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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

VIRTUAL PLATFORMS IN THE TEACHING-LEARNING PROCESS OF LANGUAGES AND THEIR CONTRIBUTION TO

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES

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DEDICATORY

I want to dedicate this work to my parents and siblings for their constant support during this difficult but fruitful University process. I also want to dedicate it to my friends whom I have shared many memorable experiences with during this time and to all the teachers of the Pedagogy of National and Foreign languages career for sharing their knowledge and dedication to help us with our professional development.

Carla Daniela Armijos Herrera

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Carla Daniela Armijos Herrera

RESUMEN

La tecnología brinda un gran apoyo al aprendizaje es por ello que esta investigación está enfocada en incrementar la participación estudiantil en clases de inglés a través del uso de la plataforma virtual "Seesaw" debido a que el aprendizaje del idioma inglés es un requisito vital en la formación de los alumnos hoy en día. La investigación se desarrolla bajo el paradigma cualitativo y con un diseño no experimental transeccional, el cual permite responder a las necesidades planteadas. A través del uso de métodos de nivel teórico como el analítico sintético, sistemático, histórico lógico y hermenéutico utilizados se logró concretar los principales aspectos en el marco teórico y a través de los métodos empíricos como son la observación participante, la entrevista y la encuesta se recolectó la información necesaria. La investigación se realizó con la población conformada por los estudiantes del 7° año de educación general básica de la escuela León Febres Cordero de la ciudad de Marcabelí. A partir de la aplicación de los instrumentos, se evidenció un bajo nivel de participación estudiantil por lo que se diseñó la propuesta de intervención para el incremento de la participación en clases de inglés. Como resultado se obtiene que el uso de herramientas tecnológicas ayuda significativamente al aprendizaje de los estudiantes. Por lo que al final se recomienda su uso para apoyar el aprendizaje de los estudiantes.

PALABRAS CLAVE: Paticipación estudiantil, Plataforma virtual, Proceso de enseñanza aprendizaje.

ABSTRACT

Technology provides important support to learning, therefore this research work is focused on the increase of the students' participation in English classes through the use of the virtual platform “Seesaw” since English learning is a crucial requirement in the students' educational development nowadays. This present research work is framed within the qualitative paradigm with a non-experimental transectional design, which allows answering to the necessities stated. Through the theoretical methods as analytical-synthetic, systemic, historical-logical and hermeneutic, it was possible to specify the main aspects in the theoretical framework and through empirical methods such as participant observation, the interview and the survey, the needed information was collected. The research work was carried out with the population of the 33 students of the 7th year of general primary education of the Leon Febres Cordero School of Marcabeli city. After the instruments’ application, a low level of students’ participation was evidenced, for this reason, the intervention proposal was designed to increase participation in English classes. As a result, it is obtained that the use of technological tools provides meaningful help for students' learning. So, in the end, its use is recommended to support student learning.

KEY WORDS: Students’ participation, Virtual platform, Teaching learning process.

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INTRODUCTION

The growth of English as a worldwide language is of vital importance nowadays. For this reason, the obligation with its learning in the educational institutions has contributed to establishing new manners of teaching English, where the used methodology is focused on the development of all the required skills to achieve language fluency.

> The importance of learning English in today's times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future. (Putra, 2020, p.1)

According to the Ministerial Agreement N.0052-14 established in 2014, the English language in Ecuador became a mandatory subject from the second year of general primary education to the third year of baccalaureate in all the public, fiscal and private schools. Fabre et al. (2016), state that English as a foreign language has become essential in our country. This has resulted in teachers focusing their attention on the search for new teaching-learning strategies and methods to allow students the obtaining of an integral development regarding the competencies they have to acquire.

Likewise, the use of technology in education is a topic quite tackle by experts in the educational area since the several innovations that have taken part through the years have allowed the development of virtual spaces focus on creating academic content and have tools where different kinds of activities can be conducted, transforming the learning process in an indispensable factor in students, allowing to expand the learning in their everyday life beyond the school context. "Nowadays, technology can successfully support learners in their learning process individually, cooperatively and collaboratively". (García-Sanchez & Burbules, 2016, p. 104).

Being aware that the classroom is the place where English as a foreign language is generally learned, the person in charge of the learning execution is the teacher, who must be equipped with the knowledge and the necessary tools to teach the foreign language. With the implementation of the new learning paradigm, students have been situated as an active subject, allowing them to get involved more in the learning process; therefore, participation encouragement is a significant factor inside the educational process.

> El papel que el profesor pasaría en este caso a desempeñar nada tendría que ver con el de alguien que 'transmite' conocimientos a sus alumnos, sino con el de alguien que ayuda a sus alumnos a aprender convirtiéndose pues en un facilitador del aprendizaje. (Navarro, 2010, p. 233).

However, seeing inside the classroom the reality is different; the teacher continues being the predominant subject, where the academic contents are reduced to grammar learning, and the students are receptive agents. This is a persistent problem that occurs due to the scarcity of construction of a participatory culture where students work together with the teacher to obtain the necessary knowledge. In addition, participation is thought to be the oral students' involvement, forgetting about other actions students can get involved to improve their learning. In language learning, participation is the incessant practice of the different communicative skills, applying to everyday situations and trying to enhance the lexis, another crucial characteristic when learning a new language.

Inside the course where the present research work is conducted, the level of participation is insufficient, since it is affected by the scarce resources in the institution and the poor use of the language students do. For this, the following **research question** arises: How to increase the participation in the English classes of the students of the seventh year of general primary education parallel "A" of León Fébres Cordero school of Marcabelí city in the 2021 year?

The **object of study** is the teaching-learning process of the seventh year of general primary education.

The **general objective** of this research is to design a system of didactic activities based on the use of the virtual platform "Seesaw" to increase participation in the English classes of the students of the seventh year of general primary education parallel "A" of León Fébres Cordero school of Marcabelí city in the 2021 year.

This objective is delimited in the **field of action**, the use of virtual platforms, and its contribution to the students' participation.

Thus, this present research work states the following specific objectives:

1. To substantiate the object and the investigation field theoretically.
2. To diagnose the current state of the students' participation during the English classes.
3. To implement the system of activities based on the virtual platform "Seesaw" in the English classes.
4. To evaluate the changes occurred after the application of the system of activities based on the virtual platform "Seesaw".

The current research is addressed to the students of the seventh year of general primary education parallel "A" of León Fébres Cordero school of Marcabelí city. As a consequence of

the points before detailed and the necessities of the present research, the researcher proposes to carry out qualitative and purposeful research with a no-experimental transactional design. This research uses methods at the theoretical and empirical level, the use of techniques as the interview, interactive observation guide and the survey.

The **importance** of this research is based on the use of virtual platforms as a support to students' participation in English classes. Its interactive presentation and suitable to be used with children allow its implementation as a dynamic resource in the teaching-learning process of the English language.

The **practical contribution** of the present research is presented through the elaboration of the system of activities using the virtual platform "Seesaw" to make students participate more actively in their learning. The **newness** resides in that, by developing different activities, the students could practise actively the topics learned in class which helps to retain the contents. Its use allows students the continuous practice of the language due to the different tools it possesses; besides, it makes the students´ task a flexible and interactive aspect; so, it is of interest to them and, therefore, allows them to acquire the topic studied in class.

The present research is structured starting with the introduction where is detailed the type of research that is conducted, followed by the theoretical framework where is substantiate with reliable sources the different concepts applied to the research, the methodological framework where is manifested the way that the research is developed, the methods, the technics, the strategies to use to the recollection of the crucial information to the research work and the intervention proposal design. The research ends with the presentation of recommendations and conclusions supported by a trustworthy bibliography.

CHAPTER 1: THEORETICAL FUNDAMENTS OF THE USE OF VIRTUAL PLATFORMS.

The current chapter references the bibliography review by which this research is sustained about virtual platforms and their use in the teaching-learning process of the English language at a historical, conceptual, and contextual level. Besides, it is detailed how the students' participation is conveyed in an English class and the aspects to consider regarding it. Subsequently, the place where the research took place and the analysis conducted after applying the instruments.

1.1 Background in the virtual platforms' evolution in the teaching-learning process of the English language.

Education, as any process in continuous evolution, has experienced several transformations throughout history, due to the constant technological advances that have been developed from the appearance of the first computers to the internet creation. Within this, the teaching-learning process of English, known as the universal language which makes its learning crucial, has been adapted to these new tools making its learning more attainable.

In the last decade of the nineteenth century, and at the beginning of the twentieth century a variety of inventions were developed, such as the cinema, the radio, the television, the computer, the same that later would be introduced in education as tools to improve its process. In this way, Chavez A. (2003) states that when the technology was presented as an educative resource, which is known as educative communication, the communicative devices started being used in the teaching to reach a significant number of people, that for different circumstances cannot assist to an in-person classroom and due to the simple manner of using the devices.

The passage of time and the numerous inventions that humans have produced always have an impact on the development of society, and education as the fundamental base of it, has been influenced by the constant developments. "El papel y la tinta, por ejemplo, como tecnologías de información, han posibilitado que conocimientos sean almacenados y socializados (libros), conservando de esta manera el acervo cultural de la humanidad". (Gallego, 2016, p. 28)

According to Álvarez (2002), the cinema, since its appearance, started to be used as an educative medium for the teachers of that era, who saw in it an effective way to expand education. On the other hand, Ferrés (2009) mentions that in the year 1918, the educational institutions showed interest in the use of the cinema and the movement-image. Thus, it was introduced as soon as possible in the classrooms.

Additionally, the radio was the first device used for educational purposes after the phonograph and the magnetic recorder, which had the objective of strengthening the contents that the students learned in the classroom through programs broadcasted in the radio stations. "The first educational radio programs were broadcast to schools in the early 1920s, just as teachers were losing faith in educational films and their content. As a new school technology, however, radio was considerably different from film". (Fabos, 2001).

Television was another device adapted to the educational process. In accordance with Fuenzalida (2003), it was introduced to education between 1950-1960, firstly in Europe and Japan that promoted it to educate during the post-war period; later on, it would be adapted to the different school levels and because television was expanding in homes which made broadcasting more convenient.

With the creation of the computer, education had a crucial change as programs started to be created to reinforce the contents, at the same time that distance education increased, which came being promoted many years ago due to the constant technological advances. Likewise, Zinn (2003) states that the "Use of the computer as a tool for problem solving in education began in US graduate schools in about 1955, and a few years later moved into the classroom with the initiation of curriculum development projects in engineering and science". (p. 329)

Thereon and with the educative necessities of the age, the first virtual platform in history was developed, as Stapic & Orehovački (2008) state:

> The first learning management system or better computer assisted instruction system was introduced in 1960 by University of Illinois and was called Plato (later described as Programmed Logic for Automated Teaching Operations). This system pioneered LMS key concepts such as online forums and message boards, online testing, email, chat rooms, picture languages, instant messaging, remote screen sharing, and multiplayer online games.

In 1983, the internet appearance intensified distance education due to the flexibility of communication as an alternative and support to in-person classes. It is how WebCT, another virtual platform to develop educational courses, was born.

> WebCt es la abreviación de Web course tools, es decir, una herramienta de publicación de material educativo y gestión de cursos en un entorno basado en la Web. Fue desarrollada por Murray Goldberg y Susan Salari en el departamento de Ciencias de la Computación de la Universidad de British Columbia en 1995. (Gonzalez et al., 2010)

In 2002 Moodle was developed, being the LMS most used nowadays, by Martín Dougiamas. He had the objective of developing a platform to support collaborative learning, in

the same way, to allow people to study without going to a classroom. “Moodle can provide a unique opportunity for students to engage in social negotiation and mediation in the form of asynchronous (e-mail, threaded discussions) and synchronous (simulations, web-based data collection, and ill-structured problem solving) technology”. (Wood, 2010)

Throughout this century, with the continuous improvement of technology, many virtual platforms, more commonly used in university environments, have been developed, such as Moodle, Schoology, and Edmodo which are the most used platforms in higher education.

The evolution of virtual platforms goes according to the social and technological development, adapting to the necessities and circumstances of the present, their use from their beginning to nowadays have been increasing gradually. Therefore, the innovations and advances that occur within them will have an effect on education in the future as they are adapted to educational processes.

- **The English learning in the twenty first century**

It is said that from ancient times the language learning in daily people’s life, such as Latin and Greek, was needed for the acquisition of knowledge from written texts in these languages as well as to spread ideas and trade between cities. Hence, the use of methods that make it possible to acquire a language to fulfil the communication necessity of the human being since its beginnings has always been required.

The first known method was the traditional or grammar-translation method, which consists of the teaching of the grammatical rules and texts translation. The use of this method pretends the comprehension of a language through the knowledge of its structures and how it works internally.

The audio-lingual method was created in the second world war because of the necessity of people who know other languages to transmit messages. That is why this method was used, which was based on listening and repetition. In this manner, the language teaching was given by a systematic repetition of the basic structures and paying attention to the pronunciation.

