

## Prevailing aspects of virtual English language education in the rise of the pandemic



### Aspectos predominantes de la educación virtual del idioma inglés en el auge de la pandemia

Javier Alejandro Banguera Rojas\*  
Leonardo Xavier Banguera Campos\*  
Nader Gilberto Vernaza Barahona\*

#### Abstract

This article aims to identify the key aspects of the establishment of virtual education in the English language during the boom period of the pandemic. The methodology used is qualitative with the use of an interview to a teacher of English and a teacher specialized in educational digital platforms. In addition, a survey was used with 40 students of 10th grade of basic general education to determine if they really feel that their learning process has been relevant to the one hundred percent virtual education that was part of the guidelines issued in the pandemic by COVID-19. The results showed that both teachers and students are clear that virtual education did have shortcomings in the English language learning process, due to aspects such as the lack of personalized interaction between teacher and student, as well as other aspects that are evident was the lack of digital resources on the part of students or poor connectivity in their homes, which of course was also detrimental to the learning of English, since being a language and not a discipline requires the promotion of active strategies such as the use of MOOCs (massive online courses) to enter a virtual context of meaningful learning of English. It is concluded then that there were disadvantages in virtual education at the height of the pandemic, but also benefits such as time

---

\* Magister en lingüística aplicada a la enseñanza bilingüe español-inglés /Unidad Educativa Fiscal "5 de Agosto"  
javier.banguera@educacion.gob.ec  
<https://orcid.org/0009-0001-4539-6577>

\* Licenciado Ciencias de la Educación mención Inglés.  
Unidad Educativa Franklin Tello Mercado  
l30banguera@educacion.gob.ec  
<https://orcid.org/0009-0000-6201-5871>

\* Licenciado en Educación Física deporte y Recreación.  
Escuela EGB "Juan Montalvo Fiallos"  
nagilvernaza@hotmail.com  
<https://orcid.org/0009-0007-2948-3914>

#### Sinergias educativas

April - June Vol. 8- 2 - 2023

<http://sinergiaseducativas.mx/index.php/revista/>

eISSN: 2661-6661

revistasinergias@soyuo.mx

Page 62-79

Received: December 10 , 2022

Approved: February 04, 2023

savings, as well as the streamlining of learning processes from the use of virtual education and its active methodologies.

**Keywords:** virtual education, English, pandemic, digital resources

### **Abstract**

El presente artículo tiene como objetivo identificar los aspectos clave de la instauración de la educación virtual en el idioma Inglés en el periodo de auge de la pandemia. La metodología usada es de tipo cualitativa con el uso de una entrevista a un docente del área de Inglés y a un docente especialista en plataformas digitales educativas. Así como se utilizó la encuesta hacia 40 estudiantes de 10mos años de educación general básica para determinar si realmente sienten que su proceso de aprendizaje ha sido el pertinente en torno a la educación virtual al cien por ciento que fue parte de los lineamientos emitidos en la pandemia por COVID-19. Los resultados arrojaron que, tanto docentes como estudiantes tienen claro de que la educación virtual si tuvo falencias en torno al proceso de aprendizaje del idioma Inglés, por aspectos como la falta de interacción personalizada entre docente y estudiante, así como otros aspectos que se evidencian fue la falta de recursos digitales por parte de los estudiantes o la mala conectividad en sus hogares, lo que por supuesto también fue en detrimento del aprendizaje del Inglés, ya que al ser un idioma y no una disciplina requiere de fomentar estrategias activas como el uso de MOOC (cursos online masivos) para adentrarse en un contexto virtual de aprendizaje significativo del Inglés. Se concluye entonces que hubo desventajas en la educación virtual en el auge de la pandemia, pero también beneficios como el ahorro de tiempo, así como la agilización de procesos para el aprendizaje a partir del uso de la educación virtual y sus metodologías activas.

**Keywords:** educación virtual, Inglés, pandemia, recursos digitales

### **Introduction**

Currently, "ICTs have revolutionized several areas that in the past were only valid to be performed mechanically or manually, today these resources allow to facilitate the processes" (López, 2015). (López, 2015). However, at the educational level there is still the so-called technological gap, since not all educational units worldwide have this type of technological tools to implement and apply them for the benefit of the teaching-learning process.

