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PUJILI CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

**“DIGITAL E-LEARNING PLATFORMS IN THE ENGLISH LANGUAGE
TEACHING-LEARNING PROCESS.”**

Research report before obtaining the bachelor’s degree in National
and Foreign language Pedagogy, English Major

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**PUJILÍ - ECUADOR
APRIL 2022**

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In my capacity as a supervisor of the research report entitled “DIGITAL E-LEARNING PLATFORMS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS “and researched by Castrillón Iñiguez Carla Mishell with ID number 171650718-9 and Cumbicos Silva Henry Leonardo with ID number 175188032-7, for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022



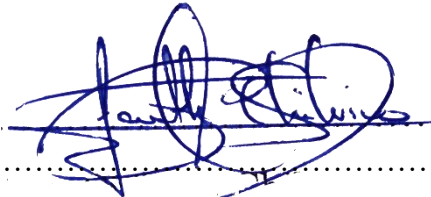
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The research report entitled “DIGITAL E-LEARNING PLATFORMS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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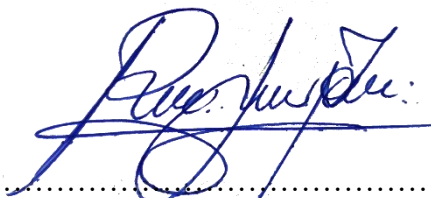
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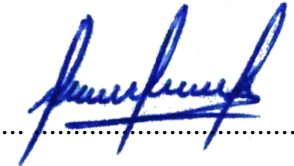
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A handwritten signature in blue ink, appearing to read 'Carla Mishell', written over a horizontal dotted line.

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GRATEFULNESS

For our part, we want to thank God for his compassionate hand over our shoulders which allowed us to finish this stage of our lives, making it highly fruitful for our professional development. We also want to extend a special thanks to our tutor PhD. Lorena Gonzalez Ortiz for giving us her time and dedication and being always willing to share her knowledge and experience; her contributions helped us significantly for the development of our Research Project. In addition, thanks to the talent of the teachers who are part of the Pedagogy of National and Foreign Languages Faculty at UTC; sharing your knowledge is essential for undergraduate students' academic training. Finally, Special thanks to all the good friends made in university and those family members who were willing to share, give and listen when it was necessary, this support and company was of great help to continue growing daily in our training, both professionally and personally.

Cumbicos Silva Henry Leonardo

Castrillón Íñiguez Carla Mishell

DEDICATION

I am very happy to let many important people in my life know that I am about to fulfill my dreams that also became part of them. I would like to dedicate this project to my mother who has been a fundamental pillar and an example to follow, her unconditional support and being aware of my personal and professional development fills my heart with joy. I would also like to dedicate it to my siblings Andersson and Julieth who always remind me of the fundamental role I play in their lives and how proud they are of me. There were also friends who with their words of encouragement made me feel their backing and support and to the teachers who with their professorship, guidance and advice were part of my formation.

My achievements are also part of you.

Carla Castrillón

DEDICATION

I dedicate this thesis to all those teachers who supported and motivated me to learn something new and exceed my limits and expectations, wherever they are, I am here for their tireless motivation and confidence in myself, even when I did not have it at all. Also, to those teachers who tried to make me think 'inside the box' and tried to prevent my personal development. This is the evidence of how hard work paid off and how a 'safe' opportunity is not better than a hundred opportunities flying. And last but not least, I dedicate this to myself, for believing in me, for all the hard work, for not giving up, for always keep looking for new ways to overcome adversity, and for always being myself despite the bad moments.

Henry Cumbicos

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: “DIGITAL E-LEARNING PLATFORMS IN THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS”.

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ABSTRACT

This work aims to carry out an in-depth analysis of the influence of the use of E-Learning Platforms within the teaching-learning process of the English language. Therefore, it was taken as the line of research: "Education, Communication and graphic design for human and social development" and its subline of research: "Innovation in the learning of English as a Foreign Language." These lines have helped develop this research work, responding to the problem of: How does the use of digital platforms influence the English language teaching in the students of Higher Basic Education of the Paul Dirac Private Educational Unit in the elective year 2021-2022? After which, certain factors have been identified that have allowed an analysis within the educational context, which led to establishing the general objective: To analyze the different e-learning platforms for teaching the English language. This research was carried out through the qualitative approach because the teaching-learning process was analyzed. In addition, it has a quantitative approach because the currently used e-learning platforms in English class were identified. There was an intentional, convenient, non-statistic sample which was developed with 8 teachers of the English language area of the Paul Dirac Educational Unit and the students of Higher Basic Education. Hence, this research was oriented to the descriptive research method because it helps to analyze certain factors for the development of EFL Education through bibliographic sources and interaction on the experience of the 8 teachers in the use of E-Learning Platforms. All this through the application of a survey that allowed to collect information necessary to obtain an approach to a more authentic perspective of the analyzed problem focused on using technological tools, obtaining relevant conclusions for this research, and the educational process of teaching English. After the development of this research, it was determined that the use of E-Learning Platforms is a positive contribution as a method of application in English language teaching. Whose impact is reflected in the improvement of the quality of teaching of language teachers through the exploitation of the tools that the E-Learning Platforms have, with the aim that they can be included in the lesson plans and improve the teaching process for English language.

Keywords: English Language, E-Learning Platforms, Learning, Teaching.

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PREGRADO
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "PLATAFORMAS DIGITALES DE E-LEARNING EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS"

Autores:

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RESUMEN

Este trabajo pretende realizar un análisis en profundidad de la influencia del uso de las Plataformas E-Learning dentro del proceso de enseñanza-aprendizaje de la lengua inglesa. Para ello, se ha tomado como línea de investigación "Educación, Comunicación y diseño gráfico para el desarrollo humano y social" y su sublínea de investigación: "Innovación en el aprendizaje del inglés como lengua extranjera". Estas líneas han ayudado a desarrollar este trabajo de investigación, respondiendo al problema de: ¿Cómo influye el uso de plataformas digitales en la enseñanza del idioma inglés en los estudiantes de Educación Básica Superior de la Unidad Educativa Privada Paul Dirac en el año electivo 2021-2022? Tras lo cual se han identificado algunos factores que han permitido un análisis dentro del contexto educativo, lo que llevó a establecer el objetivo general: Analizar las diferentes plataformas de e-learning para la enseñanza del idioma inglés. Esta investigación se llevó a cabo a través del enfoque cualitativo porque se analizó el proceso de enseñanza-aprendizaje. Además, tiene un enfoque cuantitativo porque se identificaron las plataformas de e-learning utilizadas actualmente en la clase de inglés. Se contó con una muestra intencional, conveniente y no estadística que se desarrolló con 8 docentes del área de inglés de la Unidad Educativa Paul Dirac y los estudiantes de Educación Básica Superior. Por lo tanto, esta investigación se orientó al método de investigación descriptivo porque ayuda a analizar ciertos factores para el desarrollo de la Educación EFL a través de fuentes bibliográficas y la interacción sobre la experiencia de los 8 profesores en el uso de las Plataformas de E-Learning. Todo esto a través de la aplicación de una encuesta que permitió recoger la información necesaria para obtener un acercamiento a una perspectiva más auténtica del problema analizado enfocado al uso de herramientas tecnológicas, obteniendo conclusiones relevantes para esta investigación, y el proceso educativo de la enseñanza del inglés. Tras el desarrollo de esta investigación, se determinó que el uso de las Plataformas E-Learning es un aporte positivo como método de aplicación en la enseñanza del idioma inglés. Cuyo impacto se ve reflejado en la mejora de la calidad de la enseñanza de los profesores de idiomas a través del aprovechamiento de las herramientas que poseen las Plataformas E-Learning, con el objetivo de que puedan ser incluidas en los planes de clase y mejorar el proceso de enseñanza del idioma inglés.

Palabras clave: Aprendizaje, Enseñanza, Lengua Inglesa, Plataformas E-Learning.

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1. GENERAL INFORMATION

Theme: “Digital E-Learning Platforms In The English Language Teaching-Learning Process.”

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Place of Research: English Major Career at the Technical University of Cotopaxi

Sponsoring Faculty: Pujilí Campus

Sponsoring career: Educational Sciences, Majoring in English

Linked Research Project: Formative research

Macro project of the career: Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

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Research Line of the career: Innovation in the teaching and learning of the English language as a foreign language.

Keywords: Teaching, Learning, E-Learning Platforms, English Language.

2. PROBLEM STATEMENT

Nowadays, education has had a considerable change because it is constantly updated to keep a continuous improvement process with the inclusion of technology on the educational teaching processes, implementing E-Learning Platforms as a new teaching possibility. After the confinement caused by the global pandemic, educational institutions worldwide had to adapt to a new teaching methodology through the use of virtual platforms.

Thus, the problem lies in the ancient knowledge by language teachers about the use of E-Learning Platforms. Since e-learning platforms are a new methodology for teaching the English language, its implementation within the educational process fell into poor development and a problem insertion into the educational model. Consequently, it did not obtain the expected results for both teachers and students.

This, is since the previously conventional methodology did not include E-Learning platforms among its teaching tools. For this reason, the real challenge of education today is to effectively and efficiently adapt E-Learning platforms within educational teaching programs. Therefore, through the correct identification, analysis, and selection of platforms by language teachers to fully exploit the advantages offered by E-Learning Platforms, covering the needs and teaching requirements of students.

How does the use of digital platforms influence the English language teaching in the students of Higher Basic Education of the Paul Dirac Private Educational Unit in the 2021-2022 elective year?

3. OBJECTIVES:

3.1 General objective

To analyze the use of the different E-Learning platforms by analyzing some English teachers' experiences to improve the teaching process.

3.2 Specific objectives

- To examine epistemologically the process of teaching English and the use of E-Learning platforms.

- To identify factors that contribute and strengthen the use of E-Learning platforms for learning the English language.
- To determine the feasibility of application and influence of E-Learning platforms within the English language teaching process.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES SET

Specific objectives	Activities	Means of Verification
To examine epistemologically the process of teaching English and the use of E-Learning platforms.	<ul style="list-style-type: none"> - Collection and selection of information in papers, books, websites, etc. - Analysis of the information collected - Drafting of the theoretical framework. 	Theoretical framework
To identify factors that contribute and strengthen the use of E-Learning platforms for learning the English language.	<ul style="list-style-type: none"> - Identification of the population and the object of study - Sample selection. - Preparation of the survey for teachers and students to collect information concerning the investigation. 	Investigation methodology.
To determine the feasibility of application and influence of E-Learning platforms within the English language teaching process.	<ul style="list-style-type: none"> - Analysis, use and experimentation of different E-Learning platforms for teaching the English language. - Survey application. - Analysis and interpretation of survey results. - Identification of the E-Learning platforms used within the English language teaching-learning process. 	Analysis of the results of the surveys. Conclusions

5. JUSTIFICATION

The use of digital platforms is widespread today and had an exponential increase due to worldwide confinement due to the Covid-19 pandemic, which has made virtual platforms a handy tool for the interaction of activities, whether they are educational, for work, social, and other purposes. The confinement generated a problem in the country's education because teachers and students were forced to adapt to a new study methodology different from what they had previously developed in the teaching process. These were based on the national education curriculum, where virtual platforms for teaching have not got much relevance. Reason for which,

According to the Ministerial Agreement No. MINEDUC-MINEDUC-2020-00038-A, the use of technologies is emphasized and promoted as a tool for the teaching-learning process, as it is thus described within the REGULATION TO Regulate THE IMPLEMENTATION OF OPEN EDUCATION IN THE NATIONAL EDUCATION SYSTEM in:

Article 2.- Of the forms of implementation of Open Education, where it indicates that:

- a) **Virtual:** It is based mainly on the tools of new information technologies, especially the Internet. This type of education is especially aimed at students who have access to a technological device and times of connectivity.

The teaching-learning process is carried out virtually through a digital educational platform and follows a previously determined study plan that meets the national curriculum.

Given the current situation the world is going through due to the pandemic, the educational authorities of Ecuador, in this case, the Ministry of Education from the National Directorate of Curriculum, readjusted the current curricula within the English language area as part of the educational policy. The new Prioritized Curriculum for the Emergency - English Area intended for the 2020-2021 cycle was designed to respond to the needs of the Ecuadorian pandemic reality.

This curricular proposal is aimed at students from 2nd to 10th grade of Basic General Education and from 1st to 3rd year of Unified General Baccalaureate, whose native language is not English. Recognizing that: the Ecuadorian population is made up of different cultural and linguistic groups,

where not all students are Spanish speakers, and there are varying degrees of bilingualism in the communities, which makes it more difficult to understand a foreign language (English).

The education of a foreign language in Ecuador through its study plan aims to develop the personal, social, and intellectual skills necessary to reach its potential and participate productively in an increasingly globalized world that operates in other languages.

The focus of study within the area of languages is a discouraging panorama in Ecuador since according to the world ranking of English language proficiency EF EPI (English Proficiency Index), Ecuador is in 90th place out of 112 worldwide, and 18th out of 20 at the Latin American region. Cause that is added to the lack of knowledge of virtual platforms as a teaching-learning method and is reflected in the low quality of English language proficiency.

