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WITH MENTION IN ENGLISH LANGUAGE AND
LINGUISTICS**

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**TOPIC:
INFLUENCE OF THE TECHNOLOGICAL
RESOURCES IN ENGLISH TEACHING DURING
REMOTE LEARNING**

**PROPOSAL
DESIGN OF DIDACTIC EXERCISES FOR REMOTE
LEARNING IN THE ENGLISH CLASS AT A2 LEVEL**

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DEDICATION

First of all, I am very thankful to God for giving me my life. For always guiding me on every step I take and comforting me when I am stressed, lost, or scared.

I dedicate this project to my parents, who have always guided me on the right way to achieve my goals. To my mother Carmita, who has always believed in me even though the tough times when I did not believe in myself, for supporting me and giving me an education from the very beginning, for never giving up and always being there by my side, she has taught me to never give up in life and always cheered me up to continue achieving my goals.

I also would like to dedicate this to my beloved wife and son who are my propose to continue facing my goals. They are my inspiration in life

Santiago Ortiz

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I also would like to thank all directives of the private school "Charles Darwin" for giving me the opportunity to carry out this project. Especially thanks to Director Lili Alvarado who supported me to reach my goal

Santiago Ortiz

ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

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DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL

DESIGN OF A VIRTUAL PLATFORM OF DIDACTIC EXERCISES FOCUSED ON VOCABULARY FOR THE ENGLISH CLASS AT A2 LEVEL.

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RESUMEN: La educación es parte fundamental de la vida profesional de una persona, a través de ella se imparten conocimientos que sirven para ser puestos en práctica en la sociedad, dicho esto, una de las materias que se imparten dentro del proceso de enseñanza-aprendizaje es la asignatura de inglés, en la cual los estudiantes siempre han tenido dificultades, sin embargo, hoy en día gracias a la tecnología, este problema puede ser mejorado. La propuesta estará dirigida a la escuela "Charles Darwin" del cantón Durán, para mejorar el bajo rendimiento académico de los estudiantes de sexto y séptimo grado en la asignatura de inglés, para lo cual se hizo uso del tipo de metodología aplicada, junto con su enfoque cuantitativo, que ayudaron a obtener la información necesaria para desarrollar la solución propuesta; enfocada en la creación de una plataforma virtual de aprendizaje, a través de la cual se logró mejorar el rendimiento académico de los estudiantes y su motivación por el aprendizaje del idioma.

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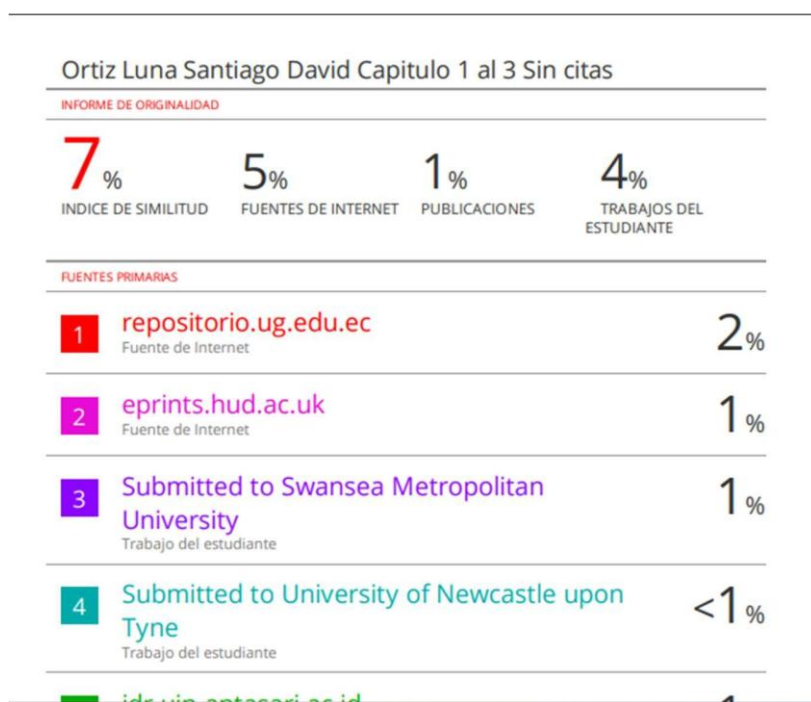
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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARERRA DE LENGUAS Y LINGÜÍSTICA

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Resumen

La educación es parte fundamental de la vida profesional de una persona, a través de ella se imparten conocimientos que sirven para ser puestos en práctica en la sociedad, dicho esto, una de las materias que se imparten dentro del proceso de enseñanza-aprendizaje es la asignatura de inglés, en la cual los estudiantes siempre han tenido dificultades, sin embargo, hoy en día gracias a la tecnología, este problema puede ser mejorado. La propuesta estará dirigida a la escuela "Charles Darwin" del cantón Durán, para mejorar el bajo rendimiento académico de los estudiantes de sexto y séptimo grado en la asignatura de inglés, para lo cual se hizo uso del tipo de metodología aplicada, junto con su enfoque cuantitativo, que ayudaron a obtener la información necesaria para desarrollar la solución propuesta; enfocada en la creación de una plataforma virtual de aprendizaje, a través de la cual se logró mejorar el rendimiento académico de los estudiantes y su motivación por el aprendizaje del idioma.

Palabras Claves: Educación, plataforma virtual, enseñanza, idiomas, tecnología.

ANEXO XIV.- ABSTRACT (INGLÉS)

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
 CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
 CARRERA DE LENGUAS Y LINGÜÍSTICA

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 REMOTE LEARNING. DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE
 ENGLISH CLASS AT A2 LEVEL”

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Abstract

Education is a fundamental part of the professional life of a person, through it knowledge is given, which serves to be put into practice in society, that said, one of the subjects that are taught within the teaching-learning process is the subject of English, in which students have always had difficulties, however, today thanks to technology, this problem can be improved. The proposal will be directed to the "Charles Darwin" school in the Durán canton, to improve the low academic performance of sixth and seventh-grade students in the subject of English, for which we made use of the type of methodology applied, along with its quantitative approaches, which helped to obtain the necessary information to develop the proposed solution; focused on the creation of a virtual learning platform, through which it was possible to improve the academic performance of students and their motivation for language learning.

Keywords: Education, virtual platform, teaching, languages, technology.

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INTRODUCTION

The purpose of this degree project is to improve the teaching-learning process of the subject of English through a virtual platform of didactic activities, which have indispensable aspects to enhance the motivation of students during classes. According to Cedeño & Murillo (2019), the so-called virtual environments are becoming increasingly important in the teaching process, because thanks to them, academic and pedagogical communication can be generated according to the needs of each educational institution. (p. 119).

Concerning what is expressed by the authors, the importance of a virtual platform within the educational environment is determined, as long as it is used properly by the teacher, it will allow the creation of a positive and motivating impact on students. Therefore, the teacher has the responsibility to determine precisely what is the academic performance of his students, as well as their strengths and weaknesses, so that this can serve to have a much more accurate notion about the activities that should be placed in the virtual learning platform.

This research was carried out at the "Charles Darwin" school located in the Durán canton, where it has been identified that there is low academic performance in sixth and seventh-grade students, specifically in the subject of English, where the teacher in charge of the subject, lacks resources and updated strategies to help improve the performance and skills of their students, this has caused problems in terms of vocabulary, long readings, among other aspects. For this reason, it was proposed to design a virtual platform, where students could be participants in the realization of exercises and didactic and interactive activities of the subject of English, to help obtain an improvement in the development of learning according to the corresponding level.

Likewise, for the collection of research data, a survey consisting of a questionnaire of questions was applied, which was directed to the students of the educational unit "Charles Darwin". Based on the results obtained, it will be possible to proceed with the design and construction of the virtual platform, where didactic activities can be integrated to help improve the academic performance of the students, as well as the teaching methods and strategies applied by the teacher of the subject.

Within this degree project there will be four chapters, which are established as follows:

Chapter I: In the first chapter of this project will detail the research problem to be addressed, which resides in the school "Charles Darwin", and that arises in the students of sixth and seventh grade of general basic education in the subject of English, likewise, in this section the research objectives are detailed, both general and specific; followed by the research questions and their respective justification to specify the importance of this project.

Chapter II: This chapter includes all the theories and conceptualizations, obtained from an exhaustive bibliographic review of different sources of information, therefore, it will also include the background of previous works that have been addressed within the same subject; this is distributed from the theoretical framework, contextual framework, legal framework and the operationalization of variables.

Capítulo III: This chapter is made up of all the methodological aspects, data collection techniques and instruments, methods used, and the obtaining of results from fieldwork, utilizing which the points in favor or against this research can be statistically

represented. And, finally, the respective discussion and conclusions of the results obtained will be made.

Capítulo IV: In this last chapter the proposed solution to the problem is implemented, and each of the functionalities, elements, activities, and results of the application of the virtual platform are presented; likewise, the conclusions and recommendations of the case, bibliographical references and annexes are presented.

Chapter I

1. Research problem

1.1. Research context

Technology is increasingly making its way into new projects, these, in turn, seek to solve an existing and palpable need, which long before would not have been possible to address. Technological advances have demonstrated their results in fields such as medicine, science, and economics, among other branches; of which education has not been the exception, representing a wide variety of learning methods through digital resources, some whose applicability provides knowledge and new ways to find solutions to problems of everyday life.

Many underdeveloped countries, such as China and the United States, ensure that education is one of the most important means of development in their government plans, through which the new generations will have the opportunity to show their potential by applying everything they have learned. According to Campos (2021), the so-called digital transformation is one of the main challenges in the global educational field, which in its entirety has been immersed in the various updates and trends of a digitized society; being the Covid-19 Pandemic one of the main reasons why it was decided to innovate more and invest in new online learning strategies. (p. 1)

Regarding what the author mentioned previously, it can be said that the Covid-19 Pandemic came to change the way of life of many people, the way of working of many companies, and the collective functioning of the world. This is attributed to the fact that the education sector was one of the most affected and vulnerable with the arrival of the health emergency since it was a rather complex process for the entire student and teaching community to adapt to study planning through virtual mode.

In this regard, the educational institutions had to acquire new methods and strategies that would allow them to teach their classes in a comfortable, simple, and understandable way. However, for those institutions that have always worked face-to-face, it was really difficult for them to adapt to a new modality. For this reason, it is important that all educational centers can be trained in terms of technological applications, learning to work with tools that facilitate the understanding and learning of complicated subjects in the classroom.

Currently, thanks to technology, there are thousands of ways to teach a class online, it is only a matter of being updated, an aspect that not every government can be clear about as a concept of quality. Teachers are the main mentors of an entire student population, and they are responsible for training professionals in the country, so it is also important that they receive adequate training regarding the updating of new effective teaching methods, through the application of technological resources and strategies.

1.2. Problem Statement

According to UNESCO (2019), as a general vision, it is stated that knowledge and learning represent part of the greatest wealth in the world. These are part of a kind of force, through which mankind will be able to respond to adversities and challenges, and which will also allow the creation of viable alternatives that will contribute to the welfare of society. Additionally, it assures that education is not only ready to face the changes that the world presents, but it will also be in charge of transforming it through the application of knowledge.

As mentioned by UNESCO, education represents an important part of society, through which future generations are prepared to contribute the most knowledge about everything they have learned. This supports the fact that the welfare of education in the

world should be everyone's concern since only by training quality professionals, society will have a chance not to lose control of the constant changes in the world.

Based on this context, it is proposed as the research problem of this degree work, that the concern is really in the trainers, which is attributed to how teachers today are in charge of educating students. This problem has been evidenced in several educational institutions due to the lousy teaching methods, that sooner or later will affect the academic performance of one or more students, putting in a context that not everyone can have the ability to learn at the same pace.

Another factor already mentioned was the Covid-19 Pandemic, which forced all educational institutions to look for ways to bring their educational management processes online. This caught the government of Ecuador off guard, since few educational centers had online modalities, and this affected the basic education sector, composed of schools and colleges, much more. However, universities also had to adapt to these changes, but unlike schools and colleges, they had at least a notion of how to carry out this process.

According to Pachay and Rodriguez (2021):

Given the Covid-19 health emergency, educational institutions were forced to apply strategies to validate the education process, strengthening the emotional support not only for families and students but also for the group of professional teachers who went through difficult situations, the strategies implemented by most countries in Latin America were distance and virtual education, giving results in cities where Internet accessibility was efficient; however, vulnerable areas or sectors have not had educational stability, causing school dropouts. (p. 133).

As mentioned by the authors, teachers also had to go through difficult situations during the time of the pandemic, however, there was never any support or guarantee from the government of Ecuador to help teachers by providing them with training to teach online classes, especially to educational institutions that never had any type of online modality.

The following are some of the problems that teachers faced during the pandemic:

- Lack of induction training for online classes.
- Lack of technological knowledge to make use of digital resources in classes.
- Lack of knowledge of online videoconferencing tools such as Zoom, Teams, etc.
- Poor Internet connectivity from their homes to connect to classes.
- Poor communication and organization for sending and reviewing assignments to students.
- Use of ineffective methods for teaching complicated subjects due to poor technological knowledge.

Similarly, at the "Charles Darwin" school, located in the Durán canton, it is evident that the sixth and seventh-grade students do not perform well in subjects such as English, due to the abrupt changes in teaching methods, lack of knowledge, and lack of use of technological teaching tools on the part of the teachers. Among the main problems:

- Low academic performance specifically in the subject of English, level A2.
- Poor retention and active participation of students with the contents of the subject.

- Students working with traditional methods such as written worksheets, long texts on the blackboard, and expositions without prior knowledge of specific vocabulary, among others.
- Teachers who are poorly trained and updated on the use of interactive learning platforms.
- Little management to meet academic needs such as low student performance.

Based on the problems mentioned above, it is proposed the creation of a virtual platform that makes the use of didactic exercises focused on vocabulary through digital resources. And, with this to improve the teaching-learning process in the students of the educational institution "Charles Darwin". This proposal is based on the use of the Liveworksheet tool, which allows working several online exercises easily and creatively.

1.3. Research objectives

1.3.1. General objective

Design a virtual platform of didactic exercises focused on vocabulary, for the educational unit "Charles Darwin", in the city of Guayaquil, in the year 2022.

1.3.2. Specific objectives

- Analyze the main shortcomings and weaknesses of the teaching methods applied by English teachers.
- Create interactive exercises based on the analysis carried out, which make use of digital resources and learning strategies.
- Evaluate the design and proposal of the platform through the application of the survey to the students of the "Charles Darwin" educational unit.
- Propose new learning strategies based on the design of the virtual platform.

1.4. Research questions

- How can the design of a virtual platform of didactic exercises focused on vocabulary help to improve the teaching methods applied by teachers of English at the "Charles Darwin" educational unit?
- Will the application of technological didactic exercises help to improve the academic performance of students in the subject of English, level A2?
- Will the virtual platform of didactic exercises help to improve the teaching methods applied by teachers to future generations?

1.5. Justification

The topic of education is included in the plans based on the sustainable development objectives according to the UN, this is located in the fourth place and is stated in the section "Quality education", which seeks to ensure an inclusive and equitable education, which will provide opportunities for growth through learning (ONU, 2022).

According to the author, the topic of education is also included in large organizations such as the UN, this is because there is a worldwide committee, which is made up of actors from all parts of the world, who are working to establish better benefits for the most vulnerable sectors of all countries.

Based on this, the present research proposal is justified by the fact that it is a topic that is present worldwide, giving relevance to the fact that education can always be improved with the help of innovation and plans that help to enhance the academic growth of the student population. Additionally, the fact that despite the existence of organizations dedicated to fighting for the rights of education, there are still governments where this type of issue does not seem important to them.

For this reason, it is necessary to find a solution for the problem at "Charles Darwin School", where the lack of updated and didactic teaching methods prevails at the moment; and with this help to become aware at the national level, regarding the importance that teachers represent within the process of formation of the students.

To help support the above, in an article published by Trujillo on the Comercio web portal, the following is mentioned (2022), about 360 teachers who received training in digital competencies, who were subjected to a diagnosis that considered them "digitally illiterate", which drew the attention of a program dedicated to training and digital inclusion carried out by the German Adult Education Association. The project consisted in that teachers were trained by 80 students of systems engineering, where they were able to address current issues such as the use of technological tools to improve communication with students, creation of online content, evaluations, and management of virtual classrooms, among others.

Regarding the author's statement, it is justified once again the fact that the issue of teacher training is fundamental in education. Many times, teachers have a wide knowledge of their field of study or career, however, they do not know topics where they have to strengthen the use of technology. In addition, there is also a lack of support from the educational centers, who often invest in unnecessary things to improve infrastructure, but cannot detect the real problem.

Based on all the above mentioned, this degree project is justified in a theoretical way, since a systematic review will be carried out through different bibliographic sources, where the main theme focuses on ideas and topics that help to enhance education in schools.

Likewise, the research is justified practically, since the creation of a virtual platform will be proposed, to provide new teaching methods through the use of technological means and activities in the subject of English, from which it is expected to validate the criteria and opinion of the members of the academic unit "Charles Darwin" through the evaluation instrument.

The project is also justified methodologically since the quantitative approach will be used to collect the results based on the proposal, which will help to verify the feedback from students and teachers of the institution.

Chapter II

2. Theoretical foundations

2.1. Research background

Based on what was discussed in Chapter I, it is also necessary to know with much more precision about other studies, programs and projects carried out based on the topic proposed in this research. For this purpose, the following is a set of antecedents, which are based on innovative proposals within the educational field.

As a first antecedent, we have the master's project carried out in Bogota-Colombia by Gomez (2021), where it was proposed to develop a virtual learning environment that would help strengthen the oral production of the English language in the seventh-grade students of an educational institution. This project focused on the creation of a globalized module to improve the learning process of English level A2, where a qualitative approach and an experimental research design were used. (p. 5).

Therefore, this project, called VLE (Virtual Learning Environment), was developed through five phases, including analysis, design, development, implementation, and evaluation. After its elaboration, it was evaluated by experts who

affirmed that the project allows oral production in the English language in a better way, thanks to its complementary activities (Gómez, 2021, p. 5).

Within the same context, in Mexico, Juárez (2018), carried out the creation of a project based on the generation of a virtual vocabulary space, whose purpose was to contribute to reading comprehension autonomously. The study focuses on describing how the use of virtual platforms can improve the learning method of students, where it was cited that the Moodle platform is one of the most efficient since apart from being open source, it has a variety of features that emulate a classroom in virtual mode (p. 19).