Furthermore, the natural method proposed by Tracy Terrell in 1977. Martín (2009) states that this method “la gramática se reduce al mínimo, tanto que no existen explicaciones gramaticales en el aula, no hay repetición de estructuras, ni ejercicios de huecos, y la práctica gramatical se realiza fuera de la clase”. (p. 148)

The communicative method introduced by David Nunan in 1996 highlights the language teaching through the subjects' interaction in communicative situations. Alcalde (2011) mentions that this method “da la justa importancia a los aspectos gramaticales, léxicos y fonológicos, que

en otros métodos cobran especial protagonismo y en este, en cambio, están integrados en el proceso comunicativo". (p. 16)

Nowadays, technology is immersed in the educative field being impossible to talk about teaching ignoring the support that technology offers to the process, as Carneiro, et al. (2021) state:

> El aprendizaje ya no es un proceso que se desarrolla en una etapa determinada de la vida, sino que es un continuo que comienza desde el momento mismo en que nacemos y que continúa a lo largo de toda la vida. (...)En ese contexto, las TIC pueden tener un papel principal si se utilizan con sentido, acompañando y favoreciendo el proceso autónomo de construcción del conocimiento. (p. 159)

These tools can be used in several ways and the students' interest in the use of new technologies, is an advantage to include them in education. Therefore "Preparing classes with lots of images representing the topics we need to teach could be an excellent option to optimize the learning process, having interactive activities in classes will help getting students attention easier and longer". (González, 2016, p. 3)

> El uso de las TIC ha llegado a nuestras aulas para instalar grandes cambios en el contexto de enseñanza-aprendizaje. La tecnología amplía la capacidad humana para representar, procesar, transmitir y compartir grandes cantidades de información en forma casi instantánea. El gran desafío es incorporarla a nuestras prácticas cotidianas, seleccionando la herramienta más adecuada para llevar a cabo las tareas programadas, y así optimizar el proceso de aprendizaje de una LE. (Bordenave, 2015, p. 6)

The globalization phenomenon has increased the necessity of learning English. Its use has spread in all communication areas around the world and the business field, transforming it into a worldwide language. Besides, Duimovic (2017) corroborates the importance of learning English in these times:

> Mientras mejor es el nivel de inglés de un país, más fuerte es su economía, mayor es su innovación, mayor es su ingreso per cápita y mayor es su conectividad a internet. El poder comunicarse en Inglés es una competencia del siglo XXI que permite acceder al conocimiento y a la tecnología que, a la vez, facilita el desarrollo de otras competencias que serán las top 10 en el 2020 (Education First, 2017) estas son: resolución de problemas, pensamiento crítico, creatividad, liderazgo, trabajo colaborativo,

> inteligencia emocional, toma de decisiones, orientación al servicio, negociación, flexibilidad cognitiva. (para. 6)

Hence, the Common European Framework of Reference for Languages (CEFR) establishes the rank between the levels that a person acquires when learning English or another language. It is used around the world in order to define the linguistic skills of students from an A1 as the basic level to C1 as the highest level, to those who are fluent in the language as professionals. In addition Gutiérrez (2004) mentions that:

> En el marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación se establecen las bases comunes para la descripción de objetivos y contenidos en la elaboración de programas de enseñanza de lenguas, así como los aspectos metodológicos que subyacen necesariamente tras estos parámetros. (p. 619)

Learning English does not just involve the reading of texts, but also practice. Technology is transforming the way people prepare to learn, while every day new inventions are developed, new generations become knowledgeable of the use. Thus, the incorporation of technology into the teaching-learning process is considered one of the best reforms that have taken place.

According to García (n.d) quoted by Prato & Mendoza (2006) spaces for teaching English through technology are the different interactive channels by which oral and written language development is allowed. Different search sources such as free English dictionaries, the different ways that homework can be focused on depending on objectives to aim and the possibility of learning in an individual manner employing the several ways of acquiring a language.

1.2 Conceptual basis of the use of the virtual platforms and their contribution to the teaching and learning process of the English language.

1.2.1 Pedagogical basis of the use of virtual platforms in the teaching-learning process of the English language.

Camara (2006) states that there is a tendency to call to virtual platforms in different ways, which confused when wanting to broach this topic such as “aulas de enseñanza virtual, entornos integrados de enseñanza, entornos para el aprendizaje virtual, plataformas educativas, plataformas para el desarrollo de cursos virtuales, plataformas virtuales de aprendizaje, plataformas de tele-enseñanza”. (p. 99)

In words of Díaz (2009) defines the virtual platforms as “Un entorno informático en el que nos encontramos con muchas herramientas agrupadas y optimizadas para fines docentes. Su función es permitir la creación y gestión de cursos completos para internet sin que sean necesarios conocimientos profundos de programación.” (p. 2)

On the other hand Otero (2017) state that a “Una plataforma virtual de aprendizaje es una aplicación informática conformada por un conjunto de herramientas o sistemas de software que están generalmente protegidos por contraseñas, alojados en la web 2.0, que facilitan la comunicación pedagógica entre los participantes en un proceso educativo, sea éste completamente a distancia, presencial, o mixta que combine ambas modalidades en diversas proporciones”. (p. 86)

There are several types of virtual platforms that have been developed and that are gathered together according to the characteristics or services they offer. In Accord to García (2018), these types are:

- IMS (Instructional Management System): program that allows the creation of educational resources to provide students with educational content.
- LMS platform (Learning Management System): this tool allows the courses management and to distribute educational online materials offered by the platform and activities as forums, evaluations, etc.
- EVEA: these are similar to LMS, on many occasions they are thought to be synonyms. However, EVEA gives more choice of integrating internet content to complement the tools in the platform.

In general, some of the essential functions of these environments are management of the users with the register of teachers and students, management of groups and resources, centralization and automatization of the learning, distribution of educational contents, spaces that allow integrating different tools and resources of the internet to adapt them to these spaces.

According to Maki & Maki (2007) “La integración de la tecnología en los salones de clase de inglés se ha expandido muy rápidamente y efectivamente a través de todo el mundo, y con una muy amplia variedad de actividades de dónde escoger”. Furthermore, Gonzáles (2015) mentions that “Las plataformas virtuales ofrecen un ambiente muy motivante para los estudiantes de inglés. Los profesores pueden tener comunicación sincrónica y asincrónica con los estudiantes. (p. 56)

Therefore, virtual platforms have become a support to the teachers due to the use of the different tools, they can monitor the development of the students’ knowledge, who “obtienen

fuera de clases un aprendizaje individualizado, en donde también se auto instruyen, aprenden al ritmo deseado, desarrolla memoria reproductiva y también de pensamiento crítico y creativo según el estímulo que se reciba en las indicaciones de las actividades y estrategias del docente." (Barrera & Guapi, 2018, para. 21)

In school education, incorporating these virtual spaces is favourable since young people are the ones who use technology the most, which opens the opportunity for teachers to use these internet resources to adjust them into the teaching-learning process. Moreover, BECTA "*British Educational Communications and Technology Agency*" (2005) the benefits of the use of virtual platforms are:

- Enables parents: to support learners when learning takes place via home access and to engage with wider school activities through online communication tools.
- Enables those with leadership responsibilities: to reduce administration and ease organization and to communicate with parents quickly and efficiently.
- Enables those with support and administration roles: to provide direct support to learners, to communicate with other users on a one-to-one or one-to-many basis and to contribute to adapting and developing learning resources.
- Enables all users: to participate in personalised learning activities in school or at home
- Enables the teacher: to access communication, learner management and planning tools outside school and to share resources, planning with colleagues, to create and share plans for individual learners or groups and to import material (bought in or locally developed) designed for individual learners or groups.
- Enables the learner: to extend learning beyond the classroom and traditional timetables, to submit and track electronic activities, including a range of evidence, for assessment and to manage personalised learning using tools such as tasks, diaries and files often through personalised home pages. (p. 3)

Quoting Pardo (2009) affirms that "La incorporación de estas plataformas en el ámbito educacional, no sólo debe centrarse en la inclusión de los materiales educativos, sino también en el trabajo colaborativo que fomentan estos entornos, así como las habilidades didácticas que podamos generar con su aplicación". (para. 5). For this reason, to achieve good results in these platforms, it depends on the organization that the teacher has with the development of the activities, which shows the students the teacher's commitment to their learning and motivates them to get more involved in the process.

Virtual platforms go beyond just being presented as a resource where the teacher sends tasks and the student is in charge of solving them. They also try to incorporate the necessary tools that allow the deployment of different activities, facilitating various forms of work. Furthermore, Morado (2017) points out that to achieve an efficient education in these learning environments, the teacher is responsible for the design and arrangement of the aims and the contents of the classes, the organization of the activities and resources to be employed during the class. Try to maintain a communicative environment where students interact both with the teacher and with their classmates, where not only the individual presence of students is taken into account for the construction of knowledge, all this in order to provide a favourable environment.

The teacher's role in the virtual platforms according to Delgado & Solano (2019) is "un facilitador del aprendizaje, lo que plantea retos importantes(...): los aspectos afectivos, la mediación pedagógica, la socialización en el nuevo ambiente de aprendizaje, la promoción del trabajo en equipo, entre otros" (p. 18). They also add that "la plataforma virtual por sí sola no crea un espacio atractivo de aprendizaje, lo que hace la diferencia es la presencia de un facilitador que medie las temáticas de un curso con estrategias didácticas creativas." (p. 19)

On the other hand, Contreras et al. (2015) pose the characteristics that students must have as "capacidad de autogestión, expresada en la autodisciplina, el autoaprendizaje, el análisis crítico y reflexivo, así como en el trabajo colaborativo, fundamental para contribuir al desarrollo del ser en su interacción y aporte con y para otros desde una mirada ética que le permite tomar conciencia de las consecuencias que pueden generar sus acciones". (p. 135)

In summary, both teachers and students have their responsibility within the teaching-learning process. However, the teacher has the demand as a person qualified in the educational area to transform their class into a democratic environment, since there is the necessity that students have for the remodelling in the pedagogy with which they are taught and the adaptation of new strategies to improve the teaching-learning process such as those mentioned above contribute to the improvement of the educational quality of the institutions.

1.2.2 The students' participation in the teaching-learning process of the English language.

In the educational field, the preparation of citizens knowledgeable in a second language capable of communicating through the correct use of a language other than the mother tongue is a priority. That is why the preparation for mastering a second language stands out as a fundamental objective in the comprehensive training of students.

According to Ferreiro (2005) states that:

> Participación es acción. Es hacer algo. Es tomar parte. Es un proceso en el que uno se emplea logrando y/o contribuyendo a que se obtenga un resultado y a su vez está la actividad realizada, así como el producto del mismo que la actividad le proporciona siempre a uno, un crecimiento. (p. 5)

Furthermore, Rosano (2015) in her doctoral thesis, analyses concepts of participation of which highlights that participation is related to "la toma de decisiones que se convierten en acciones". (p. 23)

It can be said then, students' participation is based on the involvement in the execution of actions that allow the student to obtain knowledge to develop their learning. Nevertheless, Mejía et al. (2017) state that:

> Para que la participación se produzca, es necesaria la presencia de una actitud favorable a su existencia, y no sólo en los propios actores sino también en quienes, desde las posiciones de mando, deben promoverla y facilitarla. De ahí que la participación no constituya una realidad permanente ni universal en las organizaciones; menos aún en las formales, como la escuela. (p. 11)

In this way, students become active subjects in their learning when the educational institution creates appropriate environments and builds spaces where students can interact and use the English language, because participation surpasses the classroom.

There are three aspects to consider in order to make participation takes place, which are following detailed:

- **The students' empowerment in their learning**

The term empowerment has its origin in the English language, according to the RAE dictionary to empower means "dar a alguien autoridad, influencia o conocimiento para hacer algo".

Fang (2011) defines empowerment as "un proceso que fomenta el poder (la capacidad para ponerlo en práctica) en la gente, para el empleo en la propia vida, la comunidad, y en la sociedad, actuando sobre cuestiones que los individuos mismos definen como importantes". (p. 29)

"Empowerment and its application in the teaching-learning process is a poorly tackled topic. It deals with the capacity of people to recognize their strength, abilities and personal power". (Mulens et al., 2016, p. 27). Inside the educational process, empowerment is to give

students opportunities to show the acquired knowledge in order to instil in them the importance of participation in their learning process and leading them to the making of volitive decisions regarding the role in their learning and to transmit that they own their work.

Considering empowerment is possible not just from the classroom, but also from the different spaces that students are involved, it becomes an emancipatory and intentioned process that starts from the decision of the directors to encourage it so that students develop an awareness of their capacities and assume the responsibility of their learning while developing interpersonal skills and contribute to generating collaborative learning.

- **Affective-emotional dimension**

Valencia (2016) states that "las emociones siempre están en el centro de nuestra vida y de las acciones que realizamos a diario" (p. 120). For this reason, the acquisition of a second language is affected on many occasions by the students' attitude to face it, since they assume they are not competent in the presence of a new language and due to the constant interaction, that there have to be, students feel embarrassed when they do not understand something that the teacher says. In this manner, Mena (2013) points out that:

> El aprendizaje se contempla como un proceso acumulativo que dura toda la vida y en el que la motivación, las destrezas y el sentimiento de confianza del individuo son características esenciales a la hora de afrontar situaciones lingüísticas que trascienden al contexto académico. (p. 7)

The development of the learning independence in the children is an important element to consider since it helps them not feel school work as an obligation but as an entertainment, where the motivation has a positive influence to overcome the proposed tasks.

- **Communication skills**

Communication skills are a group of linguistic processes that allow effective communication between people in the language of their knowledge. These skills are speaking, writing, listening, reading and for the correct development, they have to be complemented when studying and not separate them ignoring the relation that exists between them, since "no existe un aprendizaje efectivo de una lengua extranjera si no se integran todas las habilidades comunicativas que la conforman". (Fundora, 2014, p. 26)

1.3 Contextual basis of virtual platforms in the teaching-learning process in function of the students' participation in English classes.

The importance of English learning in Ecuador has been increasing over the years and as it becomes more relevant in today's globalized society, it is becoming necessary to establish measures for its acquisition in educational institutions. The Ministry of Education has taken several initiatives like the obligation with its learning and innovative methodologies that allow the teachers to use several tools for appropriate learning development.

In this way, the English language as a foreign language is taught in an obligatory way from the secondary levels in public and private schools in Ecuador since 1992 as a result of an agreement made between the British Council and the Ministry of Education. As a consequence of this, the CRADLE project was created in which the use of books called "Our world through English" was established and "Las lecciones de estos textos presentaban a los estudiantes la realidad del país por medio de la lengua inglesa. La serie de textos incluía guías didácticas, material auditivo y material de exámenes". (Ortega & Auccahuallpa, 2017, p.54)

From that point on, there have been various projects to improve English in educational institutions such as:

> La actualización de la Reforma Curricular, que realizó transformaciones en la estructura de mallas en todas las asignaturas y comenzó con el proyecto "Es hora de enseñar inglés". En él se intentó mejorar el sistema de enseñanza del inglés como lengua extranjera, y se tomaron en cuenta aspectos de metodología y competencias docentes. (Peña, 2017, p. 26)

In addition, to support teaching performance in 2012, the "Go teacher" program was developed in which Ecuadorian teachers could opt for scholarships to study at United States universities, as well as agreement 041-14 established by the Ministry of Education in 2014, where is established the hourly workload for English at 5 hours per week starting in the 8th year of primary education.

Benavides & Ortiz (2020) mentions that, by a group of volunteers from the Peace Corps in Ecuador, it is intended to increase the English learning as a foreign language in public institutions through a methodology of a communicative nature and teaching induced to the student.

1.3.1 Presence and evolution of the use of virtual platforms in the teaching-learning process of the English language.

Educational technologies are currently being used massively. In addition, given the pandemic condition that exists worldwide, teachers have found it necessary to update and modernize, using the internet and through devices, tablets or cell phones, which are the recipients of the information given.