Although the human being is a rational subject, he requires this tool to make known his thoughts, ideas, feelings and for the correct social

integration, which will eventually trigger in the means to understand and explain the world around him and the existence itself.

According to (Ferreiro, 2012, p. 35) "children are born with genetic information that allows them to discover the internal structure of the language spoken in their social environment, analyze it, differentiate it and, based on this, appropriate it for their use"; this information allows them to express and associate language with physical objects and make them known to those around them.

Additionally, in Ecuador, there is not a complete development of technologies due to the delay and the technological gap, which still exists in third world countries like this one, however, we have tried to improve and use them in some way because it facilitates the work of individuals. In other words, the importance of continuous training and the need to learn throughout life especially when living in a globalized world, reasons such as time and space make the educational platforms and tools of Web 2.0 tools, so it is necessary to strengthen them from the classroom to the continuous training to be received by the workers of a company to learn to use the technological platforms, all this is because it is necessary to face the knowledge needed to face the current XXI century, otherwise there is a tendency to remain in illiteracy and the expiration of knowledge.

Digital resources have come to break down the barriers, making life more comfortable, improving the quality of education, aiming to create a research culture and using technology as a main tool.

Digital resources become innovative and very creative ways, giving to know new ways to communicate and inform, to educate making it accessible as they are easy to use and dynamic thanks to the constant interaction with the whole world, new ways to generate business and productivity ways. (Fandos, 2013)

These become topics of discussion in forums because they imply a promising future, due to the great and accelerated growth of technology. They become information media, aided by a wide variety of search engines, scientific forums, virtual books and encyclopedias, technological and scientific blogs, where everyone can consult and investigate, helping to promote education and the culture of technological research. (Quirós, 2009). It becomes a generator of important business helped by technology and approach to parts that in ancient times would take a long time to reach them.

Implementation of ICTs in a way that addresses the assumptions of multiple literacies.

While it is true that the continuous evolution of the human species is directly related since its origin with the creation of technical artifacts

with the idea of expanding the action of the individual to interact with their reality and the possibility of transforming it, on the other hand, also anchors the need to create technologies by the individuals themselves and these allow the relationship with the ability to transmit information, where it has been given vital importance to practical fields such as medicine and others such as education. Therefore, ICTs have always been an instrument used to think, learn, represent and transmit knowledge and learning. (Coll, 2004).

The above gives room to think about the multiple literacies that currently exist, understanding these as "the comprehension, use and critical evaluation of diverse forms of information, including texts and images, written, printed or electronic media" (Ministry of Education of Spain, 2020). (Spanish Ministry of Education, 2020) Therefore, within the teaching and learning process, it is necessary to promote multiple literacies, including digital, information and media literacy.

The reforms in today's teaching process and the great diversity or multiplicity of literacies in students in the classroom, allows rethinking the great need to develop other types of methodologies that provide timely response to the needs and requirements of the student. (Jerez, 2015). Therefore, teachers have to become facilitators of inclusive environments so that the education offered is of quality and it is possible to include it in each of the agents that are part of it.

Therefore, the human being by nature is a communicative entity and has also seen the great opportunity for innovation so it has managed the creation of technology, the above is a true reflection that the educational processes have become the basis in society, something that of course accelerated with the massification of the media.

Based on Vigotski's thinking and on the principles of cognition, it is possible to verify that the instructional design in an online community of practice coupled to multiple literacies must be anchored to four dimensions, as described by Díaz (2005):

**Situability:** It is generated through contextualized actions, such as tasks and projects, based on the great real need, which takes into consideration the explicit and implicit knowledge in the context where it is found and according to the type of literacy.

**Communality:** The interests and problems that are shared among the members of the community are observed, which helps to have joint goals.

**Interdependence -** The way in which participants change in the level of competence or expertise, depending on the level of competence, or if there are differences in skills, knowledge, opinions, needs to generate mutually beneficial relationships.

Infrastructure - Encompasses the existence of rules that allow the promotion of motivation and action of a set of mechanisms that are accountable to the participants, as well as the implementation of structures that streamline information and its interdependence.

