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**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
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ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS
EDUCATIVOS EN TEFL**

TEMA

**THE USE OF A VIRTUAL PLATFORM FOR ENGLISH
LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN
SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA
ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021**

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RESUMEN: The education system has been taken away by the COVID-19 pandemic. The unease of teachers to change their teaching model for virtualization is evident. Given this problem, the use of virtual platforms as a necessary instrument for the proper development of personalized education in the educational field arises as a reason for study, even in times of health or other crises. To respond in this difficult social context, an intervention Proposal is presented, with the aim of cooperating in the reinforcement of the subject of Language and Literature in second grade children. Based on a qualitative approach methodology, this proposal is intended to highlight the suitability of pedagogical instruments such as the observation guide, surveys and rubrics, adapting them to the characteristics of virtual platforms. Its results will allow to substantiate, compare and justify the convenience of said tool for the effective development of teaching activity, directly benefiting students.	
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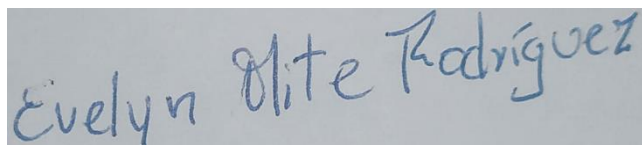
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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: **THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021**, presentado por las estudiantes **DIANA ESTHER YUNGAICELA UZHCA Y EVELYN ALEXANDRA MITE RODRÍGUEZ**, como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación



MTEFL. JANETH MORA ZAPATER
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DEDICATION

To our family who has supported us throughout our entire career and give us reasons to move forward and overcome any obstacle that stands in our way, no matter how small they are. To our friends who have cheered us to continue despite of not so favorable circumstances. Finally, and more important, this research project is dedicated to God.

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INTRODUCTION

For many years, education remains a relevant topic through its evolution, trends, and models, producing great changes within a socio-cultural, political and technological context. Its constant praxis in the educational system has allowed the definition of more appropriate methodological strategies for the students 'learning development.

In Ecuador, in 2016, the Ministry of Labor issued ministerial agreement No. Mdt-2016-0190, which establishes the teleworking modality in the public and private sectors as a mechanism for the development of non-face-to-face work. This type of work was legally unknown until it gained strength and became part of a habit in our society due to the need to continue working from homes due to the coronavirus which consists on a group of viruses that cause illnesses ranging from the common cold to more serious illnesses such as pneumonia. However, many teachers are not trained to adapt to a technological system, much less to change their old methodology for the use of virtual platforms (Moreno-Correa, 2020).

Most of the educational entities unaware of the social and economic reality presented by certain groups of vulnerable students who cannot access a new virtualized educational model for the development of their learning. Schools are closed, and therefore the discomfort on the part of family members is observed for sharing their house as the only space for teleworking in relation to schoolwork and their family attention (Guzmán, 2020).

Currently, the educational system in Ecuador faces a crisis due to the change of a new educational model during the health emergency, thus affecting public educational entities. According to the Minister of Education Monserrat Creamer, in an interview given by the television newscast (TELEAMAZONAS) on April 21, she mentioned that there are 79,500 students who do not have access to the Internet, reflecting the 2 percent of public school students, find it difficult to access the Plan Covid-19 virtual platform created by

the Ministry of Education (Coba, 2020). And, therefore, the inability of students to advance in their academic process is evident.

Therefore, this work aims to analyze and investigate how virtual learning as personalized education has been welcomed in our Ecuadorian society and the constant struggle of teachers to break that gap that prevents the change of new paradigms towards virtual technological education. This new learning model will allow the student to foster confidence in wanting to learn and much more when the teacher proposes innovative and active pedagogical strategies that meet the needs of the students.

The analysis of the proposal allows the school community to provide a better result on the possible technological tools teachers could use for a better teaching and learning process in the subject of Language in seventh grade students. The use of virtual platforms as teaching strategies provides a series of digital tools for personalized learning, thus developing meaningful learning and fostering inter-learning inside and outside the classroom.

CHAPTER I

STUDY APPROACH

1.1.Theme

The use of a virtual platform for English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert school year 2020-2021

1.2.Background of the Problem

Currently, the world is facing a viral pandemic called coronavirus or by its initials COVID-19, causing in turn colds and other serious diseases with a high rate of infections such as "the Middle East respiratory syndrome (MERS) and the severe acute respiratory syndrome" (SARS) (Organización Mundial de la Salud, s.f). This virus gave its first outbreak in early December 2019 in the city of Wuhan (China) (Lili, et al., 2020).

The presence of the Pandemic Coronavirus (COVID-19) is announced by the World Health Organization (WHO) on March 11, 2020; However, despite being a highly dangerous, lethal and fast contagion virus, its origin or reason for its cause is still unknown. After the appearance of the virus in Ecuador was detected on February 29, 2020, the National Emergency Operations Committee (COE) was activated,(Comité de Operaciones de Emergencia Nacional, 2020), but despite its activation, according to Centro Estratégico Latinoamericano de Geopolítica, well known by its initials (CELAG), the pandemic had a great impact on the public health system; thus weakening the budget designated for this management, going from \$ 306 million in 2017 to \$ 110 million in 2019 (CELAG, 2020).

The spread of the COVID 19 pandemic has forced the Ecuadorian government to make decisions to preserve the health of many people, in turn restricting the limit of mobilization and concentration of people in public and private places, suspending all

kinds of work and social activities to avoid contagion and able to low the country's epidemiological curve. The measure of suspending activities, mentioned by the government, has negatively involved in the educational sector as to be an exposed place to concentration and contamination; therefore, students are the most vulnerable ones to be transmitted and infected by the coronavirus. So “children and adolescents are as much at risk for getting Covid-19 as adults” (Sintema, 2020, p. 5).

The rule decree issued by government of confinement and isolation similarly affected an educational system which was not prepared to face a new change from traditional to digital education. However, despite the weakness presented in education, it is forced to continue its functions by making a strategic turn and forcibly migrating to a new digital and virtualized era, thus promoting a non-classroom education.

Technological immersion in the educational system has generated sources of knowledge that are used daily by many users; This was expressed some years before by the (UNESCO, 2004) “The new generations are entering a world that is undergoing important changes in all spheres: scientific and technological, political, economic, social and cultural. The “knowledge society” is transforming the world economy and the status of education” (p.17). Thousands of virtual tools such as videos, platforms, reports of investigations carried out, documentaries, among others, are created daily. This is considered as part of their daily life for labor, educational and socio-cultural field; Technological information goes further in relation to teacher professional development within an educational system.

Just as trees grow for years from the strength of their own roots, something naturally regular occurs with the subsistence of a living process such as education, where curricular adaptations related to their own context are required, so that the foundations are strengthened and long do not collapse due to a bad educational approach (Garófalo García & Villacrés, 2018, p. 153).

As explained before, it represents a great challenge to Ecuadorian education in urban and rural areas. Despite the dedication that teachers have to create new methodological

strategies for students in their classrooms as mentioned by the authors (Garófalo García & Villacrés, 2018), there is currently a digital gap in which teachers have had to update their management of technologies. Many teachers use ICTs as the only resource to communicate by email, carry out research, record reports, among other things, related to their use as office supplies; that is, in terms of office automation.

"There are different methodologies that have been currently implemented and seek to modify the teaching-learning process to replace the master class by promoting active learning" (Moreno-Correa, 2020, p. 17). In general terms, teachers are unaware of the correct use of technological tools and even lack the skills to manage them pedagogically. This results in dismissing their use and continuing teaching their classes within their classrooms and, on many occasions, their methods remain obsolete in relation to the virtual trends that many students handle. On the other hand, there is also a student population who are not highly prepared for the new digital challenge due to the lack of technological resources and the internet in their homes. This makes learning even more difficult to achieve students' research because of the scarce of connectivity they have to perform.

Facing this explained event, the public school Enrique Gil Gilbert; which is located in the south west of Guayaquil, province of Guayas, on 20th street between Callejón Parra and Oriente alley, has been affected despite being one of the cantons which registered many cases of contagious risks according to statistical data by the COE, (Ministerio de Salud Pública, 2020). The restriction by the government mandate is maintained regarding the suspension of educational activities. However, teachers' concerns and feelings of anxiety about the new demands of innovating their methods through a virtual teaching model are observed.

This represents the challenge in migrating teachers' traditional methodologies towards a virtual and personalized education. Teacher must propose innovative and active pedagogical strategies that attend students' needs. The present work tries to investigate how students feel motivated and are eager to learn the English language through the use

of virtual platform. This proposal has the aim of analyzing the feasibility of its use and results in the students' teaching process in urban and rural areas; and on the other hand, the development by creating interactive strategies on the part of the teachers.

1.3. Statement of the problem

What is the influence of using a virtual platform on the English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert?

1.4. Systematization of the Problem

- What are the differences between traditional teaching methodology and the connectivity by using virtual platform?
- How does the use of a didactic guidance with visual, auditory and kinesthetic learning activities enhance students' listening skill development?
- How to strengthen and contribute to the English language learning processes by using virtual platforms in primary school students?
- What effects does the use of the virtual platform produce in the improvement of the English academic performance in seventh grade students?
- How virtual reality technology has changed the way students learn due to the confinement as a result of COVID-19?

1.5. Broad Objective

To determine the use of a virtual platform to improve the English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert

1.6 Specific Objectives

- To define the concept of personalized education and study the relationship it has between it and the use of virtual platforms.
- To diagnose teachers' acceptance about the use of virtual platform in their teaching and learning methodology.
- To design a didactic guidance with interactive activities to enhance English grammar skill development in seventh grade students.

1.7 Significance or justification of the study

1.7.1. Theoretical Justification

There are multiple reasons for carrying out this research and justify its theoretical foundation, as some authors who make references the importance of e-learning to enable people to make better-informed decisions and take appropriate actions through virtual platforms. The accelerated step towards a new virtual educational model requires challenges and changes in the teaching profile to achieve favorable results in the learning process in students.

Given the social isolation students and those that make up the educational community must face, the application of virtual platforms would be efficient and feasible, but also the challenge of teachers towards the migration of a traditional education to the virtual one. To justify this extract, a phrase by Paulo Freire (1997) was coined to state "Teaching is not transferring knowledge but creating possibilities for their own production or construction" (p. 47).

The need for this research is to find solutions so as not to stop the educational process of students in the face of an aggravating situation and devastating that affected a developing

country by the Coronavirus (COVID-19), resulting in the closure of many job sources, companies, and especially educational institutions.

Faced with this social, economic, and educational conflict, the following question arises: How can an educational system guarantee a virtualized education in times of coronavirus? How would the Ecuadorian teacher accept a new digital teaching model in the face of its ignorance and lack of training to face it? And, finally, what would be the acceptance of students and parents in the use of technological equipment and virtualization in their homes?

The main reason why this topic was chosen is due to the crisis caused by the Coronavirus virus in Ecuador, and its consequences within an obsolete educational system where student training is still evident based on traditional teaching methods such as drills and repetition; a direct participation between the teacher and students is also anchored in this way to the same educational system that had been operating for half a century (Clark & Mayer, 2016).

1.7.2. Methodological Justification

For the development of the proposal, the applications of certain methods will be essential to detect the pedagogical problems teachers face when teaching their classes through virtual platforms. Despite the confinement of the students in times of COVID-19, it will not be impossible for the author to carry out the investigation; rather, observation is expanded through virtual environments and, in this way, direct communication with parents and students on campus is obtained.

To monitor the students, videoconferencing has been carried out by zoom, since this platform has the function of recording video, sharing digital documents, and capturing the image according to the information that you want to obtain. There are other feasible techniques such as WhatsApp chats and mobile phone calls.

Surveys are instruments that allow the results to be carried out in a qualitative and quantitative study research; in this way the level of compliance with the children's learning

development can be verified through virtual platforms aimed at parents or legal representatives. Finally, the interview that will be directed to the director of the school institution.

1.7.3. Practical Justification

Virtual education in the Ecuadorian educational system demands teachers to adapt their teaching methodology in students' learning process. However, the reality that many students and families do not have access to the internet is been observed. On the other hand, some wireless networks do not reach their homes. This reflects a significant technological backwardness according to the latest census carried out by Instituto Nacional de Estadísticas y Censos (INEC, 2016), "36% of households have internet access, 13.5 points more than five years ago. In the urban area the growth is 13.2 points, while in the rural area it is 11.6 points" (p. 7).

The precarious educational system is affected in times of coronavirus, and its consequences in the teaching-learning process is evident when it is replaced by a commonly nominated traditional education for the digital one. In addition to this, the misuse of these digital methods by teachers causes "the saturation of online work and classes and subjects in which we have been given virtually no indication of the assessment method or the strategy with which to confront" (Gelonch-Bosch, Marojevic, & Gomez, 2017).

As the aforementioned before, an initial concern arises, on March 12, 2020, published by the journal (El Universo , 2020), before the temporary suspension of all work and educational activity at the national level announced by the Minister of Government María Paula Romo and from Education Monserrate Creamer, due to the health emergency caused by Covid-19. By means of this decree the classes in person are currently suspended.

However, given the provision of (UNICEF, 2020) "States must make a maximum effort to ensure the universal process and without discrimination to the education of children, adolescents and adults who study"; The country has chosen to search for alternatives such as promoting a new learning model that is personalized education through the use of a series of virtual platforms for educational development.

All these reasons lead towards an educational reality and their research allows searching for solutions for student well-being and academic performance, because the authors of this research proposes the analysis of the use of certain virtual platforms as a personalized learning strategy. Direct opinions are also collected by teachers in order to publicize and detect methodological problems when teaching within their virtual classrooms, and the possibility of contributing towards a new learning model that has currently felt forced in applying it through the use of platforms.

1.8 Scope and Delimitation of the Study

Responsible unit:	Universidad Laica Vicente Rocafuerte
Responsible person:	Diana Esther Yungaicela Uzhca Evelyn Alexandra Mite Rodríguez
Field:	Education
Area:	English
Population:	Students from seventh grade.
Execution period:	School year 2020-2021

1.9. Idea to defend

The use of a virtual platform fosters the English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert school year 2020-2021

1.10. Line of Research

The present study is framed within the Education Faculty research, which states the “performance and professionalization of the teacher”, and also within its research sub-line “communicative competencies in teachers and students.”

CHAPTER II

THEORETICAL FRAMEWORK

2. Literature review

Searching information from repositories and virtual libraries from different universities in Ecuador, it was found that there are not any theses based on the use of a virtual platform for English language teaching in times of home confinement. Nevertheless, there are some projects and articles related to the two variables exposed above in relation to virtual education and English language acquisition as to provide the fundamental theories and assess its feasibility and relevance for theoretical, practical and legal foundations.

(Ramírez Echanique, 2015), in her thesis published as Edmodo as a technological tool for the development of English writing skills in eighth graders at La Dolorosa high school, states in her proposal the use of educational platform as a fundamental resource to develop one of the four English skill development, so that students can successfully face the intellectual demands of their academic life. Regarding the students' learning achievement, significant learning has been considered; this type of learning is fundamental in the English language teaching because it allows students to develop learning in a technical way, since they can enhance what they have learned in the class.

On the other hand, (Hernández, 2016) in his article titled The On-Line English I Course through the Eminus Platform mentions some pedagogical models to break the paradigms regarding educational work, empowering students through self-discipline, self-evaluation and able to construct their knowledge by experience, since they become the main responsible for their learning processes. The repercussions of using educational platforms are worthy considered as one of the new model educational trends that gains strength by leaps and bounds as to be alternatives to provide practical and indispensable tools to help learners from remote locations to empower their capabilities and puts the new pedagogical models.

(Proudfoot, 2017), in his research article titled Scenario-based e-learning and stem education: A qualitative study exploring the perspectives of educators, focuses mainly on providing information about tools for using the web platform as a teaching resource. The platforms are applicable to both face-to-face and distance teaching, being a great didactic resource that enriches the teaching-learning process and facilitates the continuous evaluation of the students.

A research work written by (Velev & Zlateva, 2017) titled *Virtual reality challenges in education and training*, states that Education has shown greater effectiveness breaking down barriers of time and space, by offering methods, techniques and resources that make the teaching-learning process, using technologies such as radio, television, video, interactive computer systems and software. In response to this growing educational trend, the presentation of a pedagogical didactic guide with interactive activities designed to strengthen the knowledge in grammar skill development in seventh grade students and use of virtual platforms at Escuela Fiscal Mixta Enrique Gil Gilbert.

The development of digital technologies such as audio, video, animations, and the combination of all of them in a single medium (Multimedia), have favored the rise of new educational modalities, which, supported by technology, have managed to bring students not only static content but also interactive learning experiences in which a true interaction with related entities has been achieved in the different learning sessions. The increased penetration of internet in places without connectivity and this has led to the emergence of platforms for more appropriate collaboration and learning.

The pandemic changed the lives of millions of children and young people in the world from one moment to another. Students and teachers from traditional system have been affected by the closure of schools and are experiencing at this very moment the most important technological adventure in history. The continuity of education is essential, since the feeling of normalcy, routines, friends, and tasks contribute to the emotional stability of children and allow them to continue away from the painful reality that the Covid-19 crisis has brought to the country.

The present work aims to investigate how personalized education through virtual platforms will allow the student to foster confidence in wanting to learn and much more when the teacher proposes innovative and active pedagogical strategies that meet the needs of students. The purpose of the intervention proposal of virtual platforms is to analyze the feasibility of their use and their results in the teaching process of students; and on the other hand, the development of creating interactive strategies in teachers.

2.1. Definition of virtual platforms

Before conducting a theoretical study on the use of virtual platforms in education, it is important to take a tour to talk about its technical meaning and contribution it has had for the humanity, for the development of its social, educational, and work activities; seizing this resource as a means of solution to apply various activities in a single digital place. The same that promotes communication, the search for information and the creation of virtual logistics in an agile, flexible and individualized way, incorporating this tool into the digital trend of the 21st century.

(Kerimbayev , Nurym, Akramova, & Abdykarimova, 2020), in their article published on Virtual platforms in the field of tele-training, affirm that “The internet is becoming the basic technological paradigm of its development, Websites are growing fast, email is increasing like the postal system, and the digital signature that will be established in the coming years” (page 1). On the other hand, defining the term virtual platform according to (Kaisar & Chowdhury, 2020), “it is a combination of resources, interactivity, support and structured learning activities” (p. 1).

Based on the citations by the authors, it can be said that digital platforms, or rather known as virtual platforms, have been considered as very essential tools for the development of skills by teachers and students for the development of their learning. The cybernetic system is rapidly advancing by giant steps and, in parallel, the human being adapts to the digital change due to the urgent need for this resource to be informed, communicated, and

be linked with the digital society such as emails, videoconferences, social networks, telemarketing, tele-work, transmission of virtual television channels, among others.

Obviously, and depending on what has been proposed, the educational system cannot be disconnected from this virtual digital trend, which is why students are currently more up to date with the information and, therefore, teachers must be hand in hand with the technology to provide a better interactive teaching and learning process; in this way, to be able to be in the competitiveness of the teaching profile to face the demands of digital education.

Due to the aforementioned, the educational system has chosen to seek different ways of how to keep the student connected to education, and change teachers' mind towards the new virtualized educational model in contrast to traditional education and digital illiteracy, thus it is mentioned by the authors (Blikstad-Balas, 2012), in their article published as Digital illiteracy in teachers state:

The type of literacy that is used must be focused on developing new skills for understanding a certain language, which aims to contribute to society being part of the benefits of the information that can be obtained with the tools (computer, software, internet, etc.) (p. 29).