Therefore, this research intends to analyze the use, correct identification, and selection of digital platforms (E-Learning) by teachers so that they can be included and implemented in the best way within the teaching process.

This research is focused on the English language teaching process, where, through in-depth analysis by English language teachers, which identified and determined the representative factors to select a virtual platform according to the needs of the educative context. Unveiling that, just like its positive influence demonstrated in other countries of the world, contributes to the teaching of English of the 8th Basic Education year students of the Paul Dirac Educational Unit located in the city of Quito.

To guide the study, it was decided to address three research questions:

- a) What factors influence the use of digital platforms applied in the English language teaching process?
- b) How is the application and use of digital platforms in teaching the English language?
- c) Which platform should be used? Language teachers of the "Paul Dirac" Educational Unit for English language teaching?

6. SCIENTIFIC-TECHNICAL FOUNDATION

This research was carried out in the educative context, emphasizing the teaching process of the English Language through the use of e-learning platforms on behalf of the teachers of the English Language Area from the Educative Unit Paul Dirac. For this effect, it was taken as reference some research which is a meaningful contribution to help support the development of this investigation.

Once in context, it is crucial to have different researchers' perspectives that relate to this research. Thus, some researchers mention the importance of e-learning platforms among the teaching of foreign languages such as English, which at the same time agrees with the criterion and approach this research has.

6.1 Background

The use of E-Learning Platforms contemplates a number of applications suitable for English language teaching which makes it an optimal method to be implemented in a lesson plan.

Pustaka (2020) believes that E-learning as a concept covers a range of applications, learning methods and processes. The use of applications, new multimedia technologies and the Internet in online learning is essential as it supports the implementation of e-learning to facilitate learners to access the provided material or easily attend the virtual meeting (p.385).

Mutambik (2018), in his research mentions that.

The Saudi government, through the Ministry of Education, hopes to benefit from E-Learning and has progressively encouraged its implementation for studying EFL, particularly in secondary schools; i.e., 15-18 years old, however while the successful inclusion of E-learning for EFL teaching and learning is measurable, proper assessment methods that capture the interest of students and teachers on the use of technology still require consideration (p.74).

At present, the age range for teaching with technological methods is increasingly including younger and younger people because of the globalization of the world in which we find ourselves, the use of technology is easily accessible, facilitating its use by the new generations, so the inclusion of

technology within the educational system would motivate and encourage students to perform better academically.

Technological progress is one of the main drivers for the use of online learning, as evidenced by Mahyoob (2020), who states that

In the last two decades, online learning has been activated in some global institutes. However, most schools, colleges and universities do not use this mode of education and their staff do not know what e-learning entails. The orientation for students to be motivated in virtual E-learning depends on practical orientation and there is a transition to a new education environment (p.352).

The research by Fernandez Sanchez et al,(2019) conducted on 30 language students at the Universidad Veracruzana (UV), Campus Poza Rica-Tuxpan, Veracruz, Mexico has "The purpose of examining the feasibility of implementing a technology-based program to EFL students with the program and the perceived benefits in improving their English skills (speaking, listening, reading and writing)" (p.7).

Which invites the use of E-learning platforms applied to English language teaching as a proven option that offers positive aspects to improve the quality of language learning instruction and this is supported by the research of Fernandez Sanchez et al,(2019) where he details that:

This pilot study allowed EFL professionals to have an overview of how online programs can contribute to language learning concluding that this study deserves further development in a broader and deeper study to determine its true scope in improving EFL teaching effectiveness (p.7).

It is worth mentioning that this research is descriptive and is oriented within a qualitative approach so we chose to take the criterion of the researchers Fernández Jiménez, et al (2017) where they describe the "To perform an effective random sampling to ensure the representativeness of the sample, we chose to perform a non-probabilistic sampling of incidental type"(p.412), in order to count on the voluntary intervention of the language teachers of the Paul Dirac Educational Unit, through an online survey structured in a semi-open way to have an extension of information based on the experience of teaching the English language with the use of E-Learning Platforms.

In Spain, Fernández Jiménez, et al (2017, p.412) conducted a continuous training project to 707 students, belonging to 29 courses in the E-learning modality for training in tutoring functions in E-learning platforms.

Fernández Jiménez, et al (2017) concluded that:

Tutors perform their teaching work in E-learning training courses, as well as the formative context in which it is developed and this has served to be able to develop models of tutoring in E-learning platforms that facilitate to know the interaction relationships in the teaching process (p.425).

The purpose of the use of E-Learning Platforms is to adapt new technological methods to improve the quality of teaching and this in turn can be oriented to any field of academic subject in the specific case to the teaching - learning of the English language, for this there are case studies that have made proposals on the use of this new teaching method obtaining positive results and so it shows,

Perez Montero & Salcedo Benavides, (2015) in the present study that was conducted;

To 66 students of the EAN University in the virtual modality. The proposal was framed in a descriptive research, incorporating a quantitative phase, where the academic performance in certain subjects was evaluated, determining as an evaluation indicator the number of passes and fails (p.151).

Our research determined to conduct a survey in order to collect information necessary to determine aspects and factors that influence the use of E-Learning Platforms in language teachers Paul Dirac Educational Unit, based on the criteria of the study proposal of Perez Montero & Salcedo Benavides, (2015) where they detail that the development of a survey within a significant population helps to "Evaluate aspects of the E learning environment: Platform, course design (contents and methodology), directed towards teachers to establish solid bases to analyze the feasibility of implementing E-Learning education"(p. 152)

Perez Montero & Salcedo Benavides, (2015) implemented the use of the Moodle E-Learning Platform, obtaining

Satisfactory percentages of ratings by students in aspects related to their experience with the platform and with teachers showing that the platform was clear, logical, organized, and without difficulties in navigation. Hence, it is essential to encourage institutional educational E-Learning projects within the teaching-learning processes that prioritize research and knowledge generation, to improve the ability of teachers to innovate and ensure that students have a better quality of learning (p.165).

Finally, the compilation of the aforementioned information was a significant positive contribution to this research since it served as a guide for the interpretation of the situation of similar case studies that other authors obtained in their research and thus to make a contrast between objectives, methods and results obtained, taking into account the different perspectives on a common theme, such as the use of E-Learning Platforms for teaching and that this can be oriented in turn in any subject.

6.2 Theoretical Framework

6.2.1 Educational Process

The educational process is a fundamental part of education because it is based on transmitting knowledge through techniques, methods, tools that are a contribution to the interpretation of content within any context in which it can be applied through the intervention of two main actors, teachers and students. The purpose of teachers is to impart their knowledge acquired during their academic training and experience.

An educational process is relevant within the social context because it causes people to have the opportunity to acquire knowledge through education and thus be able to train intellectually, as well as being a right that all people have.

6.2.2 Education

Education is an important area within people's lives since it unfolds in a social context as indicated by Naziev, (2017)

The Education is the socially organized and regulated process of transferring socially significant experiences from previous generations to the next. The main way to receive an education is to follow a course of training in the system of educational institutions. (p.1).

Knowledge is reflected in Education which fulfills the purpose of encompassing knowledge of any area of study and structuring it through a study plan that can be distributed to people, it is worth mentioning that education is a fundamental part of the growth of an individual, which helps them to be a positive contribution to society.

6.2.3 Educational environment

The educational environment reflects the environment in which educational teaching-learning activities take place according to Ikhodaro Idon. et al (2015) an educational environment is “The educational climate surrounding students is considered one of the factors that determine academic success. Students and teachers have become aware of the educational environment” (p.139), all of this as a contribution to the benefit of obtaining a quality education.

The environment in which education takes place generally must have certain minimum aspects that help strengthen the teaching-learning processes, for this a good educational environment must be friendly, inclusive, respectful and have adequate facilities to provide an education. quality.

6.2.4 Education in Ecuador

In Ecuador, education in the great majority is the responsibility of the National Government and is developed largely in public educational institutions and a minority that are private, in this way there are entities responsible for education in Ecuador that allow control, monitoring and evaluation of the educational system of the country.

As detailed by Nuffic, (2015)

The Ministry of Education (MINEDUC), Ministry of Education, is the body responsible for primary and secondary education in Ecuador. The Ministry designs the basic curriculum, the details of which are filled in by the various regions. The Higher Education Council (CES) is the body responsible for higher education policy, the implementation of which falls to the Secretary of Higher Education, Science, Technology and Innovation (SENESCYT). The body responsible for quality assurance in higher education is the

Council for Evaluation, Accreditation and Quality Assurance in Higher Education (CEAACES) (p.5).

Education in Ecuador largely does not have the requirements to achieve academic excellence, the National Government does not provide the facilities and sufficient support for Education, which has meant that it does not have a good educational system at the national level.

The National Government should have a greater investment in the country's Education because it is a relevant social factor that, if designed and implemented in the best way, could be reflected with benefits in the human talent that society needs to reactivate and boost the economy. of the country, that is why having a quality education in the country is important.

6.2.5 Types of Education

There are a large number of types of education that can be applied, this depends on the perspective or context in which they are included, one of them is the modality of study, generally in recent years it has been face-to-face, while Some years ago the online modality has been gaining more prominence within the educational context, this along with the technological globalization through which we are going through.

6.2.6 Face-to-face education

Face-to-face education has commonly been the most used modality within the educational context, because having a close interaction between teachers and students has led to a rigorous and constant teaching-learning process.

Ninny, (2019), interprets education in the classroom in the following way;

The past two decades of classroom research have been characterized by the concepts of Learning and interaction in accordance with the notion of “lifelong Learning”, where research has adopted an approach to student Learning and socialization as constituted in students' actions (p.3) .

Face-to-Face Education is commonly applied in educational institutions and creates a close link between teachers and students that, to a great extent, if well applied, positive teaching results are

obtained by maintaining a socialization environment that helps strengthen and maintain constant learning over time. real.

6.2.7 Online Education

Currently, online education has been an alternative to traditional (face-to-face) education, the innovative resources it uses have made it a creative, innovative and easy way to apply within an educational process, the requirements for its application handle content interactive through the use of technology and is a positive contribution to learning and this is emphasized by Dhull & Sakshi, (2017) where they indicate that, “Online Education requires a great deal of resources and careful planning. In this, teachers act as facilitators rather than transmitters of content knowledge, and ICT is regarded as a resource that enhances the Learning experience of students” (p.32).

The online education methodology has become much more relevant due to the global pandemic, but it must be recognized that this type of education has technological resources that facilitate the teaching-learning process and, in turn, has challenges for its application, due to the Normally, teachers and students were used to face-to-face education, which can cause certain conflicts that affect education, but seen from another perspective, the resources that online education has must be fully exploited.

6.3 Teaching

Teaching is transmitted through the interaction of two individuals who provide knowledge and experiences that are of positive contribution, Rajagopalan, (2019) defined "Teaching as" an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities” (p.5).

The interaction between teacher and student is essential so that the knowledge delivered by the teacher to the student is captured in the best way, so it is important that teaching is a process that teachers must apply in the best way implemented study plans that It is easy for students to understand and that this content can satisfy their intellectual needs.

6.3.1 Actors in Teaching

Within the educational processes of teaching, there is a constant coexistence and interaction between two individuals defined as Teachers and Students, both are the essence of an educational

process because each one is due to the existence of the other, while the Teacher is the professional that he imparts through his knowledge and the student is the one who must interpret and understand in the best way what is exposed by his teacher in order to acquire valuable information.

6.3.1.1 Teachers

The function of a teacher to manage a good level of knowledge in the contents that he exposes in class, must also have aspects that help to plan, organize and communicate in a good way the information that Moreno Rubio intends to teach, (2013) mentions that a teacher effective should be “Responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship” (p.35).

Teachers must put into practice their intellectual and pedagogical knowledge to interpret in the best way the study needs of their students and thus be able to design an academic proposal within their class plans that are on par with the requirements of the students.

6.3.1.2 Students

Students are those actors who within an educational process are capable of assimilating and capturing information through observation and interpretation of the content provided by the teacher, they must also interpret, capture and understand in the best way the teaching given by their teacher. , students are subject to continual intellectual growth, increasing their knowledge by advancing with their education.

6.3.2 Teaching methods

Traditional language teaching methods used to be teacher-oriented, so the students' job was to compete with each other through individual activities Rajaei, A., Talebi, S., & Abadikhah, S., (2020, p. 57). Therefore, there was no reason or communication to convey or decipher meanings. Which is a common problem with the population of the present investigation, while the students do not focus on the development of their communication skills, but on the comparison of their grades with those of their classmates. Therefore, the traditional method is not suitable for developing the communication skills of EFL students.

