UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA (FECYT)

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRAJEROS EN LÍNEA

TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

"THE IMPACT OF ONLINE LEARNING PLATFORMS ON ENGLISH LANGUAGE PROFICIENCY IN 4TH TO 10TH GRADE AT UE PARTICULAR "ADUANA"

Trabajo de titulación previo a la obtención del título en de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de Investigación: Gestión, Calidad de la Educación, Procesos Pedagógicos e Idiomas

AUTOR:
Lechón Lasso Yuldey Daniela

DIRECTOR:
M.Sc. Marcia Lucia Mantilla Guerra

Ibarra - Ecuador 2026

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APELLIDOS Y NOMBRES:	Lechón Lasso Yuldey Daniela

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TÍTULO:	The Impact of Online Learning Platforms on English Language Proficiency in 4th To 10th Grade at UE Particular "Aduana"
AUTOR (ES):	Lechón Lasso Yuldey Daniela
FECHA: DD/MM/AAAA	19/11/2026
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	[x] **PREGRADO** [ ] **POSGRADO**
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YULDEY DANIELA LECHON LASSO

Firma
Nombre: Yuldey Daniela Lechón Lasso

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C.C.: 1711539690

DEDICATION

I dedicate this work, first and foremost, to God, for giving me strength and wisdom to move forward and allowing me to fulfill this dream. To my mom, Magda Lasso, for being my fundamental pillar, for her constant struggle, unconditional love, and for always motivating me to improve myself and believe in myself. This achievement is also hers.

To my sisters, Camila and Celeste, for accompanying me throughout this process and allowing me to discover, through them, my patience and my love for teaching. To my Mami Martha and my uncles, Andrés and Alberth, for all their love and support.

To my boyfriend, Jampier Álvarez, for being my unconditional support throughout this journey, for believing in me and accompanying me every step of the way.

To my best friend, Jennifer, my partner both inside and outside the degree program, for sharing learning experiences, challenges, and unforgettable moments with me, always supporting each other. Finally, to my friends “Muertos de Hambre”, for every laugh, experience, and shared memory. I will always carry you in my heart.

To all of you, thank you for being part of this achievement.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to my thesis advisor, MSc. Mauro David Villacrés, for his guidance, support, and dedication throughout this process. I would also like to thank all the professors who contributed to my academic development during these four and a half years, sharing their knowledge and experiences.

Finally, I would like to thank my friends for accompanying me throughout this journey, providing me with their support, motivation, and encouragement during the most difficult moments.

RESUMEN

La presente investigación analiza el impacto de las plataformas de aprendizaje en línea en el desarrollo de la competencia del idioma inglés en estudiantes de 4.º a 10.º año de Educación General Básica de la Unidad Educativa Particular Aduana. El estudio se sustenta en la importancia de integrar tecnologías digitales en los procesos educativos y en su potencial para fortalecer las cuatro habilidades comunicativas del inglés: comprensión auditiva, expresión oral, comprensión lectora y expresión escrita.

Se empleó un enfoque mixto, con alcance descriptivo y correlacional. La información se recolectó mediante encuestas a estudiantes y docentes, entrevistas a autoridades y personal educativo, y una ficha de observación, lo que permitió identificar la frecuencia de uso de las plataformas digitales y su relación con el desarrollo de las competencias lingüísticas.

Los resultados evidencian que el uso de plataformas digitales contribuye al aprendizaje del inglés al ofrecer recursos interactivos, mayor acceso a materiales educativos y más oportunidades de práctica. No obstante, se identificaron limitaciones relacionadas con las distracciones digitales, el acceso desigual a la tecnología y la necesidad de orientación docente. En conclusión, las plataformas de aprendizaje en línea son herramientas complementarias que, usadas de forma adecuada, favorecen el desarrollo de la competencia comunicativa en inglés y mejoran el proceso educativo.

Palabras clave: plataformas de aprendizaje en línea, competencia en inglés, enseñanza-aprendizaje, tecnologías educativas, habilidades lingüísticas, estudiantes.

ABSTRACT

This research analyzes the impact of online learning platforms on the development of English language competence in students from 4th to 10th grade of Basic General Education at UE Particular Aduana. The study is grounded in the importance of integrating digital technologies into educational processes and their potential to strengthen the four communicative skills of English: listening comprehension, speaking, reading comprehension, and writing.

A mixed approach was employed, with a descriptive and correlational scope. Information was collected through surveys of students and teachers, interviews with authorities and educational staff, and an observation sheet, which made it possible to identify the frequency of use of digital platforms and their relationship with the development of language competencies.

The results show that the use of digital platforms contributes to English learning by providing interactive resources, greater access to educational materials, and more opportunities for practice. However, limitations were identified related to digital distractions, unequal access to technology, and the need for teacher guidance. In conclusion, online learning platforms are complementary tools that, when used appropriately, foster the development of communicative competence in English and improve the educational process.

Keywords: online learning platforms, English competence, teaching-learning, educational technologies, language skills, students.

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INTRODUCTION

Problem Description

In Ecuador, the level of English proficiency among students continues to be somewhat low (Education First, 2022). According to a recent study by Education First in 2022, Ecuador was ranked 82nd out of 111 countries in terms of English Proficiency Index (EPI). This situation reflects limitations in the traditional methodologies traditionally used to teach English (Barre-Parrales & Villafuerte-Holguín, 2021). Nowadays, technology offers numerous learning opportunities, such as online educational platforms that are used to improve English learning through gamification (Laura-De La Cruz et al., 2023; Zhang & Hasim, 2023). Many of these platforms address topics such as vocabulary, grammar, and other general skills suitable for students of different ages.

Mastering a language has become an essential necessity within the educational, professional, and social fields (Crystal, 2003), since it opens academic and professional opportunities at a global level. As a result, many educational institutions have incorporated new methodologies that promote the learning of a foreign language, and it is in this context that the use of online platforms encourages self-directed learning, improving comprehension and mastery of the language (Benson, 2011).

However, studies on CALL (Computer – Assisted Language Learning) that many of these online platforms contain automated functions that, in many cases, are often deficient and inaccurate (Hampel & Stickler, 2015), which makes the practice of new concepts difficult.

Therefore, despite its potential, this technology requires empirical testing to verify its actual effectiveness (Golonka, Bowles, Frank, Richardson, & Freynik, 2014)

Delimitation

This research is framed within the field of educational technology and the teaching of English as a foreign language. This study focuses especially on students from fourth to tenth grade at the Unidad Educativa Particular "Aduana," a private school located in the city of Ibarra, Ecuador. The study will be carried out during the current academic year.

Specifically, this research examines the use of online platforms as a complementary tool for learning English, aimed at improving language skills such as reading, writing, vocabulary, listening comprehension, and oral expression (Golonka, Bowles, Frank, Richardson, & Freynik, 2014).

Justification

The integration of online learning platforms has transformed education worldwide (Bashori, 2026). This shift requires educational institutions to evaluate the pedagogical impact that these digital tools have on language acquisition, since research indicates that such platforms promote interactive and autonomous learning experiences that meaningfully contribute to students' English language development (Bashori, 2026).

Analyzing how these learning platforms influence students from 4th to 10th grade at UE Particular Aduana is therefore essential, particularly because the effectiveness of these tools remains underexplored at the primary and secondary levels (Dudeney, Hockly, & Pegrum, 2013).

English is a global language, which makes it both an academic and professional asset (Crystal,2003). In this context, learning through online platforms fosters the development of skills such as reading, writing, listening comprehension, speaking, and grammar in a more dynamic and meaningful way for student. Although digital learning is more widely researched in higher education, few studies have examined its effectiveness in primary and secondary setting (Dudeney, Hockly, & Pegrum, 2013).

This research is relevant because it evaluates the digital platforms used at the institution and their contribution to English language learning. In addition, it addresses perspectives related to student development, building on research showing that digital learning affects students in varying ways depending on individual and contextual factors (Klimova, 2019).

The main beneficiaries of this research are the students of UE Particular Aduana in Ibarra, who will benefit from learning practices aligned with their linguistic needs. Teachers will also benefit by gaining relevant information about the most effective platforms for student learning; evidence shows that teachers can use data generated by digital learning platforms to inform their instructional decisions and adapt their teaching accordingly (Hase & Kuhl, 2024).

Parents, in turn, will benefit indirectly through more effective communication about the role of technology in their children's learning, which fosters closer collaboration between home and school.

This research is expected to make both practical and theoretical contributions to English teaching, since identifying which online platforms most effectively improve students' linguistic skills is a key step toward informed pedagogical decisions. Some studies suggest that elements such as gamification, feedback, and multimedia resources positively influence language learning (Soyoof et al., 2021).

Student participation is, in turn, a central factor in digital learning environments; by identifying the characteristics of platforms that promote active engagement, this research will contribute to the design of more effective learning environments. This study also connects principles of learning theory with the real classroom experiences of students using digital platforms, contributing to a better understanding of how these theories apply across different educational levels.

Additionally, this research will generate recommendations for the appropriate selection of digital platforms, helping teachers monitor each student's progress. This is expected to strengthen digital competencies within educational institutions more broadly (OECD, 2020) and, in the specific case of UE Particular Aduana, to support students' academic performance over the long term.

This research is feasible due to the institution's current use of online learning platforms, which provides access to performance data, participation records, and teacher feedback.

Collaboration between teachers and students contributes to reliable data collection; in this case, the group of students from 4th to 10th grade offers a representative sample for quantitative and qualitative analysis, in accordance with established methodological recommendations (Creswell & Creswell, 2018).

Transparency, in turn, supports compliance with ethical standards such as informed consent, confidentiality, and the accurate presentation of results. The research emphasizes clarity and neutrality, presenting both the strengths and limitations of the online learning platforms under study, in order to avoid bias and maintain the credibility of the findings.

Objectives

General Objective

To characterize the impact of online learning platforms on the development of English language skills such as reading, listening, speaking, grammar and writing in students of 4th to 10th grade at UE Particular Aduana.

Specific Objectives

- To identify online learning platforms that will have a positive impact on English language proficiency (A2).
- To analyze the benefits and challenges students encounter when using online learning platforms to improve their English proficiency, both in the classroom and in independent study.
- To evaluate students' English proficiency before and after using online learning platforms, through surveys and performance evaluations.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundation for the study "The Impact of Online Learning Platforms on English Language Proficiency in 4th to 10th grade at UE Particular Aduana, Academic Period 2025-2026".

1.1. Background of the research

The analysis of the background is an essential component within the theoretical framework since it allows the identification of the current state of knowledge, as well as recognizing the methodological approaches and relevant information around the use of online learning platforms and their impact on the acquisition of the English language.

1.1.1 International background

At a global level, various investigations have analyzed the impact of online learning in relation to the development of competence in the English language. In this sense, it has been identified that digital platforms significantly contribute to the development of linguistic skills, especially listening comprehension and reading, depending on the type of content used.

Beyond its impact on the four linguistic skills, digital platforms have also been linked to broader academic benefits. Means et al. (2013), in a systematic review on online learning in higher education, found that academic performance improves when pedagogical strategies such as interactive learning and immediate feedback are integrated—benefits that are further reinforced by the autonomous learning virtual environments foster, as students can advance at their own pace and access personalized resources (Hodges et al., 2020).

Applied to second language learning, this same principle translates into the development of communicative competences, achieved through the integration of multimedia tools, interactive activities, and spaces for continuous practice (Golonka et al., 2014). Nevertheless, these studies also emphasize that the impact is positive depending on factors such as the instructional design of the class such as the quality of the contents, and teaching practice.

1.1.2 Regional background: Latin America

In Latin America, there is a growing interest in the use of online learning platforms in the teaching of the language, which has increased in recent decades, especially since the transition to virtual modalities that were promoted during the pandemic.

Cabero-Almenara and Llorente-Cejudo (2020) document a significant increase in student motivation and engagement across the region when educational technologies are integrated into second language learning, particularly when virtual environments incorporate dynamic or interactive elements that promote greater student participation.

In the same way, studies in Latin America highlight that digital platforms overcome certain limitations in the structures of the educational system, such as the lack of teaching resources and the limited exposure to the language outside the classroom (Area & Adell, 2009). However, these same educational structures also present important challenges, including the digital divide, limited internet access, and the need for teacher training in the pedagogical use of these tools. It is worth noting that the population examined in this study

attends a private, urban school, where basic connectivity and device access are generally not significant barriers—thereby helping to overcome the structural limitations described above. Therefore, the digital divide, as commonly discussed in the Latin American literature, is a limitation of lesser relevance for this particular study population, although differences in digital literacy or in the effective pedagogical use of technology at home may still play a role.

1.1.3. National background: Ecuador

In an Ecuadorian context, the use of online learning platforms has increased in recent years, especially as a response to the need to modernize those educational processes and integrate information and communication technology in the classroom.

Multiple studies in the country demonstrate that the implementation of digital tools in the teaching of English strengthens linguistic skills, particularly listening comprehension and reading, due to access to interactive and authentic resources (Cevallos et al., 2021). Likewise, an increase in student motivation and participation has been observed when they use virtual platforms as a complement to face-to-face classes.

However, some research points out limitations in technological infrastructure, connectivity, and teacher training. In this way, it has been identified that the use of digital platforms does not always guarantee significant improvements in learning, especially when there is no adequate pedagogical planning (Cevallos et al., 2021).

On the other hand, recent reviews indicate that digital education in Ecuador needs to be strengthened for both teachers and students, as well as the implementation of

methodological strategies that are effective in the teaching - learning process (UNESCO, 2021).

1.2 Theoretical bases of English language learning

The learning of English has been studied from different theoretical perspectives that explain various cognitive, linguistic, and social processes that intervene in the acquisition of a second language. These theories were selected because each addresses a distinct dimension of language acquisition relevant to digital environments: Krashen's Input Hypothesis explains the value of the comprehensible input that digital platforms provide, Swain's Output Hypothesis stresses the need for meaningful production fostered by interactive tools, and Vygotsky's Sociocultural Theory explains how digital environments mediate learning through scaffolding and social interaction. Together, these perspectives justify the pedagogical strategies analyzed in this study, framing input, output, and social mediation as interconnected components of communicative competence. In this sense, the integration of platforms in online learning requires theoretical foundations that explain reception, production, and social interaction.

1.2.1 Krashen's comprehensible input theory

The comprehensible input theory constitutes one of the most influential approaches within the field of second language acquisition. According to this theory, language acquisition takes place when learners encounter input that lies just beyond their current level of competence—a concept Krashen termed i+1. Applied to students in grades 4 through 10, this would mean exposing them to audiovisual content whose vocabulary and grammatical structures are only marginally more advanced than what they already master. Short videos or

interactive stories with subtitles, simplified narration, and contextual visual support serve as useful examples, as they allow learners to infer new meanings without relying on direct translation.

Different studies have demonstrated the relevance of this theory in educational contexts, for example, pointing out that comprehensible input develops a wide vocabulary, grammar, fluency, and other aspects when students interact using materials adapted to their level of competence (Luo, 2024). Therefore, it is highlighted that digital environments facilitate the provision of multimodal input such as videos, audio, and interactive texts, which helps to improve the comprehension and retention of the language of each student (Nguyen & Doan, 2025).

However, some authors point out that input alone does not guarantee effective learning if it is not complemented with adequate feedback (Golonka et al., 2014). Within online learning platforms, this theory is materialized through continuous access to personalized content, which allows students to interact with the language in a progressive and meaningful way for their learning process.

1.2.2 Swain's output hypothesis

The output hypothesis, developed by Swain, holds that language production is essential in the process of second language acquisition. Unlike the input-centered approach, this theory maintains that students need to speak the language to develop their accuracy and

fluency when communicating, since this allows them to identify deficiencies in their linguistic knowledge.

On the other hand, linguistic production, according to Golonka et al. (2014), also promotes metacognitive reflection processes and helps improve communicative competence, especially when students receive adequate feedback during their learning process. In addition, it has been evidenced that output activities contribute to the automatization of the language and its discourse skills.

Within virtual environments, online learning platforms facilitate the implementation of this theory through tools such as discussion forums, written tasks, voice recordings, and other group activities. This allows the student to have active participation during their learning process, transforming the use of the language into a practical experience.

1.2.3 Vygotsky's sociocultural theory

The sociocultural theory of learning, proposed by Vygotsky, states that the cognitive development of students occurs through social interaction and the use of cultural tools, with language being a mediator of learning. This theory includes a central concept known as the Zone of Proximal Development (ZPD). In the context of the digital platforms analyzed in this study, the ZPD is reflected when students receive automatic feedback from the platform itself or guidance from the teacher, allowing them to complete tasks they would not be able to accomplish independently, and gradually internalize the knowledge or skill involved.

Studies have shown that digital environments can be used as spaces for social mediation, which promotes collaborative learning and the construction of knowledge jointly (Cabero-Almenara & Llorente-Cejudo, 2020). In this way, online learning platforms improve interaction between students and teachers, using synchronous and asynchronous tools, which favor the development of linguistic skills.

Similarly, it has been shown that the use of educational platforms allows expanding the ZPD by providing free access to multimedia resources adapted to their needs and continuous feedback, fostering personalized learning (Hodges et al., 2020). Therefore, sociocultural theory is relevant in the analysis of second language learning through virtual environments, where interaction and technology play an indispensable role.

1.3 Online learning (e-learning)

Online learning, also known as e-learning, constitutes an educational modality mediated by digital technologies that facilitate the process of acquiring new knowledge through virtual environments. This approach has greater relevance due to the advancement in information and communication technologies (ICT), which allows the improvement of educational processes. In the teaching of the English language, e-learning is presented as an innovative variable that facilitates access to authentic resources, promoting interaction and autonomous learning.

Evidence from Means et al. (2013) suggests that online learning can match—and even surpass—traditional teaching when appropriate pedagogical models are implemented.

Likewise, recent studies highlight that this mode of study favors both the development of digital and linguistic competences, which is relevant in the teaching of foreign languages (Hodges et al., 2020).

1.3.1 Conceptualization of e-learning

E-learning is defined as a teaching-learning process that is developed through digital platforms, using technological tools such as the internet, electronic devices, and educational applications. It is characterized by its flexibility, accessibility, and capacity to adapt to different learning styles.

From a theoretical perspective, e-learning is based on constructivist and connectivism approaches, which consider the student as an active agent in the construction of their own knowledge (Siemens, 2005). While constructivism emphasizes knowledge construction through individual experience and social interaction within a defined learning environment, connectivism—as proposed by Siemens (2005)—approaches learning as a process of connecting to networks of information, people, and digital resources that extend beyond the traditional classroom. Seen this way, virtual platforms function not merely as means of transmission but as interactive environments that foster collaboration and meaningful learning.

It is also highlighted that the success of e-learning depends on factors such as instructional design, content quality, and teaching practices (Garrison & Kanuka, 2004).

Therefore, it is not enough to incorporate technology in the classroom but to integrate it in a pedagogical and strategic way to improve student learning.

1.3.2 Types of online learning: synchronous and asynchronous

Online learning can be classified into two main modalities: synchronous and asynchronous, which differ in terms of time and interaction.

Synchronous learning is characterized by taking place in real time, where teachers and students interact simultaneously through tools such as videoconferencing, chat, or virtual classes. This modality favors communication and direct feedback in the English language.

Unlike synchronous learning, which relies on real-time interaction, asynchronous learning allows students to access authentic content—such as discussion forums, digital platform activities, and recorded videos—at their own pace and without direct contact with the teacher, a flexibility that Hrastinski (2008) associates with greater learner autonomy, self-paced progress, and self-regulation.

In this context, the combination of both modalities is effective since it allows an adequate balance between communicative practice and individual study, optimizing the development of the different linguistic skills of the participants.

1.3.3 Advantages and challenges of online learning

Online learning presents multiple advantages that make it an important tool in education. One of its main benefits is flexibility in access to knowledge, the possibility of personalizing learning, and the availability of multimedia resources to favor the educational experience.

Various studies have shown that the use of digital platforms increases the motivation and engagement of students in their learning process, since dynamic and interactive elements are incorporated to improve their interest (Golonka et al., 2014). Likewise, e-learning facilitates the development of technological skills and promotes the development of key aspects in current education.

Despite its advantages, this modality also presents various challenges, such as the digital divide, the lack of teacher training in the use of technology, limited access to the internet, and a possible decrease in social interaction (Hodges et al., 2020). Additionally, some studies show that online learning can be less effective when it lacks adequate pedagogical design to ensure student learning.

As a result, the impact of e-learning on English language learning depends on the balance between pedagogy, educational context, and technology, which is fundamental to enhancing its benefits and reducing its limitations.

1.4 Online learning platforms

Online learning platforms are technological tools designed to facilitate, manage, and optimize teaching-learning processes in virtual environments. Currently, these platforms have become an essential component of e-learning, since they allow the integration of content, activities, assessments, and interaction between participants and the teacher.

The pedagogically structured use of online platforms is associated with measurable improvements in listening and reading comprehension (Golonka et al., 2014; Almaiah et al., 2020). In the field of language learning, these tools favor continuous exposure to the second language, interactive practice, and the development of communicative skills (Golonka et al., 2014). Likewise, it is highlighted that these virtual platforms promote flexibility centered on the student and the development of linguistic competencies (Almaiah et al., 2020).

1.4.1 Definition and characteristics of online learning platforms

Online learning platforms are defined as digital systems that allow the creation and management of educational content and the interaction between teachers and students. These platforms contain multiple functions, such as storage of educational materials, monitoring of progress of both the student and the parent, assessment of learning, and real-time communication.

Among the main characteristics are accessibility, flexibility, and interactivity; these tools are also personalized to the type of learning through algorithms that adjust the content according to the level and pace of the students (Almaiah et al., 2020).

Also, these platforms facilitate the use of multimedia resources such as videos, audios, interactive activities, forums, and assessments, which enrich the learning process and favor the comprehension of the language (Golonka et al., 2014). In this way, the design of online learning platforms must respond to pedagogical principles that guarantee better learning.

1.4.2 Types of learning platforms: LMS and educational applications

Educational platforms can be divided into different types, which are classified according to their functionality and educational purpose. Among the most relevant are Learning Management Systems (LMS) and online learning applications.

LMS platforms, such as Zoom, Google Classroom, and Moodle, are platforms that are designed to manage complete learning courses, which allow the organization of content, assessments, and communication with students.

On the other hand, online learning applications such as Duolingo or Quizlet resemble a more autonomous learning experience to reinforce specific skills. These types of tools are incorporated as elements of gamification, which increase the motivation and engagement of the student while studying. Some studies indicate that gamification significantly contributes to second language learning since it implies learning in a more dynamic and interactive way (Deterding et al., 2011)

The learning of English and the combination of LMS is effective when integrating formal teaching together with autonomous and personalized practices for each participant.

1.4.3 Pedagogical use of digital platforms in English language teaching

The teaching of English implies the integration of didactic strategies that are enhanced through technological tools to improve the learning of a second language, which is not only about using electronic devices, but also about incorporating them correctly together with clear educational objectives, with the needs of the students.

The development of the four linguistic skills through digital platforms has been widely documented (Golonka et al., 2014), particularly in terms of the opportunities they provide for constant practice and immediate feedback. For example, multimedia resources develop listening comprehension, while interactive activities promote the development of writing and speaking.

In the same way, the use of online learning platforms promotes collaborative learning through chats, group activities, and forums that are often aligned with socio-constructivist approaches to learning (Cabero-Almenara&Llorente-Cejudo, 2020). Also, these tools facilitate continuous assessment of the participants, which allows for identifying strengths and areas for improvement in real time.

Although some studies warn that the positive impact of these digital platforms depends on teacher training and institutional design, the inappropriate use of these tools can limit their effectiveness and reduce it to a merely instrumental use (Almaiah et al., 2020).

Therefore, the pedagogical use of these educational platforms in the teaching of English must be developed in a balanced integration between technology, didactics, and educational contexts in order to guarantee meaningful and sustainable learning.

1.5 English Language Proficiency

English language proficiency refers to the ability that students have when using the language in an appropriate and effective way in different communicative contexts. This term is not limited to the knowledge of grammatical rules, but also to the mastery of each of the linguistic skills, which allow understanding, producing, or interpreting messages clearly.

In relation to the Common European Framework of Reference for Languages (CEFR), linguistic competence is structured in different levels that describe the ability that students have with the language, emphasizing a communicative approach oriented to the real use of language (Council of Europe, 2020). Likewise, academic research highlights that English proficiency is a multidimensional construct which includes receptive skills such as listening and reading, as well as productive ones such as speaking and writing, in addition to linguistic knowledge such as grammatical and vocabulary (Hulstijn,2015).

1.5.1 Listening

Listening comprehension is the ability to understand oral messages in different accents and contexts. This skill involves more complex cognitive processes, such as the decoding of sounds, the integration of prior knowledge, and interpretation to obtain meaning.

Articles on second language acquisition indicate that the development of listening depends on authentic input (Vandergrift & Goh, 2012). In this way, digital environments can be more effective, since they provide free access to audiovisual resources that facilitate the comprehension of English (Golonka et al., 2014)

1.5.2 Speaking

The skill of oral expression refers to the ability to produce a message orally, which must be fluent, coherent, and appropriate to the communicative context being discussed. This competence requires the correct use of grammatical structures as well as pronunciation, intonation, and interaction with other participants.

Active practice and sustained interaction with other speakers are essential for developing this skill, as they allow students to automate language use and improve fluency when communicating (Derakhshan et al., 2016). Likewise, feedback plays a fundamental role in improving this linguistic skill.

1.5.3 Reading

Reading comprehension involves the ability to interpret and analyze texts written in English, using cognitive strategies to identify main ideas and other relevant aspects of each text. Grabe and Stoller (2011) associate the development of this skill mainly with the learner's vocabulary level and prior knowledge of the topic addressed.

In addition, access to interactive digital texts has shown a significant impact on this competence, as it allows for contextualized and dynamic reading. In the case of students from 4th to 10th grade, this could translate into the use of digital texts with embedded glossaries, hyperlinked definitions, or comprehension questions integrated directly into the reading, allowing students to resolve vocabulary gaps in real time without interrupting the reading process—an advantage that traditional printed texts do not offer to the same extent.

1.5.4 Writing

The skill of written expression is the ability to write texts in a structured way appropriate to a purpose and coherent, since this competence requires the mastery of lexical, discourse, and grammatical aspects.

Recent studies indicate that writing in a second language is a particularly complex process, as it involves planning, drafting, and revision, making feedback a key element in achieving improvement (Hyland, 2019). In digital environments, writing can become a collaborative process, since tools such as shared documents and online editing platforms allow students to give and receive peer feedback in real time, which has been shown to be more effective in reinforcing writing skills than individual work alone.

1.5.5 Grammar and Vocabulary

Grammar and vocabulary constitute the linguistic foundation necessary for developing all communicative skills: grammar provides the rules that structure the language, while vocabulary allows any type of expression to carry meaning. Nation (2013) identifies

vocabulary breadth as one of the most influential factors in the development of linguistic competence, since a limited lexical repertoire restricts students' ability to understand and produce language accurately, even when grammatical rules are well understood.

In digital environments, this relationship between grammar and vocabulary can be reinforced through interactive exercises that provide immediate feedback—self-corrected quizzes, gamified vocabulary applications, and contextualized grammar drills embedded within digital texts or videos, among others. For students in grades 4 through 10, this type of practice allows for repeated exposure to new lexical and grammatical structures across varied contexts, which strengthens retention more effectively than isolated memorization exercises.

1.6 Relationship between online learning platforms and English language proficiency

The relationship between online learning platforms and English language proficiency plays a central role in this study, since it allows understanding how the use of digital tools influences the development of linguistic skills in students.

The pedagogically structured use of online learning platforms has a significant impact on English learning, particularly when multimedia resources and level-appropriate strategies are integrated alongside interactive elements (Golonka et al., 2014). In particular, it has been observed that these tools help to develop listening and reading comprehension through constant exposure to authentic content; in this way, productive skills increase through these interactive activities.

Likewise, it is highlighted that these digital platforms promote student autonomy, allowing the student to learn at their own pace through free access to personalized multimedia resources (Means et al., 2013). This is important in the development of linguistic competence since it facilitates continuous practice and self-regulation of participants' learning.

From a sociocultural perspective, digital tools also favor interaction and collaborative learning, which contribute to the development of cognitive skills (Cabero-Almenara & Llorente-Cejudo, 2020). In addition, providing feedback allows the student to identify their errors and improve their performance across these linguistic skills.

However, other research warns that results in digital environments depend on factors such as access to technological resources, teacher training, and instructional design (Almaiah et al., 2020). In cases of absence of these elements, the use of these educational platforms may be limited and does not generate any significant change in English proficiency.

In summary, the literature reviewed suggests a consistent relationship between the use of online learning platforms and the development of English language proficiency, provided that these tools are implemented in a pedagogically appropriate and contextualized manner. However, most of the evidence discussed derives from higher education settings or from educational contexts markedly different from that of UE Particular Aduana, leaving open the question of how these findings apply to students from 4th to 10th grade within a private, urban Ecuadorian institution.

Building on this theoretical foundation, Chapter II describes the mixed-methods approach used to examine this relationship specifically within that context, combining quantitative and qualitative data to determine the extent to which digital platforms contribute to the development of English proficiency among this particular student population.

CHAPTER II: METHODOLOGY

This chapter outlines the research methodology used throughout this research. The different types of research and methodology were useful during the research. Various instruments were used including interviews and surveys conducted at U.E. Particular "Aduana", also shown are the research sites, the population needed to apply the instruments and obtain the results for the inquiry into the problems in all skills, and the use of online learning platforms that students and teachers used to develop and improve these skills.

2.1. Type of research

The present research was developed under a mixed-method approach, combining quantitative and qualitative methods with the purpose of obtaining a more comprehensive understanding regarding the impact of online learning platforms on English language proficiency in 4th to 10th grade students at UE Particular "Aduana".

This mixed-method approach allows examining numerical data while at the same time interpreting the perceptions and experiences of the participants in relation to the use of digital platforms in English learning.

According to Creswell and Plano Clark (2018), research integrated through mixed methods can offer a broader understanding of complex educational phenomena. Likewise, Molina-Azorín (2016) mentions that mixed studies related to applied linguistics provide greater strength to the results by integrating statistical and contextual analysis.

The quantitative method was employed for data collection through surveys applied to students, while the qualitative method was applied through the use of interviews directed to the vice principal, area coordinator, and English area teacher, with the purpose of analyzing their perceptions about online learning platforms and the development of language proficiency.

2.2. Methods, techniques and instruments

Research methods constitute a fundamental element since they contribute to the development of each part of the research process. The methods employed in the study were exploratory, descriptive, correlational, and explanatory.

These will be described below:

2.2.1. Exploratory research

Exploratory research was applied because the conducted study sought to analyze the influence of online learning platforms on English language proficiency within a specific educational context. This type of research allowed obtaining greater information and identifying the most relevant aspects related to the use of digital platforms in language teaching.

According to Stebbins (2011), exploratory research allows researchers to become familiar with phenomena that have limited previous research within a specific context.

2.2.2. Descriptive research

Descriptive research was used to characterize the use of online learning platforms and the level of English proficiency of 4th to 10th grade students. This type of research facilitated the identification and description of behaviors, attitudes, and academic experiences evidenced by the students regarding the topic.

Kim, Sefcik, and Bradway (2017) confirm that descriptive research provides more detailed information about participants, contexts, and educational situations that contribute to a better understanding of the studied phenomenon.

2.2.3. Correlational research

Correlational research was used to determine the relationship that exists between the use of online learning platforms and English language proficiency. Through this method, the frequency and quality of the use of platforms associated with the development of language skills such as listening, speaking, reading, and writing were analyzed.

Curtis et al. (2016) mention that this type of research examines the relationship that exists between two or more variables without being directly manipulated.

2.2.4. Explanatory research

Explanatory research was included because the study aimed to explain how and why online learning platforms can influence English language proficiency. This type of research contributed to identifying the factors that influence language learning processes through digital tools.

According to Reio (2016), explanatory research seeks to identify causal relationships and provide interpretations about the factors that explain this type of educational phenomena.

2.2.5. Techniques

2.2.5.1. Survey

Surveys were applied to students from 4th to 10th grade of Basic General Education with an A1.1, A1.2, A2.1, and A2.2 level from Unidad Educativa Particular "Aduana" during the 2025–2026 academic period. The surveys consisted of a structured questionnaire composed of closed-ended questions about the frequency of the use of online learning platforms, students' perception of digital tools, development of linguistic competencies, motivation, and participation in virtual activities. This process was carried out between February 27 and March 3. For the obtained data, a descriptive analysis was used, which allowed the systematization and tabulation of the information in an efficient manner. The survey made it possible to collect quantitative data linked to the perceptions and experiences of students in the use of online learning platforms.

According to Taherdoost (2021), questionnaires are effective instruments that help collect information in a standardized way from a large number of participants within educational studies. In addition, the survey was relevant for the researchers since it allowed the determination of activities that could be incorporated into the proposal to satisfy the needs and preferences of each of the students.

2.2.5.2. Interviews

Interviews were applied to institutional authorities such as the vice principal, English area teachers such as the area coordinator and teacher with the purpose of collecting qualitative information about the implementation of online learning platforms and their impact on English language proficiency.

The interviews addressed aspects related to teachers' perception of digital platforms, benefits and limitations of virtual tools, student participation and performance, and benefits in virtual or hybrid learning environments, these topics were analyzed by the teachers to provide their perceptions and complement the research.

DeJonckheere and Vaughn (2019) indicate that interviews provide greater flexibility allowing participants to express their perceptions and experiences in a broader and more detailed way.

2.3. Research Questions

- What is the level of linguistic competence in English (listening, speaking, reading,
- writing) of the students who make use of online learning platforms?
- In what way does the use of online learning platforms influence each linguistic skill?
- What advantages and limitations do online platforms offer in the educational field?

2.4. Participants

2.4.1. Population

The population of this research consisted of students from 4th to 10th grade of UE Particular Aduana, with levels A1.1, A1.2, A2.1, and A2.2, as well as English teachers and academic authorities involved in the teaching and learning process of the English language.

The student population was composed of students who constantly use online learning platforms as a complement to their English classes and academic activities.

On the other hand, teachers and authorities participated by providing qualitative information about the implementation and effectiveness of these digital platforms.

2.4.2. Sample

The sample was determined through a non-probabilistic convenience sampling method, since the participants were selected according to availability and institutional approval. The student sample was composed of approximately 71 students from 4th to 10th grade. In addition, an English area teacher, an English area coordinator, and an academic representative participated in the interviews. The sample size was considered representative because it represented the target population and allowed the collection of sufficient quantitative and qualitative information to answer the research questions. According to Etikan and Bala (2017), this type of sampling is appropriate in educational research when participants are selected based on their availability and relevance to the objectives of the study.

2.5. Procedure and data analysis

The sample was composed of 71 students from 4th to 10th grade, selected through a non-probabilistic convenience sampling method. In addition, an English teacher, the English area coordinator, and an academic authority participated in the interviews.

First, the bibliographic review and the design of the research instruments were carried out, ensuring consistency in both the survey and the interview. After obtaining institutional authorization, the surveys were applied physically and the interviews were conducted with institutional authorities and teachers from the English area.

To examine the collected data, descriptive and correlational analysis were used. According to Sanchéz, Blas, and Tujague (2010), descriptive analysis allows the systematization and interpretation of data, while correlational analysis helps determine the relationship between the study variable

CHAPTER III: DATA ANALYSIS AND DISCUSSION

In this chapter, the results obtained from interviews and surveys conducted with different actors of the educational community are presented and analyzed. These instruments were applied to the academic authority, the English coordinator, the subject teacher, and students from 4th to 10th grade at U.E. Particular Aduana.

Through the interviews, the aim was to get a closer look at whether students are reaching the English levels established by the Ministry of Education according to the CEFR, as well as to understand how the use of virtual platforms is being integrated into English classes.

On the other hand, the survey directed at students was intended to explore their experiences and perceptions regarding the use of these digital platforms, and to what extent they consider they have influenced the development of their English language proficiency.

3.1. Survey applied to 4th to 10th grade EGB, students of the UE Particular "Aduana"

3.1.1. Interpretation of use online platforms to learn English.

Figure 1

Use of online platforms to learn English

1. I use online platforms (e.g., Google Classroom, Moodle, Zoom) to learn English.



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	4	2	3	5	5	0	0	19	26,76056
b. Disagree	0	0	0	1	0	0	1	2	2,816901
c. Neutral	4	4	1	3	0	2	3	17	23,94366
d. Agree	1	0	1	0	1	5	4	12	16,90141
e. Strongly agree	1	6	3	1	3	4	3	21	29,57746
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results reflect what students think about using online platforms such as Google Classroom, Moodle, and Zoom as tools for learning English. The responses revealed a clear division of opinions within the group. A total of 21 students (29.6%) expressed being strongly in favor, while 19 students (26.8%) showed strong disagreement. Meanwhile, 17 students (23.9%) remained neutral, 12 students (16.9%) leaned toward agreement, and only 2 students (2.8%) indicated mild disagreement.

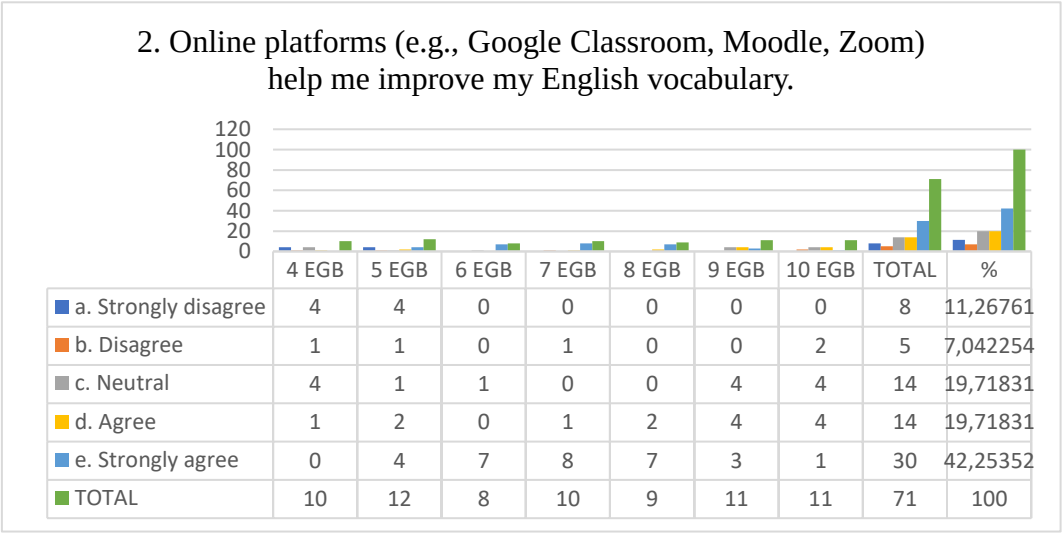
These results suggest that, for some students, online platforms represent a useful and engaging resource, while others face real obstacles such as distractions, connectivity issues, or a lack of motivation to engage with digital tools. Taken together, the data reflects that online

platforms can both support and complicate the English learning experience (Hasriati et al., 2021; Soeharto, 2022).