The aforementioned dimensions are associated with those proposed by Coll (2004), although the authors base their proposal on the model of communities of practice, in which the participant is collectively included in real situations, where social and constructive or co-constructive acts are encouraged, which make sense in action environments.

Therefore, the urgency to include pedagogical proposals from a constructivist point of view is assumed, since there are different instructional design models, and behind each of them there is a way of conceiving learning and teaching, where most of the cases are related to an instructional design and then to the pedagogical proposal that is generated and does not include representatives of one learning theory or another, but rather, in many occasions the need to include pure models is observed, being that, the most common are those related to proposals that have elements with different approaches or with more than one element of each approach.

It is possible to contribute to the need to find out about the use of ICT in the teaching and learning process since it is indicated that "ICT have revolutionized various fields that were formerly only valid to be performed mechanically or manually, today these resources allow to facilitate processes and simplify people's lives"..." (López, 2015). However, at the educational level there is still the so-called technological gap, since not all educational units worldwide have this type of technological tools to implement and apply them for the benefit of the teaching and learning process.

At the same time, the author Baelo (2009) indicates that the current vision of ICT as part of the teaching and learning process refers to one of the focal points in the creation and dissemination of knowledge, although it still retains its impermeable character, attending to its original principles of corporate sense, universality and autonomy.

This indicates that the processes of technological and cultural transformation, mainly in the last half century, have been carried out rapidly, as well as the demand for the development of a new configuration of higher education, have led universities to a critical process of restructuring and general review that focuses on flexibility in the knowledge taught, continuing education and the diversification of methodologies and forms of their development.

On the other hand, it is possible to understand the importance of including technologies in the learning process in an intensive and progressive way, it is worth noting that it is not only necessary to be trained on these and how to use them, but it is also necessary to break traditional schemes or paradigms associated with knowledge, so that there is a mutual relationship between subject and object, therefore, not only technology is incorporated into the teaching process but these also allow the relationship with the way in which students and teachers use these as tools applicable to meaningful learning, as well as the level at which the actual use is generated or does not match the expected results, hence the use of ICT in the classroom is generated. (Martínez & Medina, 2017). It also includes the opportunity to interrelate the teacher and student, and the teaching-learning process ICT, and can also contribute to transform the individual, in relation to the use of these tools for the development of their creative, analytical and entrepreneurial skills to achieve a competitive advantage in whatever the work area where they work.

Nowadays, there is talk of the intensive use of digital resources in education, so within this virtual type training, the e-learning and b-learning modality is managed, within any training or instruction process where knowledge is required not only of the subject of study, learning theories as well as those educational purposes and strategies, but also knowledge of the technological environment is required for the purpose of executing learning environments that are adapted to the virtual mode, and the technologies and cognitive mechanisms that the student handles for the construction of knowledge are considered. (Belloch, 2015). The above indicates that it is not only enough to know or master the subject, but both the teacher and the student must have full knowledge of the use of virtual tools focused on the learning process to make it effective and valid.

Among the benefits included in the intensive use of digital educational resources are those of a cognitive and socio-constructive nature.

Regarding the cognitive type of use of digital educational resources, it is observed that the greatness of digital educational resources is not given by the mere entertainment or fun that this generates, but the important thing is that in digital educational resources lies the value of it because it has a didactic function. The advantage of digital educational resources is that it provides knowledge while reading, so it is a tool for teachers and anyone who intends to generate a contribution to knowledge as long as it is entertaining and high impact.

According to Bejerano (2011) indicates that one of the potentialities of digital educational resources is their versatility, which depends on the

audience that needs to be addressed since it can be more or less timely, the transmission can be done orally, in writing or according to the purpose of the digital educational resources, being that in this can change elements such as: characters, scenes, events.

