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THE EFFECTIVENESS OF PEARSON "MY ENGLISH LAB" PLATFORM IN THE EFL
LEARNING PROCESS AT PUCE-I IN A1 LEVEL

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AUTOR: MARTÍN CALDERÓN

TUTOR: MGS. SANDRA AYALA

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Ibarra, 21 de Agosto del 2024

Mgs. Sandra Esmeraldas del Pilar Ayala Trujillo
ASESORA

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Mgs. Sandra Esmeraldas del Pilar Ayala Trujillo

C.C.: 1002060794

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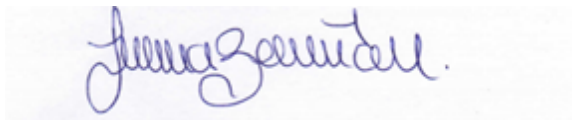
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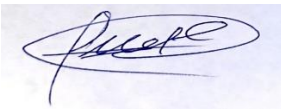
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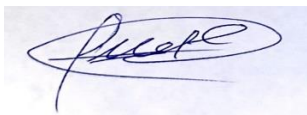
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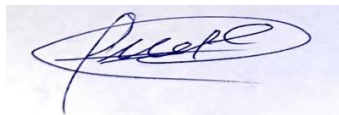
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Dedicatoria

El presente trabajo de investigación está dedicado a:

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Abstract:

Despite the growing popularity of online platforms for teaching English, there is a need to critically examine and assess these platforms' effectiveness in addressing potential challenges. This research explores the effectiveness of Pearson's "My English Lab" platform in enhancing the English as a Foreign Language (EFL) learning process at Pontificia Universidad Católica del Ecuador - Ibarra (PUCE-I) for students at the A1 level.

The study employs a mixed-methods approach, combining quantitative and qualitative data collection and analysis. The quantitative data is gathered through surveys, while interviews collect qualitative data.

Keywords: EFL, Digital Platforms, Pearson, Technology

Problematic

Despite the growing popularity of online platforms for teaching English, there is a need to critically examine and assess the actual effectiveness of these platforms in terms of addressing potential challenges such as equitable access, technology-related barriers, maintaining student engagement, ensuring quality education, and measuring tangible language proficiency outcomes.

This study aims to identify, analyze, and propose solutions for the multifaceted challenges that may impede the overall efficacy of online platforms in delivering successful English language education

Introduction

The rapid advancement of technology has significantly influenced the landscape of education, leading to the emergence of digital learning platforms that enhance the learning experience. This thesis aims to explore the effectiveness of Pearson's My English Lab platform in the English as a Foreign Language (EFL) learning process at PUCE-I for students at the A1 level.

The EFL learning process at PUCE-I has been evolving, and the integration of technology has become a crucial aspect of this evolution. Among the various digital learning platforms available, Pearson's My English Lab has gained popularity due to its interactive and personalized approach to language learning. This platform offers a wide range of resources, including interactive exercises, multimedia content, and real-time feedback, which are essential for EFL learners at the A1 level.

The purpose of this thesis is to investigate the impact of Pearson's MyEnglishLab on the EFL learning process at PUCE-I for A1 level students. The research will focus on the platform's effectiveness in improving students' language skills, enhancing their motivation, and promoting their autonomy in the learning process. The study will also explore the challenges and limitations of using this platform in the EFL context at PUCE-I.

The significance of this study lies in its potential to provide insights into the effectiveness of digital learning platforms in EFL contexts and contribute to the development of strategies for integrating technology into language teaching and learning. The findings of this research can inform teachers, students, and policymakers about the benefits and challenges of using Pearson's My English Lab platform in the EFL learning process at PUCE-I and beyond.

Objectives:

General objective:

Analyze the effectiveness of the online platform Pearson “My English Lab” as a teaching tool for the English language learning process in A1 level students

Specific objectives:

- To support bibliographically the research work to know the adduced methodology in the process of the learning of the English language through the study of different authors.
- To analyze the use of the platform Pearson My English lab at the PUCE-I A1 level through surveys and interviews with the purpose of global knowledge in the institution.
- To analyze the results obtained in the research to determine the effectiveness of the use of the platform in A1 courses at PUCE-I.
- Socialize the conclusions and recommendations of the research project through talks to teachers and students of PUCE-I A1 level for the search for appropriate resources in the process of teaching and learning language.

4. State of the art

4.1 Technological pedagogical content knowledge

(Mishra&Khoeler, 2006) says that one theoretical framework for understanding the use of technology in language is the technological pedagogical content knowledge (TPACK) model. This model emphasizes the importance of understanding how technology, pedagogy, and content interact in the learning process. According to the TPACK model, effective technology integration requires a deep understanding of the content being taught, as well as the pedagogical strategies that are most effective for teaching that content. Additionally, technology should be used in a way that enhances the learning experience and engages learners in meaningful ways.

(Garrison&Archer, 2000) Another theoretical framework for understanding the use of technology in language education is the Community of Inquiry (CoI) model. This model emphasizes the importance of social presence refers to the degree to which learners feel connected to the instructor, cognitive presence refers to the degree to which learners can construct meaning and solve problems, and teaching presence refers to the degree to which the instructor can facilitate learning and create a supportive environment. According to the CoI model, effective online language learning requires attention to all three of these elements.

4.2 The use of the internet in English language learning

The use of the Internet in English language learning has brought about a significant change in traditional approaches to language acquisition. This theoretical framework is based on several key areas of research that illustrate how the integration of the internet has influenced the language learning process.

(Chen&Lin, 2020) Access to authentic materials: The internet provides language learners with access to a wide range of authentic materials such as articles, videos, podcasts, and social media content. This exposure to real-life language usage enhances learners' ability to comprehend and use language in context.

(White, 2018) Enhanced Learner Autonomy: Online resources enable learners to personalize their language experiences and progress at their own pace. Learners can choose materials and tools that align with their interests and needs, fostering greater autonomy in the learning process.

Global Interconnectivity and Language Exchange: Online language learning platforms and communities allow learners to interact with speakers of the target language from around the world. This facilitates language exchange and cross-cultural communication, contributing to a more authentic and diverse learning experience (Hsieh&Wu, 2016)

Multimedia and Interactive Content: The Internet offers multimedia resources such as interactive exercises, games, and simulations which can make language more engaging and effective (Golonka, 2014).

