer them practices what they have learn in class because the platforms do not cover their need as foreign students. The students want that the platforms incorporate tools like games, puzzle, dictionary, and notifications, and be able to develop activities where they can improve their four English Language skills. The English Grammar I students answered that they have problems sign up or log in the platforms Schoology, Google Classroom, and UESOcc platform not for the internet but for the number of users who use the platforms. Besides, the majority of the students considered that the use of any virtual platform contributes to care the environment without wasting paper because they can perform activities like the test, send homework assignments, and be in contact with the teacher using the platforms in a group message, but not in a private chat with the teacher (see *Table 4 B1: The students’ knowledge of the use of virtual platforms*).

In addition, the research team found although the platforms Schoology, Edmodo, Google Classroom, Moodle, and UESOcc platform offer the user a place where any user whether if he is teacher or student can share documents, guides, or PowerPoint presentations, these platforms are copyrighted as the owner of them is able to see the shared information regardless of whether the information is not malicious. It is owing the number of any type of user who has access to sign up or log in to these platforms Schoology, Edmodo, Google Classroom, Moodle, and



UESOcc platform. Even though the platform UESOcc platform which was created by UES students, it is used by all the teachers and students of any major or subject at the University of El Salvador since they just use the institutional car and password.

Then again, as for the second specific objective: “To integrate cutting-edge technological tools that change the traditional teacher-student relationship into a modern, efficient, friendly and functional one”, the researchers classified the information of the virtual platforms Moodle, Schoology, Edmodo, Google Classroom, and UESOcc platform most used by English Grammar I teacher and students in terms of the tools they offer and do not offer (see *Table 6 D1: The Virtual Platforms Features*). First, Moodle offers several cutting-edge technological tools, which work for any type of user regardless of the major since users can share documents, view teacher notifications, send assignments, perform activities using images or items. Likewise, this platform allows the user to have a private or group chat to answer doubts teacher-student. Even though this platform offers infinite tools, the interface is a big problem since the user feels lost without knowing how each tool of the platform works since Moodle does not have a video or guideline for the users. Besides, Moodle does not offer the user create activities using the four English Language skills such as videos, audios, images, items, Moodle allows at least images and items.

Second, Schoology offers the user a friendly interface in comparison to Moodle since Schoology show the users the necessary tools to work and the courses in which users are enrolled to access them easily. However, the platform has fewer cutting-edge technological tools to offer, Schoology offers the tools like notifications, create activities using items, group chat, share documents, send assignments, but it does not offer videoconference, create activities using videos, audios, images, and items, record audios, record videos, or dictionaries. Third, Edmodo, like Schoology, offers an accessible interface since it shows users on the home page most of its tools so that they can work. Edmodo offers users the following tools backpack, notifications, chat, calendar, create activities using images or items, and send assignments. On the contrary, Edmodo does not allow users to have videoconference, have games, or create activities using videos, audios, images, or items in the same activity.

Fourth, Google Classroom offers a very simple interface which on the homepage presents the user only the course where he is enrolled, then the user can access to see the

documents or activities. In addition, this tool briefly offers few tools to the user such the following calendar to see the activities, videoconference, upload or download documents, send assignments, translator, and give comments. Google Classroom does not allow the user create activities using videos, images, or audios, chat, or games related to a specific topic. The user has few options for working on the platform even though Google Classroom allows to have a videoconference. Finally, the UESOcc platforms was designed for the exclusive use of students and teachers at the University of El Salvador; however, like the above-mentioned platforms, it was not created for a specific subject or major. The interface of the UESOcc platform is similar to Edmodo since on the homepage it shows all the courses, activities or documents for the students, but UESOcc platforms does not prove the teacher with videoconferences, games, activities for the students, dictionary, or recording audios or videos. Moreover, the UESOcc platform is not at the forefront with the cutting-edge technological tools so that the teacher of each area does not have the opportunity to create activities does not matter the subject.

Furthermore, the research team came upon that any virtual platforms above-mentioned cover all the necessities of the English Grammar I teacher, but the teacher has made use of other resources such as Meet, Zoom meeting for give reinforcement to his students since the platforms do not allow him to do it inside during this Covid-19 pandemic. Likewise, any platform Moodle, Schoology, Edmodo, Google Classroom, and UESOcc platform give the option to the teacher to have an e-library where he can organize all the files of each course without searching the files out on the computer. Also, these platforms do not allow games or puzzles that English Grammar I students exposed that are important for improve their abilities in English Grammar.

The research team found that the platforms Moodle, Schoology, Edmodo, Google Classroom, and UESOcc platform used by English Grammar I teacher and students offer various tools, but these do not cover English Grammar I teacher and student's needs. This is owing that the platforms were not designed for a specific group of people. In addition, these platforms differ each other since each one offer something in common or different than other, this means, the user cannot have all the tools and incorporate new ones on a single platform. Besides, any virtual platform Schoology, Edmodo, Moodle, Google Classroom, or UESOcc platform offer a guideline or tutorial for the user know each of the tools that each of them offer.