To this, the author adds that in Mexico City there are currently a large number of public and private educational centers that have benefited thanks to projects, which have focused purely on virtual education. He also assures that everything is based on the decision that educational centers choose according to their needs since there are several platforms dedicated to improving educational environments; however, the requirements that these demands, the cost, and the size that the project merits must also be taken into account (Juárez, 2018, p. 19).

Likewise, as a third antecedent, we have the project work carried out at the Universidad del Valle, also in Colombia, by Martínez (2021), which consisted of the design of a website for the teaching and learning process of the subject of English for seventh-grade students. This project focused on providing a platform that would serve as didactic material, which would serve to reinforce English classes between levels A1 and A2. This platform consisted of a series of activities and exercises related to the tasks and assignments that the students had to present. (p. 7)

Consequently, the author affirms that working with this project not only helped to improve the foreign language teaching processes in the students, but also served as an

experience that helped to enrich his professional capacity. With this, it is clear that the project yielded good results, which will help to encourage the creation of new projects based on improving the quality of education in society.

The fourth antecedent deals with a national project in the city of Quito, carried out by Sigcha (2017), where again the Moodle virtual platform is presented in the written production of English at the A2 level. However, this project, unlike the one conducted in Mexico City, focuses on a population made up of first-level students of a Higher Technological Institute where the objective was to study the Moodle platform through a quasi-experimental model, and how it contributed to the written production of the English subject in students. For this purpose, activities involving texts, letters, emails, and notes, among others related to writing were carried out (p. 21).

Subsequently, after the intervention of the students before the proposed activities, it was possible to verify that there was a substantial improvement in terms of the positive increase in the development of the written production of the language thanks to the activities proposed in the research, so the study concludes that the Moodle platform represents one of the most efficient to improve teaching processes, capable of adapting to the convenience of educational institutions, and their needs as such (Sigcha, 2017, p. 21).

Finally, as a fifth and last national antecedent, also carried out in the city of Quito by Cáceres (2021), a project based on Gamification was developed as part of a strategy for teaching English to students in the fifth year of elementary school. This project focused on strengthening the cognitive abilities of students, making use of a learning method and strategy through the use of technology, to improve their foreign language learning processes. This proposal was characterized by giving students digital games, through which they could reinforce the content of the subject, creating a style of

incentive and motivation for students to value English by increasing their vocabulary.
(p. 11)

Within the same context, to evaluate the proposal, a population of one hundred twenty students and eight teachers in the English area were taken, through which it was possible to validate whether the gamification proposal to strengthen the subject would give results or not. After the evaluation process, it was concluded that the proposal generated highly positive results to improve the learning of English, which allowed the educational community and teachers of the subject to have a really good impact, and in turn contributed to giving much more relevance to the subject of English, like any other subject taught by other teachers (Cáceres, 2021, p. 11).

Based on all the background previously exposed, it can be evidenced the real importance of technology to help solve problems within the educational field. This in turn not only allows for improving the situation within educational institutions but also serves as a support for future studies or research projects, which are based on educational issues.

Additionally, it can be demonstrated that there are a large number of tools and technology platforms that can help improve the educational system in various countries, however, this will also depend on the predisposition of the educational centers and the support they receive, either from their government or by their means.

2.2. Theoretical framework

2.2.1. ICT in society

Information and Communication Technologies (ICT) have caused a great impact on society, since its arrival to the point we know it today, this has changed many aspects of daily life, forms of coexistence, learning methods, and strategies to enhance trade,

among others. However, by living in a society that is globalized by technology, human beings have learned to adapt and make use of it at their convenience.

Consequently, the accelerated pace has led to repercussions in communication, where there are now different ways of accessing information, and therefore knowledge itself. However, this has also managed to attract consequences within economic, social, cultural, and political fields, among others (Balart and Cortés, 2018, p. 3). Since, with the arrival of the technological era, customs and traditions that could only be done manually were no longer performed, to this is added the fact that even in the 21st century there are people who refuse to adapt to the technological movement; so they prefer to keep their businesses, customs and other aspects involved in their lives, traditionally, without the use of mobile devices or Internet access.

In the same context, recently the world lived the ravages caused by the Covid-19 Pandemic, which was a deadly virus that caused a great commotion in all countries, where governments had to take isolation measures and close absolutely all businesses that were operating in a face-to-face manner. People had to telework for quite a long time, and even some organizations still do today, with the businesses and companies that had never worked with any kind of technological means being the most affected since their businesses were founded.

Therefore, it is emphasized that everyone must learn to adapt, and people must be updated, since technology is there to improve the quality of life of people and it only depends on each one to give it the proper use. Likewise, Ecuador was not the exception in having to adapt to the drastic changes caused by the pandemic, since according to the National Institute of Statistics and Census INEC (2020), a percentage growth of 7.7% was evidenced between 2019 and 2020 in terms of internet connectivity access in

Ecuadorian households. Likewise, there was a growth of 11.5% in terms of users who joined the use of the Internet during this period.

With the aforementioned, it can be determined that ICT was key within the pandemic scenario that countries around the world experienced, so that, with the help of the Internet, communication issues were helped through digital media, and thus avoided any form of contagion and exposure to the virus. One way or another, society will end up adapting to the era of technology since at a certain moment it will require its benefits to even be able to subsist.

In this regard, Jacome (2021) comments in the professional field, technology represents an important element. Thanks to it, the proactive side of all types of processes can be increased, allowing relevant information to be obtained, which contributes to and makes a difference about socioeconomic issues. The information obtained through technology is intended to add value, reduce risks, maintain a global perspective regarding the reporting of such information, and build a highly competitive world. In addition, the author adds that emerging technologies are having an increasing impact on everyday life, work, and education (p. 102).

With everything mentioned above, it is concluded that Information and Communication Technologies (ICT) are present in this society to bring benefits to the world; therefore, it is up to the people to make the best possible use of them. Currently, there are countless applications dedicated to satisfying needs, solving problems, and other issues, these have been the product of social problems, where the possibility of being improved through technology has been seen.

2.2.2. ICT in the field of education

Education is one of the most important issues in society, given that every person starts with education. Currently, thanks to the recent arrival of the Covid-19 pandemic, several educational institutions had to adapt and integrate the online modality as part of their student cycles, which forced them to learn new teaching methods and strategies to maintain the continuity of the teaching and learning processes.

However, many teachers found it difficult to adapt to the change of modality, since most of them were not trained to teach online classes, and on the other hand, the government of each country did not do much to try to invest in teacher training, which gave rise to many more problems apart from the health emergency.

In the same vein, Soto and Luis Soto (2018), comment:

The use of ICTs depends on the imagination of government agencies to manage policies in rural schools, and of teachers in their pedagogical practices. Although they provide important elements for rural education, they do not address the relationship between science education with a territorial approach and the use of ICTs to foster critical learning of science. (p. 275).

In this regard, it may be unreliable to trust government policies since most governments do not have the resources or budget necessary to improve the entire educational system of a country. What the educational community can do is to invest in much more innovative projects, this in the case of higher education institutions, which are always proposing new topics, either for degree projects or projects integrating classes, which will help in the future to have professionals dedicated to thinking about the welfare of society.

Likewise, Sandoval (2020) mentions that thanks to ICT, education has opened the way to a wide range of possibilities, which are responsible for enriching knowledge in the teaching and learning processes through virtual scenarios. In addition, teachers have had to prepare themselves in a better way to provide quality education in each of their subjects, having to face challenges such as the lack of use of technological devices and media, adapting to online study modalities, and learning how to strengthen learning through the application of new methods and strategies that make use of modern technology.

It can be said that teachers have the most complex job since they have the responsibility to teach to build professionals dedicated to contributing their growth and knowledge to society, it depends on them if a student understands a certain subject, it depends on them if a student grows as a skilled person, capable of assuming his responsibilities in the workplace. For this reason, it should be considered a fact that the government should invest in teacher training, and thus contribute to the mentors always staying updated on new methods of teaching and learning.

In another theory, Vargas (2021), adds that the incorporation of ICTs into the educational environment generated a significant impact, since most educational institutions, especially elementary and secondary schools, did not have many options or prior knowledge about how to integrate these tools into their academic planning. However, as time went by, alternatives were taken, which started with schools integrating computer labs, basic computer classes, and lectures on how the parts of computer work, among other topics that tried to strengthen technology. (p. 1)

According to the author, it is noted that in the beginning, it was very difficult for educational institutions to adapt because there was a lack of planning and strategies to

help integrate technology as part of teaching methods; however, the arrival of the pandemic in one way or another managed to improve these aspects.

2.2.3. Technological strategies for improving English language learning

Tamayo et al, (2020) mention the influence of learning strategies using ICT tools to improve reading comprehension in English. The authors address the different aspects, by which students have always shown some difficulty in learning a foreign language, where they state that these may be accompanied by factors such as lack of motivation and dread of the contents in the area. This causes students to obtain low performance and poor grades in the subject. (p. 209).

Therefore, as expressed by the authors, it can be said that the strategies are applied within the educational environment to improve the different limitations that do not allow students to develop one hundred percent of their learning abilities. These strategies were previously proposed by teachers in a classroom environment, using posters, and images of books, among other teaching resources; however, this has changed due to the advent of technology, which currently allows teachers to integrate a wealth of media and teaching materials, accompanied by digital tools.

In the same context, Bacca (2018), mentions that ICTs help to capture students' attention, motivating them to concentrate to speed up their memory. He also adds that, apart from implementation in the classroom, this type of strategies that make use of technology, are responsible for providing vast knowledge through media such as web platforms, multimedia content, applications, and images, among others, which give the student the possibility to relate cultural aspects, much more with language learning.

Concerning the above, it is determined that the strategies that make use of technology to strengthen the learning of the English language, these are complemented

with the help of resources and technological material to enhance the capabilities of students, allowing to establish an updated learning method, and according to the objectives of the study.

2.2.3.1. Technological tools

The following are a set of technological tools mentioned by Pacheco and Barros (2013), which serve as a complement to technological strategies in education:

Figure 1. *Technological tools in education*

Note. The figure shows the different types of technological tools in education.

Source: Retrieved from Pacheco and Barros (2013).

According to Pacheco and Barros (2013), in the following, each of the tools is detailed in much greater depth:

- **Platforms and online courses:** They are created for the development of online courses or didactic learning modules on the web, they make use of ICT to



communication both online and offline.

- **Application or support:** These may be programs created without any relation to educational issues, but they are usually applied to school learning. These can be word processors, spreadsheets, and databases, among others.
- **Exercises and practices:** These are applied for the implementation of tests, and lessons, among other evaluation tests, for which students must have the required knowledge, to check their real understanding of a given topic, or to provide feedback on it.
- **Tutorials:** these are characterized by not having too much depth on a given topic, basically they are based on indicating sequentially, the procedure or procedures to be performed on a given topic so that students can remember the essential bases of their knowledge.
- **Educational games:** This tool is quite didactic since its purpose is to show the student that learning can also be fun if it is seen in that way. Through games, the student is allowed to achieve knowledge, challenges, and competence, among other skills, however, it is emphasized that these must be chosen at the teacher's discretion, in order not to divert the educational theme of fun in its entirety.
- **Multimedia:** This type of content, as well as images, has always been a support to reinforce learning from the beginning. With this tool, graphic, physical and digital media, among others, are used, which are characterized by focusing on presentations that allow knowledge feedback. (p. 10)

2.2.4. Virtual platforms in education

There is a number of virtual platforms defined as software programs that make use of the Internet to operate. These platforms are used in education for the design, development, and implementation of courses or pedagogical and didactic modules, through which it is intended to improve communication between students and teachers,

so that individual and collective learning can be strengthened. (Tomalá *et al.*, 2020, p. 203).

Likewise, Cañar *et al.*, (2021), In this regard, they comment that educational institutions should incorporate ICT as part of their daily work, to contribute to the integral development of the educational community, and to have the possibility of integrating more and more technology within the educational environment. They also state that thanks to the fact that nowadays society is making solid use of ICT in different educational processes, students have the facility to improve their skills significantly (p. 1213).

Based on what is expressed by the authors, it is determined that virtual platforms are tools that help to strengthen learning capabilities in students, putting into context the wide variety of digital resources available today, and through which teachers can create strategies and methods to help improve educational processes.

2.2.5. Types of virtual educational platforms

2.2.5.1. Free software platforms

These types of platforms are characterized by being freely accessible almost most of the time, which is the reason why these types of platforms do not provide prior training or induction on their usability, much less, have a section that is responsible for the technical support of users. However, they are quite demanded worldwide, thanks to the fact that users can do with them whatever is within their reach and convenience, besides, there are also small communities of users dedicated to providing tutorials on how to start using the platforms, taking into consideration that they must be managed autonomously. (Lagunes y Lagunes, 2018, p. 121).

Therefore, concerning what was stated by the authors, these types of platforms are used much more frequently, since they do not have to pay any type of value for their use, this is because they work with a type of open source license, through which all users can have access to the platform without any type of restriction.

2.2.5.2. Commercial platforms

These types of platforms are constantly changing most of the time, and at the same time, they are quite acclaimed in the market due to their work on the Internet. In general, these platforms must be improved, for which it is necessary to provide them with many more features, gradually becoming complete applications that help optimize processes, and facilitate the comprehensive development of various virtual courses. Unlike free software platforms, this demands a price to be able to grant certain permissions, and receive training or technical advice (Lagunes y Lagunes, 2018, p. 120).

Regarding what the authors mentioned, it can be said that commercial platforms are used to provide a more complete service to users who need them, therefore, these must always be kept updated over time, always looking for ways to provide the best benefits to those who boast of using them. In the educational field, these platforms are useful for people who require extra counseling to complement their curriculum, one of these cases being university studies.

2.2.5.3. Private platforms

These platforms are developed by the educational institutions themselves, to give them their use, integrating academic sections according to their needs. Unlike the other platforms mentioned above, these are not intended to be commercialized, so they are not digested to larger productions to satisfy entire populations. Generally,

educational institutions develop this type of platform intending to bring an online modality, or also to automate enrollment processes that were previously carried out in person (Lagunes y Lagunes, 2018, p. 121).

As mentioned by the authors, proprietary platforms are created by educational institutions, usually to be used to automate academic processes, to have virtual classrooms to carry out an online modality, among others. However, these are very helpful, as they allow the educational community to be fully communicated.

2.2.6. Advantages and disadvantages of virtual educational platforms

Table 1. *Advantages and disadvantages of virtual educational platforms*

Platform type	Advantages	Disadvantages
Commercial platforms	- High reliability	- The price of licenses increases as they are consolidated.
	- Reflect stability	
	- Have technical support service	- Only two licensing models are available
	- Documented and easy to implement	- The license is usually only allowed to be installed on a single server, which causes problems with upgrades.
	- Are verified by quality control departments	
	- Have experienced modules	
Free software platforms	- Stability: the set of users is formed by a good database; the modification of the functions is carried out by the family and not by an institution.	- They have many more functions, however, with the differences presented each time, these are decreasing.

	<ul style="list-style-type: none"> - Reliability: access permissions to the source code, costs are reduced or eliminated. - Modularity: it is possible to install and make use of something really useful. 	
Self-developed platforms	<ul style="list-style-type: none"> - The institution has a platform that is 100% owned by the institution. - It is flexible and adaptable at any time. - It is not tied to any company 	<ul style="list-style-type: none"> - It is possible to outline those derived from the process of design, creation, and maintenance of an own platform. - All its development must be created by its staff or, failing that, complemented by other existing modules.

Note. The table shows the advantages and disadvantages of the types of virtual platforms. Source: Diaz (2009). Prepared by the author.

2.2.7. Teaching-learning process

In general, it can be said that the first teaching-learning process comes from the home since it is the parents who teach their children values and certain basics such as learning to speak, before sending their children to an education center, however, the real task falls on the teachers, since they are the ones who must carry out this teaching process, and in turn transform it into pure learning within the minds of each student.

According to Alvarado et al, (2018), the teaching-learning process or also summarized in its acronym "PEA", is known as the space where the main character goes back to the student, and where the teacher is in charge of fulfilling the function of

providing knowledge that contributes to the development of learning. They also point out that it is the students who, through what teachers teach, are in charge of building their bases, by reading, contributing their experiences, and reflecting on them. Therefore, the authors conclude that the teaching-learning process is responsible for creating a space where the student can feel at ease and at the same time committed to learning throughout his student life. (p. 611).

Likewise, Frei (2015), defines the teaching-learning process as a critical, liberal education that in some way seeks to make hegemony a conquest through a concession, accompanied by efficient practical means. In the same way, he affirms that the process must integrate all student disciplines, taking into consideration a range established from the exact sciences to physical culture, with which it is intended to overcome any relationship with the economy. (p. 12).

In another conceptual definition, Pla *et al*, (2010) determine that the teaching-learning process is all the educational process of an institution, through which, in a systematized way, what teachers teach is organized and structured, linked to how students assimilate their learning. It also ensures that this is taken from the relationship between the objectives of the study and the kind of content that will be taught by teachers, which will be immersed in different methods, materials, and means of knowledge, among others.

As a fourth and final finding, Breijo (2016), states that the teaching-learning process consists of two activities developed jointly by students and teachers. Therefore, the author comes to determine that it is a fairly simple concept to assimilate since it is evident that the student's activity is to learn, while the teacher's activity is to teach. However, this does not rule out the fact that the knowledge that is mutually acquired

can be reinforced by both parties since it is a process where students learn from teachers, but in certain cases, students can also teach some strategies to teachers.

Concerning the theories mentioned above by the authors, it is determined that the teaching-learning process is part of the education of every student, where the teacher is shown as the main person in charge of training the student by providing him with knowledge and ways of self-education. However, this process can only be carried out through hard work, where there is student commitment.