3.1.2. Interpretation of online platforms help to improve English vocabulary.

Figure 2

Online platforms help to improve vocabulary



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	4	4	0	0	0	0	0	8	11,26761
b. Disagree	1	1	0	1	0	0	2	5	7,042254
c. Neutral	4	1	1	0	0	4	4	14	19,71831
d. Agree	1	2	0	1	2	4	4	14	19,71831
e. Strongly agree	0	4	7	8	7	3	1	30	42,25352
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results explore whether students feel that online platforms contribute to improving their English vocabulary. In this case, the responses leaned noticeably in a positive direction. Specifically, 30 students (42.3%) strongly agreed, and 14 students (19.7%) agreed as well. Another 14 students (19.7%) remained neutral, while 8 students (11.3%) strongly disagreed and 5 students (7%) disagreed.

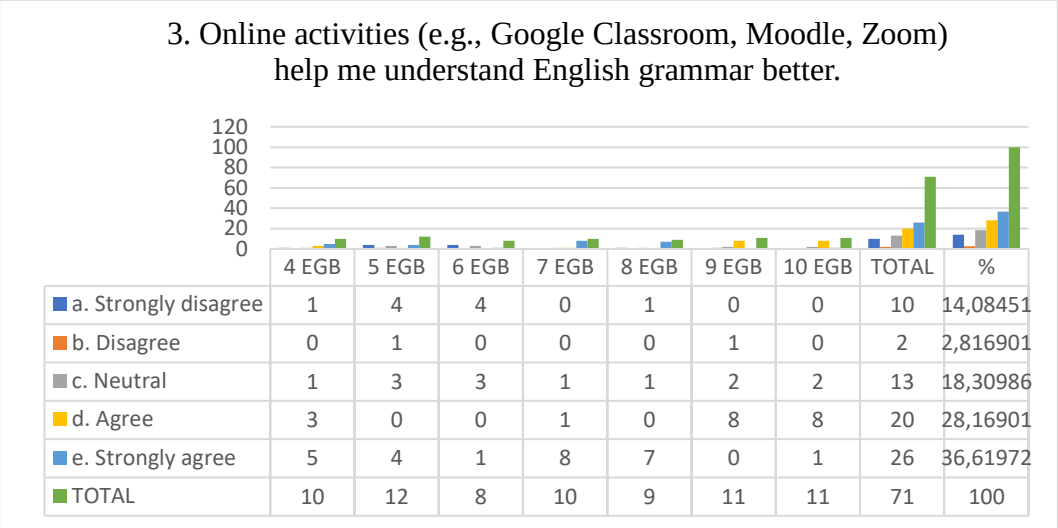
These findings reveal that a significant portion of students perceive online platforms as helpful tools for building vocabulary, particularly through videos, practice exercises, and interactive activities. That said, some students may still encounter barriers related to

technology access or active participation. Overall, the results point to a positive influence of online platforms on vocabulary development in English (Hasriati et al., 2021; Soeharto, 2022).

3.1.3. Interpretation of online activities to help understand English grammar better.

Figure 3

Online activities help to understand English grammar



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	1	4	4	0	1	0	0	10	14,08451
b. Disagree	0	1	0	0	0	1	0	2	2,816901
c. Neutral	1	3	3	1	1	2	2	13	18,30986
d. Agree	3	0	0	1	0	8	8	20	28,16901
e. Strongly agree	5	4	1	8	7	0	1	26	36,61972
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results explore what students think about whether online activities help them better grasp English grammar. The overall picture that emerges is largely positive. A total of 26 students (36.6%) strongly agreed, and 20 students (28.2%) agreed, making these two groups the most representative. On the other hand, 13 students (18.3%) remained neutral, 10 students (14.1%) strongly disagreed, and only 2 students (2.8%) expressed mild disagreement.

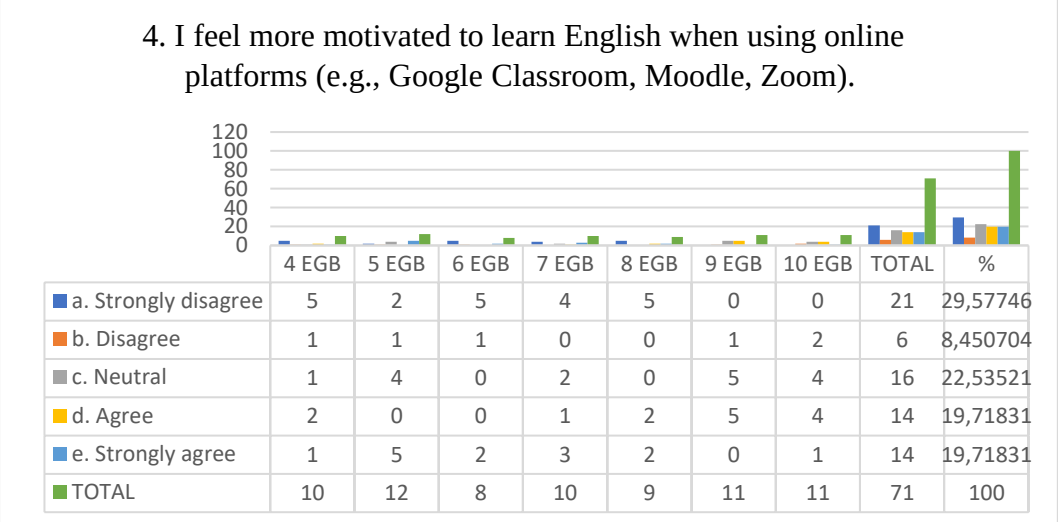
These results suggest that a considerable number of students find online activities — such as exercises, videos, and interactive tasks — genuinely helpful for strengthening their

understanding of English grammar. Nevertheless, it is worth acknowledging that some students may still face challenges related to technology access, concentration, or active involvement in virtual activities. All things considered, the data points to a positive role that online activities can play in supporting grammar learning in English (Hasriati et al., 2021; Soeharto, 2022).

3.1.4. Interpretation of feel more motivated to learn English when using online platforms.

Figure 4

Feel more motivated to learn English using online platforms



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	5	2	5	4	5	0	0	21	29,57746
b. Disagree	1	1	1	0	0	1	2	6	8,450704
c. Neutral	1	4	0	2	0	5	4	16	22,53521
d. Agree	2	0	0	1	2	5	4	14	19,71831
e. Strongly agree	1	5	2	3	2	0	1	14	19,71831
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results look at whether students feel more motivated to learn English when working with online platforms such as Google Classroom, Moodle, and Zoom. Unlike previous questions, the responses here revealed a more mixed and divided picture. Notably, 21 students (29.6%) strongly disagreed, representing the largest single group. Meanwhile, 16

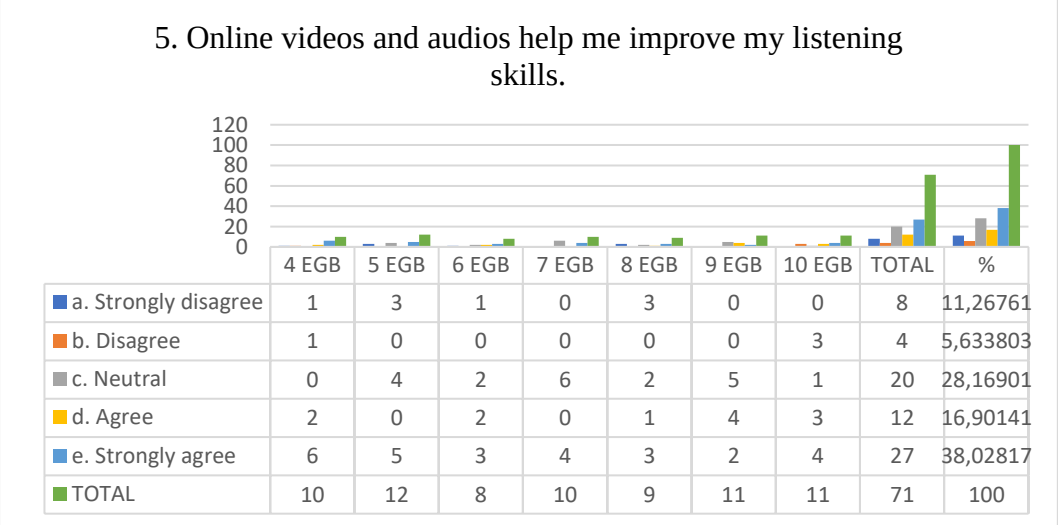
students (22.5%) remained neutral, while 14 students (19.7%) agreed and another 14 students (19.7%) strongly agreed. Only 6 students (8.5%) simply disagreed.

These findings reveal that motivation in virtual learning environments is far from uniform. While some students do feel energized and engaged when using digital platforms, others struggle to connect with this mode of learning. Factors such as distractions, poor internet connectivity, or the absence of direct human interaction may play a significant role in dampening students' enthusiasm. Overall, the results make it clear that online platforms can influence student motivation in very different ways, largely depending on each learner's personal experiences, preferences, and circumstances (Hasriati et al., 2021; Soeharto, 2022).

3.1.5. Interpretation of online videos and audios help to improve listening skills.

Figure 5

Online videos and audios help to improve listening skills



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	1	3	1	0	3	0	0	8	11,26761
b. Disagree	1	0	0	0	0	0	3	4	5,633803
c. Neutral	0	4	2	6	2	5	1	20	28,16901
d. Agree	2	0	2	0	1	4	3	12	16,90141
e. Strongly agree	6	5	3	4	3	2	4	27	38,02817
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

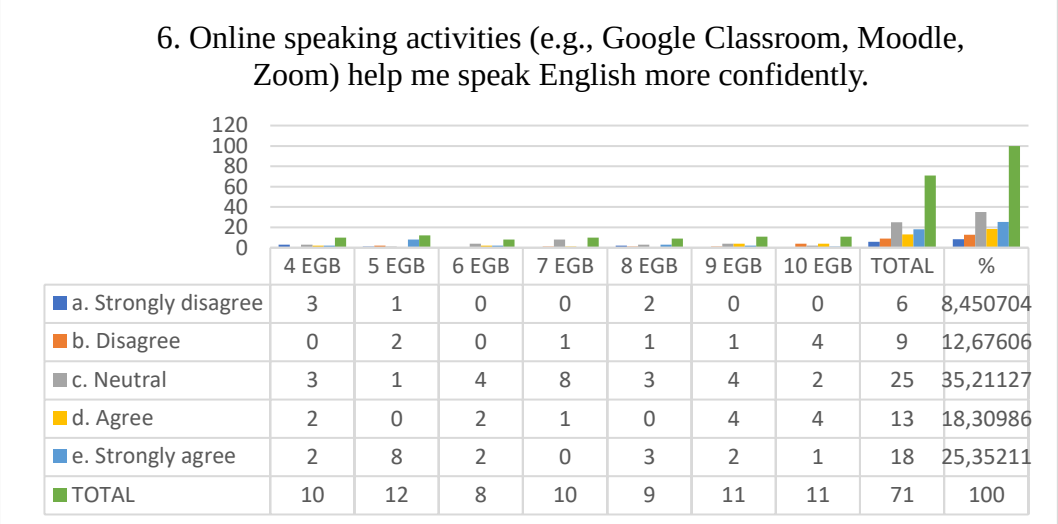
The results examine what students think about whether online videos and audio materials contribute to improving their listening skills. The responses were largely encouraging, with a clear tendency toward positive perceptions. Specifically, 27 students (38%) strongly agreed and 12 students (16.9%) agreed, together forming the most prominent group. Meanwhile, 20 students (28.2%) remained neutral, 8 students (11.3%) strongly disagreed, and 4 students (5.6%) expressed mild disagreement.

These results suggest that a meaningful number of students genuinely value online audiovisual resources as a way to sharpen their listening comprehension, particularly through repeated exposure to authentic pronunciation, new vocabulary, and real-life conversations in English. That said, it is important to recognize that some students may still encounter obstacles, whether related to maintaining attention, limited internet access, or the challenge of following fast or unfamiliar spoken English. On the whole, the findings support the idea that online audiovisual tools can play a valuable role in nurturing listening skills throughout the English learning journey (Hasriati et al., 2021; Soeharto, 2022).

3.1.6. Interpretation of online speaking help to speak English more confidently.

Figure 6

Online speaking activities help to speak confidently



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	3	1	0	0	2	0	0	6	8,450704
b. Disagree	0	2	0	1	1	1	4	9	12,67606
c. Neutral	3	1	4	8	3	4	2	25	35,21127
d. Agree	2	0	2	1	0	4	4	13	18,30986
e. Strongly agree	2	8	2	0	3	2	1	18	25,35211
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results investigate whether students feel that online speaking activities help them express themselves in English with greater confidence. The results leaned in a positive direction, though with a notably large neutral group. A total of 18 students (25.3%) strongly agreed and 13 students (18.3%) agreed, while 25 students (35.2%) — the largest single group — chose to remain neutral. On the other end, 9 students (12.7%) strongly disagreed and 6 students (8.5%) disagreed.

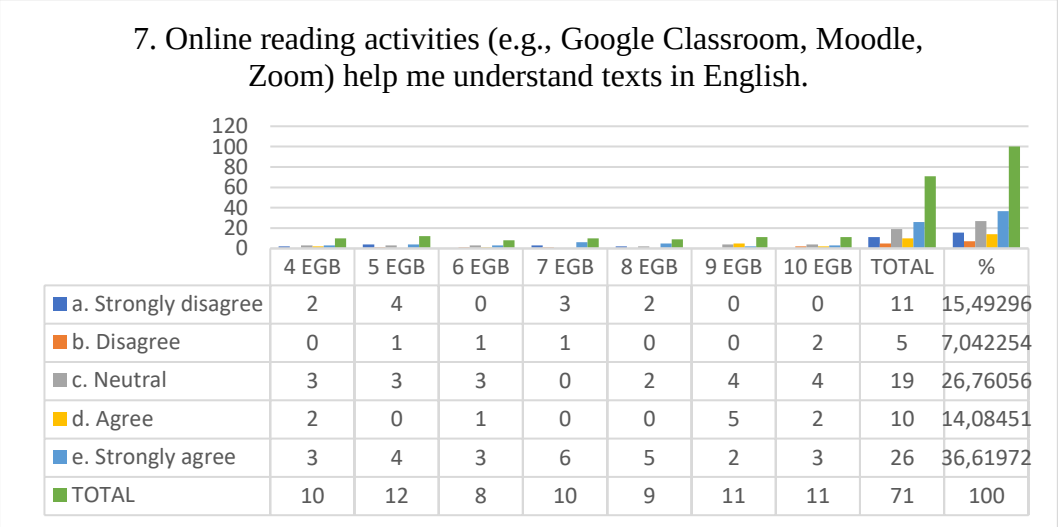
These findings paint an interesting picture: while some students do feel that virtual speaking activities help them gain confidence when communicating in English, a significant portion remains uncertain or unconvinced. This hesitation may stem from shyness, anxiety

about making mistakes in front of others, or simply the limited opportunities for genuine back-and-forth interaction that online environments can sometimes offer. Overall, the data suggests that online speaking activities hold real potential for building communicative confidence, though their impact is likely to vary considerably from one learner to another depending on their personality, background, and comfort level (Hasriati et al., 2021; Soeharto, 2022).

3.1.7. Interpretation of online reading activities help to understand texts in English.

Figure 7

Online reading activities help to understand text in English



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	4	0	3	2	0	0	11	15,49296
b. Disagree	0	1	1	1	0	0	2	5	7,042254
c. Neutral	3	3	3	0	2	4	4	19	26,76056
d. Agree	2	0	1	0	0	5	2	10	14,08451
e. Strongly agree	3	4	3	6	5	2	3	26	36,61972
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results explore student perceptions regarding whether online reading activities help them better understand texts written in English. The overall tone of the responses was positive, with a considerable share of students expressing favorable views. A total of 26 students (36.6%) strongly agreed and 10 students (14.1%) agreed, making them the most

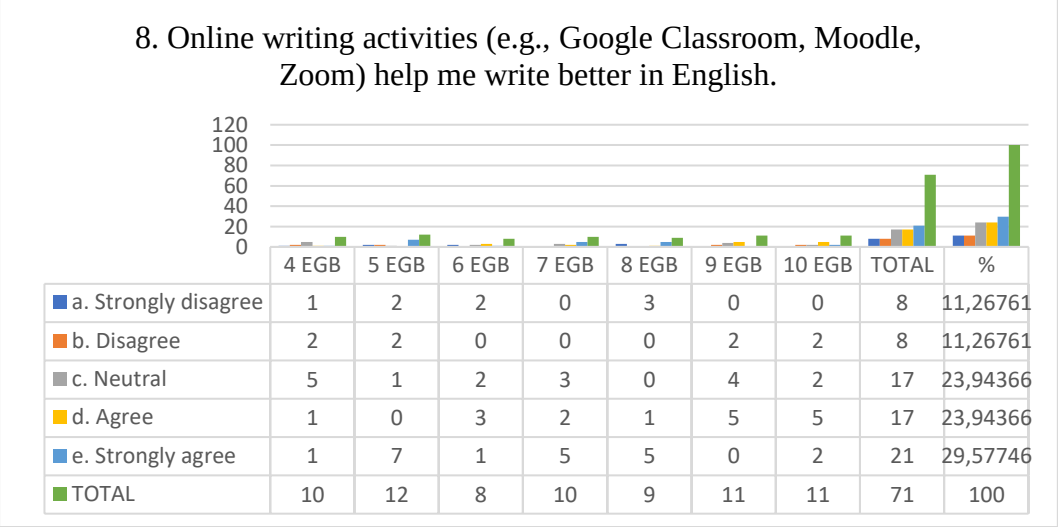
prominent voices in the survey. Meanwhile, 19 students (26.8%) remained neutral, 11 students (15.5%) strongly disagreed, and 5 students (7%) expressed mild disagreement.

These findings indicate that many students genuinely feel that engaging with reading materials through online platforms helps strengthen their comprehension and deepen their understanding of English texts. However, it would be shortsighted to overlook the fact that some learners may still struggle along the way, whether due to unfamiliar vocabulary, difficulty staying focused, or simply a lack of motivation when reading from a screen. All things considered, the findings point to a meaningful and positive contribution that online reading activities can make toward developing reading skills in English (Hasriati et al., 2021; Soeharto, 2022).

3.1.8. Interpretation of online writing activities help to write better in English.

Figure 8

Online writing activities help to write better



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	1	2	2	0	3	0	0	8	11,26761
b. Disagree	2	2	0	0	0	2	2	8	11,26761
c. Neutral	5	1	2	3	0	4	2	17	23,94366
d. Agree	1	0	3	2	1	5	5	17	23,94366
e. Strongly agree	1	7	1	5	5	0	2	21	29,57746
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

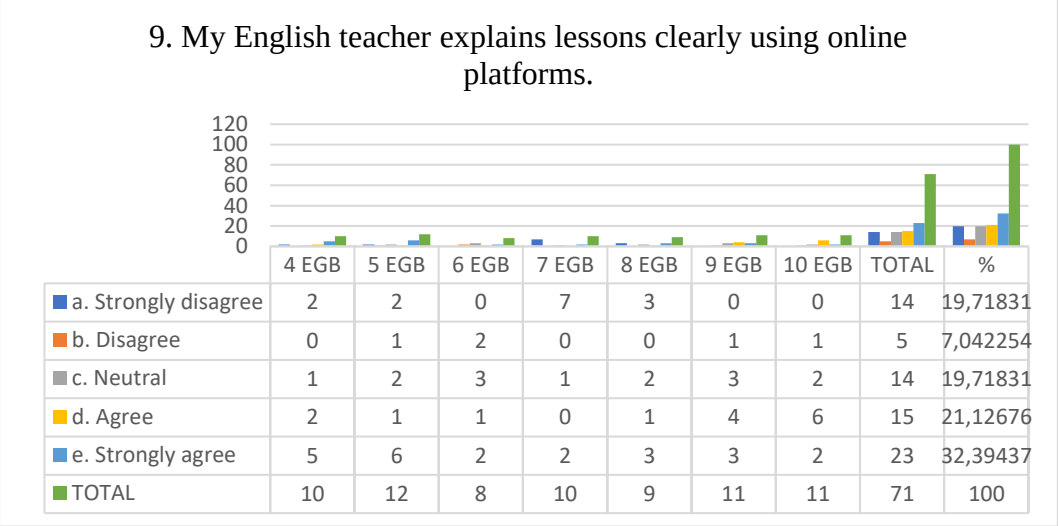
The results look at whether students feel that online writing activities help them improve their written expression in English. Here too, the responses leaned in a positive direction, though with a notable balance across all categories. Specifically, 21 students (29.6%) strongly agreed, and 17 students (23.9%) agreed, while another 17 students (23.9%) remained neutral. On the other side of the spectrum, 8 students (11.3%) strongly disagreed and an equal 8 students (11.3%) disagreed.

These findings suggest that a significant number of students value online writing activities as a practical and effective way to hone their writing skills in English, benefiting from regular practice, structured exercises, and the immediate feedback that digital tools can provide. Nevertheless, it is worth noting that some students may still face real hurdles, such as difficulties with grammar, limited vocabulary, or reduced engagement with online tasks. Taken together, the results highlight the positive potential of online writing activities in fostering writing development among English learners, even while acknowledging that the experience is not equally beneficial for everyone (Hasriati et al., 2021; Soeharto, 2022).

3.1.9. Interpretation of English teacher explain lessons clearly using online platforms.

Figure 9

The teacher explains lessons clearly using online platforms



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	2	0	7	3	0	0	14	19,71831
b. Disagree	0	1	2	0	0	1	1	5	7,042254
c. Neutral	1	2	3	1	2	3	2	14	19,71831
d. Agree	2	1	1	0	1	4	6	15	21,12676
e. Strongly agree	5	6	2	2	3	3	2	23	32,39437
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results explore how students perceive the clarity of their English teacher's explanations when lessons are delivered through online platforms. The responses were largely favorable, reflecting a generally positive view of virtual instruction. A total of 23 students (32.4%) strongly agreed and 15 students (21.1%) agreed, together representing the majority of respondents. Meanwhile, 14 students (19.7%) remained neutral, an equal number (19.7%) strongly disagreed, and 5 students (7%) expressed mild disagreement.

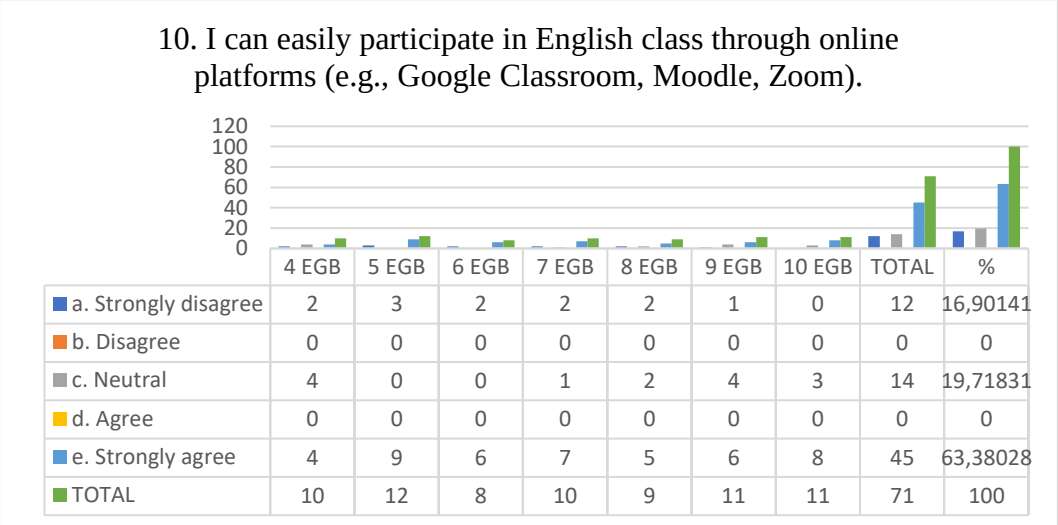
These findings suggest that most students feel their teacher communicates lesson content effectively through digital platforms—a reflection of the effort and adaptability that online teaching demands. However, it is important to acknowledge that a portion of students

may still find it hard to follow along, whether due to unstable internet connections, environmental distractions, or the reduced opportunity for spontaneous questions and direct interaction that virtual classes can sometimes limit. Overall, the results reinforce the idea that online teaching platforms can meaningfully support English instruction and strengthen the communication between teachers and their students (Hasriati et al., 2021; Soeharto, 2022).

3.1.10. Interpretation of can easily participate in English class through online platforms.

Figure 10

I can easily participate in English class through online platforms



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	3	2	2	2	1	0	12	16,90141
b. Disagree	0	0	0	0	0	0	0	0	0
c. Neutral	4	0	0	1	2	4	3	14	19,71831
d. Agree	0	0	0	0	0	0	0	0	0
e. Strongly agree	4	9	6	7	5	6	8	45	63,38028
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results investigate whether students feel they can participate actively and comfortably in English classes through platforms such as Google Classroom, Moodle, and Zoom. The responses were encouraging, with a clear positive lean across the group. Specifically, 25 students (35.2%) strongly agreed and 17 students (23.9%) agreed, making

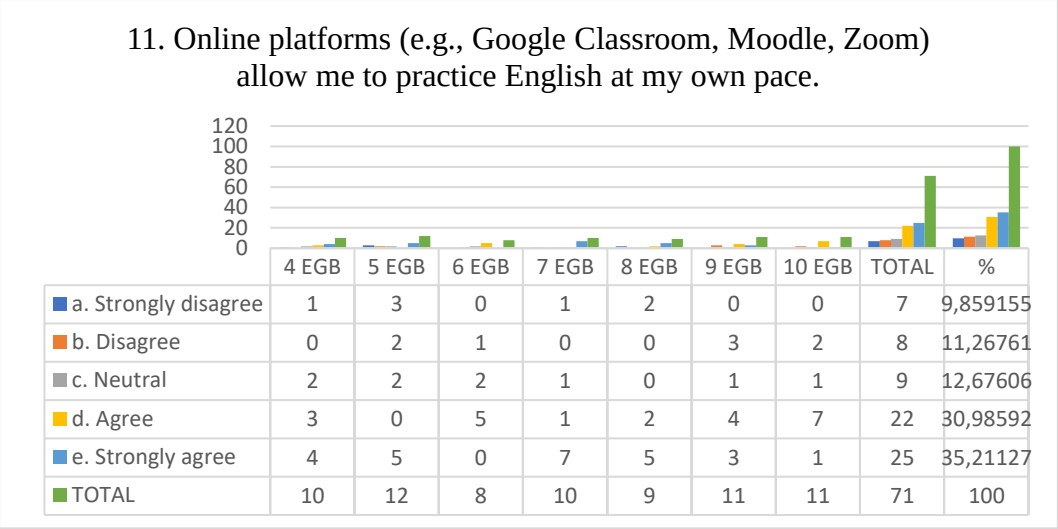
them the dominant voices. Another 17 students (23.9%) remained neutral, while 11 students (15.5%) strongly disagreed and just 1 student (1.4%) expressed mild disagreement.

These findings reveal that a considerable number of students feel at ease engaging and contributing during online English classes—suggesting that digital platforms can create accessible and inclusive spaces for learning. At the same time, it would be unwise to ignore the fact that some students may still struggle with barriers such as lack of confidence, technical difficulties, or challenges in expressing themselves effectively in a virtual setting. On the whole, the results indicate that online platforms have the capacity to foster meaningful participation and interaction in English learning, even if the degree to which they succeed may differ significantly from one student to another (Hasriati et al., 2021; Soeharto, 2022).

3.1.11. Interpretation of online platforms allow to practice English at own pace.

Figure 11

Online platforms allow to participate English at my own pace



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	1	3	0	1	2	0	0	7	9,859155
b. Disagree	0	2	1	0	0	3	2	8	11,26761
c. Neutral	2	2	2	1	0	1	1	9	12,67606
d. Agree	3	0	5	1	2	4	7	22	30,98592
e. Strongly agree	4	5	0	7	5	3	1	25	35,21127
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

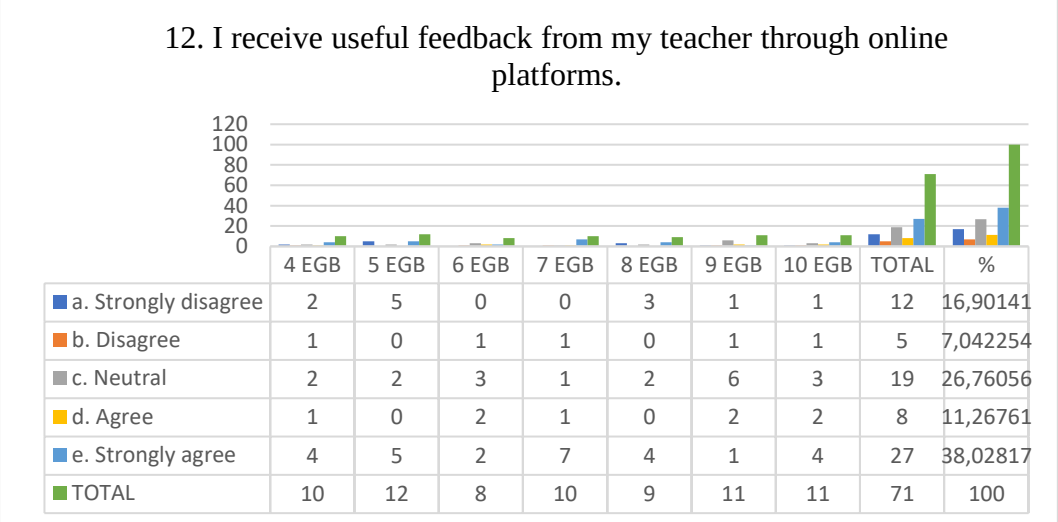
The results explore whether students feel that online platforms such as Google Classroom, Moodle, and Zoom allow them to practice English at their own pace. The results paint an encouraging picture, with 66.20% of students indicating that they agreed or strongly agreed with this statement. This suggests that, for the majority of learners, digital tools offer a welcomed sense of flexibility, making it possible to adapt the learning experience to individual rhythms, needs, and availability. That said, a portion of students responded either neutrally or negatively, which may reflect underlying challenges such as technical difficulties or a limited familiarity with self-directed, autonomous learning approaches.

Taken together, these findings suggest that digital platforms can play a meaningful role in nurturing learner autonomy and enabling more personalized educational experiences. The fact that students can access resources and activities at any time gives them the freedom to progress according to their own abilities and schedules, which is a significant advantage in language learning. These results align with recent research confirming that virtual learning environments tend to strengthen self-regulation skills and enhance language acquisition by offering flexible, student-centered conditions (Yu, 2023; Garzón et al., 2023).

3.1.12. Interpretation of receive useful feedback from the teacher through online platforms.

Figure 12

I receive useful feedback from the teacher through online platforms



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	5	0	0	3	1	1	12	16,90141
b. Disagree	1	0	1	1	0	1	1	5	7,042254
c. Neutral	2	2	3	1	2	6	3	19	26,76056
d. Agree	1	0	2	1	0	2	2	8	11,26761
e. Strongly agree	4	5	2	7	4	1	4	27	38,02817
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

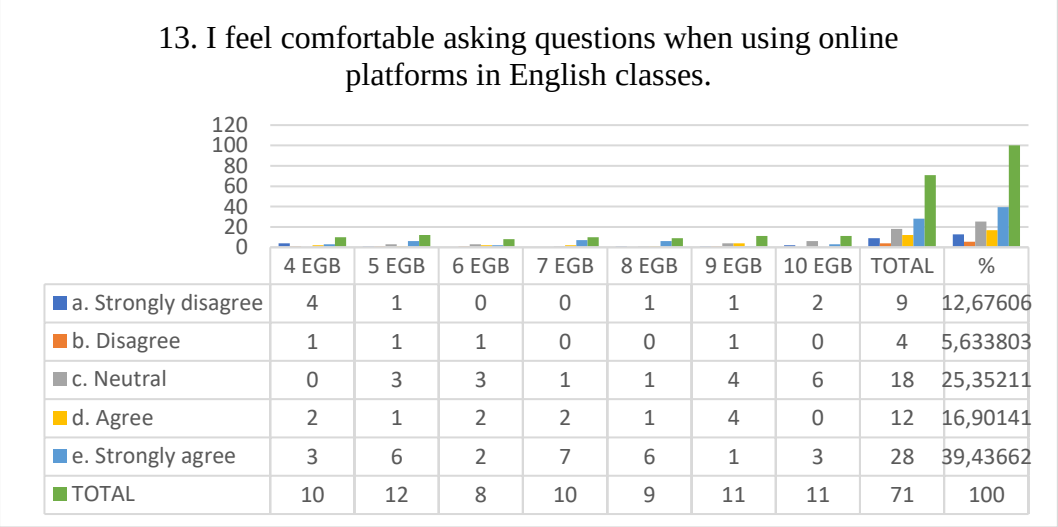
The results examine how students perceive the usefulness of the feedback they receive from their teacher through online platforms. The responses leaned positively, with 54.93% of students agreeing or strongly agreeing that the feedback provided through digital tools is genuinely helpful. This finding indicates that online platforms are serving as effective channels for teacher-student communication and are supporting academic guidance throughout the learning process. However, the presence of neutral responses is worth noting, as it may point to variations in how consistently or thoroughly feedback is delivered across different students or contexts.

Feedback, in any learning environment, is a cornerstone of growth—and in the context of English learning, it becomes even more critical. When students receive clear and timely responses to their work, they are better equipped to identify and correct mistakes, consolidate new knowledge, and stay on track with their progress. Digital platforms, when used effectively, can strengthen this dynamic by keeping the lines of communication open between teachers and learners. These findings are in line with recent studies that highlight the positive impact of online feedback on student engagement and academic outcomes in virtual educational settings (Cao et al., 2022; Zhang et al., 2021).

3.1.13. Interpretation of feel comfortable asking questions when using online platforms in English classes.

Figure 13

Fell comfortable asking question using online platforms in English classes



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	4	1	0	0	1	1	2	9	12,67606
b. Disagree	1	1	1	0	0	1	0	4	5,633803
c. Neutral	0	3	3	1	1	4	6	18	25,35211
d. Agree	2	1	2	2	1	4	0	12	16,90141
e. Strongly agree	3	6	2	7	6	1	3	28	39,43662
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results look at whether students feel comfortable asking questions during English classes when using online platforms. The results were notably positive, with 39.44% of students strongly agreeing and 16.90% agreeing, meaning that more than half of the group — 56.34% in total — expressed a sense of ease and confidence when interacting in virtual learning environments. Nevertheless, the neutral and negative responses that remained should not be overlooked, as they hint at the fact that some students may still feel uncertain, self-conscious, or reluctant to participate actively during online classes.

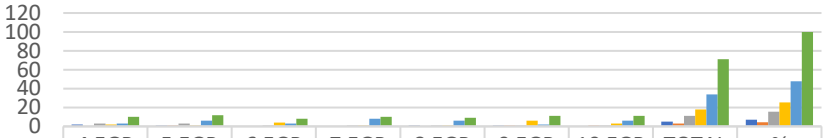
These findings suggest that, when designed and managed thoughtfully, online platforms can genuinely foster a more open and communicative atmosphere for English learning. Features such as chat functions, discussion forums, and other virtual interaction tools may give students a less intimidating way to voice their doubts and questions compared to traditional face-to-face settings. This is supported by recent research indicating that digital learning environments have the potential to boost student participation and build confidence, particularly when learners are given adequate support and meaningful opportunities to interact with both their teacher and peers (Cao et al., 2022; Yu, 2023).

3.1.14. Interpretation of online learning platforms make English classes more interesting.

Figure 14

Online learning platforms make English classes more interesting

14. Online learning platforms (e.g., Google Classroom, Moodle, Zoom) make English classes more interesting.



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	1	0	0	1	1	0	5	7,042254
b. Disagree	0	1	0	0	0	1	1	3	4,225352
c. Neutral	3	3	1	1	1	1	1	11	15,49296
d. Agree	2	1	4	1	1	6	3	18	25,35211
e. Strongly agree	3	6	3	8	6	2	6	34	47,88732
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

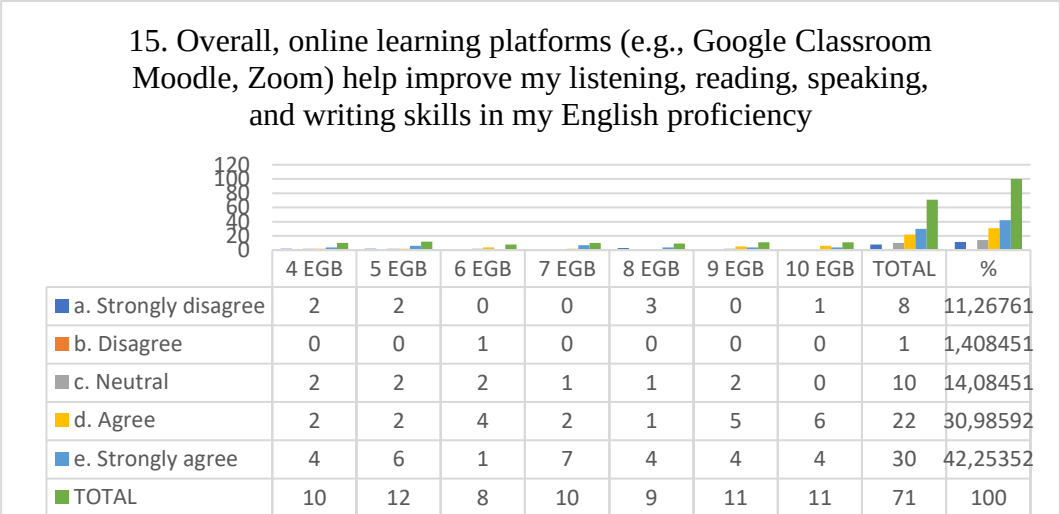
The results explore whether students perceive online learning platforms such as Google Classroom, Moodle, and Zoom as tools that make English classes more interesting and engaging. The responses here were overwhelmingly positive, standing out as one of the strongest results across the entire survey. A remarkable 47.89% of students strongly agreed and 35.21% agreed, meaning that a striking 83.10% of the group viewed digital platforms favorably in terms of making their learning experience more stimulating. Only a very small fraction of students expressed neutral or negative views, which speaks to a broad and genuine appreciation for technology-supported language learning among this group.