In the case of the Alpha version of the platform E-GLOO, the researchers came upon it must offer from the beginning a tutorial or a guideline for the teacher and students so that they do not face any inconveniences to use of the tools that the Platform E-GLOO offers. Further, the Alpha version of the E-GLOO platform offers not only basic tools such as notifications, messages, download/upload documents, and send assignments but also cutting-edge technological tools like Edgames, videoconference, dictionary, e-library, and design any activity using items, video, audios, and images. Likewise, this version provides a guideline on how create Virtual Games using programs such as PowerPoint, Ispring, and Sublime Text for any subject.

## CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

After carrying out the holistic projective research study: “Proposal to Design the Platform E-GLOO for English Grammar Teacher Content Development and Students Learning at the English Language Department of the Western Multidisciplinary Campus of the University of El Salvador-2020, and after having designing the platform E-GLOO (model) which will only serve as a guide of what elements it should have and how it should work, and despite the limitations owing the Covid-19 pandemic, and analyzing the bibliographical research, the research team formulated the following conclusions and recommendations.

### 6.1 Conclusions

1. The institutional educational system was vulnerable to the Covid-19 pandemic, which shows that goodwill is not enough to satisfactorily guarantee educational continuity through virtual platforms. Teachers were not trained to use these tools to support the development of their content, therefore, the need was seen to design a VLE with a friendly environment where extensive technology expertise is not required.
2. Most of the existing platforms do not have adaptive content, tools or user interface (UI) that help to support the specific needs of a subject or a study area, since they are created for a general public or users.
3. Virtual platforms by themselves do not offer a user manual or tutorials where teachers and students can have a wide knowledge of the VLE uses, all the benefits they provide or the tools they offer. The majority of tutorial found by users are created by other users where they explain step by step how to do something in a determined platform, which means, if someone need to know about a VLE, he will depend on information from third parties and not from the original developer or provider.
4. Not all the platforms have useful tools but each one offers something that the other does not, in this way, the user cannot have all the tools that meet his needs on a single platform.
5. The E-GLOO platform was design with an adaptable UI with the purpose of covering not only the English Grammar I teacher and students needs from the English Language Department, but also to the other existing subjects and departments at Western Multidisciplinary Campus of the University of El Salvador.

## **6.2 Recommendations**

When a study is carried out regardless of what type, in this case a holistic projective research one, it is common to face a set of limitations; hence it is a duty for the researchers to give some recommendations to help the future researchers reduce the impact of future negative situations.

### **Recommendations for Future Researchers**

- 1- Prospective researchers should provide a series of trainings on the uses of the E-GLOO platform once it has reached alpha and beta version using the design and tools provided in this research project.
- 2- Future researchers should test both the teacher and the students when they implement the E-GLOO platform, in this way they will know what improvements the platform will need.
- 3- Before the platform reaches the beta version, future researchers could adapt the E-GLOO platform not only to the English Language Department, but also to the other departments.
- 4- Future researchers should take into account the opinions of all the heads of the university departments in order to create content adaptable to the needs of the different careers available in the campus. This will serve to create a better UI which provides an excellent user experience.
- 5- Once the E-GLOO platform has reached the final version, future researchers should provide and place on the main page of the platform a series of tutorials which will facilitate information the correct usage of the platform. These tutorials will serve as a guide to exploit 100% of the platform's potential.
- 6- When future researchers develop the E-GLOO platform, they will need to take into account all the positive aspects that other VLE's offer without affecting the friendly user interface created independently for each of the existing careers on campus.

- 7- Future researchers should look for the way the University of El Salvador incorporates the E-GLOO platform not only in the English Language Department, but also to the other careers and departments existing at the Western Multidisciplinary Campus of the university of El Salvador.
  
- 8- Future researchers should have in mind that this E-GLOO platform will be for exclusive use of the University of El Salvador, therefore, it is recommended to be careful not to reveal import data such as the lines of codes or the different processes that were used to create it.

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# APPENDICES

## APPENDIX A “Semi-structured interview addressed to the English Grammar I teacher”

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FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
FOREIGN LANGUAGE DEPARTMENT



### Semi-structured interview addressed to the English Grammar I teacher

**Objective:** To gather information about the teacher' expertise using any virtual platforms creating activities or exams for his students

**Directions:** the research team will ask some questions to the teacher related to the educational purposes of virtual platforms

- 1- What virtual platforms do you usually use in English Grammar?
- 2- Why do you prefer to use these or that virtual platforms?
- 3- What benefits do you see in the use of a virtual platform in English Grammar?
- 4- Do you consider that each of the virtual platforms that you usually use accomplish all the needs you have when creating activities or exams for your students?  
Yes No, Why?
- 5- Which tools do you consider useful in a virtual platform, for example office, translator?
- 6- What tools do you not find useful in a virtual platform?
- 7- What tools would you add to a virtual platform?
- 8- Do you think that creating an exclusive platform for the language department would be beneficial?  
Yes, No, Why?