Consequently, given the prevailing demands of the virtual training model, a program was born that would facilitate the work of the teacher and the entire educational community for the development of interactive pedagogical activities. The foregoing allows us to point out that the virtual platform as mentioned by (List, 2019) is:

A series of software or programs oriented mainly to its application on the Internet which has been created to design and host online courses whose didactic purpose is to promote education and communication synchronously and asynchronously at the international level, allowing to improve communication between the teacher

and student, student-student, thereby developing individual and collective learning (page 4).

Taking the citations from the abovementioned authors, it can be defined that virtual platforms are programs or also named as software that has a series of technological tools that allows the teacher to locate or place all their digital pedagogical resources in just one website, such as uploading an informative document, publishing pedagogical or documentary videos through a link or website, establishing videoconferences, explaining live classes using office utilities, among others.

In summary, and based on the concepts cited by the authors, virtual platforms are programs or software that have made it possible to facilitate the work of an educational community for the well-being of students for a better academic teaching and learning process and in a virtualized way. Teachers can create workshops and courses and can even develop assessments to diagnose the academic progress of their students.

2.1.2. Online teaching challenges during COVID-19

Virtualization nowadays has taken the educational system by surprise and especially in teachers because most of their time their teaching is reflected in the classroom and rarely, they recommend or require their students to work with designed blogs by them or virtual platforms that in many cases are free and easy to use. This is due to technological ignorance and therefore there is rejection for not being able to face this educational innovation, empowering in this way the traditional common education, in other cases the behaviorism of the teacher in front of a generation of new and cybernetic knowledge.

When mentioning virtualization in education, the first thing that comes to a teacher's mind is to upload digital documents such as PowerPoint, PDF, Excel, YouTube videos, or submit a series of research assignments. In another scenario, the recording of a live class or a video already prepared is observed in which the teacher does not interact with his students, thus leaving free will in the way of interpreting it. A digital education is much more than this; The teacher, to present a topic or workshop in a virtual way, must apply pedagogical tools to easily explain the information to be transmitted; "In order to involve

the student in a reflection on a topic; and generate in them new perspectives on a topic and awaken their curiosity about certain aspects of it” (Blaine, 2019).

The reciprocal interaction between the student and the teacher is relevant and positively influences learning; encourages the security and confidence in the student to answer their doubts and concerns and not feel afraid to ask them. This is how (Cheng & Tsai, 2019) express it when they cite Akyol and Garrison (2008) and Reupert and Maybery (2009), “The interactions of teachers with their students are important, since they can influence their level of learning. involvement and participation” (page. 346). This quote is coined to express that the interaction by teachers with their students is merely relevant.

In no way can the application of methodological strategies be left isolated in the teaching and learning process. Students are in the process of constructing knowledge and their doubts provoke exploration and questioning. That is why the teacher as the main axis of teaching must always be updated and even more so in the use of virtual technology.

Teachers must improve their teaching style, and leave traditionalism for virtual innovation, since it has an arsenal of useful tools for the development of a more interactive and effective class. The new generation of the 21st century is totally immersed in virtualization and, therefore, teachers cannot be below this competition. Their rejection of the change generates demotivation and the disinterest of the students to learn from their teachers, obtaining their result towards the search for information by themselves. In this way, Aliyyah , R R; Rachmadtullah, R; Samsudin, A; Syaodih, E; Nurtanto, M; Tambunan, A R.S (2020) affirm:

The key is not to associate the virtual environment in a simplistic way with the environment, but to create a scaffolding that helps students to walk towards the desired goals, in a guided way and at the same time, that their creativity is unleashed (p.1).

The use of virtual platforms as a learning environment allows the student to have greater concentration and their participation is constant and active; in turn leads to collaborative learning where there is the participation of other group members, developing problem-solving skills. The teacher goes from being a face-to-face class tutor to a facilitator and creator of a new virtual learning environment or also known as e-learning.

In this way, "e-learning is not only about taking a course and placing it on a computer, but also about a combination of resources, interactivity, support and structured learning activities" (Soliman , Khalifa, & Saleh , 2019). The educational units carry out a series of virtual activities to maintain full communication with the students and in certain cases with the parents such as websites, virtual courses, emails. Applying virtual platforms would be one more tool for more effective learning in students and improves in turn the organization of all digital resources, processes and evaluations in an orderly and automated way.

2.1.3. The migration from classroom to virtual education in times of pandemic

In recent weeks, virtual education has taken an enormous momentum in the development of teaching and learning. The expansion of the pandemic by Covid-19 or also called coronavirus has forced the Ecuadorian population to generate great changes in their lifestyle, especially in an educational system where classes are given in person and teachers, accustomed to the area of comfort, they teach their chairs with their traditional and often retrograde methods.

The migration to virtualization does not only consist of using certain devices or technological tools or transposing face-to-face education to digital platforms; nor is it intended to dismiss the face-to-face education that has prevailed since the emergence of humanity until now. "Learning in person by its nature allows the teacher a better command of a space shared with the students" (Klement, 2017). When an education is mediated by technological resources such as cell phones or computers, it is impossible for many teachers to exercise command of the classes.

There are also virtual distractors that divert the student's attention to learning; diverted by the fatal consumption of social networks such as Facebook, Instagram and other mobile applications such as WhatsApp, Spotify, among others. With the previously explained phrase properly said by Albert Einstein is coined, "I fear the day when technology will surpass our humanity. The world will only have a generation of idiots" (Mirenyat, 2017).

Returning to the topic of the COVID-19 pandemic in this work, given the confinement and sanitary measures to prevent the spread of the virus and published in the newspaper, (El universo, 2020) the suspension of both work and academic activities is determined. From that moment until now, the educational system falls into vulnerability, hitting hard on the classroom training of students.

Uncertainties and instability arise from this epidemiological crisis throughout the educational community; In this way, the need arises to take alternatives or emerging options to avoid academic delays and that is where the migration towards a new technological trend germinates that has led to the virtual learning model or known by its name in English e-learning.

This virtual learning model appeared at the beginning of the year 2000, referring to its meaning according to (Polotai, 2016) as patterns developed with a technological and pedagogical approach with the sole purpose of transmitting accumulated experiences in teaching and learning by telematics means that consists of the combination of computing and technology to send and receive information through different telecommunications devices. Based on this concept, virtual platforms as a pedagogical instrument in virtual learning have the necessary tools for the distribution of courses, resources, and other technological sources for knowledge management.

In conclusion, students have free access to enter all kinds of information found on the internet; and on many occasions they spend a lot of time immersed in it; however, its use for education is not controlled to its potential. This new learning model aims to provide greater accessibility and freedom for students to achieve their learning in an autonomous

and interactive way, a personalized and collaborative education designed to promote research and create new cybernauts that can be incorporated into a virtualized culture.

2.1.4. Characteristics of virtual platforms

Virtual platforms, or also called by their name in English e-learning, provide the necessary tools for the control and monitoring of activities, courses or programs carried out or created by teachers; built by adequate software and easy to use for students. Virtual platforms must be flexible and can update courses according to the needs of the institution that owns it.

(Boneu, 2007), in his article Open e-learning platforms to support open educational content, establish 3 essential characteristics such as interactivity, flexibility, scalability, and standardization. Taking Boneu's theoretical position, its importance and justification are explained below.

- Virtual platforms are interactive in nature where the user plays a leading role in the formation of their own knowledge. In addition to this, by its nature it encourages significant and collaborative learning through group work or course members.
- It is flexible in that these programs have a wealth of necessary and indispensable tools for their functionality; organizes, and allows creating, importing, archiving and importing all the teacher's ideas and resources in just one website, adapting in the best way to the structure of the institution to implement its methodology, study plans, academic curriculum, styles pedagogical among others.
- It has scalability because it has a broad tool that enables teachers to apply it to a small or large student population, without collapsing or losing its quality of functionality. That is to say, it allows to enter countless users, informative data, audios and videos, images and other files, responding quickly and without affecting their development.

- An educational platform must be easy and simple to use, in order to facilitate the user to create courses and academic programs and provide the institution with a virtual system with the standards required by an educational system. The virtual platform should be evaluated for its feasibility and accessibility by students by monitoring behavior within the course (Boneu, 2007).

There are other general characteristics such as the free, open access platform that offers many virtual emails such as Google in its classroom platform for virtual classroom development and direct communication between the teacher and the student. Google Drive for the creation of questionnaire or survey forms and high-density document storage, and others such as TeamViewer, a platform where third-party professionals can access other users' computers to provide technical support, maintenance, and software installations in their computers.

In these times of confinement, the need arose for a population in vulnerability to communicate with their loved ones and maintain work activities by applying telework; And that is where videoconferencing platforms such as Zoom, Google Meet, Facebook live, among others, appeared. These free access platforms have allowed no teacher to be left out of digital illiteracy and to provide their students with an innovative and virtualized methodology, with the aim of improving educational quality in a blended and virtual way.

In short, in addition to having explained certain probabilities of various virtual platforms, it is important that the teacher knows how to choose some of them that suit their needs, according to our knowledge and the ability to handle them. And most importantly, constant training and specialization in the use of one of them to carry out an optimal teaching-learning process. Without their training, no feasible results will be obtained.

(Alkhatabi, 2017), in his article entitled *Augmented Reality as E-learning Tool in Primary Schools' Education*, states: The phenomenon of technological advances in the

field of communication and informatics, which has enriched the instruments of educational technology with the incorporation of sound and image recording, reproduction, and transmission equipment, without time limits and away, and the use of computers itself (page. 131).

There are other varieties of virtual platforms that are unattainable to name; but some are detailed; Among them, it has facilitated the work of not only the teacher, but also people with other occupations such as platforms for graphic design, video editing, mathematical and financial calculations, etc.

For an educational institution to be able to change from a traditional educational paradigm to a virtual learning model (e-learning), it is necessary to begin by generating a change in mentality and attitude on the part of teachers and the entire educational community to join this new system. In addition, Cooper (2007) states that “it is not necessary for teachers to become accessibility experts, but they must know about the general aspects of accessibility” cited by (Amado-Salvatierra, Hilera González, & Otón Tortosa, 2018). The importance of implementing holistic solutions to develop e-Learning and accessible semi-classroom experiences is coined.

The rejection of new paradigmatic changes could cause havoc on the teaching and learning processes of students, thus observing the disinterest, the motivation to learn new things and experience new knowledge, thus opting for dis-communication between the teacher and the student and the option of learning by himself, without being oriented for the assimilation of learning. Teachers must be trained in the management of virtual platforms for the promotion of student learning; in this way they will be able to develop accessible and adaptable pedagogical content within a virtual program or software, updating their content and schedules frequently and without complications.

In conclusion, virtualization plays an important role in education; the human being depends on any virtual mechanism to be able to communicate in a digitized society. Faced with the epidemiological crisis and confinement, this is where the teacher must face the

great challenges to develop teaching skills in an online way and not fall into digital illiteracy.

2.2. English Teaching and Learning in Digital Times

(Hasanah & Angrum, 2020), argue that "education does not only consists of placing it in philosophical and pedagogical or psychological currents, but it is open to all reasonable currents of thought" (page. 15). Under their theoretical concept, the interest towards the development of the English teaching and its influence in students' skills during the digital age arises. In turn, it implies the application of different currents that help through the development of the human being without any distinction, highlighting them as human beings of equality by nature, but with different ways of thinking and personal identity. Virtual platforms allow students to optimize the English language learning and especially in those with functional diversity.

The design and structure of these programs creates a playful and interactive virtual learning environment, adjusting to the students' needs. However, there is another position that contrasts the effectiveness use of platforms for English language teaching in times of home confinement, since it is essential teachers must demonstrate mastery over technological aspects (Fernández Batanero & Rodríguez Martín, 2017, pág. 160). The lack of these skills could impede the teaching-learning process, thus hindering the formation of a vulnerable group of students.

A teacher must always be highly trained to face all barriers that impede the development of learning in their students; but, despite justifying its importance. The weaknesses of this confrontation persist in this competitive society, such as the lack of time and economic resources for their training. On the other hand, "the attitude of being able to be at the level that society demands are inadmissible" (Mac Donald, 2019) is coined in this line:

The right to have equal education, without discrimination, is the guiding principle of educational policy, which is intended to be a reality with the conscious and

dynamic family participation, civil society, and the government organizations created for the effect (p. 7).

The use of platforms as a mediating object to develop the English language according to (Sam, 2016), helps this vulnerable group to strengthen their abilities and overcome their cognitive, motor and sensory limitations. At the same time, it favors autonomy by adapting their learning in a virtualized and personalized environment; At the same time, it encourages the interest to be immersed in this virtual environment and advance in their cognitive development and finally, it strengthens communication and interaction between teachers, parents and students, since these programs allow diagnosing their achievements and guide through strategies necessary to optimize their academic performance.

The challenge for education systems in recent months has been to maintain the vitality of education and promote the development of meaningful learning. For this, two key allies have been considered: teachers and virtual reality. This has represented an unprecedented challenge, since most teachers had to generate their own learning to work in virtual environments and, at the same time, they were responsible for teaching their students to manage in that space (Liu, 2020).

Until now, virtual education was rather reserved for isolated experiences which provided innovative teaching and learning strategies as a complementary to face-to-face education. In fact, for several decades, people have been working on the incorporation of Information and Communication Technologies (ICT) as tools for the educational service, which represents a review of traditional teaching and learning processes, and a challenge for the teaching role (Blaine, 2019).

Several teaching-learning modalities coexist as to learn English as a foreign language due to possibilities education has had in a global sphere (Mulyono, 2016). Sometimes driven by productive economic needs prevailing in society, others due to the introduction of technologies and methods of constant modifications in the study areas and others by fortuitous causes that force teachers to transform and adapt.

The modalities range from face-to-face to blended to virtual, in some cases it is sought an accommodation for several to come together such as combined teaching (also called blended learning). Blended teaching, or hybrid teaching, consists of a blended teaching process; that includes both face-to-face classes and activities learning in electronic format signed by the conditions of the place.

In current times, priority has been given to transforming technology and tools for teaching learning before the different ways how you learn with them, since many are not designed for the educational context, although their use has made it possible to confront increased effectiveness and efficiency various space and time constraints of learning and teaching; But it has also allowed the development of new ways of learning, interacting, grouping, help each other and achieve self-learning.

(Sam D. P., 2016), seeks a balance between the need to adopt new instructional styles with the way students learn with those tools. Other authors (Borysova, Belikova, Kolesnyk, & Manuyenkova, 2016) argue that the ways of learning influence how students use these tools during their learning. According to what has exposed above, both criteria are necessary in the teaching-learning of the English languages by the new form of interaction and the strategies with which each student tries to satisfy individual knowledge interests.

2.2.3. Virtual environments to foster the English language learning

A Virtual Learning Environment is the space created on the Internet to promote the exchange of knowledge between educational institutions and students, based on platforms that favor interactions between these users to carry out a learning process. The effects of the COVID-19 pandemic go beyond an abysmal number of people infected. In the field of education, 1.5 billion students have had to suspend or reschedule their classes around the world (Pensiero, Kelly, & Bokhove, 2020).

By definition, a Virtual Learning Environment (VLE) is a system or software that provides the development and distribution of various content for on-line courses and semi-classroom subjects for students in general. A VLE is a virtual environment, designed to help teachers and tutors manage study materials both complementary and for courses that are exclusively developed on the Internet. Its main objective is to create a real classroom on the Internet, bringing a new learning experience to the student's screen, where it is possible to carry out scheduled activities exchange ideas; have access to various materials of the disciplines studied and monitor your progress in the course. There are 4 main characteristics of this study modality.

2.2.3.1. Possibility of studying anywhere

Teachers and students do not need to move to another place to give and receive classes. Contrary to the traditional model, in which the teacher must be present in the same place for the exchange of knowledge to take place, in the virtual learning environment, the Internet oversees connecting people, regardless of their geographical location.

2.2.3.2. Schedules Flexibility

In the virtual teaching environment, people can have access at any time to the contents, according to the interest and availability of the student. In this way, he is responsible for making his study schedules, which despite requiring organization, greatly facilitates the learning process.

2.2.3.3. Virtual evaluations

The most common thing in online courses is the realization of tests virtually, that is, within the virtual learning environment. Teachers usually define a period for testing, which can be hours or days, and students respond through the system itself.

2.2.3.4. Space for dialogue

In this space, students can write their doubts, criticisms, or suggestions and those responsible for the course can have access to them to answer them. In addition, it allows communication between students, which enriches learning and helps to solve doubts and problems. In other words, these forums serve to create a classroom climate, where there is an exchange of knowledge, experiences, and growth.

2.2.3.5. Contributions of Virtual Learning Environments to education

The use of virtual learning environments favors the digital inclusion of students and teachers, in addition to stimulating semi-face-to-face teaching, making classes more dynamic. For teachers, these environments enable different types of learning: cooperative, dialogue-oriented, projects and by challenges, problems, or cases. In addition, they act as a support for the development of multidisciplinary pedagogical practices, allowing the dissemination of information to many people at the same time, without geographical limits. Finally, they provide information in the same system, making it possible to update, store, retrieve and distribute content instantly.

For the students, contributions begin by providing easy access to information, since they do not depend on a fixed space or time. Students have the freedom to study at their own rhythm, regardless from where they are. Also, they can share data and the production of knowledge collectively, expanding their educational experience and stimulating collaboration among their peers. Undoubtedly, these virtual learning environments allow groups of students to interact in communities, sharing information, even after completing the course.

2.2.3.6. Virtual learning environmental tools for English teaching, learning and assessment

2.2.3.6.1. Google tools

Several Google tools have been adopted in many schools as educational platforms and innovative resources to improve educational quality. Also, podcasts, wikis, and blogs have been implemented to provide original learning opportunities. In some libraries, Google tools have been used to create thematic guides, to disseminate information online about institutional and free access resources.

The Google business suite is a Google service that provides various Google products such as: Gmail, Hangouts, Calendar, Drive, Docs, Sheets, and Slides, all identified with a custom domain name by the client. Collaborative work is highlighted in documents, worksheets calculation and presentations from different devices. The collaborative edition in real time helps you get to the final version faster, having information always available from anywhere you have connection to Internet. It greatly helps decision-making, allows videoconferences. It allows to store information in the cloud and be able to share it with total security. It is a great contribution in reducing technology resources (hardware) and protect data and devices

Google developed a set of tools for collaborative work, allowing you to create and edit documents online (online), it can also be shared with other users who have a Gmail account and offers the following tools: Google docs, Spreadsheets, Google Presentations, Google forms. They do not require installation, they are free services, and the information is stored on Google's servers, so the information is not lost. The files created in the tools can be exported in various formats. It allows to organize the documents by means of folders, allows people to import files from the computer and notify the changes made by any member to other collaborators.

Applying this e-learning resource such as Google platform encourage students to be creative using different tools to present their activities or work. There are some other

reasons to justify the relevant use of Google docs or platform to organize the students into teams and create within them small work groups, from two to five people, who will be in charge of fulfilling different tasks, with diversity within each work group and that the number of participants is balanced. The more talents there are in each group, the more enriching the experience will be.

Promote communication and respect among the participants, the ideas must be open and Let the tasks that plan them define the implication and each one be organized and let each one gradually assumes their responsibility to develop their own ideas or projects. Structure the process in several phases and program several milestones to review how the work is developing.

So teachers can discuss with their students if they are on the right track or not, and why. Provide your students with self-assessment and co-assessment tools. In this way they will know the criteria that will be considered when evaluating the work. Knowledge with others, with confidence and without fear. Always with an open mind to the ideas of others, and you can also establish rules for dialogue.

2.2.3.6.2. The Zoom videoconference tool to develop virtual classes.

At present the geographical location is not a limit to receive quality education, make inter-institutional collaborations, research exchanges or academic and administrative work; The continuous training of professionals requires a flexible, dynamic learning modality adapted to the environment where they develop, that is why technology and innovation offer us tools to reduce borders and share knowledge.