2.2.7.1. Characteristics of the teaching-learning process

According to Gallego (2001), among some fundamental characteristics of a teaching-learning process-oriented to a didactic act are the following:

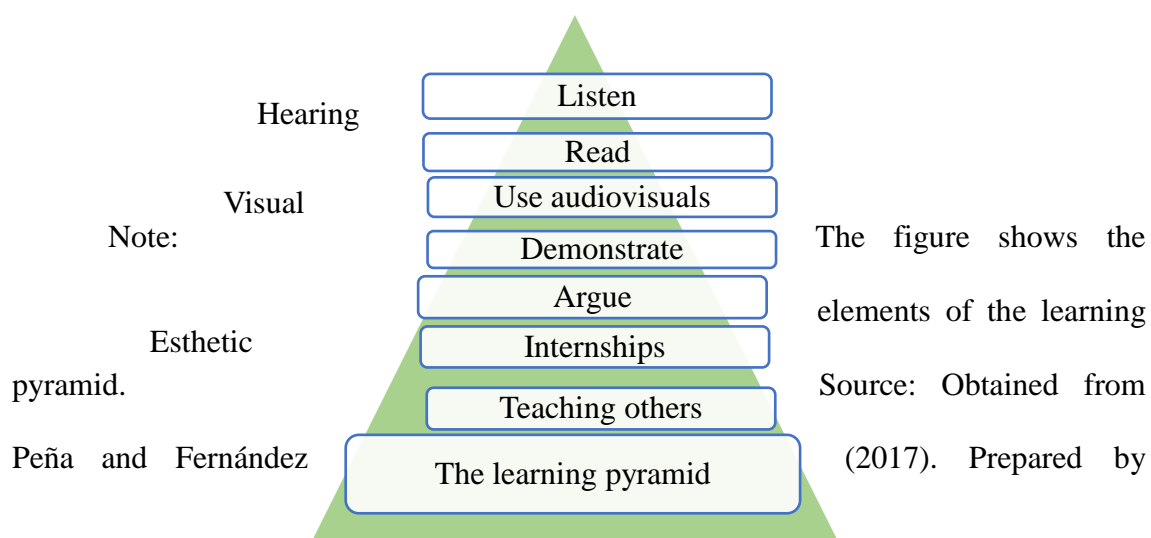
- An intentional relationship, that is, must be formative where the teacher and the student can share their objectives.
- Interpersonal relationship, where the teacher and the student establish a systematic relationship with the educational processes.
- Interactive relationship, that is, there must be a process of intercommunication, where the teacher easily and quickly provides the learning contents to the students.
- Symbolic relationship, in this case, both the teacher and the student build a link from the interaction between the contents imparted and the student's understanding of them.
- Conscious and coordinated relationship, for which both the teacher and the student assume that to carry out an effective teaching-learning process, they will have to have their efforts imposed, to allow them to face a particular situation.
- It presents a point where the teacher is presented as a mediator, immersed in a concrete teaching situation.

2.2.7.2. The learning pyramid as opposed to traditional education

In general, the contents that the teacher dictates in class are directed in a unidirectional way to the student, so it is unlikely that the information that is intended to be transmitted is stored in its entirety, hence the need for teachers to seek methods and strategies to help improve this situation in the classroom.

Below there is a pyramid that alludes to the idea that when the teacher speaks and the student only listens, the information is not retained, since only five percent of what is heard will be remembered when consulted later. Therefore, it is stated that by applying another type of methodology different from the traditional one, the student can be helped to have greater efficiency in learning knowledge, allowing them to retain much more information (Peña & Fernández, 2017).

Figure 2. *Learning pyramid*



the author.

Based on the pyramid previously exposed, it can be said that it is a way to check the shortcomings of the teaching-learning process, for which the author comments that other methodologies can be used to complement what is explained in class, in this case, what is narrated or explained by a teacher, could well be accompanied by visual or multimedia content, so that the student can also rely on what he observes, and not only on what he hears.

2.2.7.3. Differences between education, teaching, and learning

Education is defined as a phenomenon with which people are involved from birth, this is placed within the context from the beginning since at the moment a child is born, he/she is educated and in turn is instilled with values from his/her parents, which can be called a previous education before being officially enrolled in an educational institution, where he/she must be part of the teaching provided by his/her teacher (Luengo, 2004, p. 30).

Therefore, it can be said that the action of education comes from a period before entering school since it begins at home and is instilled by parents and relatives. The process of education is quite long, in which one must go through a series of ups and downs until it culminates, however, it has a beginning, but the end of it is uncertain since a person can continue being educated until the age he/she prefers.

Teaching

According to Rath and McAninch (2003), When referring to the term "teaching", they are based on what is immersed in the minds of the teachers, that is, how they plan, evaluate, reflect and analyze the content that will be covered during the classes. Likewise, they comment that teachers are also governed by the norms and

policies of each educational institution, which to a certain extent, can affect how they teach their classes since not all educational centers have the necessary material and resources for the classes to be given in the best way, so the teacher has to adapt to teach in the way that suits him/her best.

With this, it is clear that the teaching process also requires importance within the educational environment, since through it the required knowledge is imparted to students, therefore, teachers need to make use of the tools and apply the methods to teach their classes. However, as mentioned above, this process can change depending on the educational institution, and the economic and political aspects to which each educational center is governed.

Learning

Learning is generally defined as a substantial and stable change in a person's knowledge, which is given because of an experience. This in turn goes hand in hand with a wide range of learning, where a person can learn to do from small actions to immemorial feats, it is just a matter of acquiring the necessary knowledge. However, since it is academic learning, it depends on the pleasant relationship that a student has with his teacher, where the student must give everything he has, to learn in the best way, the knowledge imparted by his teacher (Castañeda, 2008, p. 27).

Concerning the author's statement, it is determined that the learning process has many meanings since this is not only achieved within the educational environment but also in what is learned in the daily life of a person, this, in turn, is given by a lived experience, from which everything acquired from it is put into practice. However, learning in the educational environment will depend entirely on the relationship between teacher and student.

2.2.7.4. Teaching methods

These types of methods are still present in the teaching-learning processes applied by teachers, these are characterized by making use of speech and words, for which it is considered important not only to provide students with knowledge but also with understanding, comfort, feelings, emotions, among others, since this limits cognitive activity, preventing them from fully developing their creativity (Labarrere and Valdivia, 1991).

According to Labarrere and Valdivia (1991), some of the oral methods include the following:

- Narration
- Conversation
- Explanation

Method of working with the textbook

This method is mainly based on the development of intellectual skills, among which is the ability to determine what is important, make notes, summaries, writing, and interpretations, among others. This usually serves as a great support in classes, since it helps to give a different atmosphere to the topics being discussed, preventing them from becoming a daily monotony (Labarrere & Valdivia, 1991).

Visual methods

These are the most helpful in the teaching-learning process since they are carried out through observation, where materials such as brochures, sheets, cards, etc. are used, which in this case are part of the resources for teachers to complement a particular topic of the class. Through the application of this method, a great number of benefits are acquired since in addition to being much more didactic, it allows the student to develop much more cognitive activity than just listening to any explanation (Labarrere & Valdivia, 1991).

Practical methods

They have the purpose of keeping the student one hundred percent active, exercising both his mind and body in the different areas of knowledge. With practical activities such as workshops, laboratories, handicrafts, etc., it is possible to obtain a large number of skills and competencies in students, however, this only occurs when they are integrated with other methods, or when they are used systematically (Labarrere & Valdivia, 1991).

Therefore, as a second criterion, according to Klingberg (1978), other teaching methods also include:

Methods according to the relationship established between teacher-students

- Expository: It is characterized by the teacher always remaining in an active state of participation concerning the student.
- Joint elaboration: This in turn is developed as the content is constructed between the students and the teacher in an interactive way.
- Independent work: In this case, the student is in charge of developing the fundamental role within the process, either with or without the teacher's presence in the course (Klingberg, 1978).

According to the degree of approval of the content:

- Reproductive: The objective is to make it possible for the student to repeat the contents that have been taught, or that he/she has learned on his/her own.
- Productive: These induce the student to apply the contents imparted appropriately in certain situations.
- Creative: They are in charge of providing students with the opportunity to get into new content, which will be useful in the future for the resolution of daily and working life problems (Klingberg, 1978).

Based on what has been previously exposed regarding teaching methods, he determines that these are a contribution to the education process of a student since through them it is possible to complement the aspects of traditional teaching, which was linked only to piles of texts and expositions without any kind of graphics or analogy. Nowadays in the 21st century, there are countless strategies, techniques, and methods that help teachers to be able to dictate a didactic and updated class, this has allowed students to use new forms of self-learning, where the teacher's help only applies as a guide for their academic training.

2.2.7.5. Learning theories

The assumed learning theories have contributed to the solution of educational problems during their existence. However, over the years, social, economic, and technological changes have considerably affected education, seen from a positive perspective, has allowed the different educational institutions to change their learning methods, consider new purposes, to provide better knowledge to society in general (Estrada, 2018, p. 223).

Within the same context of learning, Álvarez, and Bisquerra (2012), The following is a set of theories that revolve around learning, which are detailed below along with their characteristics, by way of a more specific explanation:

Frame 1. *Learning theories*

Learning theories	Characteristics
Behavioral Theory	<ul style="list-style-type: none"> - It is based on behavior modification - It relies on Stimulus-Response as a basic principle. - Behavioral analysis is performed, which is based on observation in terms of the interaction between heredity and environment. - It considers that the way of behaving of a human being is learned, and therefore, this in turn may be susceptible to undergo some modification. - This theory focuses on effort as one of its basic principles.
Theory of cognitive development	<ul style="list-style-type: none"> - It affirms that the human being is active in the search for information. - It also assures that the human being is in the capacity of being able to exercise constructs, which help him/her to process the information obtained, later order it, and to give it meaning and coherence.
The zone of proximal development Vygotsky	<ul style="list-style-type: none"> - The learning capacity is at work as part of the social measurement, which is associated with the

	<p>construction of mental processes.</p> <ul style="list-style-type: none"> - The so-called instrumental medication encompasses all aspects that represent the construction of the processes of the mind, such as reading, writing, playing didactic games, etc.).
Gadché's cumulative learning theory	<ul style="list-style-type: none"> - It is considered that learning comes from the relationships that an individual establishes with the environment. - Within this theory, 8 types of learning are proposed: reaction to a signal, stimulus-response, chaining, verbal association, multiple discrimination, learning of concepts, learning of principles, and problem-solving.
Bruner's Discovery Learning	<ul style="list-style-type: none"> - This type of learning focuses on the study of educational processes, personal development of the human being, cognitive growth, perception, action, thought, and language. - It presents an interdisciplinary approach, which is given by combining reflection with experimental validation. - It is based on proposing a curriculum design in the form of a spiral, to facilitate the comprehension of learning contents. - Likewise, it proposes the formulation of global knowledge structures, in this case considering

	<p>the most appropriate ones according to the sequence of effective learning results.</p> <ul style="list-style-type: none"> - It does not focus on proposing programmed teaching, but rather, it programs the way of teaching.
Ausubel's Significant Learning	<ul style="list-style-type: none"> - This type of theory focuses on studying the processes involved in thinking and cognitive structures. - Meaningful learning focuses on relating new knowledge to the bases of concepts already reviewed.
Bandura's social learning theory	<ul style="list-style-type: none"> - This theory is intended to overcome the limitations related to behaviorism and psychoanalysis. - Behavioral guidelines can be learned based on one's own experience, through the observation of the behavior of other individuals. - It takes into consideration that the behavior of other people has a great influence on learning, the formation of constructs, and the behavior itself. - Through this theory, a model of learning by imitation is proposed.
Constructivism	<ul style="list-style-type: none"> - In this theory, students are ultimately responsible for their learning process, since they are the ones

	<p>in charge of constructing their knowledge.</p> <ul style="list-style-type: none"> - The student's constructive activity is integrated with previously elaborated content. - The student is involved actively with learning, and in turn with the construction of knowledge. - Learning is holistic, i.e., the whole is greater than the sum of its parts.
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Note: The table shows the types of learning theories and their characteristics.

Source: Obtained from Álvarez and Bisquerra. (2012). Prepared by the author.

2.2.7.6. Learning styles and their characteristics

Just as there are learning theories, there are also learning styles, which allow modifying how a student can acquire knowledge, skills, and abilities. However, Smith (1988), defines learning styles as characteristic ways in which people process information, where intellectual behavior will be following the different situations evidenced (p. 24).

Table 2. *Learning styles and their characteristics*

Style	Description	Characteristics
Active	Students who apply this style are open-minded, enthusiastic, and not at all skeptical; they grow as they are challenged.	Animator; Improviser; Discoverer; Risk-taker; Spontaneous.

Reflective	<p>This type of style is characterized by collecting data and then analyzing it concretely to conclude. Students are usually very observant and listen to others.</p>	<p>Weighted; Conscientious; Receptive; Analytical; Thorough.</p>
Theoretical	<p>Students rely on analyzing problems in a vertical and stepwise manner, consider logical steps, are perfectionists, are quite analytical, and synthesize most of the time.</p>	<p>Methodical; Logical; Critical; Structured.</p>
Pragmatic	<p>Students apply the content they have learned, they always seek to discover the positive aspects of ideas and in turn take care to experiment with them, they act quickly when faced with projects that attract their attention. And, they are quite impatient with people who theorize.</p>	<p>Experimental; Practical; Direct; Effective; Realistic.</p>

Note. The table shows the learning styles along with their characteristics.

Source: Obtained from Alonso et al., (1995). Prepared by the author.

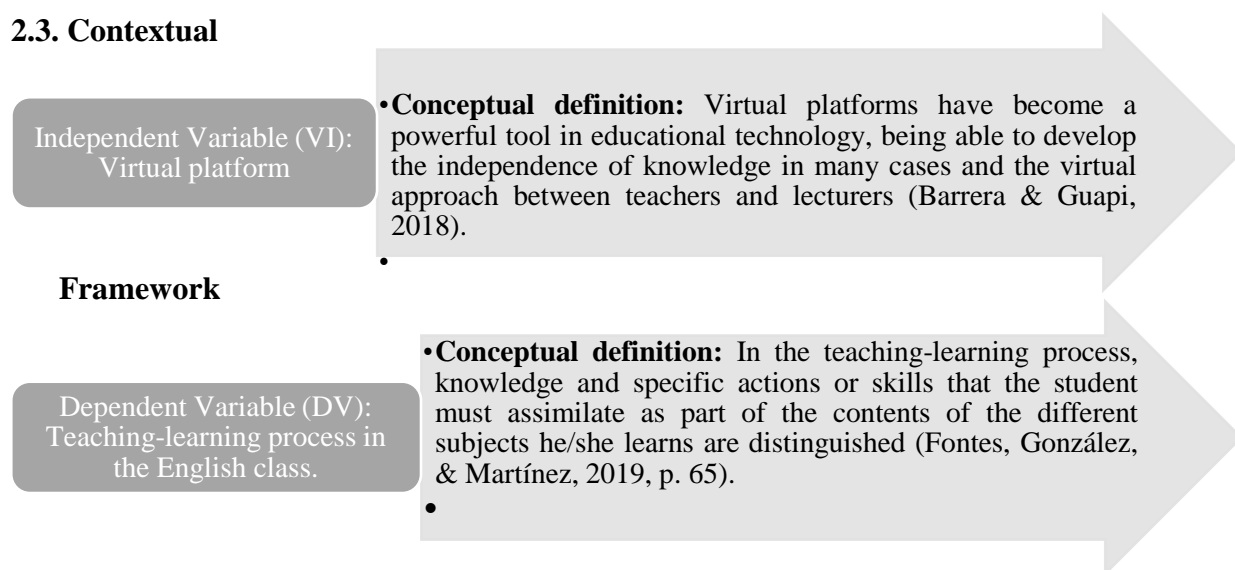
2.2.8. Dependent and independent variables

According to the topic established for this research, the variables of the study, which will be used in the methodology of the project, are detailed below:

Figure 3. *Dependent and independent variables*

Note: The figure shows the dependent and independent variables together with their conceptual definitions. Prepared by the author.

2.3. Contextual



2.3.1. Location and contextualization of the problem

The school of basic education Charles Darwin is a school located in the province of Guayas canton Durán, exactly in the parish Eloy Alfaro. This educational center is dedicated to regular education and private secular support, accompanied by a Hispanic jurisdiction. It is located in the Rio Guayas citadel, Francia Street S/N 5 España and Rio Guayas Street (Infoescuelas Ecuador, 2022).

The educational institution currently offers on-site study modalities at educational levels ranging from kindergarten to basic general education, in the morning. The school has a total of 19 teachers, 17 female, and 2 males, as well as 2 female administrative staff, and a total of 381 students, 183 female and 198 males (Infoescuelas Ecuador, 2022).

Over the years, the educational institution has become well known for its educational quality, however, during the last months of the year 2022, students have shown a low academic performance in the teaching-learning process of the English language, a situation that has discredited the educational center. In part, this is due to the lack of methods and strategies employed by the teachers in charge of the subject, since they make use of traditional teaching methods, which nowadays, do not contribute much without the help of a didactic technological tool.

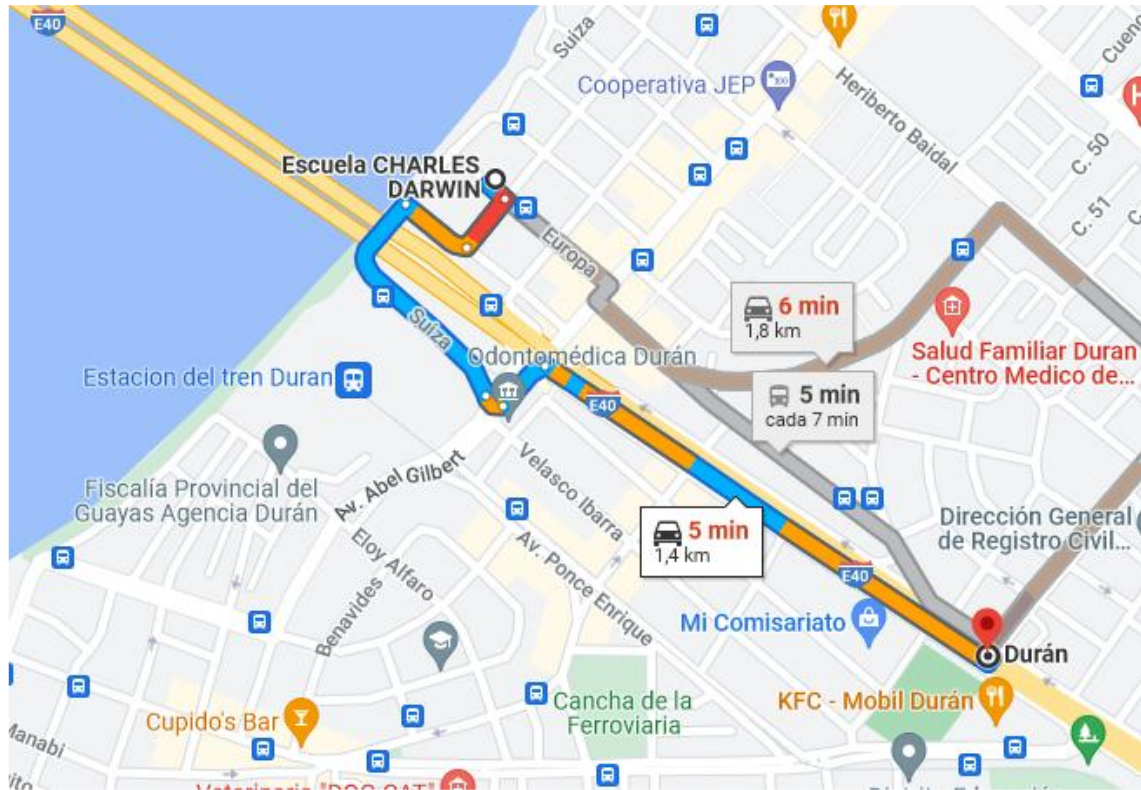
This event has developed a general uneasiness in the sixth and seventh grades since it is reflected in the effort that students put daily into their school activities, this, therefore, has caused the development of competencies and participative attitude also decreases. Therefore, it is the responsibility of the teacher in charge to find new ways to capture the attention of their students, and in this way be able to provide them with a better teaching-learning process.