These findings strongly suggest that digital platforms have a real capacity to capture students' attention and sustain their motivation by bringing variety, interactivity, and flexibility into the classroom. The incorporation of multimedia resources, dynamic activities, and accessible learning opportunities appears to resonate deeply with today's learners, who are increasingly accustomed to engaging with content through technology. These results are consistent with recent studies confirming that online platforms not only enhance motivation but also help create richer, more vibrant, and more engaging language learning environments overall (Garzón et al., 2023; Zhang et al., 2021).

3.1.15. Interpretation of overall, online learning platforms help improve listening, reading, speaking, and writing skills in English proficiency.

Figure 15

Overall, online learning platforms help to improve listening, reading, speaking and writing skills in English proficiency



	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB	TOTAL	%
a. Strongly disagree	2	2	0	0	3	0	1	8	11,26761
b. Disagree	0	0	1	0	0	0	0	1	1,408451
c. Neutral	2	2	2	1	1	2	0	10	14,08451
d. Agree	2	2	4	2	1	5	6	22	30,98592
e. Strongly agree	4	6	1	7	4	4	4	30	42,25352
TOTAL	10	12	8	10	9	11	11	71	100

Source: Own elaboration.

The results address one of the most encompassing questions of the entire survey: whether students feel that online learning platforms such as Google Classroom, Moodle, and Zoom contribute meaningfully to improving their overall English proficiency, including listening, reading, speaking, and writing skills. The responses were resoundingly positive, with 42.25% of students strongly agreeing and 30.99% agreeing—meaning that nearly three quarters of the group, 73.24% in total, recognized the value of these platforms in supporting their development across all four language skills. Only a small minority expressed disagreement, reflecting a broadly favorable attitude toward digital tools as part of the English learning experience.

These results indicate that when students are given consistent access to well-designed online platforms, they perceive real benefits across the different dimensions of language learning. The ability to engage with interactive resources, explore multimedia content, and practice skills at any time appears to make a genuine difference in how students experience the English language. These findings align with recent research demonstrating that digital learning environments not only strengthen language proficiency but also encourage more active, self-directed, and flexible approaches to language acquisition (Garzón et al., 2023; Yu, 2023).

3.2. Observation sheets

3.2.1. Interpretation of use online platforms to learn English.

Table 1

I use online platforms (e.g., Google Classroom, Moodle, Zoom) to learn English.

Indicator	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree				*High*	*High*		
Disagree							
Neutral							
Agree							
Strongly Agree	*High*	*High*	*High*			*High*	*High*

Source: Own elaboration.

The table reflects that a large proportion of students in 4th, 5th, 6th, 9th, and 10th grade of EGB acknowledge frequently using digital platforms to learn English, showing strong agreement with this practice. However, not all groups share the same tendency: students in 7th and 8th grade of EGB displayed a lower level of agreement, which could suggest that the use of these tools is less common or less valued during those years. Despite this difference, the overall outlook remains positive, as the majority of the observed grades show a favorable attitude toward learning English through online platforms.

3.2.2. Interpretation of online platforms help to improve English vocabulary.

Table 2

Online platforms (e.g., Google Classroom, Moodle, Zoom) help me improve my English vocabulary.

Indicator	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree	*Medium*	*Medium*					
Disagree							
Neutral							*Medium*
Agree							
Strongly Agree	*Medium*	*High*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The data reveals that most students believe online platforms genuinely help them improve their English vocabulary, which is quite an encouraging finding. The strongest agreement was found among students in 5th through 10th grade of EGB, most of whom strongly agreed with this idea. As a notable exception, students in 4th and 5th grade of EGB recorded moderate levels of strong disagreement, suggesting some reservations within those groups. Overall, the results paint a positive picture: students perceive online platforms as a useful and meaningful tool for vocabulary development.

3.2.3. Interpretation of online activities to help understand English grammar better.

Table 3

Online activities (e.g., Google Classroom, Moodle, Zoom) help me understand English grammar better.

Indicator	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*High*	*High*				
Disagree							
Neutral							
Agree							
Strongly Agree	*High*	*Medium*	*Medium*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The data presented suggests that the majority of students feel that online activities genuinely contribute to a better understanding of English grammar, which represents an encouraging outcome. Particularly strong agreement was noted among students in 4th, 7th, 8th, 9th, and 10th grade of EGB, where the response was overwhelmingly positive. Students in 5th and 6th grade of EGB, on the other hand, demonstrated a moderate level of agreement, indicating that while the perception is still favorable, it is not as pronounced in those groups. Taken as a whole, these findings point to a largely positive relationship between online activities and grammar learning, reinforcing the value of digital tools in English language instruction.

3.2.4. Interpretation of feel more motivated to learn English when using online platforms.

Table 4

I feel more motivated to learn English when using online platforms (e.g., Google Classroom, Moodle, Zoom).

Indicator	4 EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*		*Medium*	*High*		*Medium*
Disagree							
Neutral							
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*Medium*	*High*	*High*

Source: Own elaboration.

The results indicate that a significant number of students feel that online platforms play a meaningful role in boosting their motivation to learn English, which is a particularly noteworthy finding. Strong agreement was evident among students in 4th, 5th, 6th, 7th, 9th, and 10th grade of EGB, reflecting a broadly enthusiastic response across most groups. Interestingly, 8th grade of EGB stood out as an exception, showing only a moderate level of agreement alongside a notably high level of disagreement—suggesting that students in this group may hold a more critical or less favorable view of how online platforms influence their motivation.

3.2.5. Interpretation of online videos and audios help to improve listening skills.

Table 5

Online videos and audios help me improve my listening skills.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*			*Medium*		
Disagree							
Neutral				*Medium*		*Medium*	
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

As show the vast majority of students across all grades, from 4th to 10th EGB, strongly agree that online videos and audio materials help them improve their listening skills in English. While a small number of courses recorded moderate levels in the neutral or strongly disagree categories, these represent minor exceptions within an otherwise consistent pattern. Overall, the findings suggest that multimedia resources are widely valued as effective tools for developing listening comprehension in English classes.

3.2.6. Interpretation of online speaking help to speak English more confidently.

Table 6

Online speaking activities (e.g., Google Classroom, Moodle, Zoom) help me speak English more confidently.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*					
Disagree							*Medium*
Neutral			*Medium*		*Medium*	*Medium*	
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*Medium*	*High*	*High*

Source: Own elaboration.

The results reveal a broadly positive perception of online speaking activities as a means of building confidence when communicating in English. Most grades reported high levels of strong agreement, reflecting a genuinely favorable view of these tools among students. Only a few groups showed moderate responses in the neutral and strongly agree categories, standing as minor exceptions to an otherwise consistent trend. All things considered; students appear to feel that online speaking activities meaningfully strengthen their ability to express themselves in English with greater confidence.

3.2.7. Interpretation of online reading activities help to understand texts in English.

Table 7

Online reading activities (e.g., Google Classroom, Moodle, Zoom) help me understand texts in English

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*High*		*Medium*			
Disagree							
Neutral			*Medium*		*Medium*	*Medium*	*Medium*
Agree							
Strongly Agree	*High*	*Medium*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The results indicate that students hold a positive view of online reading activities as a tool for understanding texts in English. The majority of grades recorded high levels of strong agreement, reflecting a favorable overall assessment of these resources. That said, a few courses showed moderate responses in both the neutral and strongly agree categories, suggesting that not all students share the same level of enthusiasm. Nevertheless, the general trend points to the valuable role that virtual platforms play in strengthening reading comprehension skills in English.

3.2.8. Interpretation of online writing activities help to write better in English.

Table 8

Online writing activities (e.g., Google Classroom, Moodle, Zoom) help me write better in English

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*			*Medium*		
Disagree							
Neutral			*Medium*	*Medium*		*Medium*	
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The results paint a very positive picture regarding online writing activities and their perceived impact on students' ability to write in English. Across all grades, high levels of strong agreement were recorded, reflecting a consistently favorable view of these tools. While some courses did show moderate responses in the strongly disagree and neutral categories, these instances were relatively infrequent and do not overshadow the overall trend. In general, students feel that virtual platforms make a meaningful contribution to the development of their writing skills in English.

3.2.9. Interpretation of English teacher explain lessons clearly using online platforms.

Table 9

My English teacher explains lessons clearly using online platforms.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*		*High*	*Medium*		
Disagree							
Neutral			*Medium*			*Medium*	
Agree							
Strongly Agree	*High*	*High*	*Medium*		*High*	*High*	*High*

Source: Own elaboration.

The results suggest that most students feel their teachers explain English lessons clearly through online platforms. Several grades recorded high levels of strong agreement, reflecting a positive overall perception. However, some courses showed moderate to high responses in the strongly disagree and neutral categories, revealing that opinions vary across groups. Overall, digital platforms are generally recognized as effective tools for supporting teachers' explanations in English classes.

3.2.10. Interpretation of can easily participate in English class through online platforms.

Table 10

I can easily participate in English class through online platforms (e.g., Google Classroom, Moodle, Zoom).

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*		*High*	*Medium*		
Disagree							
Neutral			*Medium*			*Medium*	
Agree							
Strongly Agree	*High*	*High*	*Medium*		*High*	*High*	*High*

Source: Own elaboration.

The results show that most students feel they can participate easily in English classes through online platforms, with several grades recording high levels of strong agreement. However, some courses showed moderate responses in the neutral and strongly disagree categories, suggesting occasional participation challenges. Overall, digital platforms are seen as effective tools for encouraging student engagement in English classes.

3.2.11. Interpretation of online platforms allow to practice English at own pace.

Table 11

Online platforms (e.g., Google Classroom, Moodle, Zoom) allow me to practice English at my own pace.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*			*Medium*	*Medium*	*Medium*
Disagree							
Neutral			*Medium*				
Agree							
Strongly Agree	*High*	*High*	*Medium*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The results reveal that the vast majority of students across grades 4 to 10 EGB feel that online platforms allow them to practice English at their own pace. Agreement was notably high across almost all grades, reflecting a broadly positive view of digital learning tools. A small number of students, particularly in 6th EGB, reported neutral or moderate levels of agreement, while disagreement was minimal overall. These findings suggest that students widely regard online platforms as effective resources for independent English learning.

3.2.12. Interpretation of receive useful feedback from the teacher through online platforms.

Table 12

I receive useful feedback from my teacher through online platforms.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree		*Medium*			*Medium*		
Disagree							
Neutral			*Medium*			*High*	*Medium*
Agree							
Strongly Agree	*High*	*Medium*	*Medium*	*High*	*High*		*High*

Source: Own elaboration.

The findings suggest that most students view online platforms as an effective channel for receiving meaningful feedback from their teachers. Grades 4, 7, 8, and 10 EGB showed high levels of strong agreement, while students in 5th and 6th EGB expressed more moderate opinions. Notably, 9th EGB recorded a high neutral response, suggesting some uncertainty in that group. Overall, digital platforms are seen as useful tools that support teacher-student communication in English learning.

3.2.13. Interpretation of feel comfortable asking questions when using online platforms in English classes.

Table 13

I feel comfortable asking questions when using online platforms in English classes.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree	*Medium*						
Disagree							
Neutral		*Medium*	*Medium*			*Medium*	*High*
Agree							
Strongly Agree	*Medium*	*High*	*High*	*High*	*High*	*High*	*Medium*

Source: Own elaboration.

The results indicate that most students feel comfortable asking questions during online English classes, with grades 5 through 9 EGB reporting high levels of strong agreement. However, students in 4th and 10th EGB showed more moderate levels of agreement, and neutral responses were noted across several grades, suggesting that not all students feel equally at ease interacting online. Overall, digital platforms are generally seen as encouraging communication and active participation in English learning.

3.2.14. Interpretation of online learning platforms make English classes more interesting.

Table 14

Online learning platforms (e.g., Google Classroom, Moodle, Zoom) make English classes more interesting.

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree							
Disagree							
Neutral	*Medium*	*Medium*					
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The results show that most students find online platforms make English classes more engaging and enjoyable, with the majority of grades reporting high levels of strong agreement. Only students in 4th and 5th EGB showed moderate neutral responses, and notably, no negative opinions were recorded across any group. Overall, digital tools are widely seen as enhancing the classroom experience and keeping students motivated in their English learning journey.

3.2.15. Interpretation of overall, online learning platforms help improve listening, reading, speaking, and writing skills in English proficiency.

Table 15

Overall, online learning platforms (e.g., Google Classroom, Moodle, Zoom) help improve my listening, reading, speaking, and writing skills in my English proficiency

Indicator	4EGB	5 EGB	6 EGB	7 EGB	8 EGB	9 EGB	10 EGB
Strongly Disagree							
Disagree							
Neutral	*Medium*	*Medium*					
Agree							
Strongly Agree	*High*	*High*	*High*	*High*	*High*	*High*	*High*

Source: Own elaboration.

The results show that students across all grades believe online platforms positively contribute to their English proficiency, covering listening, reading, speaking, and writing skills. Strong agreement was consistently high, with only a few neutral responses in 4th and 5th EGB and no negative opinions recorded. Overall, digital tools are widely recognized as meaningful contributors to English language development.

3.3. Interview addressed to MSc. Juan Carlos Palma Vice principal of the UE Particular “Aduana”

3.3.1. What is the institutional vision regarding the use of online learning platforms for teaching the English language?

La visión institucional de la UE Particular "Aduana" siempre ha tenido como prioridad principal la excelencia académica y la formación integral. Dentro de ello, el aspecto más importante que hemos perseguido como visión es promover el desarrollo de destrezas —especialmente el diálogo en la lengua extranjera— y, sobre todo, garantizar que los estudiantes puedan conectarse directamente con la sociedad mediante la apreciación y el uso de la lengua extranjera.

Researcher´s Interpretation:

The institution starts from a vision centered on academic excellence and the comprehensive development of its students. From this perspective, virtual platforms are not seen as an end in themselves, but as tools that open doors: they help students develop communicative skills in English, connect with the world, and broaden their opportunities in an increasingly globalized environment.

3.3.2. What digital platforms does the institution officially promote to support English language teaching, and what criteria were considered for their selection?

En cuanto a los enfoques y estrategias, actualmente utilizamos la plataforma Runachay. Además de ella, también empleamos la plataforma que nos proporciona nuestra editorial, que en este caso es Santillana —la editorial que nos suministra los libros de texto—.

A través de ella, tenemos acceso a dicha plataforma. Los criterios específicos utilizados para decidir el uso de estas plataformas fueron su enfoque didáctico, que se adapta bien a las necesidades de los estudiantes, la facilidad de uso tanto para padres como para estudiantes al momento de acceder y navegar en ellas, y el hecho de que refuerzan el idioma inglés mediante sus actividades y recursos.

Researcher´s Interpretation:

The institution works with two main resources: Runachay and the digital platform from the publisher Santillana. The choice of these tools was not random; aspects such as their pedagogical effectiveness, accessibility, ease of use, and their real capacity to reinforce English language learning were considered, both for students and their families.

3.3.3. From your academic and administrative perspective, how has the use of online platforms influenced the level of English language proficiency among students?

En cuanto al impacto en sí, el uso de estas plataformas ha generado un mayor empoderamiento en los estudiantes, incrementando su apreciación e interés por la lengua extranjera. También ha transformado la práctica docente, yendo más allá de la enseñanza tradicional en el aula al incorporar el refuerzo a través de las plataformas. Esto nos ha permitido adoptar un enfoque mixto —utilizando ambos componentes: la parte teórica impartida en el aula, reforzada a través de las plataformas proporcionadas por las editoriales, así como la que utilizamos como institución educativa.

Researcher´s Interpretation:

Those who have closely observed this process agree that the platforms have sparked greater interest and engagement among students. Far from replacing face-to-face classes, they have complemented them, offering additional spaces to practice and reinforce what has been learned. The result is a more dynamic educational experience that, little by little, is reflected in improved language competence.

3.3.4. What type of training or professional development does the institution offer to English teachers for the effective use of digital platforms?

Siempre buscamos orientación de cada una de las editoriales. Como parte de la comercialización de los libros de texto escolares, estas también nos apoyan capacitando a nuestro personal docente. Esto es especialmente valioso porque las editoriales primero forman a los docentes en el uso de la plataforma, y luego los docentes son capaces de gestionarla y enseñar a nuestros estudiantes en consecuencia. Esto también se refleja en nuestro programa de actividades durante el período de capacitación docente. Cuando se incorporan nuevos miembros al personal, preparamos al personal más experimentado o al coordinador del área para que los capacite en el uso de la plataforma. Como mencioné, las capacitaciones son siempre continuas —las proporcionadas por las editoriales son muy valoradas— y, sobre todo, nosotros como institución nos mantenemos muy atentos y comprometidos con este proceso.

Researcher´s Interpretation:

The institution understands that a tool is only as good as the person using it. That is why it invests in the continuous training of its teachers, primarily through workshops offered by the publishers themselves. In addition, more experienced teachers' mentor new ones,

creating a culture of internal support that ensures a more conscious and effective use of technology.

3.3.5. In what way does the institution monitor and evaluate the quality of the English language teaching-learning process through virtual platforms?

El uso de las plataformas nos parece muy útil. Dentro de nuestro rol como vicerrectorado, evaluamos específicamente el uso de estas plataformas —analizamos sus fortalezas y, sobre todo, si son amigables en su interacción con nuestros estudiantes. Las hemos evaluado de manera continua, y cuando vemos que los resultados son cada vez más positivos, continuamos aplicando la misma metodología. Lo más importante es que mantenemos este proceso de acuerdo con ciertos protocolos establecidos dentro de la institución educativa, que nos permiten llevar a cabo evaluaciones periódicas —en nuestro caso, esto se realiza de forma semestral.

Researcher´s Interpretation:

Follow-up is not left to chance. The institution carries out periodic evaluations in which it analyzes how user-friendly the platforms are, how students interact with them, and what academic results are being achieved. This information becomes the foundation for decision-making: if something works, it is strengthened; if something fails, it is adjusted.

3.3.6. How do online learning platforms contribute to the motivation, participation, and autonomy of students in learning the English language?

El aprendizaje del idioma inglés ciertamente encuentra su motivación en ello —no es necesario promoverlo activamente. En lo que nos enfocamos es en garantizar que este tipo de

plataformas continúen utilizándose para mejorar los resultados de aprendizaje. Las nuevas generaciones ya están muy familiarizadas con la tecnología; están tan inmersas en estos aspectos que nosotros, como institución, reconocemos esta realidad y estamos comprometidos a mantenernos a la par con ella.

Researcher´s Interpretation:

Since students are already surrounded by technology, incorporating it into English learning makes the process feel more natural and engaging. These tools also allow students to progress at their own pace, fostering a more active and autonomous attitude toward learning.

3.3.7. What strategies or improvements does the institution consider necessary to strengthen the use of virtual platforms in the teaching of the English language?

Un objetivo es incluir dentro de la misión institucional la formación de una institución bilingüe. En cuanto a las estrategias a largo plazo, una de ellas sería reforzar el proceso de aprendizaje en sí mediante el uso de plataformas en la enseñanza del idioma inglés. Esa sería una estrategia, y otra sería trabajar en proyectos educativos que incorporen formalmente el refuerzo académico a través de estas plataformas. Su uso se considera una de las mejores estrategias que se pueden aplicar en este sentido.

Researcher´s Interpretation:

The institution aims to move toward a bilingual model by integrating virtual platforms more deeply into its educational approach. The goal is to incorporate them into formal projects, with the firm belief that purposeful use of technology significantly enhances English language learning.

3.4. Interview addressed to Ing. Erika Puerres coordinator of UE Particular "Aduana"

3.4.1. Which online learning platforms do you commonly use to teach English, and why?

Teachers use tools such as Google Classroom, Quizizz, Kahoot, Duolingo, and YouTube, selected for their interactivity, their ability to facilitate communication, and their support for different language skills.

Researcher´s Interpretation:

The coordinator uses tools such as Google Classroom, Quizizz, Kahoot, Duolingo, and YouTube to encourage interaction and support different language skills. These tools make learning more engaging and offer diverse opportunities to practice English meaningfully

3.4.2. How have online platforms influenced students' overall English language proficiency?

The platforms have positively influenced English proficiency by expanding access to authentic materials, promoting independent learning, and increasing language exposure beyond the classroom.

Researcher´s Interpretation:

Online platforms have positively impacted students by providing access to authentic materials and encouraging independent learning. They extend language exposure beyond the classroom, contributing to a gradual and noticeable improvement in English proficiency.

3.4.3. In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?

Listening and reading skills benefit the most, thanks to access to multimedia content, interactive exercises, and authentic resources that improve comprehension and vocabulary.

Researcher´s Interpretation:

Listening and reading benefit the most due to the wide availability of multimedia content and interactive resources. These tools strengthen receptive skills and expand vocabulary, building a stronger foundation for overall language comprehension.

3.4.4. What advantages have you observed when using online platforms for teaching English?

Observed advantages include greater student participation, flexibility in learning, access to diverse resources, and the ability to personalize activities according to each student's needs.

Researcher´s Interpretation:

The most notable benefits include greater student participation, flexibility, access to diverse resources, and personalized learning experiences. These advantages create a more inclusive and dynamic environment that adapts to each learner's real needs.

3.4.5. What challenges have you faced when teaching English through online platforms?

The main challenges are connectivity issues, unequal access to technology, distractions during online sessions, and varying levels of digital literacy among students.

Researcher´s Interpretation:

The main challenges include connectivity issues, unequal access to devices, distractions, and varying levels of digital skills among students. Addressing these obstacles requires stronger technological support and a greater focus on digital literacy development.

3.4.6. How do online platforms affect students' motivation and engagement in English classes?

Platforms increase students' motivation and engagement through interactive activities, gamification elements, and multimedia resources that make learning more dynamic and enjoyable.

Researcher´s Interpretation:

Gamification, interactive activities, and multimedia content naturally draw students in and make learning more enjoyable. This approach encourages active participation and keeps students genuinely interested in the language learning process.

3.4.7. How do you adapt your teaching strategies when using online platforms?

Teaching strategies are adapted by incorporating digital resources, collaborative activities, multimedia materials, and differentiated tasks to address diverse learning styles.

Researcher´s Interpretation:

The coordinator incorporates digital resources, collaborative tasks, multimedia materials, and differentiated activities to reach students with different learning styles. This flexibility helps maximize the educational potential of online learning environments.

3.4.8. How effective are online platforms in providing feedback on students' language performance?

Platforms are effective for providing feedback, as they allow teachers to monitor progress, offer immediate responses through quizzes, and track students' performance over time.

Researcher´s Interpretation:

Tools like automated quizzes and progress tracking allow teachers to monitor student development in real time. This timely feedback helps identify strengths and weaknesses, supporting more personalized and continuous assessment.

3.4.9. What differences do you notice in English proficiency between face-to- face and online learning environments?

The main difference is that face-to-face classes offer more spontaneous interaction, while online environments provide greater flexibility and access to additional learning resources.

Researcher´s Interpretation:

Face-to-face learning encourages spontaneous interaction, while online learning offers greater flexibility and access to broader resources. Rather than competing, both modalities complement each other and contribute to a well-rounded language learning experience.

3.4.10. How do online platforms support differentiated instruction for students of different grade levels?

Platforms support differentiated instruction by allowing teachers to assign tasks according to each student's level, provide varied resources, and adapt activities for different grades and learning needs.

Researcher´s Interpretation:

Platforms allow teachers to assign activities tailored to each student's proficiency level and learning needs. This ensures that every learner receives appropriate support and can progress at their own pace.

3.4.11. What training or support have you received for using online learning platforms?

Training received has included professional development workshops, institutional training sessions, peer collaboration, and self-directed learning opportunities.

Researcher´s Interpretation:

The coordinator has benefited from institutional workshops, peer collaboration, and self-directed learning. This reflects the institution's commitment to keeping teachers confident and up to date in their digital practice.

3.4.12. What recommendations would you give to improve the use of online platforms for English language teaching?

To improve the use of platforms, continuous teacher training, better technological infrastructure, increased access to devices and internet connectivity, and the integration of more interactive and student-centered resources are recommended.

Researcher´s Interpretation:

Key recommendations include ongoing teacher training, improved technological infrastructure, and broader access to devices and reliable internet. Incorporating more interactive resources is also essential to maximize learning outcomes in English language education.

3.5. Interview addressed to Lcda. Antonella Benítez English teacher of the UE Particular "Aduana"

3.5.1. Which online learning platforms do you commonly use to teach English and why?

In my English classes, I regularly use Google Classroom, Wordwall, and Quizizz. I chose these platforms because they allow me to organize my lessons efficiently, create fun and competitive activities, and monitor my students' progress easily. My students really enjoy the game-based format, which makes vocabulary and grammar practice feel less like a chore.

Researcher´s Interpretation:

The teacher relies on Google Classroom, Wordwall, and Quizizz to keep lessons organized and make assessment more dynamic. These platforms bring a game-based element to the classroom that naturally draws students in and encourages greater participation.

3.5.2. How have online platforms influenced students' overall English language proficiency?

From what I have seen in my classroom, students who actively engage with online platforms tend to show noticeable improvement over time. They become more comfortable with the language, build a wider vocabulary, and develop greater confidence when communicating in English, both in written and oral activities.

Researcher´s Interpretation:

By providing more frequent contact with the language, online platforms have helped students grow in vocabulary, confidence, and communication skills. The additional practice opportunities they offer make a real difference in students' overall progress.

3.5.3. In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?

In my experience as an English teacher, listening and vocabulary skills have improved the most. Platforms like YouTube and Duolingo expose students to natural speech patterns and authentic pronunciation, which is something that a traditional textbook simply cannot replicate in the same way.

Researcher´s Interpretation:

Listening and vocabulary development stand out as the skills that gain the most from digital tools. Access to authentic audio and multimedia resources gives students meaningful exposure that improves both comprehension and pronunciation.

3.5.4. What advantages have you observed when using online platforms for teaching English?

One of the biggest advantages I have noticed is that shy students tend to participate more when activities are done through a platform. The digital environment reduces their anxiety, and they feel more comfortable expressing themselves. I have also found it much easier to provide differentiated activities for students with different learning levels.

Researcher´s Interpretation:

One of the most valuable benefits is that quieter or shyer students feel more comfortable participating in a less pressured digital environment. These platforms also make it easier to tailor activities to different learning needs within the same classroom.

3.5.5. What challenges have you faced when teaching English through online platforms?

Honestly, connectivity has been my biggest challenge. Not all of my students have reliable internet access at home, which creates inequality in learning opportunities. I have also noticed that some students get easily distracted by other content online, so keeping them focused requires constant monitoring and creative lesson planning.

Researcher´s Interpretation:

Connectivity issues and unequal access to devices remain the biggest barriers to making online learning truly effective. On top of that, digital distractions can easily pull students away from the lesson and affect their academic focus.

3.5.6. How do online platforms affect students' motivation and engagement in English classes?

The difference in motivation is remarkable. When I introduce a Kahoot or a Wordwall activity, the energy in the classroom completely changes. Students become competitive in a healthy way, they want to participate, and they are genuinely excited about learning English. That kind of engagement is something I deeply value as a teacher.

Researcher´s Interpretation:

When learning feels like a game, students naturally want to participate more. Interactive and gamified activities have proven to be powerful motivators that make English classes more enjoyable and keep students actively involved.

3.5.7. How do you adapt your teaching strategies when using online platforms?

I try to move away from simply lecturing and instead design activities where students are the ones doing, creating, and interacting. I use platforms to assign collaborative tasks, encourage peer feedback, and give students choices in how they demonstrate their learning. I also try to connect activities to topics that are relevant and interesting to my students' daily lives.

Researcher´s Interpretation:

The teacher takes a student-centered approach, designing collaborative and interactive activities that connect to students' real interests and everyday experiences. This keeps learning relevant and encourages students to engage more deeply with the content.

3.5.8. How effective are online platforms in providing feedback on students' language performance?

Platforms are very helpful for immediate feedback on grammar and vocabulary exercises, which saves me a lot of time. However, I always make sure to complement that automated feedback with my own personalized comments, especially for writing tasks, because I believe students need a human perspective to truly grow in the language.

Researcher´s Interpretation:

The immediate feedback that online platforms provide is a genuine advantage, as students can spot and correct mistakes right away. That said, personalized feedback from the teacher remains irreplaceable for supporting deeper and more meaningful language growth.

3.5.9. What differences do you notice in English proficiency between face-to-face and online learning environments?

I have observed that in face-to-face classes, students develop stronger speaking skills because they are constantly practicing oral interaction with me and their classmates. In online environments, on the other hand, they tend to improve more in reading and writing. Ideally, I believe a combination of both approaches produces the best results.

Researcher´s Interpretation:

Face-to-face settings naturally push students to practice speaking through direct interaction, while online environments tend to strengthen reading and writing skills. Blending both approaches offers the most balanced path to well-rounded language development.

3.5.10. How do online platforms support differentiated instruction for students of different grade levels?

This is one of my favorite aspects of using platforms. I can assign different levels of tasks to different groups of students without anyone feeling singled out. For example, I can give more advanced students complex writing prompts while providing simpler vocabulary exercises to those who are still building their foundational skills, all within the same platform and at the same time.

Researcher´s Interpretation:

Platforms make it possible to assign tasks that match each student's proficiency level without making anyone feel singled out or left behind. This quiet flexibility supports personalized learning in an inclusive and respectful way.

3.5.11. What training or support have you received for using online learning platforms?

Most of my training has come from workshops organized by the publishing houses that provide our textbooks, as well as from online courses I have taken on my own initiative. I have also learned a great deal from exchanging ideas with fellow English teachers, which I find to be one of the most practical and enriching forms of professional development.

Researcher´s Interpretation:

The teacher has grown professionally through workshops, online courses, and ongoing collaboration with colleagues. These experiences have built the confidence and skills needed to integrate technology naturally and effectively into everyday teaching.

3.5.12. What recommendations would you give to improve the use of online platforms for English language teaching?

My main recommendation would be to invest in consistent and practical teacher training, not just one-time workshops but ongoing support throughout the school year. I would also emphasize the importance of ensuring all students have equal access to devices and internet connectivity, because technology can only be truly transformative in education when every student has the opportunity to benefit from it.

Researcher´s Interpretation:

Continuous professional development and reliable support for teachers are essential steps forward. Equally important is improving access to devices and stable internet connectivity, so that every student has a fair and equal opportunity to learn.

CHAPTER IV: PROPOSAL

4.1 Proposal title

BEYONG WORDS EXPLORE, SPEAK, READ AND CREATE

4.2 Proposal Objectives

4.2.1 General Objective

To design and implement an interactive digital book, developed using Open Access tools, to foster the four English language skills—Listening, Speaking, Reading, and Writing—in an integrated manner among students of Basic General Education.

4.2.2 Specific Objectives

To diagnose students' current level of English language skills development, as well as their methodological and digital needs, at the Basic General Education level.

To structure the interactive didactic units of the digital book, incorporating dynamic resources, activity sequences adapted by sublevels, and "Can Do Statements" aligned with the Common European Framework of Reference (CEFR).

To evaluate the effectiveness of the interactive digital book in improving students' communicative competence and learning autonomy.

4.3 Introduction

In contemporary society, learning English as a Foreign Language (EFL) represents a key competency for students' comprehensive education and their subsequent integration into a globalized environment. However, at the Basic General Education (BGE) level, English

language teaching frequently faces the challenge of overcoming traditional, print-based instructional methodologies, which tend to demotivate students and limit the practical development of real communicative competence.

To address this problem, the present proposal puts forward the development of an Interactive Digital Book designed under a modular structure of four thematic units, explicitly aimed at strengthening the four language micro skills (Listening Explorers, Speaking Connections, Reading Adventures, and Writing Creatively). Through a diversified pedagogical architecture across three sublevels (4th grade BGE, 5th–7th grade BGE, and 8th–10th grade BGE), this resource integrates Open Access digital tools such as Edpuzzle, Vocaroo, CommonLit, Storyboard That, and Canva, coupled with specific pedagogical guides for both teachers and students.

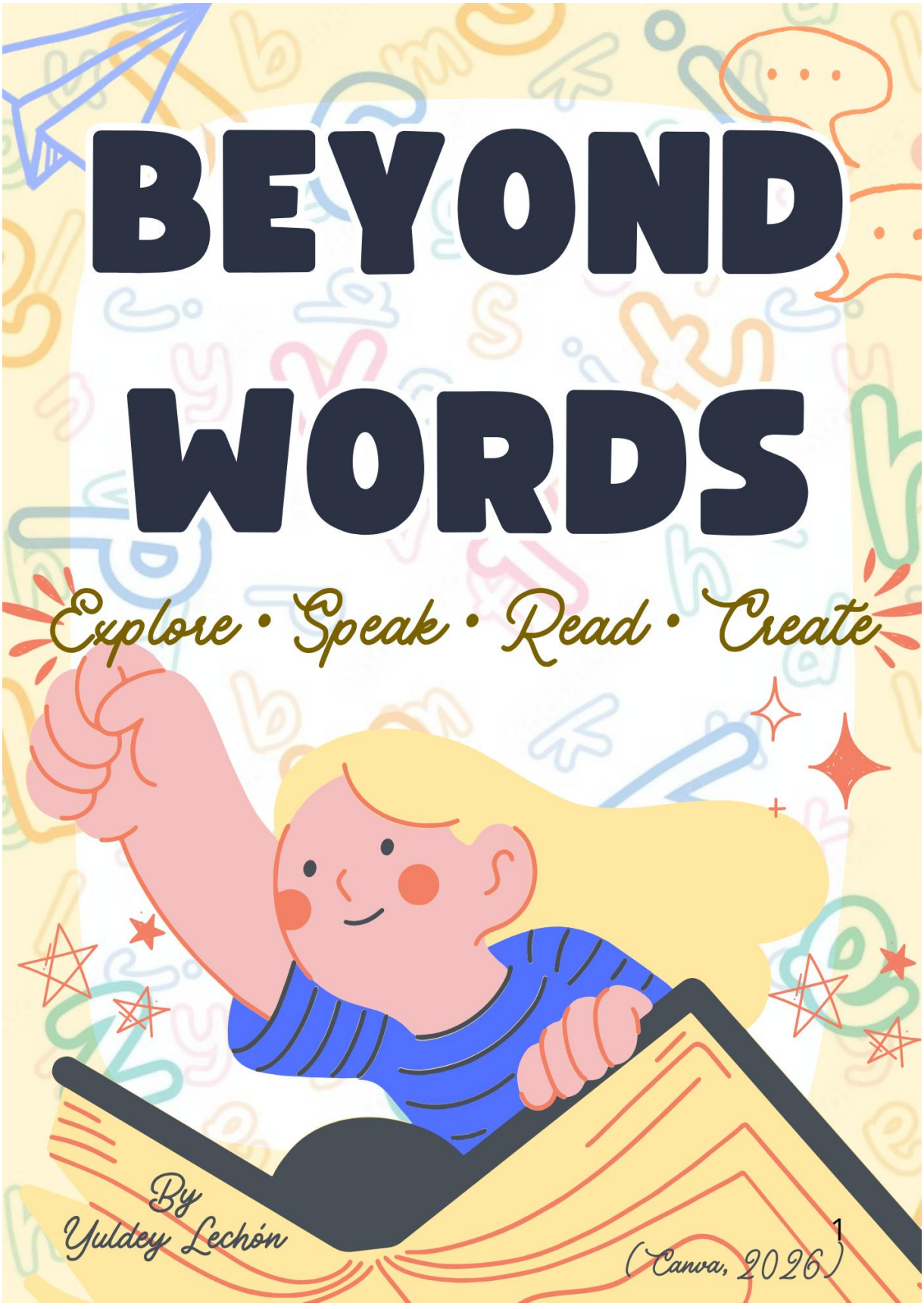
Through this proposal, the aim is not only to modernize educational materials but also to ensure an interactive, adaptive, and inclusive learning experience in which students take an active role in constructing their own linguistic knowledge.

4.4 Justification

This research is justified by the imperative need to transform English language teaching in Basic General Education, shifting from traditional, print-based approaches toward digital, interactive, and adaptive pedagogical models. Although the national curriculum promotes the development of communicative competence, in practice, learning is often

limited by the lack of dynamic teaching resources that effectively integrate information and communication technologies (ICT).

In this context, the creation of an interactive digital book, grounded in the communicative approach and structured through Open Access tools, provides an accessible pedagogical, technological, and social solution. From a methodological standpoint, the resource strengthens the four language skills (Listening, Speaking, Reading, Writing) in a balanced and integrated manner, respecting individual learning paces and fostering student autonomy. Likewise, from a practical and institutional standpoint, it offers teachers an innovative, replicable, zero-cost teaching tool that optimizes curricular planning and directly responds to the educational demands of the 21st century.


BEYOND
WORDS
Explore • Speak • Read • Create
By
Yuldey Lechón
1
(Canva, 2026)

CONTENT

UNIT 1: My Daily Adventure

1.1 Word Explorers: Discover New Words
1.2 Listening Detectives: Follow the Clues
1.3 Sequence Masters: Put It All Together
1.4 Smart Thinking: Understanding Daily Choices





UNIT 2: Exploring Markets and Flavors

2.1 Phonetic Practice - Food Words in Action!
2.2 Market Mission: Buy and Sell!
2.3 Fluency Review Challenge!
2.4 Menu Proposals - Chef for a Day!

UNIT 3: Discovering New Worlds and Species

3.1 Visual Exploration Picture: Explore and Discover!
3.2 Reading Detectives: Hunt for Information!
3.3 Graphic Organizers - Connect the Ideas!
3.4 Fact or Opinion?



UNIT 4: Creating with Words - Identity and community

4.1 Idea Sparks: Let Your Creativity Shine!
4.2 Story Builders: From Ideas to drafts
4.3 Writing Detectives: Edit and Improve!
4.4 Portfolio Publishing Stars: Share Your Best Work!