Virtual education changes traditional schemes in the teaching-learning process, the student self-regulates her learning through an academic guide. Thanks to this technology, students located in different parts of the country can access classes, and people who cannot travel every weekend or so often to class due to their routine or lifestyle, they can access their virtual classes from home. or office through Zoom. A telepresence room

allows connection in real time with optimal video and audio conditions, to advance class projects, management of academic work teams, create research groups and much more for the construction of joint knowledge.

This can be designed based on specific needs, with perfect microphone coverage, acoustic treatment, automation and systems to share content wired or wirelessly, touch control to record different classes and then be able to access information and up to three screens to perfect content display. Students or teachers (participants) will be able to take advantage of the platform's tools such as: live chat, participate remotely using their microphone and integrated video camera (webcam), view the notes or presentation of the person who exposes, talk in groups chat in teams or with individuals in the same room, recording the session on the local disk or in the cloud.

To sum up, the Zoom tool stands out to facilitate the use of time, avoid travel and take advantage of current technology, the internet and the opportunity to learn through tele-teaching spaces, optimizing educational processes that also lead to reducing pollution caused by travel and therefore emissions of gases to the environment. Zoom represents a great opportunity for schools since it facilitates the realization of work sessions, meetings and the execution of professional or academic tasks for those who, due to their routine or lifestyle, need more flexibility, mobility and greater connectivity.

2.2.4. E-Learning

E-learning is defined as a teaching-learning system, based on the modern use of ICT, the purpose of which is to allow classes to be followed, without the restriction associated with space or time (Odria, 2017). In general, e-learning tends to be oriented towards the person who learns, highlighting the advantages it offers, such as greater autonomy on the part of the student, the ease of accessing the resources they require, the high satisfaction of the objectives of the individuals, and the organization, as well as the performance of the process.

(Irene & Zuva, 2018, August) carried out a scientific study to give an inclusive definition of e - learning, in the following terms: "A teaching and learning modality, which can represent all or a part of the educational model in which it is applied, which exploits electronic media and devices, to facilitate access to the evolution and improvement of the quality of education and training" (page 7).

It should be noted that the e - learning system contributes to improving interactivity and collaboration between those who learn, between them and those who teach. Likewise, it allows the personalization of learning programs, to the characteristics of each student, as well as self-evaluation. As well as, in e - learning process, the institution or organization that develops the project intervenes, in addition to the learners and the tutors; These different agents influence the performance of the process. To consider: the pedagogical aspects of e - learning are like those to a large extent to distance learning; Although, it is the digital component that makes the big difference. Among the characteristics of this type of teaching, I would like to highlight the following:

Speed and agility in the information search process. Immediacy when it comes to obtaining the necessary information for any type of learning. The information is obtained now and in an agile way and, in general, accessible. Just-in-time teaching (JITT). This methodology or way of working allows the student to learn just when they need it. Until not long ago, traditional learning took place at a fixed time and place. With the arrival of technology, this takes on a new dimension and what is pursued are two very specific objectives: on the one hand, to make classes with students in the classrooms more effective and, on the other, to ensure that the student learns on their own. Even outside the classroom and autonomously, to later consolidate said learning with the help of the teacher in the classroom.

Just-for-me. In addition to being able to carry out learning at the desired time, e-learning allows a much more individualized and personalized type of teaching or learning, that is, each student can learn at their own pace and according to their level of knowledge on a topic.

Feedback. E-learning also stands out very positively for the enormous feedback that it can generate when being relocated and not depending on a defined time frame. An example of feedback would be discussion forums in virtual classrooms.

2.2.5. B-learning or Blended Learning

The B-learning or blended learning could be defined as the combination between face-to-face and non-face-to-face teaching through technology. This is what we could consider as blended learning, where the presence of the teacher in the classroom is combined with learning outside the classroom by using new technologies such as mobile applications or virtual classrooms such as Moodle.

In fact, within this type of electronic learning would be the pedagogical model called Flipped Classroom, also called flipped classroom or reverse class. "Pedagogical model that transfers certain processes outside the classroom and uses class time; it facilitates and enhances the knowledge acquisition and practice processes within the classroom" (Hockly, 2018, p. 18). B-learning highlights the following advantages:

Flexibility in learning. It does not break with the traditional teaching model in the classroom in which the teacher teaches his students their knowledge through different means, preferably electronic. The determining role of the teacher. Being a blended learner, it does not start from the idea that technology should replace the teacher. On the contrary, technology is another tool for learning and the teacher is, so to speak, a facilitator who guarantees the teaching-learning process of his students.

The classroom as a space for learning and cooperation. The classroom continues to be a critical place for teaching. And it is because it is not only a space in which students learn, but in which they also learn to cooperate by combining the lessons learned outside the classroom through technology with active methodologies such as PBL (Project-Based Learning) or cooperative learning whose purpose is mutual help, personal autonomy, or the fact that a student can learn not only from the teacher, but also from their peers.

Materials. It allows coexistence with different materials, both in paper and digital format, although it is true that it advocates an eminently digital content and that it is hosted on educational platforms.

2.2.5.1. Mobile learning or M-learning

M-learning or mobile learning is called learning based on using mobile devices in both inside and outside the classroom from multiple digital channels (Chee, Yahaya, Ibrahim, & Hasan, 2017), including the Internet, mobile applications, discussion forums, training platforms, digital books, or instant messaging. To cite some examples of how they can learn the English language through devices such as a mobile or a tablet, among other advantages, it highlights the following factors:

Multifunctional device: where students have a variety of applications in order to download and improve their skills of language. It is what could be defined with the term multitasking. Since the expansion of ICT on the relationship between youth and technologies. In general, young people are characterized as addicted to the Internet, cell phones and computers, creative and trained in the use of multiple technologies. These characteristics gave rise to some concepts such as "digital natives", "e-generation" and many others that have been proposed in numerous trials and investigations.

Portability: the size of mobile devices such as a smartphone makes it easy for the user to always carry it with them and, thanks to the connectivity, have all the information necessary to access the knowledge they need on a certain subject or topic.

Motivation: learning through devices such as mobile phones or tablets tends to be more motivated when facing certain learning. One of the reasons would be in the value, for example, of the game or gamification as an instrument to learn without giving up the playful aspect of a content, and finally Personal use, where everyone owns their device, and it is totally personalized.

2.2.5.2. U-learning, one of the fashionable electronic learning

Ubiquitous learning is a relatively new term; it could be defined as the type of learning in which knowledge is incorporated without being fully aware of it (Aljawarneh, 2020), that is, sorts of activities are carried out in spaces that are not necessarily directly related to study, as it is traditionally conceived. The term 'ubiquity' has to do with the ability to be omnipresent, that is, to overcome the limitation posed by a physical environment. Thus, learning should be understood as an activity that can be exercised anytime and anywhere. For this reason, it goes beyond the four walls of a classroom and does not necessarily understand schedules. It highlights features as to determine the word Ubiquitous such as:

Promoting synchronous communication (exchanging of information over the network in real time) and asynchronous (communication between people when there is no time coincidence). Permanence. The training activities which are created or shared, are stored in virtual spaces that can be accessed for consultation and Collaboration which the work goes from being individual to group work. A clear example of this would-be Google Drive where several students can create and edit content in real time.

In conclusion, the school of the 21st century must be a school capable of adapting through technological changes. All these four electronic learning must be accompanied by methodologies that promote cooperation, inclusion and, of course, to understand the importance of the teacher as an essential and irreplaceable facilitator of knowledge and learning.

2.3. Legal Framework

ACUERDO Nro. MINEDUC-MINEDUC-2020-00020-A

SRA. MARÍA MONSERRAT CREAMER GUILLÉN

MINISTRA DE EDUCACIÓN

Artículo 1.- Disponer la suspensión de clases en todo el territorio nacional para todas las instituciones educativas públicas, fiscomisionales y particulares del régimen Sierra – Amazonía 2019-2020, en todas sus jornadas y modalidades, hasta el 30 de abril de 2020.

Artículo 2.- Disponer el inicio de clases para régimen Costa y Galápagos, en todas sus jornadas y modalidades, a partir del 04 de mayo de 2020.

Artículo 3.- Disponer al personal administrativo y docente del Sistema Nacional de Educación, continuar ejecutando sus labores mediante la modalidad de teletrabajo.

Artículo 4.- Disponer al personal de Planta Central y del nivel desconcentrado del Ministerio de Educación, que no ejerzan sus funciones dentro de las instituciones educativas, continuar sus actividades en la modalidad de teletrabajo, en cumplimiento de las disposiciones que el Comité de Operaciones de Emergencia Nacional emita para el efecto.

DISPOSICIONES GENERALES

PRIMERA. - Durante el periodo de suspensión de clases dispuesto con el presente Acuerdo Ministerial, las instituciones educativas podrán utilizar las plataformas tecnológicas que el Ministerio de Educación establezca, con el fin de impartir clases de manera virtual y/o a distancia.

SEGUNDA. - Las Subsecretarías y Coordinaciones del nivel central, en el ámbito de sus competencias, deberán realizar las acciones y mecanismos idóneos para la implementación y ejecución del presente instrumento.

TERCERA. - Las instituciones educativas del régimen Sierra – Amazonía continuarán con el cumplimiento del cronograma escolar a partir del 04 de mayo de 2020, conforme a los lineamientos que la Autoridad Educativa Nacional expida para el efecto a través de la Subsecretaría de Apoyo, Seguimiento y Regulación.

CUARTA. - La Dirección Nacional de Talento Humano, sobre la base de las resoluciones dispuestas por el Comité de Operaciones de Emergencia Nacional, emitirá las directrices para el desarrollo de las actividades de los servidores del Ministerio de Educación durante la emergencia sanitaria en modalidad presencial o teletrabajo.

Constitución de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la

participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

- a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir. Literal b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad; y literal c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de Desarrollo Social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades.

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.4. Conceptual Framework

Virtual Platform. is a software-based system that can fully mirror the functionality of a target System-on-Chip or board. A VP provides full visibility: at any time, a user can get information regarding any part of the system (processor core, buses, peripherals, or environment models) (Iscaro, Castaldi, & Sepe, 2017).

Communication: Education is a process of interaction. Communication stimulates the educational process. The basis of education is precisely communication. There is a reciprocal relationship between communication and education, at the same time as there is a difference between both processes

Learning: Learning is a process of construction: internal, active, individual, and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context. (Erbil, 2020)

Language Acquisition: Language is a very important part of life. Communication between people not only enables us to understand one-another, but aids in developing relationships and allows us to communicate our problems, suggestions, and plans. (Carrera & Mazzarella, 2016)

Meaningful learning refers to the concept that the learned knowledge (let us say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is) (Nel, 2017).

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner (Ellis, 2018)

Teaching: From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of

the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students. Transmission of knowledge, ideas, experiences, skills or habits to a person who does not have them (Senthamarai, 2018).

E-Learning. E-learning is defined as a teaching-learning system, based on the modern use of ICT, the purpose of which is to allow classes to be followed, without the restriction associated with space or time (Odria, 2017).

B-learning or blended learning could be defined as the combination between face-to-face and non-face-to-face teaching through technology. This is what we could consider as blended learning, where the presence of the teacher in the classroom is combined with learning outside the classroom with new technologies such as mobile applications or virtual classrooms such as Moodle (Hockly, 2018).

U-learning, Ubiquitous learning or ubiquitous learning is a relatively new term; it could be defined as the type of learning in which knowledge is incorporated without being fully aware of it (Aljawarneh, 2020),

Mobile learning or M-learning or mobile learning is called learning based on using mobile devices in both inside and outside the classroom from multiple digital channels (Chee, Yahaya, Ibrahim, & Hasan, 2017), including the Internet, mobile applications, discussion forums, training platforms, digital books, or instant messaging.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Type of Research

This research has a qualitative and quantitative approach, since through virtual classrooms and methodologies, it seeks to strengthen students' teaching-learning process at Escuela Fiscal Mixta Enrique Gil, through the different resources available from the virtual classrooms.

This research work involves students from seventh year as well as the teachers in charge of imparting knowledge to the students. This modality of research work corresponds to the current technological reality in which students develop.

The type of research that was considered **descriptive** because "it is responsible for specifying the characteristics of the population being studied. This methodology focuses more on the "what", rather than the "why" of the research subject" (Gunning & Holloway, 2021, p. 25). In other words, its objective is to describe the nature of a demographic segment, without focusing on the reasons why a certain phenomenon occurs. That is, it "describes" the research topic, without covering "why" it occurs. Through this type of the current situation of the reality of young students was described in terms of their process of teaching – learning.

3.2. Research Approach

3.2.1. Quali - Quantitative Approach

This research has a quali-quantitative modality, it is qualitative as it allows the collection of information about the observed problem and is quantitative since with the support of the research instruments data can be collected to analyze them statistically to draw conclusions.

For Marzano, Vegliante, & De Angelis, (2015) qualitative-quantitative research allows to have a broader and clearer vision about the problem under investigation and thus obtain more real data since it reduces a large part of the errors that occur when using each method individually, among the main characteristics we have:

Observe and evaluate the study phenomenon.

It allows to establish assumptions based on the observations made.

Proof of ideas or assumptions raised and post new observations and evaluations to modify.

Support the ideas or assumptions raised.

The methodological approach is qualitative, since for more than during the research process instruments are used to quantify some data, the objective is to analyze teachers 'perceptions about the importance and use of the aforementioned virtual platforms. As Hernández-Sampieri, Fernández-Collado, & Baptista-Lucio, (2017), contribute, the qualitative approach is aimed at achieving depth in the data, considering the dispersion and richness of the information, seeking to contextualize and interpret the details of the object of study. According to the same author, it also "brings a fresh, natural and holistic point of view of phenomena, as well as flexibility" (Hernández-Sampieri, Fernández-Collado, & Baptista-Lucio, 2017, p. 182).

3.3. Research Techniques and tools

They are the instruments that we apply to develop the research process in all its stages. Techniques are essential in the scientific research process because they make up the structure through which the research process is organized. In its execution, the technique has the purpose to order the stages of the investigation, provide tools to manage the investigation keep track of the data obtained, guide the acquisition of knowledge and in the execution of this investigative work.

3.3.1. The Observation

According to Campbell, (2017), this technique consists of carefully observing the scientific fact or phenomenon to take relevant information and record it for later analysis. Observation is a very important element in any investigative process, and it provides researchers with a large amount of data that serves to speed up the process. The observation for its application fulfills the following steps: Determine the object, situation, or case of investigation, determine the objectives of the investigation and how data will be recorded. Observe carefully and ethically, record the observed data, analyze, and interpret it. Draw conclusions and prepare the observation report.

3.3.2. Interview

The interview is a technique used to gather information about a fact or phenomenon, in a conversation with professionals about certain topics, generally educational. The results to be achieved in the mission depend largely on the level of communication between the researcher and the interview participants. The interview can be structured or unstructured, through a previously prepared questionnaire; and can be made external or internally. “It is the dialogue that takes place directly to a person regarding a certain topic in order to obtain information in order to have other perspectives about the research problem” (Kyngäs, 2020, p. 67). In this case, the school principal was interviewed on a subject related to the object of study.

3.3.3. Survey:

It is a technique that provides valuable information in the work of researchers to try to better understand the object of study. This technique is developed by means of the elaboration of a previously elaborated questionnaire and is applicable to the different subjects that participate in the research process; in this case “teachers, students, and campus authorities have been surveyed, who with their answers provide information that below we write the procedure and respective analysis, until we determine conclusions and generate recommendations that contribute to the solution of the detected problem” (Karabulut-Ilgu & Jaramillo Cherez, 2018, p. 410).

3.4. Research Population and Sample

3.4.1. Population

Xoshimova, (2020) states that “The population is that set made up of people or other elements that are the object of analysis in an investigation, considering that to be treated statistically, it must comply with interests in studies that are basically educational in nature.” (p. 173). It is important to specify the study population because when the research is concluded from a sample of said population, it will be possible to generalize or extrapolate the results obtained from the study to the rest of the population or universe.

It is the set of people that a community owns, nation or country. Regarding the population, the Institution has excellent people who provided the precise information to continue research work. Their contribution allowed to continue with the process that will allow to change negative attitudes to positive with the effort that is presented in teamwork. The population to which this study is oriented corresponds to 1 authority, 6 teachers and 40 students from seventh grade.

3.4.2. Sample

It is the part that is chosen from the population under study, where they provide data or precise information about the phenomenon or event that occurs in the same affected place. Since the population does not exceed from 100 units. As the population does not exceed from 100 units, the entire population has been considered as a sample for this research corresponding to 1 Authority, 6 Teachers and 40 students.

Table 1. Sample and Population

Group	Population	Sample	Percentage	Tools
Authority	1	1	100%	Interview
Students	40	40	100%	Surveys
Teachers	6	6	100%	Surveys

Elaborated by: Mite &Yungaicela (2021)

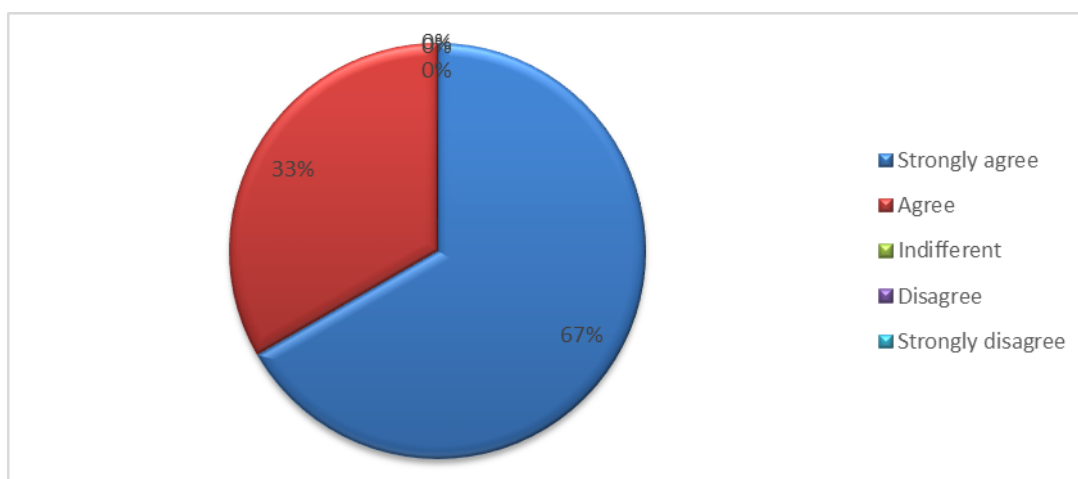
3.5. Teacher's survey

1. Do you think the use of teaching resources improve student's learning of English?

Table 2. Teaching Resource to improve the English Language.

Code	Category	Frequency	Percentage
Item 1	Strongly agree	4	67%
	Agree	2	33%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite & Yungaicela (2021)



Graph 1. Teaching Resource to improve the English Language.