Level	Number of students
6th grade	Students:
	Female: 13
	Male: 11
	Total: 24
7th grade	Students:
	Female: 11
	Male: 13
	Total: 24

Table 3. *Learning styles and their characteristics*

Note. The table shows the number of sixth and seventh-grade students by gender at the Charles Darwin School in 2022. Prepared by the author.

Concerning the above, the problem is determined in context, focusing mainly on how the subject teacher is teaching his classes, given the case, it will be important to



evaluate what kind of activities and projects are integrating the contents of the subject, in addition, it will also be important to identify the main shortcomings that arise because of this mismanagement of teaching, and thus, to propose a solution for improvement that is helpful and welfare for the educational institution "Charles Darwin".

Figure 4. *The geographical location of the Charles Darwin Institution*

Note. The figure shows the geographic location of the Charles Darwin School.

Source: Google Maps (2022).

2.4. Legal Framework

Since this research is focused on the educational field, it is considered important to indicate what is established in the laws and regulations of Ecuador, to put into context, the current situation, and in turn to have a legal support base, which is per the rules stipulated in the Charles Darwin Educational Institution.

Following the LOEI (Organic Law of Intercultural Education), and as established in the Constitution of the Republic of Ecuador:

Art. 343.- It establishes a national education system that will have as its purpose the development of individual and collective capacities and potentialities of the population, which will make learning possible, and the generation and use of knowledge, techniques, know-how, arts, and culture. The system shall be centered on the learner, and shall operate in a flexible and dynamic, inclusive, effective, and efficient manner. The national education system will integrate an intercultural vision per the geographic, cultural, and linguistic diversity of the country, and respect for the rights of communities, peoples, and nationalities (Organic Law of Intercultural Education, 2011, p. 6).

Art. 344.- It states that the national education system shall comprise the institutions, programs, policies, resources, and actors of the educational process, as well as actions at the initial, basic, and high school education levels, and shall be articulated with the higher education system. The State will exercise the stewardship of the system through the national education authority, which will formulate the national education policy; it will also regulate and control the activities related to education, as well as the operation of the system's entities (Organic Law of Intercultural Education, 2011, p. 6).

Art. 345.- It establishes education as a public service to be provided through public, fiscal-commissioned, and private institutions. In educational establishments,

social and psychological support services will be provided free of charge, within the framework of the system of inclusion and social equity (Organic Law of Intercultural Education, 2011, pp. 6-7).

Based on the above-mentioned articles, it is determined that education represents part of the sustainable development of the country, therefore, the real importance of this sector must be taken into account. Likewise, the government of Ecuador has the responsibility to provide education through the necessary means and resources, with a view to quality education, therefore, the cost of education and what is used to provide it must be one hundred percent free.

Likewise, the Organic Law of Intercultural Education (2011) The Constitution of the Republic of Ecuador establishes the following:

Art. 347.- It establishes that it will be the responsibility of the State:

1. Strengthen public education and coeducation; ensure the permanent improvement of quality, the expansion of coverage, physical infrastructure, and the necessary equipment of public educational institutions.
2. Guarantee that educational centers are democratic spaces for the exercise of rights and peaceful coexistence. Educational centers will be spaces for early detection of special needs.
3. Guarantee formal and non-formal education modalities.
4. Ensure that all educational entities provide education on citizenship, sexuality, and environment, from a rights-based approach.
5. Guarantee respect for the psycho-evolutionary development of children and adolescents throughout the educational process.

6. Eradicate all forms of violence in the educational system and ensure the physical, psychological, and sexual integrity of students.
7. Eradicate pure, functional, and digital illiteracy, support the processes of post-literacy and continuing education for adults, and the overcoming of educational backwardness.
8. Incorporate information and communication technologies in the educational process and promote the linkage of teaching with productive or social activities.
9. To guarantee the system of intercultural bilingual education, in which the language of the respective nationality shall be used as the main language of education and Spanish as the language of intercultural relations, under the guidance of the State's public policies and with full respect for the rights of the communities, peoples, and nationalities.
10. Ensure that the teaching of at least one ancestral language is progressively included in the curricula.
11. To guarantee the active participation of students, families, and teachers in the educational process.
12. To guarantee, under the principles of social, territorial, and regional equity, that all people have access to public education. (p. 7)

According to the provisions of Article 347, the State has the responsibility to strengthen the educational system of Ecuador, provide resources and adequate facilities so that the population can be educated, in addition, putting in context the problem of this research, according to paragraph nine, it is established that the bilingual education system must be guaranteed, as well as paragraph eleven, which indicates that the active participation of students within the educational environment must be guaranteed.

Rights and obligations of students

According to the Organic Law of Intercultural Education (2011), for this section, the rights and obligations of the students most relevant to the research will be cited:

Art. 7.- Rights. – Students have the following rights:

- a. To be fundamental actors in the educational process.
- b. Receive a comprehensive and scientific education that contributes to the full development of their personality, capabilities, and potential, respecting their rights, and fundamental freedoms and promoting gender equality, non-discrimination, the valuing of diversity, participation, autonomy, and cooperation.
- c. To be treated with justice, dignity, without discrimination, with respect for their individual, cultural, sexual, and linguistic diversity, their ideological, political, and religious convictions, and their fundamental rights and freedoms guaranteed by the Constitution of the Republic, international treaties and instruments in force and the Law.
- d. To intervene in the process of internal and external evaluation as part and purpose of their educational process, without discrimination of any nature.
- e. To receive free social, psychological, and comprehensive health care services in their educational circuits. (p. 16).

Art. 8.- Obligations. - The students have the following obligations:

- a. Regularly attend classes and comply with the tasks and obligations derived from the teaching and learning process, according to the corresponding regulations and by the educational modality, except in cases of vulnerable situations in which flexible schedules may be recognized.
- b. To participate in the evaluation permanently, through internal and external processes that validate the quality of education and inter-learning.
- c. To strive for educational excellence and show integrity and academic honesty in the fulfillment of tasks and obligations.
- d. To commit to the care and good use, maintenance, and improvement of the physical facilities, goods, and services of the educational institutions, without implying economic expenses.
- e. Treat the members of the educational community with dignity, respect, and without any discrimination. (p. 17).

Based on the rights and obligations of students exposed above, the main ones show that students should demand to enjoy a good academic education, which is with justice and dignity, in addition, it should also be an obligation to do their part, and fulfill their duties and obligations as students in training. And, therefore to be able to opt for quality education.

2.5. Variable operationalization table

Frame 2. *Variable operationalization*

INDEPENDENT VARIABLE (IV)	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	ANALYSIS UNIT	INDICATORS	INSTRUMENT	TECHNIQUE
VIRTUAL PLATFORM	Virtual platforms have become a	Information obtained through	Students and teachers	-Mastery of course content.	Question quiz	Poll

M	powerful tool in educational technology, being able to develop the independence of knowledge in many cases and the virtual rapprochement between teachers and learners.(Barrera & Guapi, 2018).	journals and scientific articles.	work under outdated learning strategies and methods.	-Management and easy adaptation of the platform -Communication and interaction between teachers and students -Motivation towards learning the language -Positive attitude		
DEPENDENT VARIABLE (DV)	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	ANALYSIS UNIT	INDICATORS	INSTRUMENT	TECHNIQUE
TEACHING-LEARNING PROCESSES IN THE ENGLISH CLASS	In the teaching-learning process, the specific knowledge and actions or skills that the student must assimilate are distinguished as part of the contents of the different subjects they learn (Fontes, González, & Martínez, 2019, p. 65).	Information obtained through journals and scientific articles	Students and teachers work under outdated learning strategies and methods.	-Improvement in the teaching-learning process -Improvement of disabilities and limitations presented with traditional teaching methods -Improvement in your cognitive abilities -Improvement in academic performance -Improvement of abilities and skills	Question quiz	Poll

Note. The frame shows the operationalization of the dependent and independent variables. Developer by the author

Chapter III

3. Methodology

3.1. Research approaches

Research is composed of a series of methods and techniques that serve to obtain relevant information for certain studies, however, research also has approaches, which help to identify what kind of results and inferences are to be drawn from all the work done. Research has three types of approaches, quantitative, qualitative, and mixed, which are essential to be able to make decisions about the methodology to be used, and which, in addition, it seeks to verify results and build conclusions of a particular study phenomenon (Hernández *et al.*, 2006).

3.1.1. Quantitative approach

When referring to quantitative research, statistics is an inclusive element, since it is one of the main foundations of this approach, where the main objective is to collect quantifiable data, to later analyze their processing and results. Through these results, it is possible to determine predictions and behavioral patterns based on the problem or phenomenon in question (Hernández *et al.*, 2006, p. 6).

Therefore, based on what is mentioned by the authors, a quantitative research approach aims to extract data, which will be quantified and treated with the help of statistics. Through the results obtained, the researcher can make inferences about verifications, theories, and other aspects that were analyzed within the study, and with which the respective conclusions can be determined.

3.1.2. Qualitative approach

Qualitative research is treated within a much more natural environment, that is, it is responsible for allowing the researcher to induce a certain process that is being

studied, in this case, this is made possible by the interaction between the researcher and the study population, which allows experiences and ideologies to be acquired. For this type of qualitative approach, the variables are not manipulated experimentally, which, therefore, rules out the fact that statistics must be used to infer quantifiable results (Hernández *et al.*, 2006, p. 8).

Based on what is stated by the authors, the approach of qualitative research is translated as a model that only needs to be described, based on the traits and characteristics analyzed during the research process. Therefore, the authors emphasize that the use of statistics is discarded, since it is not required to quantify data and expose them in an inferential way, but rather, a descriptive or comparative analysis is needed regarding the behavior of a problem or phenomenon in question.

Having said this, concerning the above-mentioned research approaches, it is determined that the approach to be applied in this research will be quantitative because the purpose of this project is to create a proposed solution through a product, which will be used by the educational institution to achieve improvements in the teaching-learning process.

3.2. Types of research

According to the Veracruzana University (2014), research projects can be classified based on the following criteria: according to the purpose, the type of research can be basic or applied; according to the means used for data collection, it can be documentary, field or experimental; according to the level of knowledge acquired, it can be exploratory, descriptive or explanatory; according to the field of knowledge acquired, it can be scientific or philosophical, among others.

The following are some of the types of research mentioned above:

3.2.1. Basic research

This type of research, also known as pure or dogmatic, focuses on the review of a theoretical framework, which will be characterized by the researcher to check or change existing theoretical models so that much more knowledge of a scientific or philosophical nature can be generated, but without the need to perform any practical action or fact (Vercruzana University, 2014).

Regarding the author's statement, in basic research, the researcher focuses on analyzing concepts and theories so that they can be known from a different point of view, or applied within other theoretical models; however, the researcher does not carry out any type of practical activity.

3.2.2. Applied Research

This type of research, also known as practical or empirical, goes hand in hand with basic research because the researcher seeks to put into practice each of the knowledge and findings acquired throughout the process of extracting information, and based on this, propose a product or solution that helps to bring improvements within the scientific community (Vercruzana University, 2014).

According to the above mentioned, it follows that applied research is part of complements basic research since it allows the researcher to put into practice everything reviewed in the theories. That is, it seeks to demonstrate, based on facts and results, that the research work managed to provide a benefit or improvement with the solution of a need or problem in question.

3.2.3. Exploratory Research

Exploratory research is considered a scientific approach to the problem, a problem that has never been dealt with before, which for the first time will be

approached by the researcher. In other words, this type of research allows addressing issues within a detected problem, to subsequently carry out another research based on the procedures found in the previous research (Vercruzana University, 2014).

With this, it is determined that exploratory research, as its name indicates, is in charge of exploring a problem or phenomenon that has not been addressed before, and of which it is expected to investigate the main aspects, which will later serve to carry out much more complete research on the topic being dealt with.

3.2.4. Descriptive Research

Unlike exploratory research, descriptive research focuses on detailing the main aspects of an existing topic or phenomenon; through this research, the object of study or a given situation is characterized. Likewise, it combines aspects that allow ordering, compiling, classifying, or systematizing other elements immersed in the research work. This type of research, like the exploratory one, is also useful for other studies that require much more depth (Vercruzana University, 2014).

Based on this, it follows that descriptive research focuses on describing the aspects and features of an existing phenomenon or problem, where the main objective is focused on characterizing the object of study within the research. Likewise, the researcher makes use of analytical tools, techniques, and instruments, which help him/her to describe a given situation in much greater depth.

3.2.5. Explanatory research

Explanatory research, in contrast to the other research already described, focuses on a causal relationship, i.e., it does not only seek to describe a given phenomenon or problem but focuses on identifying its causes. With the application of this type of

research, the researcher requires the combination of synthetic and analytical methods, through which it is desired to demonstrate the reason for the occurrence of a problem (Vercruzana University, 2014).

Therefore, the author determines that explanatory research is based on seeking the causes of a given problem, through which it seeks to expose the main aspects and factors that have been involved in leading to the problem. Based on all the types of research previously exposed, it is concluded that this research will be applied, since it focuses on applying the knowledge acquired throughout the foreign language career, and with them propose a solution to improve a particular problem; this with the design and creation of a final product, whose objective is to benefit the entire teaching and student community of the "Charles Darwin" school.

3.3. Population

According to the National Institute of Statistics (2022) the population is known as a set of elements to be treated or investigated, of which these elements can be made up of people, objects, events, situations, among others.

That said, the population that will be part of the present research is made up of a total of 48 students in the sixth and seventh grades of elementary school at the "Charles Darwin" school, who will be intervened through the technique and instrument applied for data collection during the process. This group was taken into consideration, since they are part of the English class with level A1 and, in addition, because they are the highest grades, which will allow collecting much more precise and formal information.

3.4. Sample

A sample is part of the universe of a population, i.e., it represents a subset or fragment of a total population, which the researcher wishes to investigate or know in depth (Pineda *et al.*, 1994).

In the case of this research, no formula will be used to obtain a sample, since the study population is quite small, therefore, the total population of 48 students will be the one to which the respective techniques and instruments will be applied.

3.5. Data collection methods and techniques

Data collection methods and techniques allow the researcher to obtain relevant information for the research, they are indispensable, since through them results are obtained, which help to prove hypotheses, study theories, among other aspects of a problem or phenomenon studied.

Some of the existing data collection techniques are mentioned below:

3.5.1. Survey

According to Tamayo and Silva (n.d.) this technique of data collection is in charge of establishing contact with the study population selected for the research, through the application of questionnaires of previously made questions. Among the existing types of surveys are: telephone surveys, mail surveys, personal surveys and online surveys. (p. 4)

According to the authors, the survey technique is carried out by means of questions established in a questionnaire, which help the researcher to collect valuable information about the problem or phenomenon under investigation.

3.5.2. Interview

According to Tamayo and Silva (n.d.), the interview is defined as the establishment of a dialogue through a conversation between two or more persons, the person in charge of asking the questions being called the interviewer, and the person who responds, the interviewee. As in the survey, the interview also presents modalities, such as: asystematic or free interview, structured interview, focused interview, simultaneous interview and successive interview (p. 5)

Therefore, according to the above, the interview technique has the same purpose as the survey, however, this technique is generally directed towards two or three people, since the questions posed are based on closed questions, from which specific information is obtained on additional aspects of the research problem.

3.5.3. Documentary Analysis

According to Tamayo and Silva (n.d.), unlike the previous techniques mentioned above, this technique is obtained through secondary sources, i.e., the information is collected from other existing data which can be extracted from brochures, magazines, books, newsletters, among other sources.

Therefore, as mentioned by the authors, this technique rather serves as a complement to the other techniques used, since what is being analyzed serves to corroborate or rule out some aspect of the problem that the researcher is dealing with at that time.

Based on everything previously stated about the data collection techniques, it is determined that the online survey will be used in this research. This is because it will help to streamline the process of obtaining information, without having to attend the educational establishment.

3.6. Research instruments

These instruments serve as a complement to the techniques mentioned above, they can be of qualitative or quantitative approach, depending on the type of technique to be used in the research. Among some of the existing instruments are: observation, archival documents, laboratory experiments, physical or online questionnaires, online communities, and so on (QuestionPro, 2022).

3.6.1. Questionnaire

The questionnaire is defined as a tool whose purpose is focused on the collection of quantitative data, that is, data that can be quantified and inferred through statistics. Through this instrument, it is possible to collect standardized data and make generalizations from them (QuestionPro, 2022).

Therefore, it is determined that this research will make use of the questionnaire instrument as a complement to the survey technique, through which we seek to obtain relevant data and information about the methods and resources used for teaching the subject English students.

The following is the format to be used as part of the application of the questionnaire:

Table 4. *Survey format*

THE QUESTIONNAIRE ADDRESSED TO THE STUDENTS OF THE "CHARLES DARWIN" SCHOOL	
STUDY OBJECTIVE: Design a virtual platform of didactic exercises focused on vocabulary, for the educational unit "Charles Darwin", in the city of Guayaquil, in the year 2022.	

Instructions.

Answer the statements according to the scale below:

LIKERT RATING SCALE

1. STRONGLY DISAGREE
2. DISAGREE
3. NEITHER AGREE NOR DISAGREE
4. AGREE
5. TOTALLY AGREE

ASPECTS		SCALE				
		1	2	3	4	5
1	Do you think that using didactic and interactive tools helps you learn in a better way?					
2	As an English language learner, do you find it difficult to read long, text-heavy readings correctly?					
3	Have you recently learned new words in English class, including how to spell and pronounce them?					
4	Does your English teacher use didactic and interactive tools when teaching new vocabulary in class?					
5	Do you think that you can learn English much better with technology than with textbooks alone?					
6	Does your teacher usually review the topics and vocabulary covered at the end of each unit in English?					