On the contrary, as mentioned above, language pedagogy needs a relaxed environment to let curiosity appear in students. Therefore, below are some approaches that are capable of achieving this goal:

6.3.3 Collaborative approach.

Collaborative teaching involves any number of people (teachers and students) with different ways of teaching or thinking who connect or support the ideas and learning of others SAGE Publications, (2017, p. 419), that is, they share their knowledge or learning techniques to help others learn in their own way. This approach requires a subjective link between students, since it is about association or friendship, which facilitates communication and making mistakes towards self-learning, contrasting the knowledge of peers and deepening understanding.

6.3.4 Task-based approach

The task-based teaching method promotes the use of the language by the students to integrate the four communicative skills of the language, since the students use the four skills to solve common problems and situations of daily life raised by the teacher. Cordoba, (2016, p. 14). Therefore, this approach provides students with a deeper connection to the target language and, as it is related to everyday activities, they can continue to practice unconsciously outside the classroom to be prepared to face basic challenges in real life.

6.3.5 Communicative approach

Communication has been studied in two different ways:

1. As a goal to be achieved throughout the EFL teaching-learning process,
2. As the means to develop productive communication skills within the same process Herazo, Jerez, & Lorduy Arellano, (2018).

In addition, other research suggests that the communicative approach aims to transform the foreign language from a list of structures into a way of creating meanings, while the main objective of the EFL teaching-learning process is for students to effectively use their linguistic knowledge, such as grammar and vocabulary, for certain communicative purposes Valério & Mattos, (2018, p. 314). Therefore, the communicative approach aims for students to develop communication skills through

the use of linguistic knowledge. However, they need the support and help of teachers to correct mistakes and improve their use of the language.

6.4 Language teaching

Language teaching is currently a relevant factor that directly influences the academic, work and social spheres, for which its contextualization is given to the importance of knowing a second language other than the mother tongue.

Moeller & Catalano, (2015) interpret language teaching as

You have experienced numerous curricular innovations in response to the importance of providing students with opportunities to acquire and practice the foreign language in contextualized and meaningful language communicative tasks at all stages of the second or foreign language acquisition process (p.330).

The teaching of a second language is a positive contribution to expand linguistic and grammatical knowledge that in some way can help to better interpret their own mother tongue, language teachers must define well the study activities to teach a second language due to They must contextualize the terms and information so that it is easy for students to understand.

6.4.1 English language

The English language is a language that serves as a means of communication and that, like other forms of expression, serves for communication between individuals, a language that is systematically structured by aspects related to its grammar and linguistics that help to better understand the forms expression or English skills.

6.4.1.1 Influence

According to the statistics provided by the Statista website through the note of Fernandez, (2021)The English language is the most widely spoken language in the world with a total of 1,348 million speakers worldwide, with only 379 million being native speakers, which represents only 28.11%, while 969 million people are non-native speakers. Representing an astonishing 71.89%, these figures reflect the great influence of the English language worldwide, since there is a greater

number of people who adopted the English language as their second language, that is, they had to learn to use it.

A large percentage of English speakers are non-native, which amply demonstrates the command of the English language worldwide, largely as a contribution to the academic and professional growth of people who seek to achieve their personal, work and professional goals, which With the help of the most spoken language in the world, they have a greater probability of achieving success in any field where they try to fit in.

6.4.1.2 Importance

The approach of the English language as a foreign language is an idea commonly practiced in much of the world because the English language, through its social and political significance, is largely driven by being the official language of great world powers such as the United States and Great Britain. Brittany being its two biggest influencers worldwide, it is not surprising that English is one of the languages with the greatest affluence for learning an L2, not to mention that it has relevant aspects that help improve aspects within the mother tongue itself. of the practitioner.

And this is indicated by Romero & Pajaro Manjarres, (2017) where it mentions that curiously

The Learning of foreign languages helps students to understand their native one, and they resort to their schemes of L1 to relate to the L2. In this sense, it is relevant to point the importance of students' first language when Learning a foreign or second language (p.123).

6.4.2 Foreign language teaching process

Language teaching comprises a series of elements in its process that lead teachers to provide quality education. While the main objective of language teachers is for students to reach a certain level of communicative competence Starostina, Chumakova, & Petrova (2020), however, unless it is implemented properly, students will fail in learning and in the development of skills, or even decrease their motivation around learning Sánchez-Verdejo Pérez, Anguita Acero, & Fernandes Gonçalves, (2019). Therefore, the teaching process works better by using the motivation of the

students because they stimulate themselves to reach their communicative competence and develop their skills on their own.

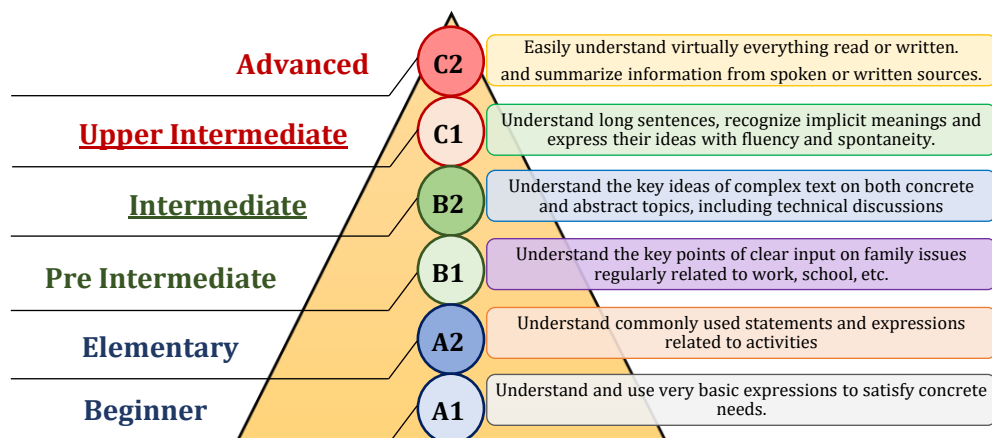
6.4.3 Common European Framework of Reference for languages

Most educational institutions around the world follow, focus and organize learners at levels ranging from beginners to advanced users in order to develop a successful language teaching process. For this reason, the universally used system for this is the Common European Framework of Reference for Languages [CEFR], which is designed to be an organized, coherent and inclusive basis for the processes of teaching, learning and assessment of foreign language proficiency (Council of Europe, sf). This system is recognized throughout the world due to its feasible organization of skills and competencies in small levels to define the capabilities of each one in each skill, which helps language users to identify their drawbacks and advantages towards it.

6.4.3.1 Reference Levels

According to the Council of Europe (2020) in the CEFR there are three main categories of competence; these are: Basic User, symbolized by the letter A, Independent User, symbolized by the letter B; and Proficient User, symbolized by the letter C. Thus, there are six smaller proficiency levels in total, as depicted in Figure 1.

Figure 1: CEFR common reference levels.



Source: Adapted from the CEFR (p. 36), by the Council of Europe, 2020, Council of Europe Publishing.

In addition, the Council of Europe (nd) acclaims that these level profiles are well organized and accompanied by the detailed communication skills that each of them represents, which is why they

are frequently used as a guide to teach, make reforms of the foreign language curricula, develop teaching materials and to compare ratings among its users. These functions are useful for the educational field as it helps teachers to organize and plan the specific grammar, vocabulary, or set certain difficulties achievable to the classes, that is, the reference levels help teachers to choose the notes and the appropriate material to achieve the objectives of the students,

6.4.4 Communication skills

Communication is possible thanks to a producer (speaker or writer) and a receiver (listener or reader), which implies ideas, understanding and some kind of response; that is, communication is divided into productive skills and reception skills to discuss ideas.

Table 1: Description of Communication Skills

Category	Communicative ability	General description
Reception skills	Listening ability	Users can hear, identify phonemes and words, grasp ideas, differentiate accents, etc.
	reading ability	Users can identify written ideas, point out the main points of texts, differentiate tenses and manners, etc.
Productive skills	speaking ability	Users can generate short, long, simple and complex ideas using the speech device, answer or ask questions, etc.
	writing skill	Users can use knowledge of grammar, syntax, vocabulary, among others; to produce written texts such as notes, letters, reviews, diaries, etc.

Source: Prepared by Carla Castrillón – Henry Cumbicos

6.4.5 Capacities to be developed

Since the traditional model [of the CEFR 2001] of the four skills was inadequate to capture the reality of communication, the Council of Europe (2020) created a series of activities and strategies to apply and capture the reality of communication. In addition, its organization highlights the role of interaction to build meaning. Thus, the activities are now presented under four modes of communication: reception, production, interaction and mediation (p. 33).

Table 2: Capacities to be developed

Categories	Reception	Production	Interaction	Mediation
Creative and interpersonal use of language	For example, reading as a leisure activity	p. eg Sustained monologue: describe the experience	For example, conversation	Mediation of communication
transactional use of language	For example, reading to learn and argue	p. eg Sustained monologue: giving information	For example, obtaining goods and services Exchange of information	Mediation of a text
Use of evaluative and problem-solving language	(Merged with Read to learn and argue)	p. eg Sustained monologue: making a case (eg in a debate)	p. eg Discussion	mediation of concepts

Source: Adapted from the CEFR (p. 33), by the Council of Europe, 2020, Council of Europe Publishing.

Therefore, the new distribution of competency development focuses on the construction of meaning and encourages interaction to communicate ideas in a different way than it used to be divided only into skills. Furthermore, this distribution treats language as raw material and uses it to create new constructions in the mind in order to use language in a more natural way.

6.5 TIC's in Education.

Within the teaching-learning process, a new alternative is taken, such as ICTs. This becomes a teaching method where teachers use technology as a teaching resource, so that students acquire their knowledge in a simple and practical way.

This is how he emphasizes Fernandez-Rodriguez, (2014)

Including the option of eLearning as another Learning method has meant embracing a new teaching style for the digital teacher. Keeping the traditional roles of educator and student, the eLearning teacher has become a knowledge facilitator rather than a knowledge broadcaster (p.51).

6.5.1 E-Learning methods.

E-Learning, virtual learning, online learning, they are all terms used to define the same thing: a modern and innovative way of teaching that involves the use of a communication network, the internet or intranet to distribute information, connect teachers with the students synchronously or at the same time synchronously; this in order to achieve the pedagogical objective, this is to generate learning Cabero Almenara, (2016). However, Fabregat Gesa, et.al, (2012) despite the fact that this method aims to provide distance education which means increasing coverage to reach more people, this type of technology tries to connect the largest number of people , but it is difficult for those who require different treatment, that is, they are not inclusive as they try to be (p. 46).

Thus, since the Covid-19 pandemic affected the entire world in 2019, e-Learning has been considered the most appropriate alternative to provide educational services due to its coverage and multiple benefits, transferring face-to-face learning to virtual classrooms and videoconferences for the first time throughout the country. This occurred in an attempt to continue providing the educational human right recognized in the Constitution and at the same time that people can stay in their homes and avoid contagion that guarantees the health of Ecuadorian citizens.

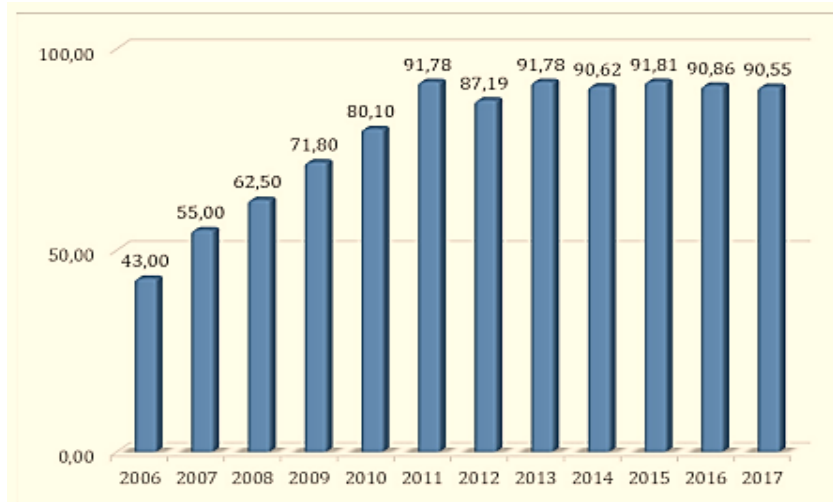
However, there are several considerations related to the use of this methodology:

As stated above, e-Learning requires at least an Internet connection to be able to start or join video conferences for online classes, present or deliver assignments, etc. In addition, users need at least one smartphone or laptop where they can join these programs, these devices became the main instrument during this period, and yet they were not a guarantee of a good teaching-learning process.

6.5.2 Use of Virtual Platform - E-Learning

The use of virtual platforms has a distribution according to its use and according to data collected in the research De Pablos et al. (2019) it is estimated through a time line from 2006 to 2017; the significant increase in the use of virtual platforms for their application in teaching, reaching its maximum value in 2015 with an index of 91.81%, as can be seen in Figure 2.

Figure 2: Percentage of Teaching Staff that uses Virtual Platforms for the Educational Process



Source: Uses of digital platforms in Higher Education from the perspectives of the educational research

It is a tendency that this high percentage indexes greater than 90% (2011-2017) in the use of virtual platforms in education tends to increase in latest years until reaching its total use. This is due to technological advances and the adaptation of new teaching methodologies that are being applied more frequently in educational institutions. Nowadays, being the global pandemic an obvious trigger for their increased use, because it forced teachers to implement virtual platforms to continue their teaching process.