(Canva, 2026)

UNIT 1 *Listening Explorers*

MY DAILY ADVENTURE

Unit Objectives:

- Express basic needs, opinions, and simulated role-plays using sequence connectors and suggestions.
- Demonstrate reading comprehension by matching words, mapping ideas, and separating facts from opinions.

Can Do Statement:
I can show comprehension through physical responses, completing interactive charts, and sharing my views on everyday audio topics in class or online forums.

(CEFR, A1 - A2, Council of Europe)



1.1 Word Explorers: Discover New Words
1.2 Listening Detectives: Follow the Clues
1.3 Sequence Masters: Put It All Together
1.4 Smart Thinking: Understanding Daily Choices

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LESSON 1 *Word Explorers*

OBJECTIVE

The teacher guides students to reactivate prior vocabulary related to daily routines, classroom management commands, and frequency words, setting a foundational linguistic baseline through initial interactive digital brainstorming before entering more complex unit tasks.

DESCRIPTION ACTIVITY

The teacher coordinates a diagnostic introductory session where students interact with multimedia gaming links, digital time-matching boards, or collaborative noticeboards to display their vocabulary readiness and fluency regarding time and routines.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher performs mimes of common daily actions or models. The teacher writes key vocabulary verbs on the board and elicits other examples from the class to map prior knowledge.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms and students are organized according to their class levels and given steps:
4th EGB: The teacher instructs students to click on the Wordwall link and match the graphic with the corresponding audio.
5th-7th EGB: The teacher instructs students to open the Liveworksheets page and complete the descriptions with the times.
8th-10th EGB: The teacher instructs students to access Padlet and post a minimum of three different adverbs of frequency.

Listening Activity **25 MIN**

The teacher organizes three tiered sub-activities: 4th Grade completes interactive audio-to-image matching games; 5th to 7th Grades solve digital time-association sheets; and 8th to 10th Grades build a live cloud of frequency vocabulary on a collaborative pad.

MATERIALS

The teacher prepares online devices, Wordwall (4th EGB), Liveworksheets links (5th-7th EGB), and a Padlet (8th-10th EGB).

RECOGNITION 5 MIN

At the end of the activity, the teacher projects the live platform results or the collaborative wall on the main board. Common pronunciation or spelling mistakes are highlighted constructively. Small digital rewards or group applause are given to all participants to encourage a positive learning atmosphere.

4

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VOCABULARY ACTIVATION

ACTION VERBS



5

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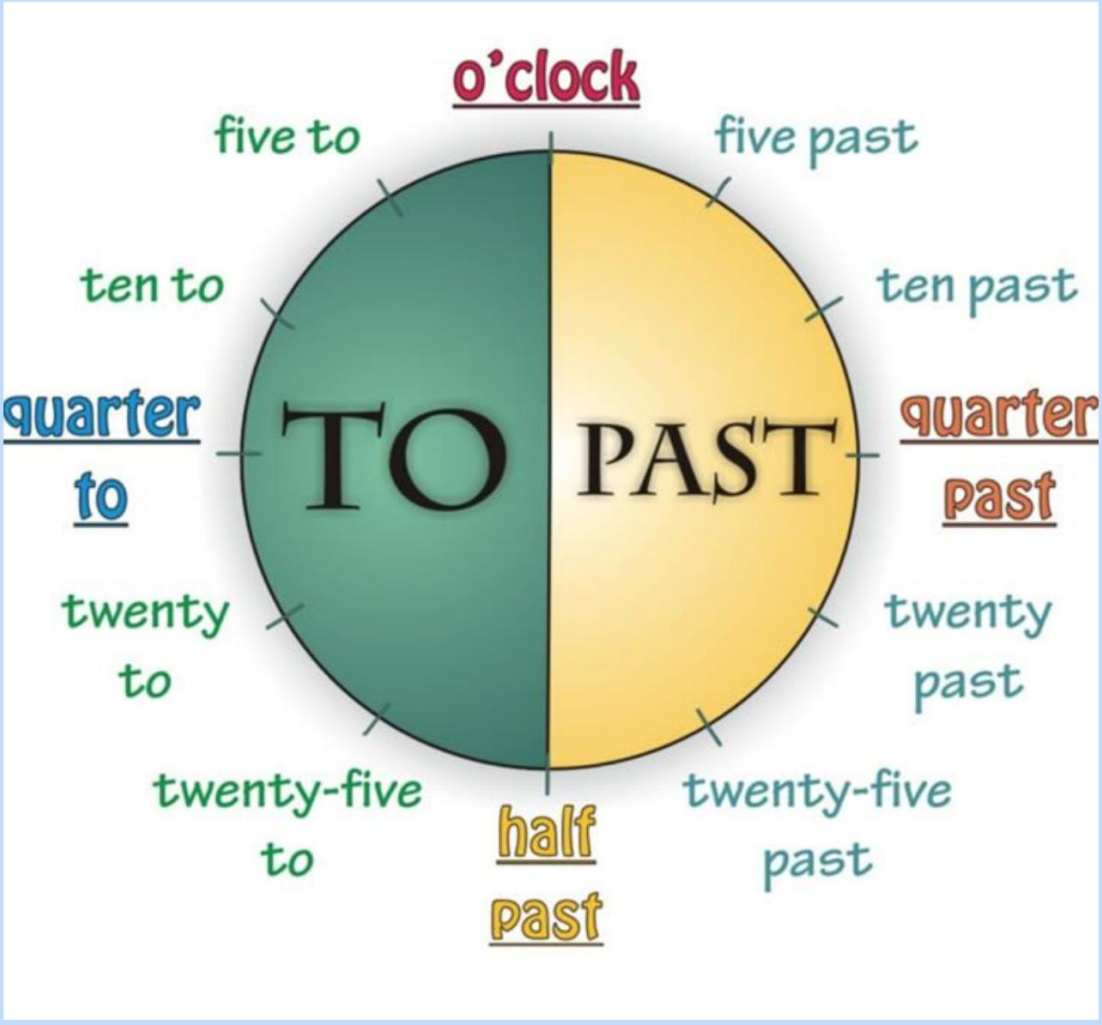
VOCABULARY ACTIVATION

TIMES



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VOCABULARY ACTIVATION

ADVERBS OF FREQUENCY



7

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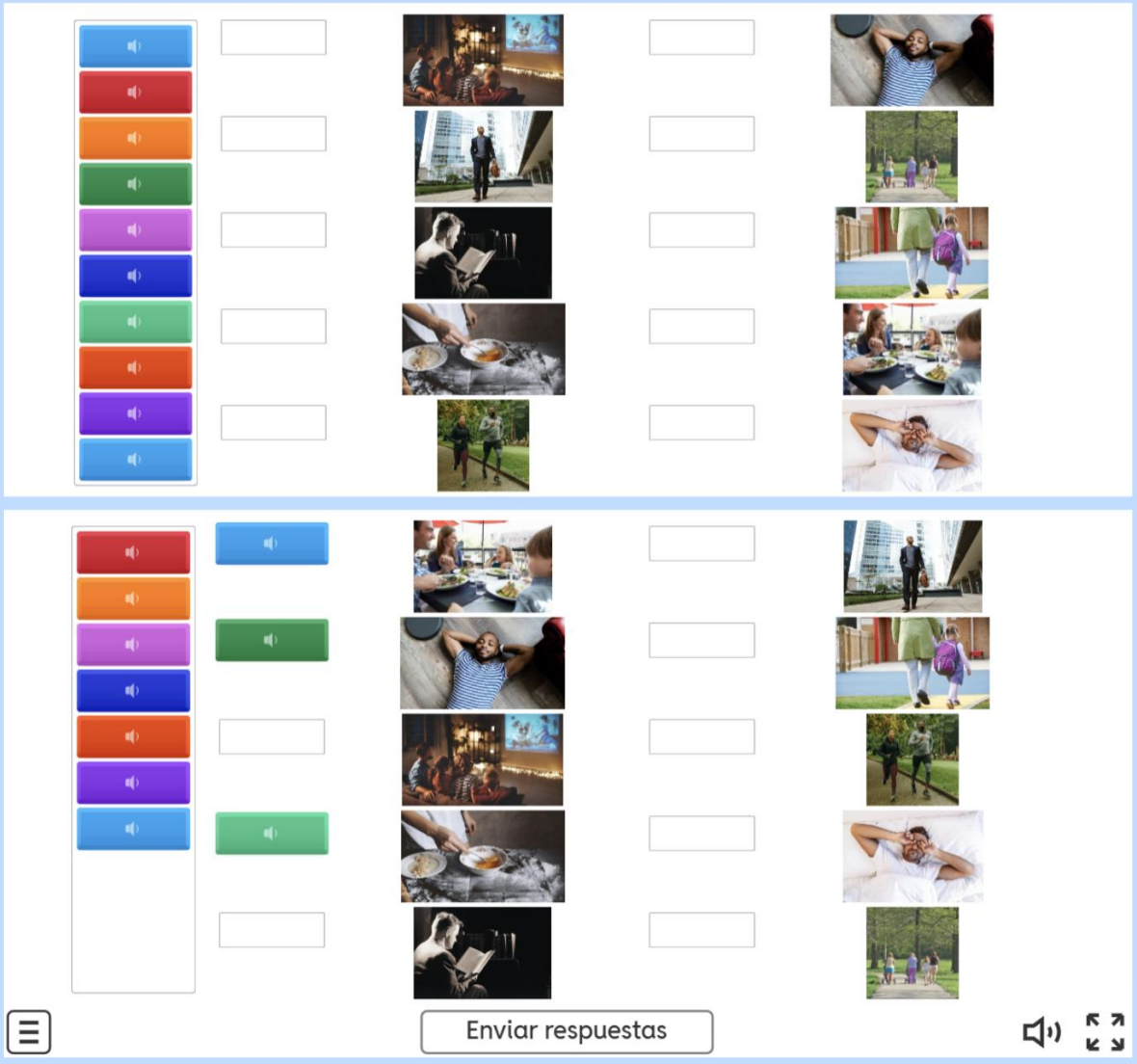
ACTIVITY 4TH EGB

- Listen and drag the audio to the image as appropriate



LINK: https://wordwall.net/es/resource/99335594

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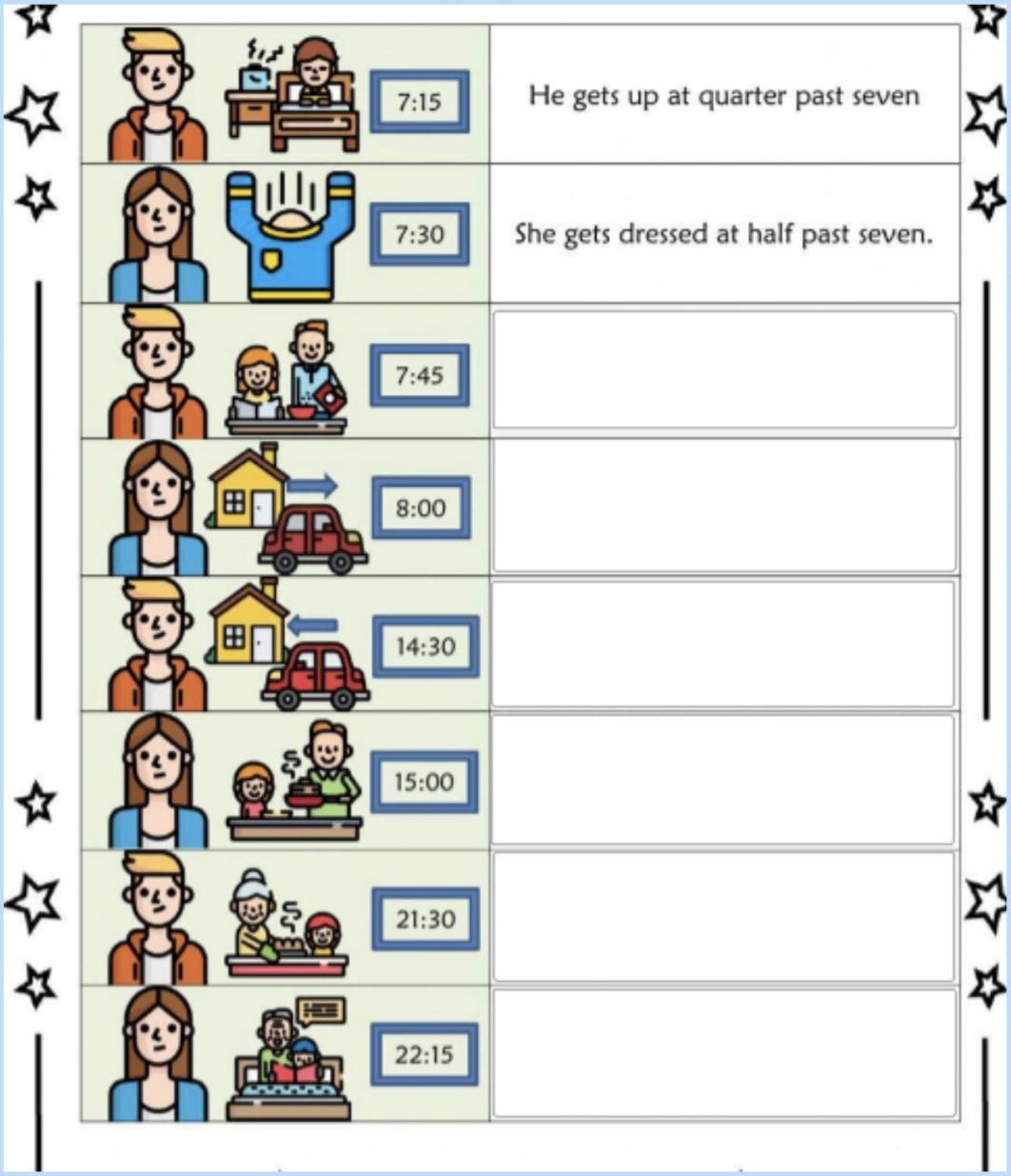
8

ACTIVITY 5TH - 7TH EGB

- Look at the pictures and write sentences

LIVEWORKSHEET



LINK: https://www.liveworksheets.com/worksheet/es/ingles/151232

9

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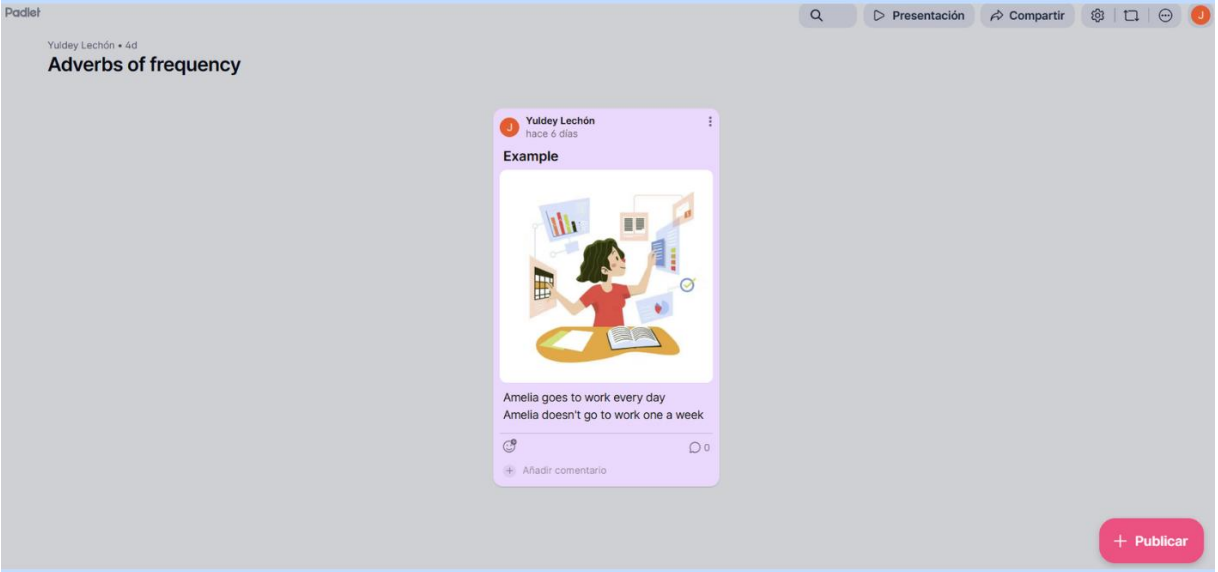
ACTIVITY 8TH - 10TH EGB

- In the forum, write some examples using adverbs of frequency.

PADLET



Example:

Amelia goes to work every day
Amelia doesn't go to work one a week

LINK: https://padlet.com/jampieralvarez17/adverbs-of-frequency-oklwbm24bd81dq69

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LESSON 2 *Listening Detectives: Follow the Clues*

OBJECTIVE

The teacher trains students to develop strategic active listening habits, enabling them to follow narrative timelines, identify structural sequence signals, and track chronological events within native-speaker media contexts.

DESCRIPTION ACTIVITY

The teacher designs a focused listening comprehension experience where students decode short native audio formats —such as children's songs, personal audio logs, or podcasts —and physically sort the scrambled events back into their correct timeline.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher begins the session by playing a short, 30-second clip of the target audio. They then ask the students to guess the topic of the audio and show them two examples of everyday actions on the screen, immediately activating their auditory tracking skills before they work independently.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th EGB: The teacher asks the students to watch the YouTube Kids routine video and practice it.

5th-7th EGB: The teacher instructs the students to upload the audio to ELLLO and answer the activity questionnaire according to the character's schedule.

8th-10th EGB: The teacher guides them to open the podcast on YouTube and organize a list of textual events chronologically, from first to last, according to the narrator's story.

Listening Activity — **25 MIN**

The teacher oversees an ordering assignment: 4th Grade arranges routine images matching a children's video; 5th to 7th Grades organize multi-step daily schedules from a audio journal; and 8th to 10th Grades map a podcast narrative onto a timeline chart.

RECOGNITION 5 MIN

The teacher implements a "Master Detective" acknowledgement. The teacher reveals the master answer keys on the board, invites students who achieved perfect sequences to share their tracking strategies, and awards virtual badges or stickers within the learning management system to honor precise listening.

MATERIALS

The teacher arranges audio headsets, YouTube Kids links (4th EGB), ELLLO audio players (5th-7th EGB), and YouTube (8th-10th EGB). (Canva, 2026)

ACTIVE LISTENING

DAILY ROUTINES



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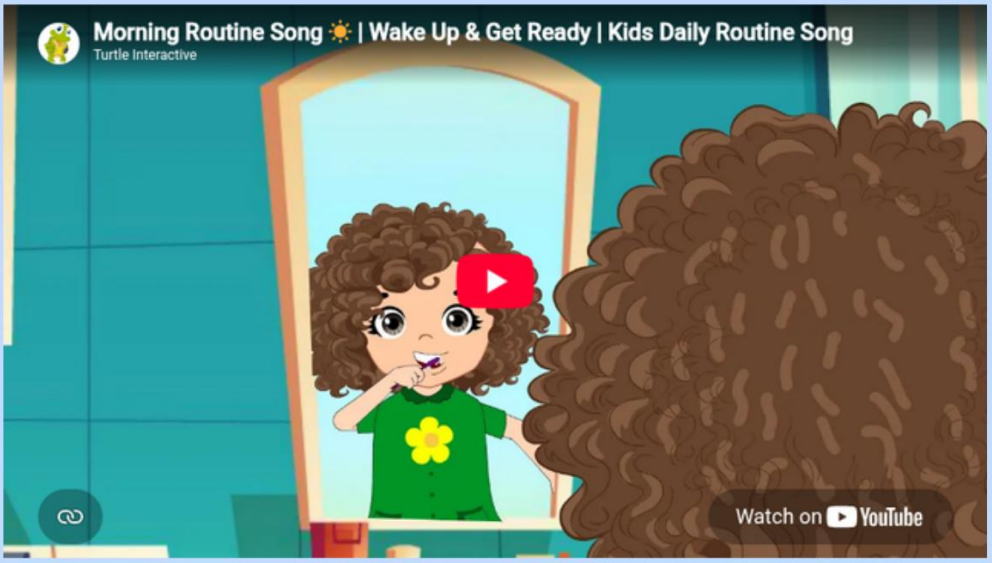
ACTIVITY 4TH EGB

- Watch the video about daily routines and practice the verbs used

YOUTUBE



Link:https://youtu.be/5CnqzmUlonw?si=Ytr3ZtelulTL6Ar6



Link:https://youtu.be/vH1sbTNcjpg?si=ekwfmnJA96NIde-H

13

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ACTIVITY 5TH - 7TH EGB

- Watch the video about daily routines and answer the questions

ELLO - AUDIO

1) Will she iron her clothes?

- ☐ a) Yes
- ☐ b) No
- ☐ c) Maybe

2) Will she hang up her clothes?

- ☐ a) Yes
- ☐ b) No
- ☐ c) Maybe

3) Does Todd iron his clothes?

- ☐ a) Yes
- ☐ b) No
- ☐ c) Sometimes

4) He says he will _____ her clothes.

- ☐ a) iron
- ☐ b) fold
- ☐ c) drop off

5) She says Maxx Value has _____ .

- ☐ a) cheap milk
- ☐ b) fresh fruit
- ☐ c) tasty bread

Link:https://www.elllo.org/english/1401/1416-MegTodd-Chores-Laundry.htm

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ACTIVITY 8TH - 10TH EGB

- Watch the video about daily routines and write down in a list most of the activities mentioned in it.

YOUTUBE



Link:https://youtu.be/WrE42sUWwMI?si=0llal1xS3YhxqTkY

EXAMPLE

- HE CLEAN HIS BEDROOM
- SHE GO TO SCHOOL
- HE WRITE IN HIS BOOK
- SHE CALL WITH HER GRANDMOTHER
- HE EAT BREAKFAST

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LESSON 3 *Sequence Masters: Put It All Together*

OBJECTIVE

The teacher conditions students to execute precise data verification, empowering them to extract highly specific data points, identify literal facts, and answer targeted informational questions from routine-focused audio-visual content.

DESCRIPTION ACTIVITY

The teacher implements an objective evaluation task where students interact with auto-pausing video quizzes and detailed reading/listening multiple-choice matrices to validate literal understanding of the presented material.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher displays a sample question on screen at rapid intervals and plays a short 15-second audio clip. The teacher challenges the class to shout "True" or "False" based solely on the literal detail they hear, thus demonstrating to the students the importance of minute details before they begin their individual digital quizzes.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th EGB: The teacher instructs students to open Edpuzzle, play an audio file, and select the correct answer each time the video automatically pauses.
5th - 7th EGB: The teacher instructs students to scroll to the end of the audio player and check the boxes next to the correct multiple-choice options.
8th - 10th EGB: The teacher instructs students to access the audio followed by the question module on the British Council website, answer the detailed questions, and check their answers.

Listening Activity — **25 MIN**

The teacher carries out a rigorous verification exercise: 4th grade students answer multiple-choice video questions with automatic pause; 5th to 7th grade students answer questions in relation to the audio and then verify them; and 8th to 10th grade students complete multiple-choice questionnaires in relation to an audio recording.

RECOGNITION 5 MIN

The teacher praises top accuracy performance. The teacher reviews the live dashboard metrics on Edpuzzle and the external sites, publicly commends students who scored 100% on their first try, and leads a quick corrective session for difficult questions so that every student achieves clarity.

MATERIALS

The teacher sets up the Edpuzzle platform (4th EGB), integrated media links on ELLLO (5th-7th EGB), and the British Council automated quiz bank (8th-10th EGB).

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ACTIVE LISTENING

- Watch the video and respond True or False

YOUTUBE



✅ True / ❌ False

Question 1:

The sun rises in the east.

True ✅

Link:https://youtu.be/JTLjBUl7cIY?si=l3twQ9Eteb9G77je

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ACTIVITY 4TH EGB

- Watch the video about daily routines and answer the questions

EDPUZZLE



Link:https://edpuzzle.com/assignments/6a5028df16d7f264ced00278/watch

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ACTIVITY 5TH - 7TH EGB

- Watch the video about daily routines and answer the questions

ELLO - AUDIO

Answer these questions about the interview.

1) He usually prefers _____ .

- ☐ a) chopsticks
- ☐ b) utensils
- ☐ c) his hands

2) He likes to sleep on _____ .

- ☐ a) a bed
- ☐ b) a futon
- ☐ c) the floor

3) He usually takes _____ .

- ☐ a) a shower
- ☐ b) a bath
- ☐ c) both

4) He _____ wears shoes inside.

- ☐ a) often
- ☐ b) rarely
- ☐ c) never

5) He _____ to sit on the floor.

- ☐ a) likes
- ☐ b) hates
- ☐ c) longs

Link:https://www.elllo.org/english/1351/T1360-Warren-Choices.htm

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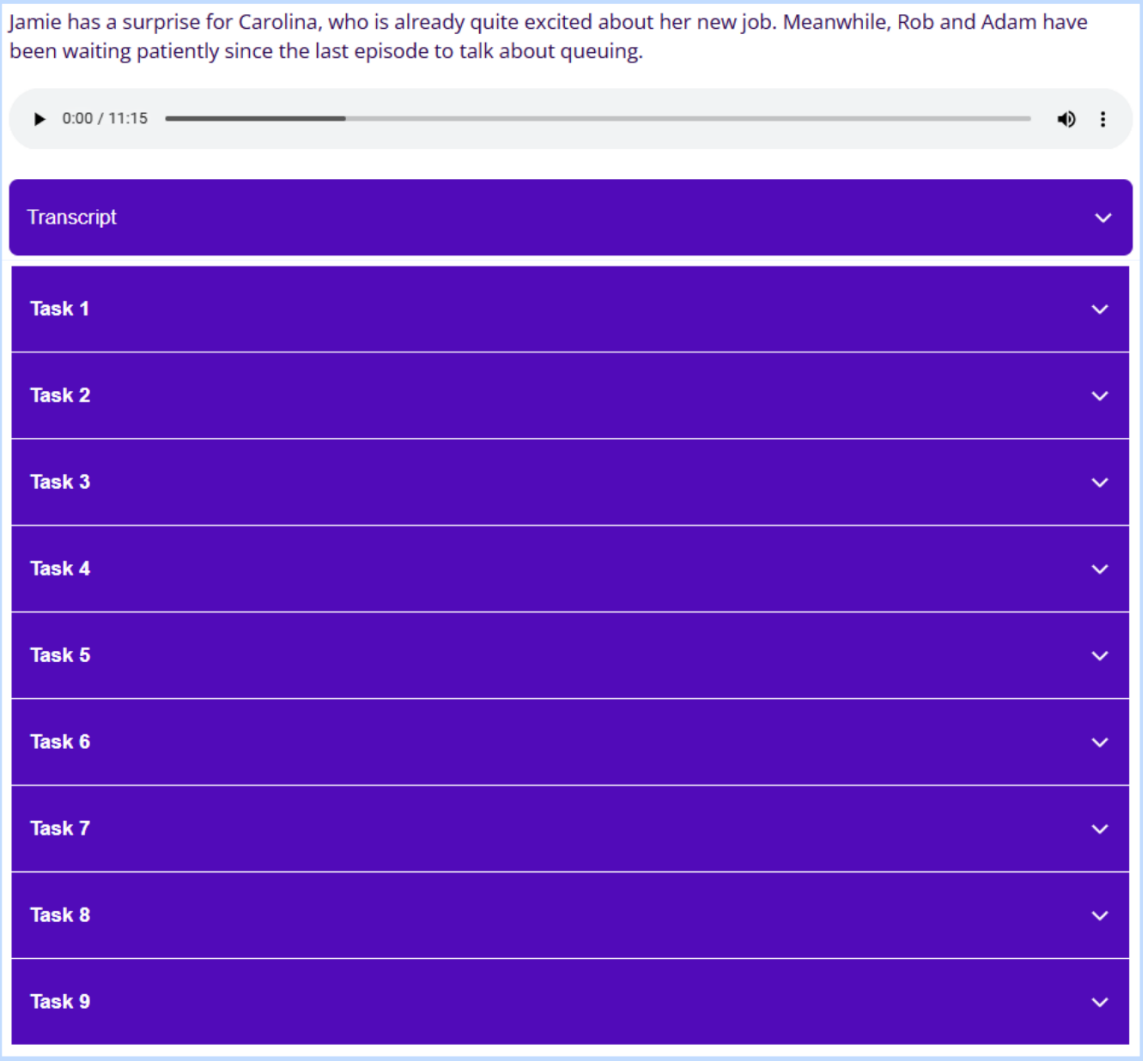
ACTIVITY 8TH - 10TH EGB

- Listen the audio about daily routines and answer the questions

BRITISH COUNCIL - AUDIO



Link:https://learnenglish.britishcouncil.org/free-resources/general/audio-series/podcasts/s3/episode-08

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LESSON 4 Smart Thinking: Understanding Daily Choices

OBJECTIVE

The teacher guides students toward higher-order critical thinking, instructing them to cross-examine text transcripts, trace speaker arguments, and formulate structured comparative reflections or opinions regarding daily lifestyle choices.

DESCRIPTION ACTIVITY

The teacher orchestrates an analytical capstone activity where students process the text behind the audio, evaluate habits, participate in real-time polling data comparisons, and publish reflective written commentary in online forums.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher launches the lesson by posing an open-ended question: "Is your daily routine healthy or unhealthy?" The teacher types keywords on a digital whiteboard and asks two students with opposite schedules to briefly defend their habits, immediately establishing an analytical mindset before students write their formal critiques.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th - 7th EGB: The teacher asks students to access the Liveworksheet link to classify daily habits and analyze the table that appears on the screen.
8th - 10th EGB: The teacher leads a Think-Share-Discuss discussion. After listening to and reading the transcript in ELLLO, students identify one positive and one negative habit, explain, and share their conclusions with the class.

Listening Activity — **25 MIN**

The teacher facilitates analytical synthesis: students in 4th to 7th perform an interactive activity comparing good and bad habits; while those in 8th to 10th analyze textual arguments to explain formal opinion reflections in class.

RECOGNITION 5 MIN

The teacher values critical thinking and reflective expression. He points out good and bad habits, highlights the most eloquent and well-argued reflections, and gives positive feedback to each student.

MATERIALS

The teacher choose Liveworksheet (4th-7th EGB), interactive audio transcript archives in ELLLO (8th-10th EGB).

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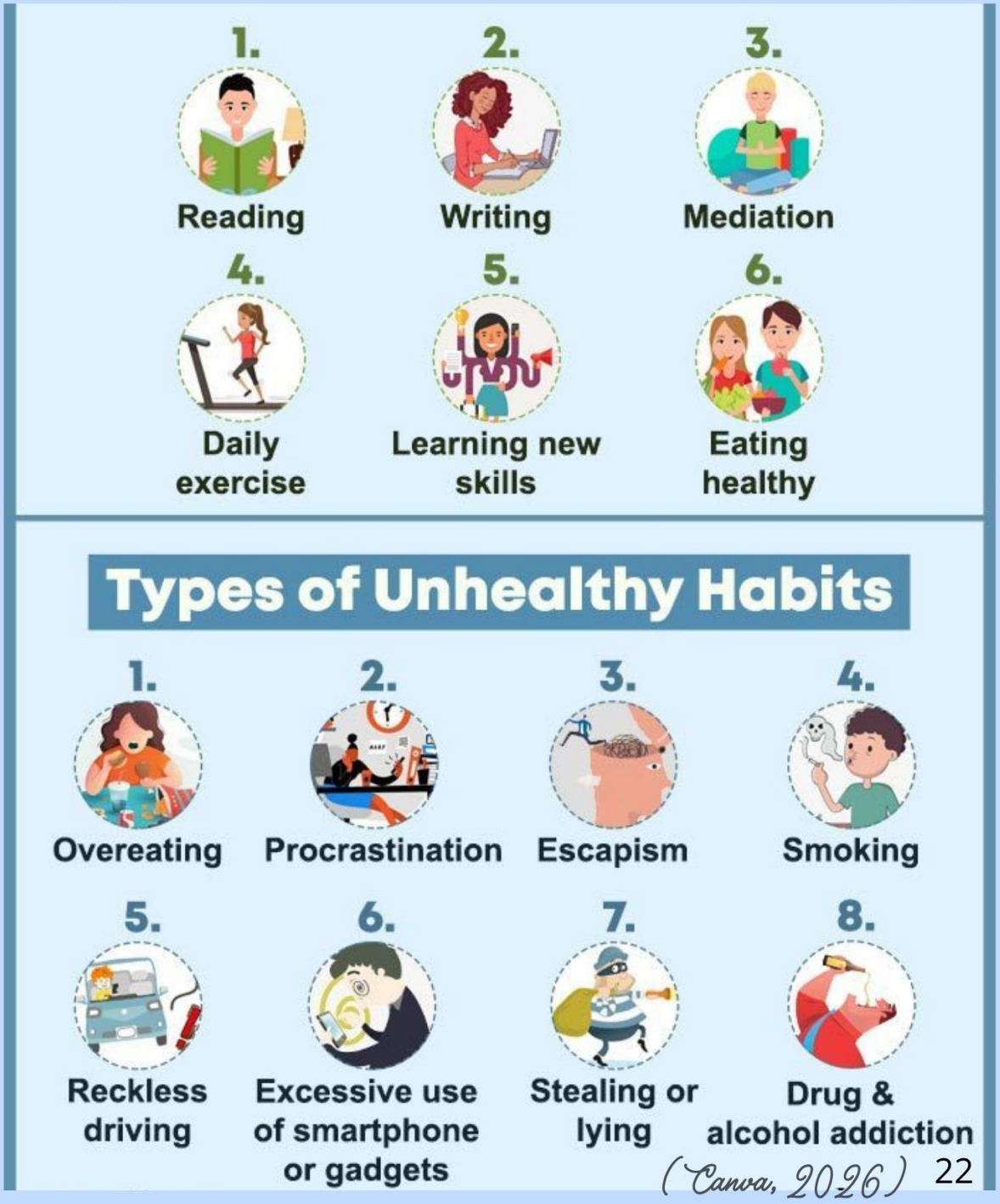
VOCABULARY

HEALTHY AND UNHEALTHY ACTIVITIES



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ACTIVITY 4TH - 7TH EGB

- Classify healthy and unhealthy activities accordingly.

LIVEWORKSHEET



Link:https://www.liveworksheets.com/worksheet/en/english-second-language-esl/237617

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ACTIVITY 8TH - 10TH EGB

- Listen to the daily routines of the people in the audio, detail each of their activities and classify them as healthy or unhealthy.

ELLO - AUDIO

Views #1322 | Intermediate (B1)

Family Routine

Amy talks with Paul about her family routine and how it has changed over time.



Link:https://www.elllo.org/english/1301/T1332-amy-single-vs-married.htm

SCRIPT - AUDIO

Paul: Hi, Aimee.

Aimee: Hi.

Paul: So we're talking about routines and in the evening, what's your usual routine?

Aimee: Get home, wash hands, usually just try and get the dinner organized. Dinner and get my daughter ready for bed, usually. Just ***get her sorted*** before I think about relaxing or doing anything else, because if I sit down, I never want to stand back up again when I get from work.

So yeah, my evening routine is usually pretty ***steady***. Just get everybody fed, the youngest person washed into bed, and then I can relax. How about you?

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Paul: Yeah, I live alone, so I get back from work and I try to cook for myself. So most nights of the week, I'll probably go home and I then go to the supermarket, get some stuff to cook and cook dinner and then maybe relax in front of my computer, watch some TV and maybe do some work.

But maybe that's my routine for about five nights of the week. And then maybe, the other two nights, I'll go out with friends and go for dinner and maybe go for a few drinks.

Aimee: Sounds good.

Paul: Yeah.

Aimee: Yeah, I was thinking about my weekday routine. I guess, weekend routine is more relaxed. It's not as ***stuck***, I guess. The weekend, yeah, we'd maybe go for dinner or go for a bath.

Paul: So Aimee, you sound, you know, very much into family life. Do you ever sort of miss being single?

Aimee: My single life routine?

Paul: Yeah.

Aimee: I think I sometimes miss the freedom and maybe the—especially the freedom with my finances, just being able to spend my money on myself, going out to concerts or nightclubs. Yeah, sometimes but not very much. I think what has replaced it is good for my current lifestyle. I think it ***suits*** me. I'm happy.

Paul: So you'd recommend family life to somebody like me who's single?

Aimee: If you find the right family, I think yeah. Family life is good. It's fun. You'd find that families can ***stick with*** other families and the adults can still have a laugh and have adult conversation and the kids can play. If the kids are happy, then the parents are happy and you can still have a laugh and hopefully, not talk about too many childish things. You don't have to talk about ***changing nappies*** or anything —

Paul: So you still have a social life then?

Aimee: We try to, yes. We try to. Yeah, when budget allows and our daughter, she's five, so there's more freedom that comes when your children get older. When they're younger, then the rule a bit more unfortunately. But such as life. I would recommend it, Paul, yes.

Paul: Okay. I'll have to think seriously about it. Thanks, Aimee.

Aimee: You're welcome.

Example

Healthy	Unhealthy
• Drink water • Do exercise • Eat healthy food	• Go to bed late • Eat junk food • Spend time in video games

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UNIT 2 *Speaking Connections*

FOODIE QUEST: EXPLORING MARKETS AND FLAVORS

Unit Objectives:

- Express basic needs, opinions, and simulated role-plays using sequence connectors and suggestions during market transactions.
- Master phonetic pronunciation of food groups and build conversational fluency using interactive voice tools.

Can Do Statement:
I can express food preferences, ask for prices in simulated market scenarios, and verbally present a creative menu proposal using interactive audio tools and digital boards.

(CEFR, A1 - A2, Council of Europe)



2.1 Phonetic Practice - Food Words in Action!
2.2 Role-Play - Market Mission: Buy and Sell!
2.3 Fluency Review Challenge!
2.4 Menu Proposals - Chef for a Day!

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LESSON 1

Phonetic Practice - Food Words in Action!

OBJECTIVE

The teacher guides students to recognize and model correct phonetic pronunciation of food vocabulary and conversational structures, establishing accurate articulation and sequence connector usage before engaging in communicative role-plays.

DESCRIPTION ACTIVITY

The teacher coordinates an oral drills and sentence-modeling session where students utilize interactive digital dictionaries, complete commercial transaction worksheets, or identify transition markers within dialogue models.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher starts the class with a digital vocal warm-up. The teacher shares screens to project target sounds, sends out the direct access links via chat, and gives students a 5-minute practice challenge to test their microphones and repeat a collective food tongue-twister, preparing their articulatory system for speaking exercises.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th EGB: The teacher instructs students to open Language Guide, hover over the food items, listen to the audio, and repeat each word aloud.