> Another trend in the virtualisation of higher education is the incorporation of IT tools into face-to-face education, meaning that the impact of fully online teaching processes is much higher than the simple coverage percentage of online or blended learning distance education. (Rama, 2014, p. 37)

Ramirez & Barajas (2017) in his article "Uso de las plataformas educativas y su impacto en la práctica pedagógica en instituciones de educación superior de San Luis Potosí" point out that teachers find virtual platforms beneficial to support the development of education.

As well as Pérez & Saker (2013) detail the importance of virtual platforms at the "Universidad de Magdalena Colombia" where they conclude that future teachers should be instructed about the use of these platforms to create a harmonious balance between distance and face-to-face education so that teaching is developed in an integrated manner and with infinite opportunities for students to acquire the required knowledge.

The inclusion of virtual platforms in Ecuador has been in a progressively way, these have not been introduced since the beginning focus on helping the teaching process, but over the years, the use has increased in the educational ambit and nowadays they are used more frequently. As Rodríguez (2018) mentions:

> La transición ha sido progresiva, en la mayoría de las instituciones educativas que imparten educación inicial, educación general básica y bachillerato; trabajan con plataformas virtuales enfocadas al control de matrículas y calificaciones, baja la rectoría del Ministerio de Educación. En base a lo anterior, se hacen necesarios procesos de implementación de entornos virtuales educativos, que contemplen las actividades diarias del proceso de enseñanza, desarrollado en las aulas habituales. (p.3)

In Ecuadorian universities, the use of these platforms is more common than in other educational levels since higher education has various modalities such as face-to-face, blended and distance education, being with the last its most clear use. So, their use is evident as Macías et al. (2020) mention that virtual platforms should complement in-person classes allowing an asynchronous communication, where students have more autonomy to participate and interact.

Quoting Gavilanes & León (2018) in his work "Plataformas virtuales y proceso enseñanza aprendizaje en los estudiantes de primero de bachillerato de la unidad educativa Atahualpa de la parroquia Atahualpa del cantón Ambato provincia de Tungurahua" concludes that few are teachers who know about virtual platforms and their application in education, in the same way, he points out that if their use increased the support to the teaching-learning process would be more favourable.

Due to their use in education in general and the opportunities they give regarding the acquisition of knowledge, virtual platforms implementation in language teaching is beneficial as the deployment of their tools enhances students' learning at the same time that motivates them to use these spaces that are attractive to them.

1.3.2 Diagnosis of the current state of student participation in the 7th year of basic general education.

In the present section, the obtained results are shown after the diagnosis regarding the students´ participation in the 7th year of general primary education of Leon Febres Cordero of Marcabeli city. In order to collect the information three instruments were used, the interactive observation guide (ANNEX 1), the semistructured interview (ANNEX 2) and the survey (ANNEX 3).

- **Analysis of the obtained results after the instruments' application.**

The first applied instrument was the interactive observation guide, in which the information was collected during the previous classes to the application of the activities system in which the following results were obtained:

- The students make questions about the topic of the class, but do not use the English language to ask the teacher.
- The activities dedicated to the practice of the language are scarce due to the short period of time.
- The students have a lack of listening comprehension, which is affected by the poor use of the language during the class and the lack of activities to improve it.
- The students show interest in the language learning, but do not make use of the communicative skills.

In addition, it was elaborated an interview addressed to the teacher in order to know her perspective about the topic of students' participation, in which the following information was collected:

Analysis unit 1: Active use of the English language

Category 1: Students' empowerment with the language learning

- In the educational institution, there are not enough resources for the students to practice and make use of English. For this reason, the teacher has to get resources on her own.
- The educational institution does not encourage participation or create events where students can get involved and make use of English.
- The educational institution does not have an area dedicated to the English language practice. As a result of this, students do not expand their learning beyond the class.

Analysis unit 2: Communicative construction using the English language

Category 1: Active communicative use

- Students do not read in the English language beyond the texts provided by the book.
- Students write sentences in English but they have many mistakes with the use of grammatical structures.
- Students have considerable listening comprehension; they understand when the teacher speaks but they do not understand when listening to audio.
- Students fail in pronunciation of the words, that is why they rarely speak in English.

Analysis unit 3: Affective-emotional component in the English language learning teaching process

Category: Students' attitude to the language learning

- Students show interest in developing activities regarding the English language and they show enthusiasm when developing them.
- Students work positively when an activity is proposed.
- Students make questions when they do not understand something about the topic studied.
- Students get involved voluntarily when organising an activity in the English class.

Finally, a survey was addressed to the students in order to know the importance of the participation in English class as subjects in the learning process, which brought the following results:

Table 1 Level assigned to the students' answer

Level	**Students´ answer**
Excellent	Always
Regular	Sometimes

Insufficient	Hardly ever

Analysis unit 1: Active use of the English language.

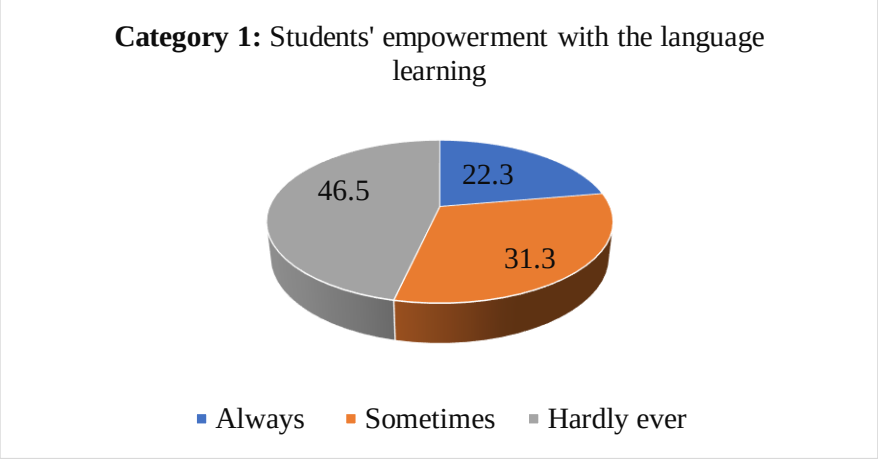


Figure 1 Survey results: Analysis unit 1

The obtained results after the survey application regarding the category students' empowerment with the language learning, is at an insufficient level according to the students' answers; due to that in the educational institution, there are not enough resources and the lack of activities to practice the language in the institutional space.

Unit of analysis 2: Communicative construction using the English language.

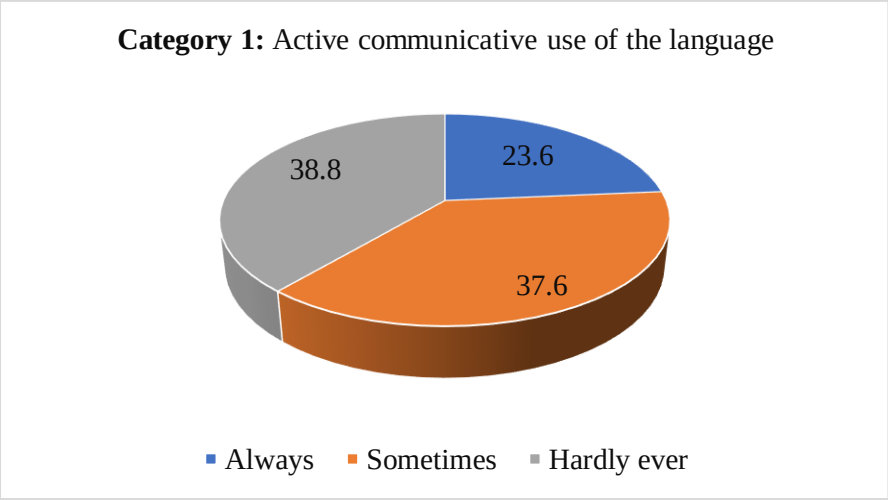


Figure 2 Survey results: Analysis unit 2

The obtained results after the survey application regarding the category communicative use of the language, is at an insufficient level according to the students' answers; due to the poor use of the language practising the different communicative skills. However, a great number of students have a regular result regarding the communicative use of the language.

Unit of analysis 3: Affective-emotional component in the English language learning teaching process.

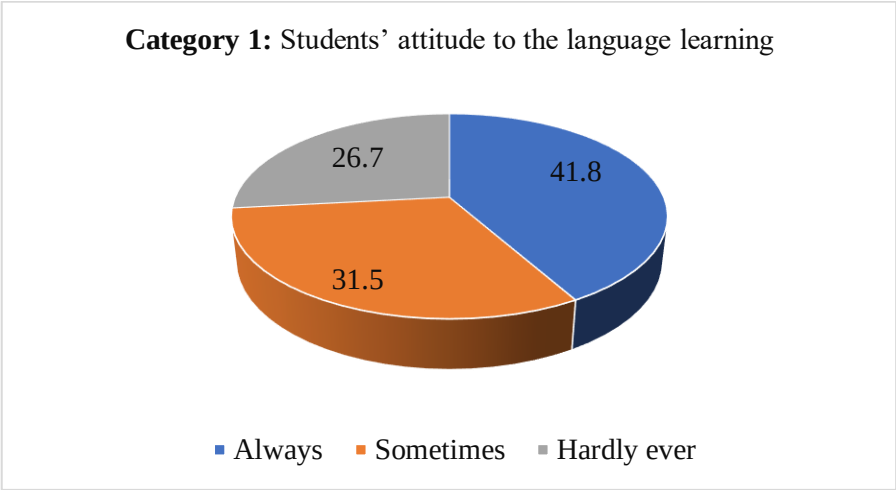


Figure 3 Survey results: Analysis unit 3

The obtained results after the survey application regarding the category students' attitude to the language learning, is at an excellent level according to the students' answers; due to the students' enthusiasm when the teacher proposes activities, they also make questions when they do not understand something of the topic learned.

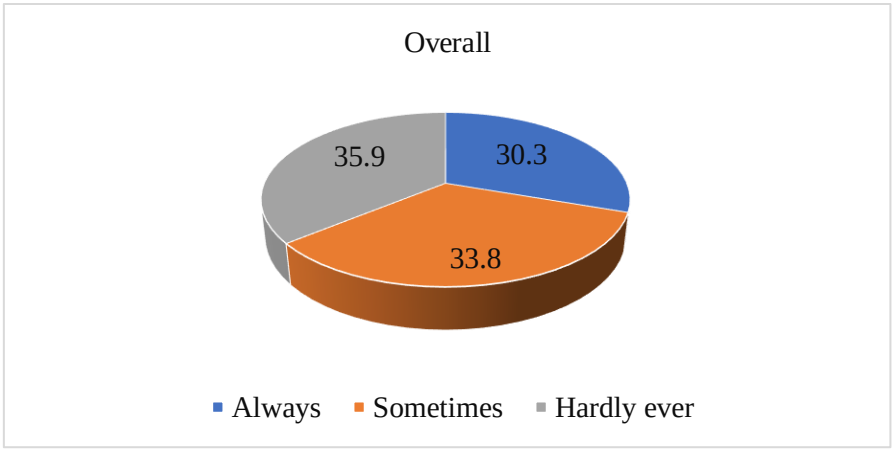


Figure 4 Total results of the survey

In the graphic above, it can be observed the total of the students' answers after the survey application; Of the total of questions, the major percentage of the answers give an insufficient level of participation regarding the English language.

As a result of the correct analysis about the information collected of each instrument applied, there is low participation in the English language learning by the students, the same that is affected by the lack of opportunities to interact in the school environment to strengthen

their empowerment, the poor use of the communicative skills and the student's attitude to face the English learning.

CHAPTER 2: METHODOLOGICAL FRAMEWORK

Along this chapter are presented the methodological aspects needed to the development of this research work, such as the paradigm and type of research, the design, the methods of both theoretical and empirical level and the population chosen. Besides the techniques to the data analysis after the application of the instruments.

2.1 Paradigm and type of research

The present research is framed within the qualitative paradigm, since its intention is to interpret and to know the opinions and decode actions inside an environment previously selected, considering that "La investigación Cualitativa se centra en comprender y profundizar los fenómenos, analizándolos desde el punto de vista de los participantes en su ambiente y en relación con los aspectos que los rodean". (Guerrero, 2016, p. 3)

Within the qualitative paradigm, to the researcher also being a member of the process "Lo que interesa es el mundo social en el que participa el sujeto, el mundo de significaciones en donde el mismo interviene, llenando los significados con su experiencia personal". (Mejía, 2004, p. 279)

Since the education context has a big impact in the advancement of the society "Los problemas educativos tienen un carácter global y se pone el acento fundamentalmente en la compresión de los procesos desde las propias creencias, valores y reflexiones". (Pérez, 1994, p. 28)

Altogether it pursues the comprehension of the facts from a humanist perspective, since "La investigación cualitativa rescata la importancia de la subjetividad, la asume, y es ella el garante y el vehículo a través del cual se logra el conocimiento de la realidad humana". (Galeano, 2004, p. 18)

Furthermore, it has been decided to develop purposeful research due to Paredes (2020) mentions that after a previous diagnostic proposes a solution to the stated problem, thus a proposition is applied to help to increase the participation of the students in the English classes.

2.2 Design of the research:

Valencia (2011) corroborates the importance of the design of an investigation due to:

> La lógica del diseño resulta de la actividad pensante del investigador con la que orienta, esclarece, confronta y determina las decisiones que se tomarán en el camino de conocer. Es necesario por tanto que con la construcción del diseño de investigación, se tengan

> claro el fenómeno u objeto a estudiar, y los propósitos que se pretenden alcanzar con la investigación. (p. 5)

Regarding to the time available to the development of this research work, this is carried out by means of a no-experimental transectional design, since according to Hernández et al. (2010) "Su propósito es describir variables y analizar su incidencia e interrelación en un momento dado. Es como tomar una fotografía de algo que sucede". (p. 151)

2.3 Population and sample or object of study

The population selected is the total of 33 students in the seventh year of general basic education in the León Febres Cordero school in Marcabelí city and the teacher in charge of the grade.

2.4 Methods of the investigation

The methods are the means with the research is conducted because these allow the researcher to collect the relevant information to accomplish the main objective. Besides "El método es requisito indispensable para la investigación y es la herramienta que ayuda a sistematizar u ordenar la investigación, asimismo coadyuva al logro de los objetivo preestablecidos". (Nateras, 2005, p. 278)

Within the present research, the methods both empirical and theoretical were selected in relation to the type of research and the information that is wanted to be collected.