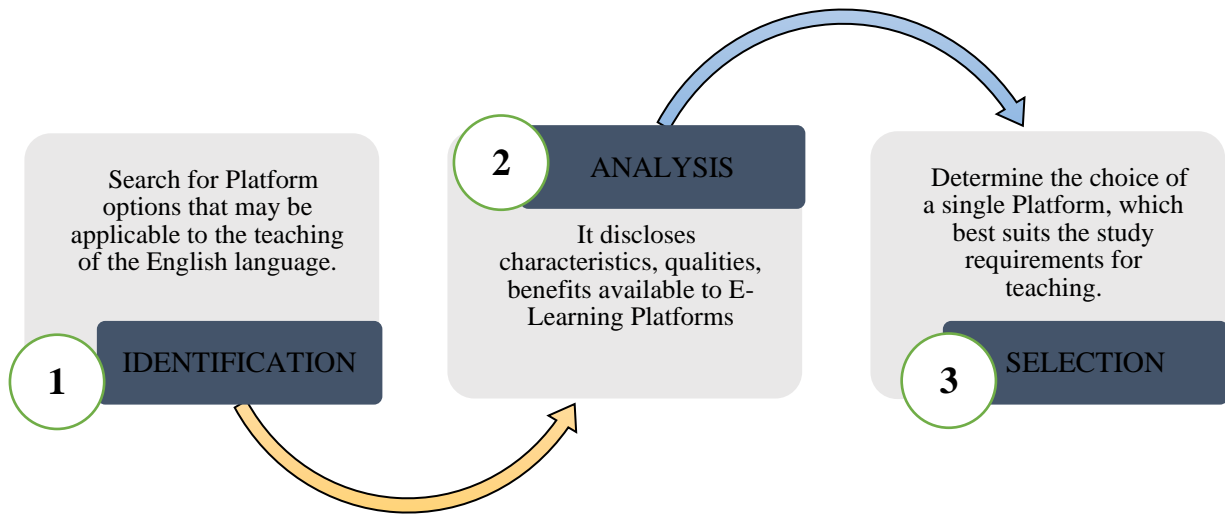
Today, it is very important to have a certain knowledge level about new technologies applied to education, which is why it is highly important for the English teachers of the "Paul Dirac" Educational Unit to be updated within the field of E-Learning Platforms, since being a new teaching methodology, it has a wide variety of interactive tools and content that can be implemented effectively and efficiently, after carrying out a selection analysis.

6.5.2 Selection procedure - E-Learning Platform

It is of the utmost importance to carry out a procedure to correctly identify, analyze and select a virtual platform that adjusts to the use capacities of the teachers of the "Paul Dirac" Educational Unit, revealing relevant aspects offered by E-Learning Platforms such as; ease of use, accessibility, tools, applications and content.

The critical analysis for the correct selection of a virtual platform can contribute beneficially to carry out a restructuring in the teaching methodology established by the teachers of the "Paul Dirac" Educational Unit.

Figure 3: Selection process - Applicable E-Learning Platform for teaching the English language



Source: Prepared by Carla Castrillón – Henry Cumbicos

Figure 3 describes three steps for the correct selection of a Platform that can be used as a method of teaching the English language for the 8th year of Basic Education students of the "Paul Dirac" Educational Unit and thus can be easily used and interpreted for teachers who must provide content according to the level that students are studying.

In addition, it is worth to mention that teachers must take into account the needs and learning difficulties of their students, since this factor is decisive in being able to include information and content of the English language within the selected platform.

6.5.2.1 Identification of E-Learning Platforms applicable to the Teaching Methodology.

Identification is the first step to determine a suitable E-Learning Platform for teaching the English language, therefore, after having carried out an investigation in search of the current Platforms that are currently available, it was decided to choose 2 options:

A. NEARPOD



- Nearpod. - is a free and paid E-Learning Platform with educational applications for use in teaching English as a foreign language (EFL) and It serves as a tool to make guided presentations through devices with an internet connection, with the ability to incorporate multimodal content and interact with the audience/students through activities in the classroom.

B. QUIZZZ



- Quizizz is a free platform that has applications and digital tools to teach and learn any field of study, on any device, in person or remotely, the teacher generates the questions on the web and provides the students with the web page and the code of the questionnaire to answer from a computer or mobile device.

Both platforms are designed for personalized teaching through the use of interactive tools that provide options for the creation of content that can be included by the English teachers of the "Paul Dirac" Educational Unit in their lesson plans.

6.5.3 Comparative analysis of Virtual Platforms.

The second step for the selection of an E-Learning Platform corresponds to the approach of a critical analysis of the 2 Platforms identified above.

The analysis procedure maintains a criterion that defines referential indicators that help determine the relevance of each characteristic that each previously identified Platform has, and this in turn helps to select one of them that meets the requirements for teaching. of the English language.

6.5.3.1 Evaluation Indicators

The analysis is focused on four fundamental aspects that will serve as evaluation indicators, to determine the positive aspects that each Platform provides for the benefit of teaching the English language:

- Accessibility
- Tools and apps
- Content creation.
- Easy to use.

Table 3 describes the positive and negative indicators that helped to determine which of the two possibilities is better suited to an English language teaching methodology.

Table 3: Comparative table of Evaluation Indicators for Platform Analysis; a) Nearpod; b) Quizizz

a) Nearpod

PLATFORM	EVALUATION INDICATORS							
	Positive	Relevance of use			Negative	Affectation of use		
		Low	Medium	High		Low	Medium	High
NEARPOD	Web accessibility		X		It is free and paid	X		
	3D elements 360° distance learning			X	Limit of space in the free version		X	
	Custom Content Creation			X	Difficulty in including content (teachers)	X		
	Easy to use			X	Sync is a bit slow		X	

b) Quizizz

PLATFORM	EVALUATION INDICATORS							
	Positive	Relevance of use			Negative	Affectation of use		
		Low	Medium	High		Low	Medium	High
QUIZZZ	Web accessibility			X	web development		X	
	Design of evaluation forms and questionnaires		X		Only allows forms and questionnaires			X
	Custom Content Creation		X		Limits the teacher to include their own content			X
	Easy to use			X	visual interface		X	

Source: Prepared by Carla Castrillón – Henry Cumbicos

6.5.4 Selection of Virtual Platform applicable to the Teaching Methodology

The third and last step is the selection, which after having identified and analyzed the two Platforms, it was determined that the best applicable option as a teaching method is the NEARPOD E-Learning Platform.

NEARPOD Platform was chosen because it is the one that has the greatest benefits in aspects related to set of tools, ease of use, and others. However, what is a greatly relevant contribution is the freedom for the inclusion of content and information by teachers. This option allows the English teachers to customize the class activities to fit the requirements of each course to which class is given, which makes it very versatile when planning classes.

NEARPOD is a very good option to be implemented within the teaching methodology developed by the teachers of the "Paul Dirac" Educational Unit. In addition, this platform exclusively has a module only intended for TEACHERS, which makes it even more complete and versatile when compared to other platforms found within the field of education.

7. METHODOLOGY

This research intended to follow the guidelines and characteristic aspects of the descriptive method so that the development of this research fulfilled the objectives set by executing a critical analysis of the specifically designed E-Learning platforms for teaching the English language. It used observation as an analysis instrument to explore the behavior of the English teachers of the "Paul Dirac" Educational Unit towards the 8th year students of Basic Education.

Therefore, this research aimed to analyze the use of different E-Learning platforms through an epistemological and biographical review which is understood as a type of textual information that provides subjective aspects and characteristics about the use of E-Learning Platforms within language teaching.

After that, it was determined that the best option that fit this research was to carry it out using the descriptive method, because it is the one that gave the most relevance to the reality and field of research in which it was developed.

7.1 Research Approach

This research had a qualitative approach for the development of this project. The importance of this analysis based on personal experiences through a semi-open survey provides the ability of interpreting qualities that teachers have to develop their classes through a new teaching methodology.

The relevant aspects and information provided by the English teachers of the "Paul Dirac" Educational Unit on their use of E-Learning platforms applied to the teaching process was focused through qualitative indicators such as: level of knowledge about the use of platforms, implementation of virtual platforms in class plans, class content planning, all these aspects are qualitative characteristics that would be evaluated through the testimony of the teachers of the "Paul Dirac" Educational Unit.

In addition, the information obtained during the development of this research contributes to identifying whether English teachers have used E-Learning platforms for the benefit of improving online education within their teaching curriculum.

7.2 Research Techniques and Instruments

The techniques and instruments on which this research was based consisted of: designing a data collection survey model to gather the necessary information to help identify factors and aspects involved in the English language teaching method from the perspective of teachers of the "Paul Dirac" Educational Unit.

This research intended to carry out a critical analysis of the use of digital platforms applied to the English language teaching process. Thus, it was necessary to have a guide for the use of virtual platforms directed towards language teachers that would serve as support material for them to become familiar with this new virtual teaching methodology option that was totally different from the methods and conventional practices that currently most teachers use to dictate their classes.

7.2.1 Population

The population represents the set of individuals who meet similar characteristics within the context of this research, therefore, the population selected in this particular case was focused on the foreign

language teachers themselves who were responsible for teaching the English language; additionally the students of the "Paul Dirac" Educational Unit were involved, who, since being part of the teaching-learning process, are part of the population.


7.2.2 Sample

After having defined the population to which this research is directed, it was determined to use a systematic sampling for the study of this case through a criterion focused on the form of English language teaching. This refers to the 8 language teachers themselves, whose perspectives would be analyzed through a survey that expected to carry out an in-depth study of their experiences.

In the same way, students in the 8th year of Basic Education parallel "B" from the "Paul Dirac" Educational Unit were indirectly taken into account. This selection was determined through a criterion based on the current performance of these students in the teaching of the English language, results that were transmitted by the English teachers since this is the course that has the greatest difficulties and learning problems in English, a formulation and approach to the use of virtual E-Learning platforms must be carried out as a new teaching method that manages to fill their doubts and learning needs. Therefore, teachers would be responsible for selecting an appropriate platform that is consistent with their level of understanding and can meet their academic requirements.

Table 3 describes the gathered information of the teachers who were the objects of research to delve into the topic of Digital E-Learning Platforms in the English Language Teaching-Learning Process, and for this reason, have a real vision of the experiences of the teachers surveyed.

Table 4: Research Sample – Language Teachers of the “Paul Dirac” Educational Unit.

				
Item	Names last names:	Age	academic instruction	Work experience
1	Erick Eduardo Diaz Marin	23 years	Attorney in Education Sciences mention -English	1 year
2	Cintia Pamela Cuzme Placencia	36 years	Lcda. in linguistics applied to the English language	4 years

3	Mishell Carolina Ramon Guallichico	24 years	Lcda. in Education Sciences mention -English	1 year
4	David Vinicio Espinel	30 years	Master in Public Relations	3 years
5	Cristhian Javier Doicela Ayala	28 years	attorney in Education Sciences mention -English	1 year
6	Guillermo Hugo Reinoso Herrera	30 years	attorney historical and cultural tourism	5 years
7	Jairo Vinicio Molina Medina	25 years	attorney in Natural and Environmental Sciences Chemistry and Biology	3 years
8	Brandon Steven Quimbita Taxi	22 years	Bachelor of Tourism	4 years

Source: Prepared by Carla Castrillón – Henry Cumbicos

Note: In ANNEX 1 you can see in greater detail the information provided by the 8 English teachers of the “Paul Dirac” Educational Unit.

7.3 Survey Design - Teachers

This study meant to describe the incidence of the use of E-Learning platforms within the teaching of the English language. Hence, it was essential to prepare a survey directed towards the teachers of the "Paul Dirac" Educational Unit, whose objective was to analyze the different perspectives towards the use of E-Learning platforms and criteria that allowed teachers to improve communication skills and knowledge transmission after their use.

The survey design, as can be seen in ANNEX 2, has 12 multiple-choice questions as an information collection tool, with the option to write additional criteria that require more information to be provided by teachers.

Its structure was based on aspects that involve the teaching-learning process of the English language, such as:

A. Context within the teaching-learning process in the classroom

- Results identify the shortcomings in the teaching method of teachers.
- Results show the learning difficulties of the students.

B. Teaching Methodology

- Determines the strategy and procedures used to teach class.

C. Teacher Training or Updating Programs

- Willingness of teachers to keep them in touch with the latest ICTs and their use in the classroom.

D. E-Learning platforms.

- Acceptance and adaptation for using E-Learning platforms as a language teaching method English within educational settings.

This survey was carried out virtually through the use of the Google-Forms technological application, this was because of the current situation that the country was going through, it turned out impossible for to be carried out in person.