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert"
Elaborated by: Mite & Yungaicela (2021)

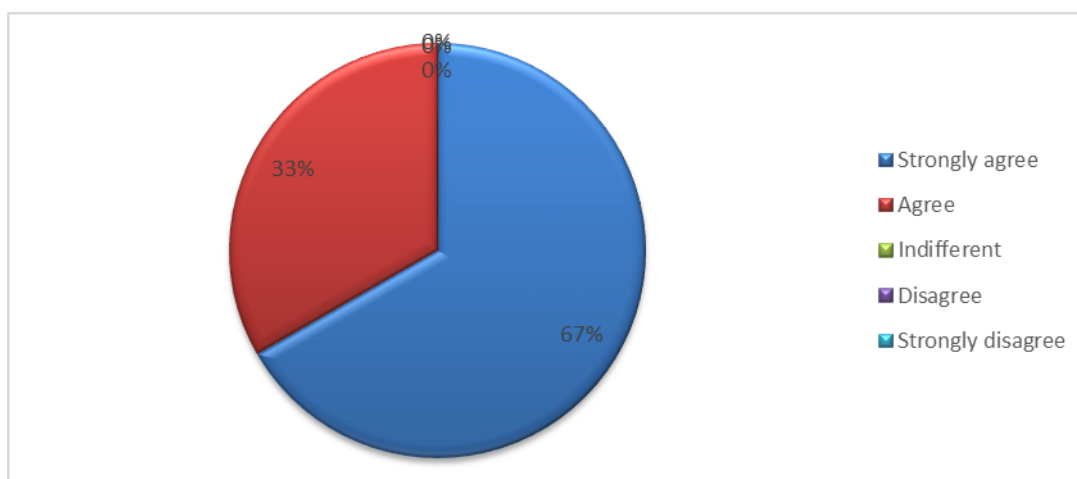
67% of teachers strongly agree, while 33% agree. In other words, they consider that the use of didactic materials within the teaching-learning process will improve the learning of each student, although they state that the Institution does not have enough material for the development of all classes.

2. Virtual Platforms as a strategic assessment tool are used constantly in the learning process.

Table 3. Virtual Platforms as a strategic assessment tool

Code	Category	Frequency	Percentage
Item 2	Strongly agree	4	67%
	Agree	2	33%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)



Graph 2. Virtual Platforms as a strategic assessment tool

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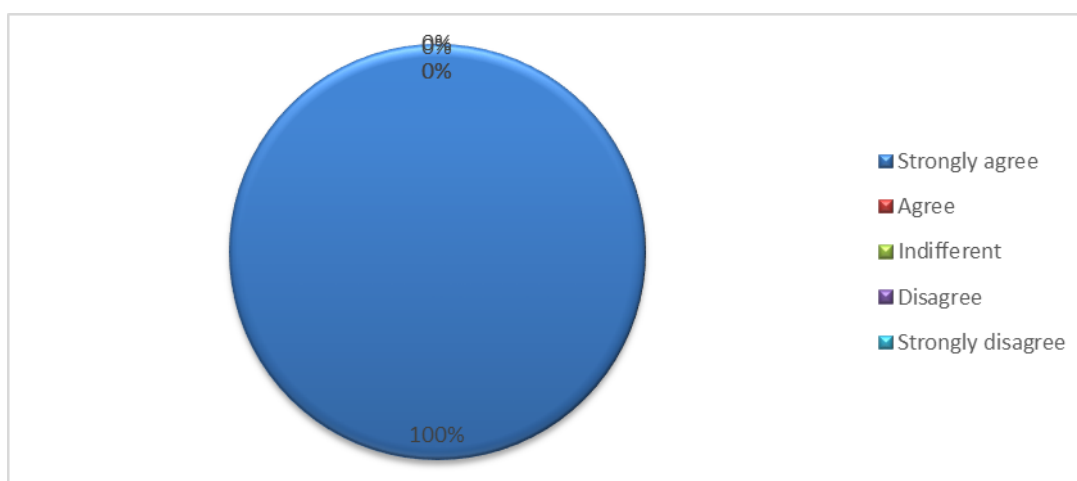
67% strongly agree, while 33% agree. For the implementation of good educational practices, an adequate pedagogical mediation for the integration of educational resources is required, activities and evaluations must be designed using virtual platforms, so that the learner acquires the skills at a convenient and flexible time for each one; interactivity is based on collaborative learning and supported by tutorials and mediated by a computer.

3. The use of virtual platform will improve students' learning processes and help teachers to develop an active and motivating class.

Table 4. Virtual Platform to improve Students' learning process.

Code	Category	Frequency	Percentage
Item 3	Strongly agree	6	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)



Graph 3. Virtual Platform to improve Students' learning process.
 Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)

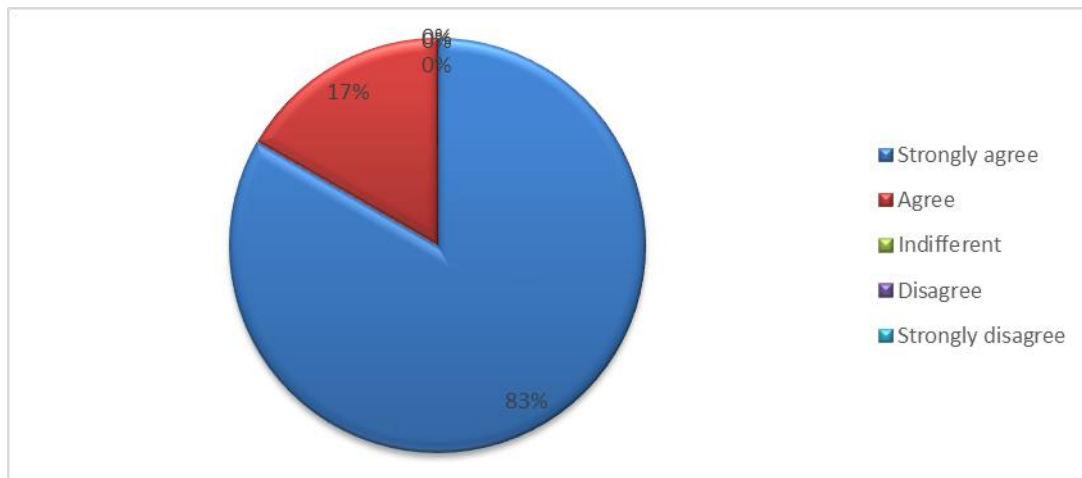
All of the teachers agree with the need to be connected and be part of it. The constant development of digital technologies and the Internet has caused teachers and students to live in a digital context based on connections. The way of learning has changed and, therefore, the way of teaching. Knowledge is networked and the teachers must be the ones who accompany the students in their learning process.

4. Must teachers use Virtual Platforms as tools to project Videoconferences, Chat, make Forums, Blogs, etc?

Table 5. Virtual platform for videoconferences, chats, forums, and blogs

Code	Category	Frequency	Percentage
Item 4	Strongly agree	5	83%
	Agree	1	17%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)



Graph 4. Virtual platform for videoconferences, chats, forums, and blogs

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)

The total amount of teachers, 83 percent strongly agree with the use of virtual platform in order to provide a variety digital resources to enhance their English language learning. unstopable development of digital technologies and the use of the have been one of the changes that have most transformed the context of the educational process. Technological tools and the virtual space have given rise to new ways of communicating, working, informing, to have fun and, in general, to participate and live in a network society.

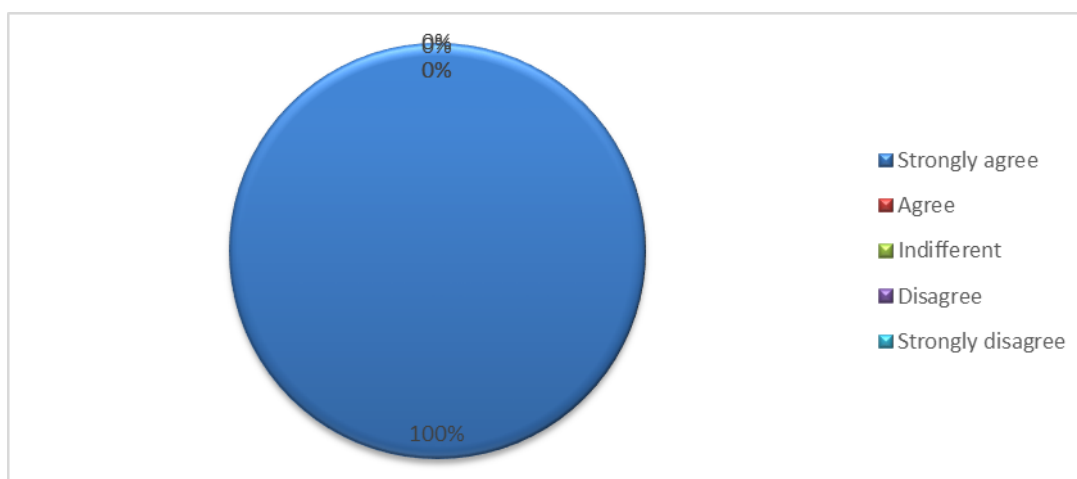
5. Do you consider teachers need to be trained in the use of Virtual Platforms, as a learning strategy?

Table 6. Virtual Platform to improve Students' learning process.

Code	Category	Frequency	Percentage
Item 5	Strongly agree	6	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite & Yungaicela (2021)



Graph 5. Virtual Platform to improve Students' learning process.

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite & Yungaicela (2021)

100 percent of teachers strongly agree in receiving teachers' training to enhance the ability to work virtually. In the Digital Age, the way of learning has changed and, therefore, the way of teaching must adapt. Which means that both the figure of the teacher and the teaching methodologies must adapt to the way of conceiving the knowledge that has just been exposed.

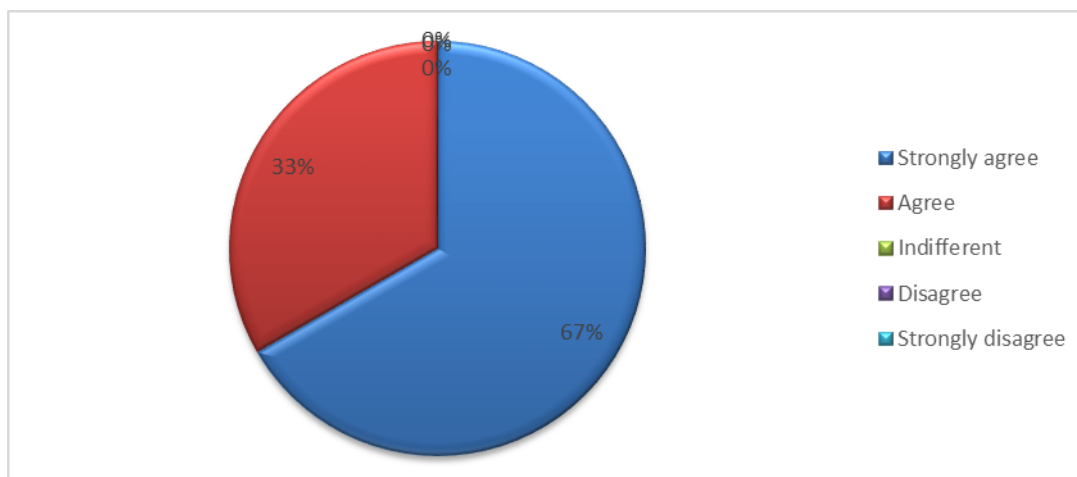
6. The use of a Manual on using Virtual Platforms would improve the educational quality and students' academic performance.

Table 7. The use of a Manual on using Virtual Platforms.

Code	Category	Frequency	Percentage
Item 6	Strongly agree	4	67%
	Agree	2	33%
	Indifferent	0	0%
	Disagree	0	0%
	Strongly disagree	0	0%
Total		6	100,00%

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite & Yungaicela (2021)



Graph 6. The use of a Manual on using Virtual Platforms

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite & Yungaicela (2021)

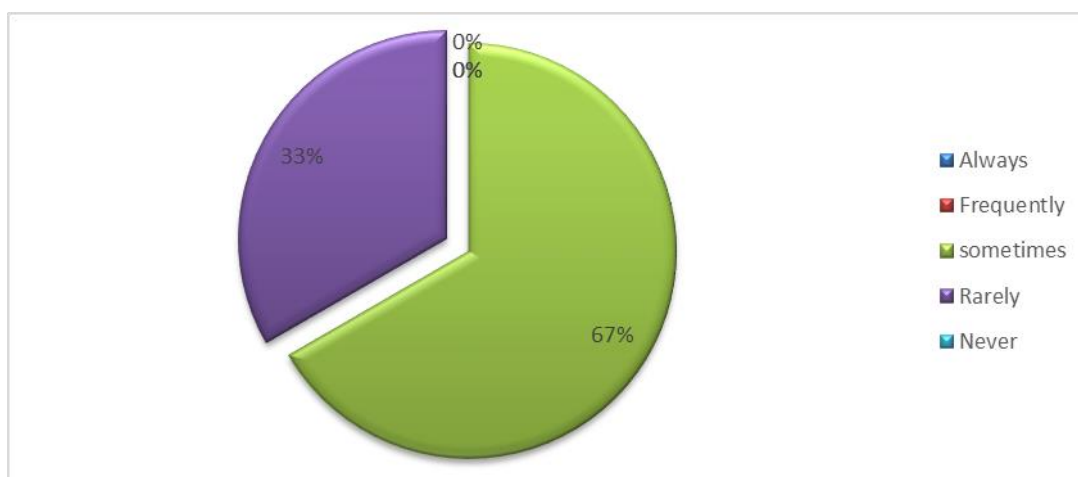
Of the teacher survey, 67% strongly agree, while 33% agree. In other words, they consider very important the use of ICT as a technological resource for class development where the teacher will choose sorts of materials as a support for their teaching. Teachers face the challenge of acquiring skills that train them to help students develop the skills they need: knowledge, skills and precise attitudes to achieve the objectives and adapt to the demands of society.

7. Do students carry out On-Line studies through the Virtual Platforms?

Table 8. Online studies through virtual platform

Code	Category	Frequency	Percentage
Item 1	Always	0	0%
	Frequently	0	0%
	sometimes	4	67%
	Rarely	2	33%
	Never	0	0%
Total		6	100,00%

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)



Graph 7. Online studies through virtual platform

Obtained from: Teacher's survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)

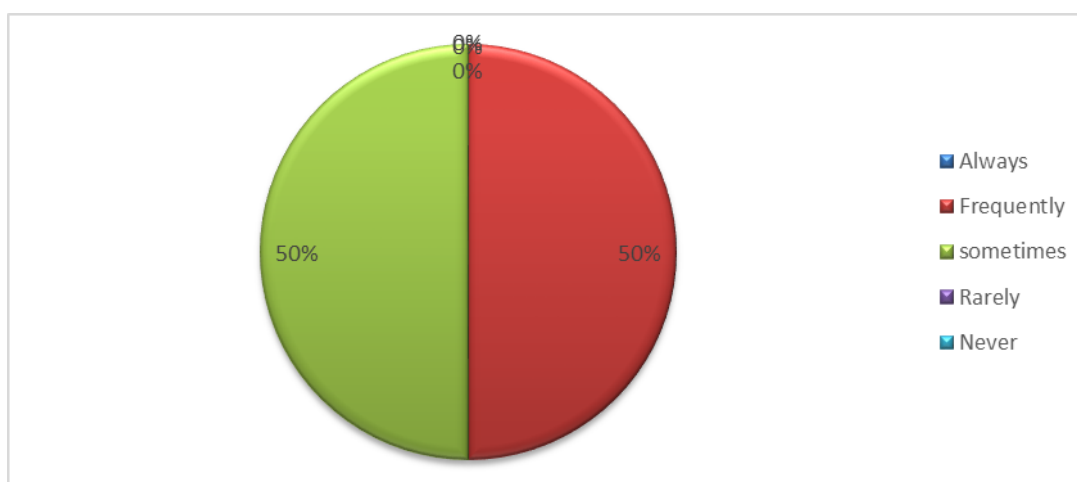
67 percent of teachers affirms that students sometimes use online teaching classroom, others state rarely. Internet access has been one of the difficulties for virtual education in Ecuador in the context of the continuity of the distance school year to protect the educational community from the pandemic. This result is also evident due to the lack of technology students have in their homes.

8. Do teachers diffuse their teaching and learning process by using virtual platforms?

Table 9. Virtual platform for teaching and learning process.

Code	Category	Frequency	Percentage
Item 1	Always	0	0%
	Frequently	3	50%
	sometimes	3	50%
	Rarely	0	0%
	Never	0	0%
Total		6	100,00%

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)



Graph 8. Virtual platform for teaching and learning process.

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)

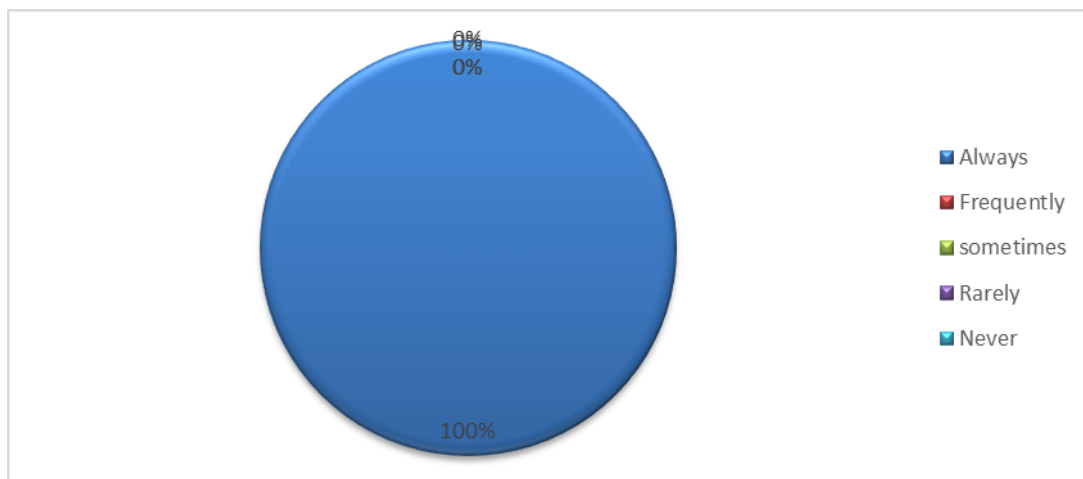
The role of an expert in instruction consists of the teacher contributing all the knowledge, imagination, and creativity possible to do effective and attractive student learning process. However, 50 percent of teachers affirm not all of them are virtualized or apply blended learning, nowadays, there are still teachers who are not immersed in the technology or in the virtual era.

9. Students will be able to get meaningful learning through virtual platforms.

Table 10. Virtual platform for meaningful learning

Code	Category	Frequency	Percentage
Item 1	Always	6	100%
	Frequently	0	0%
	sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
Total		6	100,00%

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)



Graph 9. Virtual platform for meaningful learning

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)

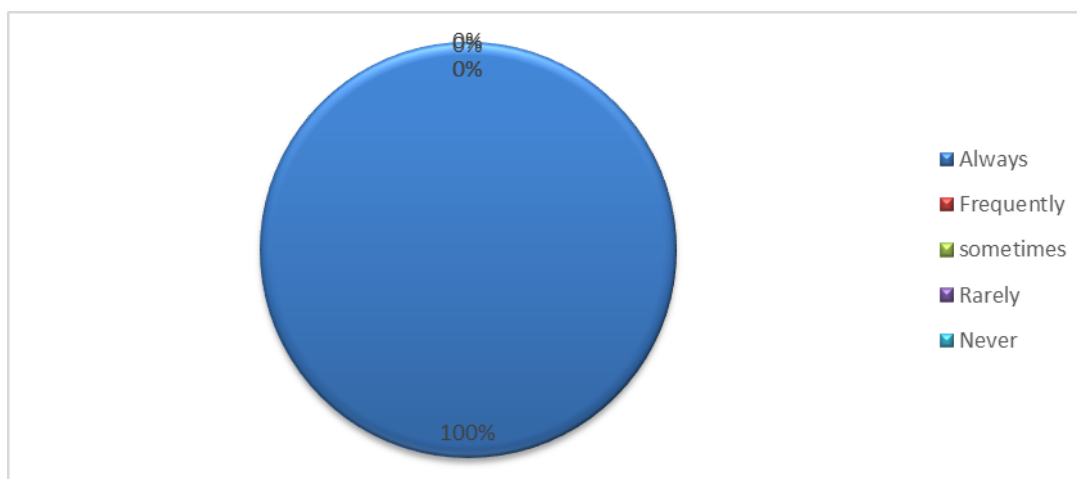
During meaningful learning, the student relates in a non-arbitrary and substantial way the new information with the previous and familiar knowledge and experiences that they already have in their knowledge or cognitive structure. 100 percent of teachers affirm the importance of be up to date to change their traditional teaching methods through innovative and interactive virtual education.