2.4.1 Theoretical methods

The theoretical methods allow the development of the concepts and to concretize the theoretical aspects which provide support to the research. Quoting Del Sol Fabregat et al. (2017):

> Los métodos teóricos permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos. (p. 252)

Hence, the theoretical methods that were applied in the research are following detailed:

- **Historical-Logical Method**

  This method is applied to conduct a historical review in relation to the development of the research topic from its beginnings to the contemporaneous times, since Torres-Miranda (2019) mentions that:

> Este método se integra en una estructura investigativa o proceso de investigación para reunir evidencia de hechos ocurridos en el pasado y su posterior formulación de ideas o teorías sobre la historia o para comprender varias reglas o técnicas metodológicas para analizar datos relevantes de un tema histórico, permitiendo al investigador sintetizar la información para construir una información coherente de los acontecimientos ocurridos asociados al objeto que se está estudiando. (p.4)

- **Analytical-Synthetic method**

This method is used to consolidate the elements that take part in this research in a logical manner, complementing each other and establishing the relation among them.

> El análisis se produce mediante la síntesis de las propiedades y características de cada parte del todo, mientras que la síntesis se realiza sobre la base de los resultados del análisis. En la investigación, puede predominar uno u otro procedimiento en una determinada etapa. (Rodríguez & Omar, 2017, p. 182)

- **Hermeneutic method**

This method adds to the research work the reflection due to its objective is "comprender los textos a partir del ejercicio interpretativo intencional y contextual". (Cárcamo, 2005, p. 207). Besides "La hermenéutica posee una naturaleza profundamente humana, puesto que es al ser humano a quien le toca interpretar, analizar o comprender el significado de pensamientos, acciones, gestos y palabras, entre otras formas de manifestaciones, dada su naturaleza racional". (Marrero et al., 2008, p. 184)

- **Systemic method**

This method is present to organized the information collected and to establish the relation among the important aspect considered, creating in this way, a vast knowledge of the research topic. Since Ramos et al. (2016) "El enfoque de sistema, o sistémico, es un modo de abordar los objetos y fenómenos de forma integradora, no como la suma de componentes, sino como un conjunto de elementos en interacción, que producen nuevas cualidades". (p. 10).

2.4.2 Empirical methods

The empirical methods allow the researcher to collect the pertinent information to know the state of the variable. According to Rojas et al. (2018) these methods are selected regarding the objective of the research; its selection also depends on the determination of the indicators to be evaluated.

- **Interactive observation**

The interactive observation process allows the researcher to collect certain information in the daily environment of the subjects and look into the way they work and the continuous development they have. Likewise Díaz (2011) corroborates the importance of this method in the research process:

> La observación es un elemento fundamental de todo proceso de investigación; en ella se apoya el investigador para obtener el mayor número de datos. Gran parte del acervo de conocimientos que constituye la ciencia ha sido lograda mediante la observación. (p. 5)

The interactive observation allows the researcher to be part of the process while recollecting essential information using a guide to not lose the main points of the research, since "El proceso a seguir para realizar una guía de observación es propiamente, saber qué se quiere conocer, focalizándolo en el fenómeno o problema, sin perder de vista que es fundamental que el instrumento tenga validez y confiabilidad". (Campos & Lule, 2012, pp. 56-57)

The observation guide (ANNEX 1), covers the analysis unit 2 and 3. The scale of values goes between excellent when the students always make what is stated, regular when the students sometimes make what is stated and insufficient when the students hardly ever make what is stated.

- **Interview**

The interview is addressed to the teacher in charge of the course in research to seek about the students' participation in the school environment regarding the English language and the knowledge as educator she has about this topic, Besides this instrument allows by the dialogue a more complete information. A Diaz-Bravo et al. (2013) detail:

> La entrevista es uno más de los instrumentos cuyo propósito es recabar datos, pero debido a su flexibilidad permite obtener información más profunda, detallada, que incluso el entrevistado y entrevistador no tenían identificada, ya que se adapta al contexto y a las características del entrevistado. (p. 166)

The designed interview (ANNEX 2) consists of 14 questions, of which the first 4 belong to the first analysis unit and the rest are divided into 5 that belong to the 2 and 3 analysis units respectively. The same was made through a phone call with the teacher.

- **Survey**

"La técnica de encuesta es ampliamente utilizada como procedimiento de investigación, ya que permite obtener y elaborar datos de modo rápido y eficaz". (Casas et al., 2003, p.143). The survey in the present research is addressed to the students in order to know their perspective towards the students' participation in the teaching-learning process of English language.

The survey (ANNEX 3) was conducted by the Google questionnaires, once it was created, was shared by a link to the students. The survey was made up of 15 questions. The answers were always, sometimes, hardly ever with a scale of excellent, regular and insufficient respectively.

2.5 Data processing techniques

Once the data collection is accomplished, the analysis of the information is proceeded to comprehend the state of our variable, to execute this step, it is applied the following technique:

2.5.1 Content analysis

This technique helps to interpret the results obtain after the application of the instruments, wanting "(…) la búsqueda de los sentidos contenidos en los documentos, material recolectado a través de entrevistas, o en notas de observación tomadas en diarios de campo". (Gomes & Ribeiro, 2009, p. 260). Which is achieved by means of a scientific reading as Abela (2002) mentions"esta debe ser sistemática, objetiva, replicable, y válida". (p. 2).

2.6 Work with the variables under study in the research

It is important in a research work to be clear about the variables which are being studied because the problem goes around them, thus it depends on a well-done management of the variables to obtain the main objective stated. Besides, Espinoza (2018) "Las variables intervienen como causa o como efecto en el proceso investigativo. Las variables que se van a investigar quedan identificadas desde el momento en que se define el problema". (p. 40). In this way, the present research has the virtual platform "Seesaw" and the increase of students' participation.

The virtual platform called "Seesaw" is the participating variable. This variable is defined as participating because it is used to increment the students' participation in English classes.

In return with the research problem, it seeks to increment the students´ participation in English classes. This variable is defined as modifiable since it is changed after the action of the participating variable.

It is understood to increase the students' participation as the enhancement of the favourable attitude by the students to the learning and use of the English language through the construction and empowerment with its use in the educative space where they show the skills acquired.

2.7 Work with the increase of the students' participation variable

Table 2 work with the increase of the students' participation variable

ANALYSIS UNIT	CATEGORIES	INDICATORS
Active language use	Empowerment of the students with the language learning	- Use of educational spaces to show and exercise the topics studied in the language class. - Possibility of expression of what has been learned in the classroom and other educational spaces. - Use of the language to improve life at the level that students are. - Existence of resources in the institution that facilitates the teaching-learning of English. - Encouragement of participation habits in activities related to the English language.
Communicative construction using the English language	Active communicative use	- Use of the oral expression of English. - Inclusion of the language to the texts, stories composition, etc. - Listening comprehension of the teacher's instruction, dialogues with her classmates, songs, audios, etc. - Texts reading in the English language. - Comprehension of messages, texts, etc. in the English language.

Affective-emotional component in the English language learning teaching process	Students' attitude to the language learning	- Students are interested in learning more about the topics studied in class outside the educational environment. - Students are interested in developing the skills needed regarding English by practicing at home. - Students interact voluntarily in activities developed in the classroom and the institution related to English. - Students show enthusiasm for taking part in school activities related to English. - Students get involved actively in activities proposed by the teacher.

Source: Own elaboration

2.8 Representation of the categories in the instruments used

Table 3 Representation of the categories in the instruments used

CATEGORIES	INTERACTIVE OBSERVATION	INTERVIEW	SURVEY	ANALYSIS
	CATEGORY 1/ANALYSIS UNIT 1			**Excellent:** When students can use different spaces outside the classroom to speak the language, it shows that the language is an aspect that benefits whom domain and, there is an encouragement to its development with the resources that allow it. **Regular:** When students can use different spaces outside the classroom to speak the language, it shows that the language is an aspect that benefits who domain but, the available resources do not encourage active language use.

Empowerment of the students with the language learning		**Insufficient:** When language use is not encouraged in the educative spaces and contexts and the available resources do not support the process.
Active communicative use	CATEGORY 1/ANALYSIS UNIT 2	**Excellent:** When students always make a communicative use of the language through the oral expression, texts, and messages comprehension and composition, etc. **Regular:** When students always make a communicative use of the language through the oral expression but, they do not use the language in texts, and messages comprehension and composition, etc. **Insufficient:** When students do not make a communicative use of language in any of its ways.
		Excellent: When students show a positive attitude to English learning, they are interested in developing their skills through the constant practice out of the educative environment and by the involvement in activities carried out inside and outside the institution. **Regular:** When students show a positive attitude to English learning but they are poorly interested in developing their

Students' attitude to the language learning	CATEGORY 1/ANALYSIS UNIT 3	skills through the constant practice outside the educative environment and, by involvement in activities carried out inside and outside the institution. **Insufficient:** When students do not show interest in developing their skills by practicing outside the educative environment, they do not get involved in activities carried out in the classroom and the institution.

Source: Own elaboration

CHAPTER III: INTERVENTION PROPOSAL

In this chapter, the system of educative activities is designed based on the use of the virtual platform "Seesaw" created as an intervention proposal to contribute to the students' participation applied in the Leon Febres Cordero school with the students of the 7th year of general primary education parallel "A". Additionally, the pedagogical, psychological and technological foundation is detailed that gives validity and reliability for the use of the virtual platform in the educational process.

3.1 Theoretical foundation of the system of didactic activities based on the use of the virtual platform "Seesaw".

Education proposes the fulfilment of aims and objectives of what is wanted for students to learn during their preparation process throughout their educational life. The achievement of these goals come from the way of how they are intended to be achieved. Therefore, a good approach to the design, planning and application of activities to support the process has crucial importance. Furthermore, the methodologies have to be focused on stimulating the students' curiosity through meaningful experiences giving them opportunities to explore different perspectives. This contributes to an active education where the knowledge is built as the students broaden their cognitive capacities.

> Actualmente la sociedad está en constante transformación, es entonces la educación quien facilita la adaptación del ser humano en su mundo, la Pedagogía contribuye a formar una educación más eficiente, es ecléctica porque no tiene una función universal como tal para que se trabaje con ella, si miramos hacia aquella época donde la Pedagogía era netamente de carácter tradicional no vemos mucha fluidez al menos por parte del alumno el papel protagónico era del profesor, su rol era cien por ciento activo mientras que el del alumno era pasivo. (García, 2014, p. 1)

According to Guapisaca & Nuñez (2019) "Cuando se menciona el término Sistema de actividades se hace referencia a un conjunto de actividades que tiene objetivo o una meta en común, las mismas deben ser realizadas de forma secuencial para lograr dicho objetivo" (p. 28). A system of educative activities also refers to a set of tasks which are conducted to support the educational process and to achieve stated objectives focused on the knowledge and skills development established in the academic curriculum. Additionally, this system of activities was conceived due to the absences, limitations and deficiencies found after the analysis of the results.

3.1.1 Psychological foundation of the system of didactic activities.

The current system of activities is developed under the concept of active learning. It is known that the concept of active learning was introduced by the psychologist Jean Piaget, the forerunner of constructivism, the pedagogical stream that postulates that students build their knowledge by giving them the necessary tools. Other pedagogues such as Maria Montessori and John Dewey also promoted the idea of a student-centred approach.

> El Aprendizaje Activo es un enfoque de enseñanza en el que los alumnos participan del proceso de aprendizaje mediante el desarrollo del conocimiento y la comprensión. En la escuela, suelen hacerlo como respuesta a las oportunidades de aprendizaje que diseñan sus docentes. (Cambridge Assessment International Education, 2019)

Active learning takes action when students have active participation in the building of their knowledge, since "Active learning implies that students are engaged in their own learning. Active teaching strategies have students do something other than taking notes or following directions(...)they participate in activities(...)to construct new knowledge and build new scientific skills". (Handelsman et al., 2007)

Orosz et al. (2018) state that "Las estrategias y técnicas del aprendizaje activo en el idioma inglés afianzan el rol del estudiante y del docente, fomentan aprendizajes mutuos, desarrollan la motivación intrínseca de los estudiantes y favorecen el clima del aula". (p. 4)

> Active learning is therefore the learning activity allowing students an opportunity to learn in a meaningful, valuable, and joyful way in response to their interest. In this manner, students are challenged and encouraged to find the answers through various activities e.g. group working, talking, reading, writing, discussing, questioning, reflecting, and finding answers. (Phala & Chamrat, 2019, p. 2)

Quoting Schwartz & Pollishuke (2005) mention that "El aprendizaje activo y lenguaje total son esenciales para conseguir una clase centrada en el alumno" (p.22). The whole language refers to the integration of the four communicative skills: Reading, Listening, Speaking, and Writing as a total experience and not as individual skills which are developed separately, which do not contain a meaning until they are unified.

3.1.2 Technological foundation of the system of didactic activities based on the use of virtual platform "Seesaw".

The inclusion of technological tools in the teaching-learning process contributes to accelerating it due to the large variety of resources that can be used when teaching while allowing students to gain autonomy when learning. For this reason, the elaboration of a system of educational activities is proposed based on the use of the virtual platform "Seesaw" to support the students' participation in English classes.

> The evolution of technology has impacted every aspect of our lives from banking to the way that we communicate with each other. In fact, technology has become an integral part of sustaining society, and its infusion with education is therefore inevitable. Technology not only provides students with access to countless online resources, but also aids them in the learning process. A majority of universities and educational institutes have already started to utilise technology within their teaching methods. (Online Business School, n.d, párr. 1)

The system of activities is based on the use of the virtual platform "Seesaw" that was chosen for its several tools, the easy use that students can do of it and the little difficulty when doing attractive activities so the students have a great learning experience. Inside the tools that this platform has are: the access by a QR code, the sending of activities by the teacher, the use of internet tools such as YouTube videos. It has a variety of activities that teachers can adapt for the class topics they are developing, it allows to annex photos of the students' works, moreover to record videos and audios. Additionally, these platforms have an interactive character allowing students to see their partner's works, be able to comment on them and like them similar to a social network, as well as allowing the student to post some activity voluntarily.

An example of the use of this platform is presented by Peña (2019) adapting it to artistic education classes in which stands the strengthening of the interactive character making use of this platform. Another example of its use is the project "Maleta, + mochila" elaborated by Alonso et al. (2020) in which highlights as an innovative aspect the active role of the students and the encouragement in the students when using remarkable technological tools.