8. ANALYSIS AND DISCUSSION OF THE RESULTS

After having carried out the survey addressed to the 8 English teachers of the "Paul Dirac" Educational Unit, necessary relevant information was collected that contributes to this research the real perspective of teaching the English language applied in this case to the students of the 8th year of Basic Education. The results were analyzed, interpreted and discussed in order to determine relevant information for this research which answers to the objective of “determine the influence of the use of E-Learning platforms for the teaching of the English language”.

This is a detailed analysis of the results obtained by the Survey where the purpose is to explain the positive and negative factors provided by the use of E-Learning Platforms for teaching the English language, by tabulating the responses of each of the Teachers.

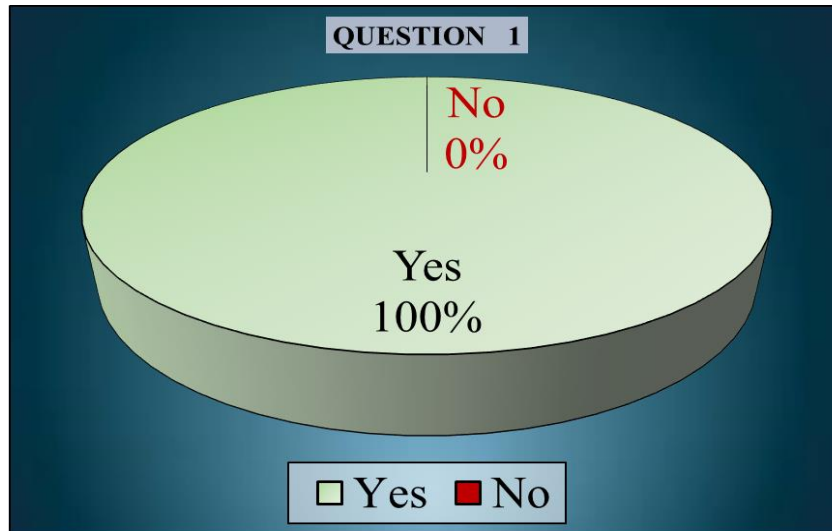
8.1 Results Analysis Procedure

It is worth mentioning that to carry out the analysis of results, a procedure consisting of 4 steps was followed, which helped to carry out the application of the Survey in an orderly and systematic manner, as shown below:

8.2 Survey Results: Interpretation and Discussion

Figure 4 represents the results obtained from question 1 “Do you consider that current virtual education is better or worse than face-to-face education prior to the Covid-19 pandemic? Explain why?”

Figure 4: Statistical graph of results: Question N.1



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 5: Detail of the answers: Question N.1

Item	Question	Number of Teachers Surveyed	Answers	
			Yes	No
1	Do you consider that current virtual education is better than face-to-face education prior to the Covid-19 pandemic? Explain why?	8	8	0
			%	%
			100.00	0.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

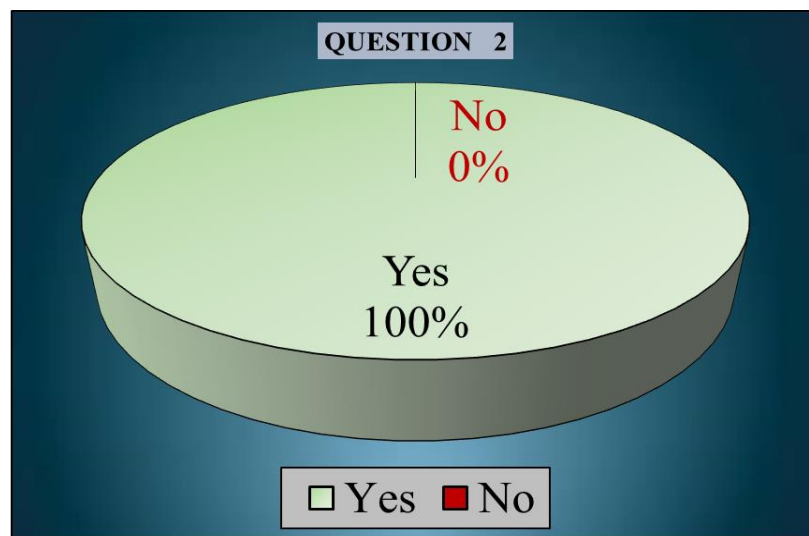
The results of table N.5 show that ALL the 8 teachers surveyed (100%) consider significant difference and an improvement in education concerning traditional education that was taught in person prior to Covid-19. As a testimony, the teachers explained that online education has provided tools that facilitate evaluation, reduce planning times and improve student attention in a very different way than the one that used to be developed in the educational institution in person.

While Pustika, (2020) mentions that "Interaction is a prominent pattern in which both teachers and learners come into contact to share information and knowledge, especially in language classrooms making the effectiveness of the language teaching-learning process higher" (p.384).

This may represent that education should maintain a balance between face-to-face and virtual classes so that they can complement each other and achieve objectives in order to improve the quality within the teaching-learning process of the English language, especially since the situation of COVID has forced educators to look for new ways of teaching, which is evident in the results obtained by the language teachers of the Paul Dirac Educational Unit.

Figure 5 shows the results corresponding to question 2: *"Within your teaching methodology, do you use technological tools to teach your classes?"*

Figure 5: Statistical graph of results: Question N.2



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 6: Detail of the answers: Question N.2

Item	Question	Number of Teachers Surveyed	Answers	
			Yes	No
2	Within your teaching methodology, do you use technological tools to teach your classes?	8	8	0
			%	%
			100.00	0.00

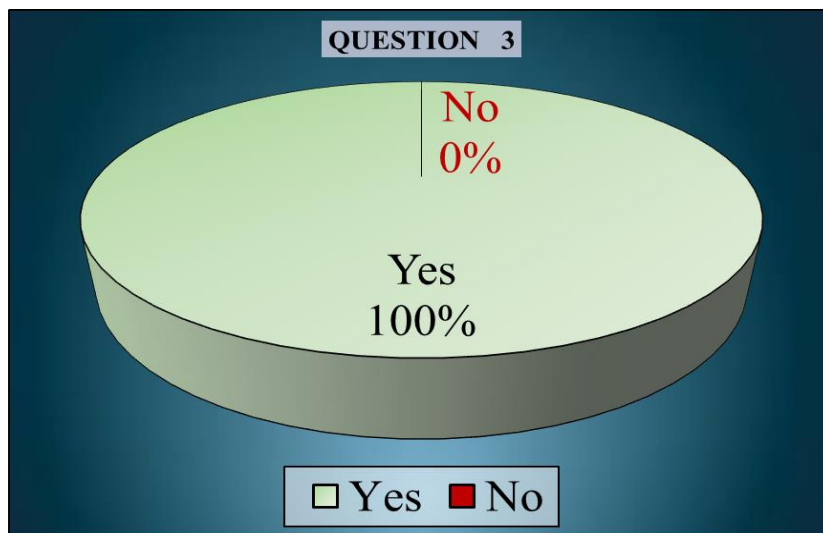
Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.6 shows that all the teachers surveyed, that is, 100%, use technological tools to teach their classes. Among the most used reported by teachers are: Kahoot, Strawpoll, Canva, Lyrics training, Nearpod, Quizizz, Live worksheets, and YouTube. Each of the tools mentioned above are focused on developing a specific skill previously planned by the teacher.

Innovation in technological tools as used for English language teaching is evidently a significant contribution, and this is also described by Mutambik, (2018) in his research where he details that "Learning environments are a set of technological tools that allow teachers and students to interact in a new style through the Internet, to support the learning and teaching of English" (p.80).

Figure 6 shows the results corresponding to question 3: "Do you think you could improve your teaching-learning process based on technological tools? Why?"

Figure 6: Statistical graph of results: Question N.3



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 7: Detail of the answers: Question N.3

Item	Question	Number of Teachers Surveyed	Answers	
			Yes	No
3	Do you think you could improve your teaching-learning process based on technological tools? Why?	8	8	0
			%	%
			100.00	0.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

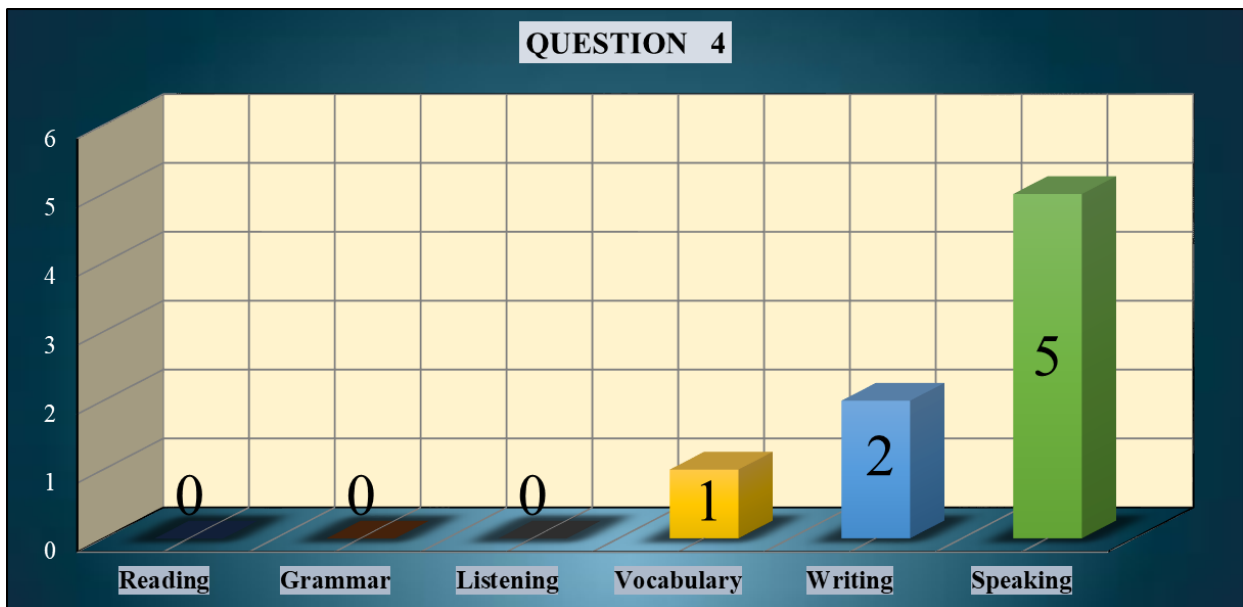
Table N. 7 shows that the totality represented by the 8 teachers surveyed (100%) agrees in ensuring that the use of technological tools improves the teaching-learning process within the institution. They also mention that the benefits that these deliver to the pedagogical environment are: facilitating the analysis of student progress in a statistical way through the increase in their ability to understand and level of performance, in addition to transforming classes into a dynamic environment that arouses interest of students, multimedia helps deepen understanding through images and/or audio, and allows students to interact with the language dynamically. In other words, the use of tools helps to energize and improve the teaching-learning process of English.

Mutambik, (2018) determined in his research that.

Through E-learning, students have access to the course work 24 hours a day, which gives them more flexibility in time to follow up on what they missed in the classroom and I think that will help improve their English (p.79)

Figure 7 shows the results corresponding to question 4: *"What is the factor that your students have the most difficulty in developing?"*

Figure 7: Statistical graph of results: Question N.4



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 8: Detail of the answers: Question N.4

Item	Question	Number of Teachers Surveyed	Answers					
			Reading	Grammar	Listening	Vocabulary	Writing	Speaking
4	What is the factor that your students have the most difficulty developing?	8	0	0	0	1	2	5
			%	%	%	%	%	%
			0.00	0.00	0.00	12.50	25.00	62.50

Source: Prepared by Carla Castrillón – Henry Cumbicosç

Table N. 8 indicates that expression skills such as Speaking and Writing have become the main drawbacks for the linguistic development of students, but there is a certain peculiarity due to the development of Speaking, where it can be observed that 62.50% of teachers identified as the skill in which their students have greater difficulty in understanding, this compared to 25% related to Writing, the same skill that is more developed due to the fact that there are a greater number of activities developed in virtual application environments for its development. However, it can be seen that reading comprehension, listening and grammar have not proven to be obstacles for students when using technological tools for their development.