## APPENDIX B “Questionnaire addressed to English Grammar I students”

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FOREIGN LANGUAGE DEPARTMENT



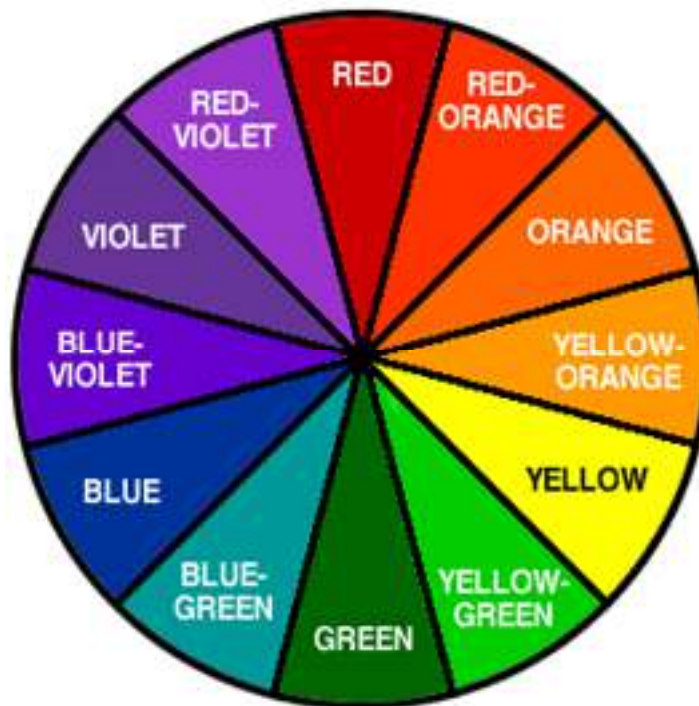
### Questionnaire addressed to English Grammar I students

**Objective:** To gather information about the inconveniences and suggestions through the English Grammar I students' experiences.

**Directions:** The research team will share with the English Grammar I teacher the questionnaire through Google, and the teacher will share with his students it.

- 1- Have you ever used any virtual platform?
- 2- Which of the following platforms show below have you used?
  - Schoology
  - Edmodo
  - Moodle
  - Google Classroom
  - Other
- 3- Do you feel comfortable using a virtual platform? If your answer is NO, please explain why.
- 4- What benefits do you see in the use of a virtual platform?
- 5- Which difficulties have you encountered when using a virtual platform?

- 6- What kind of tools do you consider useful on a platform for example dictionary or recorded?
- 7- What kind of tools do you not consider useful on a platform apps or games?
- 8- Which tools would you like to add on a virtual platform for example games?
- 9- According to the chromatic circle, write down which color you like the most for a virtual platform design.



**APPENDIX C “Discussion group”**

**UNIVERSIDAD DE EL SALVADOR**  
**FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE**  
**FOREIGN LANGUAGE DEPARTMENT**



**Discussion group addressed to the research team**

**Objective:** To grasp information to proceed in the design of the E-GLOO platform

**Directions:** The research team will discuss about the steps to follow to design the Alpha version of the E-GLOO platform.

- 1- Which features do you consider the E-GLOO platform should have to make it different from others?

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- 2- What are the common tools that the virtual platforms (Schoology, Edmodo, Google Classroom, Moodle, and UEs platform) offer?

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- 3- What tools do you consider teacher look into a virtual platform to develop the activities?

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- 4- What is your opinion about the inconveniences that English Grammar Group I teacher and students have suffer using the virtual platforms Schoology, Edmodo, Google Classroom, and UEs platform?

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5- Which benefits do you consider the E-GLOO platform will offer English Grammar teacher?

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6- What suggestions could you give to design the Alpha version of the E-GLOO platform?

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7- Which programs do you propose to design the Alpha Version of the E-GLOO platform?

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**APPENDIX D “Observational guide about the virtual platforms Schoology, Edmodo, Moodle, Google Classroom, and UESOcc platform**

**UNIVERSIDAD DE EL SALVADOR  
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FOREIGN LANGUAGE DEPARTMENT**



**Observational guide addressed to the research team**

**Objective:** To gather suitable information about the positive features that the virtual platforms (Schoology, Edmodo, Moodle, Google Classroom, and UEs platform) have in order to take into consideration while designing the Alpha version of the E-GLOO platform

**Directions:** The researchers will use the following observational guide to compare the virtual platforms (Schoology, Edmodo, Moodle, Google Classroom, and UESOcc platform) in order to identify the tools that each of them offers or not.

Characteristics	Moodle		Schoology		Edmodo		Google Classroom		UEs platform	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1) Friendly interface										
2) Private chat between teacher-student										
3) videoconference										
4) Create activities using audios, videos, and items										
5) Organization of files										

<b>6) Functional</b> Tools to create a better interaction										
<b>7) Secure and Reliable</b> place to share information										
<b>8) Performance of</b> multimedia tasks										
<b>9) Offer extra applications</b> to learn										
<b>10) Easy accessibility to</b> sign out/log in										
<b>11) Technical support</b>										
<b>12) Internal practice area</b>										
<b>13) Several course in the</b> same template										
<b>14) Record video</b>										
<b>15) Record audio</b>										
<b>16) E-library</b>										
<b>17) Calendar</b>										
<b>18) Control of the</b> activities										
<b>19) Attendance control</b>										