5th-7th EGB: The teacher tells students to access Pinterest, read and practice in pairs the interactive supermarket dialogue.

8th-10th EGB: The teacher directs students to open YouTube, listen to the conversation track, and highlight every sequence connector and vocabulary using their notebook.

Speaking Activity **25 MIN**

The teacher organizes three tiered sub-activities: 4th performs independent vocabulary repetition; 5th to 7th repeat interactive transaction dialogue texts in pairs; and 8th to 10th analyze conversational transcripts to map out sequence markers and vocabulary.

RECOGNITION 5 MIN

The teacher provides positive reinforcement by highlighting students who display accurate pronunciation during sample repetitions. The teacher displays correct connector mapping and vocabulary, giving immediate verbal validation to the whole class.

MATERIALS

The teacher choose Liveworksheet (4th-7th EGB), interactive audio transcript archives in ELLLO (8th-10th EGB).

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VOCABULARY

SEQUENCE CONNECTORS



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VOCABULARY

FOOD

Dairy Products



Dry Foods & Condiments



Meat, Fish & Seafood



Junk Food & Desserts



Drinks



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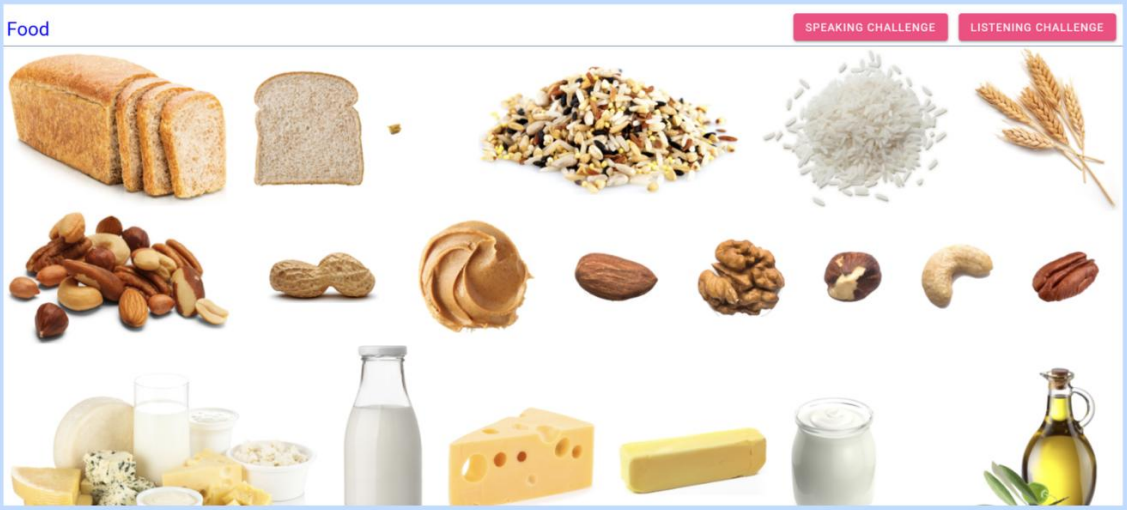
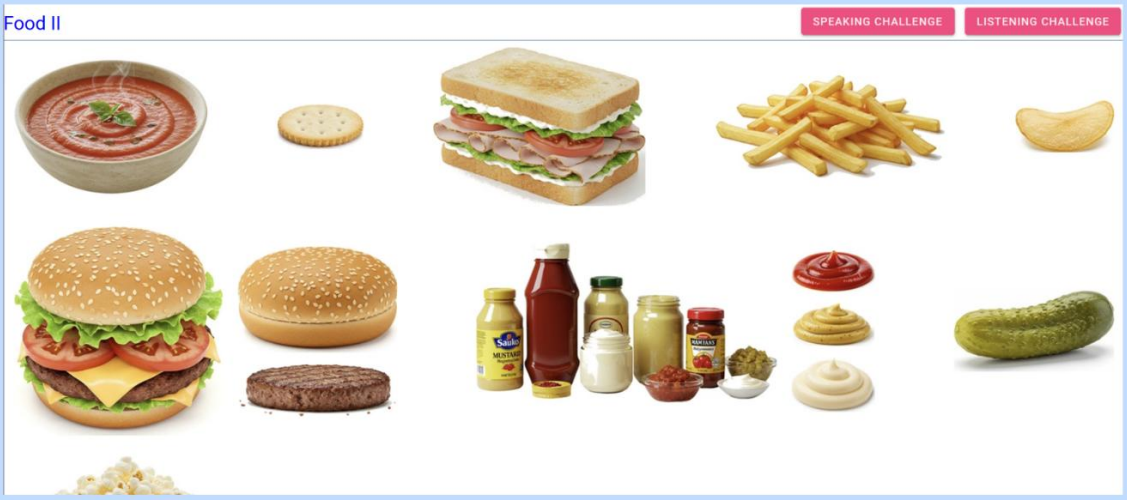
ACTIVITY 4TH EGB

- Access the links for food vocabulary. Click on the item you want to hear its pronunciation and then repeat it.

LANGUAGE GUIDE



Link:https://www.languageguide.org/english/vocabulary/food/



Link:https://www.languageguide.org/english/vocabulary/food-2/

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ACTIVITY 5TH - 7TH EGB

- Review the following conversation in pairs. Then I presented it in class.

Conversation: At the Supermarket



Customer: Excuse me, could you help me find the olive oil?

Staff: Of course! It's in aisle five, next to the pasta sauce.

Customer: Great, thank you. And do you have any fresh strawberres today?

Staff: Yes, we just got a fresh shipment this morning. They're right over here.

Customer: They look delicious! How much are they per box?

Staff: They are $3.99 a box, or two for $7.00.

Customer: I'll take two then. Do you sell reusable bags here?

Staff: Yes, we have them at the checkout counters for one dollar each.

Customer: Perfect. Is the pharmacy section still open?

Staff: Yes, it stays open until 9:00 p.m. It's at the back of the store.

Customer: Thank you so much for your help!

Staff: You're very welcome! Have a great day.

Link:https://i.pinimg.com/736x/3a/5c/aa/3a5caaf2677c0ba270f9ec13c4dbad8f.jpg

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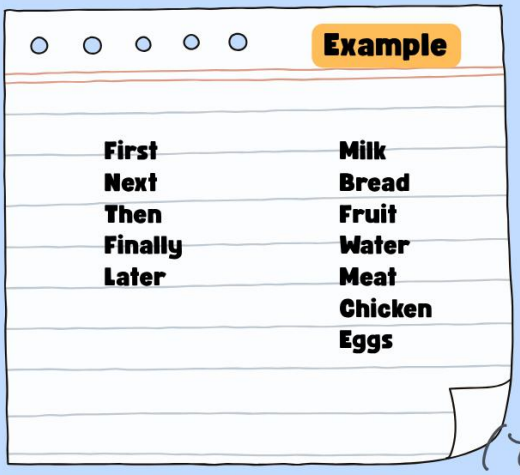
ACTIVITY 8TH - 10TH EGB

- Watch the video carefully, and in your notebook copy the sequence connectors and some of the food vocabulary.

YOUTUBE



Link:https://youtu.be/SGLA8MPRNzM?si=Vpvu3r0zhRNLXl3X



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LESSON 2 *Market Mission: Buy and Sell!*

OBJECTIVE

The teacher creates an interactive communicative environment, instructing students to participate in simulated transactional role-plays and record verbal exchanges to build active speaking confidence regarding food and markets.

DESCRIPTION ACTIVITY

The teacher facilitates digital speaking interactions where students respond to open teacher prompts, record video market simulations in pairs, or conduct real-time peer interviews regarding nutritional routines.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher initiates the session by playing a rapid sound bite of a busy traditional market. The teacher asks students to name three foods they hear or see, and models a simple customer question, immediately setting a realistic communicative frame before pairs begin their digital recordings.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th EGB: The teacher instructs students to open the Vocaroo audio link sent via chat, have a conversation in pairs using a question, record it, and share the link.
5th-7th EGB: The teacher instructs students to access the Kapwing platform in pairs and record a short, creative video simulating a food purchase at a local market stall.
8th-10th EGB: The teacher guides students to join free Zoom breakout rooms in pairs to interview each other about the foods they usually buy and record the data.

Speaking Activity **25 MIN**

The teacher coordinates interactive speaking productions: 4th responds to standalone audio prompts via voice recorder; 5th to 7th film transactional digital videos; and 8th to 10th host live interactive meeting rooms to execute structured interviews.

RECOGNITION 5 MIN

The teacher values communicative initiative and fluency. They play an example response on Vocaroo or project a highlighted video clip on Kapwing, praising the expressive intonation and creative dialogue demonstrated by the student pairs.

MATERIALS

The teacher arranges Vocaroo online links (4th EGB), Kapwing account integration (5th-7th EGB), and open Zoom breakout room configurations (8th-10th EGB). 34

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ACTIVE SPEAKING

- Listen to the conversation, practice, and list at least 3 products mentioned.

YOUTUBE



Link:https://youtu.be/1QCwbh9Yk0M?si=2jjVAWkWuqzcHJ7d

Speaking - Vocabulary Example

Cheese
Oil
Rice
Onions
Vegetables

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ACTIVITY 4TH EGB

- Practice the conversation example in pairs, then record the audio in Vocaroo and share the link.

VOCAROO

Ben: Excuse me. How much is one kilo of these apples?
Clerk: It's only 3 dollars.
Ben: How about these oranges?
Clerk: It's 2 dollars. We also offer a discount price now.
Ben: Oh really? How much is it?
Clerk: If you get two kilos of any fruits here, you will get one dollar off.
Ben: That sounds great! Give me two kilos of apples.
Clerk: Okay sir, just pay only 5 dollars.





Link:https://vocaroo.com/ (Canva, 2026)

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ACTIVITY 5TH - 7TH EGB

- Practice the example conversation in pairs, then record a video on Kapwing and share the link.



AT THE URBAN FARMERS' MARKET

VENDER: Good morning! What can I help you find today?
CUSTOMER: I'm looking for some fresh vegetables.
VENDER: Excellent. What specific produce are you interested in?
CUSTOMER: I need some of these heirloom tomatoes and some organic potatoes.
VENDER: Sure thing. Those are very popular. These tomatoes are particularly sweet.
CUSTOMER: Perfect. How much are they?
VENDER: The tomatoes are £4 per bunch and the potatoes are £3 per bag.
CUSTOMER: Great, I'll take a bunch of tomatoes and a bag of potatoes, please.
VENDER: Coming right up. Would you like anything else? We have beautiful fresh basil too.
CUSTOMER: No, that's all for today, thank you.
VENDER: Your total is £7. Enjoy your fresh finds!
CUSTOMER: Thank you! Have a great day.

GRAMMAR FOCUS: ASKING & OFFERING

- **Asking (Customer):** "I'm looking for..." / "I need..." / "How much is...?"
- **Offering (Vendor):** "What can I help you find?" / "Would you like...?"

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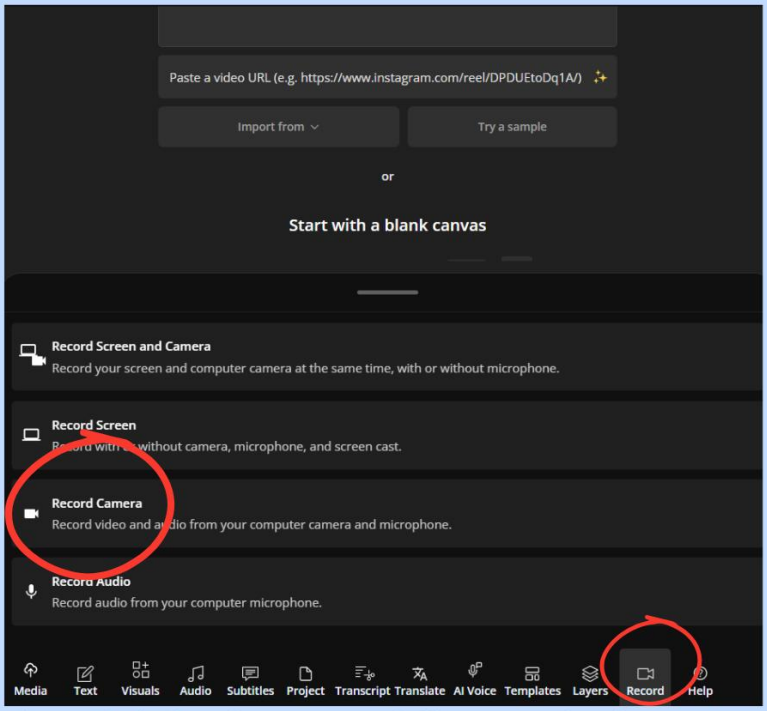
TUTORIAL - KAPWING

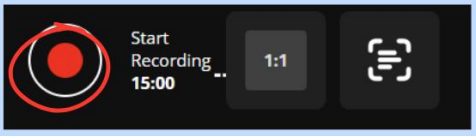


2

1

Open the link and press record. Then record with camera.

3



Press to start recording and press again to finish.

4



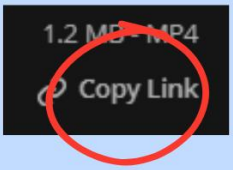
Press export.

5



Now press export as MP4.

6



Copy the link and share it.

https://www.kapwing.com/es-es/tools/make/video-link 38

(Canva, 2026)

ACTIVITY 8TH - 10TH EGB

- In pairs, join Zoom breakout rooms to interview each other about the foods you usually buy and record the data.



https://us04web.zoom.us/j/71900259141
pwd=eBm5G1y70Ao2Yo7OaYxoRgiTKRnDpH.1

(Canva, 2026)

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LESSON 3

Fluency Review Challenge!

OBJECTIVE

The teacher guides students to execute guided self-correction and structured peer evaluation, training them to refine their oral fluency, adjustment patterns, and intonation structures through rubric-based criteria.

DESCRIPTION ACTIVITY

The teacher organizes an asynchronous or synchronous oral review session where students receive specific teacher audio notes, re-upload adjusted voice files, or fill out online checklists to evaluate classmate pairs.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher projects a purposely mispronounced food phrase on screen and models how to give a "playful yet constructive" correction. The teacher displays the rubric criteria, showing students exactly how to identify pronunciation improvements before they evaluate their peers.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th EGB: The teacher instructs students to listen to the pronunciation guide on YouTube and record their pronunciation on Vocaroo for the teacher to correct.
5th-7th EGB: The teacher instructs students to listen to the YouTube audio, record their pronunciation on ScreenApp, and submit their grade.
8th-10th EGB: The teacher instructs students to listen to the YouTube audio, record themselves on Vocaroo, and share the recording with the class.

Speaking Activity **25 MIN**

The teacher monitors reflective evaluation: 4th listens to teacher-guided audio corrections; 5th to 7th execute system-based intonation re-recordings; and 8th to 10th implement formal online peer-assessment rubrics for interviews.

RECOGNITION 5 MIN

The teacher celebrates constructive growth and teamwork. The teacher logs into the platform metrics to publicly praise pairs who completed thorough peer-reviews, highlighting how constructive evaluations help classmates improve their fluency levels.

MATERIALS

The teacher sets up teacher-generated Vocaroo links (4th EGB), digital audio re-upload portals (5th-7th EGB), and ScreenApp evaluation grids within the online forum (8th-10th EGB).

40

(Canva, 2026)

ACTIVE SPEAKING

CORRECT PRONUNCIATION

Hello! My name is Lena. Today, I go to the market. The market is big and busy. I see many people. They are buying and selling.

First, I buy fruit. I buy apples and bananas. The apples are red. The bananas are yellow. They look fresh and good.

Next, I go to the vegetable stand. I buy tomatoes and carrots. The tomatoes are red. The carrots are orange. I put them in my bag.

Then, I buy bread. The bread is warm and smells good. I also buy a bottle of water.

I pay the seller. I say, "Thank you." He says, "You're welcome."

Now, I go home. I am happy. Today is a good day.

EVALUATION RUBRIC

Criteria	🌟 Spot On (3 pts)	🛠️ Getting There (2 pts)	💡 Needs Practice (1 pt)
Clarity & Vowel Sounds	Sounds are clear and natural; easy to understand.	Mostly clear; 1–2 vowel sounds need minor adjustment.	Key sounds hinder understanding; needs repetition.
Word Stress & Rhythm	Stress is placed on the correct syllables naturally.	Stress is slightly off, but the word is still recognizable.	Syllable stress makes the word hard to identify.
Feedback Tone	Specific, encouraging, and gives a clear tip to improve.	Gives a correction, but needs to add an actionable tip.	Direct correction without suggesting how to fix it.

41

(Canva, 2026)

ACTIVITY 4TH EGB

- Listen to the audio on YouTube, then record their own audio in Vocaroo. They share the link with the teacher for feedback according to the rubric.

YOUTUBE



Link:https://youtube.com/shorts/WUYLmJX48NI?si=CwWI8pBVatVB5CdC



https://vocaroo.com/

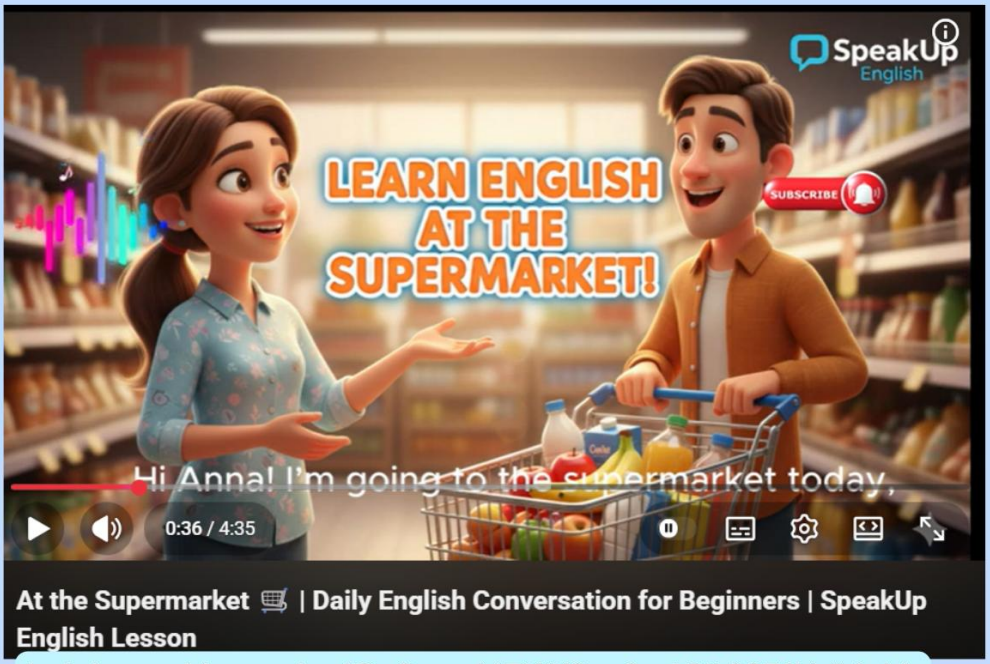
42

(Canva, 2026)

ACTIVITY 5TH - 7TH EGB

- Listen to the audio from the YouTube video, record yourself speaking on the ScreenApp platform, and share the results.

YOUTUBE - SCREENAPP



Link:https://youtu.be/Oe8vgmM7YIY?si=8_A3IL037fJiMMqM



Link:https://screenapp.io/es/features/pronunciation-checker

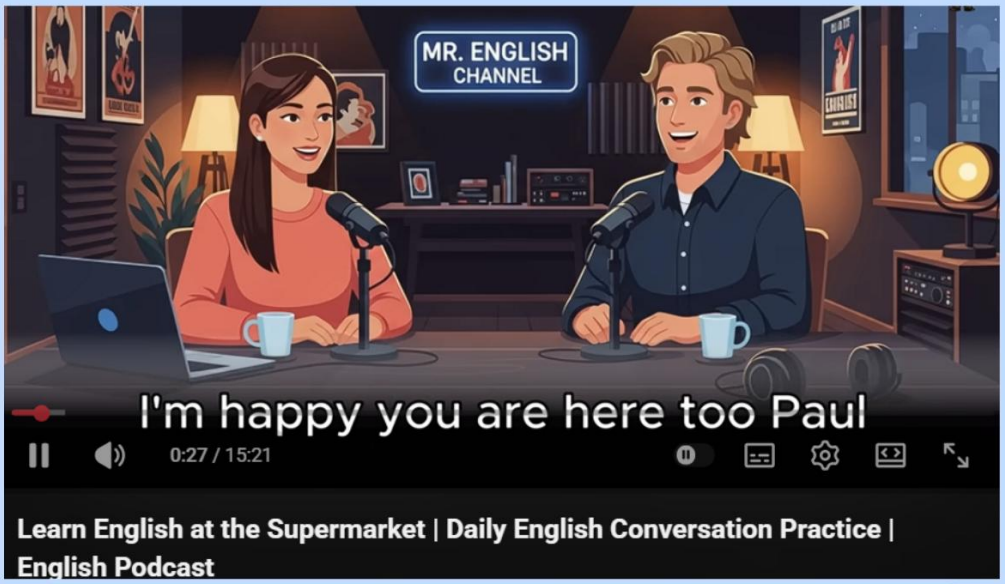
43

(Canva, 2026)

ACTIVITY 8TH - 10TH EGB

- Listen to the audio on YouTube, then record their own audio in Vocaroo. They share the link with the teacher for feedback according to the rubric.

YOUTUBE - SCREENAPP



Link:https://youtu.be/SGLA8MPRNzM?si=F_lI9Zkr2Rw57Smg



44

Link: https://screenapp.io/es/features/pronunciation-checker

(Canva, 2026)

LESSON 4 *Menu Proposals Chef for a Day!*

OBJECTIVE

The teacher guides students to synthesize their descriptive food vocabulary, structural connectors, and presentation skills by creating and sharing a formal graphic proposal or an illustrated menu description.

DESCRIPTION ACTIVITY

The teacher hosts an interactive digital exhibition session where students sketch culinary plates, record descriptive presentation audios, or use screen-sharing to deliver a live menu layout proposal.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher shares a colorful, sample digital menu infographic on screen. The teacher gives a 2-minute dynamic spoken pitch about a signature dish, demonstrating proper screen-sharing posture and professional delivery to inspire students before they start their showcase.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th - 7th EGB: The teacher instructs students to access Toy Theater (Art), draw their dream meal, save the digital image, and present it to the class with a brief description detailing their creation.

8th-10th EGB: The teacher directs students to open their free educational Canva accounts, load their custom food menu infographic, and share their screen to present the proposal live to the class.

Speaking Activity

25 MIN

The teacher facilitates structural oral exhibitions: 4th to 7th sketch digital plates and link standalone audio descriptions; while 8th to 10th execute live screen-shared professional presentations of an original menu infographic

RECOGNITION 5 MIN

The teacher establishes a culinary gallery award. The teacher creates a virtual display wall featuring the Toy Theater plates and praises the top menu presenters for their exceptional use of transition links and clear, fluent delivery during screen-sharing.

MATERIALS

The teacher prepares Toy Theater Art whiteboard tools (4th-7th EGB), free educational Canva template models (8th-10th EGB).

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(Canva, 2026)

ACTIVE SPEAKING

MENUS



46

(Canva, 2026)

ACTIVE SPEAKING

MENUS

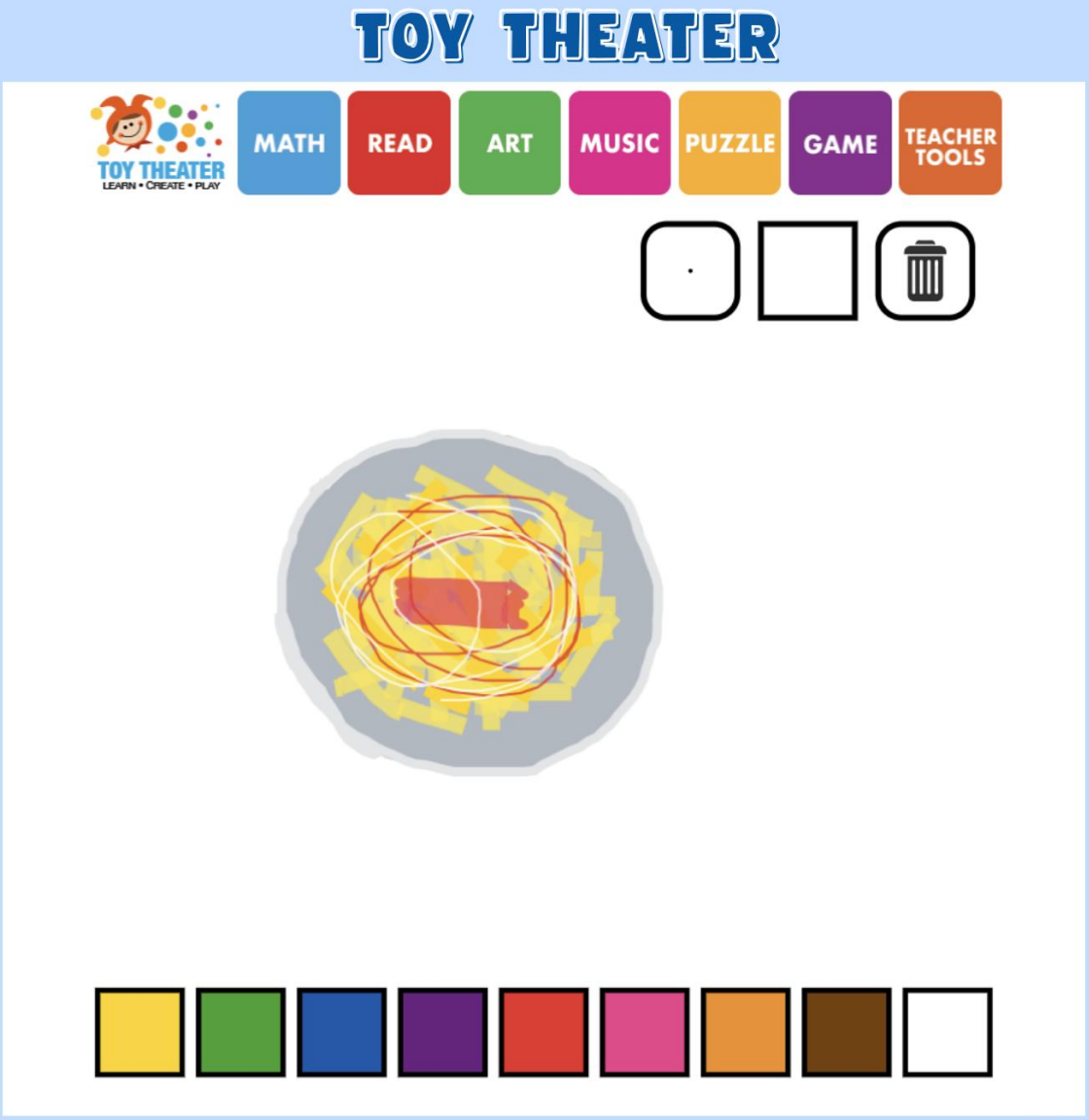


47

(Canva, 2026)

ACTIVITY 4TH - 7TH EGB

- Access the Toy Theater platform, select the "Art" option, then select "Doodle Pad." Within this platform, draw your favorite meal, then save the image and describe your creation.



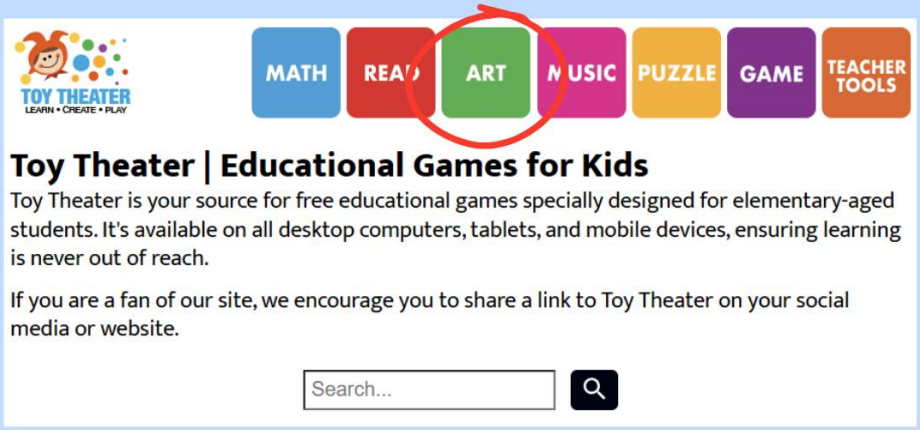
48

Link: https://toytheater.com/doodle-pad/

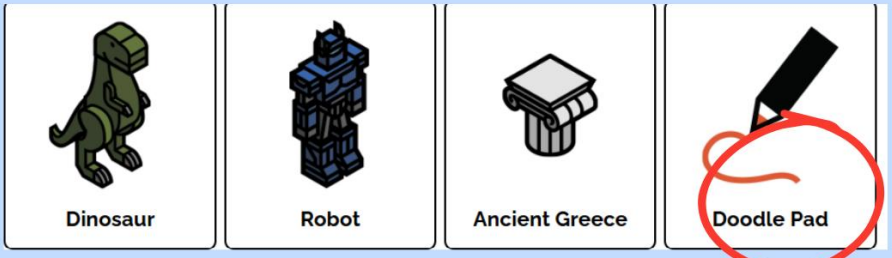
(Canva, 2026)

TUTORIAL - TOY THEATER

1



Enter the link and select the art option.



2

Look for the "Doodle Pad" option and click



3

Draw with the colors you like best, and at the end, take a screenshot of your drawing.

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(Canva, 2026)

ACTIVITY 8TH - 10TH EGB

- Log in to Canva, find the template you like best, and create a food menu. Share it with the class and describe it.

CANVA



Link: https://www.canva.com/s/templates?query=menus

50

(Canva, 2026)

UNIT 3 *Reading Adventures*

SPECIES IN OUR ENVIRONMENT

Unit Objectives:

- Explore illustrated digital visual dictionaries, and concept maps to activate prior knowledge and build an environmental vocabulary base.
- Organize reading comprehension data into visual logic maps, feature-sorting games, and cause-and-effect diagrams.
- Apply critical thinking skills by categorizing text statements into factual evidence versus subjective opinions.

Can Do Statement:
I can demonstrate reading comprehension by matching words to images, organizing data into charts or diagrams, and separating facts from opinions in critical-thinking tasks.

(CEFR, A1 - A2, Council of Europe)



3.1 Visual Exploration Picture: Explore and Discover!
3.2 Reading Detectives: Hunt for Information!
3.3 Graphic Organizers - Connect the Ideas!
3.4 Fact or Opinion?

LESSON 1

Explore and Discover!

OBJECTIVE

The teacher guides students to activate prior knowledge about local wildlife and ecosystems, leading them to construct a foundational digital glossary and build vocabulary recognition through visual exploration before engaging with full text passages.

DESCRIPTION ACTIVITY

The teacher coordinates a diagnostic reading preparation session where students explore flashcards, digital visual dictionaries, or interactive concept boards to match images of wildlife and environmental terms with their definitions.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher begins the session by sharing screen to display three mystery animal silhouettes or habitat photos. The teacher gives students 3 minutes to guess the species, model how to search for visual context clues, and send direct platform links via chat to prime their reading readiness.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th: The teacher instructs students to open Quizlet, review the illustrated flashcards of local wildlife, and complete the free matching activity.

5th - 7th EGB: The teacher tells students to explore Visual Dictionary Online, locate ecosystem sheets, and compile four new animal vocabulary words in their notebooks.

8th-10th EGB: The teacher directs students to access Miro or Padlet and collaboratively post what they already know about endangered species on the digital board.

Reading Activity — **25 MIN**

The teacher oversees interactive vocabulary preparation: 4th completes digital flashcard matching games; 5th to 7th explore visual dictionary pages; and 8th to 10th build a collaborative prior-knowledge map on a digital wall.

RECOGNITION 5 MIN

The teacher provides immediate positive feedback by showcasing completed matching scores on Quizlet and projecting the collaborative Padlet wall, praising students who contributed rich vocabulary inputs.

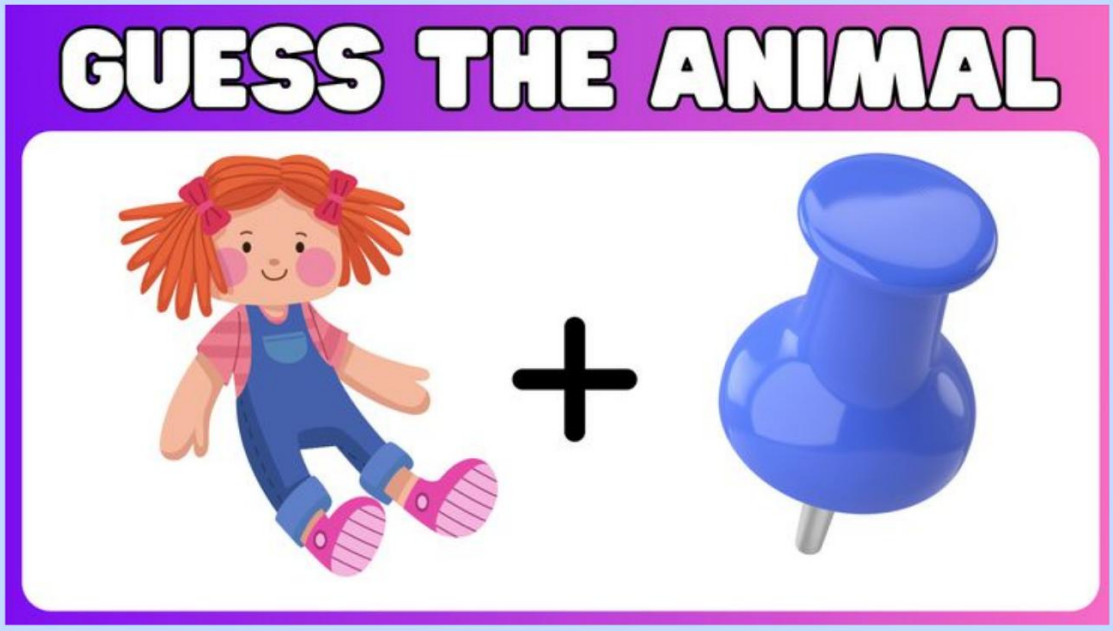
MATERIALS

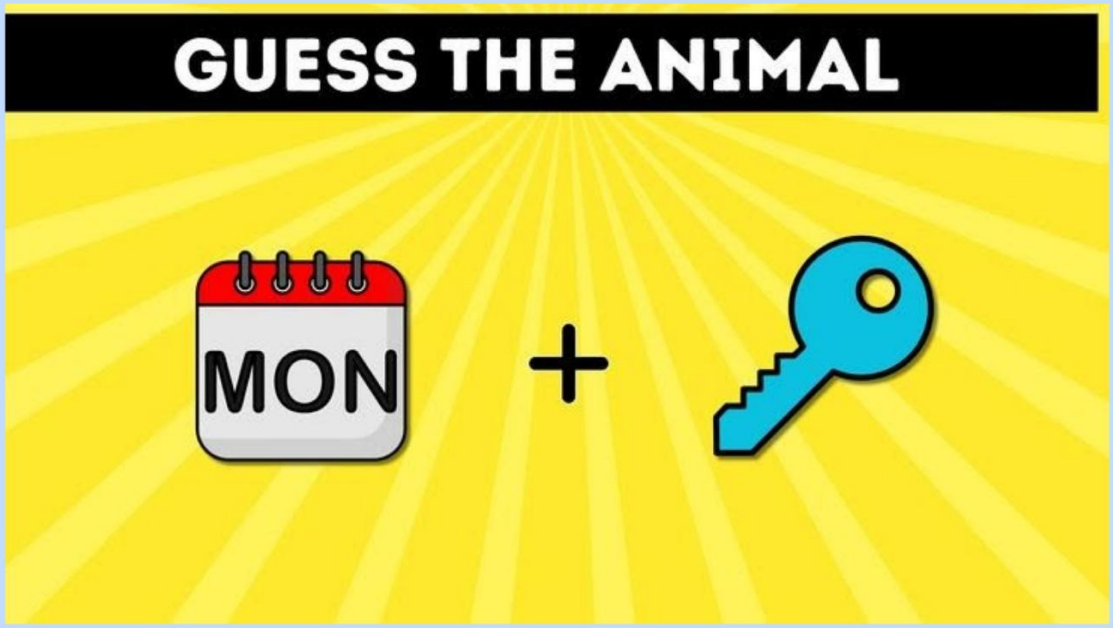
The teacher prepares Quizlet flashcard sets (4th EGB), Visual Dictionary Online access (5th-7th EGB), and a collaborative Miro/Padlet wall template (8th-10th EGB).