4.3 Online Language Learning Apps

Online Language Learning Apps: The proliferation of language learning applications like Duolingo, Babbel, and Memrise provides learners with structured lessons, gamified activities, and immediate feedback, making language learning convenient and accessible (Wang, 2018)

Virtual Classrooms and Webinars. Online platforms offer virtual classrooms and webinars, allowing learners to participate in live lessons, discussions, and language practice sessions with instructors and peers from diverse backgrounds (Gitsaki, 2016)

Challenges and Considerations: Despite the benefits, challenges include ensuring the quality and authenticity of online resources, addressing issues related to learner motivation and self-discipline, and navigating potential distractions on the internet (Kessler, 2018)

4.4 Cognitive Load Theory

(Sweller&Kalyuga, 2011) Finally, the cognitive load theory (CLT) provides a theoretical framework for understanding how to design language learning materials that are effective and

engaging. According to the CLT, learners have a limited amount of working memory capacity, and instructional materials should be designed in a way that minimizes cognitive load and maximizes learning. For example, materials should be presented in a clear organized way, with an appropriate level of difficulty that matches the learners' proficiency level.

In addition, using the Internet can also allow students to practice their ability to communicate in the language they are learning through chats and video conferences with native speakers of the language.

On the other hand, using the Internet can also have some drawbacks, such as the lack of face-to-face interaction with other students and the risk of online distractions. However, in general, the use of the Internet in English language learning can be a very useful tool to enhance language learning and practice.

(Zhong, 2008) As English learning environments and methods become more diverse, online English language learning is playing an increasingly important role in modern English learning. While it challenges traditional learning methods, it is also forward-looking. This paper points out that independent learning of English over the Internet promotes the improvement of the level of English according to the author's achievement and experience, and explains the advantages and disadvantages. Disadvantages of private learning of English over the Internet. We present effective strategies for independent online English learning.

Due to the widespread use of the Internet and computers around the world, electronic methods provide the learning environment for the future. Instant messaging has been very popular for a long time and the rate is very high. Usage is increasing worldwide as more people, especially in developing countries, access the Internet. Different common forms of Internet communication include message boards, interactive blogs, and online forums. also, Many English learners download music, movies, and TV shows in English to familiarize themselves with the English language. Accents and accents from around the world. The language can be developed using different virtual environments Turn your study into a hobby while developing your skills. social networks such as Facebook, MySpace, and Second Life can provide voice recognition that can

guide people even at the youngest age. This is the age when children have the opportunity to learn the language.

Second Life is a free program on the Internet that allows you to create your own virtual environment. You can interact in real-time by talking or texting with more than 12 million subscribers worldwide. In this environment by creating their own name and avatar, users can create a world surrounded by emotion. Journal of Language Teaching and Research © 2011 Academy Press 1081 It's a place where you can easily meet people with similar interests and personalities. is in charge Once you choose your style in this world, you can bring your friends to the park, the store, or even your living room. now Second Life's language chat feature is a useful tool for language learning. If you can't show up with other students in a real classroom, Second Life It is a non-intimidating environment where students can present their fictional characters and receive feedback from others. message Although Facebook and MySpace can help students express themselves and learn more about others; Second Life is not available in a 3D environment and cannot be used to communicate with other people.

(Juárez&Díaz&Perales, 2021) One of the ways to learn a foreign language is to use an online learning platform. It uses interactive technologies to support various learning activities and develop common language skills.

These learning opportunities have many advantages. Online learning platforms offer online classes and assignments. Teachers can also design and create their lessons and activities based on curriculum requirements and students' language proficiency levels. (al H. e., 2021)

It can be used remotely. Online databases provide content storage so teachers can download books and add all materials to the database. Therefore, the teaching staff develops the lessons and adapts the learning materials according to the teaching needs. Students' progress tracking features help teachers assess learning effectiveness using student performance data (Rukmi, 2021)

Popular platforms for distance learning include Moodle. Open edX, and NEO LMS. This allows students to use foreign language classes and teachers to get better grades than traditional face-to-face classes. These online learning platforms provide quick and easy access to language

courses, can divide e-courses into separate sections, and offer flexible learning-based teaching and assessment systems (Liu, 2020).

It is important to develop all language skills in the English classroom because they help develop skills and promote learning speaking skills are considerable first, followed by writing, vocabulary skills, reading, and listening (Cerna, 2018)

Online learning platforms and their various functions have become very effective tools for organizing foreign language learning courses and developing language skills. The COVID-19 pandemic has forced universities to consider online platforms and distance learning platforms to improve teaching methods and store learning materials in a single database.

During the COVID-19 pandemic, foreign language learning is forcing teachers to develop and implement new teaching methods in the learning environment. (Gao&Zhang, 2020)

Researchers say the COVID-19 pandemic has not stopped studies. However, this made it difficult for teachers to deliver classes and forced them to adopt teaching methods for which they may not have been trained. The experiences of European countries show that distance education does not have a significant effect on the teaching of a foreign language, but has increasingly used different teaching methods and methods, such as interactive technologies (Bell, 2017).

New technologies offer foreign teachers the opportunity to use online learning platforms to teach foreign languages. Popular apps include Skype, Zoom, and Google Meets. These apps allow users to conduct online classes with video and audio elements. Therefore, mobile applications are also used to learn foreign languages. For example, one study examines the effectiveness of the Instagram mobile app in informal language learning. Research results show that students used Instagram to expand their vocabulary by learning new words and improving communication skills (Gonulal, 2019)

In addition, there are examples of effective use of the Facebook or Twitter mobile applications. However, these apps improve communication between teachers and students. A study conducted the use of twitter apps in curriculum education. The teaching method was designed to help increase motivation, improve grammar skills and expand students' vocabulary (Taskiran, 2018).

(González&Lloret, 2020) Learning a foreign language through an online learning platform allows you to use different teaching methods in different situations. For example, zoom teachers can divide students into groups and assign different tasks. This situation helps teachers develop language skills and favors collaboration.

Career paths are popular among teachers because they help develop competency-based lesson plans. The iDub technique is an effective tool for analyzing pronunciation phenomena by professionally recording students and their voices. The mobile application encourages participation in foreign language learning. For example, the WhatsApp application is effective in the learning ability of students (Talavan&Costal, 2017).

(Ilknur, 2017) So that learning is not interrupted, new teaching methods have been developed and integrated into practice. During the pandemic, language learning platforms have become popular among teachers and students. One of them is MDA Framework, a popular foreign language program based on video games. This learning platform includes word and sentence matching, translation, word and picture matching, interaction with sounds and 3D objects, video tutorials, online and blended learning platforms are also used for foreign language learning.

The most popular online learning platforms are ATutor and Moddle. It has been successfully used as part of the flipped classroom (a blended learning model that uses online learning to deliver theory and uses the classroom to improve language skills and engage students in practical groups) (Jeong, 2017).

Online language platforms have many advantages: the ability to develop online learning courses, an easy-to-use interface, access to resources at any time, access to learning materials from a wide variety of user sources, benchmarking, academic performance through research, and online examination (Womer, 2017).

The Self-Defined Learning Digital Materials Development Projects (SDLMD) was developed for learning Turkish as a foreign language. The platform includes learning modules such as puzzles, quizzes, flashcards, and digital media. The learning platform helps teachers create multimedia resources and download files (Karademir, 2021)

Therefore, online learning platforms can use ready-made learning materials and create content for their courses. Massive open online courses (MOOCs) for blended learning are conducted on the Google platform, similar to an electronic library. MOOC platforms can be used for distance learning purposes as they provide access to various language learning courses. It offers theoretical, practical, and interactive resources. MOOC programs allow teachers to develop language skills beyond the traditional classroom due to their interactive, communicative, and collaborative nature

(Misir, 2018).