**APPENDIX E “The teacher’ expertise when using platforms in English Grammar”**

*Table 3 A1: The teacher' expertise when using platforms in English Grammar*

Questions	Answers	Indicators	Objective	Interpretation
1- What virtual platforms do you usually use in English Grammar?	<p><b>A.</b> I have used the wonderful Edmodo platform, which has many things that call my attention such sharing documents with my students, and it has an easy interface to use.</p> <p><b>B.</b> Also I had the opportunity to use Moodle and I did not like it. I do not like the interface that it has.</p> <p><b>C.</b> Google classroom was tried in my Classes and some other projects too. I liked the tools it offers but I think it has to have some other tools to help the teacher to encourage the student’s learning.</p> <p><b>D.</b> In some cases, I used Schoology that is a good one too, but it does not fill out my expectations.</p>	<ul style="list-style-type: none"> <li>- Motivation</li> <li>- Professionalism</li> <li>- Students’ performance</li> <li>- Resources</li> <li>- Support the students incorporating technological tools</li> <li>- Millennial’ learning process interactive</li> </ul>	<p>To lead English Grammar Group I teacher and students to a secure and reliable space/place where they can share significant subject information each other</p>	<p>The use of virtual classrooms is something significant in the students' learning process because the virtual platforms facilitate the incorporation of activities and exams by teachers. This serves to complement the teaching of the classroom because on many occasions the teachers do not manage to fully develop the topic in class, either due to the class time or due to the number of students.</p> <p>This is reflected in the interview with the English</p>
2- Why do you prefer to use these or that virtual platforms?	<p>Personally, I have gone for the Edmodo Platform because of it is easy and accessible interface. That makes it be</p>			

	wonderful since I do not have problem to use it and implement it in My English grammar course. Actually, I have implemented it many times in my courses.			Grammar I teacher where he says that he has spent years using virtual classrooms to teach his classes, share files with students, develop practices and exams. Despite using virtual classrooms, the teacher mentions that not all the virtual classrooms that he has used have met his expectations. This is because each platform has something good or bad like the interface or the tools it offers. In other words, the platforms have not been designed for a specific subject or group.
3- What benefits do you see in the use of a virtual platform in English Grammar?	<p><b>A.</b> Well, The main benefit is to make students continue with their learning outside the classroom and they can learn more through developing activities assigned in the platforms.</p> <p><b>B.</b> To Spread expertise and make students be happy to learn more and more.</p>			Besides, the teacher looks for an easy interface and tools that offers the necessary to
4- Do you consider that each of the virtual platforms	Actually , I have asked the same question many times and I have never found a			

<p>that you usually use accomplish all the needs you have when creating activities or exams for your students? Yes No, Why?</p>	<p>platform that accomplish all the need I look for since there are always limitations that stuck the student's learning and the accomplishment on their learning.</p>			<p>accomplish all the activities. In this way, the main benefit of using platforms is to make students continue with their learning outside the classroom and they can learn more through developing activities assigned in the platforms</p>
<p>5- Which tools do you consider useful in a virtual platform, for example office, translator?</p>	<p>Honestly , The tools I consider useful are to have a part where I can upload audios and videos directly or videos conferences since limitations of time or something that organized my files, and also I would like to be able to create analytic activities and others.</p>			<p>Moreover, the teacher expressed that he would like to have the accessibility of being able to upload videos, audios, or video conferencing directly to the platforms without the need of links.</p>
<p>6- What tools do you not find useful in a virtual platform?</p>	<p>I think the tools that could be deleted are the showing the place or the part where it says to rate the app.</p>			<p>Likewise, he expressed that document organization and creating analytic activities are things</p>
<p>7- What tools would you add to a virtual platform?</p>	<p>If I had the chance to add more tools, I would add a special media section where I could upload docs , videos , books , audios , etch without having any limitations to do it.</p>			<p>document organization and creating analytic activities are things</p>

<p><b>8-</b> Do you think that creating an exclusive platform for the language department would be beneficial? Yes, No, Why?</p>	<p>Of course, it would wonderful; It will be awesome! It will give the opportunity of not customizing contents, courses, and lessons. Moreover, it will be a representation for the English Language Department since it would be limited to the department and singular to help the teachers form the department to develop their courses in the major.</p>			<p>that he would like to be able to do on a platform. This information was vital to launch the design of the E-GLOO platform which can meet the needs of the teacher and students as it will be exclusively for learning the English language and its branches.</p>
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*Source: Researchers' own creation*

**APPENDIX F “The students’ knowledge of the use of virtual classrooms”**

**Table 4 B1: The students' knowledge of the use of virtual classrooms**

Questions	Answers	Indicators	Objective	Interpretation
1. Have you ever used any virtual platform?	The 91.2% of students answered that they have used virtual platforms.  On the other hand, the 8.8% answered that have not use virtual platforms in class.	- Millennials’ learning process using technological tools  - Students’ enhance using informatics skills using the computer	- To lead English Grammar Group I teacher and students to a secure and reliable space/place where they can share significant subject information each other	It is notable that the majority of English Grammar I students know how to use some virtual platforms; others know have used at least one. In La Licenciatura Idioma Inglés Opcion Enseñanza, most teachers use virtual classrooms to teach their classes or develop exams such as the English Grammar I teacher. Using the platforms, students find tools that they do not know, or they do not know where they are since they are not very accessible in some platforms
2. Which of the following platforms show below have you used?  <input type="checkbox"/> Schoology <input type="checkbox"/> Edmodo <input type="checkbox"/> Moodle <input type="checkbox"/> Google Classroom <input type="checkbox"/> Other	The 91,1% of the students answered that they are accustomed to use Schoology. The 47,1% have used Edmodo, and the 5,9% have used Moodle. Besides, the 2,9% have used Powton or UESOcc platform.	- Students’ experienced developing activities using the four English Language skills		
3. Do you feel comfortable using a virtual platform?  -----  If your answer is NO, please explain why.	The 85,3% of the students answered that they felt comfortable using virtual platforms in classes or at home, but the 14,7% answered they felt uncomfortable. The reasons were connection problems, log in problems, and			