10. Virtual Platforms enable teachers to assess student’s learning process.

Table 11. Virtual platform for assessing student’s academic performance.

Code	Category	Frequency	Percentage
Item 1	Always	6	100%
	Frequently	0	0%
	sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
Total		6	100,00%

Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)



Graph 10. Virtual platform for assessing student’s academic performance.
Obtained from: Teacher’s survey from Escuela Fiscal Mixta “Enrique Gil Gilbert.”
Elaborated by: Mite &Yungaicela (2021)

Most teachers affirm assessment is always a fundamental part of the educational process. It can be defined as the process of reflection on the evolution of students throughout the teaching and learning process in order to determine a certain level of progression in their development.

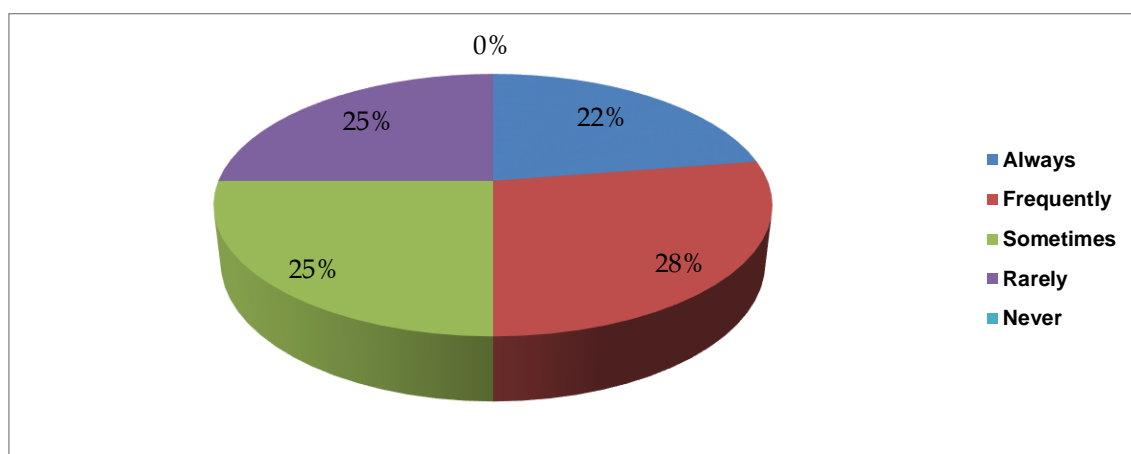
3.6. Students' Survey

1. How often do you use the internet?

Table 12. The use of Internet

Code	Category	Frequency	Percentage
Item 1	Always	9	22%
	Frequently	11	28%
	Sometimes	10	25%
	Rarely	10	25%
	Never	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite &Yungaicela (2021)



Graph 11. The use of Internet

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite &Yungaicela (2021)

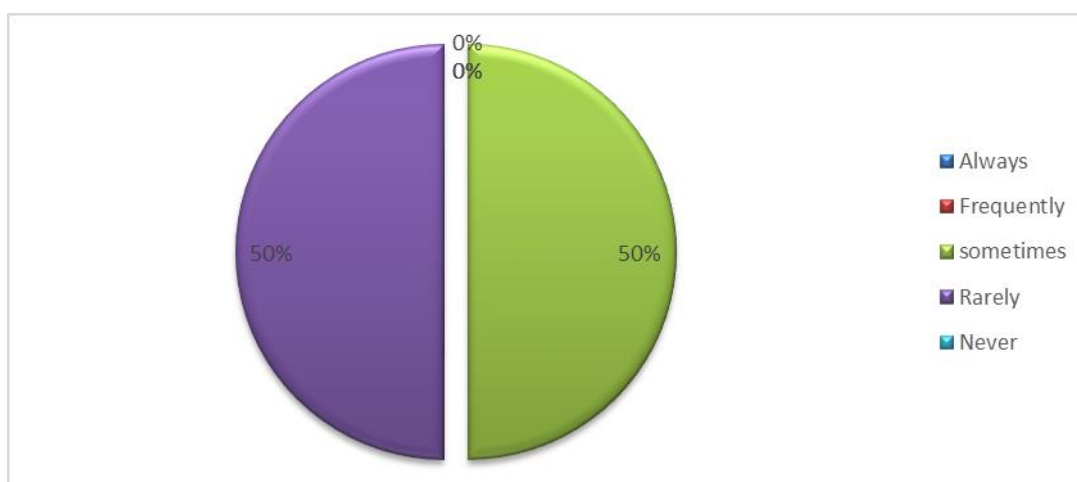
In the research, 9 students who are 22% said they always use the internet daily, while 11 students, which corresponds to 28%, use the internet frequently. On the other hand, there are 20 students with 50 percent who sometimes or rarely use the internet. Not all the students have adequate or sufficient computers (many have a single computer for the whole family, even none), or no printers or scanners to adequately perform all the tasks that may be required.

2. Does the institution usually have Wi-Fi connection?

Table 13. Wi.fi connection to have virtual classroom.

Code	Category	Frequency	Percentage
Item 2	Always	0	0%
	Frequently	0	0%
	sometimes	20	50%
	Rarely	20	50%
	Never	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite & Yungaicela (2021)



Graph 12. Wi.fi connection to have virtual classroom

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite & Yungaicela (2021)

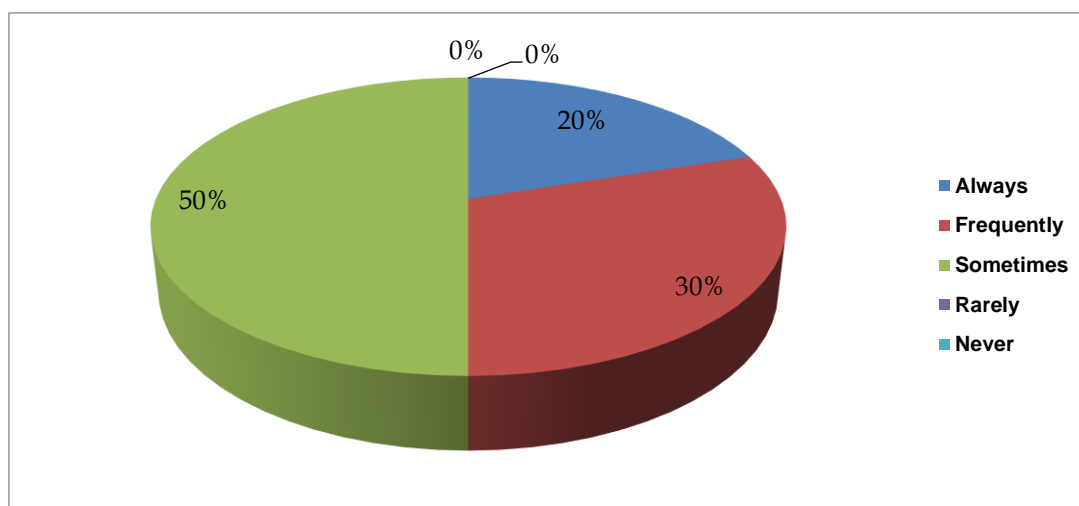
The research carried out results in 40 students, which 50% affirm that there is a Wi-Fi connection, while the other 50% affirm there is no Wi-Fi connection. The school has connection to internet; however, it does not cover the entire school, so most of them cannot use it. The use of E-learning divides between the new generations of students and their teachers, who are often not so skilled with new technologies, as well as the difficulties of some groups of having devices and internet connection to be able to study from home, would be some of the aspects to be improve in the school community.

3. Do teachers use fun activities to teach the English language by using virtual platforms?

Table 14. Virtual platform for teaching and learning process.

Code	Category	Frequency	Percentage
Item 3	Always	8	17%
	Frequently	12	31%
	sometimes	20	52%
	Rarely	0	0%
	Never	0	0%
	Total		40

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)



Graph 13. Wi.fi connection to have virtual classroom.

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)

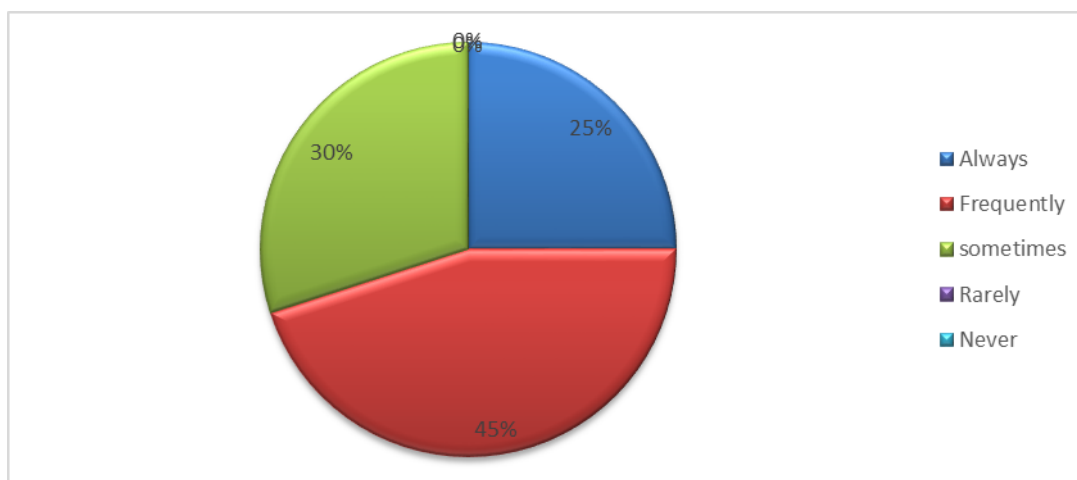
In this chart shows the 30 % of students who say that teachers frequently use fun pedagogical virtual activities to make the English class interesting. But there is a contrast with a 50 % percent who say that teachers sometimes use fun pedagogical virtual activities and there is a 20 % who say that teachers always use these kinds of activities. The problem of the use of ICT in teaching-learning processes does not lie in the student who was born in a digitized world and usually have a high command of them, but in the teachers, who feel unsure in this new space, and even on occasions they prefer not to use technologies due to lack of knowledge and they do not want to show this weakness or flaw to his students.

4. How often do you practice your English language using online exercises?

Table 15. Online exercises to develop the English language.

Code	Category	Frequency	Percentage
Item 4	Always	10	25%
	Frequently	18	45%
	sometimes	12	30%
	Rarely	0	0%
	Never	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)



Graph 14. Online exercises to develop the English language.

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)

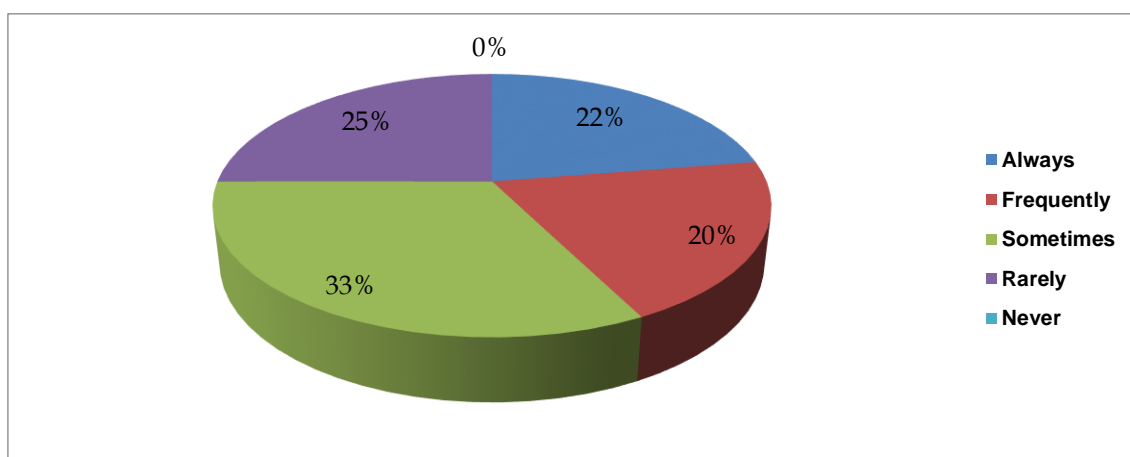
The total amount of students, 25% practice with frequency their English language; other, with 45 percent do with frequently. On the other hand, there are 30percent of students who sometimes use the internet to reinforce the class. In this case, a high percentage of students are represented who do not practice the English language on the internet because they are distracted and tend to use these resources for video games and not for academic purposes.

5. Do teachers apply active and motivating virtual class in order to improve the English language?

Table 16. Active and motivating virtual classroom to improve the English language.

Code	Category	Frequency	Percentage
Item 5	Always	9	22%
	Frequently	8	20%
	sometimes	13	33%
	Rarely	10	25%
	Never	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)



Graph 15. Active and motivating virtual classroom to improve the English language.

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite & Yungaicela (2021)

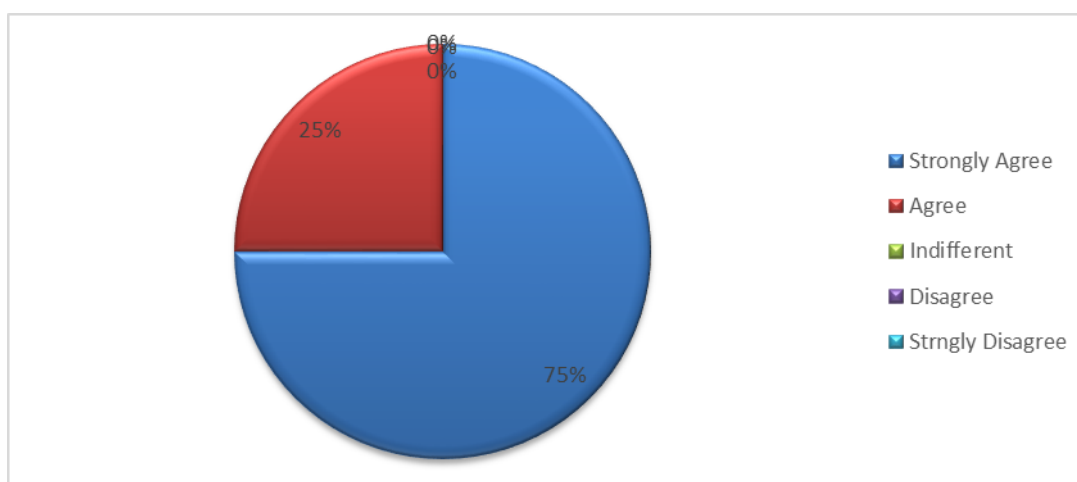
In this graph shows 33 percent of surveyed students who states the lack of interactive teaching resources to develop the English language skills. Others, with 25 percent affirm that teachers rarely or almost never apply interactive methods. Most students agree that there is very little use of certain learning environments, thus being a normal class and without interactivity with the new learning environments.

6. Teachers should be trained to foster E-learning environments.

Table 17. Teaching training to foster E-learning.

Code	Category	Frequency	Percentage
Item 6	Strongly Agree	30	75%
	Agree	10	25%
	Indifferent	0	0%
	Disagree	0	0%
	Strngly Disagree	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)



Graph 16. Teaching training to foster E-learning.

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)

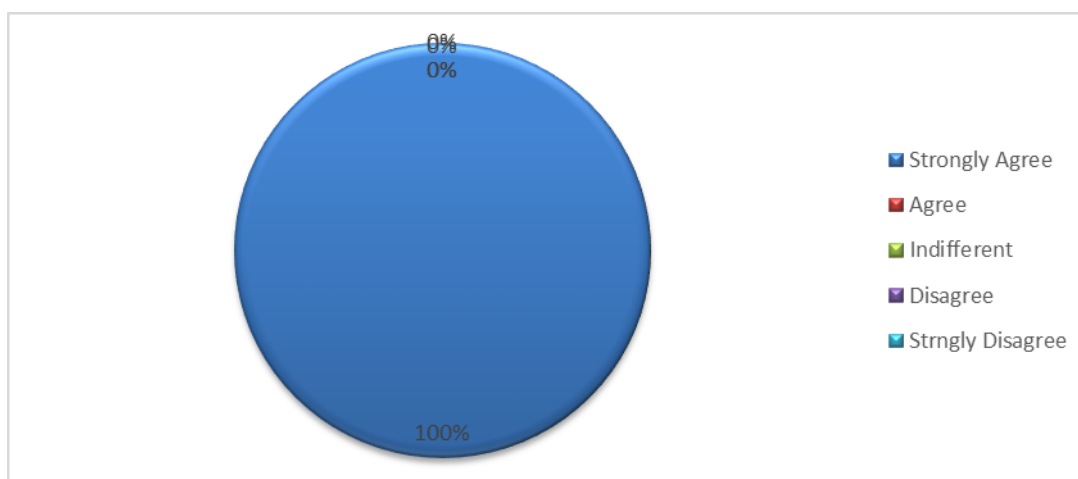
Most of the students strongly agree with teaching training to foster the ability to work with their students virtually. Online teaching requires a set of resources to ensure that the student is accompanied throughout their learning process. Teachers must be prepared and up-to-date as to have the appropriate support and the necessary experience and offer quality resources, teamwork between teachers and students. and, of course, a solid educational and pedagogical model.

7. Would you like to learn English with multimedia resources through audio, video, and movement?

Table 18. Multimedia Learning

Code	Category	Frequency	Percentage
Item 7	Strongly Agree	40	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strngly Disagree	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite &Yungaicela (2021)



Graph 17. Multimedia Learning

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
Elaborated by: Mite &Yungaicela (2021)

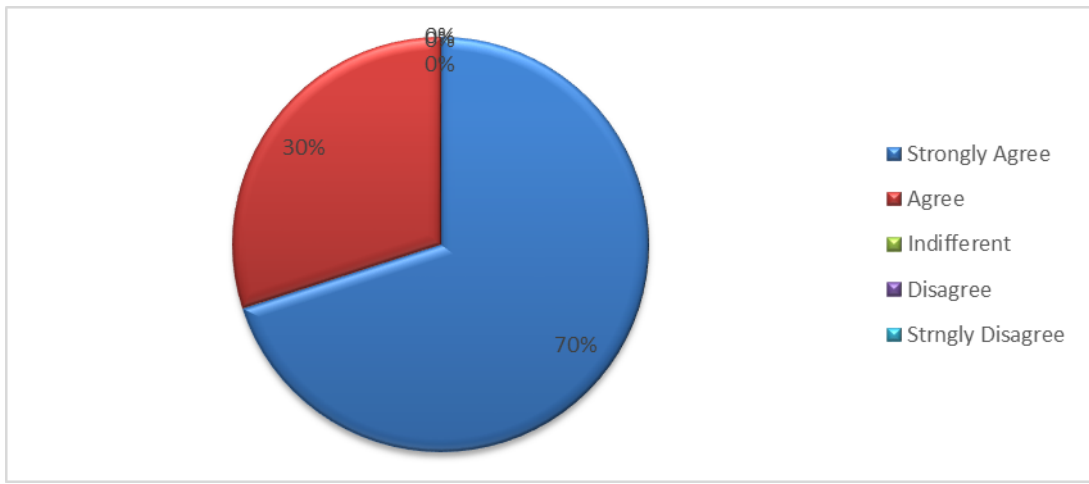
Regarding the question about whether they would like to learn English with multimedia resources through audio, video, and movement, 100% of students strongly agree, which is an extremely high percentage of acceptance for a change of didactic tools in the teaching of English learning process. Based on the results of this question, it is evident that new modalities such as b-learning can provide great support to face-to-face educational systems.