Figure 5 Advantages of the use of the virtual platform "Seesaw". (Peña, 2019, p. 216)

3.2 Functional structure of the system of educative activities based on the use of the virtual platform "Seesaw".

- **Components of the system**

a) Non personal components

- Content: it refers to the fundamental basis of how it is going to work during the time of the class and from which the designed activities have to be focused on allowing students to understand the topic studied. Furthermore, "El contenido como parte del currículo expresa la base de ordenación del sistema que orienta la secuencia de progreso para la escolaridad de acuerdo con las especialidades que lo componen" (Valbuena, 2008, p. 20).
- Objective: it is important to define the objective to accomplish when teaching since it allows teacher to know what is wanted to be achieved during the class. In addition "formular los objetivos pedagógicos claramente es clave en tanto y en cuanto su definición, ayudará tanto al alumnado como al profesorado en la "visualización previa del recorrido formativo". (Ferrando, 2015, para. 1). In the same way this system of activities has the objective to increase the participation in English language classes of the students of the 7° year of general primary education of the Leon Febres Cordero School school in Marcabeli city.
- Method: "El método es una forma organizada y sistemática de poder alcanzar un determinado objetivo. Puede aplicarse a distintas áreas de estudio como las ciencias naturales, sociales o las matemáticas" (Westreicher, 2020). In the present system of activities, the method is the participative interpretive, that takes shape at the time of presenting the class and when the students interact with the teacher and participative because the designed activities have the goal of making the students have a more participatory role in their learning, beyond only joining the class.
- Resources: "Estos materiales pueden ser tanto físicos como virtuales, asumen como condición, despertar el interés de los estudiantes, adecuarse a las características físicas y psíquicas de los mismos, además que facilitan la actividad docente al servir de guía". (Vargas, 2017, para. 1). The variety of resources that exist is very wide for the use of teachers, allowing them to develop engaging activities and entertain students while they learn.

In this system of activities, resources such as internet videos, online games, online worksheets, images are used, as well as the tools provided by the Seesaw platform so that students can complete their tasks satisfactorily.

- Evaluation: “evaluar no es una acción esporádica o circunstancial de los profesores y de la institución escolar, sino algo que está muy presente en la práctica educativa”, ya que permite saber el progreso del estudiante para tomar acciones en el caso de que no estén aprendiendo correctamente (González & Perez, 2004, p. 4), since it allows to know the students’ progress in order to take actions in case that they are not learning correctly.

Table 4 Systematization of the components of the intervention proposal

<table>
<tr><td rowspan="4">System of activities based on the use virtual platform “Seesaw”</td><td>Objective</td><td>Content</td><td>Method</td><td>Resources</td><td>Evaluation</td></tr>
<tr><td rowspan="3">To increase the students’ participation in English class of the students of the 7th year of general primary education in Marcabeli city.</td><td>Present simple and exercises</td><td rowspan="3">Interpretative-participatory method</td><td rowspan="3">- YouTube platform
- Online worksheets
- Microsoft Word presentation
- Microsoft teams
- Seesaw’s tools
- Pictures
- Computer
- Online games</td><td>The students are able to apply the present simple to speak about daily actions and permanent facts. To elaborate questions and male a correct use of the verbs in third person.</td></tr>
<tr><td>Transport vocabulary</td><td>The students are able to recognize the vocabulary related to means of transport, places in towns, ask and answer questions such as Where do you go? How do you go to the ...?</td></tr>
<tr><td>My daily routine</td><td>The students are able to recognize the vocabulary related to the topic of daily routines and know how to say the time in English using common expressions like at half past, o´clock, at quarter to, at quarter past. Etc.</td></tr>
</table>

Source: Own elaboration

b) Personal components

In the XXI century, the teacher and student role has changed due to the transformation that the educational process has experienced. This change has been produced because the knowledge acquisition process has been reconsidered from the transition of content to awaken the capacity of the subjects to build their own knowledge.

- Teacher:

The teacher is no longer shown as the absolute agent of knowledge but it becomes a learning facilitator and who has the initiative when presenting the topic in the class and the activities to develop. To be a teacher also means to be in a continuous learning since always new advances are produced which has to be taken into account. For this "el ejercicio docente debe ser repensado, generando nuevas metodologías de enseñanza y procesos didácticos adaptados al entorno de la sociedad actual y a las necesidades de la particularidad de sus alumnos, que garanticen una educación inclusiva y de calidad". (Loja & Calderón, 2018, p. 37)

- Student:

Nowadays the student role is of protagonist of his learning, the tasks, activities and action that the teacher takes, have to be focus on an active involvement while learning. Furthermore, "Para que el alumno logre una autonomía debe tener una necesidad que le permita involucrarse completamente en la búsqueda de información y el aprendizaje de la misma" (Jiménez, 2014, para. 3).

That is why the student has to be in constant communication with the teacher and his classmates and collaborate with them. Some of the actions that the student has to perform are:

- ✓ Inquire into the topic of the class
- ✓ Make questions about doubts when learning
- ✓ Be thoughtful about his own learning and performance

All these characteristics that the student has to possess, support a propitious learning, where there is a democratic participation and everyone learns at the same rhythm and without necessity of creating a competence between students.

- **Application forms**

Application form refers to the way the activities are adopted. In this work, the activities designed were adapted to the topics supplied by the teacher in charge of the chosen group to

apply the system of activities, due to the virtual modality in which is being worked, the class lasts 30 minutes once in the week. The students join the meeting through Microsoft teams where it is explained the topic and done some activities for them to understand better. Once the class is explained, it proceeds to explain the activities to be done in the platforms to the students to practice the different communicative skills.

Within the application of activities, concepts such as time and techniques to be used must be taken into account, which are expanded below:

- Time: it represents the hours given to teach the assignment and when creating activities should always be taken into account, since they have to be adapted to that lapse established to develop all the activities planned, thus the time management is a crucial element.

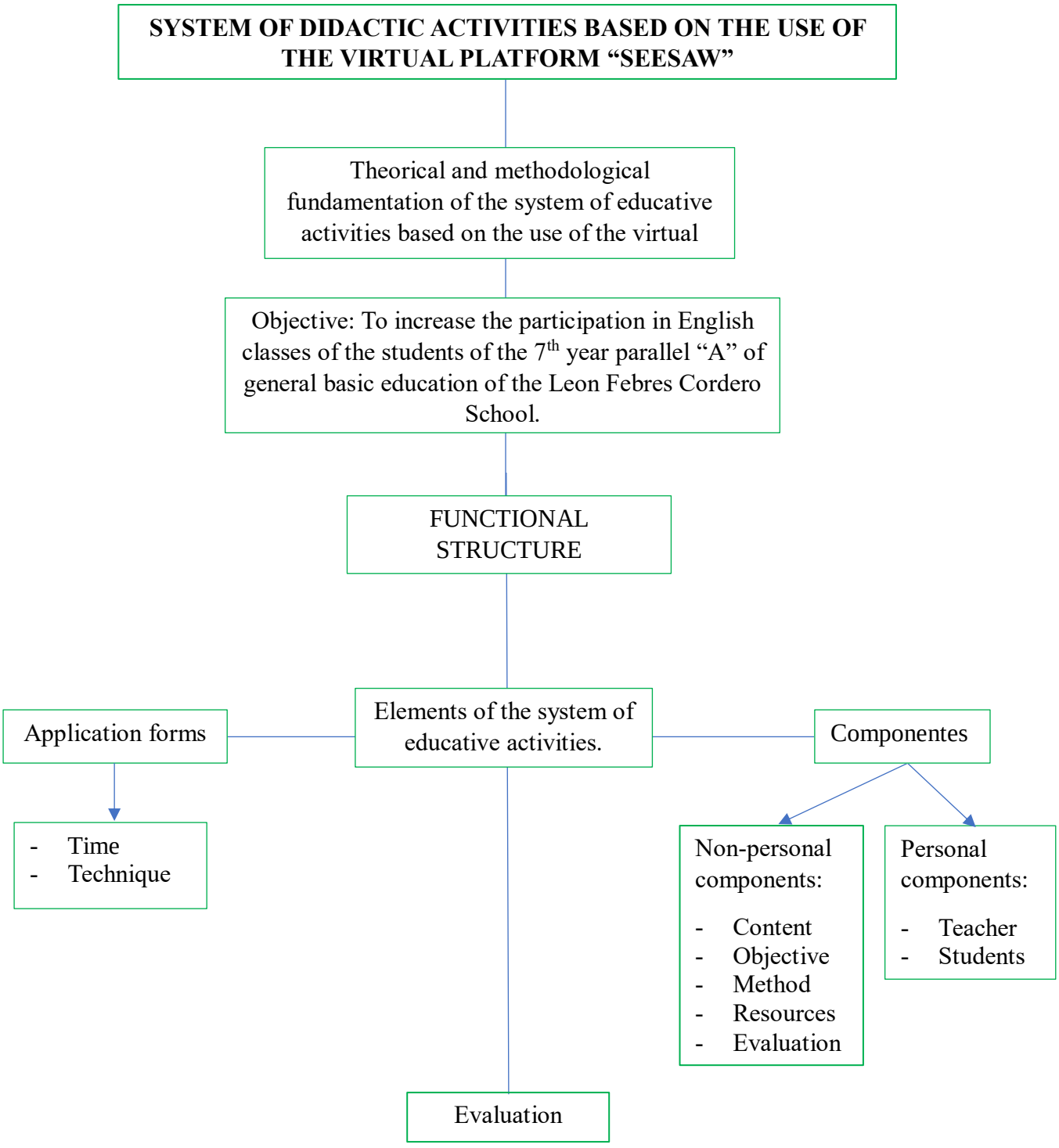
Hargreaves (1992) quoted by Ruiz et al. (2015) defines the school time as:

> Un elemento de singular relevancia en la estructuración del trabajo del profesor debido a que es un punto de referencia a partir del cual se instituyen las expectativas de mejora del proceso educativo. El autor hace una distinción sustantiva con respecto a la ordenación del tiempo escolar; esto es, por un lado la presencia de un *tiempo técnico-racional* pensado desde la administración educativa como un factor objetivo que actúa como condición instrumental de organización para cubrir las necesidades institucionales del momento. (párr. 12).

- Technique: The technique focuses on how the chosen resources are used in the process to achieve the objectives stated, which are part of a general process. Since "La preparación pedagógica del educador le pone en contacto con métodos, procedimientos, formas, modos, etc. de aprendizaje y cada uno de estos conceptos conlleva un proceso de aplicación, un conjunto de normas que deben observarse para ponerlos en práctica (…)" (Delgado & Palacios, 2014, p. 6). In the present system of activities, the techniques to be used are questions and answers, drilling, brainstorming, transformation drill, interview, picture stories, elicitation, gamification.

3.5 Diagram of the functional structure of the intervention proposal.

Figure 6 diagram of the functional structure of the intervention proposal



3.3.1 Description of the system of activities

In this part it is detailed in a meticulous way the planning of the classes and the activities to be developed in the virtual platform "Seesaw" conducted in the English classes of the 7° year of general primary education parallel "A" in which the contents provided by the teacher in charge belong to the English pedagogical module N°2.

Class 1 y 2:

Content: Present simple

Objective: To learn the use of the present simple and how to apply it to describe daily actions and permanent facts, to elaborate questions and make a correct use of the verbs in third person.

During the class

Time: 30 minutes

- Introduction: 10 min

Explanation of the topic of the class

- Development: 15 min

Exercises related to the topic of the class

- Conclusion: 5 min

Explanation of the activities to be developed in the platform

Evaluation: The students are able to apply the present simple to speak about daily actions and permanent facts. To elaborate questions and male a correct use of the verbs in third person.

Work in the platform:

Activity 1:

- To watch a video about the present simple tense to refresh what was taught in class.

Activity 2:

- The student reads a short text in present simple and circles the verbs in third person.
- The student answers the questions stated about the reading.

Activity 3:

- The student looks at a group of pictures and describes the action that is done using the microphone of the platform.

Activity 4:

- The student transforms sentences from first person to third person paying attention to the change that happens with the verbs.

Activity 5:

- The student uses a link to play a game about the simple present.

https://www.cerebriti.com/juegos-de-idiomas/test-de-present-simple

- The student takes a screenshot of the play results and uploads it on the platform.

Resources:

- Microsoft word presentation
- Online worksheets
- YouTube video
- Worksheets
- Pictures
- Seesaw tools
- Online game

Class 3:

Content: Means of transport and places in town.

Objective: To learn vocabulary related to means of transport, places in towns, ask and answer questions such as Where do you go? How do you go to the ...?

During the class

Time: 30 minutes

- Introduction: 10 min

Explanation of the topic of the class

- Development: 15 min

Exercises related to the topic of the class

- Conclusion: 5 min

Explanation of the activities to be developed in the platform

Evaluation: The students are able to recognize the vocabulary related to means of transport, places in towns, ask and answer questions such as Where do you go? How do you go to the ...?

Work in the platform:

Activity 1:

- The students watch a video about means of transport and places in town to refresh the vocabulary learned in class.

https://www.youtube.com/watch?v=fpoONSqRQhM

- The students extract the means of transport and the places in town named in the video and make sentences with them.

Activity 2:

- The students make a short interview to a member about what means of transport they use and what places they go to using the following questions:

1. Where do you go?
2. Do you go by (the means of transport that each student chooses)?
3. How do you go to the (the place that the person says)?

- The students use the microphone of the platform to record the interview.

Activity 3:

- The student looks at a sequence of photos related to the subject of the class and, using the microphone, describes what he sees.

Resources:

- Microsoft word presentation
- Online worksheets
- Worksheets
- Pictures
- YouTube video
- Pictures
- Seesaw tools

Class 4:

Content: My daily routine

Objective: To learn vocabulary related to daily routines and how to tell the time in order to say what time they do these activities.

During the class

Time: 30 minutes

- Introduction: 10 min

Explanation of the topic of the class

- Development: 15 min

Exercises related to the topic of the class

- Conclusion: 5 min

Explanation of the activities to be developed in the platform

Evaluation: The students are able to recognize the vocabulary related to the topic of daily routines and know how to say the time in English using common expressions like at half past, o´clock, at quarter to, at quarter past. Etc.

Work in the platform:

Activity 1:

- The students have some photos in disorder about a person's routine.
- The students order the photos in the way how actions take place in the day.
- The students use the microphone provided by the platform and describe the person's routine.

Activity 2:

- The student writes a short paragraph about her/his daily routine.