	management tools of the virtual platform.			such as Schoology, Edmodo, or Google Classroom. Furthermore, the previously mentioned platforms do not focus on a single language, student, teacher, or subject. Therefore, students face certain difficulties when using the platforms. Among those difficulties, the fact that some platforms give them log in problems, sending documents, audios, or videoconference.  On the other hand, the students stated that the platforms do not offer them games related to their topics, or private chat between them and the teacher. All
4. What benefits do you see in the use of a virtual platform?	The majority of the students considered that the use of any virtual platform contributes to care the environment without wasting paper. Moreover, the students considered that it is easier to perform activities, test, send homework assignments, and be in contact with the teacher using the platforms.			
5. Which difficulties have you encountered when using a virtual platform?	The students answered that face problems with internet connection, log in and Wi-Fi. Also, the students had problems working on the test when the virtual platform is freezing.			
6. What kind of tools do you consider useful on a platform for example dictionary or recorded?	The students considered that the option of course is a good option because they can register in any course at the same virtual platform. Besides, they answered that some virtual platforms such as Schoology and			



	Edmodo have an easier interface. Other students answered that puzzles, Games, and forum are the best option to practice on the virtual platforms.			these mentioned disadvantages; the researchers hope to change them in the design of the E-GLOO platform.
7. What kind of tools do you not consider useful on a platform apps or games?	Most of the students answered that podcasts and voice notes are not good on a virtual platform. On the other hand, the minority of them answered that profile picture is not necessary just with the name is enough to identify themselves.			
8. Which tools would you like to add on a virtual platform for example games?	The students considered that some virtual platforms do not offer the tools such as audio, video, videoconference, notifications, grammar games, puzzles, and a guide instruction, which would be incorporated in a virtual platform.			
9. According to the previous chromatic circle, write down which color you like the most for a virtual platform design.	The 70% of the students answered that they prefer a virtual platform color blue green. The 20% preferred the color yellow green, and the 10% preferred red violet.			

*Source: Researchers' own creation*

**APPENDIX G “E-GLOO platform features”**

*Table 5 C1: E-GLOO platform features*

Questions	Answers	Indicators	Objective	Interpretation
<p>1. Which features do you consider the E-GLOO platform should have to make it different from others?</p>	<p><b>A:</b> I consider that the E-GLOO platform must have an easy interface which contains the necessary tools that avoid getting confused. Moreover, the platform needs to offer all the tools that help the teacher designs exams or activities incorporating the four English Language skills since the students are from Licenciatura en Idioma Inglés Opción enseñanza.</p> <p><b>E:</b> I consider that E-GLOO must be easier to get access for everyone. To sing up and to log in should be the most important features that E-GLOO would have. However, to have a friendly interface is another important feature to consider at the time of designing the online platform.</p> <p><b>F:</b> I consider to be an excellent virtual platform centralized on teaching and learning English, it should contain an English dictionary place on the main page in order to facilitate students to understand some words they do not know.</p> <p>Moreover, it should contain some grammar games not only for fun, but also for learning. Educational games would help students learn easily what they consider difficult in class.</p>	<ul style="list-style-type: none"> <li>- The development of the four English Language skills</li> <li>- Friendly interface</li> <li>- Organization files</li> <li>- Cutting-edge technological tools</li> <li>- Secure and reliable space/place to</li> </ul>	<ul style="list-style-type: none"> <li>- To integrate cutting-edge technological tools that change the traditional teacher - student relationship into a modern, efficient, friendly and</li> </ul>	<p>The design of the platform E-GLOO, regardless of whether it will be an Alpha version, aims to incorporate all those tools that help the English Grammar teacher in his development of classes, activities, or exams for his students’ learning process.</p> <p>The English Grammar I teacher and students expressed that some of the characteristics of the platforms such as Schoology, Edmodo, Google</p>

	<p><b>J:</b> Basically, what can make the E-GLOO platform be different would be to contain an useful and Private chat between teacher-student ,a Secure and Reliable place to share information and an Easy accessibility to sign out/log in.</p>	share information	functional one	Classroom, or Moodle do not like since they either do not know how to use the tools or do not know how to find them. Therefore, the platform E-GLOO features must be easy to use and instinctive so that the teacher and students feel comfortable working.
<p>2. What are the common tools that the virtual platforms (Schooly, Edmodo, Google Classroom, Moodle, and UESOcc platform) offer?</p>	<p><b>A:</b> The common tools are courses, calendar, messages, notifications, and office</p> <p><b>E:</b> The commonly known tools platforms such as Schooly, Edmodo, Google Classroom and Moodle have each other a wall profile where users can upload students' information, menus with templates which function as courses, resources, classes and grades. Additionally, almost all the useful platform allows to upload and download information from teachers to students and students to students themselves. Finally, all of them have a “searchers” box connected with google platform, calendar schedules, email box and notification's alarms.</p> <p><b>F:</b> Firstly, all of them have 2 versions. The free version with limited access or storage and the paid version where the access and storage depend on how much money you have. Second, they have Tracking and reports. That means they record and track a student's progress. Third, they also have an automatic evaluation that facilitates teachers to grade every single activity. Fourth,</p>			<p>Moreover, the Alpha version of the platform E-GLOO will be a guide will show that it will have many benefits not only because it will be exclusive for English Language Department but also because it will focus on each</p>