Open online courses help you develop foreign language skills in several ways. Therefore, it can be used for blended learning and traditional learning.

The technogenic training environment offered by Zoom, Skype, Webinar, and Discord is widely used today. The importance of the work is explained by the new conditions and challenges faced by participants in the educational process in connection with the global spread of the coronavirus infection Covid-19 pandemic. The new method of contact work and management of the educational environment highlighted several problems. The purpose is to identify the important digital platforms and tools used in the English language learning system, to describe the advantages and disadvantages of the most popular ones from the perspective of teachers and trainers, students' digital platforms such as Zoom, Skype, Webinar, and Discord are characterized by similar features, in the view of the authors, such as voice and visual contact, communications in conversations and opposites, free access restriction, video recording functions, waiting room, calendar integration, etc. In the process of learning the English language, cooperation and control become personality-centered, which increases students' motivation for independent and distance learning.

Due to the COVID-19 health crisis, educators and students have been feeling uncertain, and the online courses in the context were implemented on short notice, In such a climate of unpredictability surrounding online teaching, naturally, many questions emerged as to its effectiveness, and its impact on the teachers and students.

Understanding the factors that influence students' perceptions can also help administrators make informed decisions about course and organizational structures as well as conduct professional development workshops for faculty. This situation is best explored through research, which will help uncover the truth through the systematic collection of data and evidence from classroom activities (Dikilitaş&Bostancıoğlu, 2019)

Digital technology has had a significant influence on language learning and teaching. The emergence of new digital platforms is driven by the availability of resources through digital technology. Recently, politicians have been asked to reform schools due to the advent of digital technology. As the popularity of digital technology increases, foreign language learning/teaching should be encouraged, especially in areas that lack access to authentic materials and resources. Nowadays, technology-based learning has become attractive to the needs of digital citizens. Digital technology has influenced many aspects of language learning, such as new learning management systems, autonomous learning, and individual and collaborative learning. For this aspect of language learning, E-learning is becoming as popular as a new language, type of learning, and teaching.

Define e-learning as the use of digital technology in an academic environment. Active and digital approach literacy is the key to success. How to use digital technology in language learning. Relationships and skills become the foundation. Measuring the success of digital learning technologies. Digital language skills can be defined as the ability to use electronic, multimedia resources and teaching methods to enhance learning, the use of digital platforms is as follows: Implementation of technical aspects of use. Share knowledge, for example on social networking sites (SNS).

However, mutual understanding is important. In addition to creating positive relationships among students to encourage them to use technology. Bring technology into the classroom, new design there is a strong reliance on technical integration layers. Students' abilities, attitudes and interests and motivation,

Several studies have examined the opportunities for digital platforms in Japan and Korea, however, no research has been conducted on the use of digital technology, a platform for English

learners in Malaysia, additionally, before starting the study, we examined the impact of using digital platforms on language skills such as writing and pronunciation, however, no study has tested all language skills, therefore this study fills a gap in the literature

(Almeida, 2018) Digitalization has caused necessary changes in many areas of modern society. For example, information systems, service delivery, and procurement have undergone technological changes to adapt to the new era that has received digital technologies closely related to improving life and work, movies, documents, or presentations, for example on digital platforms, so that students can access personal lesson courses, used to answer questions and focus on training, creating scenarios and personal events that allow students to study and progress at their speed; and publish and share your conclusions

(Pinto&Leite, 2020) Furthermore, the use of digital technologies facilitates information gathering and builds learning, The authors explain that the use of these technologies can impact student-teacher interaction time outside of the classroom through engagement, content sharing and learning materials, and communication.

The use of digital platforms promotes the formation of groups to solve problems and develop communication skills when working with the taught subject. Emphasize that using digital platforms allows students to access lessons and digital content at any time, and reduces anxiety and stress for most students who do not feel comfortable expressing thoughts in front of everyone in class. (Pereira&Junior, 2017)

The new era poses new challenges and tasks for the modern teacher. The tradition of teaching English changed dramatically with the remarkable advent of technology. Technology offers many possibilities as increasing the interest and productivity of teaching. Technology is one of the most important drivers of social and linguistic change.

(Graddol, 1997) Notes that technology is at the heart of globalization; and affects education and culture. Since the 1960s, the use of English has increased significantly. Today, the role and position of English are such that it provides social, political, socio-cultural, business, educational, industrial, media, library, and cross-border communication and is the focus of the

curriculum and additional language, it is also a deciding factor in pursuing higher education and obtaining a well-paying job in the business field.

With the increasing number of English learners in India various teaching methods have been applied to test the effectiveness of teaching.

One approach involves creating multimedia in an English ELT context, this helps students engage and learn according to their interests. It has been successfully tested and widely used in teaching English in the modern world.

As the popularity of English increases, the need for teachers with proficiency in the language also increases. Yes, some teachers use piston technology, but most teachers still teach the traditional way. None of these traditional methods are wrong or harmful to students they have proven their usefulness so far. However, students who learn languages for fun will have more opportunities to gain confidence and expand their abilities. They need to continue their ELT training and gain more confidence as they enter the world of multimedia technology

4.5 The Growth of ELT through Technology

The 21st century is the era of globalization and it is important to acquire different foreign languages and English comes first. The learning of the language has been with us for many years and that continues to grow in importance, thanks in part to the internet.

(Graddo, 2000) About a billion people learn English, but ten years later that number has doubled. Weather forecast show that the number of people learning English will increase and will peak in 2010. The same study found that more than 80% of information stored on the internet is in English. For the first time, foreigners outnumbered locals and were characterized by a diversity of backgrounds in terms of students, ages, nationalities, educational levels, etc. has become a hallmark of ELT today with the rapid development of science and technology, the emergence and development of multimedia technologies and their applications in teaching, including sound effects, images, and animation, are fully utilized. Teaching English in the classroom creates a favorable foundation for reforming and learning English, New age language teaching model multimedia technology has been shown to play a positive role in promoting activities and

initiatives that impact students and teaching in English and are changing the way we communicate.

It can be said that the development of the internet contributed to the development of the English language and this happened at a time when computers were no longer the domain of a few but became accessible to everyone, with many people,

This has led to a significant increase in the literature on the use of technology in English language teaching.

The education sector has adopted and started researching next generation technology to enhance various teaching and learning strategies. Thanks to various electronic tools, the teaching and learning process reaches a new level of application.

Almost every educational institution is now introducing various electronic resources for virtual study of the world around us, some of them even run on the cloud, so end users (teachers and students) can access electronic resources and collaborate in the classroom even from remote locations. When it comes to team assessment, many different collaboration tools come into play. Many educational institutions provide students with access to social media platforms such as Facebook, etc., or suitable general exercises.