Resources:

- Microsoft word presentation
- Online worksheets
- Worksheets
- Pictures
- YouTube video

- Pictures
- Seesaw tools

3.3.2 Corroboration of the effectiveness of the application of the system of didactic activities

Class 1 and 2: Present simple and exercises

These classes were developed on Wednesday 4th and 11th August. During the first class the topic of the present simple was introduced, detailed in the lesson plan (ANNEX 4) with the help of a word presentation, the different uses of the simple present were explained through sentences (ANNEX 7). At the same time that the class was being developed, it could be noticed that students found it difficult to use the verb in the third person, for this reason after finishing with the explanation, some online worksheets were used to illustrate with examples about the established rules. In this way, they were answering and comprehending the different rules.

After finishing with the explanation of the class, the instructions to solve the activities in the platform (ANNEX 11) were given to them. The activities were reviewed once the students sent them, it could be observed that they had difficulty using the platform as being the first time, for this reason they had more time to finish.

During the second class (ANNEX 8), the simple present was explained again emphasizing the rules of the verbs in the third person, where the students had more difficulty. In the same way, it was practised with students in the class.

Subsequently, the activities in the platform (ANNEX 12) were explained. When reviewing the activities, it was noticed an improvement in most of the students compared with the previous class.

Class 3: Transport

This class was developed on Wednesday 18th August (ANNEX 5). The students learned about the means of transport and places to go (ANNEX 9), the required vocabulary was explained through some pictures, in this way the teacher said the means of transport and places to go in Spanish and English and after this, the students repeated. The students already knew some of them, which made the topic easier for them, even though they did not pronounce well, it was noticed their enthusiasm to learn. In order to practice, some exercises were shown to the students where they had to complete the question and the answer by looking at the picture next to it.

In the end, the activities in the platform (ANNEX 13) were explained. With the help of the activities, the students practised the topic of the class and being easy activities, they did not lose interest. Besides, reviewing the students' work, it was noticed that they used the platform without difficulty. Regarding the content, they had some mistakes when writing the sentences. The second activity consisted in making a short interview with a member of the family about places they go most of the time and what means of transport they use to get there, to do this they used the microphone of the platform.

Class: My daily routine

This class was applied on Thursday 26th August, detailed in the (ANNEX 6), the students learned about daily routines and new vocabulary related to this topic. (ANNEX 10). The students also learned how to say the time using an online clock, in this way, the students knew how to say the time when they developed certain actions throughout the day. In order to know if the students comprehended the explanation, it was used online worksheets where they answered with one voice. Firstly, they did exercises of the daily routine, then exercises about the time, finally the two topics were integrated. In this way, the students could solve the exercise properly.

The task assigned in the platform (ANNEX 14) consisted of an activity where the students had to look at a set of pictures in a messy way in which they had to put in the correct order the routine of that person and use the microphone to say the routine. Finally, they had to write a short paragraph about their daily routine and upload a photo of the work to the platform.

- **Corroboration of the system activities through an interview with the teacher**

Once we finished with the application of the intervention proposal, it proceeded the corroboration by using an interview with the teacher of the course where the research was developed, intending to give to the system of activities more validity and show its utility in the English language classes. For this, an interview was designed (ANNEX 15) that consisted of 8 questions.

Starting with the interview, it was asked if the activities were suitable in order to encourage the students´ participation to what the teacher said that she considered the activities were good, because the time of the class is very short, and the activities allowed the students to practice the topics learned and to be exposed to different activities to acquire them.

Also, it was asked to the teacher what changes she have noticed in the students after the application of the system of activities, to which she answered that at first, they were afraid because when introducing something new because they did not know if they will be able to do

it well, but as they got into the rhythm and habit and how to solve the activities, they became more confident.

Additionally, it was asked to the teacher if she would recommend the use of virtual platforms to apply them in the English classes, to which she replied that she would recommend using them more in the educational area because if they are used with good management, they could produce satisfactory changes.

Finally, it was asked to the teacher what aspects could be improved in order to the virtual platforms provide a good result in the learning process of the students, to which she answered that having adequate time, more attractive and creative activities could be designed to not make them repetitive to the students, in this way they do not lose the interest, she also added that being kids yet, the teacher has to be always stimulating their curiosity in different ways, so the activities were of great help to them.

To sum up, through all the points stated by the teacher, it can be said that the system of activities provided the students with meaningful support for their participation. Besides, aspects such as constant innovation have to be taken into account more often since it helps students to be interested in learning.

RESULTS DISCUSSION

After finishing with the application, it is important to compare the obtained results with previous research works focused on the same topic of the use of virtual platforms in the teaching process of the English language.

Based on the results, it can be noticed that the use of the virtual platform in the educational process has great benefits such as supporting the practice of the language, the same that can be achieved as in this case with extracurricular activities. In his research Garcia (2018) corroborates the change proposed by the use of virtual platforms in the learning process of EFL, since these give autonomy to the student when transforming the school task into a more interactive factor than mandatory and by showing the commitment of the teacher to transform the process into a more innovative one by complementing this type of accessible tools that provide a different perspective from the one that has been working on.

Making use of the platform focuses on foreign language acquisition, students were helped to learn through dynamic activities and not just focus on the language grammar, which is related to what Barrera & Guapi (2018) state about its use, as a factor that stimulates the development of the knowledge, this being a dynamic resource of enhancing nature.

Likewise, it was verified that the correct management of the platform and organization of the activities allow for the correct use of it and allow the students to take full advantage of the facilities that it offers. The same is mentioned by Morado (2017) and Delgado & Solano (2019) when stating that the existence of technological tools by themselves do not represent a change in the educational process, the design of activities and the use given to them, it is what stands out and makes these tools relevant.

With the use of the virtual platform, it was noticed the increase in the students' participation, acquiring a more committed performance when carrying out the activities as detailed by Contreras (2015) when stating that through these tools "se esboza un panorama en el que los estudiantes asumen roles que los compromete, aún más, con su propio proceso de aprendizaje." (p. 132).

Furthermore, the use of these tools that allow students to practice the language outside the institutional space, offers a meaningful contribution to support the learning and make sure that the practice is not only reduced to the classroom.

Nevertheless, the students' empowerment with their learning, was something that could not be completely worked, since as Mulens (2016) mentions this "abarca la capacidad que

poseen las personas para reconocer sus fortalezas, habilidades y el poder personal" (p. 27). It is a challenge to make students recognize their capacities and independently use them to continue with their learning by themselves since it was be incited for generations that the teacher is only the responsibility of the learning; nowadays this is an aspect that is still present in education and that must be eliminated to achieve total independence from the students.

Regarding the affective-emotional dimension, it was achieved to get the students more involved with their learning as much in the class as in the activities assigned in the platform, where they showed interest and the teacher congratulated them for a good job. Besides, they practised communicative skills with the activities.

CONCLUSIONS

- The bibliographic review allowed the researcher to define the variables of the study correctly, subsequently, it allowed understanding their evolution through the educational process and the place they have in it. Likewise, it was found that those are concepts that gain more relevance in education every day.
- With the help of the instruments applied, it was collected the information needed about the modifiable variable, which was at a low level, therefore the elaboration of the system of activities was indispensable.
- The elaboration of the system of didactic activities was based on the contents given by the teacher in charge of the course chosen. The activities designed were focused on the language practice, in this way the student retained the topics learned through the practise beyond the class.
- After the application of the system of activities, the corroboration was done with an interview addressed to the teacher. It was demonstrated that a considerable change occurred in the students, who were motivated to participate and improved their knowledge about the learned topics.

RECOMMENDATIONS

- To use the virtual tools that are very affordable and the great variety allow to adapt them to the different contents of the subject that is being worked on.
- To continue researching about these relevant topics, especially the students' empowerment since there is not an abundant bibliography about it.

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ANNEXS

ANNEX 1

GUÍA DE OBSERVACIÓN PARTICIPANTE

Tabla de valoración

Niveles	Observación
Bueno	Siempre
Regular	A veces
Insuficiente	Casi nunca

UNIDAD DE ANÁLISIS: Construcción comunicativa utilizando el idioma inglés	
Categoría: Uso activo del idioma	
El estudiante *siempre* hace uso de la expresión oral del idioma inglés	
El estudiante *a veces* hace uso de la expresión oral del idioma inglés	
El estudiante *casi nunca* hace uso de la expresión oral del idioma inglés	
El estudiante *siempre* incorpora el uso del idioma a la redacción de textos, historias, anécdotas.	
El estudiante *a veces* incorpora el uso del idioma a la redacción de textos, historias, anécdotas.	
El estudiante *casi nunca* incorpora el uso del idioma a la redacción de textos, historias, anécdotas.	
El estudiante *siempre* comprende a la hora de realizar una lectura en el idioma inglés	
El estudiante *a veces* comprende a la hora de realizar una lectura en el idioma inglés	
El estudiante *casi nunca* comprende a la hora de realizar una lectura en el idioma inglés	
El estudiante *siempre* realiza lecturas en el idioma inglés	
El estudiante *a veces* realiza lecturas en el idioma inglés	
El estudiante *casi nunca* realiza lecturas en el idioma inglés	
El estudiante *siempre* comprende las instrucciones dadas por el docente, la reproducción de audios, etc.	

El estudiante *a veces* comprende las instrucciones dadas por el docente, la reproducción de audios, etc.	
El estudiante *casi nunca* comprende las instrucciones dadas por el docente, la reproducción de audios, etc.	
UNIDAD DE ANALISIS: Componente afectivo emocional en relación con el idioma inglés	
Categoría: Actitud del estudiante frente al aprendizaje del idioma	
El estudiante *siempre* interviene voluntariamente en actividades propuestas por la docente	
El estudiante *a veces* interviene voluntariamente en actividades propuestas por la docente	
El estudiante *casi nunca* interviene voluntariamente en actividades propuestas por la docente	
El estudiante *siempre* hace preguntas acerca de los temas desarrollados en la clase	
El estudiante *a veces* hace preguntas acerca de los temas desarrollados en la clase	
El estudiante *casi nunca* hace preguntas acerca de los temas desarrollados en la clase	
El estudiante *siempre* se involucra activamente en las actividades propuestas por el docente	
El estudiante *a veces* se involucra activamente en las actividades propuestas por el docente	
El estudiante *casi nunca* se involucra activamente en las actividades propuestas por el docente	
El estudiante *siempre* coopera con sus compañeros para la resolución de ejercicios relacionados con el idioma	
El estudiante *a veces* coopera con sus compañeros para la resolución de ejercicios relacionados con el idioma	
El estudiante *casi nunca* coopera con sus compañeros para la resolución de ejercicios relacionados con el idioma	
El estudiante *siempre* demuestra entusiasmo por formar parte en actividades escolares relacionadas al idioma inglés.	
El estudiante *a veces* demuestra entusiasmo por formar parte en actividades escolares relacionadas al idioma inglés.	
El estudiante *casi nunca* demuestra entusiasmo por formar parte en actividades escolares relacionadas al idioma inglés.	

ANNEX 2

ENTREVISTA SEMIESTRUCTURADA DIRIGIDA A LA DOCENTE

OBJETIVO: Conocer cómo es la participación estudiantil en actividades relacionadas con el idioma inglés.

Unidad de análisis 1: Uso activo del idioma inglés

Categoría: Empoderamiento del estudiante con el aprendizaje del idioma

1. ¿Utilizan los niños el idioma inglés en actividades fuera del aula de clases?
2. ¿Qué recursos existen en la institución para el aprendizaje de idiomas? Nada, dados por la maestra
3. ¿Se realizan eventos de inglés a nivel institucional que para que los niños a hacer uso del inglés y que diviertan a través de este?
4. ¿Se fomentan hábitos de participación que atraiga la atención de los niños y los incite a participar haciendo uso del idioma?

Unidad de análisis 2: Construcción comunicativa utilizando el idioma inglés

Categoría: Uso comunicativo del idioma

1. ¿Los niños utilizan la expresión oral en inglés en clases ya sea para realizar preguntas, comentar algo o hablar entre compañeros?
2. ¿Los niños hacen uso del inglés para la redacción textos?
3. A la hora de realizar una lectura en el idioma inglés ¿Comprenden los niños lo que están leyendo?
4. ¿Realizan lecturas en inglés en el aula de forma dirigida?
5. ¿Comprenden el inglés hablado a través de las instrucciones dadas o a través de la reproducción de audios?

Unidad de análisis 3: Componente afectivo emocional en relación con el idioma inglés

Categoría: Actitud del estudiante frente al aprendizaje del idioma

1. ¿Demuestran los estudiantes interés por el aprendizaje del idioma inglés?
2. ¿Se interesan los alumnos por profundizar los diferentes temas aprendidos en clase?
3. ¿El estudiante se involucra activamente en actividades propuestas por el docente?
4. ¿Siente el estudiante entusiasmo a la hora de realizar alguna actividad relacionada con el idioma inglés?

5. ¿El estudiante coopera positivamente con sus compañeros para la resolución de actividades relacionadas con el idioma inglés?

ANNEX 3

ENCUESTA ESTRUCTURADA DIRIGIDA A LOS ESTUDIANTES

OBJETIVOS: Conocer la percepción de los estudiantes hacia la importancia del aprendizaje del idioma inglés y de su rol como aprendices en el proceso.

Tabla de valoración

Nivel	**Respuesta del estudiante**
Bueno	Siempre
Regular	A veces
Insuficiente	Casi nunca

Unidad de análisis 1: Uso activo del idioma inglés

Categoría: Empoderamiento del estudiante con el aprendizaje del idioma

1. ¿Haces uso de espacios institucionales para practicar lo aprendido en clase de inglés?

Siempre	
A veces	
Casi nunca	

2. ¿En la escuela se hace uso del idioma inglés para divertirse a través de dramatizaciones, chistes, trabalenguas, etc.?

Siempre	
A veces	
Casi nunca	

3. ¿Se promueven hábitos de participación en tu escuela donde puedas participar para poner en práctica el idioma inglés?

Siempre	

A veces	
Casi nunca	

4. ¿Existen recursos en la escuela que puedas usar para practicar el idioma inglés?

Muchos	
Pocos	
Ninguno	

5. ¿Existen espacios en la escuela dedicado a la práctica el inglés?

Muchos	
Pocos	
Ninguno	

Unidad de análisis 2: Construcción comunicativa utilizando el idioma inglés

Categoría: Uso comunicativo del idioma

1. ¿Haces uso de la expresión oral en inglés dentro de clases o en la institución?