	<p>one thing that looks as an advantage for some and disadvantages for others, the chat room. Finally, they bring the possibility to create documents since they have access to Office offline.</p> <p><b>J:</b> The common tools that the virtual platforms are to create exams, to post pictures, to organize discussions , to download books .</p>			<p>tool helping in the teaching of English Language in all its branches.</p> <p>Besides, the platform will offer games for students to practice English Grammar. Also, it will offer an e-library where the teacher can organize and save all the files, exams, or activities. This will be of great help to the teacher since with the e-library the teacher will not need to leave the platform in search of his files because everything he needs will be organized and private for him</p>
<p>3. What tools do you consider teacher looks into virtual platforms to develop the activities?</p>	<p><b>A:</b> I consider that the teacher looks for tools that help him with the design of the activities without managing many aspects to incorporate all the items.</p> <p><b>E:</b> Teachers almost always look for useful platforms which have an excellent interface with features to allow having video conference classes, personal chats and download facilities. Also, they look for a space or option for students to deliver their homework assignment without using external webpages from the platform. So, a virtual platform must have internal storage capacity without using external servers where information would have adrift. Finally, it is necessary that a platform should be activated 7/24 without disconnecting server access.</p> <p><b>F:</b> To present a test in different manner.</p> <p>A google search engine.</p>			

	<p>To export the results of students grades to a excel document</p> <p>To add a video on a test and make it as part of the test.</p> <p>A private chat with the teacher</p> <p><b>J:</b> The teacher looks into a virtual platform a way to develop many activities such as videos conferences, audios, records, library to organize files in order to develop more interaction with their students.</p>			<p>exclusive use unless he wishes to share his files with the students.</p> <p>Moreover, the Alpha version of the E-GLOO platform will help the teacher creating</p>
<p>4. What is your opinion about the inconveniences that English Grammar Group I teacher and students have suffer using the virtual platforms Schoology, Edmodo, Google Classroom, and UESOcc platform?</p>	<p><b>A:</b> I passed for many problems as those students have already passed; I think that those problems are due to the amount of people who access to the virtual platforms. Moreover, in some actualizations, the platforms include more applications that can confuse the students and teacher in how to use it. On the other hand, the platform is not actualizing, and it does not incorporate the necessary tools to develop or design activities.</p> <p><b>E:</b> I think that not all English Grammar students have an excellent Internet connection. For the good use of any online platform it is necessary to have a computer or smartphone, but even having an electronic device does not guarantee that you have economic resources to pay for internet access. Even if students, on their own, access the use of internet data; This does not guarantee that they have access to a stable web</p>			<p>assignments and quizzes with more options that only use items. The teacher will be able to incorporate audios, videos, and images in the quizzes, exams, or assignments.</p> <p>To show how and where to incorporate all these elements into the E-GLOO platform, the researchers will use the programs</p>

	<p>connection. These are the problems that students face.</p> <p><b>F:</b> Internet access is required to use those platforms. Some of the students do not know how to use a virtual platform even when it was made with a friendly and intuitive interface.</p> <p><b>J:</b> The most common inconveniences are no to be able to access to the platform or the platform stops working in the middle of a test .And also some platforms do not allow students to access to it from a whatever devices.</p>			<p>Xamp, Wireframe, WordPress, Adobe Illustrator, PowerPoint, among others.</p>
<p>5. Which benefits do you consider the E-GLOO platform will offer English Grammar teacher?</p>	<p><b>A:</b> Although the E-GLOO platform will be an Alpha version, it will help English Grammar teachers and students since the Alpha version will be exclusive so that students can develop their English Language skills.</p> <p><b>E:</b> E-GLOO will have benefits of accessibility to get access easily. It will also have specialized menus, a variety of useful tools for the best operation of virtual classes; creation of forms, scheduled activities, downloading multimedia files, etc. It will have a tool where video conferences and interactions between students and teachers by virtual chats would happen. More, it will also have a special internal storage space for keeping documents and files. Additionally, it will have drop-down menus, hyperlinked submenus within the same</p>			

	<p>platform, and a updateable students or teacher user profiles.</p> <p><b>F:</b> Firstly, it would be exclusive for he and his students. Second, it would be oriented to English learning. Since the platform will be created by language students, it would be created with an easily management of it. It will not be complex to manipulate.</p> <p><b>J:</b> A better interaction to gain more grammarian knowledge and then, students will be able to use their grammar in their daily life accurately. The students will enjoy and learn at the same time.</p>			
<p>6. What suggestions could you give to design the Alpha version of the E-GLOO platform?</p>	<p><b>A:</b> I consider that the E-GLOO platform should have a guide of where to search or how to use each instrument that it will offer. In this way, the teacher or student will not have problems when using or searching for them.</p> <p><b>E:</b> In order to have an Alpha version of E-GLOO online platform, I suggest that investigator must plan a final version using programs with open code based on PHP or HTML.</p> <p><b>F:</b> Since it is an Alpha version, it would not be complete or complex.</p> <p><b>J:</b> Make k.i.s.s. (keep it short and simple).I mean add just the useful tools and make it up easy</p>			