7	Do you feel that videos help you learn English better than textbook activities?					
8	Do you think your GPA has improved lately with your teacher's teaching in English?					
9	Does your teacher always send home assignments to reinforce what was seen in class?					
10	Do you think that traditional methods such as paper-based workshops, long readings in textbooks, and written poster presentations should continue to be used for teaching and learning English?					
11	Do you think that an interactive online platform should be used to improve vocabulary learning in English?					

Note. The table shows the format of the survey with its questions. Developer by the author

3.7. Analysis and interpretation of results

The results obtained from the application of the survey technique and the questionnaire instrument, which were applied to sixth and seventh-grade students of the Charles Darwin School in Durán, are shown below.

Question N°1

Do you think that using didactic and interactive tools helps you learn in a better way?

According to the survey conducted, the following results were obtained:

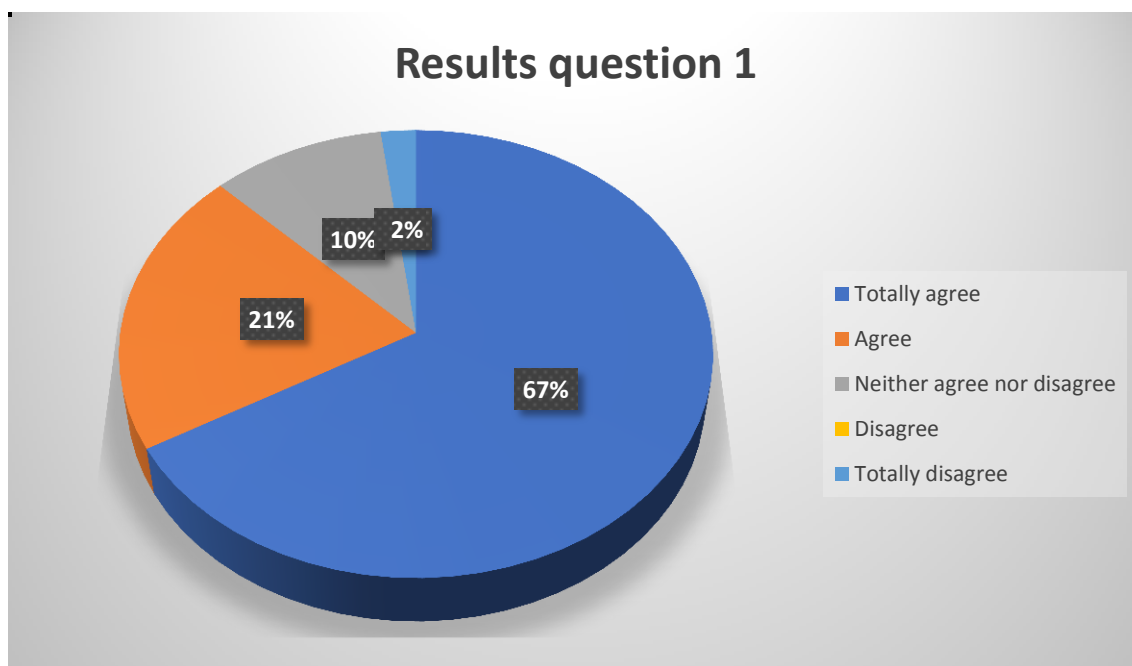
Table 5. *Results question 1*

Options	Frequency	%
Totally agree	32	66,7%
Agree	10	20,8%
Neither agree nor disagree	5	10,4%
Disagree	0	0%
Totally disagree	1	2,1%
Total	48	100%

Note. The table shows the results obtained from the survey of question 1.

Represented graphically, it is detailed as follows:

Figura 5. Graph of results question 1



Note. The figure shows the results of question 1 graphically. Prepared by the author.

Analysis of question 1

Based on the first question posed, where students were asked about the use of didactic and interactive tools as an aid to improve learning, it was found that 66.7% and 20.8% of the students surveyed said they totally agreed and agreed that the use of these tools is helpful to improve learning; therefore, 10.4% of the students said they neither agreed nor disagreed with the above, and finally, only 2.1% responded that they totally disagreed with this question.

Question N°2

As an English language learner, do you find it difficult to read long, text-heavy lectures correctly?

According to the survey conducted, the following results were obtained:

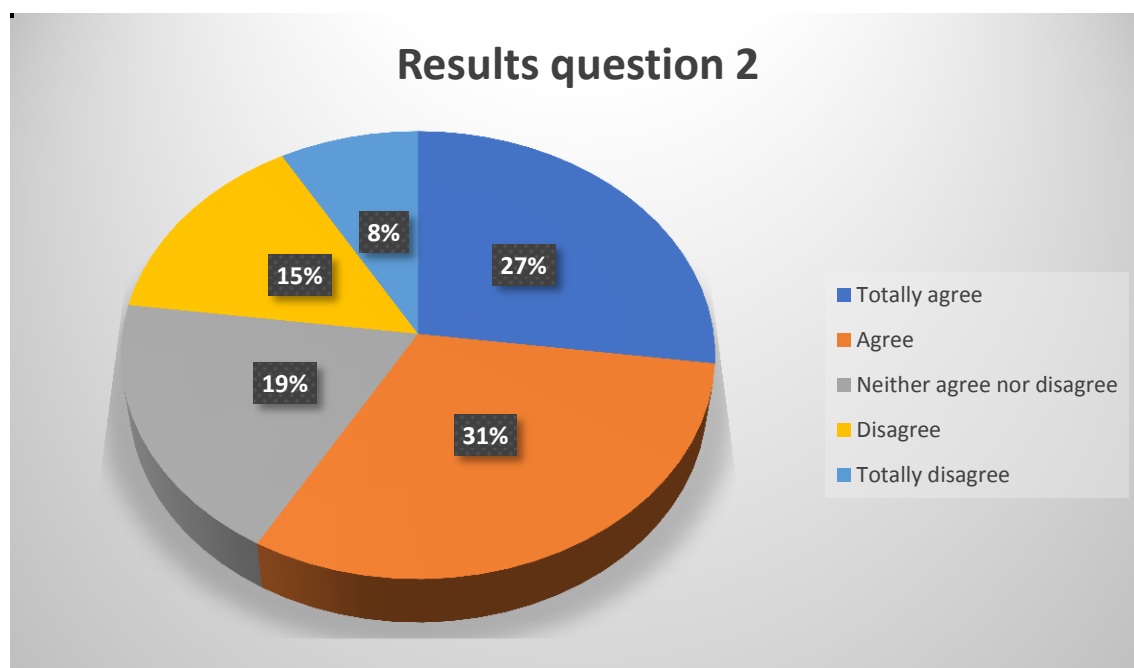
Table 6. Results question 2

Options	Frequency	%
Totally agree	13	27,1%
Agree	15	31,2%
Neither agree nor disagree	9	18,8%
Disagree	7	14,6%
Totally disagree	4	8,3%
Total	48	100%

Note. The table shows the results obtained from the survey of question 2.

Represented graphically, it is detailed as follows:

Figura 6. Graph of results question 2



Note. The figure shows the results of question 2 graphically. Prepared by the author.

Analysis of question 2

Based on the second question posed, where students were asked if it was difficult for them to correctly read long readings with a lot of text, it was found that 27.1% and 31.2% of the students surveyed said that they totally agreed and agreed that it was difficult for them to read long readings with a lot of text; Consequently, 18.8% of the students stated that they neither agreed nor disagreed with the aforementioned, and

finally, 14.6% and 8.3% stated that they disagreed and totally disagreed with this question.

Question N°3

Have you recently learned new words in English class, including how to spell and pronounce them?

According to the survey conducted, the following results were obtained:

Table 7. *Results question 3*

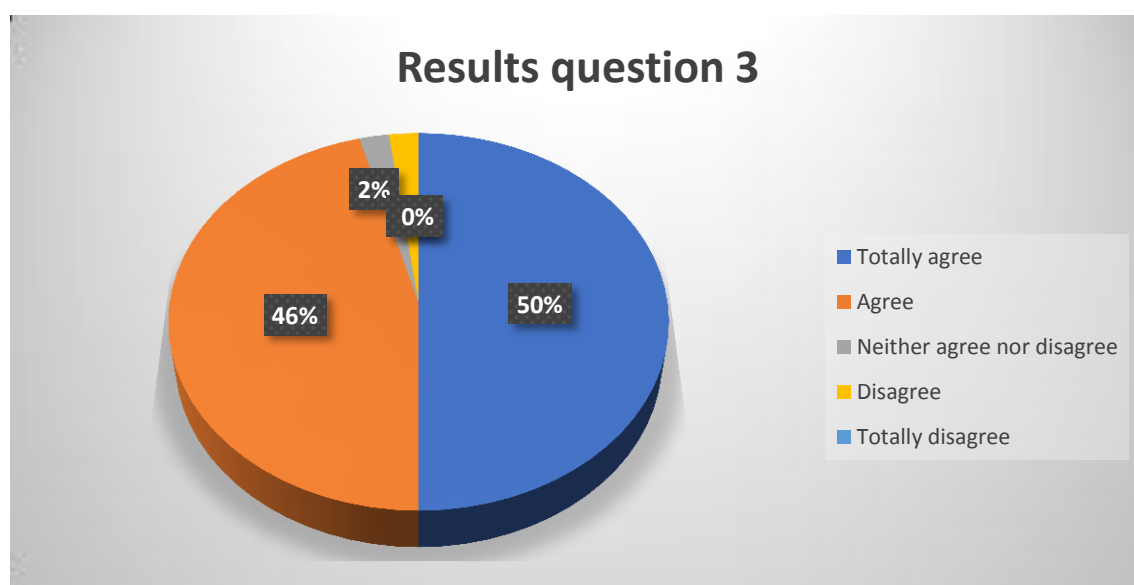
Options	Frequency	%
Totally agree	24	50%
Agree	22	45,8%
Neither agree nor disagree	1	2,1%
Disagree	1	2,1%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 3.

Represented graphically, it is detailed as follows:

Figura 7. Graph of results question 3

Note. The figure shows the results of question 3 graphically. Prepared by the author.



Analysis of question 3

Based on the third question posed, where the students were asked if they had recently learned new words, including how they are spelled and pronounced, it was found that 50% and 45.8% of the students surveyed said that they totally agreed and agreed that their teacher had taught them new vocabulary words; therefore, 2.1% of the students said that they neither agreed nor disagreed with the above, and finally, only 2.1% said that they disagreed with this question.

Question N°4

Does your English teacher use didactic and interactive tools when teaching new vocabulary in class?

According to the survey conducted, the following results were obtained:

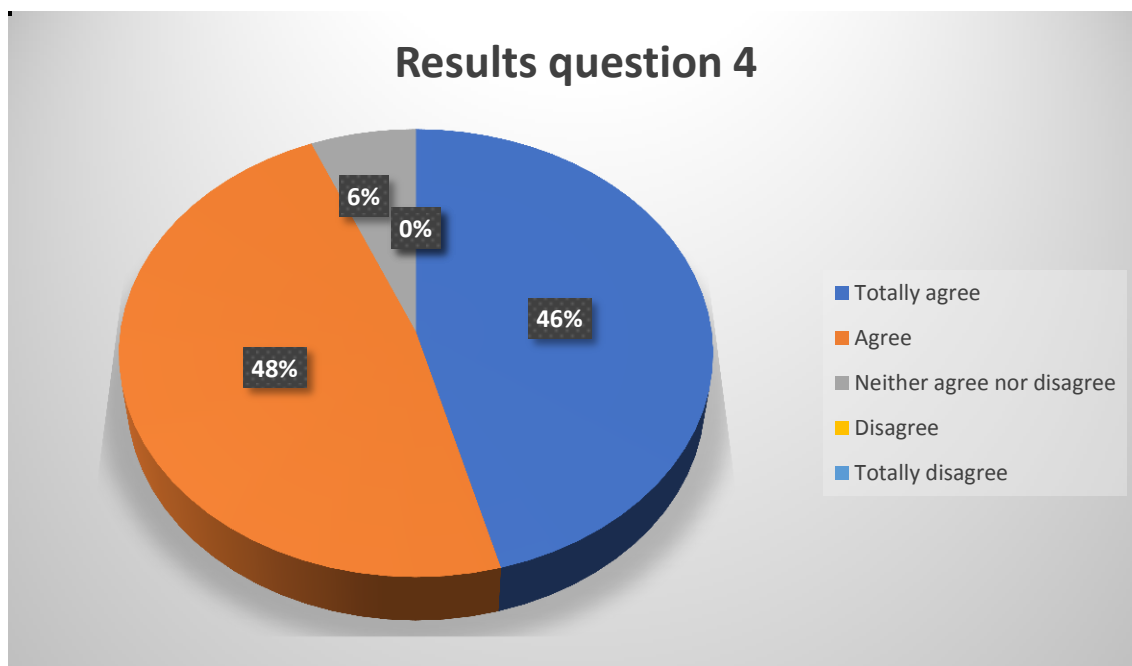
Table 8. *Results question 4*

Options	Frequency	%
Totally agree	22	45,8%
Agree	23	47,9%
Neither agree nor disagree	3	6,3%
Disagree	0	0%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 4.

Represented graphically, it is detailed as follows:

Figura 8. Graph of results question 4



Note. The figure shows the results of question 4 graphically. Prepared by the author.

Analysis of question 4

Based on the fourth question posed, where students were asked if their teacher made use of didactic and interactive tools when teaching new vocabulary in class, 45.8% and 47.9% of the students surveyed said that they totally agreed and agreed that their teacher used this type of tools for teaching new vocabulary, and finally, 6.3% of the remaining respondents said that they neither agreed nor disagreed with this question.

Question N°5

Do you think that you can learn English much better with technology than with textbooks alone?

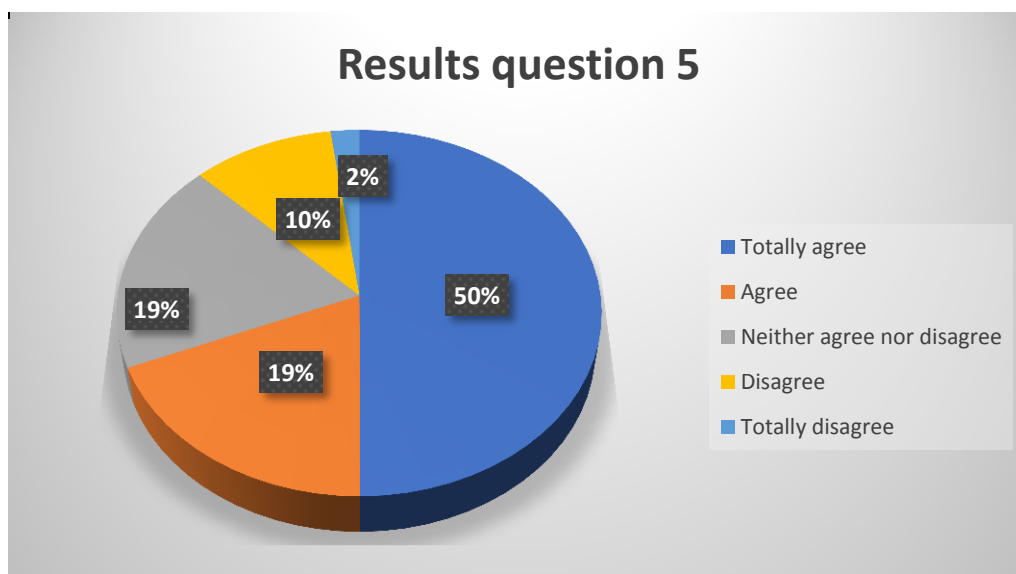
According to the survey conducted, the following results were obtained:

Table 9. *Results question 5*

Options	Frequency	%
Totally agree	24	50%
Agree	9	18,8%
Neither agree nor disagree	9	18,8%
Disagree	5	10,4%
Totally disagree	1	2,1%
Total	48	100%

Note. The table shows the results obtained from the survey of question 5.

Represented graphically, it is detailed as follows:

Figura 9. Graph of results question 5

Note. The figure shows the results of question 5 graphically. Prepared by the author.

Analysis of question 5

Based on the fifth question posed, in which the students were asked if they considered that through technology they have the possibility of learning the English language in a better way than only with textbooks, it could be obtained that 50% and 18.8% of the students totally agreed and agreed that technology would help to improve the learning of English much more than textbooks. On the other hand, 18.8% of the

students responded neither agreeing nor disagreeing with what was asked and finally, 10.4% and 2.1% of the remaining respondents said they neither disagreed nor totally disagreed with what was asked.

Question N°6

Does your teacher usually review the topics and vocabulary covered at the end of each unit in English?

According to the survey conducted, the following results were obtained:

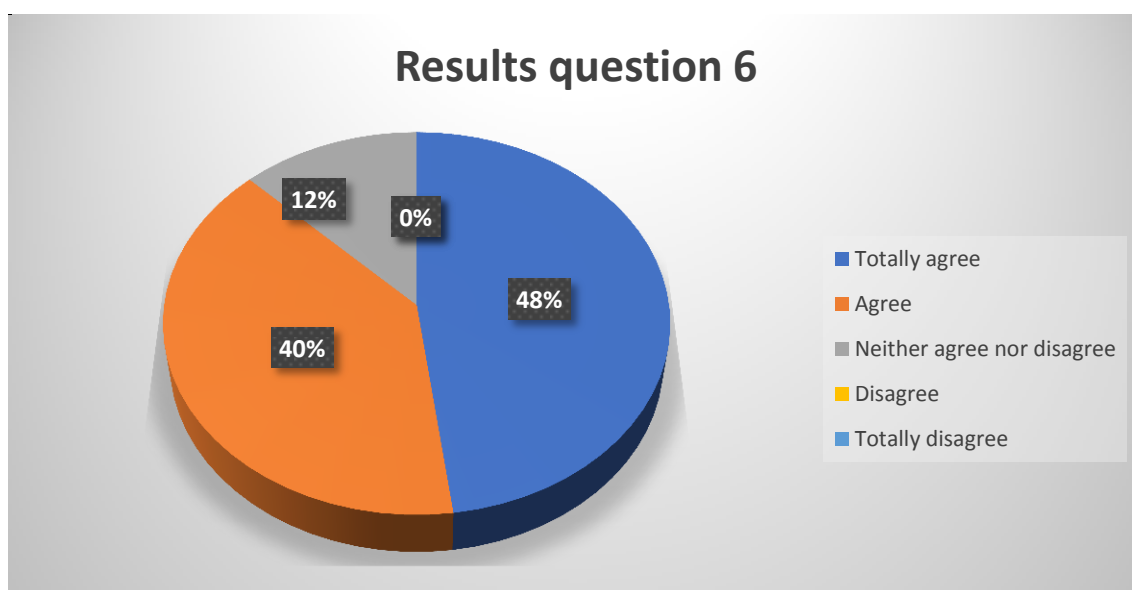
Table 10. *Results question 6*

Options	Frequency	%
Totally agree	23	47,9%
Agree	19	39,6%
Neither agree nor disagree	6	12,5%
Disagree	0	0%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 6.