Toledo (2005) also refers to the fact that digital educational resources have served in history as an instrument of socialization among civilizations and allow the generation of the integral development of boys and girls. Being that many are the contributions of this to the individual. According to Pelegrín (1994) cited by Ocaña (2009), they verify the need to promote intellectuality, increase attention, increase memorization, development of creativity, understanding of the context. Other advantages are also found nearby where the technique said by Freinet is contemplated which is "giving the student the opportunity to write about the free text." (López, 2015) The author indicates that when speaking of free text, he refers to the freedom to write about a particular topic, but also helps students to write about what they want, understanding that it will generate reflection and will give them a taste for continuing to do so. In addition, it is verified that it is the form of work that includes an additional value to the practice of the learners, and that in turn contributes to the freedom of expression of knowledge, so it implies an intrinsic learning process. (Santaella & Martínez, 2018). After what has been indicated, the purposes that are marked for the work with stories in the classroom can be diverse and therefore it is possible that if the activities that are proposed are correct, motivating and are well planned, the group achieves significant learning as desired.

As for the socio-constructive environment for its part, the versatility of digital educational resources contributes to the improvement of understanding of oral and written expression, also helps develop imagination and creativity, so that the student can improve the development of knowledge.

Being that society has evolved significantly in all the years, it is observed that, in the activities of everyday life digital educational resources take other roles, being that the school has evolved to a more social and constructive approach, there is a need to seek a relationship between evolution and integration in society of new information technologies, which is possible with a fairly significant resource such as digital educational resources, so that other alternatives that can be included in the school are taken (Rodríguez & Guzmán, 2020). Therefore, it is difficult to define the historical point about the first interactive story, but by analyzing different digital generations, it can be defined that the next moment is based on the second half of the twentieth century. That is why digital digital educational resources contribute

with a social and constructive character aimed at a formative action within the XXI century and with the use of current technologies to make it possible.

Among the digital didactic resources can be those involving virtual environments, understanding that the latter is "the reproduction of reality in the virtual context, and are known as simulators, these are a means that contribute to the training of workers, as they are usually in 3D." (Barroso, Matos, & Aguilar, 2019) The simulators, which are generally in 3D" (Barroso, Matos, & Aguilar, 2019), allow immersion in the real world as if one were in them, achieving contextualized learning through a format similar to that of a game.

Another tool that can be found as part of the educational digital resources are the work environments, which involve a set of tools that come from Web 2.0 that facilitate collaborative work, such as home pages, educational pages, social networks, Google Groups.

One of the tools that provide teamwork through the same environment is Google Groups, by which it is possible to create a group in which the distribution of mail is performed, discussions are held and it is also possible to share documents. (Barroso, Matos, & Aguilar, 2019).. In this environment Zoho involves the collaboration tools that Google Groups adds with the possibility of taking notes online, including wikis, planning, project management, among others.

Virtual Learning Environments (VLE)

Virtual Learning Environments (EVA) being one of the applications that are widespread in use with a large number of institutions in Moodle, which is a free type software with intuitive use. (Barroso, Matos, & Aguilar, 2019)

PLE (Personal Learning Environment) and PNL (Personal Learning Network)

In addition, there are the PLE (Personal Learning Environment) and PNL (Personal Learning Network) which are part of personal learning environments, being a tool that helps the management of their own learning, also allows content management, and uses different Web 2.0 resources. (Barroso, Matos, & Aguilar, 2019) among which include applications that help communication with individuals who contribute to their own learning. The PLE is a tool with personalization, as it adjusts to the different learning needs of the user, and also allows the configuration of a personal learning environment.

## Materials and methods

The present work was guided by a descriptive type of research as the most relevant within the study, field and cross-sectional. The descriptive research is included from a diagnosis of the necessary characteristics of the object of study through the use of theories that talk about the benefits and disadvantages of virtual education in the English language at the height of the pandemic.

A field research was also carried out, which allows working in the natural environment in which people live and the sources consulted, from which they obtained the most relevant data to be analyzed as an essential source of information to carry out the research. It was determined a time of one month from the present investigation to finish the culmination of the complete work.

As for the approach to be used in the research, the qualitative and quantitative method was used, by applying the qualitative method it is intended to analyze and describe the characteristics of the market through observation and structured interview for the case of an English teacher of tenth year of Basic Education and a teacher specialist in ICT, while the quantitative approach includes a multiple choice survey aimed at knowing the perception of the 40 students of 10th year of EGB on the learning achieved in the English language during the 100% virtual education that was included in the boom of the pandemic.