8. Do you think that the skills of listening, reading, writing, and speaking can be improved through the use of virtual environments?

Table 19. Virtual environments and communication skills

Code	Category	Frequency	Percentage
Item 8	Strongly Agree	28	70%
	Agree	12	30%
	Indifferent	0	0%
	Disagree	0	0%
	Strngly Disagree	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)



Graph 18. Virtual environments and communication skills

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)

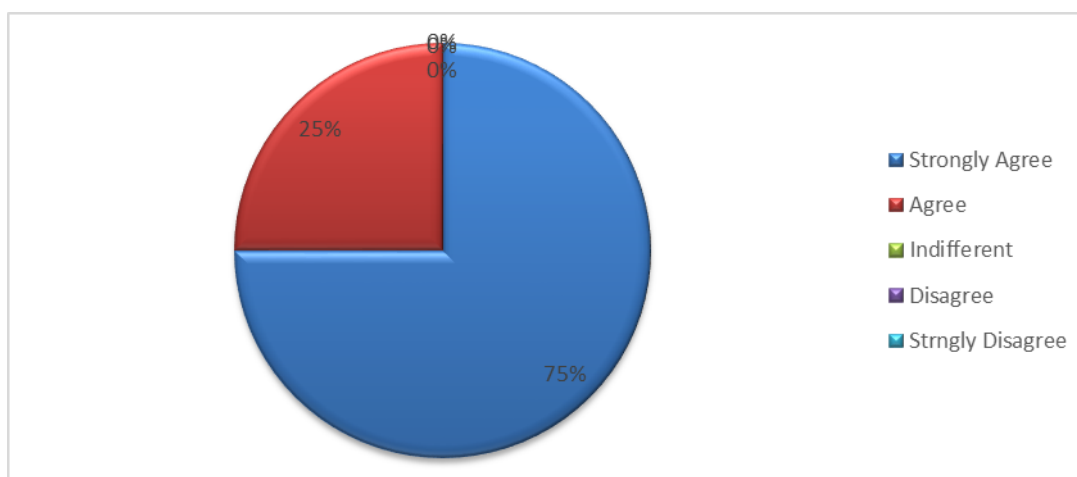
In relation to the question of whether students consider that communication skills such as listening, reading, writing and speaking can be improved through the use of virtual environments, the perception of the sample is quite favorable, 70% consider strongly agree and 30% agree with the use of environments as an opportunity to improve communicative skills.

9. Do you think that currently teachers should use virtual classrooms to carry out the teaching-learning process?

Table 20. Perception of using virtual classrooms.

Code	Category	Frequency	Percentage
Item 9	Strongly Agree	30	75%
	Agree	10	25%
	Indifferent	0	0%
	Disagree	0	0%
	Strngly Disagree	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)



Graph 19. Perception of using virtual classrooms

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."
 Elaborated by: Mite &Yungaicela (2021)

Regarding the question about whether students consider that the use of virtual environments in the different subjects should be used in the teaching-learning process, the sample determines that 25% agree and 75% strongly agree. Accordingly, the use of virtual environments is not a restriction for other subjects based on the perception of the sample of students.

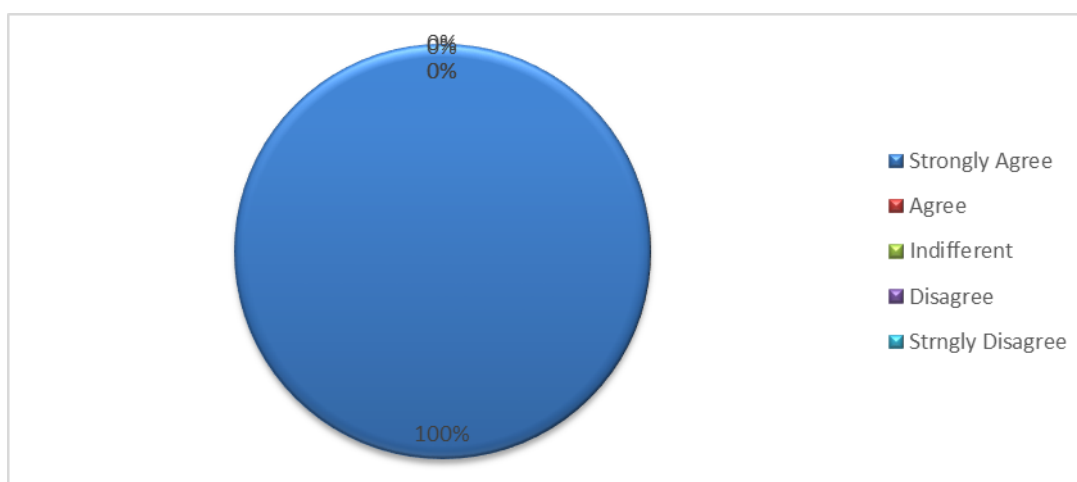
10. The use of the virtual platform is very positive for learning the English language.

Table 21. Virtual Platform for learning the English Language.

Code	Category	Frequency	Percentage
Item 10	Strongly Agree	40	100%
	Agree	0	0%
	Indifferent	0	0%
	Disagree	0	0%
	Strngly Disagree	0	0%
Total		40	100,00%

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite &Yungaicela (2021)



Graph 20. Virtual Platform for learning the English Language.

Obtained from: students' survey from Escuela Fiscal Mixta "Enrique Gil Gilbert."

Elaborated by: Mite &Yungaicela (2021)

In relation to the influence of new information technologies in the teaching and learning process, it tends to show 100% of the sample of students who state that they agree or totally agree on the premise on the use of virtual platforms as something positive in the process of learning the English language in their four skills such as speaking, reading, listening and writing. Based on the results, the perception of the positive influence on teaching by the surveyed sample shows the need to consider new information technologies as a potentially favorable tool and the need to identify potential risks to minimize their effects. considering the determining factor in self-learning and the need for constant guidance from the teacher.

3.7. Class Observation Format

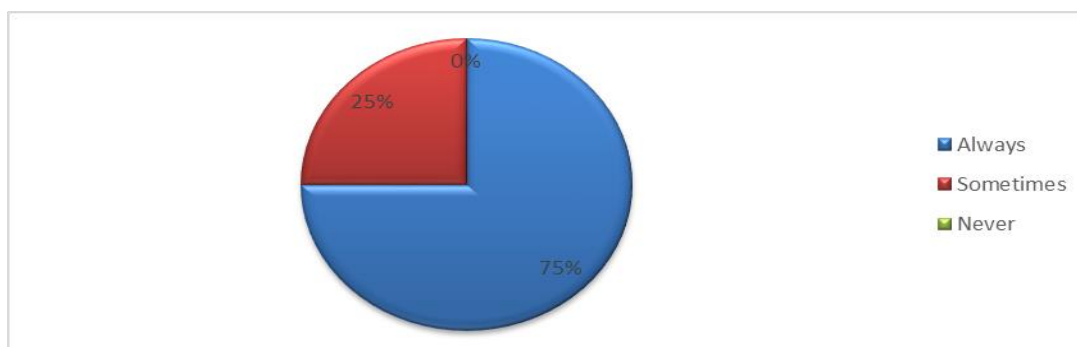
The observation sheet is determined to describe qualitative aspects of using virtual platform as to develop the English language in seventh grade students.

1. The students manage the functions of the virtual platform correctly.

Table 22. The use of Virtual Platform correctly

Code	Category	Frequency	Percentage
Item 1	Always	30	75%
	Sometimes	10	25%
	Never	0	0%
Total		40	100,00%

Elaborated by: Mite &Yungaicela (2021)



Graph 21. The use of Virtual Platform correctly

Elaborated by: Mite &Yungaicela (2021)

75 percent of students can manage the virtual platform, while the other 25 percent shows difficulties to access. Students through virtual platforms learns more actively and dynamically since they do not only receive the teacher's instruction, but also learns through the search for information, self-reflection, analyzing each investigated concept and obtaining new knowledge at the time of carrying out the various activities individually in the teaching and learning process.

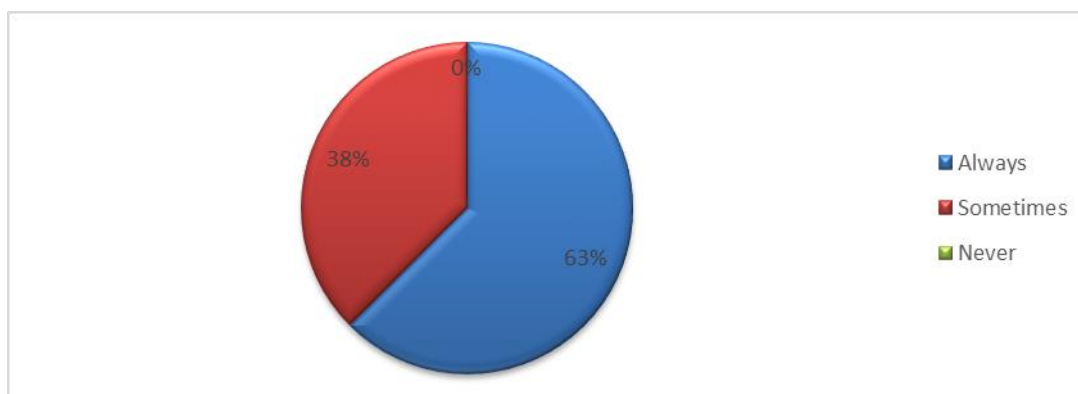
Through these technological tools, education has become easier since the teacher and student can be connected through the internet, to carry out their work, evaluations, research, etc., without a doubt it allows enriching obtaining new knowledge when manipulating these virtual technologies.

2. The students develop the activities in the virtual platform.

Table 23. Creating activities in the virtual platform

Code	Category	Frequency	Percentage
Item 1	Always	25	62%
	Sometimes	15	38%
	Never	0	0%
Total		40	100,00%

Elaborated by: Mite &Yungaicela (2021)



Graph 22. Creating activities in the virtual platform

Elaborated by: Mite &Yungaicela (2021)

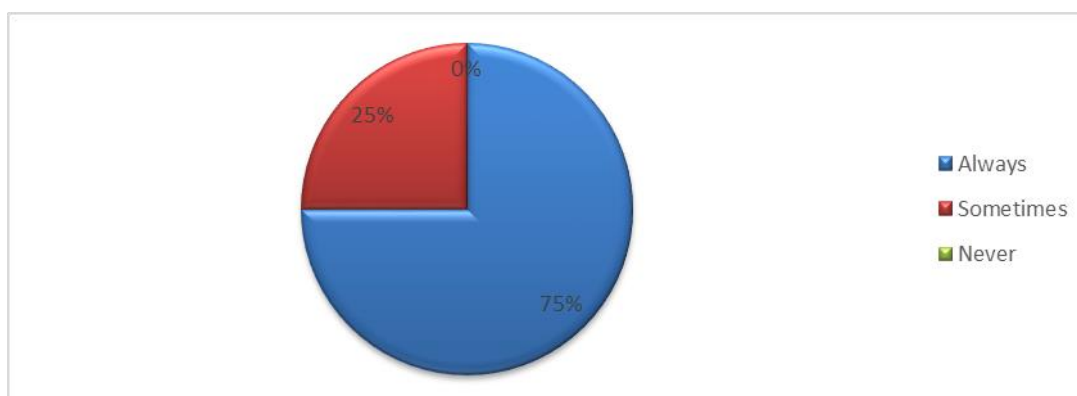
In this graph, 62% of students always develop teaching activities through virtual platform, on the other hand, 38% sometimes work on it. The student carries out their learning process based on these contents and activities, but above all, through their own motivation to learn, through interaction with other classmates and the guidance and advice of their teacher.

3. The students check the activities according to what was planned by the teacher.

Table 24. Checking teachers' activities

Code	Category	Frequency	Percentage
Item 1	Always	30	75%
	Sometimes	10	25%
	Never	0	0%
Total		40	100,00%

Elaborated by: Mite &Yungaicela (2021)



Graph 23. Checking teachers' activities

Elaborated by: Mite &Yungaicela (2021)

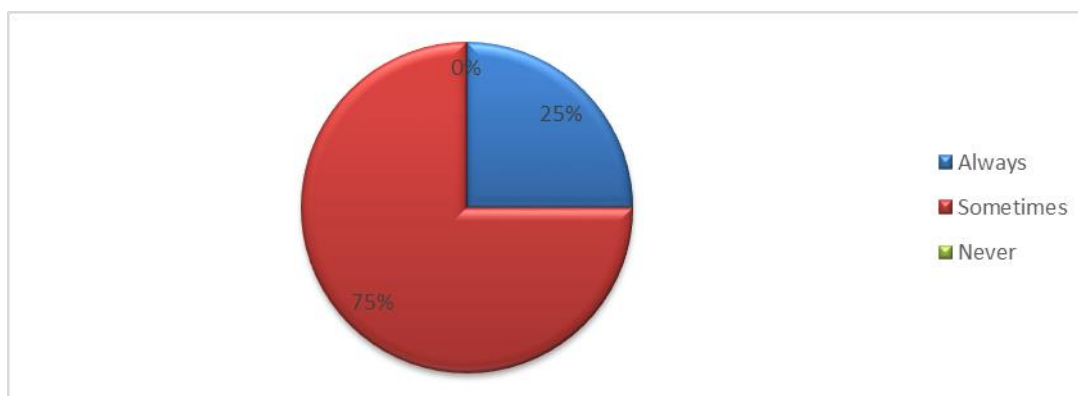
The total amount of 40 students, 75 percent always check the teachers' activities according to the teachers' plan. Virtual classroom has reports to monitor the students' academic progress, the teacher must make use of these reports to take actions in their teaching practice, in order to provide feedback in a timely manner, accompany the student and report student cases with difficulties in academic performance to the corresponding departments.

4. Teacher encourages students to access the platform for the development of scheduled activities.

Table 25. Accessing to Virtual platform

Code	Category	Frequency	Percentage
Item 1	Always	10	25%
	Sometimes	30	75%
	Never	0	0%
Total		40	100,00%

Elaborated by: Mite &Yungaicela (2021)



Graph 24. Accessing to Virtual Platform
Elaborated by: Mite &Yungaicela (2021)

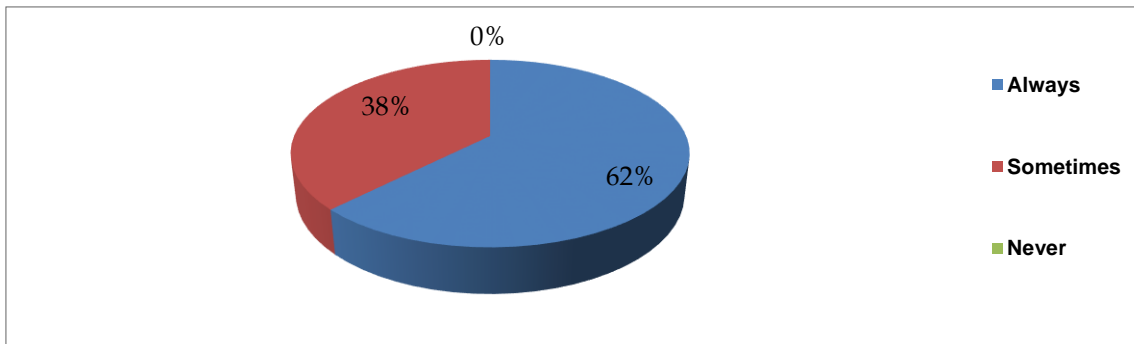
In this graph shows a regular class imparted by the teachers where students do not feel eager to learn the English language due to the lack of interactive methodology for online classes. Nowadays, there are several tools to encourage students to perform their four skills such as Zoom or Microsoft Teams tools for videoconferences, Microsoft Stream, OneDrive, or YouTube personal channels.

5. Students promote their classmates through the access to the platform for the development of scheduled activities.

Table 26. Promoting Collaborative Learning Virtual Classroom

Code	Category	Frequency	Percentage
Item 1	Always	25	62%
	Sometimes	15	38%
	Never	0	0%
Total		40	100,00%

Elaborated by: Mite &Yungaicela (2021)



Graph 25. Promoting Collaborative Learning Virtual Classroom

Elaborated by: Mite &Yungaicela (2021)

62 percent of surveyed students shows a good interaction with their classmates. Teamwork is considered qualitatively superior to group work since it allows more significant learning to be achieved, coordination is much easier than in large teams and the size of the team is inversely related to individual performance, that is, the more members less effort.

3.8. Interview addressed to the School principal.

1. What is your perception about the use of ICTs in the didactics of learning a second language?

Few teachers use information and communication technologies in classes and especially in second languages. The use of a virtual platform optimizes the development of certain skills, promotes stimulating didactics, promoting a management of technology according to the needs that are currently required. Based on a previous experience on the use of a virtual platform, I have realized the need to improve the use of ICT, it has become a very useful tool and in my opinion it would help a lot in the didactics of teaching a second language.

2. What is your opinion about the optimization of the use of virtual platform for teaching of English as a second language learning;?

Students must learn a foreign language based on communicative tasks such as speaking or writing. The educational platform must be oriented to the requirements of the students to reinforce the skills required. Considering the interrelation of macro communication skills and micro communication skills, the optimization of using virtual platform starts from the student's requirements and the development of the skills through the resources used.

3. What kind of characteristics should a virtual platform have for the English language teaching and learning process?

The main characteristics of a platform must have multimedia resources based on what the teacher wants to teach in a second language. Acquiring our own platform is very expensive, so free access platforms must be analyzed despite their limitations. However, the knowledge that the teacher possesses is essential. The virtual platform to be used must be in accordance with the requirements and the context to which it is oriented, encouraging self-learning, constant interactivity, and collaborative work.

4. What is your opinion about English teaching and learning theories in virtual environments?

Nowadays, teachers in the classroom disengage from the learning theories and do not bring them to the classroom, on the contrary, it is based on their teaching and the results obtained. Despite a ministerial regulation in which constructivism is considered as a pedagogical approach, this differs from the reality of the institution. Regardless of the pedagogical model, the use of virtual platforms helps in cases of educational needs and vulnerabilities based on the characteristics of using them in the place they are required, when they are needed, etc.

Didactics and pedagogical models do not always align with each other. Considering that our institution is no exception. Needs encourage the use and application of other pedagogical models even though a standardization of knowledge is intended in many cases unrelated to reality.

5. What are the perceptions about collaborative work in virtual environments?

There is little collaborative work in virtual environments created by teachers. Because there are few users of virtual platforms and it has been planned together or in a multidisciplinary way. It could be handled through transversal axes not only in one subject, on the contrary, in all and even the most complex subjects. The only thing that must be considered are the transversal axes based on a multi-evaluation.

6. What is your opinion about the need to be trained for the implementation of Virtual Platform?

The interest in training in general is very low on the part of teachers. There is no perception that everything has evolved, the presence of new mechanisms, new theories and even new teaching methods are isolated within the teaching staff. It depends a lot on people and their predisposition to learn and look for the benefits of the platform. Based on their ignorance of technological aspects, but it is evidenced as an institutional need.

3.9. Preliminary conclusions

Teachers sporadically develop courses that help to update themselves in the use of learning environments; however, there is little interest in teachers as well as the school principal to be part of this new digital era. As knowledge of virtual learning environments, teachers have little understanding of how they are used and what their benefits are for students in the teaching-learning process. Most of the students have an adequate knowledge of technological tools used on internet, but not in the use of virtual learning platforms, so there was a confusion on the part of the students.

Virtual platforms are very important in education in the development of tasks, so students are not aware of what they are or how they are used, as shown in the students surveyed. Students in their educational level have an acceptable performance according to the teacher's methodology, so if when using virtual learning environments, their performance will be very successful and serious quality education. Most of the students use their critical thinking in technology inside and outside the classroom; however, its use depends a lot on the previous precepts that everyone has about the new information technologies if he considers the use as something beneficial or on the contrary as a distraction.