One of the most important aspects of facilitating learning through social media is that students studying remotely or off campus do not have the opportunity to meet and talk with professors in person. However, students both on and off campus have Facebook accounts, which helps reduce the gap between students and faculty.

Facebook chat allows students to communicate in real time with each other or with teachers, other similar platforms include Microsoft Kaizala, which is going in popularity these days because it does not require participants to share personal accounts or mobile numbers to collaborate online for learning purposes.

This examines different online collaboration tools, their advantages and disadvantages and recommendations for use and implementation. Authors suggest different approaches and

implementations for different purposes and natures of classroom assessment. Over the years, social networks have become one of the fastest growing sources of information and communication. Build relationships between organizations and people around the world.

Social media prominence turned from hobby into a major business venture, in recent years, many efforts have been made to integrate education and social media. The importance of teaching and learning programs and social media in improving the educational experience. The higher education industry is allowing students to bring smart devices to campus, the entire campus is managed via the Internet, allowing for many online learning opportunities.

Materials depending on the nature and content of the subject/topic, the following collaborative learning methods have been identified: Is one of the most effective teaching and learning methods, especially when assessing and working with a group. Nowadays, the combination of collaborative methods and e-learning platforms is essential. Team members can connect and participate in team activities even from remote locations.

4.6 MyLab

This research focuses on my Pearson Lab. MyLab IT is a teaching and learning platform that empowers you to reach every student. Combined with educational content written by reputable scholars across the curriculum, MyLab IT helps deliver the learning outcomes that students and instructors aspire to.

E-learning has expanded the concept of learning beyond traditional methods to a multi-source environment. E-learning is the provision of interactive practical resources, topics and curricula to help people who want to learn English according to their needs, goals, levels and circumstances. The purpose of this article is to determine the effectiveness of using students to learn English. The descriptive method is used to understand the research results, researchers note that electronic platforms offer personalized learning opportunities for all English learners.

With these electronic methods is increasing; practice English by exchanging ideas with friends, participate in academic and cultural events and organize meetings with other English studies. Research also shows that different electronic platforms are useful and important. E-learning has expanded the concept of learning beyond traditional methods and into a variety of environments.

Interactive distance learning technology plays an important role in changing the roles of students and teachers.

This is evidenced by the use of information technology in the management or selection of the educational process. However, e-learning does not replace the teacher's role as a guide and advisor in the learning process, in particular, web 2.0 technologies such as social networks, wikis and blogs are being introduced, in the teaching and learning because of their potential and most importantly because most of them are free, easy to use and can be used without special skills.

(Batsila, 2014) He added that these technologies provide students with a universal context in which they can create all kinds of knowledge, whether visual, auditory, audiovisual, spatial, or literary copy. Online learning platforms are at the forefront of second-generation Internet (Web 2.0) technologies, increasingly used by teachers due to the vitality and joy they bring to the teaching and learning process.

MyEnglishLab has multiple activities to develop your skills, the platform has reading, listening, writing activities all of these are made for improving the different skills, but talking about speaking activities, there are not as much as the other skills

5. Methodology

5.1 General Objective

To analyze the effectiveness of the online platform “Pearson “My English Lab” as a tool for teaching English, with a focus on assessing their impact on language proficiency, learner engagement, and overall educational outcomes at PUCE.I in the A1 level.

5.1.2 Specific objectives

- Diagnose the impact on language proficiency by analyzing the effectiveness of online platforms through the applications of surveys and interviews to PUCE-I in A1 level students and teachers to monitor the use of the platform
- Examine factors affecting learner engagement investigating various elements influencing learner engagement on online platforms.
- Inspect technological barriers and solutions on the effectiveness of online platforms for English language instructions

5.1 Introduction

(Creswell, 2017) The survey method is an essential and comprehensive research method in dissertation research, offering a systematic and structured framework for collecting quantitative data from sample targets. Emphasize the importance of surveys by explaining how these tools allow researchers to use carefully designed questionnaires to collect information about attitudes effectively. Notably, the American Psychological Association (APA) emphasizes the methodological importance of surveys, emphasizing their usefulness in quantifying data and facilitating the generalization of results for broader populations.

(Donnelly, 2008) surveys not only provide a means of data collection but also a foundation for rigorous statistical analysis, allowing researchers to see patterns and trends in the information

collected by using audio sampling researchers can increase the reliability and validity of survey results, thereby increasing the reliability of the method in academic research.

The practical advantages of surveys, including their cost and time efficiency, further emphasize their practicality as the method of choice for researchers to overcome the limitations of thesis design by providing a rational and effective approach to obtaining valuable quantitative information

5.2 Research methods

5.2.1. Quantitative method

(Cresswell, 2017) Quantitative research methods play an important role in the dissertation research by providing a structured and rigorous approach to collecting and analyzing numerical data.

Highlight the importance of quantitative research by describing how it allows researchers to test hypotheses systematically and identify patterns measurably and objectively. Statistical methods are used in quantitative research.

(Hair, 2010) provide researchers with tools to analyze relationships, predict, and generalize conclusions from collected data. The American Psychological Association (APA) emphasizes the importance of transparency and accuracy in reporting the results of quantitative research, consistent with its publication guidelines.

By following established quantitative methods, researchers ensure the reliability and validity of their findings, contributing to the overall credibility of the thesis, including quantitative methods in the thesis not only strengthens the empirical basis of the research but also provides a systematic basis for drawing meaningful and statistically significant conclusions from the research data.

For this research, the quantitative method was used, supported by the survey technique directed to A1 level students, in this way results were obtained to be analyzed, quantified, and identify students' use and preferences about the platform, quantitative research focuses on numerical data and statistical analysis.

5.2.2 Qualitative method

(Creswell&Poth, 2018) Qualitative research methods are an integral part of dissertation research, providing detailed and in-depth exploration of phenomena using non-numerical data, emphasizes the importance of qualitative research in understanding complex social phenomena and taking into account the richness of experiences, perspectives, and contexts.

(Cresswell, 2017) Qualitative methods include a variety of approaches, including interviews, observations, and content analysis allowing researchers to examine different aspects of a phenomenon and gain detailed information, emphasizing the importance of maintaining rigor and trustworthiness in qualitative research through strategies such as member checking and triangulation.

The American Psychological Association (APA) recognizes its distinct contributions to the scientific community, as reflected in the APA publication manual incorporating qualitative method into a doctoral dissertation not only provides a comprehensive understanding of the research topic but also allows for the exploration of subjective experiences and the development of theories grounded in real-life context.

For this research the qualitative method was applied by using the interview technique, there were some questions directed to the teacher, related with the use and application of the Pearson My English Lab platform, qualitative research seeks to understand phenomena through detailed, narrative descriptions and analysis.