Siempre	
A veces	
Casi nunca	

2. ¿Haces uso del idioma inglés para la escritura de textos, anécdotas o historias?

Siempre	
A veces	
Casi nunca	

3. Al momento de leer un texto en el idioma inglés ¿Comprendes el significado de este?

Siempre	
A veces	
Casi nunca	

4. ¿Realiza lecturas de textos en el idioma inglés?

Siempre	
A veces	
Casi nunca	

5. Cuando el maestro da instrucciones o reproduce audios en el idioma inglés ¿Comprendes lo que se menciona dentro de este?

Siempre	
A veces	
Casi nunca	

Unidad de análisis 3: Componente afectivo emocional en relación con el idioma inglés

Categoría: Actitud del estudiante frente al aprendizaje del idioma

1. ¿Practicas los temas que aprendiste en la clase de inglés en tu casa?

Siempre	
A veces	
Casi nunca	

2. ¿Te interesas por practicar las habilidades (hablar, escribir, leer, escuchar) en el idioma inglés en tu casa?

Siempre	
A veces	
Casi nunca	

3. ¿Participas voluntariamente en actividades que se realizan en la escuela relacionadas con el idioma inglés?

Siempre	
A veces	
Casi nunca	

4. ¿Tienes entusiasmo de ser parte de actividades escolares que tienen que ver con el idioma inglés?

Siempre	
A veces	
Casi nunca	

5. ¿Realizas de manera activa las actividades que tu maestra de inglés propone en la clase?

Siempre	
A veces	
Casi nunca	

Lesson plans

ANNEX 4

UNIVERSIDAD TÉCNICA DE MACHALA

"Calidad, Pertinencia y Calidez"

D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 1

School: León Febrés Cordero	**Subject:** English	**Grade:** 7° year of basic education	**Academic period:** 2020-2021
Didactic Unit: Module 2	**Topic:** Simple present	**Time:** 30 minutes.	**Date:** 11/08/2021 to 18/08/2021
Teacher: Carla Armijos			
Class objective: To learn the use of the present simple and how to apply it to describe daily actions and permanent facts, to elaborate questions and make a correct use of the verbs in third person.			

Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Present simple, rules to the verbs in third person and exercises	INTRODUCTION 5 min. DEVELOPMENT 20 min CONCLUSION 5 min.	- Greetings - Introduction of the topic - Students learn the uses of present simple: sentences, question, rules of the verb in 3rd person. - Students choose the correct form of the verb in some sentences. - Students apply the rules learned to write the verbs in 3rd person.	• Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Picture stories • Elicitation • Gamification.	• Microsoft word presentation • Online worksheets • YouTube video • Worksheets • Pictures • Seesaw tools	The students are able to apply the present simple to speak about daily actions and permanent facts. To elaborate questions and male a correct use of the verbs in third person.

		- Students write questions in present simple. - Students change the subject of the sentence paying attention to the verb in case it changes too. - Explanation of the activities in the platform		• Online game	

ANNEX 5

UNIVERSIDAD TÉCNICA DE MACHALA

"Calidad, Pertinencia y Calidez"

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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 2

School: León Febrés Cordero	**Subject:** English	**Grade:** 7° year of basic education	**Academic period:** 2020-2021
Didactic Unit: Module 2	**Topic:** Transport	**Time:** 30 minutes.	**Date:** 18/08/2021
Teacher: Carla Armijos			
Class objective: To learn vocabulary related to means of transport, places in towns, ask and answer questions such as Where do you go? How do you go to the ...?			

Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation

Means of transport and places in town	INTRODUCTION 5 min. DEVELOPMENT 20 min CONCLUSION 5 min.	- Greetings - Introduction of the topic - Students learn vocabulary related to transport and places to go - Students match the transport to the name in English - Students choose the correct name of the place in town according to the picture - Students answer questions according to the mean of transport and place to go shown in the picture - Explanation of the activities in the platform	• Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Picture stories • Elicitation • Gamification.	• Microsoft word presentation • Online worksheets • Worksheets • Pictures • YouTube video • Pictures • Seesaw tools	The students are able to recognize the vocabulary related to means of transport, places in towns, ask and answer questions such as Where do you go? How do you go to the ...?

ANNEX 6

UNIVERSIDAD TÉCNICA DE MACHALA

"Calidad, Pertinencia y Calidez"

D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

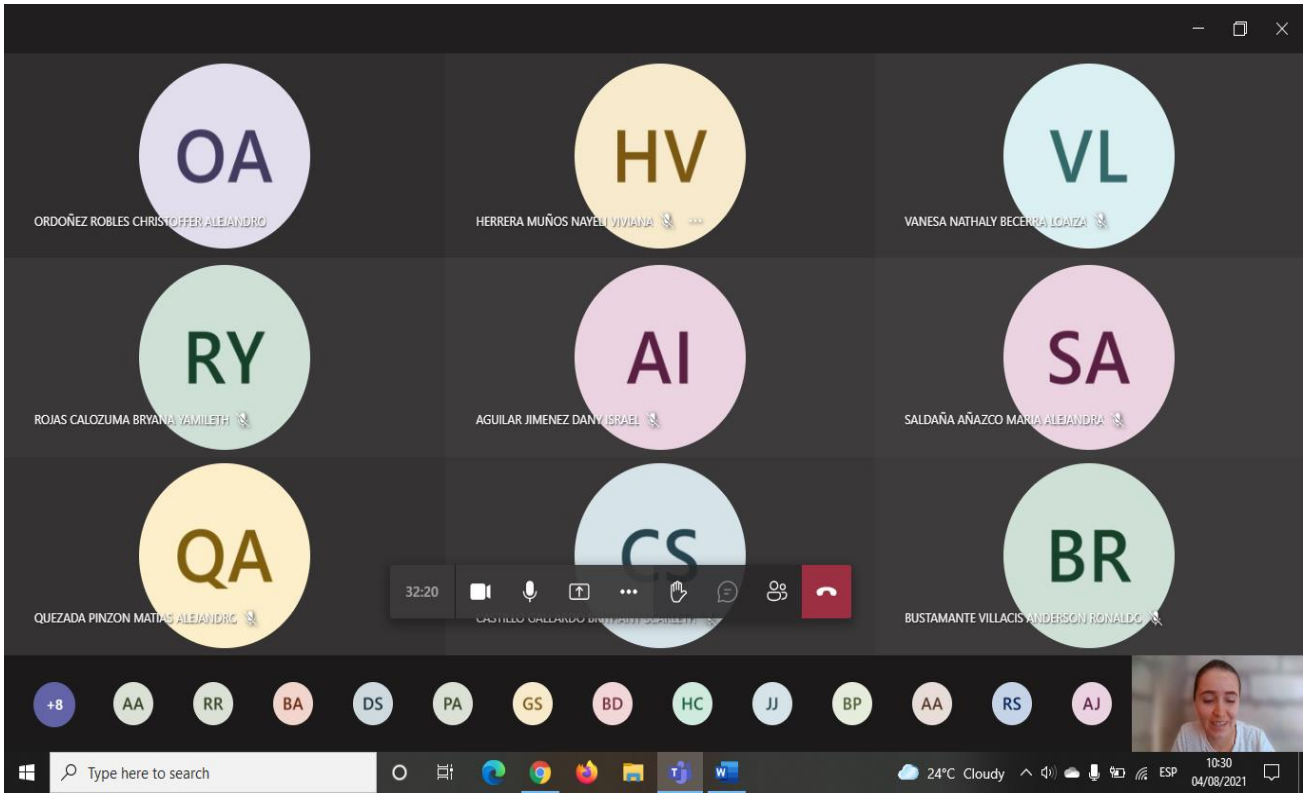
Lesson plan N° 3

School: León Febrés Cordero	**Subject:** English	**Grade:** 7° year of basic education	**Academic period:** 2020-2021
Didactic Unit: Module 2	**Topic:** Daily routine	**Time:** 30 minutes.	**Date:** 25/08/2021
Teacher: Carla Armijos			
Class objective: To learn vocabulary related to daily routines and how to tell the time in order to say at what time they do these activities.			

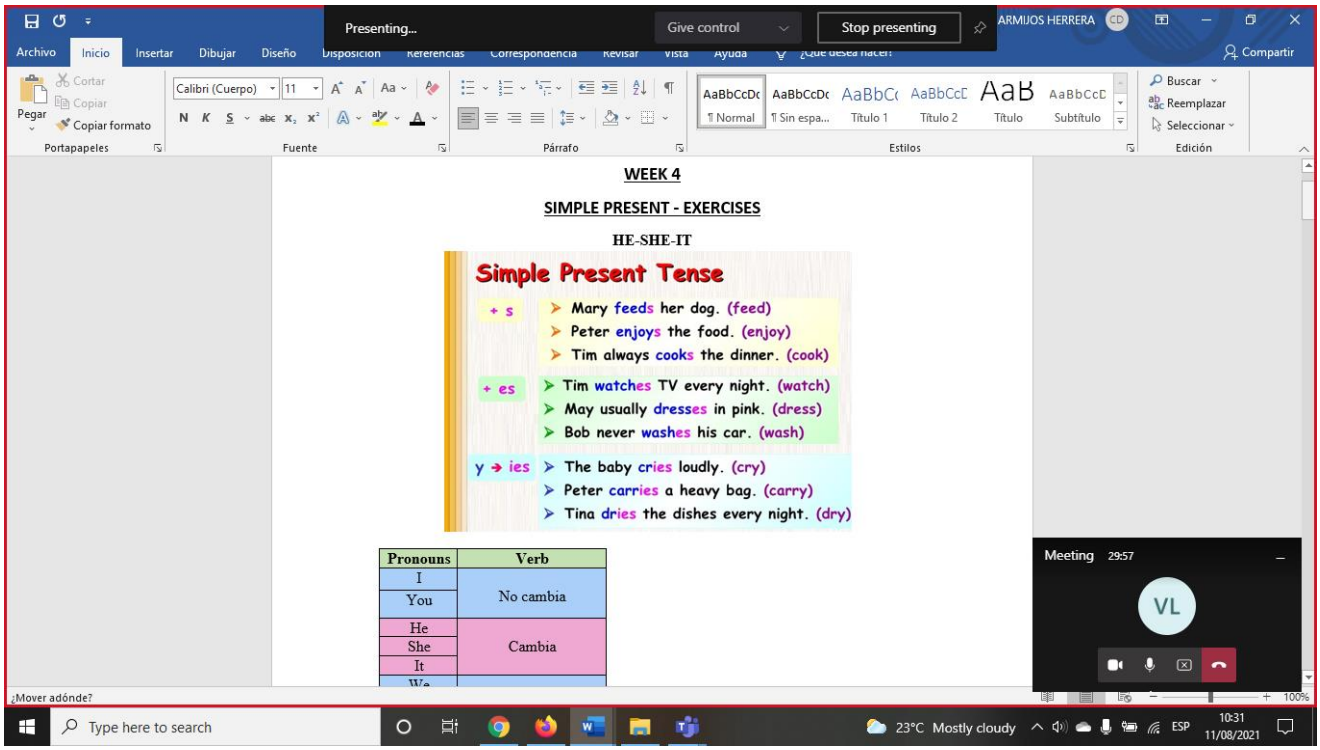
Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Vocabulary related to daily activities	INTRODUCTION 15 min. DEVELOPMENT 30 min CONCLUSION 5 min.	- Greetings - Introduction of the topic - Students learn vocabulary and verbs related to daily routine - Students learn how to say the time using the expressions at half past, o'clock, at quarter to, at quarter past, etc. - Students match the picture to the respective meaning - Students watch the time and say it using the expressions. - Students say the action and the time it happens according to the picture and the clock.	• Questions and answers • Drilling • Brainstorming • Transformation drill • Interview • Picture stories • Elicitation Gamification.	• Microsoft word presentation • Online worksheets • Seesaw tools	The students are able to recognize the vocabulary related to the topic of daily routines and know how to say the time in English using common expression like at half past, o´clock, at quarter to, at quarter past, etc.