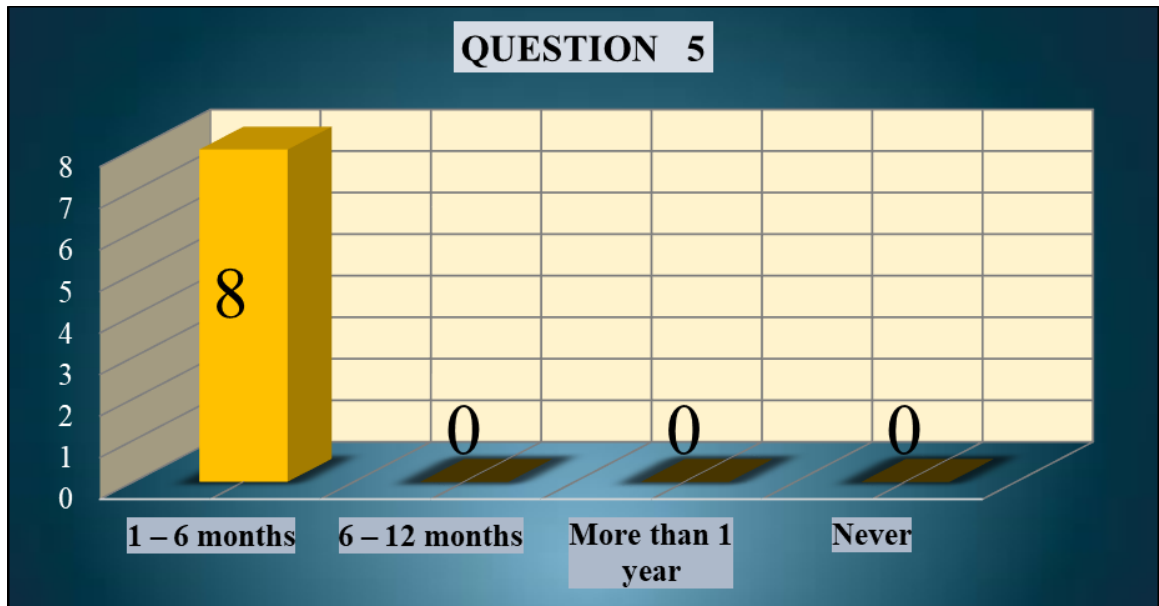
Studies conducted by Mutambik, (2018) determined that.

Students as well as teachers suggested that the use of E-learning to study EFL in Saudi Arabia provides opportunities for the development of students' speaking and listening skills that might be lacking in the current curriculum. Although this was perceived as a good thing, it was also noted that it might come at a cost in other skills, such as writing, reading, and grammar (p.81).

It is worth mentioning that the results compared differ in the skills that each group of students find difficult to learn, this is due to certain factors such as; the region, culture, and level of the language that is handled in each region, for this reason there is a difference in the difficulty of the skills that affect one or another group of students.

Figure 8 shows the results corresponding to question 5: "When was the last time you had some type of training or knowledge update on teaching methodology?"

Figure 8: Statistical graph of results: Question N.5



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 9: Detail of the answers: Question N.5

Item	Question	Number of Teachers Surveyed	Answers			
			1 - 6 months	6 - 12 months	More than 1 year	Never
5	When was the last time you had some type of training or knowledge update on teaching methodology?	8	8	0	0	0
			%	%	%	%
			100.00	0.00	0.00	0.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N. 9 shows that 100% of the English teachers of the Paul Dirac Educational Unit have received their last training within the last 6 months at most, which shows that the teachers are up to date in terms of refers to the training and qualification of their pedagogical knowledge concerning virtual teaching and the tools used for its application in virtual classrooms or online classes, this being a determining factor when it comes to its use and application in class.

The relevance of teacher training is very important for the level of teaching that teachers provide and serves to ensure that they are at an updated level in the new technological methods of teaching English, and this is corroborated by the research of;

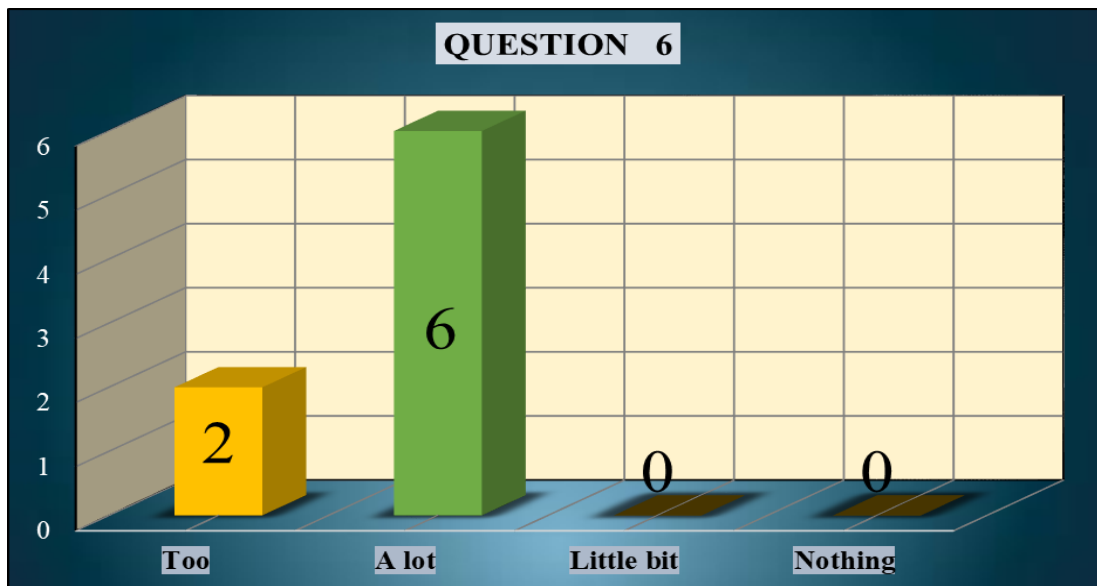
Mahyoob, (2020) where he states that

Some teachers organized training sessions for other colleagues in their universities on the use of E-learning in online teaching and development of the university intensively conducted online training sessions for all faculty members in different faculties and university branches (p.352)

In addition, Pustaka, (2020) conducted a survey of English teachers and identified that "Respondents to this research considered it essential that Indonesian teachers are invited to join a training program or workshop to support their readiness to implement e-learning" (p.388).

Figure 9 shows the results corresponding to question 6: *“How familiar are you with E-Learning platforms?”*

Figure 9: Statistical graph of results: Question N.6



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 10: Detail of the answers: Question N.6

Item	Question	Number of Teachers Surveyed	Answers			
			Too Much	A lot	Little bit	Nothing
6	How familiar are you with E-Learning platforms?	8	2	6	0	0
			%	%	%	%
			25.00	75.00	0.00	0.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

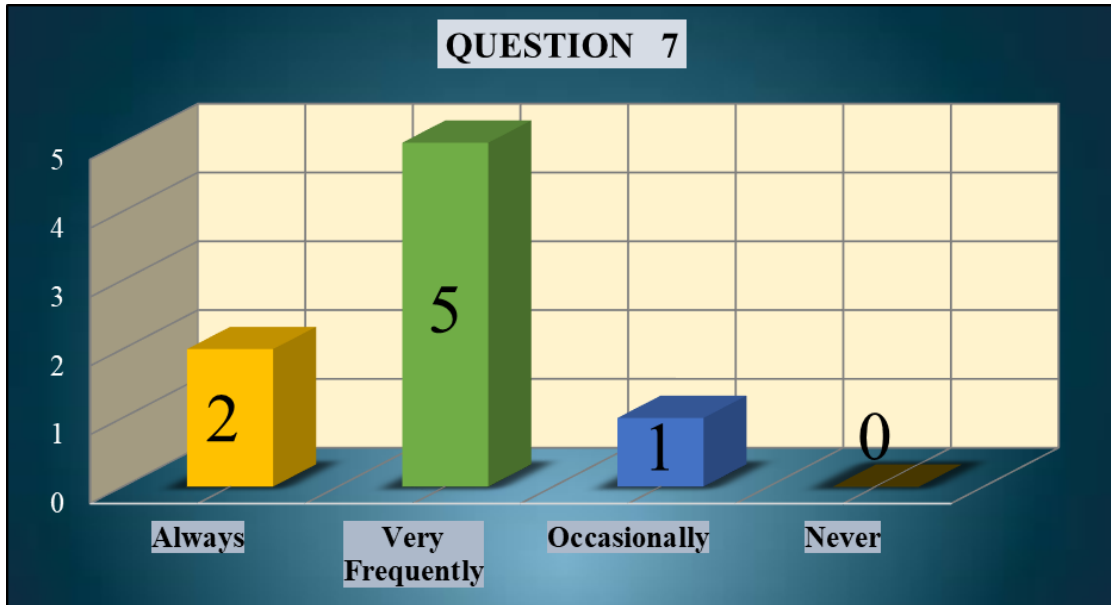
Table N. 10 reflects the results regarding knowledge about E-Learning platforms, and as can be seen, there is a high percentage of teachers who are TOO familiar with E-Learning platforms, reaching an index of 75%, which is a positive indicator. before the use of eLearning platforms, because 6 of the 8 teachers expressly know the uses and applications of the platforms, which shows the updating of knowledge that the teaching staff of the Paul Dirac Educational Unit has, this in contrast and taking into account that the average age of the teachers is 27 years, being that in this way the teachers reflect in their teaching methodology technological tools that possibly were an instrument for their learning within their academic instruction.

Having a good level of knowledge about E-Learning Platforms, encompasses a favorable feature for teachers who are familiar with them, because they can be drivers of the use of platforms for English language teaching, so that it can be implemented in order to improve the teaching of English.

According to, Fernandez Rodriguez, et al (2014).

The virtual environment and the use of this technological tool led to a high rate of satisfaction and acceptance of the E-Learning Platforms by teachers, which allows encouraging the frequent use of the Platforms in order to improve writing, reading, speaking and listening skills (p.8).

Figure 10 shows the results corresponding to question 7: *In your experience as a teacher, how often have you used E-Learning Platforms as a teaching tool?"*

Figure 10: Statistical graph of results: Question N.7

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 11: Detail of the answers: Question N.7

Item	Question	Number of Teachers Surveyed	Answers			
			Always	Very Frequently	Occasionally	Never
7	In your experience as a language teacher, how often have you used E-Learning Platforms as a teaching tool?	8	2	5	1	0
			%	%	%	%
			25.00	62.50	12.50	0.00

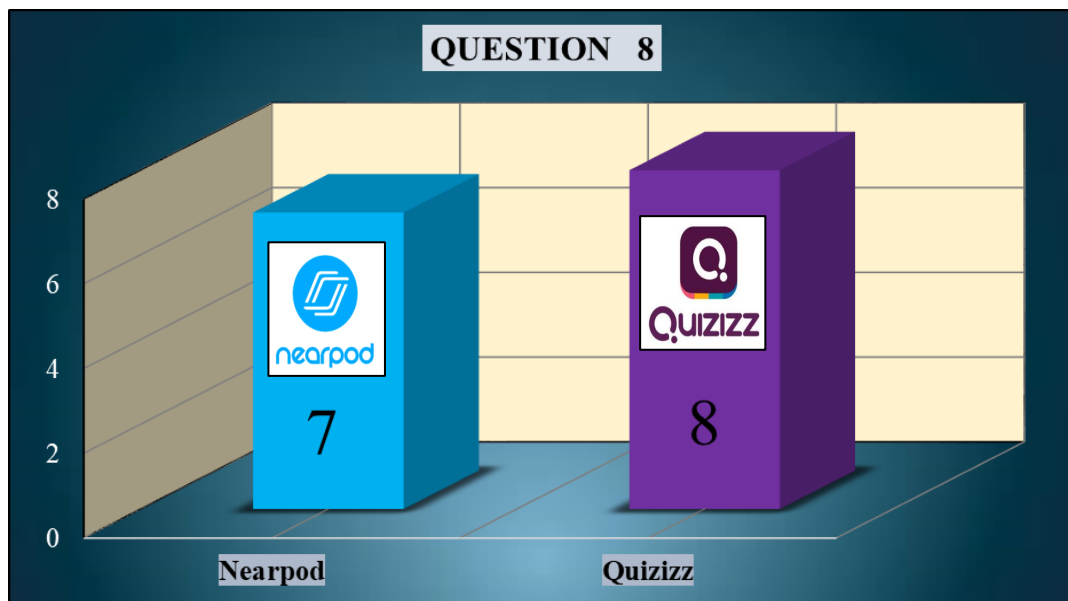
Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.11 makes known the regularity of teachers in the use of E-Learning platforms as a teaching tool, according to their experience, and this is reflected in the results where the use exists VERY FREQUENTLY, obtaining an index of 62.50% (5 of 8 teachers), which is a positive indicator given the repeated use of platforms. Additionally, there is an interesting value that represents 25% of teachers (2) who state that they have ALWAYS used E-Learning platforms, which indicates that they are a little more updated within the virtual teaching processes. This mentions that teachers carry out the teaching process online, in such a way that they are constantly innovating in implementing new teaching techniques where they are involved E-Learning platforms.

Research by Ngampornchai & Adams, (2016) mentions that "Innovation in E-Learning includes the study of the acceptance of online learning for use in the classroom with increasing frequency" (p.2), which is a favorable indicator in the use of E-Learning Platforms as a method of teaching English, and this, in turn, be increasingly frequent within the lesson plans that are dictated to teach English.

Figure 11 shows the results corresponding to question 8: "Do you know any of the following virtual platforms?"