5.2.3 Mixed method

(Creswell, 2017) Mixed methods research is a comprehensive approach that integrates quantitative and qualitative research methods into a single study, allowing researchers to draw

on the strengths of both approaches. The definition of mixed methods research is research that collects, analyzes, and interprets quantitative and qualitative data in a single study or series of studies. This method allows researchers to analyze data from multiple sources to provide a better understanding of the research problem.

(Creswell&Clark, 2018) Mixed methods research involves the simultaneous and sequential collection and analysis of two types of data, with the integration during interpretation.

This inclusion helps remove the limitations of using a single method and increases the validity and reliability of the research findings. Researchers often use mixed methods when seeking a comprehensive understanding of a research question or to support findings from multiple data sources.

In this case, this research used mixed methods because there was applied the quantitative method supported by the survey directed to A1 level students, and the qualitative method supported by the interview directed to the A1 level teachers.

5.3. Techniques and instruments of research

5.3.1. Survey

A survey is a systematic method of collecting data from a predetermined group of respondents by asking them relevant questions. The aim is to gather information that can be generalized to a larger population. Surveys are designed to capture quantitative and qualitative data, providing a critical source of insights and evidence for various sectors.

Surveys are a versatile and powerful tool in research and data collection, capable of providing valuable insights for a wide range of applications. By meticulously designing and executing surveys, and adhering to ethical standards, researchers can gather robust and reliable data to inform their studies and support evidence-based decision-making.

This research technique was applied to A1-level students, in order to know their preferences at the time that they learn the English language, also with this research we can find the effectiveness of the platform in the learning process of students in the A1 level.

5.3.3. Interview

(Kvale&Brinkmann, 2009) The interview method is a qualitative research method that involves direct interaction between the researcher and participant or group. The goal is to gather in-depth information, thoughts and opinions on a specific topic. Interviews can be conducted in a variety of formats, including structured, semi-structured and unstructured.

Structured interviews have defined questions with defined answer options, while semi-structured interviews allow flexibility and exploration of new topics. Unstructured interviews are more open and give participants a chance to express their views.

An interview guide or protocol is used as the main tool. This document describes the question or topic that will be covered during the interview. You may also use recording tools to capture conversations for appropriate recording and data analysis. Researchers engage participants in individual or group discussions, depending on the study design. The interview can follow a script or adjust the question based on the participant's answers to deepen the topic. (Patton, 2014)

There are some advantages like the views in-depth that the participants can be explored in detail with experience and perspective, they can be adapted to different research projects and to the characteristics of the participants, another advantage is the property data that provides quality data that is contextual and relevant.

Thematic analysis, content analysis, or narrative analysis is used to identify patterns and themes in qualitative data collected through interviews.

The interview technique provides a personal and in-depth examination of the participants and it is an important tool in qualitative research to gain meaningful context insights. Researchers should carefully consider the design and conduct of interviews to ensure the validity and reliability of their findings.

This interview technique was directed to the A1 level teachers, there was elaborated some questions to ask to the teachers about their opinion, use and application of the platform.

5.4. Population

This research targets students of PUCE-I at A1 level who are currently enrolled in English classes because of the CIE courses that the university offers to every single student to approve the English level required by the university.

The research technique used was the survey and it was directed to 35 students from level A1 in the morning schedule the first group from 8:00 am to 10:00 am and the other group from 11; 00 am to 1:00 pm, their ages are from 18 to 25 years old, there are students from different careers such as Law, technologies, etc. They all must pass the CIE courses to graduate from college, most of them without good English knowledge.

5.5 Diagnostic matrix of variables

Chart 1

Theme: Variable diagnostic matrix

Topic	Objectives	Variables	Indicators	Technique	Source
The effectiveness of Pearson my English Lab platform in the EFL learning process at	Analyze the effectiveness of the online platform as a teaching tool for the English language learning process in A1 level students	Independent Technologic al Accessibility : Availability of devices	Basic Skills Development: Focus on foundational skills: measured progress in	Surveys Directed to students of the A1 level to analyze if they feel that the platform is useful for them	My English lab platform: This will be the principal source to develop this research target to the students

<p>PUCE-I in A1 level</p>	<p>- Diagnose the impact on language proficiency analyzing the effectiveness of online platforms through the applications of surveys to PUCE.I in A1 level students to monitor the use of the platform</p> <p>- Examine factors affecting learner engagement investigating various elements that influence learner engagement on online platforms.</p> <p>- Inspect technological</p>	<p>(computers, tablets, phones). Internet connection. Adaptability of the material: Personalization of the content according to the student's progress. Adaptation to different learning styles. Motivation and Engagement: Gamified or motivational elements. Active and constant</p>	<p>listening, reading, writing, and speaking. Balanced practice of skills: equal distribution of time spent on each skill. Assessment of Progress and Achievement :</p> <p>Periodic assessments: frequency and results of assessments. Recognition of Achievement and Progress: student perception of recognition</p>	<p>Interviews: Interviews with teachers to obtain information that emphasizes the application of the platform in classes</p>	<p>Online platforms reports and documentation</p> <p>Online platforms are needed for making reports about the research</p>
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	<p>barriers and solutions on the effectiveness of online platforms for English language instructions</p>	<p>participation of students..</p> <p>Dependent Variable:</p> <p>Effectiveness of the Online Platform: Level of learning achieved by A1 level students. Overall student satisfaction with the platform. Retention and continued participation of students.</p>	<p>of achievement.</p> <p>Ease of Navigation:</p> <p>Intuitive and user-friendly user interface:</p> <p>users' assessment of ease of use. Clear course and section structure: students' understanding of the course structure.</p>		
			<p>and development.</p>		
			<p>Encourages self-assessment</p>		

			and personal goal setting.		
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Note: Matrix table for variable diagnosis (Calderón, 2024)

5.6 Matrix FODA

Chart 2

Theme: Matrix FODA

Strengths	Weakness	Opportunities	Threats
<p>1. Adapted didactic material: The platform can offer specific and adapted material for beginners in English A1 Level</p>	<p>1. Limitation in variety of content: Possible limitations in the availability of varied content to maintain the interest of A1 level students</p>	<p>1. Basic skills development: The platform can provide opportunities to develop the fundamental listening, reading, writing, and speaking skills in English</p>	<p>1 Competition with traditional methods: Resistance to adoption of online platforms compared to traditional methods for A1 level learners.</p>
<p>2. Personalized assessment and feedback: the ability to assess</p>	<p>3. Possible dependence on face-to-face interaction: The lack of</p>	<p>2. Innovations in educational technology: The opportunity to</p>	<p>2 Potential saturation of simplified content: Risk of saturation of simplified content, which could affect the</p>

individual student progress and provide personalized feedback on specific areas of weakness	interaction could limit the development of pronunciation and conversational skills.	integrate new tools and technology approaches specific to English language learners	variety and quality of material for A1 level learners.
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Note: Matrix FODA chart (Calderón, 2024)