During the class

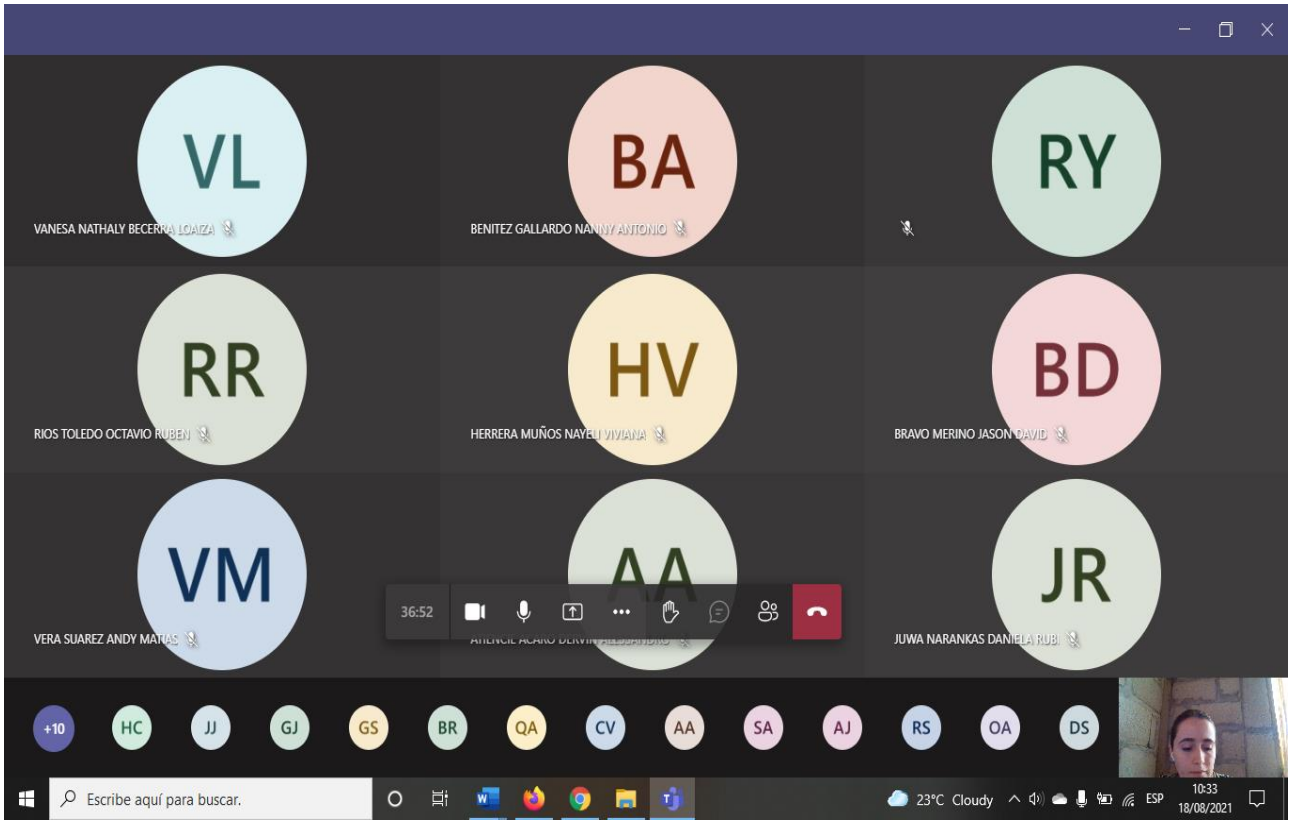
ANNEX 7



ANNEX 8



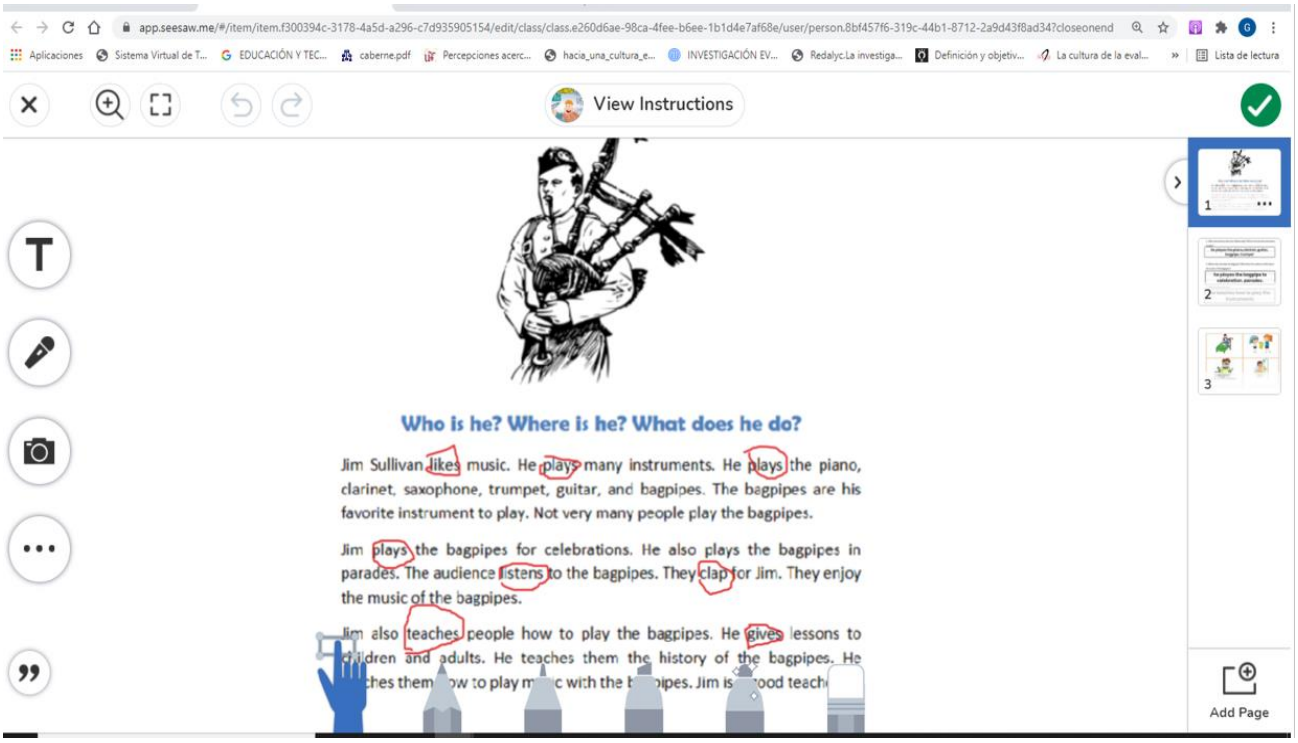
ANNEX 9



ANNEX 10

Activities in the platform

ANNEX 11



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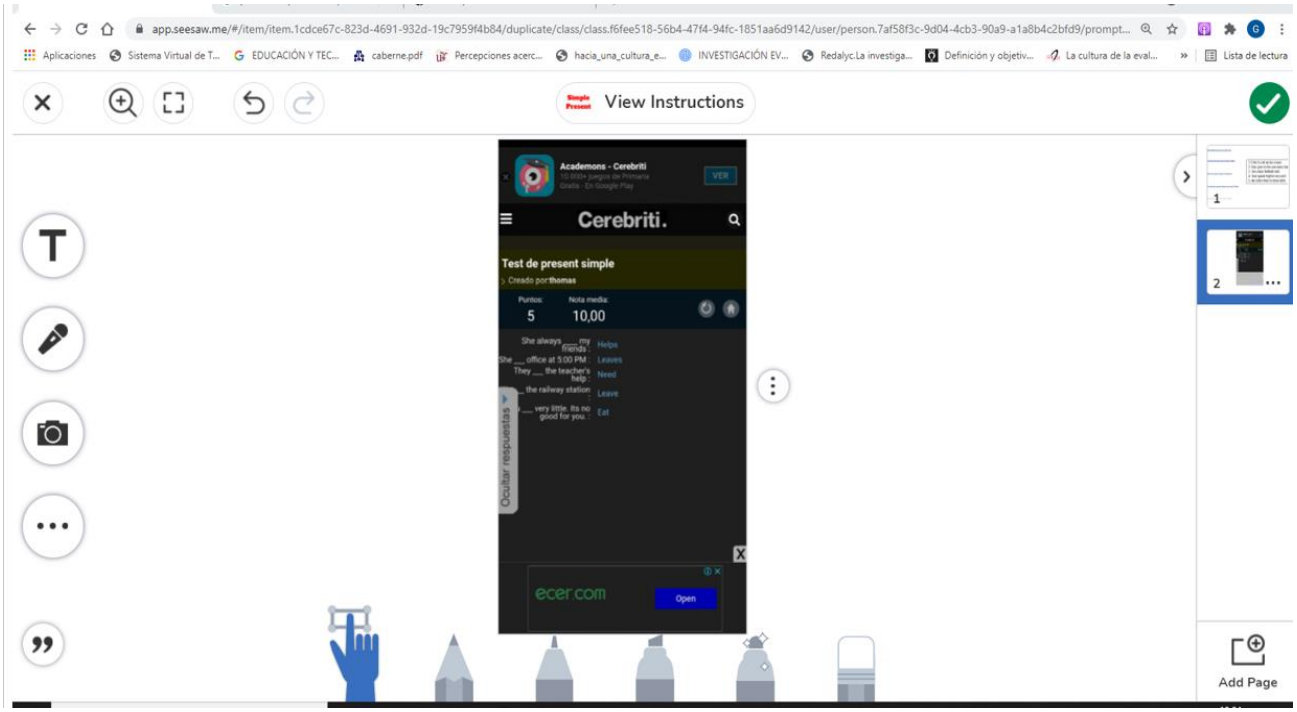

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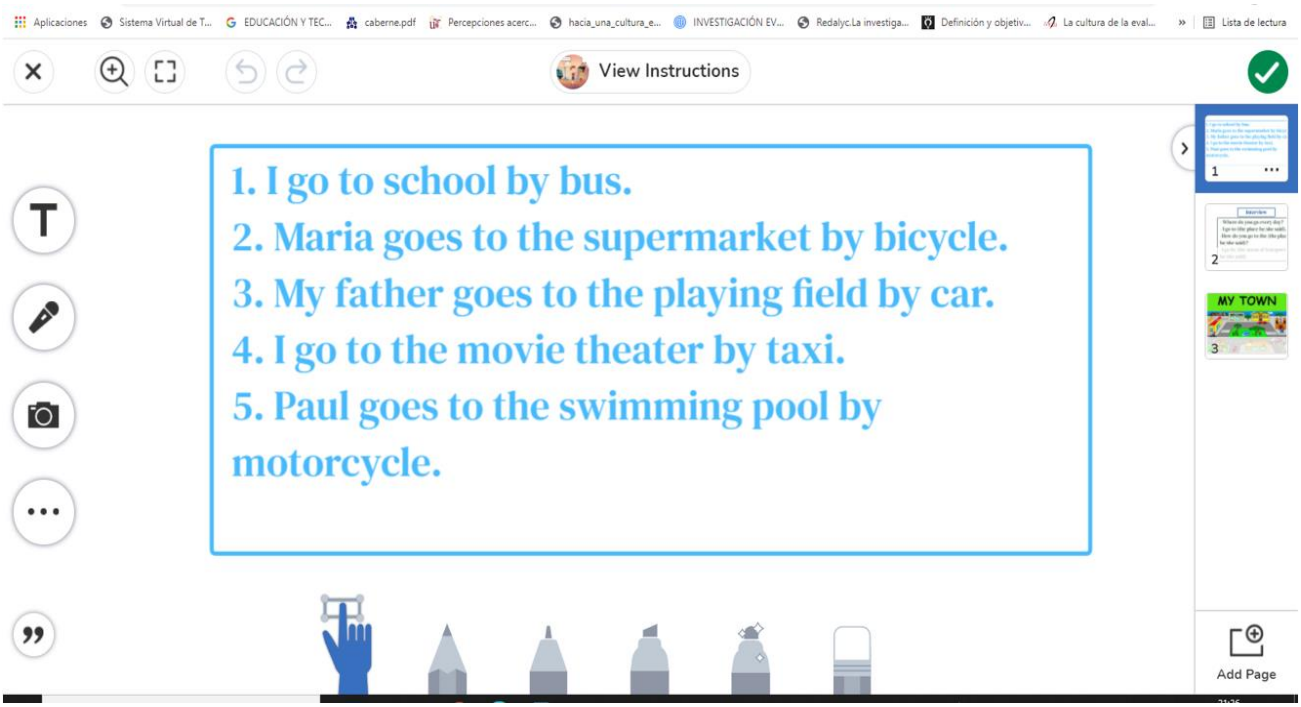
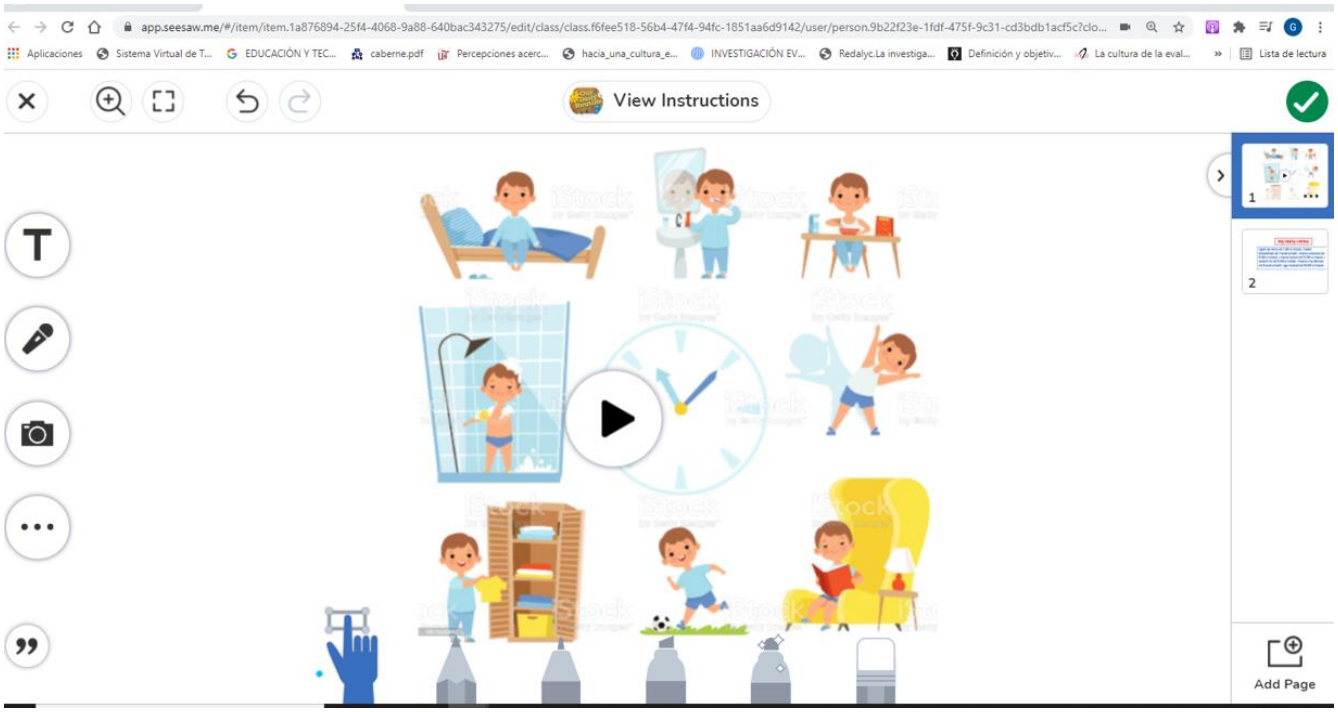


ANNEX 14



ANNEX 15

Interview to corroborate the intervention proposal

Objetivo: Brindar al sistema de actividades diseñado mayor validez desde la perperstiva de la docente encargada del curso en que se aplicó.

Preguntas de la entrevista a la docente

1. ¿Considera que las actividades planteadas fueron adecuadas para que los estudiantes puedan practicar mas el idioma y tener una participación activa?
2. ¿Qué cambios observa en los estudiantes después de la aplicación del sistema de actividades?
3. ¿Considera que el uso de la plataforma “Seesaw” constribuyó a que los estudiantes mejoren ?
4. ¿Cómo ve el uso de herramientas online, en este caso con una plataforma virtual, dentro del aprendizaje del inglés en los estudiantes?
5. ¿Recomendaría el uso de estas herramientas a otros maestros del área de inglés?
6. ¿Cree que el sistema de actividades aplicado permitió a los estudiantes desarrollar correctamente los temas vistos en clase?
7. ¿Qué aspectos cree que podrían mejorar con el fin de que apliquen este tipo de plataformas con el menor error posible?
8. ¿Cree que el uso a largo plazo de este tipo de herramientas pueden ayudar a una mejora significante en el aprendizaje de los estudiantes?