Non-participatory observation was included as part of the research, since it allows the analysis and collection of data according to the researcher's own qualitative criteria, without the researcher intervening or persuading in the events analyzed, i.e. the opinion of the interviews was evidenced without any type of intervention while the data was being collected.

Among the limitations included was the lack of openness of the interviewees to respond to the research instrument in the time agreed upon, so it was necessary to call back the first interviewee twice to agree again on the date and time of the zoom interview, and also the bias may be due to the interviewees not having the full confidence to answer the questions truthfully, which would establish a margin of error of approximately 5%.

## Results

The results of the questionnaire for the English teacher are presented in Table 1 and for the specialist teacher in Table 2.

**Table 1.** *Responses to teacher interviews*

<b>Do you think English language education has declined with virtual education in the rise of the pandemic?</b>	<b>Yes, of course, if it has declined because there were no learning methodologies in the field, for example, in listening, as well as in reading and speaking, many times the recordings that I gave to the children so that they could analyze them were stuck, all this because most of them did not have good internet coverage.</b>
---	--

<b>Do you think that better virtual education platforms could have been implemented in the English language at the height of the pandemic?</b>	<b>Yes it was possible, but there was no time because everything was unexpected and an urgent measure was 100% virtual education.</b>
--	---

<b>Do you consider that all the free platforms offered a friendly interface between teacher and student to make the process of teaching and learning English effective?</b>	<b>In part yes, but the problem was the time of use, because although the 45 minutes, for example, that the free Zoom gives for the meeting made them lose another 10 minutes to reconnect between the children and the teacher, in addition to the distraction that it generated and the loss of thread of the class.</b>
---	--

<b>Do you think that the active methodologies used in the process of teaching and learning English in virtual education at the height of the pandemic were adequate?</b>	<b>No, because the inverted classroom, for example, could be applied, provided, of course, that there was enough space to do so, but there was only enough time to give classes to the students.</b>
--	--

**Could the use of methodologies specifically for virtual English language education in confinement have been improved?** For example, I had the idea of including all of us in a Hotpotatoes platform where the children could also create challenges, but the authorities did not allow me to do so due to lack of time.

*Table 2. Results of the interview with the ICT specialist teacher*

**Do you think English language education has declined with virtual education in the rise of the pandemic?** The truth is that it is unfortunate to say, but education in English has declined somewhat, especially in developing countries such as Ecuador, since not all students have access to all platforms, as well as high quality internet connectivity and other resources that allow the generation of quality virtual education.

**Do you think that better ways of handling virtual education in the English language could have been applied at the height of the pandemic?** Yes, of course, especially in English, since it is not about learning a discipline but a language, therefore, it requires direct and personalized contact between teacher and student, but having only limited hours of class between all students and a single teacher could not give this advantage.

**Do you consider that all the free platforms offered a friendly interface between teacher and student to make the process of teaching and learning English effective?** No, many of them collapsed, for example WhatsApp and Zoom 2.0, which collapsed in certain moments of massive confinement, and we had to resort to others such as Teams and Meet.

**Do you think that the active methodologies used in the process of teaching and learning English in virtual education at the height** No, because really as I say there was no total room towards the inclusion of active methodologies in the process of teaching and learning English in the pandemic confinement.

**of the pandemic were adequate?**

**Could the use of methodologies specifically for virtual English language education in confinement have been improved?** Yes, of course, they could be improved, but this also required adapting the curriculum to the new normality of virtual education.

Results of the survey of students in 10th grade of General Basic Education

Do you think your English language education has been effective with virtual education at the height of the pandemic?

**Table 3.** *Effective English language education with virtual education on the rise of the pandemic*

Detail	Frequency	Percentage
Totally agree	0	0%
Agreed	9	23%
Neither agree nor disagree	5	13%
Disagree	20	50%
Strongly disagree	6	15%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

As seen in Table 1 half of the students disagree that their English language education has been effective with virtual education at the height of the pandemic, followed by 23% who say they agree with this assessment, 15% said they strongly disagree, 13% responded indistinct.