Represented graphically, it is detailed as follows:

Figura 10. Graph of results question 6



Note. The figure shows the results of question 6 graphically. Prepared by the author.

Analysis of question 6

Based on the sixth question posed, where students were asked if their teacher usually reviews vocabulary topics before the end of each unit of the English subject, it was found that 47.9% and 39.6% of the students totally agreed and agreed that their teacher reviews vocabulary at the end of each unit. Finally, 12.5% of the students surveyed neither agreed nor disagreed with the question posed.

Question N°7

Do you feel that videos help you learn English better than textbook activities?

According to the survey conducted, the following results were obtained:

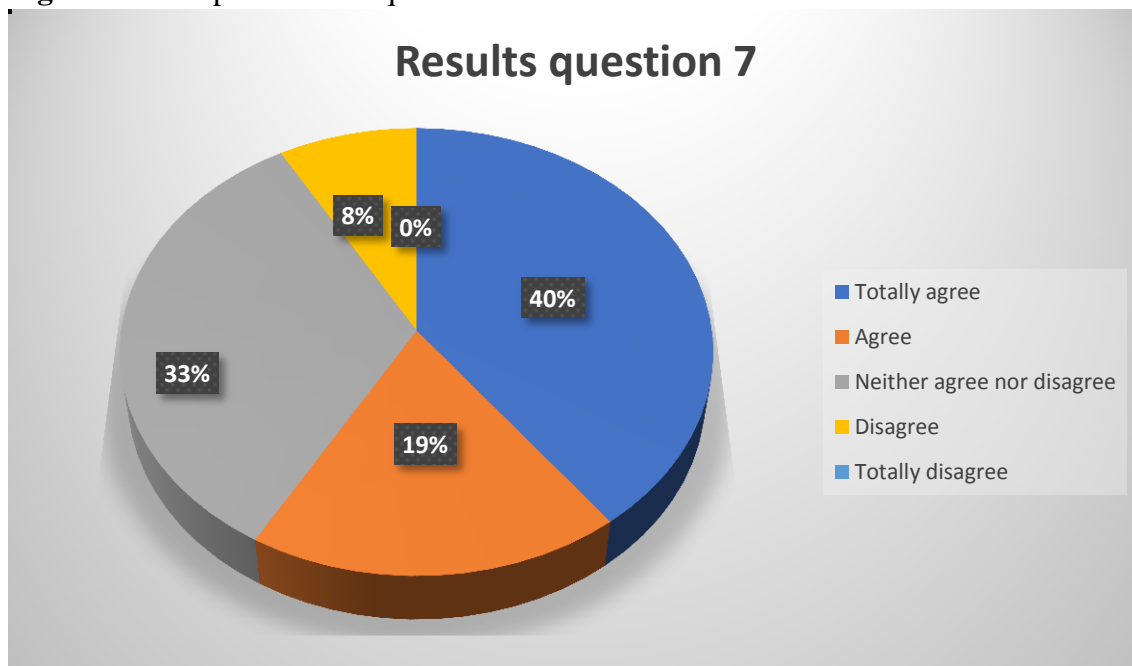
Table 11. *Results question 7*

Options	Frequency	%
Totally agree	19	39,6%
Agree	9	18,7%
Neither agree nor disagree	16	33,3%
Disagree	4	8,3%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 7.

Represented graphically, it is detailed as follows:

Figura 11. Graph of results question 7



Note. The figure shows the results of question 7 graphically. Prepared by the author.

Analysis of question 7

Based on the seventh question posed, where students were asked if they considered that videos allow them to learn English in a better way than with textbook activities, 39.6% and 18.7% of the students totally agreed and agreed that videos are better resources to learn English in a better way. Consequently, 33.3% of the students assured that they neither agreed nor disagreed that videos are the best for learning the language. And finally, the remaining 8.3% said they disagreed with the question posed.

Question N°8

Do you think your GPA has improved lately with your teacher's teaching in English?

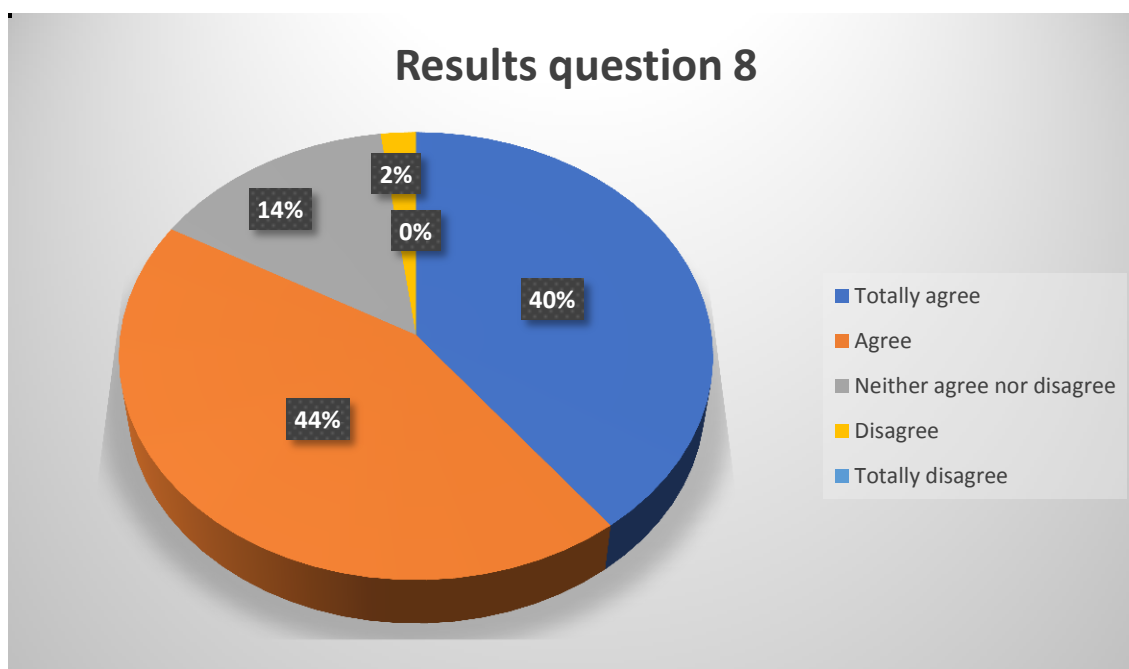
According to the survey conducted, the following results were obtained:

Table 12. *Results question 8*

Options	Frequency	%
Totally agree	19	39,6%
Agree	21	43,7%
Neither agree nor disagree	7	14,6%
Disagree	1	2,1%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 8.

Represented graphically, it is detailed as follows:

Figura 12. Graph of results question 8

Note. The figure shows the results of question 8 graphically. Prepared by the author.

Analysis of question 8

Based on the eighth question posed, where the students were asked if they considered that their GPA had improved lately with the teachings of their English teacher, it was possible to obtain that 39.6% and 43.7% of the students totally agreed and agreed that their GPA had improved with the teachings of their English teacher. Consequently, 14.6% of the students assured that they neither agreed nor disagreed that

their GPA had improved in view of what was consulted. And finally, the remaining 2.1% said they disagreed with what was asked.

Question N°9

Does your teacher always send home assignments to reinforce what was seen in class?

According to the survey conducted, the following results were obtained:

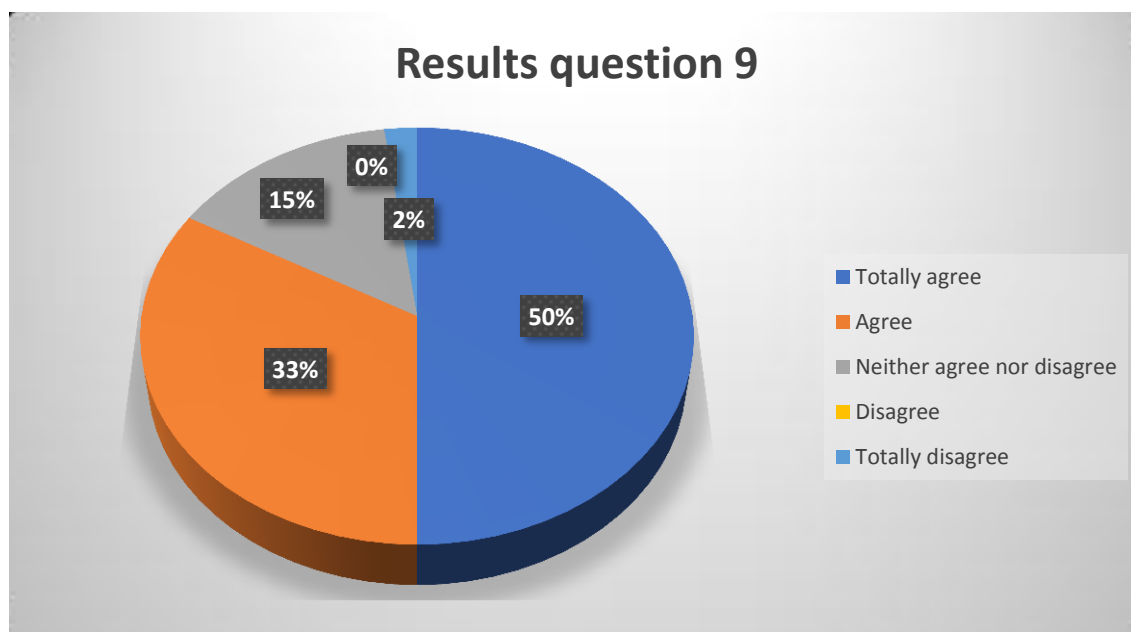
Table 13. Results question 9

Options	Frequency	%
Totally agree	24	50%
Agree	16	33,3%
Neither agree nor disagree	7	14,6%
Disagree	0	0%
Totally disagree	1	2,1%
Total	48	100%

Note. The table shows the results obtained from the survey of question 9.

Represented graphically, it is detailed as follows:

Figura 13. Graph of results question 9



Note. The figure shows the results of question 9 graphically. Prepared by the author.

Analysis of question 9

Based on the ninth question, where students were asked if their teacher sends homework home to reinforce what they have learned in class, it was found that 50% and 33.3% of the students totally agreed and agreed with the statement that their teacher does send home homework to reinforce what they have learned in class. Consequently, 14.6% of the students stated that they neither agreed nor disagreed that their teacher sends home assignments. And finally, the remaining 2.1% said they totally disagreed with what was asked.

Question N°10

Do you think that traditional methods such as paper-based workshops, long readings in textbooks, and written poster presentations should continue to be used for teaching and learning English?

According to the survey conducted, the following results were obtained:

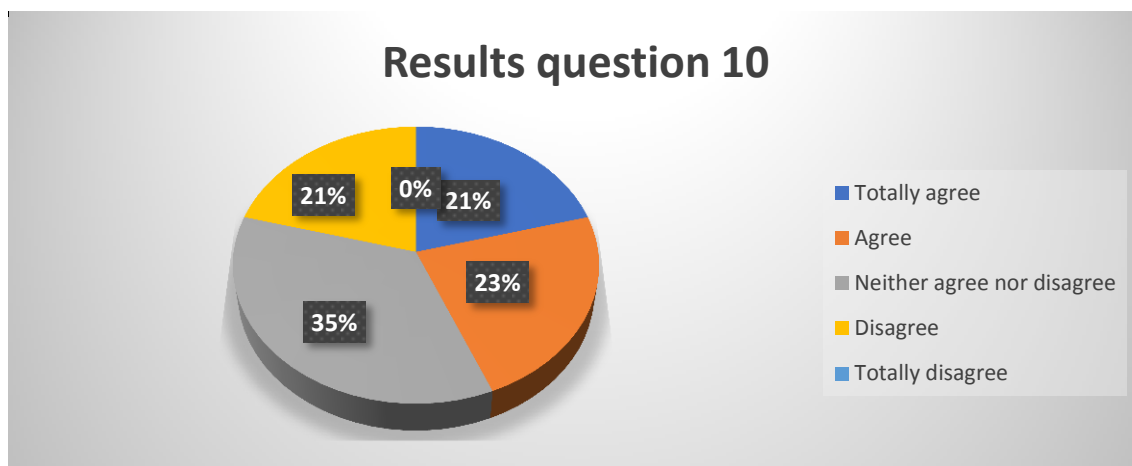
Table 14. *Results question 10*

Options	Frequency	%
Totally agree	10	20,8%
Agree	11	22,9%
Neither agree nor disagree	17	34,5%
Disagree	10	20,8%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 10.

Represented graphically, it is detailed as follows:

Figura 14. Graph of results question 10



Note. The figure shows the results of question 10 graphically. Prepared by the author.

Analysis of question 10

Regarding the tenth question, in which the students were asked if they considered that traditional methods such as workshops on paper sheets, extensive reading of textbooks, and expositions with written posters should continue to be used for teaching and learning the subject of English, it was found that 20.8% and 22.9% of the students said that they totally agreed and agreed that these types of methods should continue to be used. However, 35.4% of the students stated that they neither agreed nor disagreed with this issue. And finally, the remaining 20.8% said they disagreed with the continued use of this as a learning method.

Question N°11

Do you think that an interactive online platform should be used to improve vocabulary learning in English?

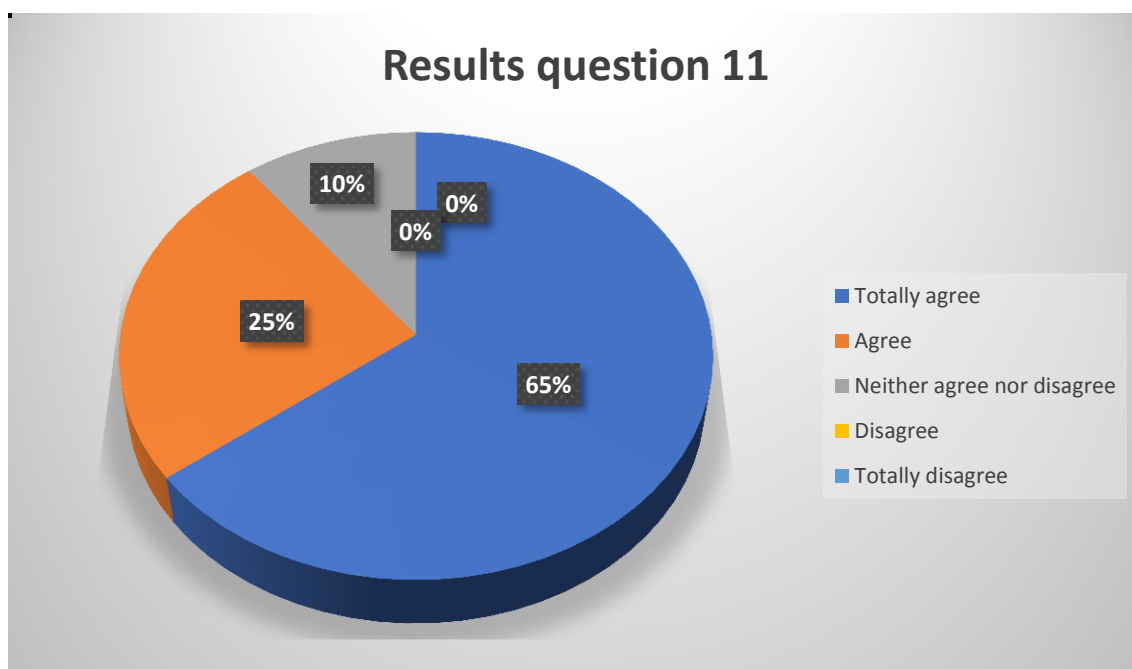
According to the survey conducted, the following results were obtained:

Table 15. *Results question 11*

Options	Frequency	%
Totally agree	31	64,6%
Agree	12	25%
Neither agree nor disagree	5	10,4%
Disagree	0	0%
Totally disagree	0	0%
Total	48	100%

Note. The table shows the results obtained from the survey of question 11.

Represented graphically, it is detailed as follows:

Figura 15. Graph of results question 11

Note. The figure shows the results of question 11 graphically. Prepared by the author.

Analysis of question 11

Regarding question eleven, in which the students were asked if they considered that they should work through an interactive online platform, where activities focused on vocabulary were placed, which would help to improve learning in the subject of English, it was found that 64.6% and 25% of the students said that they totally agreed

and agreed that this type of platform should be used. However, 10.4% of the students stated that they neither agreed nor disagreed..

Overall analysis of the survey results

Therefore, once the survey technique was applied with its questionnaire instrument, which was evaluated through the Likert measurement scale, it can be said that quite acceptable results were obtained, where it could be evidenced that there is a great interest on the part of the students in terms of making use of didactic tools to reinforce the subject of English. This is because in the second question it was observed that more than 50% of the students stated that it is difficult for them to read correctly long readings; which, even though in other questions the work done by the teacher and his way of teaching was rated positively, it is considered important to take into consideration, since these are elementary school students, who require more attention to induce them to learn another language in the best way.

On the other hand, it is also important to be able to demonstrate to the student community that the use of technology for language learning works as a good strategy if it is used correctly. This is emphasized by the fact that only 68.8% responded positively to the fifth question, which asked if they considered that through technology the English language can be learned much better than with textbooks alone; likewise, this is confirmed by the answers obtained in the tenth question, where 43.7% of the students considered that traditional methods should continue to be used as part of the teaching of the subject.

In this regard, it can be said that this is partly because students have not been accustomed to working with technological tools or material as part of their training; and, because of this, it is proposed to design a virtual platform based on the

development of activities that help reinforce the learning of vocabulary, so that the academic performance of the students of the Charles Darwin School in the canton of Durán can be improved.

Finally, concerning the last question, where the level of acceptance of the proposal by the students was evaluated, it was found that 90% of the respondents were in complete agreement and agreed with the use of an online platform to improve vocabulary learning in the subject of English, which represents a great contribution to this research.

Chapter IV

4. Proposal

4.1. Topic of the proposal

Virtual platform of didactic exercises focused on English vocabulary level A2.

4.2. Background

This proposal arises thanks to the antecedents evidenced in the "Charles Darwin" School of the Durán canton, specifically in the students of sixth and seventh grade of basic education in the subject of English, level A2, where lately the students have demonstrated a low academic performance in English. Because of this, it was found that there is a real need for much more didactic and interactive activities on the part of the teacher, where students can participate in the resolution of exercises, among other aspects of the subject. Through this proposal, we want to show how technological tools and means can be useful, as long as they are used and applied appropriately.