(Canva, 2026)[52]

ACTIVE READING

WARM-UP

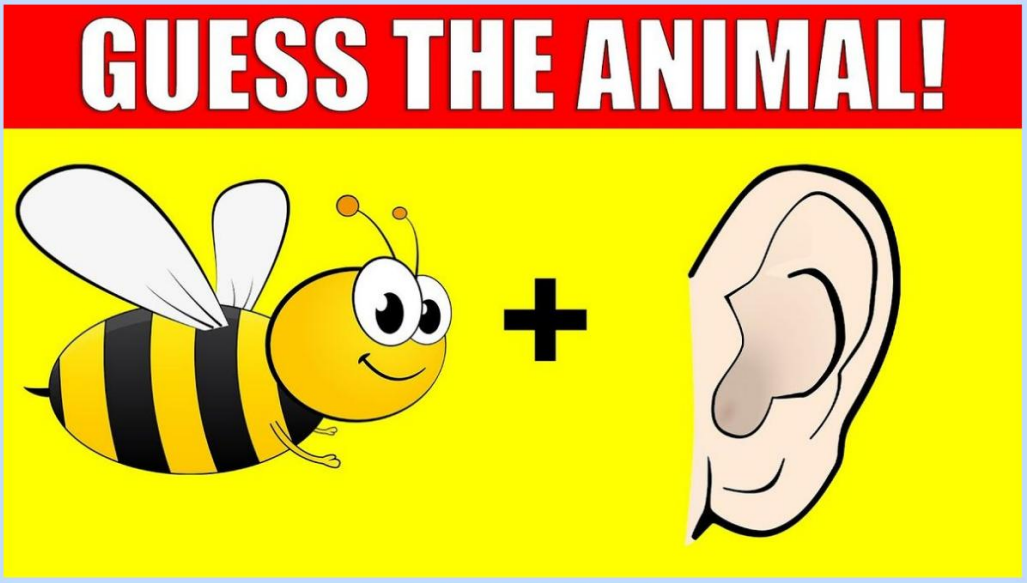




53

(Canva, 2026)

ACTIVE READING



READING

Animals in the city (A2)



Link: https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading/animals-city-a2t

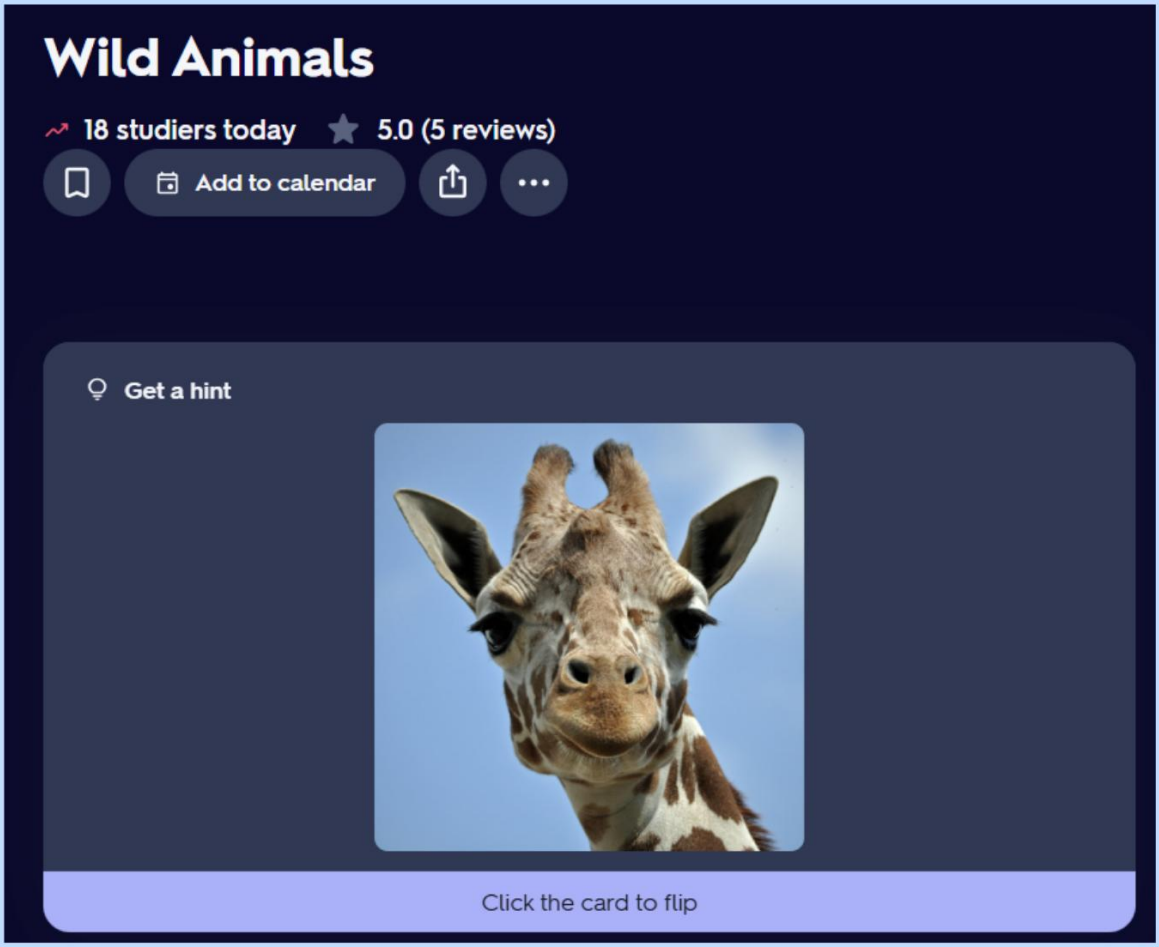
54

(Canva, 2026)

ACTIVITY 4TH EGB

- Access Quizlet, review, and study the illustrated cards about wild animals.

QUIZLET



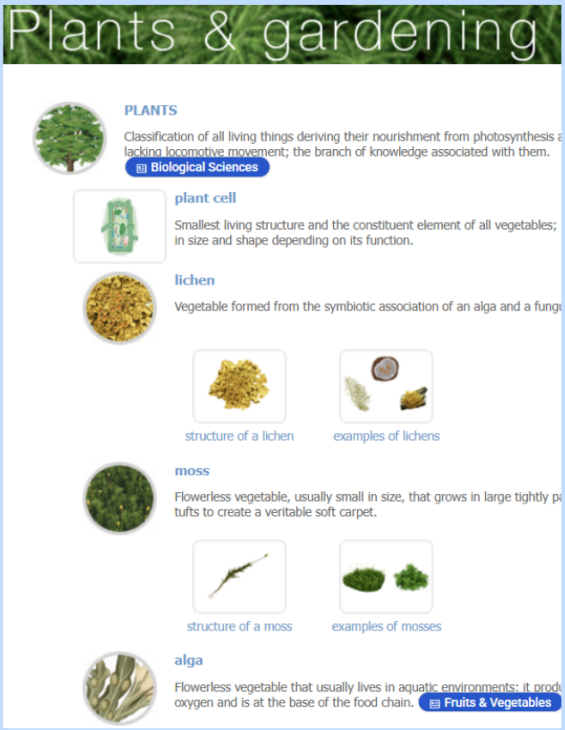
Link: https://quizlet.com/305030719/wild-animals-flash-cards/?i=5n2rdi&x=1jqt

(Canva, 2026)[55]

ACTIVITY 5TH - 7TH EGB

- Access the Online Visual Dictionary, where they review vocabulary about ecosystems and animals. Copy the new vocabulary into their notebooks.

ONLINE VISUAL DICTIONARY





Link: https://visualdictionaryonline.com/plants-gardening.php

Link: https://visualdictionaryonline.com/animal-kingdom.phpt

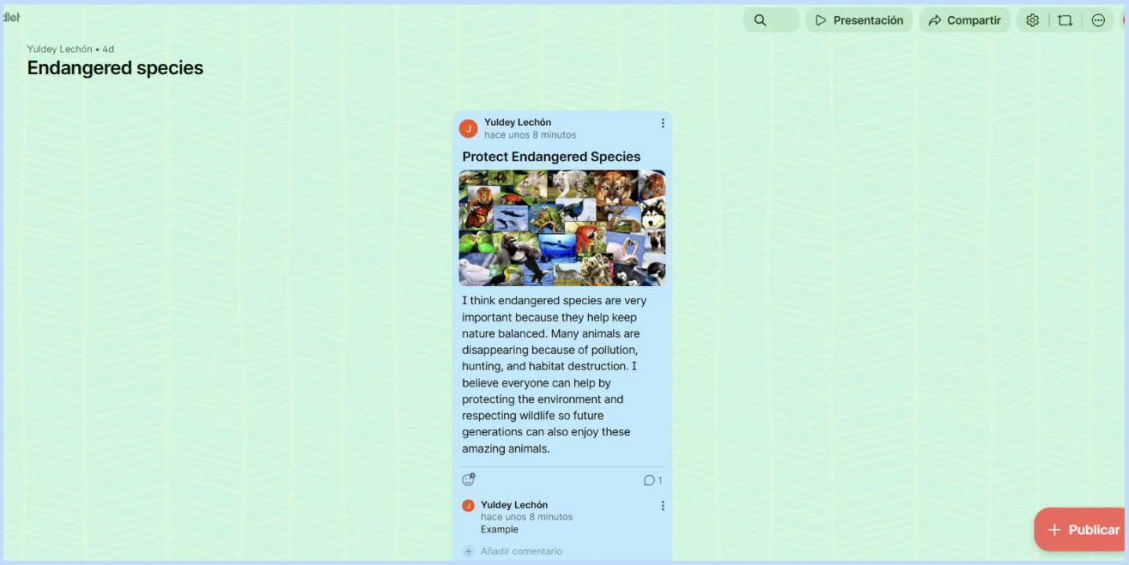
56

(Canva, 2026)

ACTIVITY 8TH - 10TH EGB

- Access the digital whiteboard on Padlet and write about species that are endangered.

PADLET



Link: https://padlet.com/jampieralvarez17/endangered-species-o2v2nk0xqbbbiwh0

57

(Canva, 2026)

LESSON 2

Reading Detectives: Hunt for Information!

OBJECTIVE

The teacher trains students in scanning and skimming reading strategies, enabling them to locate specific facts, identify key environmental details, and navigate leveled texts efficiently.

DESCRIPTION ACTIVITY

The teacher facilitates a guided reading session where students read calibrated linear stories, adapted nature articles, or science magazines to hunt for specific textual information.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher projects a short sample text paragraph on screen and conducts a 60-second "scanning drill." The teacher asks the class to quickly find a specific number or animal name in the text, demonstrating how to sweep eyes across lines before students begin independent reading.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th: The teacher directs students to access Reading Duck and read a short, illustrated linear story about animals.
5th - 7th EGB: The teacher instructs students to open Nationnal Geographic Kids and read their assigned adapted article on animal habitats.
8th-10th EGB: The teacher guides students to open TweenTribune and read a science/nature article adjusted to their Lexile reading level.

Reading Activity — **25 MIN**

The teacher coordinates leveled reading tasks: 4th reads short illustrated digital storybooks; 5th to 7th analyze adapted wildlife articles on leveled reading portals; and 8th to 10th read Lexile-calibrated science texts.

RECOGNITION 5 MIN

The teacher acknowledges diligent reading work. The teacher checks reading progress across platforms, highlights students who successfully extracted key details, and awards digital detective badges in the learning platform.

MATERIALS

The teacher arranges open-access links Reading Duck (4th EGB), National Geographic Kids (5th-7th EGB), and TweenTribune articles (8th-10th EGB). 58

(Canva, 2026)

ACTIVE READING

READING DUCK



Bears: Amazing and Powerful Animals

Bears are fascinating animals found all over the world. They belong to a group of mammals and are known for their strength and size. Bears have thick fur that keeps them warm in cold climates, and they are warm-blooded animals that give birth to live babies.

There are eight species of bears, including the brown bear, polar bear, and panda bear. Bears come in different sizes. The smallest bear is the sun bear, which weighs around 60 pounds and stands about 2 feet tall. The largest bear is the polar bear, which can weigh up to 1,500 pounds and stand over 10 feet tall when on its hind legs!

Bears have some unique features that help them survive. They have strong claws for digging and catching food, sharp teeth for eating, and a great sense of smell to find food from far away. Polar bears have a thick layer of fat under their fur to keep them warm in the icy Arctic.

Bears live in different habitats, such as forests, mountains, and icy regions. Brown bears are often found in forests, while polar bears live in the Arctic. Panda bears live in bamboo forests in China. Bears can swim and climb well, which helps them find food and stay safe.

Bears eat many types of food. Most bears are omnivores, meaning they eat both plants and meat. They enjoy berries, nuts, fish, and insects. Pandas mostly eat bamboo and can eat up to 80 pounds of it each day!

Bears are amazing creatures with powerful features and unique behaviors that help them thrive in the wild. They come in different shapes, sizes, and colors, but all bears share strength and adaptability that make them special.

© ReadingDuck.com

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(Canva, 2026)

ACTIVITY 4TH

- Access the Reding Duck link and read the illustrated story.

READING DUCK



The Magnificent Leopard

Leopards are one of the most fascinating wild cats in the world. These powerful animals are known for their beautiful spotted coats, stealthy hunting skills, and ability to survive in many environments. Let's explore what makes leopards so special.

Leopards have strong, muscular bodies with powerful legs, which help them climb trees easily. They are smaller than lions and tigers but are still large cats. Adult leopards can weigh between 60 and 150 pounds, depending on their habitat and gender. They usually measure between 4.25 to 6.25 feet in length, not including their long tails, which can be about 3 feet long.

Their coats are covered in rosettes, which are circular spots that look like roses. This pattern helps leopards blend into their surroundings, making it easier for them to hunt and stay hidden from predators. Leopards have golden-yellow fur with black rosettes, while some rare leopards, called black panthers, have dark fur with spots that are hard to see.

Leopards live in many parts of the world, including Africa and parts of Asia. They can survive in different habitats such as grasslands, forests, and even mountains. Their ability to adapt makes them one of the most widespread big cats.

These big cats are carnivores, which means they eat meat. Leopards are solitary hunters, which means they prefer to hunt alone. They are excellent at sneaking up on their prey quietly before pouncing. Their diet includes animals like deer, antelope, and even small birds. Leopards are also very strong and can drag their food up into trees to keep it safe from other predators.

Sadly, leopards face many threats in the wild. Habitat loss and illegal hunting have made life harder for these beautiful cats. Conservation groups are working to protect leopards and their homes so they can continue to thrive in the wild.

Leopards are amazing animals with incredible strength, stealth, and beauty. By learning about them, we can help protect these wonderful creatures for future generations.

© ReadingDuck.com

Link: https://readingduck.com/wp-content/uploads/Magnificent-1.pdf

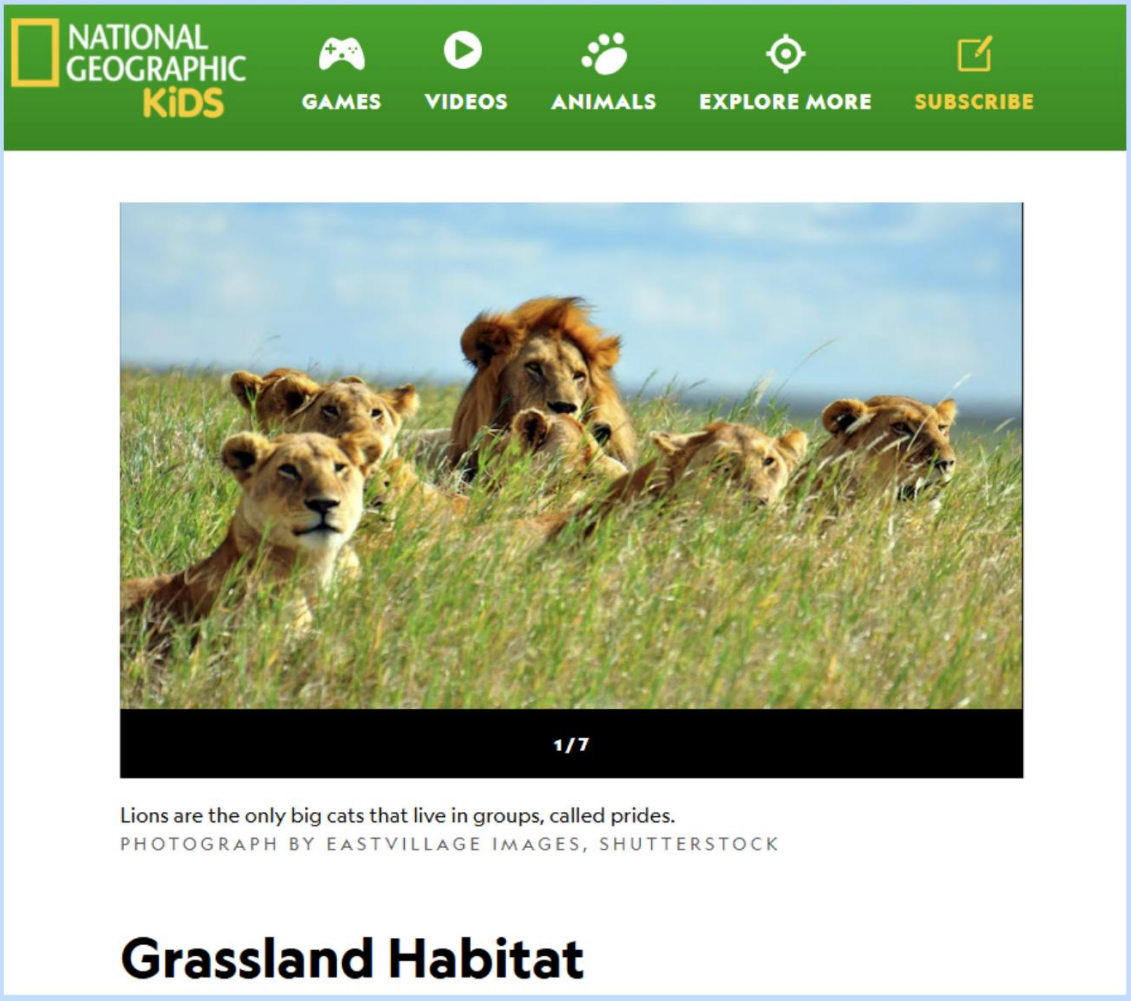
60

(Canva, 2026)

ACTIVITY 5TH - 7TH

- Access the National Geographic Kids link and read the assigned article.

NATIONAL GEOGRAPHIC KIDS



Link: https://kids.nationalgeographic.com/nature/habitats/article/grassland

(Canva, 2026) 61

ACTIVITY 8TH - 10TH

- Access the Smithsonian link and read the nature article adapted to your level.

SMITHSONIAN



Link: https://www.smithsonianmag.com/science-nature/the-whispering-trees-180968084/

(Canva, 2026)

62

LESSON 3

Graphic Organizers Connect the Ideas!

OBJECTIVE

The teacher guides students to organize textual information into visual logic maps, training them to connect causes and effects, categorize traits, and process reading comprehension through graphic frameworks.

DESCRIPTION ACTIVITY

The teacher organizes an analytical mapping session where students solve feature-sorting games, complete embedded reading comprehension worksheets, or map cause-and-effect relationships using mind-mapping software.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher models a simple cause-and-effect chart on the board. The teacher demonstrates how connecting ideas visually makes text easier to understand, setting the stage for the graphic mapping exercise.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th: The teacher instructs students to open LearningApps.org and solve the interactive sorting game by grouping animal traits correctly.
5th - 7th EGB: The teacher tells students to complete the digital comprehension worksheet directly inside Liveworksheets.
8th-10th EGB: The teacher instructs students to open Coggle and design a cause-and-effect diagram that connects the ideas in the text using the word "because." They will then share their diagrams with the class.

Reading Activity — **25 MIN**

The teacher oversees structural comprehension tasks: 4th sorts animal features in interactive games; 5th to 7th solve integrated reading worksheets; and 8th to 10th map cause-and-effect diagrams on digital mind-mapping tools.

RECOGNITION 5 MIN

The teacher celebrates logical accuracy. The teacher projects top cause-and-effect diagrams created on Coggle to the whole class, explaining why those structures demonstrate deep reading comprehension.

MATERIALS

The teacher provides LearningApps.org links (4th EGB), Liveworksheets (5th-7th EGB), and Coggle charting tools (8th-10th EGB).

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(Canva, 2026)

ACTIVE READING

LIVEWORKSHEET

Cause and Effect: Animals

Competence: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Achievement indicator: Students demonstrate comprehension of written material through a variety of activities.

Instructions: Match the causes with their effects.

Cause	Effect
 Gray foxes can climb trees.	They look for food. 
 The birds fly away.	They can look for food. 
 The bats fly out of the cave.	The birds can fly. 
 The birds grow.	The fox climbs a tree. 

LIVEWORKSHEETS

Link: https://www.smithsonianmag.com/science-nature/the-whispering-trees-180968084/

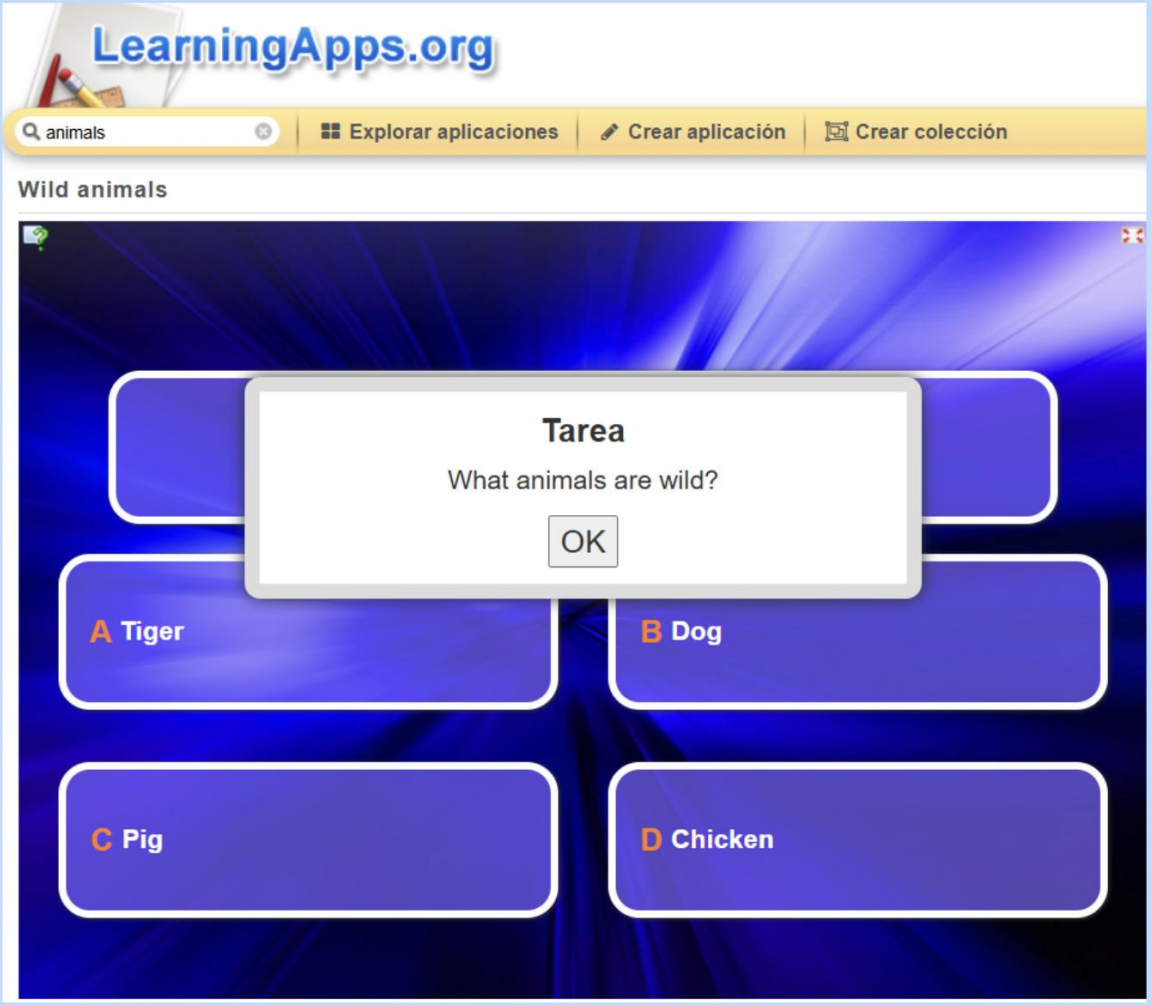
64

(Canva, 2026)

ACTIVITY 4TH

- Access the LearningApps link and complete the interactive game.

LEARNINGAPPS



Link: https://learningapps.org/2516198

(Canva, 2026)

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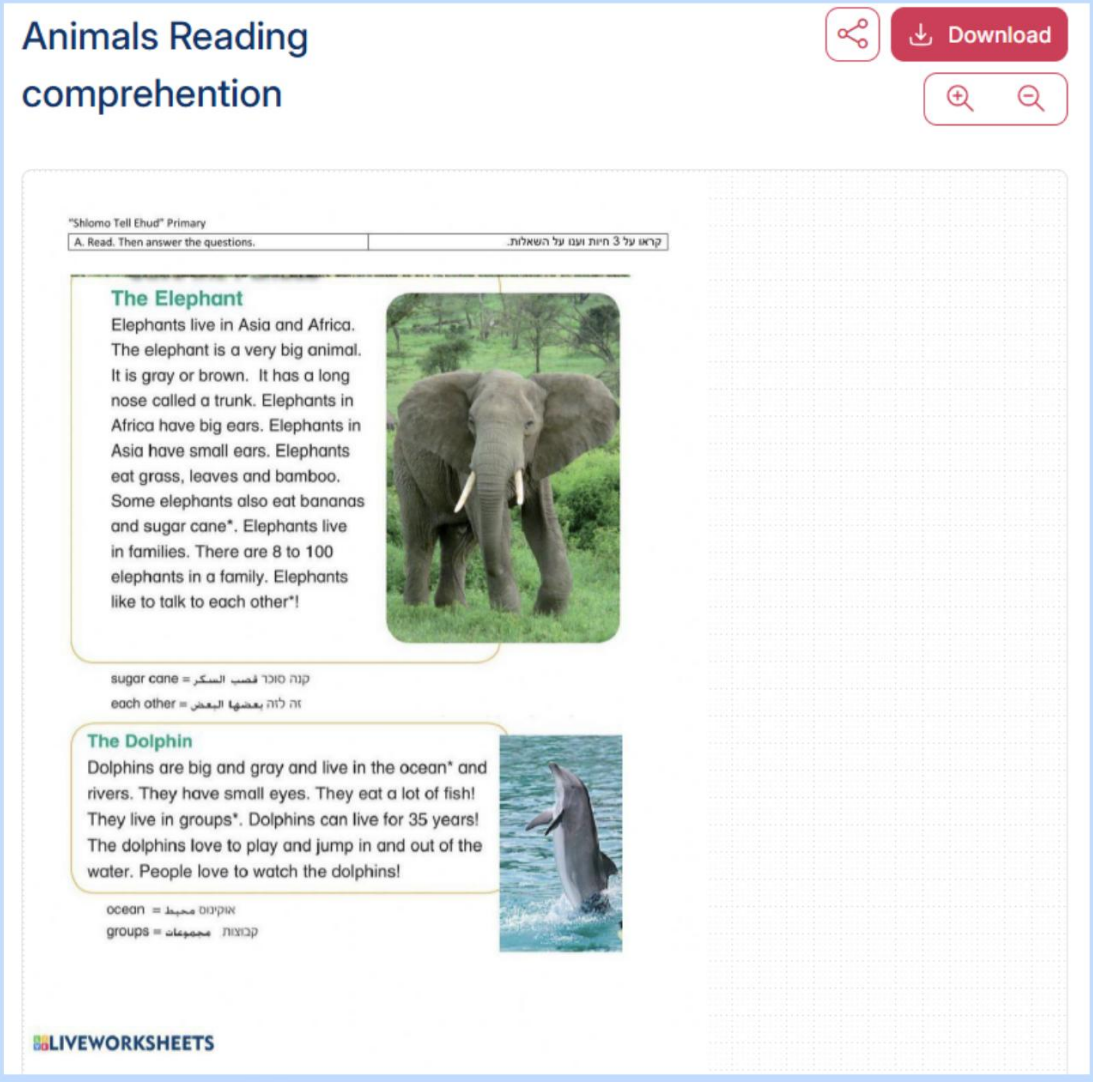
ACTIVITY 5TH - 7TH

- Access the Liveworksheets link, read, and complete the worksheet.

LIVEWORKSHEET



Link: https://www.liveworksheets.com/worksheet/en/english-second-language-esl/124312

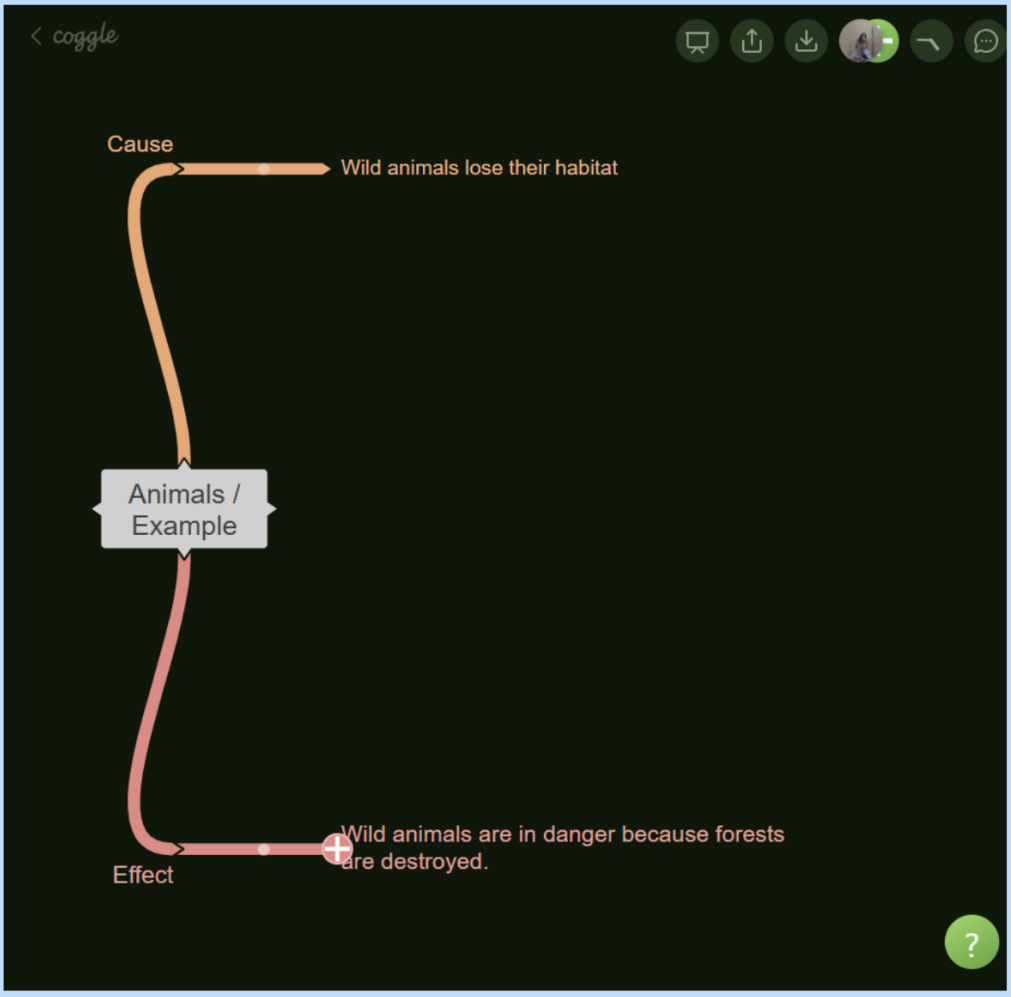
66

(Canva, 2026)

ACTIVITY 8TH - 10TH

- Access Coggle, design a cause-and-effect diagram using the word "because," and share it with the class.

COGGLE



Link: https://coggle.it/

(Canva, 2026) 67

LESSON 4

Fact or Opinion?

OBJECTIVE

The teacher guides students to critically evaluate written statements, training them to distinguish between verified factual evidence and subjective opinions within environmental and scientific texts.

DESCRIPTION ACTIVITY

The teacher conducts a critical literacy task where students create visual conservation rules or complete automated game quizzes to categorize statements as "Facts" or "Opinions".

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher opens the lesson with two quick statements on screen. The teacher asks students to vote which one can be proven, explicitly teaching the difference between objective facts and subjective opinions before students start their activities.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th - 7th: The teacher instructs students to draw a conservation rule in AutoDraw, export a screenshot, and label it as either a fact or an opinion.
8th-10th EGB: The teacher instructs students to participate in a Kahoot! game session and quickly classify each statement presented as either a "Fact" or an "Opinion."

Reading Activity — **25 MIN**

The teacher manages critical analysis exercises: 4th to 7th draw conservation rules using smart drawing tools and submit evidence; while 8th to 10th participate in real-time self-grading game quizzes distinguishing facts from opinions

RECOGNITION 5 MIN

The teacher praises critical discernment. The teacher reviews Kahoot! podium results to commend accuracy, and projects outstanding AutoDraw conservation posters to validate student creativity and clear labeling.

MATERIALS

The teacher sets up AutoDraw drawing tools (4th-7th EGB), and configures Kahoot! quiz games (8th-10th EGB).

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(Canva, 2026)

ACTIVE READING

FACT OR OPINION?

Fact? Opinion?

	FACT	OPINION
1. Snow is white. 		
2. Cold is better than hot.		
3. Many animals sleep during the winter. 		
4. It is good to sleep until late during the winter.		
5. Rainy days are sad. 		
6. Rain falls from the clouds.		
7. It is great to feel wet from the rain. 		
8. Umbrellas are used to protect us from the rain.		
9. Hens lay eggs. 		
10. Eggs taste better than sausage.		
11. Boats float in the water. 		
12. Everyone should learn how to swim.		
13. The best way to travel is by plane. 		
14. A plane is faster than a car.		

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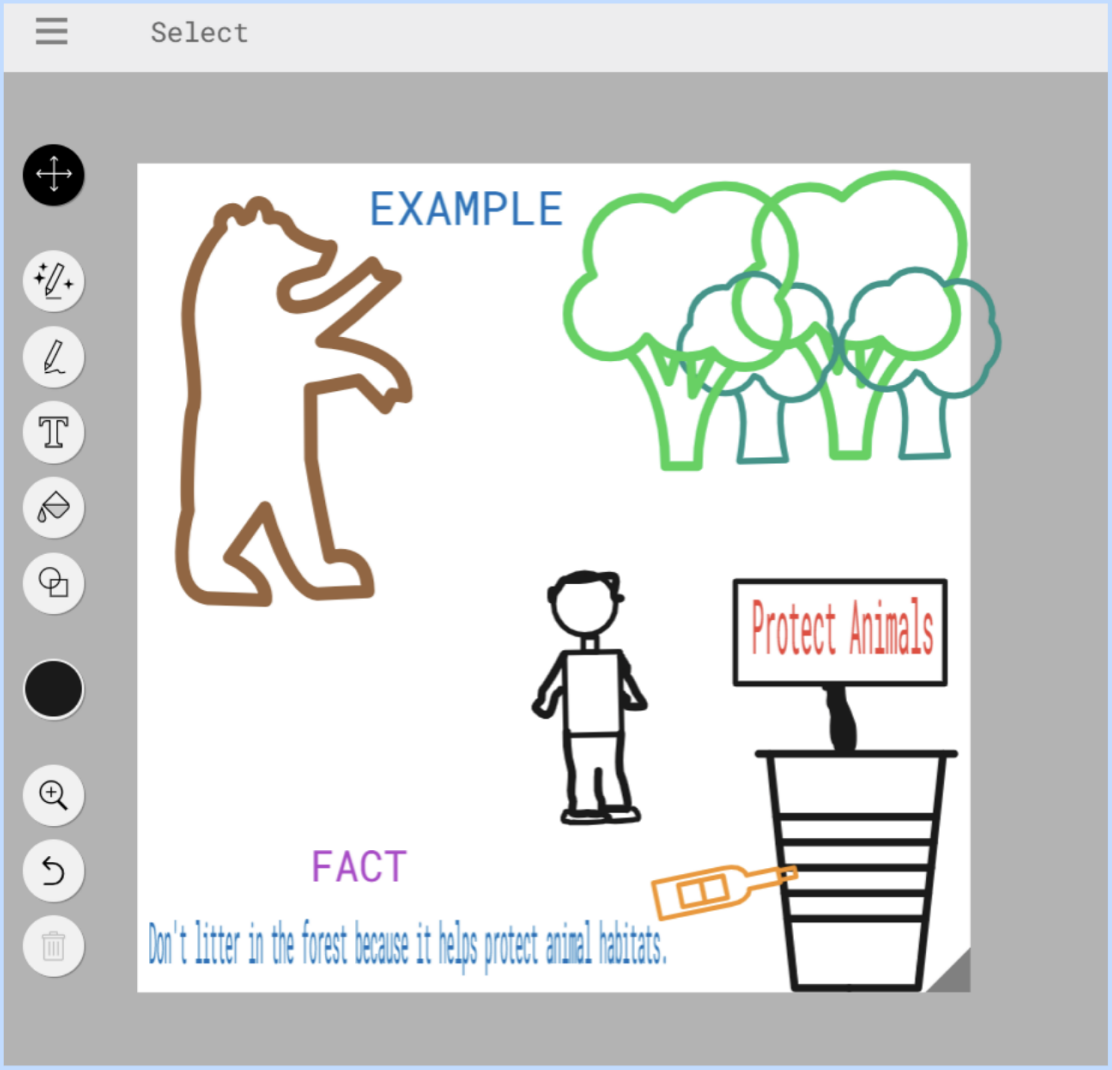
(Canva, 2026)

ACTIVITY 4TH - 7TH

- Access the AutoDraw link, draw a conservation rule, and explain whether it is a fact or an opinion.

AUTODRAW



Link: https://www.autodraw.com

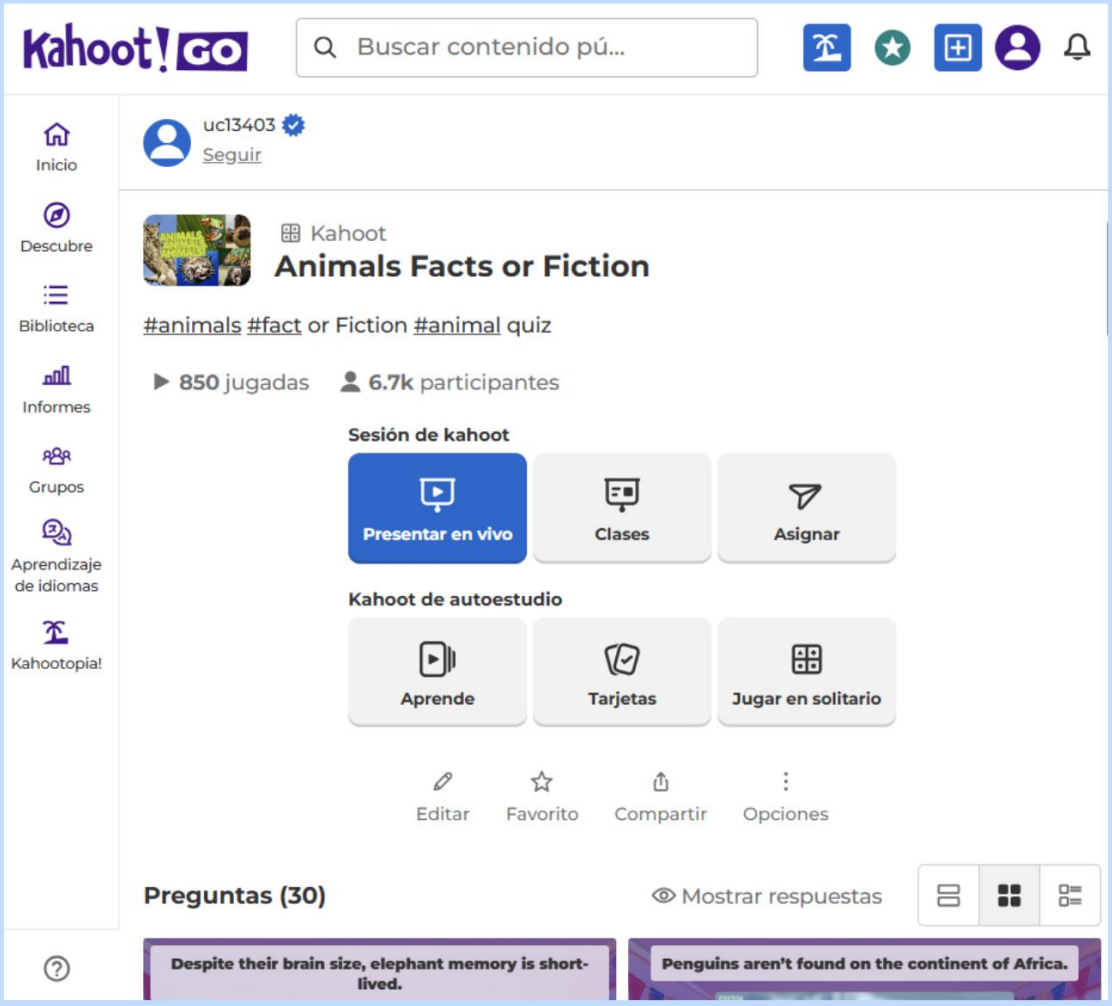
70

(Canva, 2026)

ACTIVITY 8TH - 10TH

- Enter the Kahoot! game and classify each statement accordingly.