Therefore, it can clearly be identified that the majority disagree or strongly disagree that English language education has been effective in virtual education at the height of the pandemic.

Do you think that better digital tools could have been applied to your English language learning in virtual classrooms in pandemic confinement?

**Table 4.** *Perception of application of better digital tools for learning English in virtual classes in confinement.*

<b>Detail</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Totally agree</b>	15	38%
<b>Agreed</b>	20	50%
<b>Neither agree nor disagree</b>	5	13%
<b>Disagree</b>	0	0%
<b>Strongly disagree</b>	0	0%
<b>TOTAL</b>	40	100%

It is verified according to Table 2 that half of the students agree and 38% totally agree that they could apply better digital tools for their learning in English in virtual classes in the confinement due to the pandemic. This ratifies the need for a better learning process demanded by the students in English from the virtual classes due to the pandemic.

Do you consider that all the free platforms offered a friendly interface between you and the English teacher?

**Table 5.** *Consideration of free platforms offered a friendly interface between teacher-student in English.*

<b>Detail</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Totally agree</b>	5	13%
<b>Agreed</b>	4	10%
<b>Neither agree nor disagree</b>	4	10%
<b>Disagree</b>	19	48%

<b>Strongly disagree</b>	8	20%
<b>TOTAL</b>	40	100%

It is visualized in Table 3 that the majority of respondents disagree or strongly disagree that the free platforms offer a friendly interface between the English teacher and the English learner. Therefore, it would be pertinent to see other more didactic and dynamic learning platforms specialized in English language learning.

Do you think that the active methodologies used in the process of teaching and learning English in virtual education at the height of the pandemic were adequate?

**Table 1.** *Active methodologies used in the process of teaching learning English in virtual education in pandemic are suitable.*

<b>Detail</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Totally agree</b>	5	13%
<b>Agreed</b>	4	10%
<b>Neither agree nor disagree</b>	4	10%
<b>Disagree</b>	19	48%
<b>Strongly disagree</b>	8	20%
<b>TOTAL</b>	40	100%

As it is observed, Table 4 mentions according to the surveyed students that most of them disagree that the active methodologies used in the process of teaching and learning English in virtual education are adequate, which implies that these methodologies should be improved.

Could the use of methodologies specifically for their virtual English language education in confinement have been improved?

**Table 2.** *Improving the use of methodologies for virtual education in English in confinement.*

Detail	Frequency	Percentage
Totally agree	19	48%
Agreed	20	50%
Neither agree nor disagree	0	0%
Disagree	1	3%
Strongly disagree	0	0%
<b>TOTAL</b>	<b>40</b>	<b>100%</b>

As mentioned, most agree or strongly agree that the use of methodologies specifically for their virtual English language education in confinement could be improved.

## Discussion

It is worth mentioning that the implications of social isolation range from mental health problems to the impact on the economy itself, and for the education sector, as well as the continuous transformation to virtual education that have generated challenges in infrastructure, educational strategies and in the need for transformation of mind by teachers and students (Becerra, 2017).

In the present investigation, it has been observed by both the English teachers and the specialist in virtual education that, in effect, English language education has declined since 100% virtual education was available at the height of the pandemic. In addition, it was verified by the two teachers interviewed that there was a great lack of active methodologies to achieve a meaningful learning of English, since it is not just another discipline in the curriculum but a language.

Despite this, it is known that virtual education is gaining more and more acceptance in the world as its main benefit is the ease of accessibility to receive a greater number of students. (Koller, 2013). Daphne Coller quoted by Vásquez (2020), highlights the opportunity of massive open online courses (MOOC) as a proposal idea for the guarantee of education as a basic right, also contributes to continuous training and innovation of ideas with individuals worldwide and the application of limited resources environments.

On the other hand, the pandemic of 2020 made a high quality education that is adapted to the new challenges of the world today. (Farber, 1965), which is oriented to the training of professionals with leadership that can be included in health systems with responsibility in high costs of care, so flexible programs are required with the use of virtual tools (Skochelak, 2017)

In addition, it was identified in this project the need to improve the virtual education in English that was in pandemic, because being an unexpected measure, the decisions were not fully planned. It was also indicated that among the problems that the free platforms brought was the time of use, because being free, programs such as Zoom were only active for 45 minutes and the session had to be closed again to open it again, thus losing time and concentration of the students.