4.3. Justification

A problem that can be noticed not only in the educational institution "Charles Darwin", but also in many other educational centers, is that there are teachers who still keep working through teaching methods and ineffective strategies for teaching the subjects; which in the long run will harm the student, since it is currently considered important that a student can keep updated, making use of appropriate tools for learning, allowing them to create their self-development, so that in this way they have much broader horizons to where they can extend.

However, on many occasions, the government does not take into consideration these types of aspects, which is why even today, it is possible to verify the existence of educational institutions that lack computer labs, English, and science, among other subjects that are essential for the formation of every student, and that in turn, if these are not explained and carried out in the best way, will end up drastically affecting the academic future of an entire student community.

There is a real need to improve the teaching-learning processes in educational institutions, through which quality education can be provided, benefiting the future of children, adolescents, and young people who are going through the student stage. Therefore, a proposal has been created based on the design of a virtual platform, in which exercises based on the vocabulary will be built interactively, where there will be participation among students, and between the teacher and the students.

This platform is created to motivate the student to put much more effort into the subject, besides helping to improve the low academic performance evidenced during the last months, through this tool, the student will have the possibility to access a variety of materials and didactic resources, which will help to improve the understanding and to reinforce the topics seen during the regular classes. It is also expected that the student obtains autonomy in their learning, that is, that they can even derogate on topics that best suit them, or even contribute to their classmates, testing their knowledge acquired in class.

Having said this, the present proposal is justified in a general way, thanks to the existing need within the educational campus, likewise, it is considered that the topic of education will never cease to be a topic of interest, which will always be in constant evolution thanks to the constant advances in technology within the educational field. It is considered that this proposal, will motivate the creation of more projects focused on the improvement of educational processes, where it is possible to contribute to the solution of a certain problem, or failing that, to continue improving what is already considered efficient.

4.4. Objectives

4.4.1. General objective of the proposal

To Design a virtual platform of didactic exercises focused on vocabulary, to reinforce academic performance and the use of technological didactic resources in sixth and seventh-grade students of the "Charles Darwin" educational unit, in the city of Guayaquil.

4.4.2. Specific objectives of the proposal

- To Present activities composed of didactic exercises based on vocabulary to students, which will serve as reinforcement for learning the subject of English and improve academic performance.

- To Facilitate the students' access to the educational platform so that they can assimilate the contents and carry out practices through them.
- To Promote the autonomous development of study skills in the subject of English, discovering each of the students' skills by motivating them to study.
- To Establish new strategies based on the interaction of the students in the virtual platform.

4.5. Methodology

This proposal will use qualitative methodology to evaluate the results and the reaction of the students to the virtual platform as part of their academic training. Through this approach, it is intended to identify the strengths and weaknesses of students in the subject of English, so that better learning strategies and methods can be proposed to students.

Education has been evolving thanks to technology, more and more applications, virtual platforms and other tools are being developed, which have the purpose of strengthening the learning level of each student. The main objective of these technological environments is to allow the student to feel comfortable, with all kinds of information related to their subject of study at their fingertips, for this reason, it is important to take advantage of all the benefits provided by technology, which undoubtedly increasingly makes amazing advances, either to solve problems or to meet some kind of need in society.

4.6. Feasibility of the proposal

4.6.1. Technical feasibility

For the development of this proposal, we used a laptop with a Windows 10 operating system, office programs such as Microsoft Word and Excel, Google Forms, and the Liveworksheets platform for the design of each of the activities. The "Liveworksheets" platform is a web platform, which offers an easy-to-use tool to digitize activities for students, which can be converted into interactive activities that can be performed on any electronic device.

Therefore, the use of the platform is considered feasible, since the institution has a computer lab, which has computers in good condition and with internet access. Additionally, as already mentioned,

students can also make use of the platform from their homes, either for homework or to practice what they have seen in class.

4.6.2. Financial feasibility

In this proposal, open source tools were used, which were available on the web and on the computer itself, therefore, there was no need to make initial investments or large budgets. However, it was necessary to use resources of the educational institution such as electricity, internet, and the computer lab.

4.6.3. Human feasibility

Within this proposal, we had the support and backing of the thesis tutor, as well as the collaboration of the students of the educational institution "Charles Darwin" of the Durán canton, to whom the data collection instrument was applied. Likewise, the University, together with its entire teaching community, guided the development of this work, establishing the necessary guidelines and ensuring that the degree processes are developed in the best way.

4.7. Description proposal

The proposal proposed for this project focuses on the design of a virtual platform, which is fed with exercises and didactic activities related to the vocabulary of the subject of English, this is aimed at students in the sixth and seventh years of general basic education of the school "Charles Darwin" of the canton Durán. Through this proposal, the teacher of the subject will be able to work together with his students; he will be able to place, modify and update activities related to the content of the subject. On the other hand, students will have the possibility to perform vocabulary exercises in an online didactic way, where each of the answers can be validated once an activity is completed.


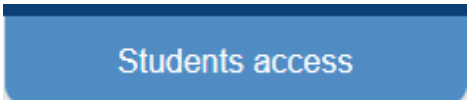



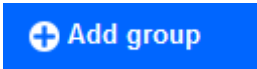
These activities will be administered only by the teacher of the subject, therefore, the teacher will be in charge of determining how much time will be given to the activities during class time, as well as, what kind of activities will be sent to work from home, as feedback of what has been learned in class, and as a practice to improve the performance of each of the activities.

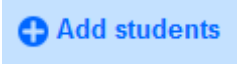
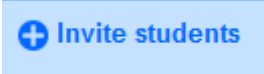
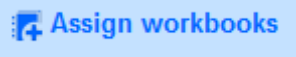


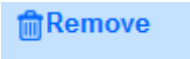
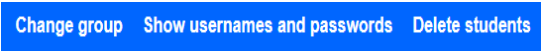


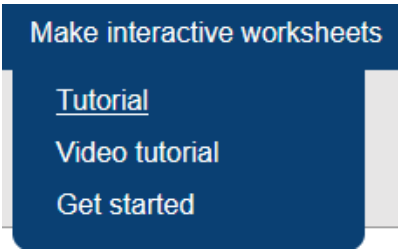
4.8. Proposal

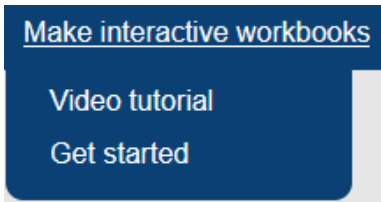
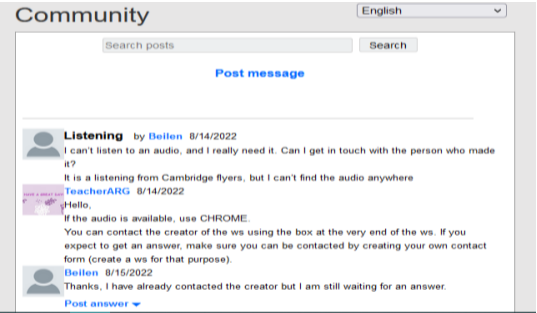
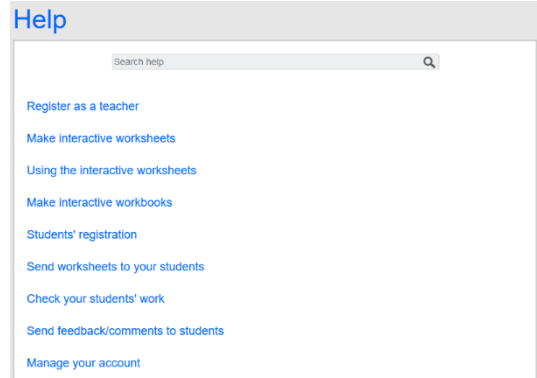
Next, the technological and didactic proposal for this degree project will be presented in detail. As a first instance, a user's manual will be shown that will serve to know each of the functionalities of the elements of the virtual platform. Subsequently, we will proceed to explain each of the modules and their contents.

4.8.1. Functionality user manual

Frame 3. *User manual*

	
	Access to students via login.
	Access to teachers through login.
	The teacher will be able to store his worksheets and use them when required.
	This button will allow the teacher to manage his students.
	The teacher may add group

	<p>The teacher may add students</p>
	<p>The teacher may invite students to the class</p>
	<p>Allows workbooks to be assigned to the class</p>
	<p>Allows to display group results of students' grades</p>
	<p>Allows you to edit student information</p>
	<p>Allows you to delete students</p>
	<p>In this section, the platform allows the teacher to change groups, know users and passwords, and delete students.</p>
	<p>Through this button, the teacher can exit the platform.</p>
	<p>Interactive template search bar</p>
	<p>The teacher can create interactive worksheets. Additionally, 3 sub-options are displayed in the option, which serves as a guide for the elaboration.</p>

	<p>The teacher can also create his or her interactive workbooks. The section also has two guide sub-options.</p>
	<p>The community tab allows both students and teachers to interact on the platform's topics.</p>
	<p>The help tab has help options about the platform, mainly when students or teachers use it for the first time.</p>

Note. The table shows the user's manual of the virtual platform with its functionalities. Prepared by the author.

Link: <https://es.liveworksheets.com/>

4.8.2. Description of the platform and its interface

Frame 4. Main menu screen

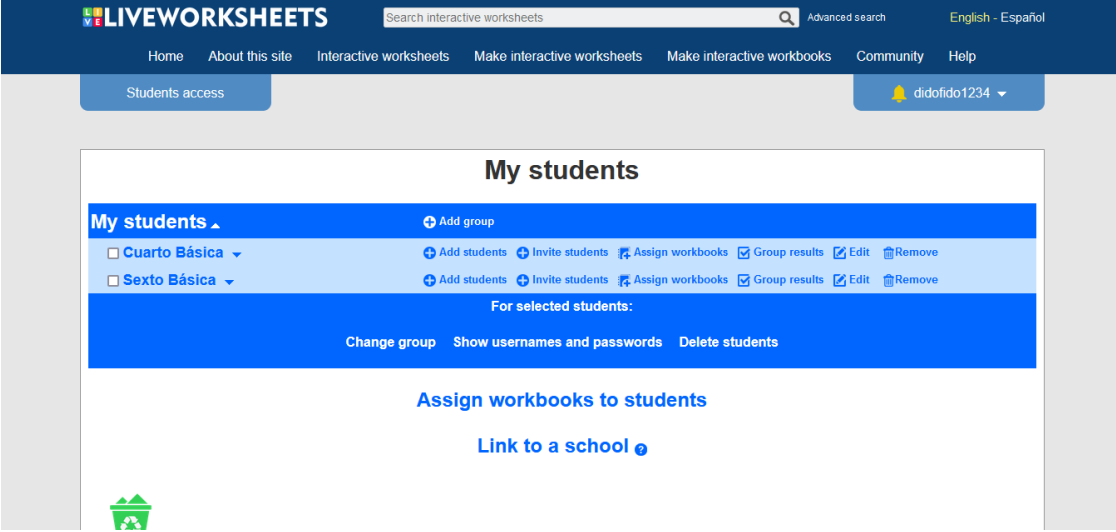
Module name:	Main menu screen		
Author:	Santiago Ortiz	Date:	15/08/2022

Note. The table shows the main screen of the virtual platform. Prepared by the author.

The first instance is the screen detailed in Table 4, which corresponds to the main menu of the virtual platform. This section shows each of the options with their respective images of the case; likewise, in this section, both the teacher and the student will have the possibility of logging in to proceed with the respective management of the platform.

Frame 5. Student administration

Module name:	Student administration		
Author:	Santiago Ortiz	Date:	15/08/2022




Note. The box shows the student administration screen. Prepared by the author.

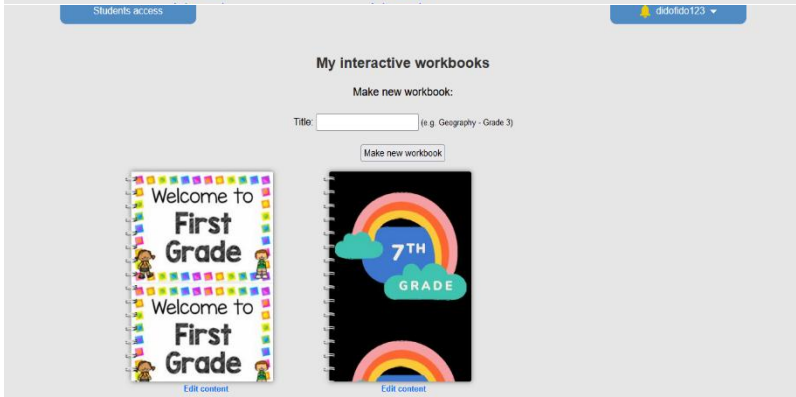
Through this option, it is possible to add students and create worksheets, and study groups, among other functions. This screen has several options that will allow the teacher to have an organized and correct administration of the content that is being worked on in class.

Frame 6. Interactive workbooks

Module name:	Interactive workbooks		
Author:	Santiago Ortiz	Date:	15/08/2022



The screenshot shows a user interface for creating interactive workbooks. At the top, there's a header with 'Students access' on the left and a user profile 'didolddo1234' on the right. The main title is 'My interactive workbooks'. Below it, there's a section 'Make new workbook:' with a text input field for 'Title' (placeholder: 'e.g. Geography - Grade 3') and a 'Make new workbook' button. Two existing workbooks are displayed: 'Hello Fourth Grade' with a colorful, bubbly font and stars, and 'hello sixth GRADE' with a clean, modern font and a rainbow bar. Each workbook has an 'Edit content' link below it.



This screenshot shows another set of workbooks in the same interface. The 'Make new workbook:' section is identical. The two displayed workbooks are 'Welcome to First Grade' with a colorful border and cartoon characters, and '7TH GRADE' with a black background, a rainbow, and a blue cloud. Both have 'Edit content' links below them.

Note. The box shows the interactive workbook screen. Prepared by the author.

This module shows the creation of workbooks by the teacher, taking into account the location of the activities around the academic planning of the "Charles Darwin" Educational Unit. A workbook was created for sixth grade and another one for seventh grade, which were worked on in class activities.

Frame 7. Sixth grade work activities

Module name:	Sixth grade work activities		
Author:	Santiago Ortiz	Date:	15/08/2022

My workbooks > Sexto Básica

Note. The chart shows the sixth-grade work activities screen. Prepared by the author.

Frame 8. Seventh grade work activities

Module name:	Seventh grade work activities		
Author:	Santiago Ortiz	Date:	15/08/2022

My workbooks > Séptimo Básica Segundo Parcial

Note. The chart shows the seventh-grade work activities screen. Prepared by the author.

Frames 7 and 8 show the activity modules corresponding to sixth and seventh grade, which were based on activities that were seen in class, but were not fully understood by the students. Each of the activities allows students to solve exercises online, entering answers that can be checked automatically by the teacher at the end of the activity. Thanks to these activities, it was possible to notice in the students a great interest in learning, an aspect that was not observed before during traditional classes.

Frame 9. Group results

Module name:	Group results		
Author:	Santiago Ortiz	Date:	15/08/2022

My students > Group results

Group: English - grade 7 Workbook: Séptimo Básica Segundo Parcial [Export as CSV](#) [Export as XLS](#)

ALARCON MARQUEZ RENATA
English - grade 7

BAILDAL CASTRO NICOLAS
English - grade 7

Note. The table shows the group results screen. Prepared by the author.

Finally, there is the results module, which shows the grades of each of the students; thanks to this, the teacher can evaluate the academic performance according to the activities that are performed daily in class. Likewise, in this section, the teacher can export the grades in excel format, to subsequently place the grades in the corresponding system.

In general, these activities allowed the students to improve their academic performance, as well as to awaken the students' interest in the subject of the target language an aspect that was previously reflected in only a few students. Each of the activities was guided by the teacher during class time, so that the students could feel accompanied and confident, to obtain better results.

4.8.3. Learning strategies for virtual environments

The following is a set of new learning strategies for virtual environments, which are born from all the work and research done in this degree project so that they can be of help and benefit to future studies and research.

- As a first strategy, interactive activities are proposed, that is, activities in which the student and the teacher have the opportunity to participate actively during the classes; this can be combined either with the contents of the subject or with the material that the teacher deems appropriate. Some of these activities may include role-playing, karaoke, question time, etc.
- Secondly, a strategy involving multimedia content is proposed, where the materials and activities should allow the integration of various resources, such as images, texts, videos, melodies, web platforms, etc. Through these, the classroom can become a cinematic room, leaving aside traditional exercises and activities.
- As a third strategy, it is proposed that the class be supplied with synchronous and asynchronous work since through them students can perform activities and tasks at the same time and, in turn, continue with the practice from any other place and in their time availability.
- Likewise, there must be follow-up by the teacher with the students, thus helping them to carry out a much more understandable and organized work on the subject. Thanks to an adequate follow-up, it is possible to develop better learning processes, allowing the activities to be carried out successfully.
- And, as the last strategy, within a virtual environment there must be horizontal communication, that is, where there is a link of equality with the students so that the learning process and the sequence of objectives can be the product of collaborative work.

Conclusions

In general, it is concluded that this degree project achieved the proposed objective since there was a fairly good level of acceptance on the part of the students and the teacher of the educational institution. However, it is emphasized that the work was quite arduous and it was necessary to do exhaustive research, adjust the times to carry out the fieldwork, to work in classes with the students, among other aspects, this was accompanied by the guidance of the tutor teacher, who contributed a lot in terms of suggestions and improvements to the project.

Consequently, each of the specific objectives and how they were achieved is mentioned below:

The first specific objective was to analyze the main deficiencies and weaknesses of the teaching methods applied by the English teacher. This could be demonstrated thanks to the application of the survey technique and the questionnaire instrument in the fieldwork, where the students stated that their teacher does use didactic strategies, however, only a little more than half of them confirmed it, while the remaining part assured that their teacher did not apply this type of strategies. Likewise, as a positive contribution, in another question where the students were asked if their teacher made use of didactic tools for their English class, almost all the students affirmed that their teacher did make use of such tools. Thus, the first specific objective is considered to be fulfilled.

Consequently, the second specific objective was the creation of interactive exercises that made use of digital resources and learning strategies, which had to be based on the analysis. This objective could be fully met thanks to the results obtained in the surveys and with the collaboration of students during their classes, in this case, for the creation of these exercises, use was made of the platform "Liveworksheets", which was very helpful, since it allows the teacher to select available cards or otherwise create new cards at their convenience.