KAHOOT!



Link: https://create.kahoot.it/share/animals-facts-or-fiction/b5a9e225-2f3e-41d2-90c0-6fe445c1d526

71

(Canva, 2026)

UNIT 4 *Writing Creatively*

CREATING WITH WORDS - IDENTITY AND COMMUNITY

Unit Objectives:

- Activate creative writing skills by generating word clouds with descriptive vocabulary and practicing past tense verb conjugations.
- Structure narratives and descriptions by completing digital templates, designing virtual travel postcards, and writing journal entries in the past tense.

Publish and share your completed written work in the class forums and export your completed journal entries as formal evidence to the learning platform.

Can Do Statement:
I can fill out guided templates with personal details, write brief descriptive paragraphs with logical links, and draft, peer-edit, or digitally publish biographies and formal notes.

(CEFR, A1 - A2, Council of Europe)



4.1 Idea Sparks: Let Your Creativity Shine!
4.2 Story Builders: From Ideas to drafts
4.3 Writing Detectives: Edit and Improve!
4.4 Portfolio Publishing Stars: Share Your Best Work!

72

(Canva, 2026)

LESSON 1

Let Your Creativity Shine!

OBJECTIVE

The teacher guides students to activate creative writing mechanisms and gather foundational vocabulary, instructing them to utilize word banks, typing drills, and verb conjugation games to build an initial linguistic reservoir before drafting personal compositions.

DESCRIPTION ACTIVITY

The teacher leads a digital vocabulary-activation session where students complete guided typing exercises, select descriptive adjectives from word clouds, or play interactive grammar games to practice verb forms.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher opens the class by sharing screen and displaying a vibrant, empty digital word cloud. The teacher gives students 3 minutes to shout out or chat-type action verbs and descriptive words about a past trip, demonstrating how brainstorming fuels story creation before students work on their platforms.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th EGB: The teacher instructs students to open TypingClub and complete the guided basic typing exercises for kids using their personal data.
5th-7th EGB: The teacher tells students to access WordArt.com and select descriptive vocabulary to generate their own custom word cloud.
8th-10th EGB: The teacher directs students to join Baamboozle and play the past-tense verb conjugation grammar game.

Writing Activity — **25 MIN**

The teacher coordinates foundational writing preparation: 4th Grade completes introductory typing and personal data entry exercises; 5th to 7th Grades generate interactive descriptive word clouds; and 8th to 10th Grades execute past-tense verb conjugation drills.

RECOGNITION 5 MIN

The teacher provides immediate positive feedback by projecting standout WordArt word clouds onto the main screen and publicly celebrating top-scoring players on the Baamboozle leaderboard.

MATERIALS

The teacher prepares TypingClub modules (4th EGB), WordArt.com word-cloud tools (5th-7th EGB), and Baamboozle grammar games (8th-10th EGB).

73

(Canva, 2026)

ACTIVE WRITING

ACTION VERBS



74

(Canva, 2026)

VOCABULARY

TRAVEL VERBS



Pack



Fly



Drive



Ride



Arrive



Depart



Check in



Stay



Explore



Sightsee



Swim



Hike



Relax



Take photos



Visit



Return

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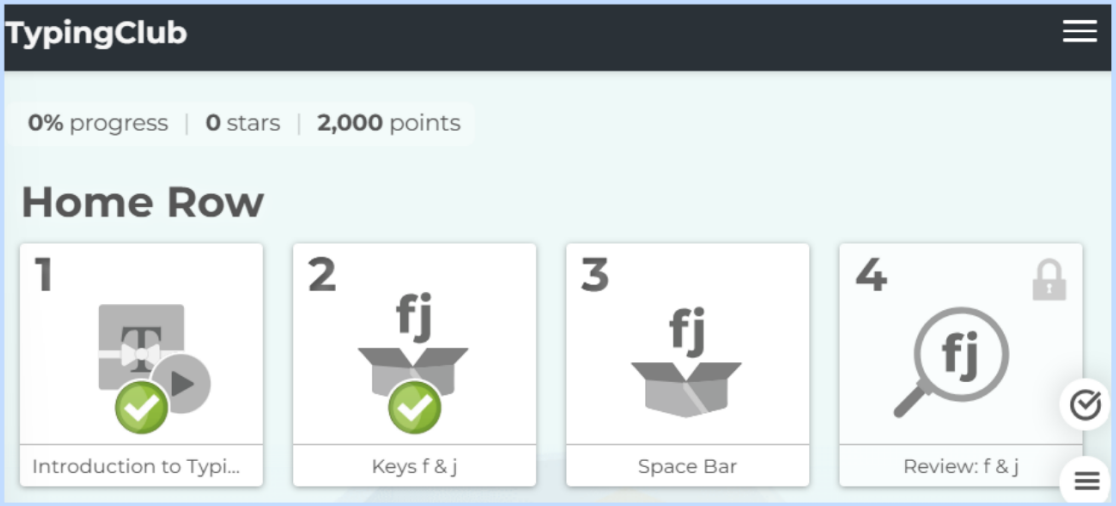
(Canva, 2026)

ACTIVITY 4TH

- Open the TypingClub website and complete the guided basic typing exercises for children.

TYPINGCLUB





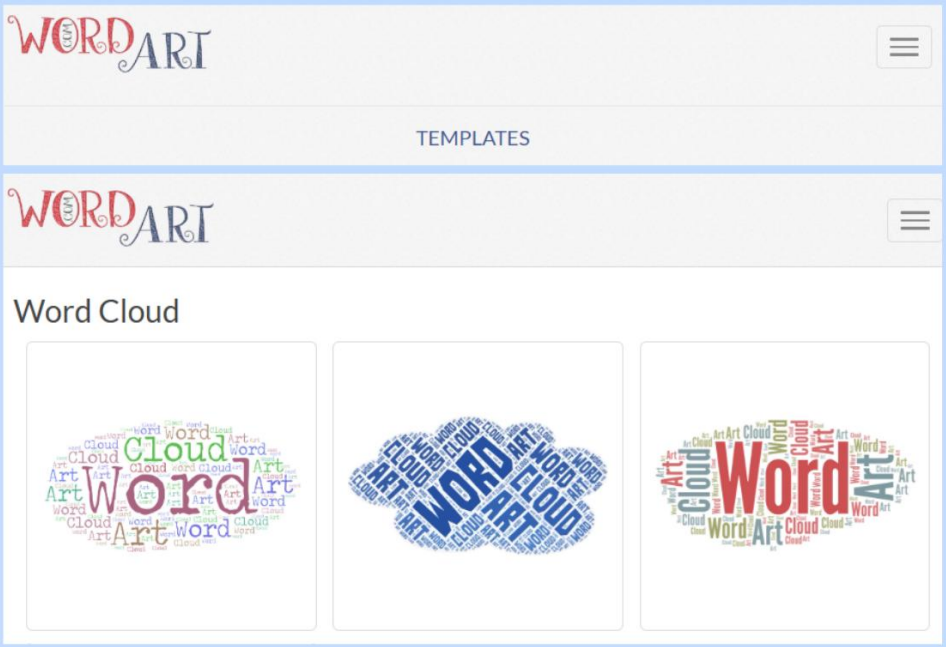
Link: https://www.edclub.com/sportal/program-3.game

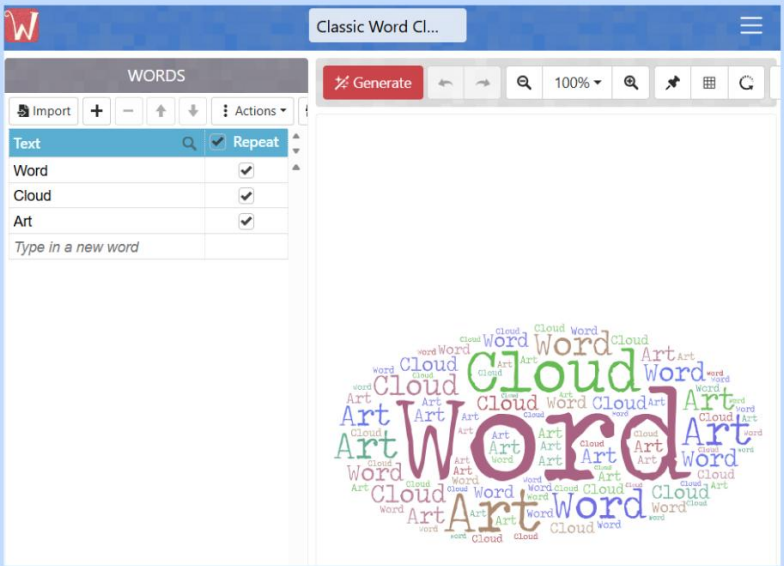
(Canva, 2026)

ACTIVITY 5TH - 7TH

- Go to WordArt.com and select templates, then choose your custom shape or word cloud.

WORDART



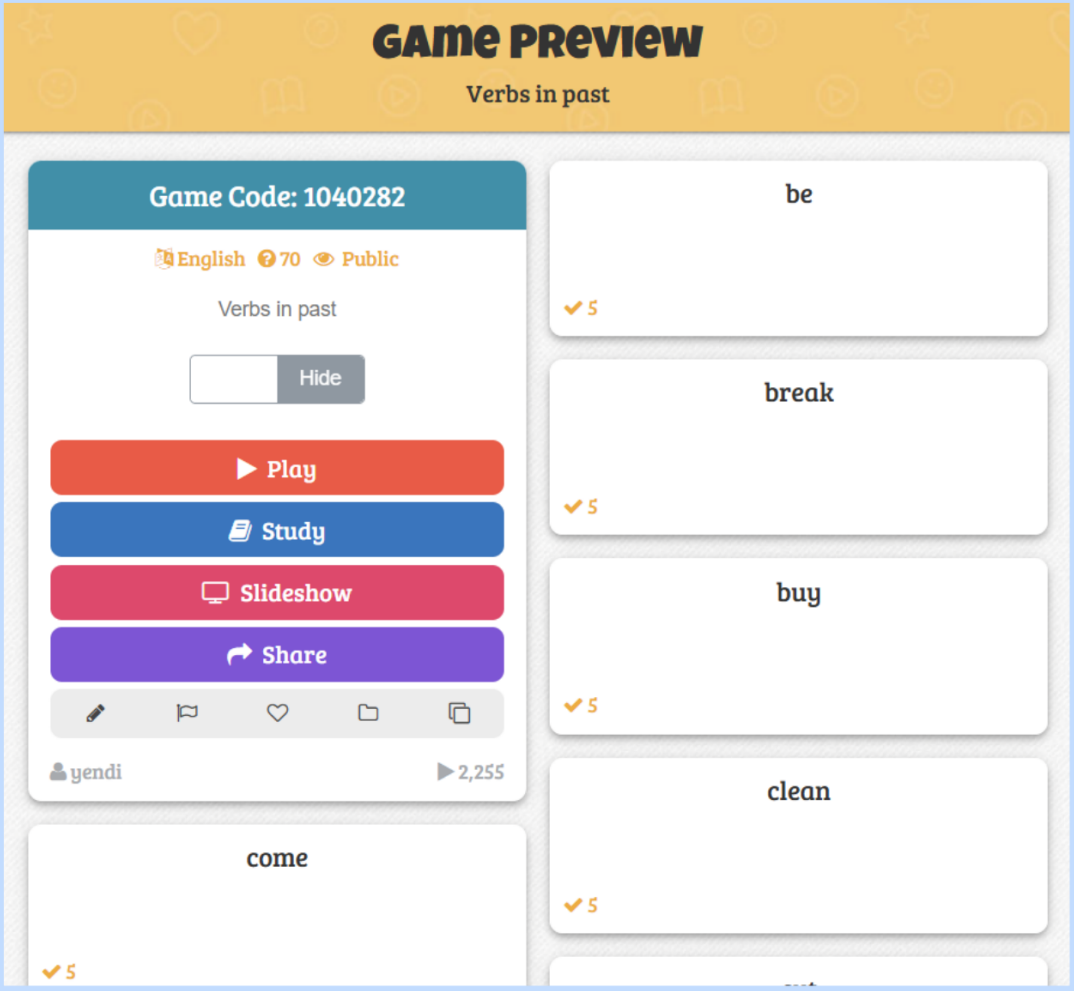


Link: https://wordart.com/create (Canva, 2026)[77]

ACTIVITY 8TH - 10TH

- Go to the Baamboozle link and play the grammar game of conjugating verbs in the past tense.

BAAMBOOZLE



Link: https://www.baamboozle.com/game/1040282

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(Canva, 2026)

LESSON 2

Story Builders: From Ideas to Drafts

OBJECTIVE

The teacher guides students through the structured drafting process, enabling them to convert brainstorming ideas into formal written templates, virtual travel postcards, or chronological past-tense logs using digital layouts.

DESCRIPTION ACTIVITY

The teacher orchestrates a hands-on composition lab where students fill out editable digital passport templates, design virtual travel postcards, or write detailed travel journals in online word processors.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher displays a sample "Class Passport" and a digital postcard on screen. The teacher models how to fill in personal details and write a strong opening sentence using past-tense connectors, giving students a clear visual template before they begin drafting.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th EGB: The teacher directs students to open the Canva "Class Passport" template, fill in the editable text fields with personal details, and upload a small profile image.

5th-7th EGB: The teacher instructs students to access Canva to layout and write a virtual travel postcard about a community trip.

8th-10th EGB: The teacher guides students to open Canva and draft their past-tense travel log following the structural outline.

Writing Activity **25 MIN**

The teacher manages guided drafting tasks: 4th fills in personal details on editable digital passports; 5th to 7th design written travel postcards; and 8th to 10th compose formal past-tense travel logs on digital word processors.

RECOGNITION 5 MIN

The teacher acknowledges creative progress. The teacher conducts a live screen-walk through Canva, highlighting well-structured introductory paragraphs and artistic layouts to validate student effort.

MATERIALS

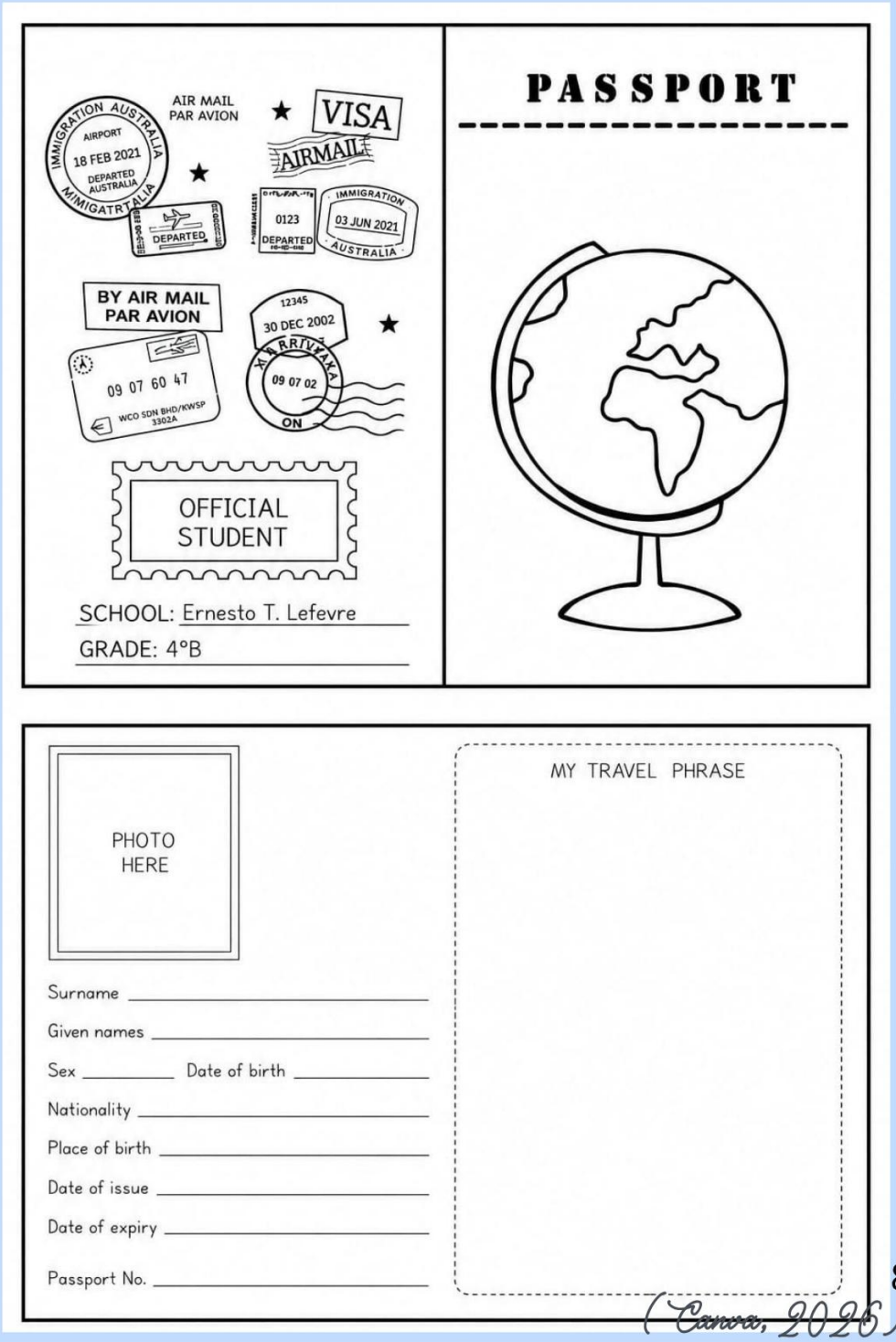
The teacher sets up Canva "Class Passport" templates (4th EGB), Canva layout tools (5th-7th EGB), and shared Canva workspace documents (8th-10th EGB).

79

(Canva, 2026)

ACTIVE WRITING

WARM UP



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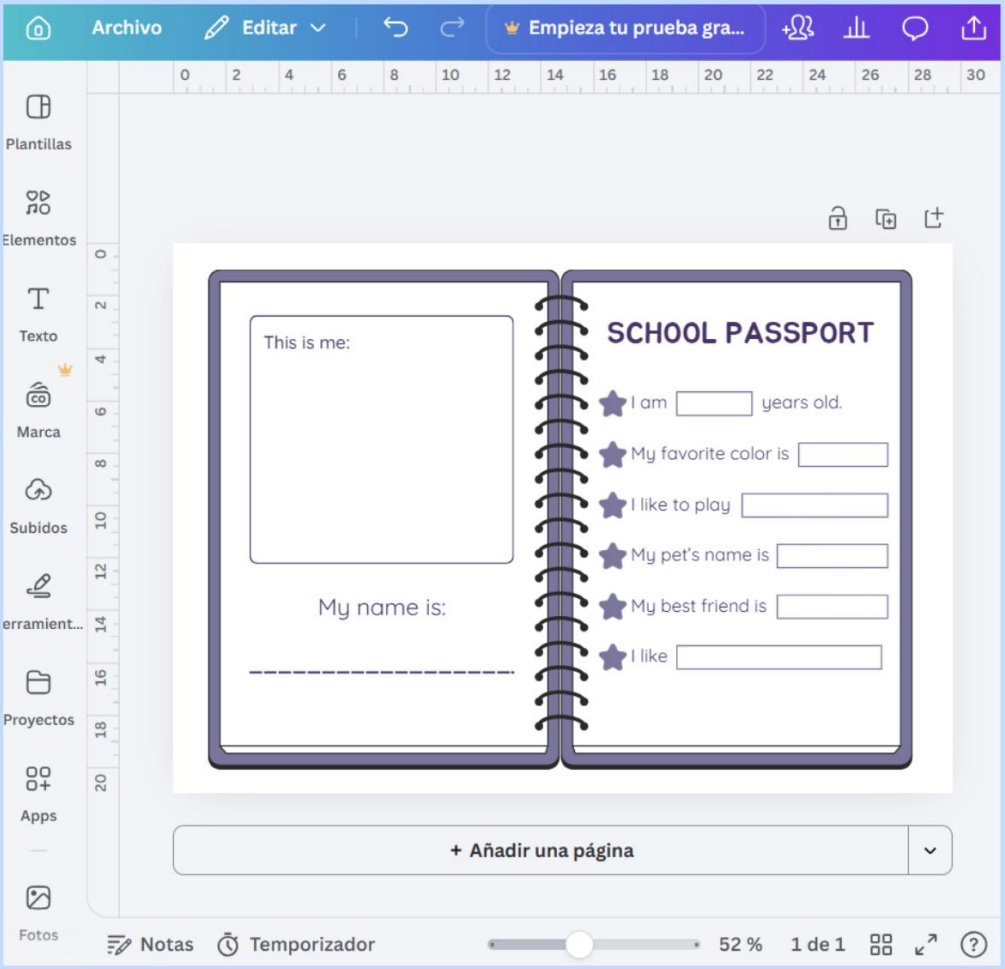
(Canva, 2026)

ACTIVITY 4TH

- Open the "Class Passport" template in Canva, fill in the editable fields with your personal information, and upload a profile picture.

CANVA



Link: https://www.canva.com/templates/EAGEx6qC_uo/

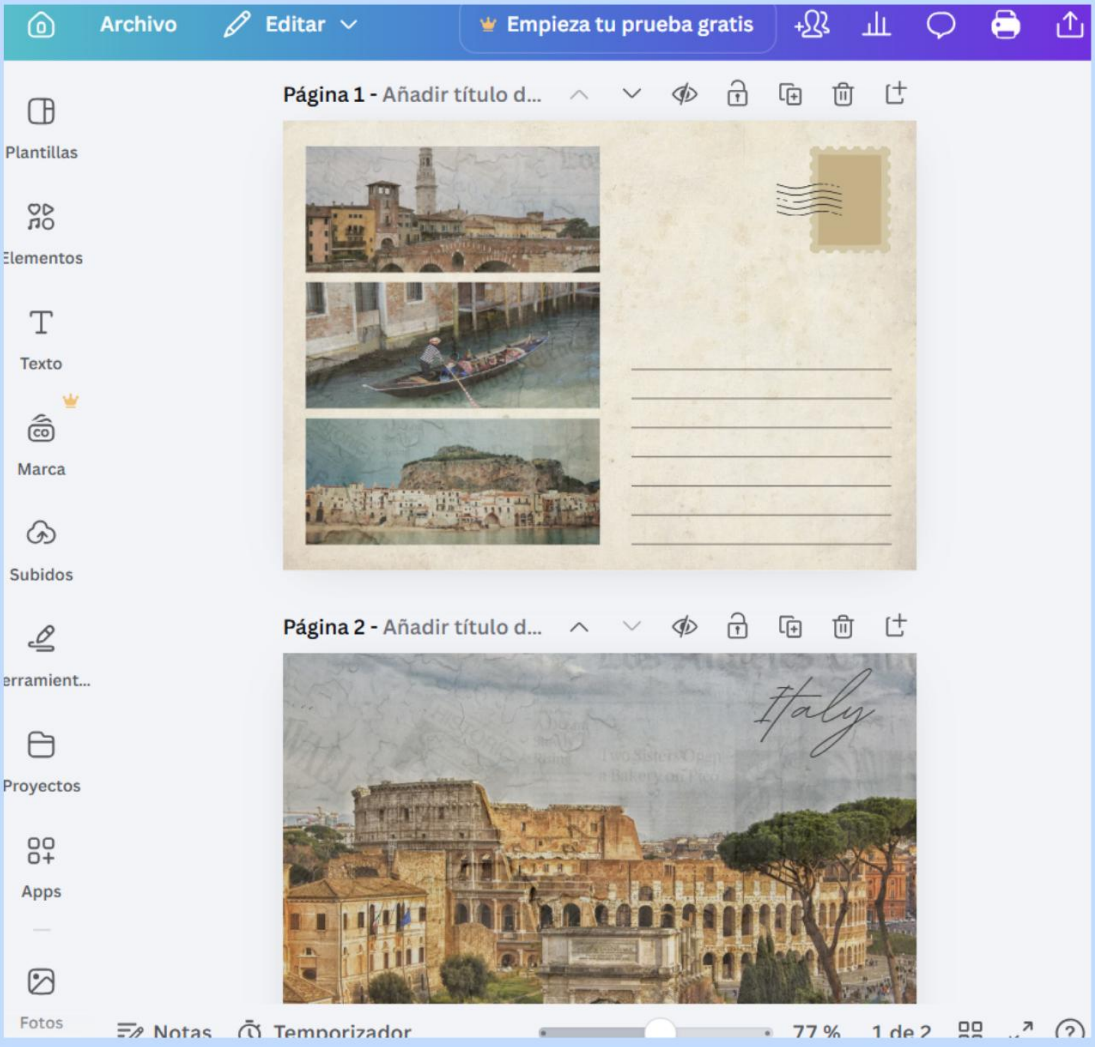
81

(Canva, 2026)

ACTIVITY 5TH - 7TH

- Access Canva to design and write a virtual travel postcard about a group excursion.

CANVA



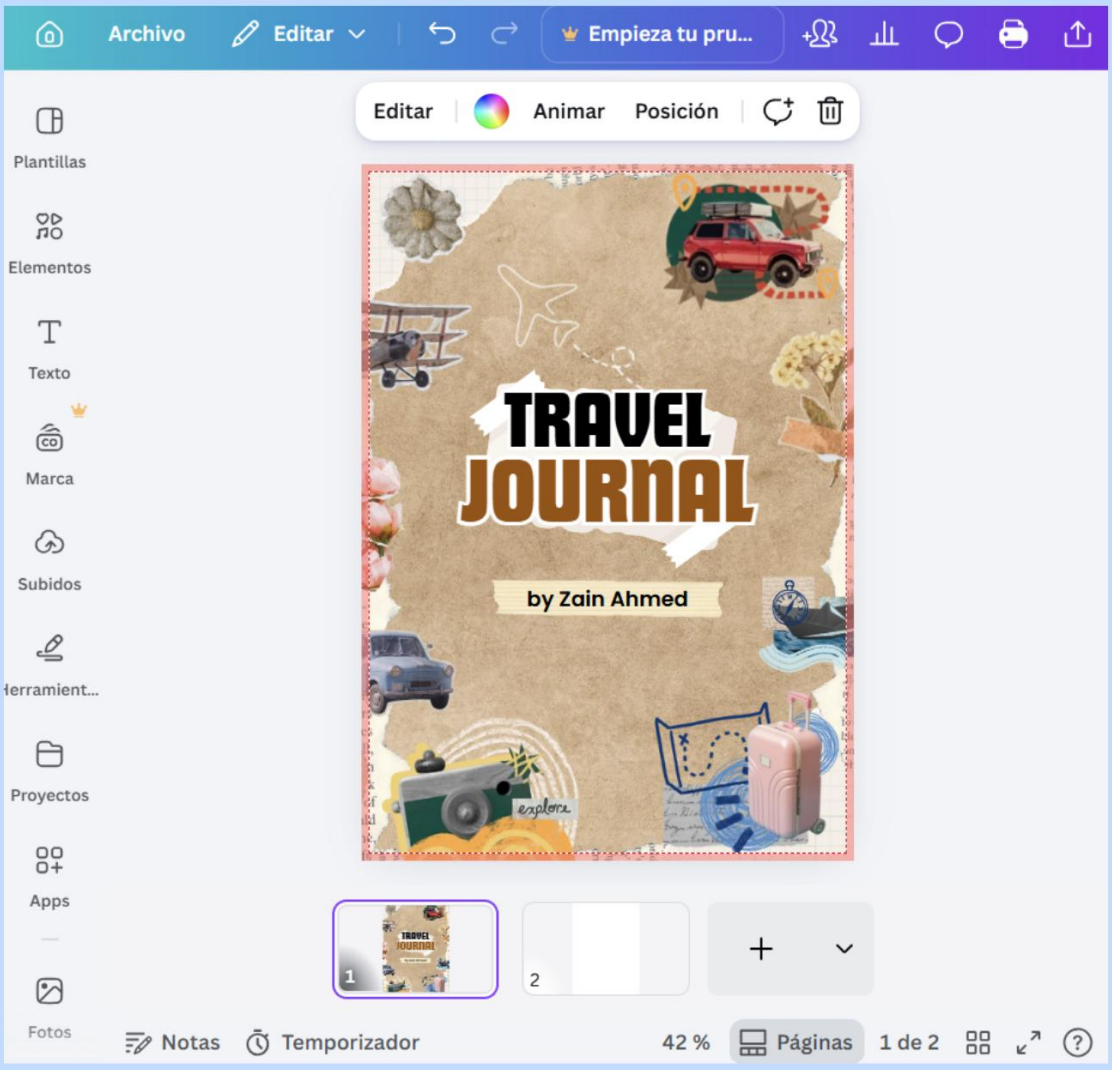
Link: https://www.canva.com/templates/EAGWiwfDRQ0/

(Canva, 2026)[82]

ACTIVITY 8TH - 10TH

- Open Canva and write your travel journal in the past tense following the structural outline.

CANVA



Link: https://www.canva.com/templates/EAGHXazioM4/

(Canva, 2026)

83

LESSON 3

Writing Detectives: Edit and Improve!

OBJECTIVE

The teacher trains students in self-editing mechanics and peer-review protocols, enabling them to detect capitalization, punctuation, and typing errors using automated checkers and collaborative comments.

DESCRIPTION ACTIVITY

The teacher facilitates a text optimization and review workshop where students utilize auto-correct features, run texts through web editing software, or leave constructive peer comments on shared documents.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher projects a short text paragraph containing 4 obvious mechanic errors. The teacher demonstrates how to leave a polite inline comment and use spell-check tools, training students how to edit effectively before reviewing peer drafts.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:

4th EGB: The teacher directs students to open the Canva "Class Passport" template, fill in the editable text fields with personal details, and upload a small profile image.

5th-7th EGB: The teacher instructs students to access Canva to layout and write a virtual travel postcard about a community trip.

8th-10th EGB: The teacher guides students to open Canva and draft their past-tense travel log following the structural outline.

Writing Activity

25 MIN

The teacher monitors reflective revision: 4th self-edits typing errors based on system highlights; 5th to 7th run mechanics checks on web-based editing platforms; and 8th to 10th execute peer editing via collaborative Google Docs commenting.

RECOGNITION 5 MIN

The teacher praises thorough editing work. The teacher highlights effective peer comments left in Google Docs and commends students who successfully identified and corrected punctuation and spelling details.

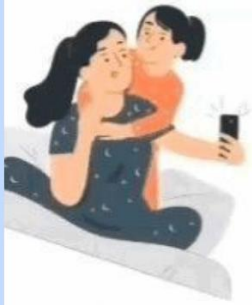
MATERIALS

The teacher configures auto-correct typing tools (4th EGB-5th-7th EGB), and Google Docs peer-commenting permissions (8th-10th EGB).

(Canva, 2026)

ACTIVE WRITING

WARM UP



A-1

My mom

My mom is very special to me. She is a **kind** person. My mom helps me with my homework and plays games with me when I'm **bored**. She always knows how to make me feel better when I'm **sad**. I love my mom very much, and I'm **grateful** for everything she does for our family. My mom is also a **hardworking** person. She goes to work every day to provide for our family and makes sure we have **everything** we need. I admire her **strength** and dedication, and I hope to be as amazing as she is when I **grow up.**

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(Canva, 2026)

ACTIVITY 4TH

- Pay attention to typos and proofread your text before downloading the final document.



7ESL.COM

Grammatical Error Worksheet

Grammatical Error Exercise 1: Identify the Error

1. She don't like going to the gym.
2. The cats eats their food quickly.
3. He has went to the store yesterday.
4. Me and my friend are going to the concert.
5. There's many reasons to celebrate.
6. Him and I went to the bookstore to find a new novel.
7. The team play well together during the championship game.
8. She have two cats and three dogs in her house.
9. The books on the shelf is dusty and old.
10. Everyone in the class has finished their test early.

Grammatical Error Exercise 2: True or False?

1. She don't like going to the gym.
2. The cats eats their food quickly.
3. He has went to the store yesterday.
4. Me and my friend are going to the concert.
5. There's many reasons to celebrate.
6. Him and I went to the bookstore to find a new novel.
7. The team play well together during the championship game.
8. She have two cats and three dogs in her house.
9. The books on the shelf is dusty and old.
10. Everyone in the class has finished their test early.

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(Canva, 2026)

ACTIVITY 5TH - 7TH

- Copy your written text to check your capitalization and punctuation.



Correct the mistakes

1. Have you ever be to London?
2. They haven't got dinner at 7 o'clock.
3. I don't never drink coffee in the morning.
4. What your telephone number?
5. We going to play chess this afternoon.
6. This computer was made by Japan.
7. She is a bank manager, doesn't she?
8. They come in Italy.
9. I'm preferring to buy clothes in boutiques.
10. How many cheese you add in this dish?
11. We talked when the telephone rang.
12. Do you ever tried weird food?
13. She has finished cooking before we came.
14. How much dollars you spend a week?
15. Who does play the violin?
16. I was going to fly to NY next month.
17. They doesn't enjoy loud parties.
18. It gets dark.
19. What you mean?
20. I'm not understanding the plan.
21. The soup smell really good.
22. She has win the prize.
23. How many it costs?
24. I'm thinking he is a very intelligent boy.
25. It often raining in Autumn.
26. Look! The children play outdoors.
27. I'm a busy teacher, am In't.

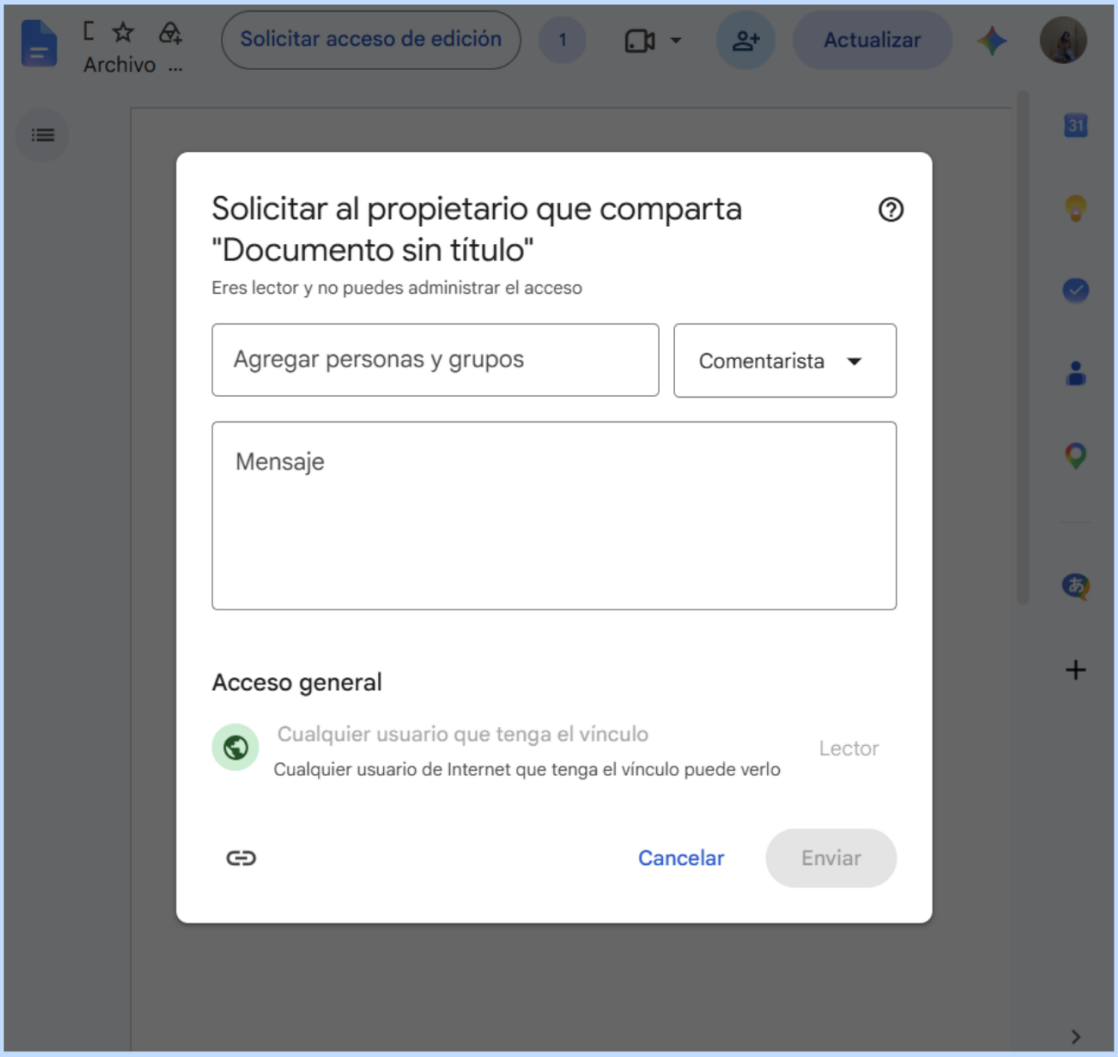
LIVEWORKSHEETS

87

(Canva, 2026)

ACTIVITY 8TH - 10TH

- Write a text that has errors, share your Google Docs links in pairs, and use the comments function to leave constructive feedback for peer review.