Figure 11: Statistical graph of results: Question N.8



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 12: Detail of the answers: Question N.8

Item	Question	Number of Teachers Surveyed	Answers	
			Nearpod	Quizizz
8	Do you know any of the following virtual platforms?	8	7	8
			%	%
			87.50	100.00

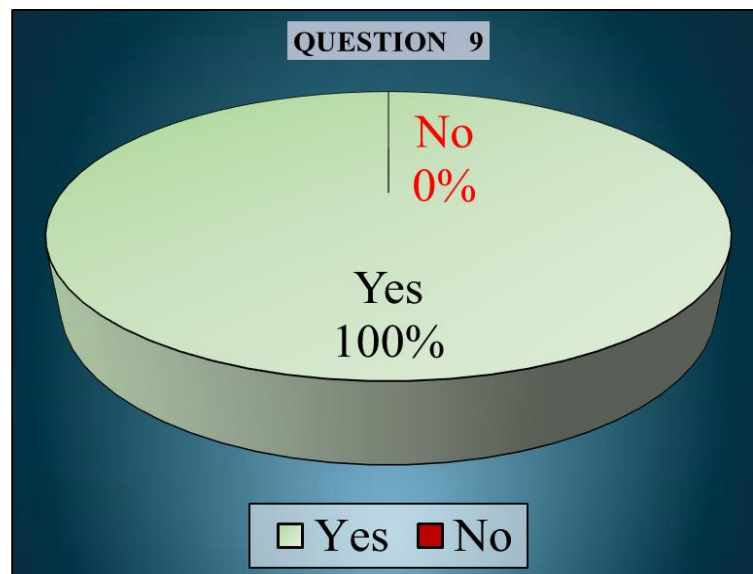
Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.12 shows the data collected where it can be evidenced that regarding the knowledge of the platforms; the Quizizz platform has 100% of all the teachers who know about it, while in the Nearpod platform, there is a minimal difference represented in 1 of the 8 teachers of the institution who do not present knowledge about this platform. This is due to the fact that, in contrast, Quizizz is a platform that has been in use for a longer time and is promoted by advertising through the Internet, while the Nearpod platform begins to satisfy the explicit needs of teachers, which is currently being sought by more and more of them, earning more acceptability within teachers due to its benefits.

Zao, (2019) states, "Quizizz is easy to use; doing the exercises in class using Quizizz is better than doing the exercises in class on paper; using Quizizz reduces their test anxiety; they would like to use Quizizz in future classes" (p.37), which makes it a very versatile platform with freedom of content that fits the requirements and teaching needs defined by language teachers.

Figure 12 shows the results corresponding to question 9: *"Do you consider that the use of a virtual platform facilitates your teaching process? Why?"*

Figure 12: Statistical graph of results: Question N.9



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 13: Detail of the answers: Question N.9

Item	Question	Number of Teachers Surveyed	Answers	
			Yes	No
9	Do you consider that the use of a virtual platform facilitates your teaching process? Why?	8	8	0
			%	%
			100.00	0.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.13 In the data collected, can determine exactly that all teachers consider that virtual platforms facilitate the teaching process, being a positive contribution to the teaching of the English language, which is evidenced by all the teachers, where each one of them agrees with that E-Learning platforms facilitate teaching, this can be seen through the 100% index, this being a determining factor in defining that platforms are a new option that provides facilities and are a source of support for teaching. This shows that the teaching staff of the Paul Dirac Educational Unit already consider a virtual platform as a work tool in their teaching method, which helps them to better facilitate and implement content so that it is captured by the student.

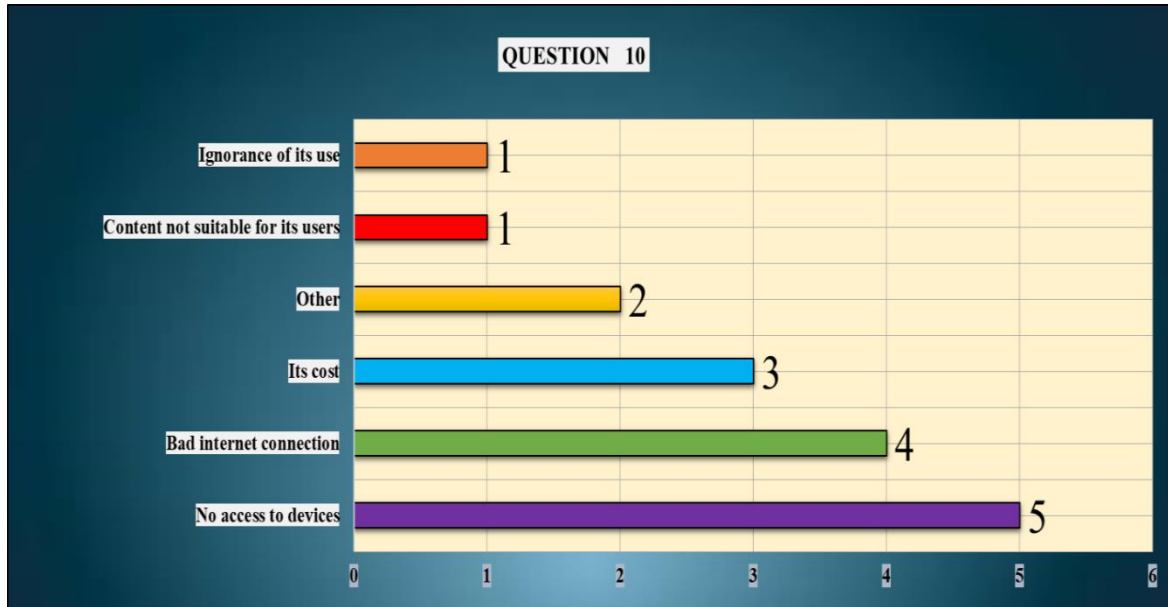
The current use of virtual platforms is increasing due to the technological progress in which the world is constantly managed, which allows more and more educational institutions to consider including virtual platforms in their academic offerings.

According to Fernández Jiménez, et al,(2017).

"E-learning platforms are increasingly gaining ground in the field of training, both for its efficiency and for the increase of studies that day by day see the light with the aim of improving the teaching-learning process, In this new changing and dynamic situation, the methods, strategies, and tools to be used in teaching must be rethought since the continuous training that is required will not be unique or punctual over time (p.410).

Figure 13 shows the results corresponding to question 10: *"What factors make it difficult for you to use virtual platforms?"*

Figure 13: Statistical graph of results: Question N.10



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 14: Detail of the answers: Question N.10

Item	Question	Number of Teachers Surveyed	Answers					
			No access to devices	bad internet connection	Its cost	Other	Content not suitable for its users	Ignorance of its use
10	What factors make it difficult for you to use virtual platforms?	8	5	4	3	2	1	1
			%	%	%	%	%	%
			62.50	50.00	37.50	25.00	12.50	12.50

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.14 of the survey shows the factors that hinder the use of virtual platforms, where among all the responses, two factors prevail that were identified by the teachers according to their experience with the use of the same, and in them it was determined that the NO accessibility to devices is the greatest affectation for the correct use of virtual platforms with an index of 62.50%, being this factor directly associated with a socioeconomic problem of the users, which is why it is of utmost importance to have the necessary tools and devices for the correct use of the platforms;

Poor internet connection is another relevant factor and can be seen reflected with an index of 50%, that is, 4 of the 8 teachers agree that this factor is a limiting factor for correct use of virtual platforms; In both factors they do not directly influence the teaching methodology since they are external factors that make the use of virtual platforms difficult, for which they are manageable aspects that can be solved. The factors that affect the use of E-Learning Platforms can be identified as disadvantages that they have

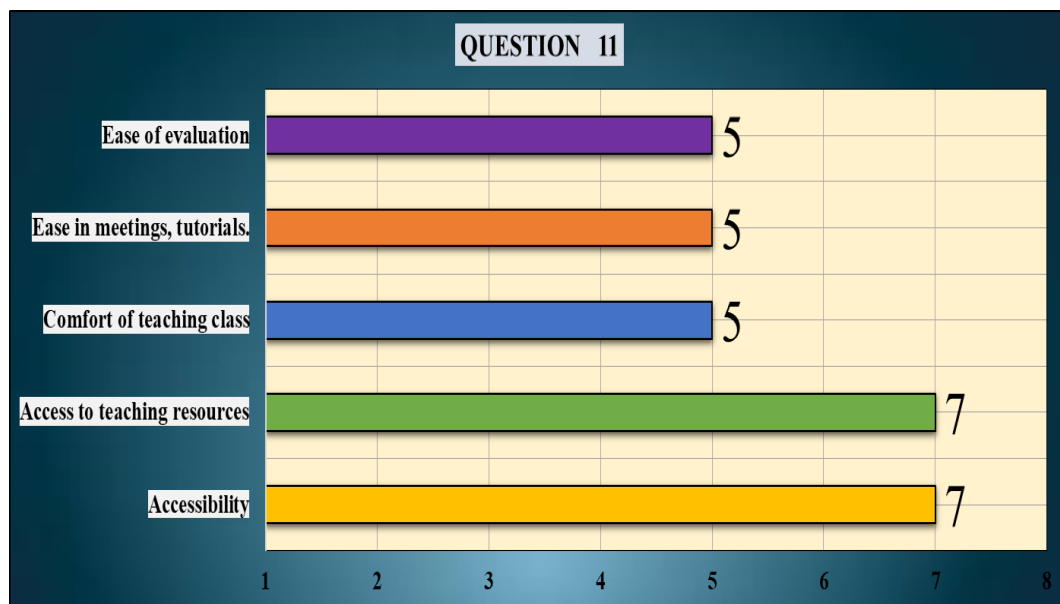
According to Fernández Jiménez, et al,(2017) indicates that.

Some difficulties were identified in English language skills, such as writing challenges, speaking challenges and reading challenges. Not all students have good Internet connectivity. Some learners suffered from network issues, as they lacked high quality learning devices

Supporting that, one of the biggest issues when using E-Learning Platforms is Internet connectivity.

Figure 14 shows the results corresponding to question 11: *What benefits would the use of virtual platforms have for you in the English language teaching process?"*

Figure 14: Statistical graph of results: Question N.11



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 15: Detail of the answers: Question N.11

Item	Question	Number of Teachers Surveyed	Answers				
			Accessibility	Access to teaching resources	Comfort of teaching class	Ease in meetings, tutorials.	Ease of evaluation
11	What benefits would the use of virtual platforms have for you in the process of teaching the English language?	8	7	7	5	5	5
			%	%	%	%	%
			87.50	87.50	62.50	62.50	62.50

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.15 represents the results obtained from the 8 teachers surveyed, thus being 7 out of 8 teachers, that is, 87.50% agree that accessibility and access to teaching resources are the most significant factors that they provide. E-Learning platforms as a benefit for their users, but additionally 5 of the 8 teachers, which represents 62.50%, this being a significant number of teachers; mention that the ease of use (meetings, tutorials, evaluations) and comfort to teaching classes is a factor that also positively influences the use of platforms for teaching the English language.

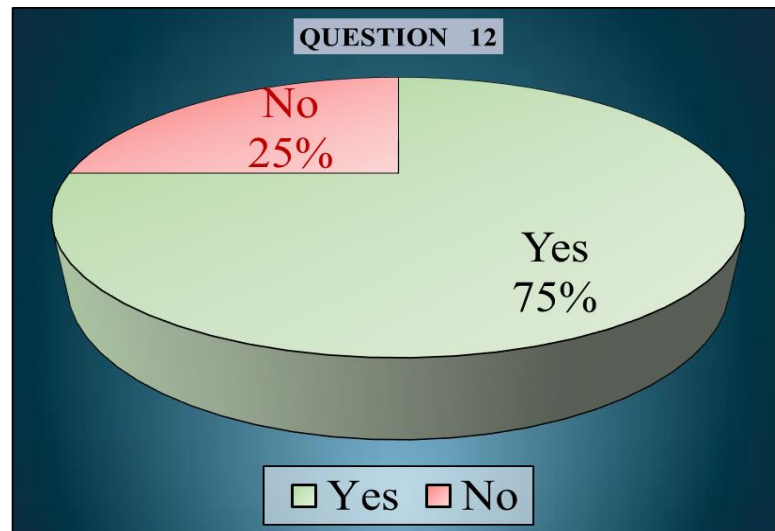
The benefits of virtual platforms are many due to a large number of applications and facilities for their use.

Mutambik, (2018) mentions that:

E-learning Platforms have one of the most important advantages of E-learning, such as, for example, correcting, sending, and receiving assignments. I believe that, in this way, E-learning will increase the possibility of contact between students and teachers; this may include email, discussion forums, and chat rooms. Thus, students will have more time to participate and interact when learning English outside the classroom (p.80).

Figure 15 shows the results corresponding to question 11: *Do you think that the freedom of selection of content and information by the teacher is a factor that should be included in the options of an E-Learning platform? Why?"*

Figure 15: Statistical graph of results: Question N.12



Source: Prepared by Carla Castrillón – Henry Cumbicos

Table 16: Detail of the answers: Question N.12

Item	Question	Number of Teachers Surveyed	Answers	
			Yes	No
12	Do you think that the freedom of selection of content and information by the teacher is a factor that should be included in the options of an E-Learning platform? Why?	8	6	2
			%	%
			75.00	25.00

Source: Prepared by Carla Castrillón – Henry Cumbicos

Table N.16 reflects the results regarding the freedom to select content as an option in the use of E-Learning platforms, and as can be seen, there is a high percentage of teachers who opt for a yes. This determines an index of 75%, with 6 of the 8 surveyed teachers being in favor of this option, which is a positive indicator that teachers consider to be able to have the freedom to select content and information in the use of E-Learning platforms. The work becomes more practical than without them, and in turn, they can determine the specific tasks that can be worked on with the students

according to the needs they present and thus achieve the objective of obtaining their required knowledge.