6. Results and discussion

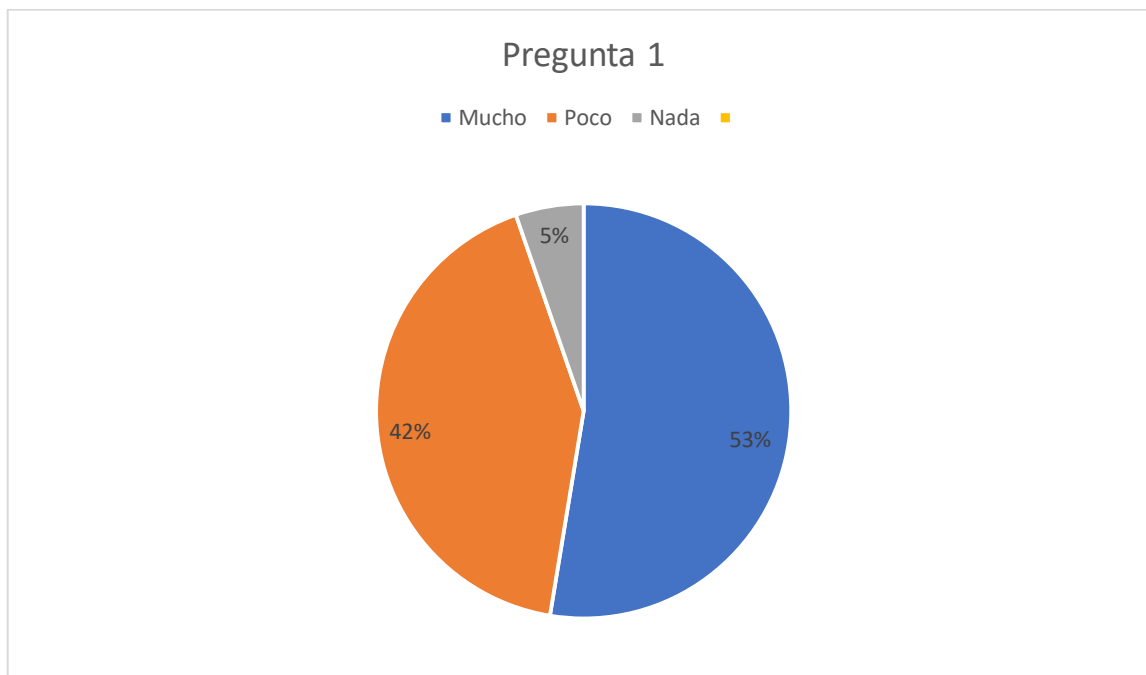
6.1 Survey's analysis

Once the surveys were applied to the PUCE-I students of the English and A1 courses, the following results were obtained:

Pregunta número uno: Conoce usted la plataforma “My English Lab”

Figure 1

Theme: ¿Conoce usted la plataforma “My English Lab”?



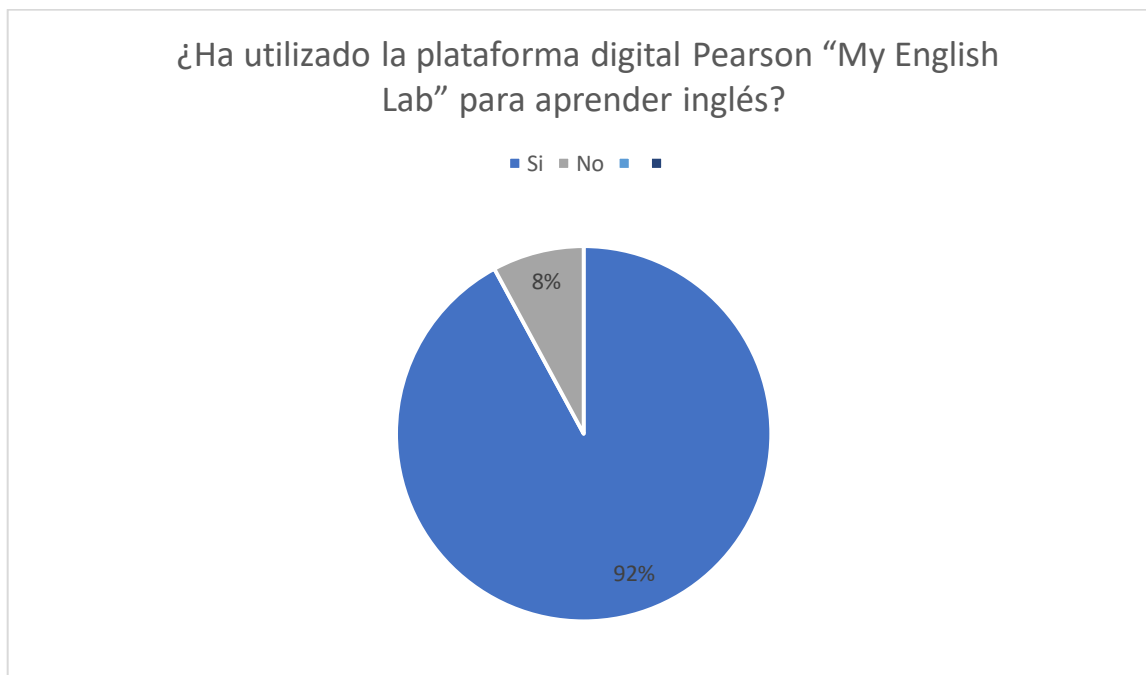
Note: Figure of question one of the survey aimed at A1 level students in PUCE-I (Calderón, 2024)

According to the results obtained from the student surveys, it can be said that a significant number of students know the My English lab platform and the use and application of this website, where practical exercises are performed for the development of English language learning skills; while almost the same number of students mentioned that they know very little about the management of this virtual site. This is due to the fact that there is no immediate training on the use and management of the platform. There is also a small number of students who do not have any knowledge about this website, this is because they are students who have failed the subject, and the teaching methodology for learning English has been changed.

Pregunta número 2: ¿Ha utilizado la plataforma digital Pearson “My English Lab” para aprender inglés?

Figure 2

Theme: ¿Ha utilizado la plataforma digital Pearson “My English Lab” para aprender inglés?



Note: Figure of question two of the survey directed at A1 students at the PUCE-I (Calderón, 2024)

Based on the context provided, the results of a survey question about using the digital platform Pearson "My English Lab" for learning English are presented, the analysis of the survey results reveals that the Pearson "My English Lab" platform has been widely used by the respondents for learning English.