The entire sample considers agreeing that information communication technologies (ICTs) influence teaching-learning process, it is considered from the point of view of a fatalistic or optimistic the impact the information and communication have. Technologies are decisive and deserve to carry out the respective study to enhance their virtues and reduce their risks. In relation to the change teachers' methods through virtual education. The teachers from Unidad Educativa Fiscal Enrique Gil Gilbert Mixed wants to innovate their teaching and learning strategies and adapt them towards blended learning. As an interpretation, it can be mentioned that there is a predisposition on the part of teachers to use a virtual platform, which should be considered as a potential scenario for its dissemination and strengthening students' knowledge.

CHAPTER IV

THE PROPOSAL

4.1. Title

A didactic guide with interactive activities to enhance English grammar skill development in seventh grade students.

4.2. Objectives (Broad and Specific)

4.2.1. Broad Objective

To apply virtual education through Virtual Platforms to improve the English language in seventh grade students at Unidad Educativa Enrique Gil Gilbert

4.2.2 Specific Objectives

To complement face-to-face or asynchronous classes with interactive and playful activities through different virtual platforms to reinforce English language skills.

To design a didactic guidance with interactive activities to enhance the four skill of the English language in seventh year students.

To provide teachers a guide with some teaching activities useful to work on virtual platforms.

4.3. Content Framework of the Proposal Project Plan

Class Activities

CLASS ACTIVITY 1. READING ACTIVITY BY USING GOOGLE FORM.....	78
CLASS ACTIVITY 2. PRACTICE ENGLISH USING PODCAST.....	82
CLASS ACTIVITY 3. CHARADES.....	86
CLASS ACTIVITY 4. PICTONARY.....	89
CLASS ACTIVITY 5. CROSSWORD.....	92

4.3.1. Google Classroom Platform

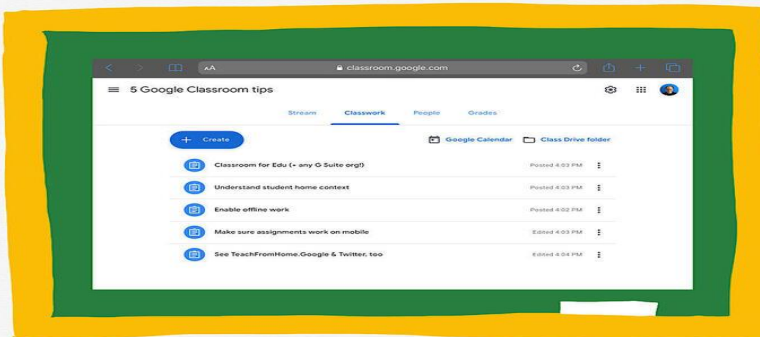
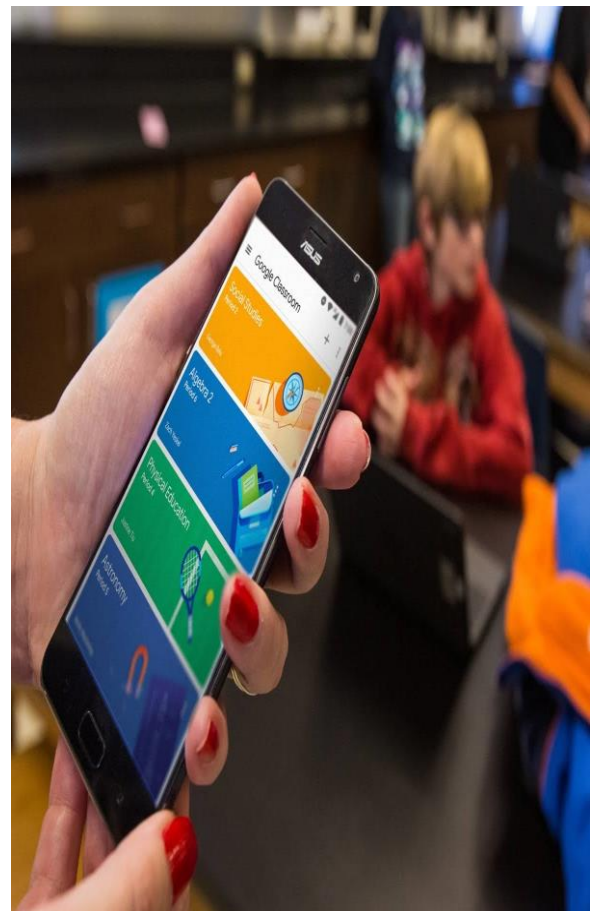


Figure 1. Google Classroom

Source: (Flipboard, 2020)

4.3.1.1. Google for Education

Google for Education is a Google service that provides customizable standalone versions of various Google using a domain name provided by the client. It has various web applications with a functionality like traditional office suites, like Gmail, Hangouts, Google Calendar, Drive, Docs, Sheets, Slide, Groups, News, Play, Sites and Vault. The products they are also related to the use of Chromebook. Which can be added to the establishment's G Suite domain educational.

Google Apps for Education and Google Apps for Organizations non-profit (for accredited non-profit entities) are free and offer the same amount of storage as Google Apps for Work accounts. In addition to shared applications (calendar, documents, etc.), Google offers Google Apps Marketplace, an application store for Google Apps users. Contains various applications, both free and paid, that can be install to customize the Google for Education experience for the user.

4.3.1.2. What is Google Classroom?

Google Classroom is a virtual tool where it has been designed for communication between teacher and student where their main goal is to improve education in document sharing and delivery.

Google Classroom is available for a wide number of languages for various users strictly more than 40 translations, also offering the availability to use it in different devices. Which whose platform will be a help within the institutions educational being thus in this way of collaboration with the teacher.

4.3.1.3. Use of Google Classroom

This application is an interactive classroom methodological tool that enables various advantages within the educational environment where the main protagonist of this use of virtual platform is the student where he will have a more significant learning of such so that she creates her own learning in a responsible way on homework submissions, and both group and individual work.

Advantages of the Google Classroom platform

- Save time, • Ease of job delivery • Best task organizer • Preparation of work material
- Survey, group questions • Completely free application

4.3.1.4. Goals of Google Classroom

Among the objectives that this virtual platform can offer us both for the teacher and student mentioning the following

1. Create jobs with Google Classroom where you can forward and send files from any device.
2. You will be able to work in real time with students both outside and inside the classroom.
3. It will be communicated within the classes through comments, questions, advertisements.

4.3.1.5. Google Classroom Features

The Google Classroom platform highlights a number of tools in such a way that it mentions the following:

Academic resource: The teacher creates the respective classes according to their subjects, adding their students.

Feasibility of work: With the use of this platform, the students will have a better learning.

Educational security: This platform offers us protection of our class activities by only interacting with the added student in the class, being a very safe environment.

Feasible communication: Thanks to this tool, the teacher and student will be able to be communicated and be aware of the actions that they do in this tool, this will be a notification of what has been done within the virtual class, thus being something feasible for the teacher; so students can also make use of debates, share digital resources among classmates.

4.4. FUN ACTIVITIES FOR CLASSROOM PLATFORMS

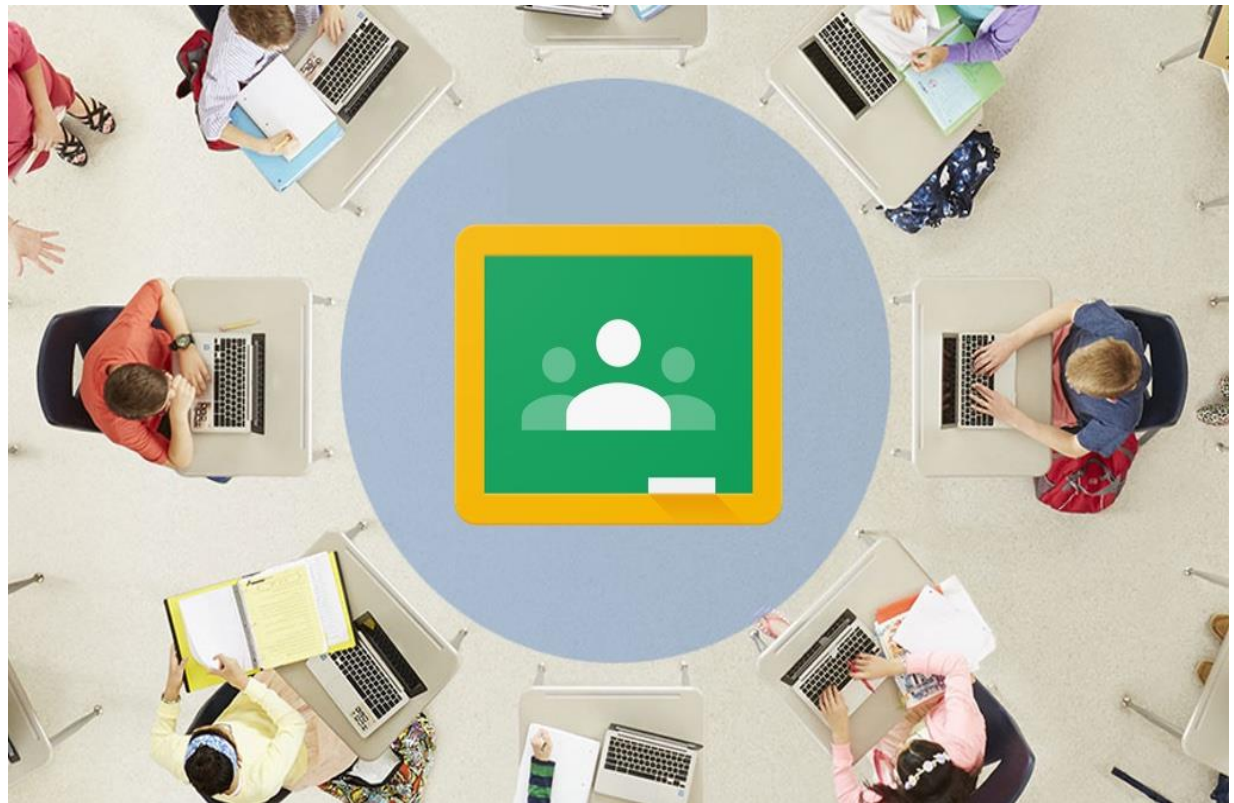


Figure 2. Google Classroom

Source: Function Tracker, (2020)

CLASS ACTIVITY 1. READING ACTIVITY BY USING GOOGLE FORM

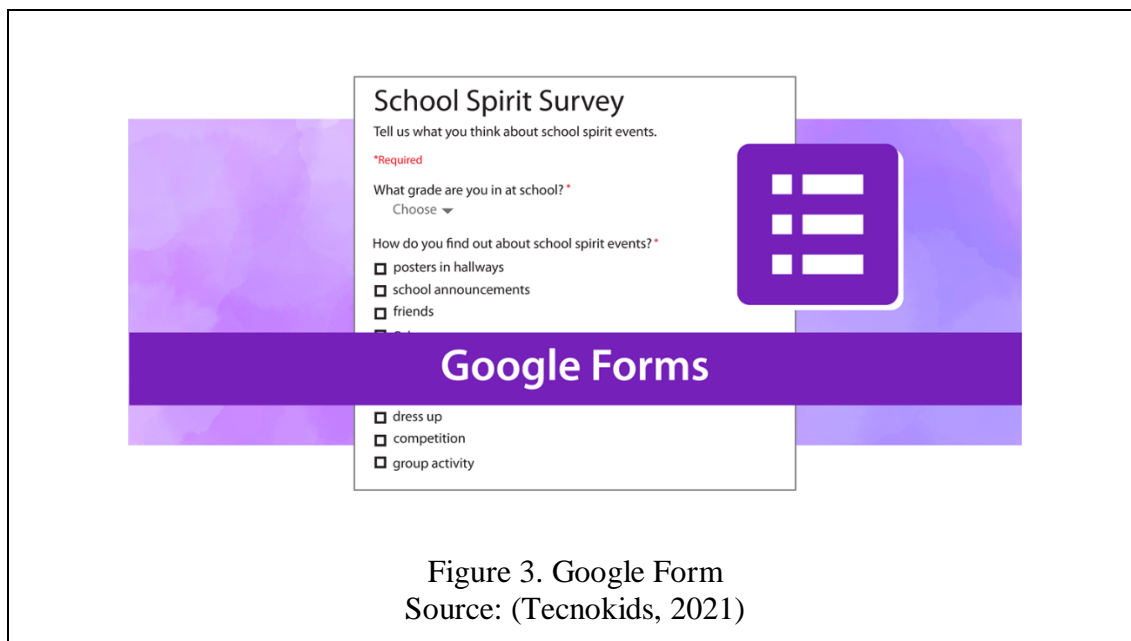


Figure 3. Google Form
Source: (Tecnokids, 2021)

GENERAL OBJECTIVES

- To allow teachers to create multi-page forms.
- To offer the possibility of referring to a specific page of the form, depending on the answer given to a question.
- show a progress bar, a very interesting option for forms that are a bit long.
- Allow teachers and students to choose if a question is optional or mandatory.

Description

Evaluate the learning of our students: a questionnaire can be designed that aims to assess the knowledge of our students. Do not forget to use the Flubaroo add-in (similar to macro in Excel) for quick correction. We recommend that you read the entry in the Google Forms Observatory updated with the introduction of add-ons.

- We can control student work. In the form you can create identification fields (name, class, subject, job title, link where it is hosted ...). In this way, the teacher can access the spreadsheet and see a list with all the information regarding the students' work.
- We can do a video questionnaire. A video is inserted into the Google form, and then a series of questions is included to check the degree of understanding. This practice is very interesting for understanding foreign languages.
- It can be very interesting to work on the graphical representation of data or to carry out statistics. Being a real case, it will be much more motivating and useful for them.
- We can collect questions or doubts from our students about the matter. There are students who, due to shyness or whatever, do not dare to ask, in this case we can create an anonymous form in which all doubts are collected.

- It can be used to collect resources from students. We can design a form in order for students to create a bank of cataloged resources (videos, links, bibliography, etc.) on each teaching unit. The resulting sheet with all the resources can be made public, for example, on the classroom blog.

Web resources

<https://docs.google.com/forms/d/1wNXpdZVmUriFfVnvOOjF7wEQvONBbbQItx1ewZHpKY/edit>

<https://forms.gle/8AumCUWJGa6Epar26v>

Elaborated by: Mite & Yungaicela (2021)

27/02/2021

Unidad Educativa Enrique Gil Gilbert

Unidad Educativa Enrique Gil Gilbert

7th course

*Obligatorio

1. nombre y apellido *

2. when is the reading festival? *

1 punto



Marca solo un óvalo.

- it's on jul 20th
- it's on may 18th
- it's on february 1st

Figure 4. Reading comprehension in Google form
Elaborated by: Mite & Yungaicela (2021)

6. when is Christmas festival? * 1 punto

Marca solo un óvalo.

- It's on july
 It's on December
 It's on december 25th

7. What time is English class? * 1 punto

Marca solo un óvalo.

- What time is English class?
 in 8:00
 on 8:00
 at 8:00

8. what time is it? it's 8:30 * 1 punto

Marca solo un óvalo.

- half past eight
 eight past half
 eight twenty five

9. what time do you go to bed? 9:15 * 1 punto

Marca solo un óvalo.

- nine to a quarter
 a quarter after nine
 a quarter to nine

Figure 5. Reading comprehension in Google form
Elaborated by: Mite & Yungaicela (2021)

4.4.1. FUN LISTENING ACTIVITIES BY USING PODCASTS



Figure 6. Practice English using Podcast

Source: RealLife English, (2021)

CLASS ACTIVITY 2. PRACTICE ENGLISH USING PODCAST



Figure 7. practice listening using podcast
Source: *RalLife English*, (2021)

GENERAL OBJECTIVES

Strengthen the ability to listen and initiate autonomous learning in it, in students through extra-class work with materials designed by the research group.

Predict and activate prior knowledge.

Inquire about the theory of autonomous learning, extraclass work, ability and sub-skills of listening comprehension and materials design.

Apply and evaluate the listening skill material.

Familiarize students with the use of strategies for work on listening skills.

Strengthen micro-skills and macro-skills in listening skills.

Associate.

Use keywords.

Find main and secondary ideas.

Hear prominent words.

Correctly draw conclusions and validate inferences about of the social situation, the intention of the speaker or the context.

Recognize the keywords related to the topic.

Fill in missing information.

Discriminate similar words.

Analyze pronunciation relationships.

Description

The podcast has been going strong and is gaining a prominent relevance in current brand strategies. The greater fragmentation of audiences makes it necessary to search for new channels.

One of the trends that has come to stay in the field of audio is podcasts. This is one of the elements that is gaining especially importance in current brand strategies.

The greater fragmentation of audiences forces advertisers to look for new channels with which to reach all targets. Therefore, an increase in the number of influencers who will use this support as a new channel to spread their content is also expected.

A digital audio or video periodical that can be downloaded from the internet. A kind of customizable and downloadable radio program that you can embed on a website or blog or on popular platforms like iTunes, Spotify, SoundCloud or Ivoox, among others.

Referring to the similarities with the radio medium, the main difference of the podcast is that we can listen to it whenever we want. In fact, many radio stations already have their own podcasts, which allows you to listen to the different programs they offer even if it is not live.

The podcast is usually directed by a presenter and has different collaborators or interviewees who, during a period of time, expose and develop a specific theme to form different episodes that run on that or several subjects.

Web resources

http://www.adelescorner.org/listening/imas_story/imas_story.html

<https://agendaweb.org/listening-exercises.html>

Elaborated by: Mite & Yungaicela (2021)

Ima's Story

address	too	come	was
years	live	have	is

My name (1) Ima and I (2) from Chile. I (3) been in Australia for 2 years. I (4) in Melbourne and my (5) is 3/55 Adams Street, Kensington. I am 25 (6) old and single. In Chile I (7) a waitress and in Australia I am a waitress, (8).

Ima's Story

My name (1)_____ Ima and I (2)_____ from Chile. I (3)_____ been in Australia for 2 years. I (4)_____ in Melbourne and my (5)_____ is 3/55 Adams Street, Kensington. I am 25 (6)_____ old and single. In Chile I (7)_____ a waitress and in Australia I am a waitress, (8)_____

These are the words to choose from: years live was address too have come is

Figure 8. Listening comprehension activity
(Adele's ESL Corner, 2020)

4.4.2. FUN ACTIVITIES FOR VIDEOCONFERENCE PLATFORMS



Figure 9. Educational platform

Source: (meet platform studies in the age of Google and Facebook, 2018)

There are many reasons why Zoom has floated to the top of the video conferencing stack, not least because in its basic form it is free to use, although Google may offer an alternative that is also free. The games proposed in this proposal may be played through a video call either with another user or a group conference. there are many exciting games that can be applied for teaching unit students.

Educational Enrique Gil Gilbert. however, it should be noted that any of the aforementioned games can be played at any time. That said, below is a list of games and activities that can be carried out in google meet, zoo, skype, WhatsApp, etc.

CLASS ACTIVITY 3. CHARADES



Figure 10. Charade on videoconferences
Source: (Etacude, 2020)

GENERAL OBJECTIVES

To improve English vocabulary through mimicry and imitation as part of expression, non-verbal communication, and body language.

To know and practice the different qualities of movement.

To enhance creativity.

To learn to respect the rules of the game and enjoy collaborating with others in creating activities.

To encourage the communication of all participants and the ability to listen through participation as spectators.

To learn to consider and value the work of the other.

To express ideas, sensations, and feelings bodily.

To improve our chances of understanding with others and increase our own possibilities.

CONTENTS

Possibilities of the expressive and communicative body in different manifestations.

Gestures and postures.