Regarding the third specific objective, this could be fulfilled thanks to the practice of the exercises during the students' classes, where the teacher allowed to integrate the use of the platform within their classes; and where it was possible to obtain favorable results and observe a great motivation on

the part of the students, thus demonstrating that, to call their attention, it is necessary to include interaction as part of their educational development.

Finally, as a fourth specific objective, it was proposed to propose new learning strategies, which would be given from the virtual platform of the proposal, which could be proposed appropriately thanks to the good reception and acceptance of the virtual platform, these strategies will serve as a recommendation for future projects and research so that they can serve as a guide for their development. The project culminated in a good way, so it is expected to continue using the virtual platform for the benefit of students and teachers of the educational unit "Charles Darwin".

Recommendations

- For future projects, it is recommended that prior planning be carried out when fieldwork is to be done, whether it is the application of surveys, interviews, or any other particular technique, thus helping to maintain order and coordination, both for the company or the educational institution where the project is being carried out. This is recommended because it is always the most complicated stage of the research since it is necessary to check the availability of the individuals belonging to the study population with whom you are going to work.
- Likewise, for the application of the data collection instruments, it is recommended to work with Google forms, which allow the creation of surveys where results can be obtained instantly, all through a shared link, which speeds up the process of obtaining results for the research.
- Finally, it is recommended that in the case that the project has a proposal that involves practice, this should be carried out within the period after the results have been obtained, since this way the continuity of the information obtained is not lost, and a solution focused on real research data can be proposed.

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APPENDIXES

ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación:	DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL		
Nombre del estudiante (s):	SANTIAGO DAVID ORTIZ LUNA		
Facultad:	FILOSOFIA	Carrera:	LENGUAS Y LINGUISTICA
Línea de Investigación:	INFLUENCE OF THE TECHNOLOGICAL RESOURCES IN ENGLISH TEACHING DURING REMOTE LEARNING. DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL	Sub-línea de Investigación:	DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL
Fecha de presentación de la propuesta de trabajo de Titulación:		Fecha de evaluación de la propuesta de trabajo de Titulación:	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de Titulación:			
Línea de Investigación / Sublíneas de Investigación:			
Planteamiento del Problema:			
Justificación e importancia:			
Objetivos de la Investigación:			
Metodología a emplearse:			
Cronograma de actividades:			
Presupuesto y financiamiento:			

APROBADO

APROBADO CON OBSERVACIONES

NO APROBADO

+



Firmado electrónicamente por:
**ISRAEL
GUILLERMO
BRAVO BRAVO**

MSc. Israel Guillermo Bravo Bravo
Gestor de Integración Curricular
C.I.: 0704999143

ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, 18 de jun. de 2022

Sr (a). MSc. Sara Anaguano Pérez Director (a) de
Carrera
En su despacho. -

De nuestra consideración:

YO , LUIS HUMBERTO BERMUDES RUGEL docente tutor del trabajo de titulación y el o los estudiante (s) SANTIAGO DAVID ORTIZ LUNA de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana / Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: LUNE 20 DE junio de 2022, durante el periodo ordinario semestral.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70%.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud. Atentamente,

Firma Santiago O.

Santiago David Ortiz Luna

C.I.:_0930236401

LUIS HUMBERTO
BERMUDES
RUGEL

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por LUIS HUMBERTO
BERMUDES RUGEL
Fecha: 2022.06.21

Firma

Docente - Tutor

C.I.: 0912792983

ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: M. TEFL Luis Bermudes Rugel

Tipo de trabajo de titulación: Proyecto Educativo

Título del Trabajo: INFLUENCE OF THE TECHNOLOGICAL RESOURCES IN ENGLISH TEACHING DURING REMOTE LEARNING. DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL

Propuesta: DESIGN OF A VIRTUAL PLATFORM OF DIDACTIC EXERCISES FOCUSED ON VOCABULARY FOR THE ENGLISH CLASS AT A2 LEVEL.

Carrera: Lengua y Literatura Inglesa o Francesa o Italiana o Alemana

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	Junio 13	Presentación de plan de acción	19:00	21:00	Comienzo del diseño de tesis
2	Junio 20	Estructura del proyecto	19:00	21:00	Redacción del Informe del proyecto y anexos
3	Junio 27	Sobre el Resumen	19:00	21:00	Redacción del Informe del proyecto y anexos
4	Julio 04	Sobre la Introducción	19:00	21:00	Redacción del Informe del proyecto y anexos
5	Julio 11	Contenidos y Diseño del Capítulo I	19:00	21:00	Redacción del Informe del proyecto y anexos
6	Julio 18	Contenidos y Diseño del Capítulo II	19:00	21:00	Redacción del Informe del proyecto y anexos
7	Julio 27	Contenidos y Diseño del Capítulo III	19:00	21:00	Redacción del Informe del proyecto y anexos
8	Agosto 01	Contenidos y Diseño de la Propuesta	19:00	21:00	Redacción del Informe del proyecto y anexos
9	Agosto 08	Revisión preliminar	19:00	21:00	Redacción del Informe del proyecto y anexos
10	Agosto 15	Revisión preliminar	19:00	21:00	Redacción del Informe del proyecto y anexos
11	Agosto 22	Revisión preliminar	19:00	21:00	Redacción del Informe del proyecto y anexos
12	Agosto 29	Retroalimentación	19:00	21:00	Redacción del Informe del proyecto y anexos
13	Sept. 5	Revisión preliminar	19:00	21:00	Redacción del Informe del proyecto y anexos
14	Sept. 12	Cierre del ciclo de tutoría	19:00	21:00	Presentación del documento final

LUIS HUMBERTO
BERMUDES
RUGEL

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por LUIS HUMBERTO
BERMUDES RUGEL
Fecha: 2022.09.16



Firmado electrónicamente por:
**ISRAEL
GUILLERMO
BRAVO BRAVO**

M. TEFL Luis Bermudes Rugel

Docente Tutor

C.I.: 0912792983

Santiago O.

Firma Estudiante C.I.:0930236401

MSc. Israel Guillermo Bravo Bravo
Gestor de Integración Curricular
C.I.: 0704999143

ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: INFLUENCE OF THE TECHNOLOGICAL RESOURCES IN ENGLISH TEACHING DURING REMOTE LEARNING. DESIGN OF DIDACTIC EXERCISES FOR REMOTE LEARNING IN THE ENGLISH CLASS AT A2 LEVEL Propuesta: DESIGN OF A VIRTUAL PLATFORM OF DIDACTIC EXERCISES FOCUSED ON VOCABULARY FOR THE ENGLISH CLASS AT A2 LEVEL Autor: Santiago Ortiz		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV.	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4.5
El título identifica de forma correcta los objetivos de la investigación.	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación.	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.5
CALIFICACIÓN TOTAL *10		10
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		
**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).		

**LUIS HUMBERTO
BERMUDES RUGEL**

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FIRMA DEL DOCENTE TUTOR DE TRABAJO DE
TITULACIÓN No. C.I. 0912792983
FECHA: septiembre 9, 2022

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA
CARRERA DE LENGUAS Y LINGÜÍSTICA

Guayaquil, Sr. /Sra.

MSc. Sara Anaguano Perez

DIRECTOR DE LA CARRERA LENGUAS MODALIDADES SEMESTRAL Y ANUAL FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación del (los) estudiante Santiago David Ortiz Luna, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- ☒ El trabajo es el resultado de una investigación
- ☒ El estudiante demuestra conocimiento profesional integral.
- ☒ El trabajo presenta una propuesta en el área de conocimiento.
- ☒ El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

**LUIS HUMBERTO
BERMUDES
RUGEL**

Firmado digitalmente
por LUIS HUMBERTO
BERMUDES RUGEL
Fecha: 2022.09.16

18:51:29 -05'00'

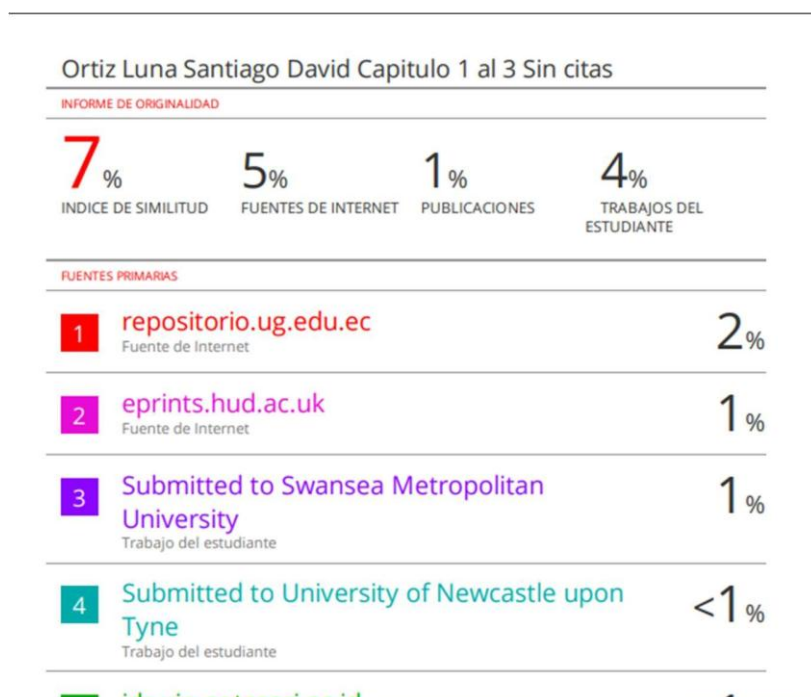
M. TEFL Luis Bermudes Rugel C.I. 0912792983

FECHA: septiembre 10, 2022

ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado yo MSC LUIS HUMBERTO BERMÚDEZ RUGEL, tutor del trabajo titulación certifico que el presente trabajo de titulación ha sido elaborado por Santiago David Ortiz Luna, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación Mención Lengua Inglesa Y Lingüística. Se informa que el trabajo de titulación, INFLUENCE OF THE TECHNOLOGICAL RESOURCES IN ENGLISH TEACHING DURING REMOTE

LEARNING, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio Turnitin quedando el 7 % de coincidencia.



LUIS HUMBERTO
BERMUDES
RUGEL

Firmado digitalmente
por LUIS HUMBERTO
BERMUDES RUGEL
Fecha: 2022.09.16

M. TEFL LUIS BERMUDEZ RUGEL C.I. 0912792983

FECHA: septiembre 9, 2022

ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, 22 de septiembre de 2022Sr. /Sra.

MSc. Sara Anaguano Perez

DIRECTORA DE LA CARRERA DE LENGUA Y LITERATURA INGLESA – PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION UNIVERSIDAD DE

GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación

Influence of the technological resources in English teaching during remote learning. Design of didactic exercises for remote learning in the English class at A2 level del estudiante **Santiago David Ortiz Luna**. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

El título tiene un máximo de **25** palabras.

La memoria escrita se ajusta a la estructura establecida.

El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad. La investigación es pertinente con la línea y sublíneas de investigación de la carrera.

Los soportes teóricos son de máximo **5** años. La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

El trabajo es el resultado de una investigación.

El estudiante demuestra conocimiento profesional integral.

El trabajo presenta una propuesta en el área de conocimiento.

El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,



Unicamente por:

MARIA CRUZ

MSC. ANA MARIA CRUZ DOCENTE TUTOR REVISOR

C.I. 0915464366

FECHA: 22 DE SEPTIEMBRE DE 2022

ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: Influence of the technological resources in English teaching during remote learning.

Propuesta: Design of a virtual platform of didactic exercises for remote learning in the English class at A2 level Autor(es):

Santiago David Ortiz Luna

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.2	
Formato de presentación acorde a lo solicitado.	0.6	0.3	The order of the presentation of the documents is not correct
Tabla de contenidos, índice de tablas y figuras.	0.6	0.4	The numbering format of the table of contents is incorrect.
Redacción y ortografía.	0.6	0.5	There are some typing errors
Correspondencia con la normativa del trabajo de titulación.	0.6	0.5	There are some missing parts.
Adecuada presentación de tablas y figuras.	0.6	0.5	Some tables and figures do not have an adequate presentation.
RIGOR CIENTÍFICO	6	5.3	
El título identifica de forma correcta los objetivos de la investigación.	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece.	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar.	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general.	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación.	0.7	0.5	There is a lack of a more objective contribution to the theoretical and conceptual background of the research.
Los métodos y herramientas se corresponden con los objetivos de la	0.7	0.5	Missing methods to strengthen the process
Investigación.			
El análisis de la información se relaciona con datos obtenidos.	0.4	0.4	
Factibilidad de la propuesta.	0.4	0.3	It is possible to implement the proposal with more concrete

			user manual.
Las conclusiones expresan el cumplimiento de los objetivos específicos.	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas.	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia Bibliográfica.	0.5	0.3	There are some quotes that do not correspond to the last five years as should be considered in a thesis.
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta.	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional.	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera.	0.3	0.3	
CALIFICACIÓN TOTAL *10		8.5	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).



Firmado electrónicamente por:

ANA MARIA CRUZ

MSc. Ana María Cruz- Docente Revisor

C.I.: 0915464366

FECHA: 22 de septiembre de 2022

Tutor Designation Letter

Letter to school

Guayaquil, 11 de Julio del 2022

Adm. Educ.

Liliana Esther Alvarado Palomino

DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA "CHARLES DARWIN"

Ciudad.

ASUNTO: AUTORIZACIÓN PARA DESARROLLAR PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DE SU TÍTULO DE TERCER NIVEL, COMO LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.

De mi consideración:

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Máster Sara Anaguano Pérez, en su calidad de Docente - Directora de la Carrera de Lenguas, modalidades semestral y anual del presente periodo académico 2022-2023, CICLO I, hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social.

Bajo este contexto, me permito presentar al discente:

ORTIZ LUNA SANTIAGO DAVID, con C.I. Nro. 0930236401

Actualmente matriculado en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciado en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de implementar estrategias de solución que ayuden a superar las dificultades de los estudiantes en procesos de aprendizaje de mayor complejidad como la asignatura de inglés.

En virtud de lo expuesto, solicito a usted comedidamente, la respectiva autorización para que se le brinde las facilidades necesarias al discente mencionado anteriormente para que pueda desarrollar su proyecto educativo; y de considerarlo aprobado, agradeceré remitir respuesta a los correos institucionales:

sara.anaguanop@ug.edu.ec

titulacion.lenguas@ug.edu.ec

alexandra.delgadol@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

**SARA
ANAGUANO**

Firmado digitalmente por SARA
ANAGUANO
Nombre de reconocimiento (DN):
cn=SARA ANAGUANO
Fecha: 2022.07.12 13:34:51 -05'00'

MSc. SARA ANAGUANO PEREZ

DIRECTORA

CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN

MODALIDADES SEMESTRAL Y ANUAL

sara.anaguanop@ug.edu.ec

c.c.: MSc. Israel Bravo Bravo, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2022-2023 CI; y estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Israel Bravo Bravo	GESTOR DE TITULACIÓN

**ESCUELA DE EDUCACIÓN BÁSICA
"CHARLES DARWIN"**

Guayaquil, 20 de Julio del 2022

MSC.
SARA ANAGUANO PÉREZ
DIRECTOR DE LAS CARRERA DE LENGUAS (ANUAL Y SEMESTRAL)

De mis consideraciones:

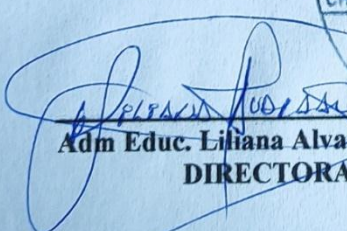

Reciba un atento saludo, en relación con el oficio No. UG-LENGUAS- 2022 - 675 suscrito por usted tengo a bien informarle que la ESCUELA DE EDUCACIÓN BÁSICA "CHARLES DARWIN" acepta el desarrollo del proyecto de Titulación Educativo desarrollado por el estudiante SANTIAGO DAVID ORTIZ LUNA, requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención INGLÉS, aplicado a los estudiantes de SEXTO Y SÉPTIMO GRADO DE EDUCACIÓN BÁSICA.

Tema: THE USE OF LIVEWORKSHEET AS A TECHNOLOGICAL RESOURCE
IN ENGLISH LANGUAGE LEARNING

Propuesta: DESIGN OF A VIRTUAL PLATFORM OF DIDACTIC EXERCISES
FOCUSED ON VOCABULARY FOR THE ENGLISH CLASS AT A2 LEVEL

Particular que comunico para los fines legales pertinentes.

Atentamente,



Adm Educ. Liliana Alvarado Palomino
DIRECTORA

CUESTIONARIO DIRIGIDO A LOS ALUMNOS DE LA ESCUELA "CHARLES DARWIN".

OBJETIVO DEL ESTUDIO: Diseñar una plataforma virtual de ejercicios didácticos enfocados al vocabulario de la asignatura inglés, para la unidad educativa "Charles Darwin", en la ciudad de Guayaquil, en el año 2022.

Título de la imagen



1) ¿Considera que utilizar herramientas didácticas e interactivas ayuda a aprender de una mejor manera? *

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

2) ¿Como estudiante de la materia de inglés, se le dificulta leer correctamente las lecturas largas y con mucho texto?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

Survey form

3) ¿Últimamente en clase de inglés ha aprendido palabras nuevas, incluyendo como se escriben y pronuncian?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

4) ¿Su profesor de inglés utiliza herramientas didácticas e interactivas al momento de enseñar vocabulario nuevo en clase?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

5) ¿Considera que mediante la tecnología se puede aprender el idioma inglés mucho mejor que con tan solo libros de texto?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

6) ¿Usualmente su profesor realiza un repaso sobre los temas y vocabulario tratado al finalizar cada unidad en la materia de inglés?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

7) ¿Considera que los videos ayudan a aprender de una mejor manera el inglés que las actividades realizadas en libros de texto?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

8) ¿Considera que su promedio ha mejorado últimamente con las enseñanzas de su profesor en la materia de inglés? *

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

9) ¿Su profesor envía siempre envía tareas a casa para reforzar lo que se vio en clases? *

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

10) ¿Considera que se debería seguir usando métodos tradicionales como talleres en hojas de papel, lecturas largas en los libros de texto y exposiciones con carteles escritos para la enseñanza y aprendizaje de la materia de inglés? *

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

11) ¿Cree que se debería usar una plataforma online interactiva para mejorar el aprendizaje de vocabulario en la materia de inglés?

- ☐ Totalmente de acuerdo
- ☐ De acuerdo
- ☐ Ni de acuerdo ni en desacuerdo
- ☐ En desacuerdo
- ☐ En total desacuerdo

Annexe 2: Evidence of class work, sixth grade





Annexe 3: Evidence of class work, seventh grade