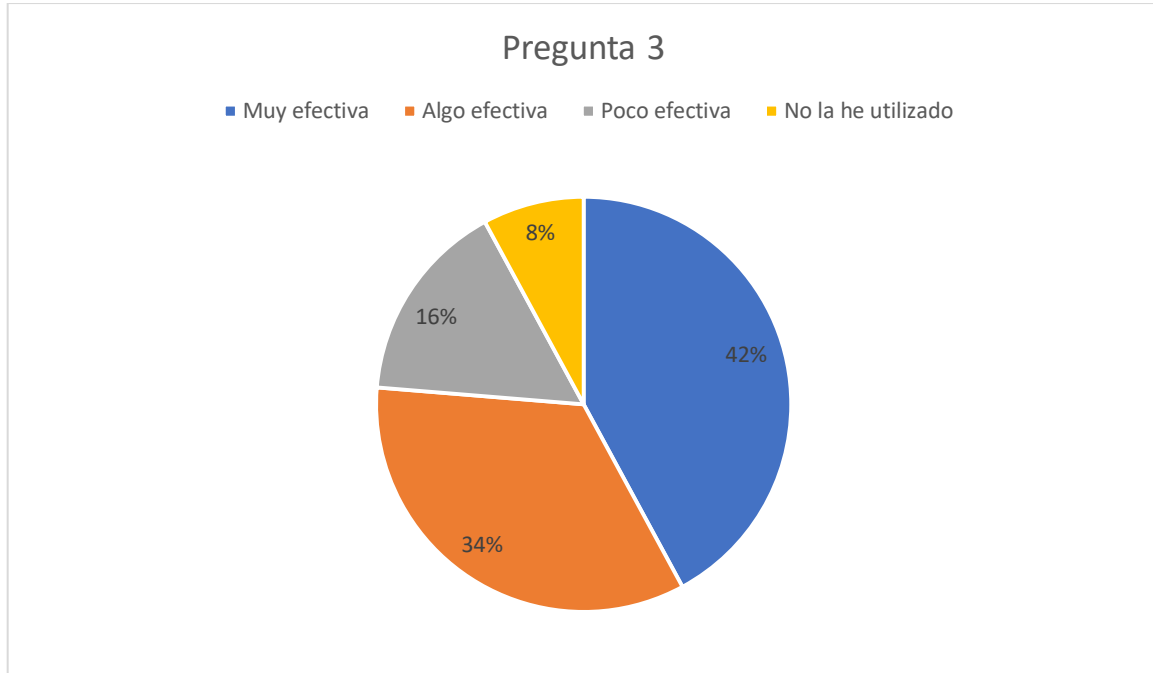
However, a short portion have not used the Pearson "My English Lab" platform to learn English. While this number is relatively small, it is still essential to consider the experiences and feedback of these users to improve the platform further and cater to a wider range of learning styles and preferences.

Pregunta 3

En caso de haber utilizado la plataforma digital Pearson “My English Lab” para aprender inglés, ¿qué tan efectiva consideras que ha sido en tu proceso de aprendizaje?

Figure 3

Theme: En caso de haber utilizado la plataforma digital Pearson “My English Lab” para aprender inglés, ¿qué tan efectiva consideras que ha sido en tu proceso de aprendizaje?



Note: Figure of the third question of the survey directed at level A1 students in the PUCE-I (Calderón, 2024)

Based on these results it can be inferred that the majority of users found the platform to be at least somewhat effective in their learning process. Most of the respondents considered the platform to be "Muy efectiva" (very effective), while an additional percentage found it to be "Algo efectiva" (somewhat effective). This means that the majority of users who have used the platform found it to be effective to some degree.

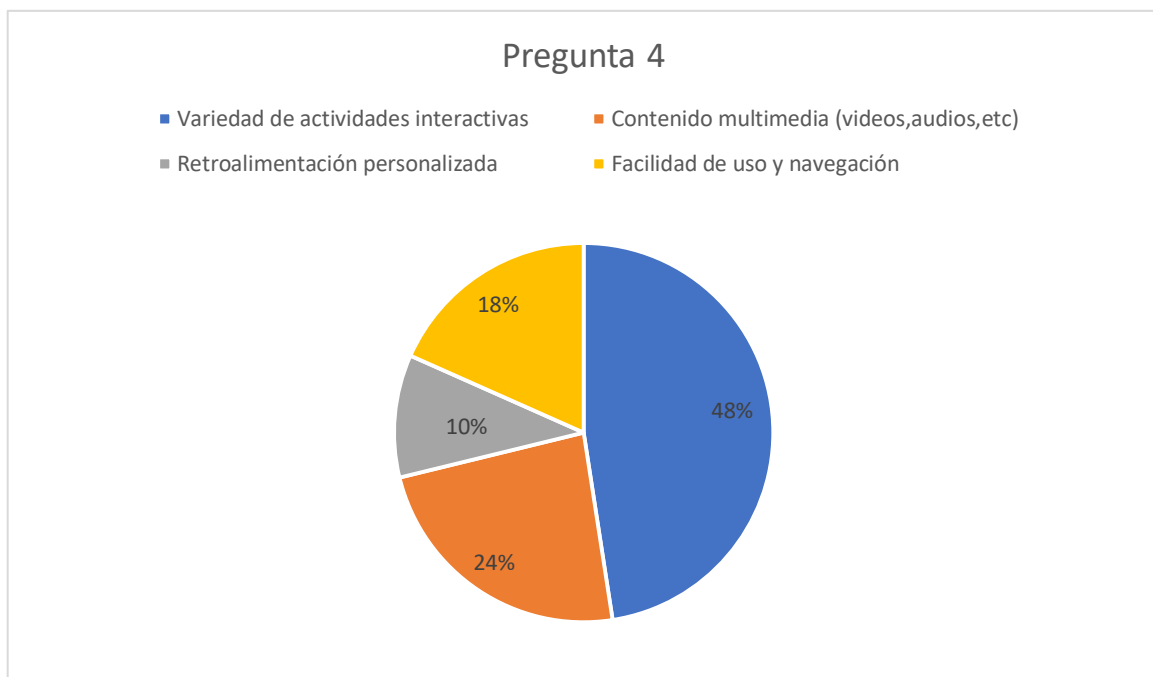
On the other hand, a relatively small portion of users indicated that they did not find the platform to be effective, as they selected the option "Poco efectiva" (not very effective). And only a few of the students say that they have never used (no la he utilizado), this represents a little percentage. However, most users are in terms of its effectiveness in the English learning process.

Pregunta 4:

¿Cuál de los siguientes aspectos consideras más importante al elegir una plataforma para aprender inglés?

Figure 4

Theme: ¿Cuál de los siguientes aspectos consideras más importante al elegir una plataforma para aprender inglés?



Note: Figure of question four of the survey directed at level A1 students in the PUCE-I (Calderón, 2024)

According to the results about the most important aspect when choosing an English learning platform, it can be inferred that the majority of users consider "Variedad de actividades interactivas" (variety of interactive activities) to be the most important factor.