An important factor that should include a virtual Platform in teaching must comply with the freedom with which teachers have to plan and structure their classes according to the convenience of the requirements and needs for each group of students to whom they intend to teach, for this Fernández Jiménez, et al (2017) indicates that teachers must have "Control and monitoring to freely relate theoretical content with professional practice and plan and organize the work to be done"(p.421, being able to be implemented within a virtual Platform.

9. IMPACTS OF THE INVESTIGATION

This research provided a contribution to Education, specifically towards the teaching of the English language focused mainly on the Language Teachers of the Paul Dirac Educational Unit, where the researchers carried out an exhaustive analysis of the use of the E-Learning Platforms within the methodology of online teaching, whose main beneficiaries are the language teachers of the institution, students of the 8th year of Basic Education and generally the educational institution, since the purpose of this research is to show and give a new teaching option that can be applicable within the teaching-learning process.

Clearly the benefits provided by this research, although they are focused on the area of Education, this is encompassed by a Social aspect that provides support for one of the rights that each individual has, which is Education. From this point of view, this research provides a significant contribution that will help improve the quality of English language teaching through the use of E-Learning Platforms.

For which, within the development of the research, it was proposed to determine an E-Learning Platform currently in force that covers all the needs and study requirements that a study plan demands to teach English.

After having determined the benefits of this research, the main positive impacts that were determined during the development of the research are identified below:

- Improve the teaching quality of language teachers.
- Encourage language teachers with the more frequent use of E-Learning Platforms within class planning.
- Customize content and relevant information to optimize the topics of your classes.
- Fully exploit the tools of the E-Learning Platforms, in order to make their classes more innovative, creative and interactive.
- Improve the academic performance of students through the use of E-Learning Platforms.

Finally, after determining the main social impacts that this research provided, it should be emphasized that it is extremely important to have carried out a critical analysis of the E-Learning platforms against their use for teaching the English language, because said analysis helps the use of E-Learning Platforms as a teaching method is sustainable and viable over time and this can be considered as an option so that it can be implemented.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

This research conducted a deep search regarding the content related to the use of E-Learning Platforms within educational processes that contributed to identifying and understanding the conceptualization of relevant information that allowed to know more in-depth content related to this new teaching method based on the application of E-Learning Platforms for English language teaching, through the collection of information obtained from academic texts and scientific journals, which are sufficient bibliographic source to support this research based on the criteria defined by their authors. In addition, an epistemological contrast was achieved between the Scientific-Technical Foundation (Background - Theoretical Framework) of the cited references and the perspective of the development environment of this research through the interpretation of its authors, allowing to contextualize the development environment and conceptualize information and terms of this research to facilitate the understanding of the readers.

E-Learning platforms contribute positively to the teaching-learning process, especially certain platforms that are designed for the development of English language teaching. After collecting information through the survey conducted with the language teachers of the Paul Dirac Educational Unit regarding the use of E-Learning Platforms, it was identified that they are frequently used by teachers due to the benefits and positive factors such as; easy accessibility (web), access to teaching resources, the convenience of teaching, ease of meetings, tutorials, and evaluations. It should be taken into consideration that the worldwide pandemic of Covid 19 exponentially increased the use of E-Learning Platforms forcing educational institutions and teachers to implement this teaching method for student learning, being the alternative that is best suited to the current situation, where the confinement prevented the continuation of traditional ways of teaching.

The tools of the E-Learning Platforms represent a significant factor that helps to strengthen the use of platforms by language teachers, so after the development of this research, two E-Learning Platforms were identified; Quizziz and Nearpod, after submitting them to an evaluation through the criteria of the researchers; it was concluded that the Nearpod Platform stands out because it has the characteristic of having freedom of selection of content and information by teachers, representing a relevant factor that allows having personalized teaching; where teachers can choose their content, information, materials and teaching strategy to use by adapting their ideas according to the thematic established by the study planning, in addition to structuring them to the level of knowledge required, Nearpod can be easily adapted to the needs of different working groups (students), which will increase and strengthen the interest in learning the English language by students.

The feasibility of the use of E-Learning Platforms is a reality increasingly palpable within the teaching of the English language, currently there are a large number of platforms that offer a variety of tools and applications that make them attractive for learning the English language. The influence within the educational context is very important and within this research an analysis was carried out to obtain information from the language teachers of the Paul Dirac Educational Unit, resulting in the majority of them showing that they have updated knowledge on the subject of virtual teaching, This demonstrates once again that technological advancement and world globalization cause that the professions are currently always in a feedback and training of knowledge to maintain a constant improvement in both pedagogical knowledge and are at the forefront of new applicable

technologies used as a tool to improve and optimize their teaching methods, which makes the E-Learning Platforms an ideal method for teaching English as a viable and sustainable alternative application over time.

Summarizing, after having considered the results of the in-depth analysis of the research topic, it was concluded that the development of this research was able to meet and satisfactorily respond to the objectives set at the beginning; that the development of this research managed to fulfill and respond satisfactorily with the objectives set at the beginning of it, determining that the use of E-Learning Platforms has positive contributions making the use of E-Learning Platforms a functional English language teaching method to be included within the teaching-learning process not only for the study population that had this research, but also for could be a pilot implementation plan for teaching at the institutional level being a viable proposal to be implemented within the national curricula of foreign language education in the country, as a new alternative for teaching the English language, so the proposal for implementation in educational institutions at any level of instruction would achieve an improvement in the quality of teaching and learning of the English language.

10.2 Recommendations

It is advisable to apply the new technologies that are applied within the area of Education, this research identified and determined several relevant factors that add contribution to the teaching of the English language, for which it should be taken into account to apply the E-Learning Platforms as a method of teaching the English language within educational institutions and specifically in the Paul Dirac Educational Unit, where it was verified that their teachers are familiar and trained to be able to implement virtual platforms such as Nearpod, to include it within the planning to teach their classes .

The training of language teachers is an aspect where educational institutions should pay more attention because, although the language teachers of the Paul Dirac Educational Unit are properly trained, it is worth mentioning that there is always continuous improvement and updating within of the use of Virtual Platforms even more so today where all these tools are advancing at an accelerated pace hand in hand with technological progress, for which educational institutions should have a training and feedback plan on topics about the use of Virtual Platforms within the educational context, which always keep language teachers updated.

The exposure of the E-Learning Platforms, although their information is found on the web through its official media (social networks, web pages, blog), in certain cases it is required to have more in-depth information that allows teachers to be encouraged and students about the benefits of using E-Learning Platforms as a tool for teaching the English language, for which conventions, seminars, and presentations by experts in the field should be held to make known the relevant aspects of the platforms. virtual and these in turn manage to encourage teachers and students to be more interested in them, this in order to facilitate the understanding of content and use of E-Learning Platforms.

This research is a contribution to the research community and remains as a record for the contribution of a bibliographic source for future research work that is related to the use of Virtual Platforms within the educational context.

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12. ANNEXES



12.1 Annex 1: Information for Language Teachers – “Paul Dirac” Private Educational Unit







Item	Description	Information Teachers Languages
1	Names last names:	Erick Eduardo Diaz Marin
2	Email:	ediaz@pauldirac.edu.ec
3	Age	23 years
4	Academic Instruction: (Degree Obtained)	Bachelor of Science in Education mention -English
5	Teaching Area: (Teach class:)	IB English Teacher
6	Work Experience: (Teaching languages)	1 year




Item	Description	Information Teachers Languages
1	Names last names:	Mishell Carolina Ramon Guallichico
2	Email:	mramon@pauldirac.edu.ec
3	Age	24
4	Academic Instruction: (Degree Obtained)	Degree in Educational Sciences mention-English
5	Are of Teaching (Teach class of:)	English-Science Teacher
6	Work Experience: (Teaching languages)	1 year


  Universidad Técnica de Cotopaxi		
Item	Description	Information Teachers Languages
1	Names last names:	Cristhian Javier Doicela Ayala
2	Email:	cjdoicela@gmail.com
3	Age	28
4	Academic Instruction: (Degree Obtained)	Bachelor of Science in Education mention-English
5	Are of Teaching (Teach class of:)	English teacher
6	Work Experience: (Teaching languages)	1 year



  Universidad Técnica de Cotopaxi		
Item	Description	Information Teachers Languages
1	Names last names:	Jairo Vinicio Molina Medina
2	Email:	jmolina@pauldirac.edu.ec
3	Age	25
4	Academic Instruction: (Degree Obtained)	Bachelor of Natural and Environmental Sciences Chemistry and Biology
5	Are of Teaching (Teach class of:)	English Area - Natural Science
6	Work Experience: (Teaching languages)	3 years

  Universidad Técnica de Cotopaxi		
Item	Description	Information Teachers Languages
1	Names last names:	Cintia Pamela Cuzme Placencia
2	Email:	cpcuzme@gmail.com
3	Age	36 years
4	Academic Instruction: (Degree Obtained)	Bachelor of Linguistics Applied to the English Language

5	Are of Teaching (Teach class of:)	English teacher
6	Work Experience: (Teaching languages)	4 years

		
Item	Description	Information Teachers Languages
1	Names last names:	David Spinel
2	Email:	despinel@pauldirac.edu.ec
3	Age	30
4	Academic Instruction: (Degree Obtained)	Master in Public Relations
5	Are of Teaching (Teach class of:)	English teacher
6	Work Experience: (Teaching languages)	3 years

		
Item	Description	Information Teachers Languages
1	Names last names:	Guillermo Hugo Reinoso Herrera
2	Email:	greinoso@pauldirac.edu.ec
3	Age	30
4	Academic Instruction: (Degree Obtained)	Historical and Cultural Tourism License
5	Are of Teaching (Teach class of:)	English teacher
6	Work Experience: (Teaching languages)	5 years

  Universidad Técnica de Cotopaxi		
Item	Description	Information Teachers Languages
1	Names last names:	Bradon Steven QuimbitaTaxi
2	Email:	qbrandon@pauldirac.edu.ec
3	Age	22
4	Academic Instruction: (Degree Obtained)	Bachelor of Tourism
5	Are of Teaching (Teach class of:)	science teacher
6	Work Experience: (Teaching languages)	4 years

12.2 Annex 2. Survey for Language Teachers - Private Educational Unit "Paul Dirac"

Virtual Survey Design- Google Forms



Universidad Técnica de Cotopaxi

Encuesta dirigida para los docentes de la Unidad Educativa Particular "Paul Dirac".

Estimado/a:
El objetivo de esta encuesta es identificar el uso de las plataformas e-learning utilizadas en el proceso de enseñanza-aprendizaje del idioma inglés en la Unidad Educativa Paul Dirac.

Gracias por su colaboración

Instructions: Please read the questions carefully and answer honestly. Select the answer that you consider appropriate for each reagent and argue where requested.

1. **Do you consider that current virtual education is better than face-to-face education prior to the Covid-19 pandemic? Explain why?**
 - a. Yes
 - b. No

2. **Within your teaching methodology, do you use your technological tools to teach your classes?**
 - a. Yes
 - b. No

3. Do you think you could improve your teaching-learning process based on technological tools?

Why?

- a. YES
- b. NO

4. What is the factor that your students have the most difficulty developing?

- a. Reading
- b. Grammar
- c. Listening
- d. Vocabulary
- e. Writing
- f. Speaking

5. When was the last time you had some type of training or knowledge update on teaching methodology?

- a. 1 – 6 months ago
- b. 6 – 12 months ago
- c. More than 1 year
- d. Never

6. How familiar are you with E-Learning platforms?

- a. Too much
- b. A lot
- c. Little bit
- d. Nothing

7. In your experience as a language teacher, how often have you used E-Learning Platforms?

What teaching tool?

- a. Always
- b. Very Frequently
- c. occasionally
- d. Never

8. Do you know any of the following virtual platforms?

Select the option you consider.

- a. Nearpod
- b. Quizizz

9. Do you consider that the use of a virtual platform facilitates the language teaching process?

Why?

- a. Yes
- b. No

10. What factors make it difficult for you to use virtual platforms?

- a) No access to devices
- b) bad internet connection
- c) Its cost
- d) Content not suitable for its users
- e) Ignorance of its use
- f) Other

11. What benefits would the use of virtual platforms have for you in the process of teaching the English language?

- a. Accessibility
- b. Access to teaching resources
- c. Comfort of teaching class
- d. Ease of holding meetings, tutorials.
- e. Ease of evaluation

12. Do you think that the freedom of selection of content and information by the teacher is a factor that should be included in the options of an E-Learning platform? Why?

- a. Yes
- b. No