	to use and to be able to take advantage of it while teaching			
7. Which programs do you propose to design the Alpha Version of the E-GLOO platform?	<p><b>A:</b> I think the programs could be PowerPoint, Editor, or Screencast-o-Matic. Those programs would help us to present the design that we want to give to the platform.</p> <p><b>E:</b> I propose to use Adobe Dreamweaver v.8.0 from Adobe Creative Corporation.</p> <p><b>F:</b> These programs will be used not only for the alpha version design, but also for the rest of the project. Adobe Photoshop, Adobe Illustrator, Balsamiq Wireframe, Xamp, WordPress, and Sublime Text 3 or any other Text editor.</p> <p><b>J:</b> It would be so great if there were word, power point and moviemaker in a section to create live videos or record voice notes, a game section. All included on it since I could create such a wonderful thing to encourage the student learning in a more proactive way and efficient way.</p>			

*Source: Researchers' own creation*



## APPENDIX H “Virtual Platforms Features”

*Table 6 D1: Virtual Platforms Features*

Questions	Virtual Platforms					Indicators	Objective	Interpretation
	Moodle	Schoology	Edmodo	Google Classroom	UESOcc Platform			
1- Does it have a friendly interface?	Moodle does not offer a friendly interface since it has many tools that students or teacher feel confused.	Schoology does not offer a friendly interface since it has many tools that students or teachers feel confused.	Edmodo offers a friendly interface where the users can see most tools. The only inconvenience is that the students have problems to join to the courses.	It does not offer a friendly interface since the users get confused where to see the courses, download files, upload files, etc. The interface is not attractive.	It offers the users an interface where the users can see some tools and others the users must look for.	- The development of the four English Language skills  - Friendly interface	-To integrate cutting-edge technological tools that change the traditional teacher-student relationship into a modern, efficient, friendly and functional one	Virtual classrooms offer too many tools for any type of user, whether they know or not a certain language. However, in the tools described, some of virtual classrooms offer tools that other platforms do not. For example, Moodle offers an interface not
2- Does it offer private chat between teacher-student?	Moodle offers a private chat where the student and teacher can interact each other so that	Schoology offers a private chat where the teacher-	It offers a private chat between teacher-student so that they can share files or answer	Google Classroom does not offer any type of chat for the users. It just	It offers a private chat where the teacher and student can	- Organization files		

	the students can ask questions to the teacher.	student can share documents or answer doubts.	doubts about the topic.	allows the users make comments.	interact each other share files or answer doubts.	- Cutting-edge technological tools		friendly because the Users are confused with too many tools that they do not know how to use or where to find them for creating activities or uploading information. In addition, Moodle does not allow the user to directly log in the home page since they must first identify if they are an instructor or if he will receive the course and wait
3- Does it offer a videoconference ?	It does not offer the option of videoconference so the students just can send message to the teacher or the teacher sends messages to his students.	Schoology does not offer a videoconference.	It does not offer to the user a videoconference.	It does not offer the option of videoconference for the users.	It does not offer a videoconference.	- Secure and reliable space/place to share information		
4- Does it offer to create activities using audios, videos, and items?	Moodle offers the teacher create and develop activities using those tools.	It allows the teacher create activities using audios, videos, or items but not using those tools in the exams.	It offers the teacher to create or design activities using videos, audios, or items, but in the case of the exams, those tools are not allowed.	It allows the user to create activities one with audios, videos, or items, but not using all the tools in the same	It offers the users create activities using one of those tools not all of them at the same time.			

				activity or exam.				
5- Does it offer organization of files?	Moodle allows to create a folder to upload information, but It does not allow the teacher an own library to organize and save many files.	Schoology allows the teacher to organize the files that share with his students.	Edmodo offers the user organize the files he will share with his students, but it does not allow the user his own library.	It offers the option of the calendar to organize the files that the users share.	It offers organize the files that the teacher share with his students.			for the password to be sent to. Likewise, the interface of Google Classroom is very simple, which only shows at first glance the course in which the user is enrolled. When logging in the course the user can only see the docs or the activities that the course has, but users cannot see the rest of the tools that Google Classroom offers;
6- Does it offer a guideline to use the tools of the platform ?	Moodle does not offer a guideline to the students or teachers to know each part of the platform. The tutorials on YouTube just offer a superficial guide on how to log in or to sign in.	Schoology does not offer a guideline to explain the teacher and students the functionality of each tool that it offers. Therefore, the students and teacher	Edmodo does not offer a guideline or a video to know all its features so that the uses do not have problems using the tools.	Google Classroom does not offer a guideline or a tutorial, which explains all the Google Classroom features and the functionality of each tools.	It does not offer a guideline to use each tool that UESOcc platform have.			