Link:https://docs.google.com

88

(Canva, 2026)

LESSON 4 *Publishing Stars: Share Your Best Work!*

OBJECTIVE

The teacher guides students to finalize, format, and publish their written artifacts, training them to export digital evidence and showcase their published works within a collective class portfolio.

DESCRIPTION ACTIVITY

The teacher hosts a digital publishing and exhibition session where students export downloaded image files or PDF documents and upload them onto shared showcase walls or platform assignment slots.

TIME: 45 MINUTES

INSTRUCTIONS

WARM - UP 5 MIN

The teacher displays a sample collective Wakelet/Padlet showcase board. The teacher demonstrates how to export a document as a PDF and upload an image file onto a digital wall, guiding students through the final submission steps before publishing.

INSTRUCTIONS 5 MIN

The teacher presents the online platforms, and the students organize themselves according to their level and receive instructions:
4th-7th EGB: The teacher directs students to post the downloaded image of their passport or postcard onto the collective class wall on Wakelet or Padlet.
8th-10th EGB: The teacher will instruct them to export their revised travel journal as a PDF and upload it as evidence to the school's platform.

Writing Activity — **25 MIN**

The teacher coordinates final publishing workflows: 4th to 7th publish downloaded passport and postcard image files onto shared showcase boards; while 8th to 10th export finalized logs as PDF files and upload them to the formal assignment portal.

RECOGNITION 5 MIN

The teacher establishes a author showcase celebration. The teacher projects the completed Wakelet/Padlet gallery wall, leads a virtual applause session for all published works, and leaves formal grading feedback on uploaded assignment PDFs.

MATERIALS

The teacher sets up collective Wakelet or Padlet showcase boards (4th-7th EGB), PDF conversion tools, and the school's platform (8th-10th EGB).

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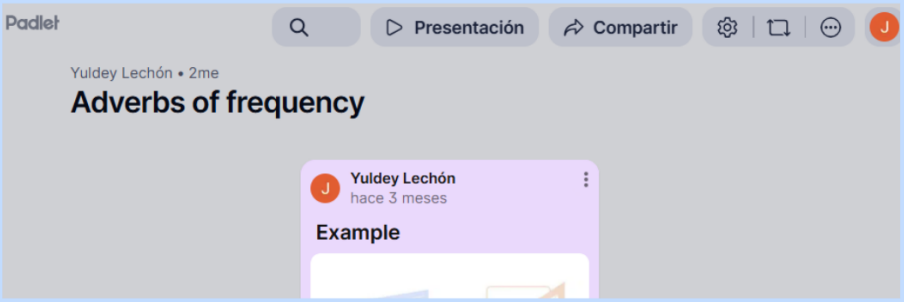
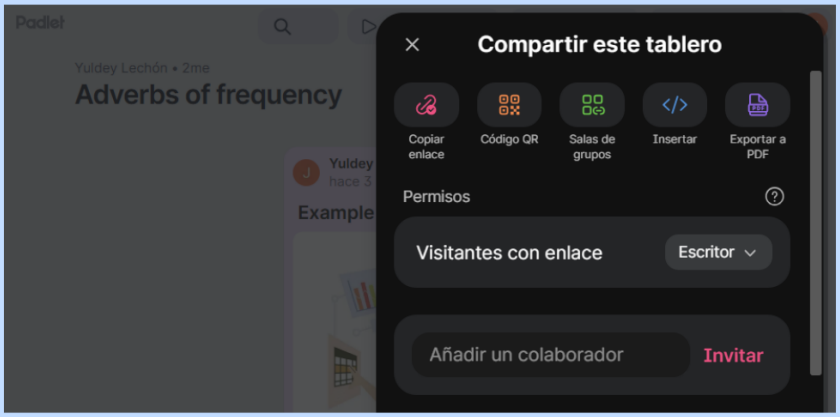
(Canva, 2026)

ACTIVE WRITING

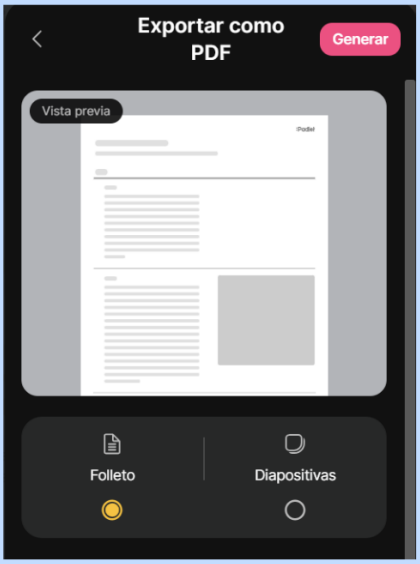
PADLET

1 Select the sharing option





2 Select export pdf

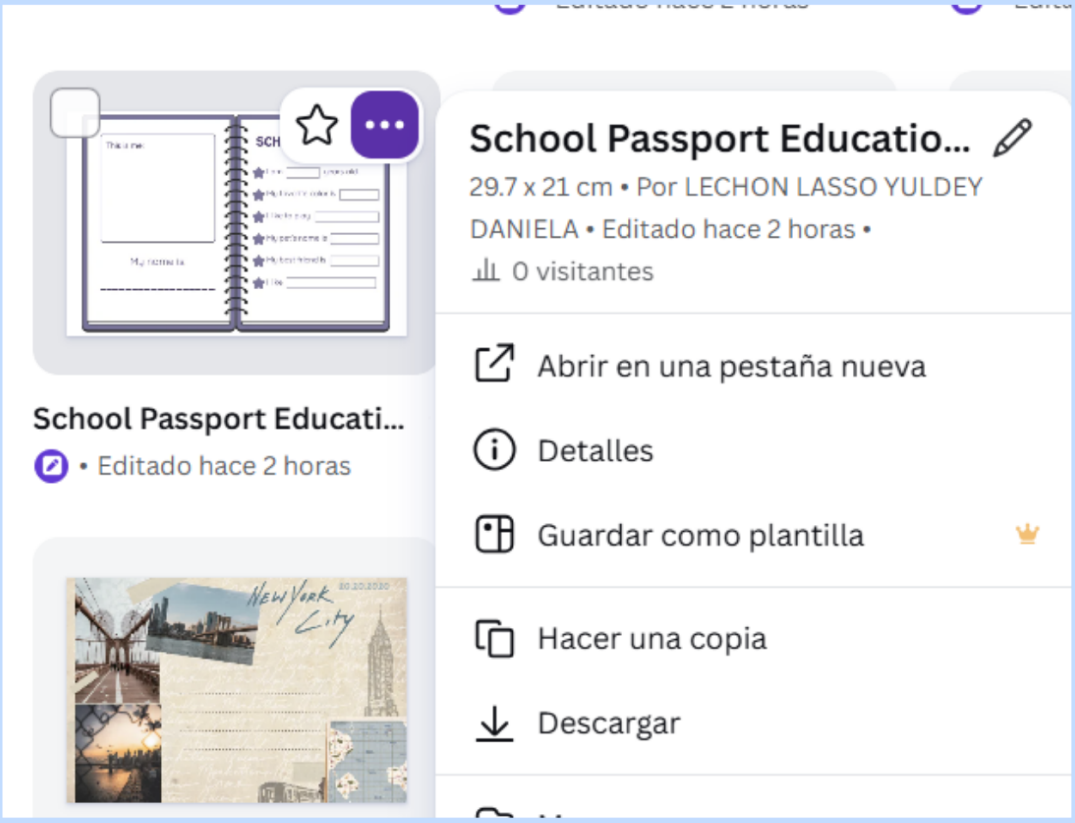


3 Finally, generate the PDF.

(Canva, 2026) 90

ACTIVITY 4TH - 7TH

- Post the downloaded image of your passport or postcard on the class's Padlet wall.

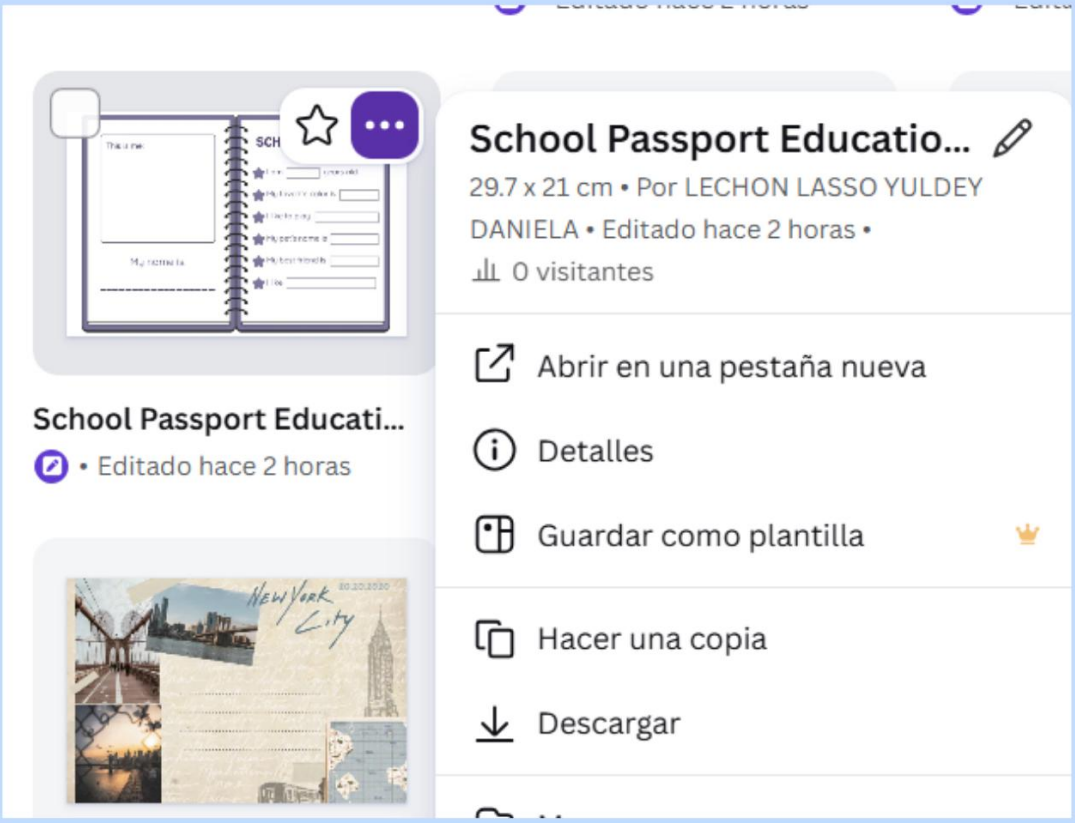


(Canva, 2026) 91

ACTIVITY 4TH - 7TH

- Post the downloaded image of your passport or postcard on the class's Padlet wall.

CANVA - PADLET



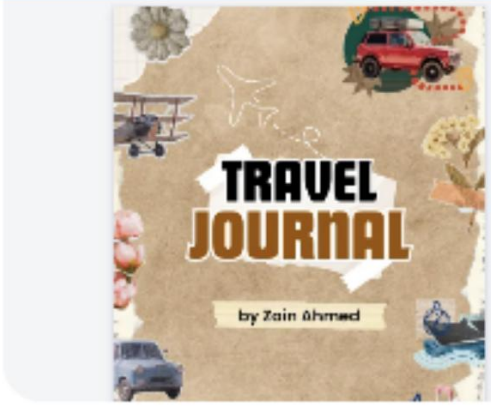
Link: https://padlet.com/jampieralvarez17/public-your-best-work-s0237qjbus6vxa1xnh5l

(Canva, 2026) 92

ACTIVITY 8TH - 10TH

- Export the travel diary as a PDF and upload it as evidence on the institutional platform.

CANVA



Brown Vintage Travel Jou...

• Editado hace 2 horas



Brown Beige Retro Travel...

(Canva, 2026)[93]

4.5 Impacts

There are three impacts to analyze

- Linguistic impact
- Academic impact
- Technological impact

Table 1

The Numerical Impact Levels are:

Numerical Impact Levels
-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impacts
1 Low positive impact
2 Medium positive impact
3 High positive impact

Take from: Posso (2013)

Formula to collect results.

IL (Impact Level) = $\frac{\Sigma}{number\ of\ items} = \frac{12}{4} = 3$

Σ = The results of each indicator are added

4 = Number of indicators included in the table

4.5.1 Linguistic Impacts

Table 2

Linguistic Impact Indicators

	Indicator	Impact Level						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	I can show listening comprehension through physical reactions, interactive charts, and sharing opinions on everyday topics in class or online.							X
2	I can express food preferences, ask about prices in mock market scenarios, and present a creative menu using audio tools and digital boards.						X	
3	I can show reading comprehension by matching words to images, organizing data into charts, and telling facts from opinions.							X
4	I can fill out personal templates, write short descriptive paragraphs, and draft, peer-edit, or publish biographies and formal notes.							X
	Total							11

Source: Own elaboration

Linguistic Impact Level = $\frac{\Sigma}{number\ of\ items} = \frac{\mathbf{11}}{\mathbf{4}} = \mathbf{2,75}$

Linguistic impact level = Medium positive impact

Analysis:

The linguistic impact of the proposal is highly positive, reaching an impact level of +3.00 according to Posso's (2011) impact assessment scale. The analysis considers four indicators, each corresponding to one unit of the proposed book and derived directly from its respective Can-Do Statement.

Unit 1, Listening Explorers, supports listening comprehension by giving students the chance to show understanding through physical responses, interactive charts, and by sharing their views on everyday audio topics. Unit 2, Speaking Connections, builds oral communication skills, allowing students to express food preferences, ask for prices in simulated market situations, and present creative menu proposals verbally. Unit 3, Reading Adventures, develops reading comprehension through activities where students match words with images, organize information into charts or diagrams, and learn to distinguish facts from opinions. Finally, Unit 4, Writing Creatively, strengthens written communication by guiding students to complete templates, write descriptive paragraphs using logical connectors, and draft, edit, and digitally publish their own texts.

This result confirms that the proposal has a strong, positive linguistic impact, since each unit directly targets one of the four core English language skills: listening, speaking, reading, and writing. The Can-Do Statements set clear, observable language goals that students can achieve through the interactive activities and digital tools included in the proposal. As a result, incorporating online learning platforms gives students meaningful opportunities to practice and strengthen their English proficiency across all four skills.

4.5.2 Academic Impacts

Academic Impact Indicators

	Indicator	Impact Level						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	Development of comprehension and organization of information through listening activities.						X	
2	Development of oral communication through structured conversations, role-plays, and presentations.						X	
3	Development of reading comprehension, information organization, and critical-thinking skills.							X
4	Development of written production through organizing ideas, drafting, editing, and publishing texts.						X	
Total						9		

Source: Own elaboration

Academic Impact Level = $\frac{\Sigma}{number\ of\ items} = \mathbf{\frac{9}{4} = 2{,}25}$

Academic Impact Level = Medium positive impact

Analysis:

"The result obtained was +3, corresponding to a High Positive Impact. This suggests that online learning platforms exert a highly positive academic influence on the English learning process of students in grades 4 through 10 at UE Particular "Aduana". The findings

show that these tools do more than simply complement classroom activities—they also open up additional opportunities to practice and reinforce language skills.

From an academic standpoint, these platforms support the development of all four language skills: listening, speaking, reading, and writing. They also give students access to interactive materials, opportunities for consistent practice, and feedback that helps them track their own progress. The research further shows that students view these platforms as valuable tools for improving their overall English proficiency, with 73.24% of responses falling within the agree and strongly agree categories regarding the development of the four language skills.

4.5.3 Technological Impact

Technological Impact Indicators

	Indicator	**Impact Level**						
		-3	**-2**	**-1**	**0**	**1**	**2**	**3**
1	Development of students' ability to interact with digital platforms and complete technology-supported listening activities.						X	
2	Development of students' ability to use interactive audio tools and digital boards for oral practice and presentations.					X		
3	Development of students' ability to use digital resources and interactive tools to support reading comprehension and information organization.							X
4	Development of students' ability to create, edit, and digitally publish written productions using online tools.							X
Total							9	

Sourse: Own elaboration

Technological Impact Level = $\frac{\Sigma}{number\ of\ items} = \mathbf{\frac{9}{4} = 2{,}25}$

Technological Impact Level = Medium positive impact

Analysis:

The Technological Impact of the proposal is +3, corresponding to a High Positive Impact. This result indicates that the integration of online learning platforms contributes significantly to incorporating technology into the English teaching and learning process.

The use of digital platforms gives students access to interactive, multimedia, and varied educational resources, expanding learning opportunities beyond traditional classroom materials. Within the institution, platforms such as Google Classroom, Quizizz, Kahoot, Duolingo, YouTube, and Wordwall are used to support interaction, organize activities, reinforce learning, and monitor students' progress.

Another important technological contribution lies in the opportunity these platforms create for students to practice English in digital environments and receive feedback through online tools. According to the research findings, they also allow teachers to monitor students' progress and provide timely responses through quizzes and other activities.

4.6 CONLUSIONS

- The use of online learning platforms plays a meaningful role in helping students from 4th to 10th grade at UE Particular Aduana improve their English proficiency. These tools give learners extra chances to practice the language in ways that are both interactive and easy to access.
- Online platforms help build all four language skills—listening, speaking, reading, and writing—though how well they work really depends on how often and how purposefully they're used in class.
- Students generally respond well to digital platforms in their English lessons. Things like interactive activities, multimedia content, games, and instant feedback tend to keep them more engaged and willing to participate.
- Teachers remain key to making these tools work. Online resources tend to have a bigger impact when teachers choose them carefully, based on students' proficiency level, the lesson's goals, and the specific language needs of the group.
- While online platforms are a valuable addition to traditional English teaching, they're not without challenges. Distractions, poor internet access, limited technology, and misuse of digital tools can all get in the way of their effectiveness.

4.7 RECOMMENDATIONS

- Teachers should make a habit of weaving online learning platforms into their English classes in a structured way, choosing activities that genuinely target listening, speaking, reading, and writing—not just using technology as a fun extra with no real academic purpose.
- The institution should invest in training teachers on how to use digital platforms effectively for teaching. This training should cover how to pick the right resources, design activities that keep students engaged, track their progress, and align technology use with actual learning goals.
- Teachers should mix and match different digital tools depending on what their students need and their proficiency level. Platforms like Google Classroom, Quizizz, Kahoot, YouTube, and similar resources can be used thoughtfully to give students a variety of ways to practice English.
- The institution should work on improving students' access to the technology and reliable internet they need, so more of them can take part in online activities consistently rather than being left out due to connectivity issues.
- Future research should look into how online learning platforms affect English proficiency over the long run—ideally with larger groups of students, across different school settings, and with a closer look at each language skill individually to figure out which digital strategies actually make the biggest difference.

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ANNEXES

Annex 1. Interview format addressed to: M.Sc. Juan Carlos Palma Vice Principal of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INGLÉS

INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Objective. Obtain information from teachers' perspectives on the impact of online learning platforms on English language proficiency in 4th to 10th grade students at Unidad Educativa Particular Aduana.

1. ¿Cuál es la visión institucional respecto al uso de plataformas de aprendizaje en línea para la enseñanza del idioma inglés?
2. ¿Qué plataformas digitales promueve oficialmente la institución para apoyar la enseñanza del inglés y qué criterios se consideraron para su selección?
3. Desde su perspectiva académica y administrativa, ¿cómo ha influido el uso de plataformas en línea en el nivel de competencia en el idioma inglés de los estudiantes?
4. ¿Qué tipo de capacitación o formación profesional ofrece la institución a los docentes de inglés para el uso eficaz de plataformas digitales?
5. ¿De qué manera la institución supervisa y evalúa la calidad del proceso de enseñanza-aprendizaje del inglés a través de plataformas virtuales?
6. ¿Cómo contribuyen las plataformas de aprendizaje en línea a la motivación, participación y autonomía de los estudiantes en el aprendizaje del idioma inglés?
7. ¿Qué estrategias o mejoras considera necesarias la institución para fortalecer el uso de plataformas virtuales en la enseñanza del idioma inglés?

THANK YOU FOR YOUR COOPERATION

Annex 2. Transcript of the interview to: M.Sc. Juan Carlos Palma Vice Principal of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR VICE PRINCIPAL AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Entrevista dirigida a: M.Sc. Juan Carlos Palma

1. ¿Cuál es la visión institucional respecto al uso de plataformas de aprendizaje en línea para la enseñanza del idioma inglés?

La visión institucional de la UE Particular "Aduana" siempre ha tenido como prioridad principal la excelencia académica y la formación integral. Dentro de ello, el aspecto más importante que hemos perseguido como visión es promover el desarrollo de destrezas —especialmente el diálogo en la lengua extranjera— y, sobre todo, garantizar que los estudiantes puedan conectarse directamente con la sociedad mediante la apreciación y el uso de la lengua extranjera.

2. ¿Qué plataformas digitales promueve oficialmente la institución para apoyar la enseñanza del inglés y qué criterios se consideraron para su selección?

En cuanto a los enfoques y estrategias, actualmente utilizamos la plataforma Runachay. Además de ella, también empleamos la plataforma que nos proporciona nuestra editorial, que en este caso es Santillana —la editorial que nos suministra los libros de texto—. A través de ella, tenemos acceso a dicha plataforma. Los criterios específicos utilizados para decidir el uso de estas plataformas fueron su enfoque didáctico, que se adapta bien a las necesidades de los estudiantes, la facilidad de uso tanto para padres como para estudiantes al momento de acceder y navegar en ellas, y el hecho de que refuerzan el idioma inglés mediante sus actividades y recursos.

3. Desde su perspectiva académica y administrativa, ¿cómo ha influido el uso de plataformas en línea en el nivel de competencia en el idioma inglés de los estudiantes?

En cuanto al impacto en sí, el uso de estas plataformas ha generado un mayor empoderamiento en los estudiantes, incrementando su apreciación e interés por la lengua extranjera. También ha transformado la práctica docente, yendo más allá de la enseñanza tradicional en el aula al incorporar el refuerzo a través de las plataformas. Esto nos ha permitido adoptar un enfoque mixto —utilizando ambos componentes: la parte teórica impartida en el aula, reforzada a través de las plataformas proporcionadas por las editoriales, así como la que utilizamos como institución educativa.

4. ¿Qué tipo de capacitación o formación profesional ofrece la institución a los docentes de inglés para el uso eficaz de plataformas digitales?

Siempre buscamos orientación de cada una de las editoriales. Como parte de la comercialización de los libros de texto escolares, estas también nos apoyan capacitando a nuestro personal docente. Esto es especialmente valioso porque las editoriales primero forman a los docentes en el uso de la plataforma, y luego los docentes son capaces de gestionarla y enseñar a nuestros estudiantes en consecuencia. Esto también se refleja en nuestro programa de actividades durante el período de capacitación docente. Cuando se incorporan nuevos miembros al personal, preparamos al personal más experimentado o al coordinador del área para que los capacite en el uso de la plataforma. Como mencioné, las capacitaciones son siempre continuas —las proporcionadas por las editoriales son muy valoradas— y, sobre todo, nosotros como institución nos mantenemos muy atentos y comprometidos con este proceso.

5. ¿De qué manera la institución supervisa y evalúa la calidad del proceso de enseñanza-aprendizaje del inglés a través de plataformas virtuales?

El uso de las plataformas nos parece muy útil. Dentro de nuestro rol como vicerrectorado, evaluamos específicamente el uso de estas plataformas —analizamos sus fortalezas y, sobre todo, si son amigables en su interacción con nuestros estudiantes. Las hemos evaluado de manera continua, y cuando vemos que los resultados son cada vez más positivos, continuamos aplicando la misma metodología. Lo más importante es que mantenemos este proceso de acuerdo con ciertos protocolos establecidos dentro de la institución educativa, que nos permiten llevar a cabo evaluaciones periódicas —en nuestro caso, esto se realiza de forma semestral.

6. ¿Cómo contribuyen las plataformas de aprendizaje en línea a la motivación, participación y autonomía de los estudiantes en el aprendizaje del idioma inglés?

El aprendizaje del idioma inglés ciertamente encuentra su motivación en ello —no es necesario promoverlo activamente. En lo que nos enfocamos es en garantizar que este tipo de plataformas continúen utilizándose para mejorar los resultados de aprendizaje. Las nuevas generaciones ya están muy familiarizadas con la tecnología; están tan inmersas en estos aspectos que nosotros, como institución, reconocemos esta realidad y estamos comprometidos a mantenernos a la par con ella.

7. ¿Qué estrategias o mejoras considera necesarias la institución para fortalecer el uso de plataformas virtuales en la enseñanza del idioma inglés?

Un objetivo es incluir dentro de la misión institucional la formación de una institución bilingüe. En cuanto a las estrategias a largo plazo, una de ellas sería reforzar el proceso de aprendizaje en sí mediante el uso de plataformas en la enseñanza del idioma inglés. Esa sería una estrategia, y otra sería trabajar en proyectos educativos que incorporen formalmente el refuerzo académico a través de estas plataformas. Su uso se considera una de las mejores estrategias que se pueden aplicar en este sentido.

Annex 3. Interview format addressed to: Ing. Erika Puerres English Area Coordinator of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Objective. Obtain information from teachers' perspectives on the impact of online learning platforms on English language proficiency in 4th to 10th grade students at Unidad Educativa Particular Aduana.

1. Which online learning platforms do you commonly use to teach English, and why?
2. How have online platforms influenced students' overall English language proficiency?
3. In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?
4. What advantages have you observed when using online platforms for teaching English?
5. What challenges have you faced when teaching English through online platforms?
6. How do online platforms affect students' motivation and engagement in English classes?
7. How do you adapt your teaching strategies when using online platforms?
8. How effective are online platforms in providing feedback on students' language performance?
9. What differences do you notice in English proficiency between face-to-face and online learning environments?
10. How do online platforms support differentiated instruction for students of different grade levels?

11. What training or support have you received for using online learning platforms?
12. What recommendations would you give to improve the use of online platforms for English language teaching?

THANK YOU FOR YOUR COOPERATION

Annex 4. Transcript of the interview to: Ing. Erika Puerres English Area Coordinator of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Entrevista dirigida a: Ing. Erika Puerres

1. **Which online learning platforms do you commonly use to teach English, and why?**

   Teachers use tools such as Google Classroom, Quizizz, Kahoot, Duolingo, and YouTube, selected for their interactivity, their ability to facilitate communication, and their support for different language skills.

2. **How have online platforms influenced students' overall English language proficiency?**

   The platforms have positively influenced English proficiency by expanding access to authentic materials, promoting independent learning, and increasing language exposure beyond the classroom.

3. **In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?**

   Listening and reading skills benefit the most, thanks to access to multimedia content, interactive exercises, and authentic resources that improve comprehension and vocabulary.

4. **What advantages have you observed when using online platforms for teaching English?**

Observed advantages include greater student participation, flexibility in learning, access to diverse resources, and the ability to personalize activities according to each student's needs.

5. **What challenges have you faced when teaching English through online platforms?**

   The main challenges are connectivity issues, unequal access to technology, distractions during online sessions, and varying levels of digital literacy among students.

6. **How do online platforms affect students' motivation and engagement in English classes?**

   Platforms increase students' motivation and engagement through interactive activities, gamification elements, and multimedia resources that make learning more dynamic and enjoyable.

7. **How do you adapt your teaching strategies when using online platforms?**

   Teaching strategies are adapted by incorporating digital resources, collaborative activities, multimedia materials, and differentiated tasks to address diverse learning styles.

8. **How effective are online platforms in providing feedback on students' language performance?**

   Platforms are effective for providing feedback, as they allow teachers to monitor progress, offer immediate responses through quizzes, and track students' performance over time.

9. **What differences do you notice in English proficiency between face-to-face and online learning environments?**

   The main difference is that face-to-face classes offer more spontaneous interaction, while online environments provide greater flexibility and access to additional learning resources.

10. **How do online platforms support differentiated instruction for students of different grade levels?**

    Platforms support differentiated instruction by allowing teachers to assign tasks according to each student's level, provide varied resources, and adapt activities for different grades and learning needs.

11. **What training or support have you received for using online learning platforms?**

    Training received has included professional development workshops, institutional training sessions, peer collaboration, and self-directed learning opportunities.

12. **What recommendations would you give to improve the use of online platforms for English language teaching?**

    To improve the use of platforms, continuous teacher training, better technological infrastructure, increased access to devices and internet connectivity, and the integration of more interactive and student-centered resources are recommended.

Annex 5. Interview format addressed to: Lcda. Antonella Benítez English teacher of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Objective. Obtain information from teachers' perspectives on the impact of online learning platforms on English language proficiency in 4th to 10th grade students at Unidad Educativa Particular Aduana.

1. Which online learning platforms do you commonly use to teach English, and why?
2. How have online platforms influenced students' overall English language proficiency?
3. In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?
4. What advantages have you observed when using online platforms for teaching English?
5. What challenges have you faced when teaching English through online platforms?
6. How do online platforms affect students' motivation and engagement in English classes?
7. How do you adapt your teaching strategies when using online platforms?
8. How effective are online platforms in providing feedback on students' language performance?
9. What differences do you notice in English proficiency between face-to-face and online learning environments?
10. How do online platforms support differentiated instruction for students of different grade levels?
11. What training or support have you received for using online learning platforms?

12. What recommendations would you give to improve the use of online platforms for English language teaching?

THANK YOU FOR YOUR COOPERATION

Annex 6. Transcript of the interview to: Lcda. Antonella Benítez English teacher of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

INTERVIEW FORMAT FOR ENGLISH TEACHERS AT UNIDAD EDUCATIVA PARTICULAR ADUANA

Entrevista dirigida a: Lcda. Antonella Benítez

1. **Which online learning platforms do you commonly use to teach English, and why?**

   In my English classes, I regularly use Google Classroom, Wordwall, and Quizizz. I chose these platforms because they allow me to organize my lessons efficiently, create fun and competitive activities, and monitor my students' progress easily. My students really enjoy the game-based format, which makes vocabulary and grammar practice feel less like a chore.

2. **How have online platforms influenced students' overall English language proficiency?**

   From what I have seen in my classroom, students who actively engage with online platforms tend to show noticeable improvement over time. They become more comfortable with the language, build a wider vocabulary, and develop greater confidence when communicating in English, both in written and oral activities.

3. **In your experience, which language skills (listening, speaking, reading, writing) benefit the most from online platforms?**

   In my experience as an English teacher, listening and vocabulary skills have improved the most. Platforms like YouTube and Duolingo expose students to natural speech patterns and authentic pronunciation, which is something that a traditional textbook simply cannot replicate in the same way.

4. **What advantages have you observed when using online platforms for teaching English?**

   One of the biggest advantages I have noticed is that shy students tend to participate more when activities are done through a platform. The digital environment reduces their anxiety, and they feel more comfortable expressing themselves. I have also found it much easier to provide differentiated activities for students with different learning levels.

5. **What challenges have you faced when teaching English through online platforms?**

   Honestly, connectivity has been my biggest challenge. Not all of my students have reliable internet access at home, which creates inequality in learning opportunities. I have also noticed that some students get easily distracted by other content online, so keeping them focused requires constant monitoring and creative lesson planning.

6. **How do online platforms affect students' motivation and engagement in English classes?**

   The difference in motivation is remarkable. When I introduce a Kahoot or a Wordwall activity, the energy in the classroom completely changes. Students become competitive in a healthy way, they want to participate, and they are genuinely excited about learning English. That kind of engagement is something I deeply value as a teacher.

7. **How do you adapt your teaching strategies when using online platforms?**

   I try to move away from simply lecturing and instead design activities where students are the ones doing, creating, and interacting. I use platforms to assign collaborative tasks, encourage peer feedback, and give students choices in how they demonstrate their learning. I also try to connect activities to topics that are relevant and interesting to my students' daily lives.

8. **How effective are online platforms in providing feedback on students' language performance?**

   Platforms are very helpful for immediate feedback on grammar and vocabulary exercises, which saves me a lot of time. However, I always make sure to complement that automated feedback with my own personalized comments, especially for writing

tasks, because I believe students need a human perspective to truly grow in the language.

9. **What differences do you notice in English proficiency between face-to-face and online learning environments?**

   I have observed that in face-to-face classes, students develop stronger speaking skills because they are constantly practicing oral interaction with me and their classmates. In online environments, on the other hand, they tend to improve more in reading and writing. Ideally, I believe a combination of both approaches produces the best results.

10. **How do online platforms support differentiated instruction for students of different grade levels?**

    This is one of my favorite aspects of using platforms. I can assign different levels of tasks to different groups of students without anyone feeling singled out. For example, I can give more advanced students complex writing prompts while providing simpler vocabulary exercises to those who are still building their foundational skills, all within the same platform and at the same time.

11. **What training or support have you received for using online learning platforms?**

    Most of my training has come from workshops organized by the publishing houses that provide our textbooks, as well as from online courses I have taken on my own initiative. I have also learned a great deal from exchanging ideas with fellow English teachers, which I find to be one of the most practical and enriching forms of professional development.

12. **What recommendations would you give to improve the use of online platforms for English language teaching?**

    My main recommendation would be to invest in consistent and practical teacher training, not just one-time workshops but ongoing support throughout the school year. I would also emphasize the importance of ensuring all students have equal access to devices and internet connectivity, because technology can only be truly transformative in education when every student has the opportunity to benefit from it.

Annex 7. Survey format addressed to: Fourth to Tenth year students of the UE Particular "Aduana"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE 4TO A 10MO GRADO DE LA UNIDAD EDUCATIVA PARTICULAR ADUANA

Objective: Collect information from students' perspectives on the use of online learning platforms and their impact on English language proficiency in 4th to 10th grade students at Unidad Educativa Particular Aduana in the year 2025.

Instructions: Dear students

Read each of the questions posed and mark with an x the answer you consider appropriate.

Be honest in your answers.

This survey is confidential and is being conducted solely for academic purposes.

QUESTIONNAIRE

Pregunta	Strongly Disagree Totalmente en desacuerdo	Disagree En desacuerdo	Neutral Neutral	Agree De acuerdo	Strongly Agree Totalmente de acuerdo
1. **I use online platforms (e.g., Google Classroom, Moodle, Zoom) to learn English.**					

(Uso plataformas en línea como (Google Classroom, Moodle, Zoom) para aprender inglés)					
2. **Online platforms (e.g., Google Classroom, Moodle, Zoom) help me improve my English vocabulary.** (Las plataformas en línea como Google Classroom, Moodle, Zoom me ayudan a mejorar mi vocabulario en inglés)					
3**. Online activities (e.g., Google Classroom, Moodle, Zoom) help me understand English grammar better.** (Las actividades en plataformas en línea como Google Classroom, Moodle, Zoom me ayudan a entender la gramática de mejor manera)					
4. **I feel more motivated to learn English when using online platforms (e.g., Google Classroom, Moodle, Zoom).** (Me siento más motivado/a de aprender inglés usando plataformas en línea como Google Classroom, Moodle, Zoom)					

5**. Online videos and audios help me improve my listening skills**. (Videos y audios en línea me ayudan a mejorar mi habilidad de escuchar)					
6. **Online speaking activities (e.g., Google Classroom, Moodle, Zoom) help me speak English more confidently.** (Las actividades de comunicación en plataformas en línea como Google Classroom, Moodle, Zoom me ayudan a hablar más confiado)					
7. **Online reading activities (e.g., Google Classroom, Moodle, Zoom) help me understand texts in English.** (Las actividades de comprensión en plataformas en línea como Google Classroom, Moodle, Zoom me ayudan a entender los textos en inglés)					
8. **Online writing activities (e.g., Google Classroom, Moodle, Zoom) help me write better in English.**					

(Las actividades de escritura en plataformas en línea como Google Classroom, Moodle, Zoom me ayudan a escribir mejor en inglés)					
9. **My English teacher explains lessons clearly using online platforms.** (Mi docente de inglés explica de forma clara las lecciones usando plataformas en línea)					
10. **I can easily participate in English class through online platforms (e.g., Google Classroom, Moodle, Zoom).** (Puedo participar fácilmente en las clases de inglés mediante plataformas en línea como Google Classroom, Moodle, Zoom)					
11. **Online platforms (e.g., Google Classroom, Moodle, Zoom) allow me to practice English at my own pace.** (Las plataformas en línea como Google Classroom, Moodle, Zoom me permiten practicar el inglés a mi propio ritmo)					

12**. I receive useful feedback from my teacher through online platforms.** (Recibo retroalimentación útil de mi docente a través de plataformas en línea)					
13. **I feel comfortable asking questions when using online platforms in English classes.** (Me siento cómodo/a haciendo preguntas durante las clases de inglés cuando usamos plataformas en línea)					
14. **Online learning platforms (e.g., Google Classroom, Moodle, Zoom) make English classes more interesting.** (Las plataformas de aprendizaje en línea como Google Classroom, Moodle, Zoom hacen las clases de inglés más interesantes)					
15. **Overall, online learning platforms (e.g., Google Classroom, Moodle, Zoom) help improve my listening, reading, speaking, and writing skills in my English proficiency**					

(En general, las plataformas de aprendizaje en línea como Google Classroom, Moodle, Zoom ayudan a mejorar mis habilidades de escucha, lectura, habla y escritura en mi dominio del inglés)					

THANK YOU FOR YOUR COOPERATION

Annex 8. Approval to apply the data collection instruments

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0053-O
Ibarra, 09 de febrero de 2026

PARA: **Dra. Doris Castillo**
RECTORA DE LA UNIDAD EDUCATIVA PARTICULAR "ADUANA"

ASUNTO: Trabajo de integración curricular Srta. Yuldey Daniela Lechón Lasso

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita YULDEY DANIELA LECHÓN LASSO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en Línea, para que obtenga información a través de la aplicación de herramientas de investigación, lo cual requiere para el desarrollo del trabajo de titulación: "THE IMPACT OF ONLINE LEARNING PLATFORMS ON ENGLISH LANGUAGE PROFICIENCY IN 4th TO 10th GRADE AT UE PARTICULAR ADUANA".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

Annex 9. Images of the application of interviews and surveys form.