It was also identified that the classes could not be personalized teacher-student, which is detrimental to the student's participation in interacting in reading, speaking and listening in English. The above is associated with what was said by most of the students in the study of Echauri et al. (2021) where it was identified that the problem that this virtual modality entails is in the acquisition and practice of skills such as oral expression, participation in classes, articulation of group work and interpersonal relationships.

It was also observed, among other things, that there were problems in connectivity with adequate speed and that not all digital resources were available to students in their homes, which of course created a gap between those who did have technology and those who did not or had it intermittently.

For the case of students mostly believe that education in English with virtual education booming pandemic was not quite adequate both in terms of learning methodologies and resources available for use, but can be improved from timely active methodology plans.

Therefore, among the advantages of virtual English language education are the flexibility in the distribution of topics, variation in time for each objective, flexibility in terms of time, greater interest in learning, and the opportunity for error. In addition, among the disadvantages are the need for infrastructure development, greater distractions, poor study habits without the student being supervised by the teacher. This coincides with Echauri et. al (2021) who in their research identified that among the benefits reported by students studying virtual education in pandemic was that they had greater ease of handling technological resources.

## References

- Baelo, R. (2009). *Information and communication technologies in higher education. Descriptive and review study*. León: Universidad Catedrática de León.
- Barroso, J., Matos, V., & Aguilar, S. (2019). *Analysis of technological resources, uses and competencies of university faculty to understand and improve the student learning process*. <https://rieoei.org/RIE/article/view/3466>: Revista Iberoamericana.
- Becerra, G. (2017). *La Educación Virtual: Retos y Desafíos en Colombia*. <https://revistaem-presarial.com/educacion/virtual/la-educacion-virtual-retos-desafios-colombia/>.
- Belloch, C. (2015). *Instructional Design*. UTE.
- Coll, C. (2004). *Psicología de la educación y prácticas educativas mediadas por las tecnologías de la información y la comunicación. Una mirada constructiva*. <https://www.redalyc.org/articulo.oa?id=99815899016>: Revista Electronica Sinética.
- Echauri, B., García, S., & Fernández, M. (2021). *Virtual English language teaching during homebound: students' perceptions and reactions at a university in Spain*. University of Alcalá: <https://orcid.org/0000-0002-7055-5699>.
- Fandos, M. (2013). *Training based on information and communication technologies: didactic analysis of the teaching-learning process*. [https://www.tdx.cat/bitstream/handle/10803/8909/Etesis\\_1.pdf](https://www.tdx.cat/bitstream/handle/10803/8909/Etesis_1.pdf) : Universitat Rovira I Virgili.
- Farber, S. (1965). *Greatest Challenge in Medicine Today: Continuing Education*. JAMA: <https://doi.org/10.1001/jama.1965.03090060022005>.
- Jerez, O. (2015). *Active learning, diversity and inclusion. Approach, methodologies and recommendations for its implementation*. Ediciones Universidad de Chile.
- Koller, D. (2013). *What we're learning from onmline education*. : <https://www.youtube.com/watch?v=2QLUtt86m0c>.
- López, J. C. (2015). *The Integration of ICT in Natural Sciences*. <http://eduteka.icesi.edu.co/articulos/Editorial19>.
- Martínez, B. R., & Medina, C. (2017). *Use of Information and Communication Technologies (ICT) as a didactic resource promoting school coexistence*. Educación.

Spanish Ministry of Education (2020). *Alfabetizaciones Múltiples*.  
<https://www.educacionyfp.gob.es/mc/sgctie/alfabetizaciones-multiples.html>.

Quirós, E. (2009). *Digital didactic resources: innovative means for online collaborative work*. *Electrónica Educare Journal*.

Rodríguez, M., & Guzmán, M. (2020). *Digital tales as learning resources in classroom*. *Digital tales as learning resources in classroom*.  
<https://www.researchgate.net/publication/338458297>.

Skochelak, S. (2017). *Creating the Medical Schools of the Future*. 92 (1): 16-9.