		get confused using some Schoology features even though there are tutorials about how to use some aspects of the platform.						the user must look for them. On the other hand, Schoology, Edmodo and UESOcc platform offer the user to log in the home page and view most of their tools even though some tools are hidden. However, the user can see the tools the platforms offer and add to the courses. However, although UESOcc platform is a platform created
7- Does it offer secure and reliable place to share information?	Moodle is copyrighted and the author could see the information although the information that the teacher or students share is not illegal; it is not private.	Schoology is copyrighted and the author could see the information although the information that the teacher or students share is not illegal; it is not private.	Edmodo also is copyrighted, and the author could see the information although the information that the teacher or students share is not illegal; it is not private.	Google Classroom also is copyrighted, and the author could see the information although the information that the teacher or students share is not illegal; it is	This platform was created by students of the UES, therefore, the information share by the students or teachers is not view. The			

				not private.	platform is just for the students y teachers of all majors of the UES.			by students so that all the teachers and students of the University of El Salvador use it regardless of the subject or the major, but this platform was not created for the necessities of a specific group of students or teachers.
<b>8-</b> Does it offer Performance of multimedia tasks?	Moodle does not offer the option to do many tasks at the same time. To work in each tool, the teacher or the students must have to do them one by one.	It does not offer the option to do many tasks at the same time. To work in each tool, the teacher or the students must have to do them one by one.	It does not offer the option to do many tasks at the same time. To work in each tool, the teacher or the students must have to do them one by one.	It does not offer to do multimedia tasks; the users must do one by one.	It allows the teacher and students do one activity at the time.			Moreover, In addition, virtual classrooms do not offer tools such as having a video conference with students,
<b>9-</b> Does it offer extra applications to learn?	Moodle does not offer activities or puzzles where the students can practice what they have learnt.	Schoology does not offer the options like games or puzzles where the students can practice	It does not offer some applications like games or puzzles where the user can practice.	It does not offer games, puzzles or dictionary to learn or practice what the students	It does not offer other application like puzzles or games to practice what the students			

		what they have learn in class.		have learn in class.	have learnt.			developing activities using the four skills of the English language, having an e-library to organize all documents or activities without having to leave the platform, or uploading games so that the student practices.
<b>10-</b> Does it offer easy accessibility to sign up/log in?	It does not offer easy accessibility to sign up or log in the platform. Although the teacher provides the code, teachers have trouble registering and entering the code since it often gives an error, and students do not know what to do.	Like other virtual classrooms, Schoology usually has problems when the user signs up or logs in due to technical problems. Even though the students have the code assigned by the teacher, the code gives them an error and therefore the students sometimes do not	Edmodo like other virtual platforms often presents problems when the users sign up or log in the platform.	The students just need to have Google account and the teacher's code, and the students will be able to log in.	The students just need their institutional mail and card to sign up, and they use the teacher's code to join the course.			With these findings, the research team realized that the English Grammar I teacher and students have



	where the student clicks it; and the link redirects him to the site to do the practice.	link which redirects the users to the place where is the practice.	the link as comment, and it redirects to the place where the practice is.	students can practice.	paste the links where the practice is.			videoconference, create activities including videos, audios, images, and its in the same activities for foreign students. Besides, the researchers will incorporate the tool e-library for organizing all the documents and activities to work on the platform without looking for information out.
<b>13-</b> Does it offer several courses in the same template ?	Moodle allows the teacher and students to have many courses at the same template.	It offers the option to click on the courses to go to the course, which the user wants to work. The courses do not appear orderly at home page, so the teacher or students have to look for them.	It allows the users to see their entire courses at homepage.	It does not show the courses on the homepage; the users must look for them.	It offers the courses on the homepage .			
<b>14-</b> Does it offer record video?	Moodle does not offer the option to record video	It does not offer the users the option of recording	It does not offer the user the option of recording videos.	It does not offer the option of recording video.	It does not offer the option of recording video.			



	on the platform.	video on the platform.						
<b>15-</b> Does it offer record audio?	Moodle does not offer the option to record audios on the platform.	It does not offer the users the option of recording audio on the platform.	It does not offer the user the option of recording audios.	It does not offer the option of recording audios.	It does not offer the option of recording audios.			
<b>16-</b> Does it offer an E-library?	Moodle does not offer an E-library, but it allows uploading files.	Schoology does not offer the user the option of an e-library to organize, upload, or download files.	It does not offer the users an e-library to organize their files.	It does not offer an library.	It does not offer an e-library for the teacher.			
<b>17-</b> Does it offer a calendar ?	Moodle offers a calendar to the teacher organize the activities.	It offers the user a calendar to schedule activities.	It offers a calendar to schedule activities.	It offers a calendar to schedule the activities.	It offers a calendar to schedule the activities.			
<b>18-</b> Does it offer a control of the	It offers a control of the activities	Schoology offers the user schedule	It allows the users schedule the activities	It does not offer the control of	It offers the control of activities.			

activities?	using the calendar.	the activities for the students.	using the calendar.	the activities.				
<b>19-</b> Does it offer an attendance control?	Moodle allows the teacher to see the amount of the students log in the platform, but not names of them.	Schoology offers the teacher to have control of the number of students who log in the course; however, he does not know the names of those who log in on the course only when they do the exams or activities.	Edmodo allows the teacher to see the amount of the students who do the activities, exams, or quizzes, but it does not allow the teacher when the students just log in to the course.	It does not allow the users to control the students' attendance .	It allows the teacher to see the students who do the activities but not the ones who just log in.			

*Source: Researchers' own creation*