Possibilities of expressive movement in space.

Movement qualities.

Group cohesion.

Disinhibition in group situations.

Respect for the different forms of expression of colleagues.

Creativity and imagination.

The communication.

Mime, as a manifestation of body language.

Situations in which they show different moods.
Web resources Pictionary Generator https://randomwordgenerator.com/pictionary.php

Elaborated by: Mite &Yungaicela (2021)

A classic board game, you can really take advantage of video conferencing to make Charades work. You will need to have a bit of performance space and lots of light so that the video is not too grainy, but by using something like a charade generator on your phone, you can make the artist have an idea and act easily. out for the rest of your team to guess. those on the video call can watch, keep track of time, and make sure there are no cheating. if you both have a charade card game at home, even better. It is an ideal game to join two halves of a separate family, and it is great for children to get involved.

On the Zoom platform you can share or divide groups and designate each student vocabulary without the others knowing.

Ankle	Arm	Banana	Bicycle	Big toe
Boat	Bow tie	Bumblebee	Bunk bed	Butterfly
Candy cane	Car	Carrot	Chair	Circle
Cloud	Cup	Cymbal	Dog	Dominoes
Door	Drum	Egg	Elephant	Eye
Eyebrow	Eyelash	Feet	Fence	Finger
Foot	Frosting	Funnel	Ghost	Giraffe
Grapes	Guitar	Gun	Hair	Hand
Hat	Helicopter	House	Ice cream cone	Key
Kite	Knee	Ladybug	Lighthouse	Match
Monday	Money	Mountain	Mouth	North Pole
Nose	Octopus	Oval	Owl	Pail
Pants	Paper clip	Pearl necklace	Pencil	People
Piano	Pizza	Rain	Rainbow	River
Root	Saliva	Shoe	Short	Shoulder
Skateboard	Skillet	Sleep	Snail	Snowman
Solar system	Spaceship	Spider	Spider web	Spoon
Square	Stairs	Star	Submarine	Sun
Sunglasses	Teeth	Thumb	Tie	Tree
Triangle	Umbrella	Wheel	Window	Worm

Created by the Stretch Mark Mama www.stretchmarkmama.com

Figure 11. Picture Dictionary
Source: Eclipsecrossword, (2020)

CLASS ACTIVITY 4. Pictionary

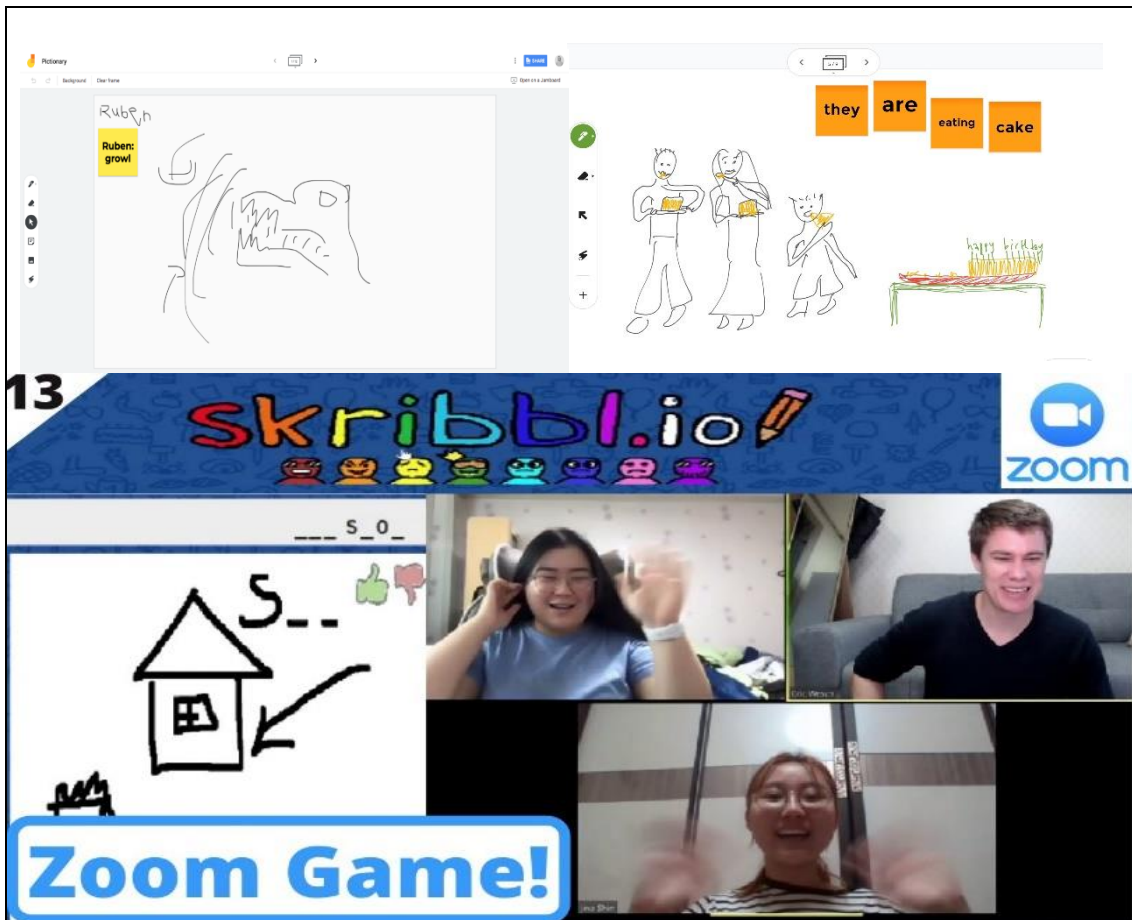


Figure 12. Pictionary on videoconferences
Source: (Etacude, 2020)

GENERAL OBJECTIVES

Guess the word at stake from the clues offered by the teammate, who tries to illustrate its meaning with drawings.

Instructions

Players are divided into two teams. One of the members of each team will be in charge of drawing so that the others can quickly guess the word in question.

The Pictionary game has many letters with words whose translation on paper is frankly difficult. The terms can also be chosen at home; however, it is a bit difficult to get the words that will be distributed to both teams on par in difficulty. Concrete nouns and

verbs tend to be easier; adverbs, adjectives and abstract nouns or concepts like "near", "old" and "ugliness" are very difficult.

To start the game, the players decide which team will play first. The artist from the first team receives the word (from a card or whispered by someone from the other team) and has a few seconds to think about how to translate it. The person who controls the clock says "Go!" (The five minutes of time then begin to run) and the artist begins to draw trying to represent the word through his strokes. The rest of the team must constantly suggest words, and the artist must affirm or deny depending on whether they are relevant or not:

The cartoonist cannot speak or use any type of physical communication beyond the pencil. Drawings may not include numbers, alphabet Tetras, or symbols.

Drawing continues until the meaning is guessed or until time is up. If it is guessed at least one minute before time runs out, the team earns an additional point.

The turn passes to the other team and the dynamic continues in the same way. Teams play an even number of rounds and the one with the most points wins

Web resources

Pictionary Generator

<https://randomwordgenerator.com/pictionary.php>

<https://www.teacherspayteachers.com/FreeDownload/List-of-Pictionary-words-medium-difficulty-1017002>

Elaborated by: Mite &Yungaicela (2021)

Another simple game that works great through Zoom and Meet, which has a built-in whiteboard function. To access this simply start Zoom and press the share screen button and you will see the option for whiteboard. In Google meet, the student must enter to Jamboard or the teacher must share the access link. There are many functions where students must decide exactly what they can use, but there is scope for a little more fun as the student draws the answer. It can be drawn for everyone to guess or work as a team on

both sides in different homes. It's great fun for kids and adults alike, and you can use flashcards from a Pictionary or use an online word generator.

Pictionary List (Medium)

Horse	DOOR	SONG
TRIP	BONE	BOMB
ROUND	TREASURE	GARAGE
PARK	PIRATE	SKI
STATE	WHISTLE	PALACE
BASEBALL	COAL	QUEEN
DOMINOES	PHOTOGRAPH	COMPUTER
HOCKEY	AIRCRAFT	HOT DOG
SLAT ANBD PEPPER	KEY	IPAD
LIGHT BULB	PLATYPUS	MUSIC

Figure 13. Pictionary list
Elaborated by: Mite & Yungaicela (2021)

CLASS ACTIVITY 5. CROSSWORD

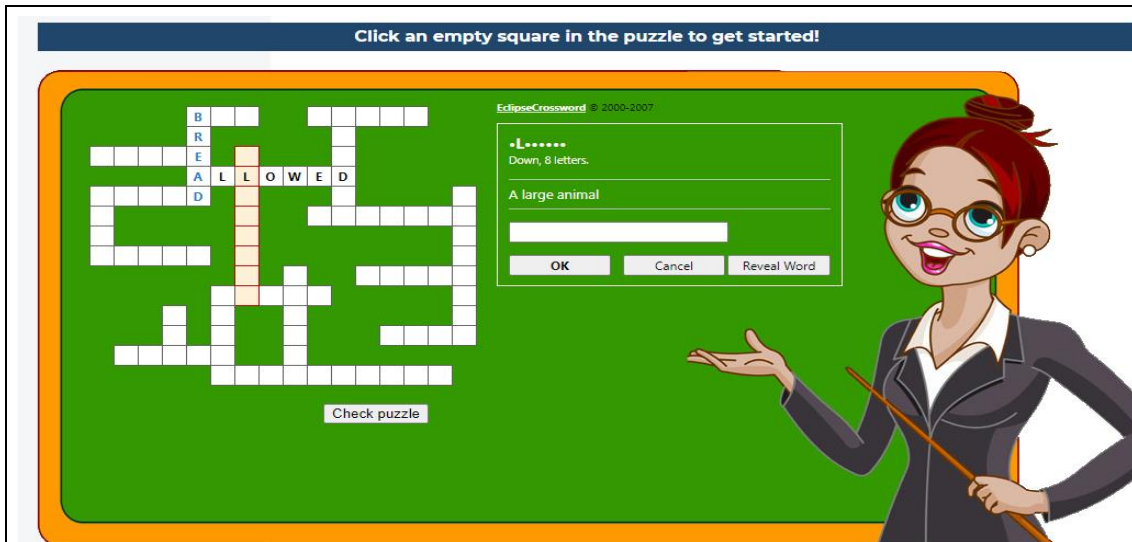


Figure 14. Crosswords on videoconferences
Source: (Etacude, 2020)

Introduction

Playing time: ten minutes.

Players: four or more, divided into teams.

Items: paper and pencil for each team; cards with words; a stopwatch.

Difficulty: it is a game of guessing through the clues that are supplied by drawing.

It is a popular game, one of those that are played in home versions and that, one day, someone comes up with a commercial format and put it up for sale.

The Pictionary game has the advantage that it already includes particularly complicated words when it is turned into a picture; however, continuing to play the home game is an equally fun experience.

GENERAL OBJECTIVES

Guess the word at stake from the clues offered by the teammate, who tries to illustrate its meaning with drawings.

An attentive teacher looks on approvingly as students fill out this fun puzzle.

This is a wonderful educational tool for students of all ages. Like a traditional crossword, students fill in words based on the clues provided. The words offer challenges within the ability of first graders to solve, and lets them practice their spelling, typing, and reading with no pressure.

All the clues are written in simple, short words for ease of reading. Inputting an incorrect or improperly spelled word will not penalize students, but rather will simply highlight the word in red when checking the puzzle, so they can continue working on each clue until it is correct.

Just like a regular crossword puzzle, the more words that are properly filled in, the easier it gets!

Web resources

<https://www.free-training-tutorial.com/word-games/crossword-puzzles-grade-1.html>

Elaborated by: Mite &Yungaicela (2021)



Figure 15. Kids crossword puzzles
Source: Eclipsecrossword, (2020)

ONDEWR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AWNMO															
AUPESMNR	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
OTRH	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
FSALH	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
EOIVWNERL	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
CLABK	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
EHRNAPT															
HULK	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105
AMAUANQ	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
DNEIMPSRA	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135
ATCIPNA	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150
RAMIAEC	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165
TMBAAN	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
NOIMRNA	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195
ENGRE	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210
ERLNNTA															

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Figure 16. Kids crossword puzzles
Source: Eclipsecrossword, (2020)

Superheroes Word Scramble

ONDEWR	W O N D E R	W O M A N
AWNMO		
AUPESMNR	S U P E R M A N	
OTRH	T H O R	
FSALH	F L A S H	
EOIVWNERL	W O L V E R I N E	
CLABK	B L A C K	P A N T H E R
EHRNAPT		
HULK	H U L K	
AMAUANQ	A Q U A M A N	
DNEIMPSRA	S P I D E R M A N	
ATCIPNA	C A P T A I N	
RAMIAEC	A M E R I C A	
TMBAAN	B A T M A N	
NOIMRNA	I R O N M A N	
ENGRE	G R E E N	L A N T E R N
ERLNNTA		

W I T H G R E A T P O W E R C O M E S
 G R E A T R E S P O N S I B I L I T Y

Figure 17. Kids crossword puzzles
 Source: Eclipsecrossword, (2020)

4.5. Conclusions and Recommendations

4.5.1 Conclusions

The importance of ICT in education goes hand in hand with changes technologies that schools have experienced in the last decade, since it has been considered as the age of knowledge where anyone in any part of the world can have access to large volumes of information. The use of ITCs has motivated many institutions to use virtual teaching-learning platforms, providing a currently almost indispensable resource of support for both teachers and students.

These learning platforms are considered tools that improve productivity among teachers and students, considering that they have autonomy to perform and review tasks safely and responsibly. These platforms gave the teacher freedom to guide, provide information and stimulate knowledge in their classes. Currently there are many schools that have this type of resources and that are a great benefit for the entire school community. It is considered that the learning platforms at present are called to change the traditional teaching-learning processes, that is, the traditional pedagogical methods should be changed where ICT is not integrated.

The Google Classroom platform is a Google for Education and barely two years old, it is a platform for content very simple to use unlike other platforms, but much more attractive that supports certain configurations of customization for educational institutions and that integrates the full potential of Google tools, such as Drive, Calendar, Sites, Gmail, Form, Document, etc. Compared to other options such as Edmodo, Moodle, Blackboard, etc. Google Classroom is considered a more efficient and very simple to use tool that has successfully solved the exchange of files in both directions between teachers and students.

4.5.2. Recommendations

The educational community must insist on the continuous improvement of the classrooms and laboratories so that all these spaces integrate the necessary resources to offer classes adapted to current technological needs. ICTs support the teaching-learning process and must be used by each of the students to make their learning more flexible. The school authorities must motivate their teachers to a culture of use and continuous preparation regarding the use of learning platforms that support education.

Teachers are recommended to analyze the option of integrating the Google Classroom platform as a collaborative learning tool among the entire academic community of the career. It is considered important that teachers begin to create learning spaces on the subjects they develop, that is, they create sequential audiovisual courses and upload them to the Google Classroom platform so that students can reinforce what they have learned in their classes in a more flexible way.

It is considered that teachers should integrate activities that motivate the use of the Google Classroom and zoom platforms and encourage the distribution of information among students. It is also recommended to initially use the virtual platform as task control and review tool and subsequently communication and resource collaboration.

It is recommended that the possibility of giving talks be analyzed regarding the functionalities of virtual platforms, what are their benefits and how to use the platform in an optimal way by teachers and students. It is important that teachers motivate autonomous learning in students so that they review on their own, the contents of the classes and that generates greater confidence and participation in face-to-face classes.

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ANNEXES

Annex 1. Class Observation Format

Items	never	sometimes	always
	0	1	2
Students manipulate the platform functions available to the student user.			X
The students develop the activities in the courses.			X
Students promote access to the platform in their classmates for the development of scheduled activities.			X
The students check that the activities are being developed according to what was planned by the teacher.			X
Students review the teacher's evaluations of their activities by checking the report card.		X	
Teacher creates courses corresponding to their schedule to organize activities on the virtual platform.		X	
Teacher organizes activities in courses.			X
Teacher encourages students to access the platform for the development of scheduled activities.			X
Teacher checks that activities are being developed according to plan.			X
Teachers evaluate the level of access and development of activities of students issuing a report to the person in charge of the project.			X



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Annex 2. Survey to students

Objective: To get information related to The use of a virtual platform for English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert, school year 2020-2021. Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Never</u> <u>1</u>	<u>Rarely</u> <u>2</u>	<u>Sometimes</u> <u>3</u>	<u>Frequently</u> <u>4</u>	<u>Always</u> <u>5</u>
1. How often do you use the internet?					
2. Does the institution usually have Wi-Fi connection?					
3. Must teachers use Virtual Platforms as tools to project Video-Conferences, Chat, make Forums, Blogs, etc					
4. How often do you practice your English language using online exercises?					
5. Do teachers apply active and motivating virtual class in order to improve the English language?					
	<u>Strongly disagree</u> <u>1</u>	<u>Disagree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strongly agree</u> <u>5</u>
6. Teachers should be trained to foster E-learning environments					
7. Would you like to learn English with multimedia resources through audio, video and movement?					
8. Do you think that the skills of listening, reading, writing and speaking can be improved through the use of virtual environments?					
9. Do you think that currently teachers should use virtual classrooms to carry out the teaching-learning process?					
10. The use of the virtual platform is very positive for learning the English language					



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Annex 3. Survey to Teachers

Objetivo: To get information related to The use of a virtual platform for English language teaching in times of home confinement in seventh grade students at Escuela Fiscal Mixta Enrique Gil Gilbert, school year 2020-2021. Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Strongly disagree</u> <u>1</u>	<u>Disagree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strongly agree</u> <u>5</u>
1. Do you think the use of teaching resources improve student’s learning of English?					
2. Virtual Platforms as a strategic assessment tool are used constantly in the learning process					
3. Must teachers use Virtual Platforms as tools to project Video-Conferences, Chat, make Forums, Blogs, etc					
4. Do you consider teachers need to be trained in the use of Virtual Platforms, as a learning strategy?					
5. The use of virtual platform will improve students' learning processes and help teachers to develop an active and motivating class					
6. The use of a Manual on using Virtual Platforms would improve the educational quality and students’ academic performance					
	<u>Never</u> <u>1</u>	<u>Rarely</u> <u>2</u>	<u>Sometimes</u> <u>3</u>	<u>Frequently</u> <u>4</u>	<u>Always</u> <u>5</u>
7. Do students carry out On-Line studies through the Virtual Platforms?					
8. Do teachers diffuse their teaching and learning process by using virtual platforms?					
9. Students will be able to get meaningful learning through virtual platforms					
10. Virtual Platforms enable teachers to assess student’s learning process					



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Annex 4. Validation of the proposed Project plan


THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

Nowadays, teachers need to know more about technological resources to make classes more interactive, and this guide provides excellent activities for Online classes.

Name:	Mélida Campoverde	 Signature
Occupation:	Profesor	
Phone number:	0986103613	



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Annex 5. Validation of the proposed Project plan


THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	 Signature
Occupation:	Teacher	
Phone number:	0993742876	



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Annex 6. Validation of the proposed Project plan

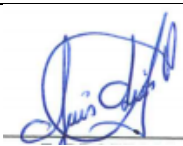
THE USE OF A VIRTUAL PLATFORM FOR ENGLISH LANGUAGE TEACHING IN TIMES OF HOME CONFINEMENT IN SEVENTH GRADE STUDENTS AT ESCUELA FISCAL MIXTA ENRIQUE GIL GILBERT, SCHOOL YEAR 2020-2021

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

It's clear that the proposal is adequate for the purpose. These ideas and findings will allow teachers to complete an excellent final application and has a good potential on seventh graders.

Name:	MSc. Luis Vicente León	 Signature
Occupation:	Teacher	
Phone number:	0997127878	

Annex 7. Screenshot of a Zoom class