The second most important aspect, as selected by the respondents, is "Contenido multimedia (videos, audios, etc.)" (multimedia content). The remaining options, "Retroalimentación

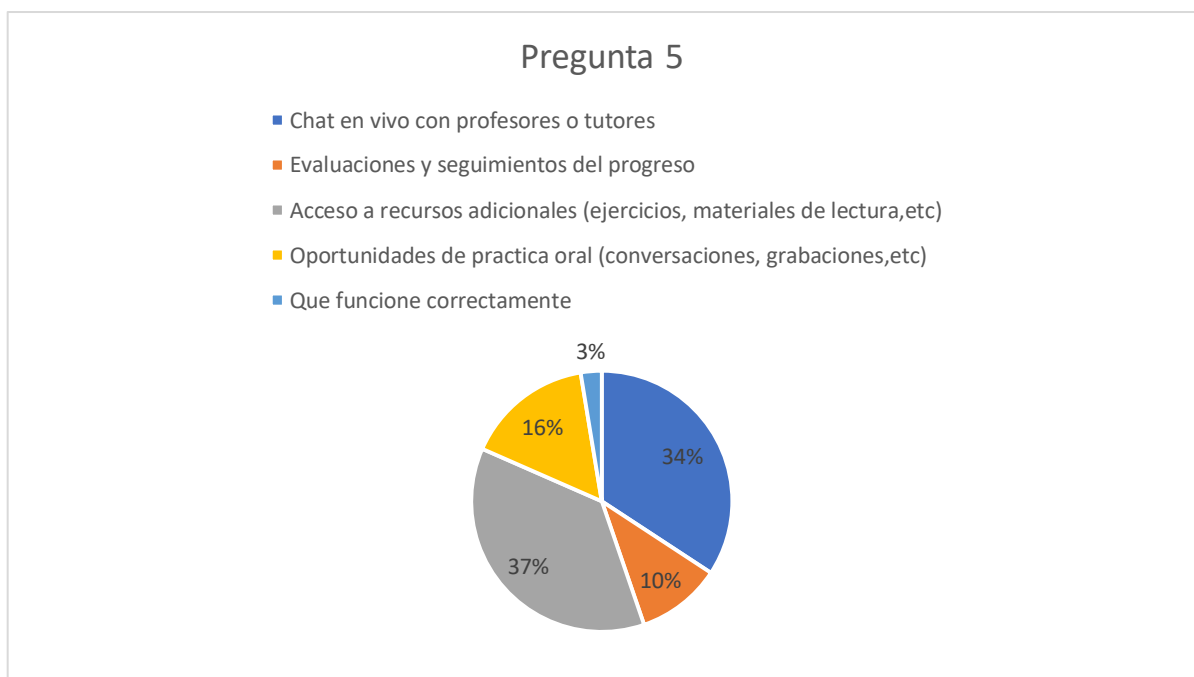
personalizada" (personalized feedback) and facilidad de uso y navegación (ease of use and navigation) received a few responses and a short portion of the votes, respectively. Although these aspects were not chosen as the most important by the majority of users, they still play a significant role in enhancing the overall learning experience.

Pregunta 5:

¿Qué funciones o características te gustaría que la plataforma de aprendizaje Pearson “My English Lab” tuviera?

Figure 5

Theme: ¿Qué funciones o características te gustaría que la plataforma de aprendizaje Pearson “My English Lab” tuviera?



Note: Figure of question five of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

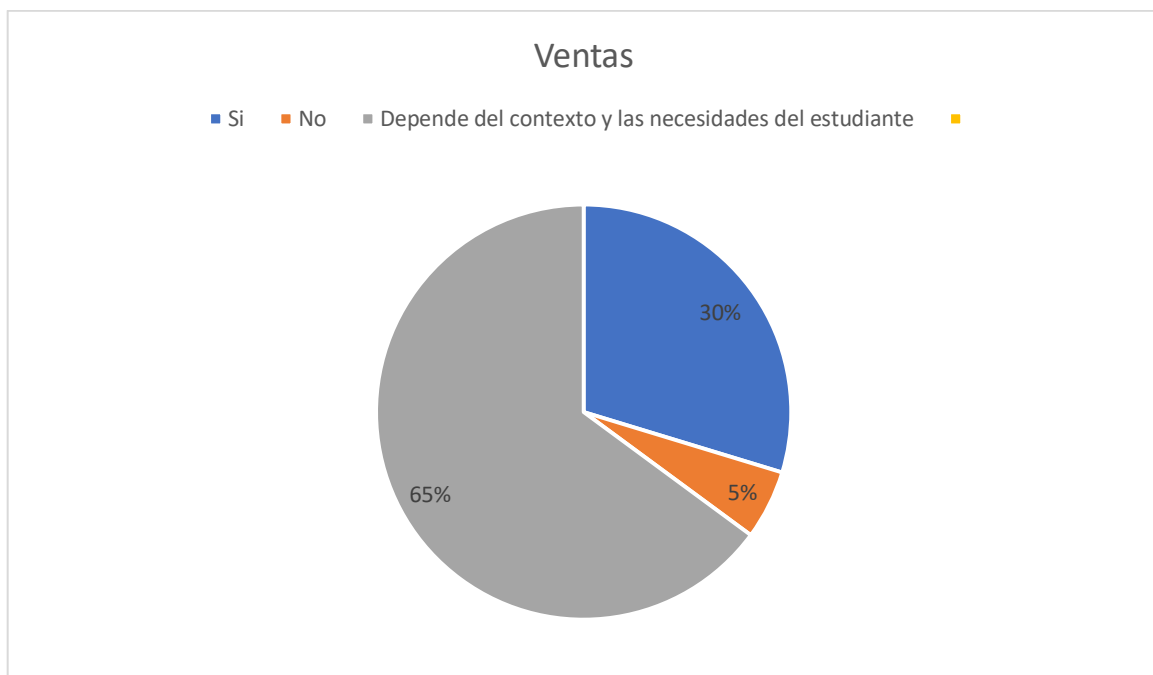
The responses regarding desired features for the Pearson "My English Lab" learning platform shows that students are most interested in having "Acceso a recursos adicionales" (access to additional resources) such as extra exercises and reading materials with most of the votes, followed closely by "Chat en vivo con profesores o tutores" (live chat with teachers or tutors). These preferences indicate that users highly value the ability to monitor their own progress and have access to real-time support from educators. Additionally, fewer of the respondents would like "oportunidades de practica oral (oral practice opportunities) like conversations and recordings, while a short portion prioritizes "que funcione correctamente" (that it works properly). Overall, users primarily focus on progress tracking, real-time support, and additional resources to enhance their learning experience.

Pregunta 6:

¿Crees que una plataforma digital puede ser más efectiva que otros métodos tradicionales de enseñanza de inglés?

Figure 6

Theme: ¿Crees que una plataforma digital puede ser más efectiva que otros métodos tradicionales de enseñanza de inglés?



Note: Figure of question six of the survey directed at A1 level students at the PUCE.I

(Calderón, 2024)

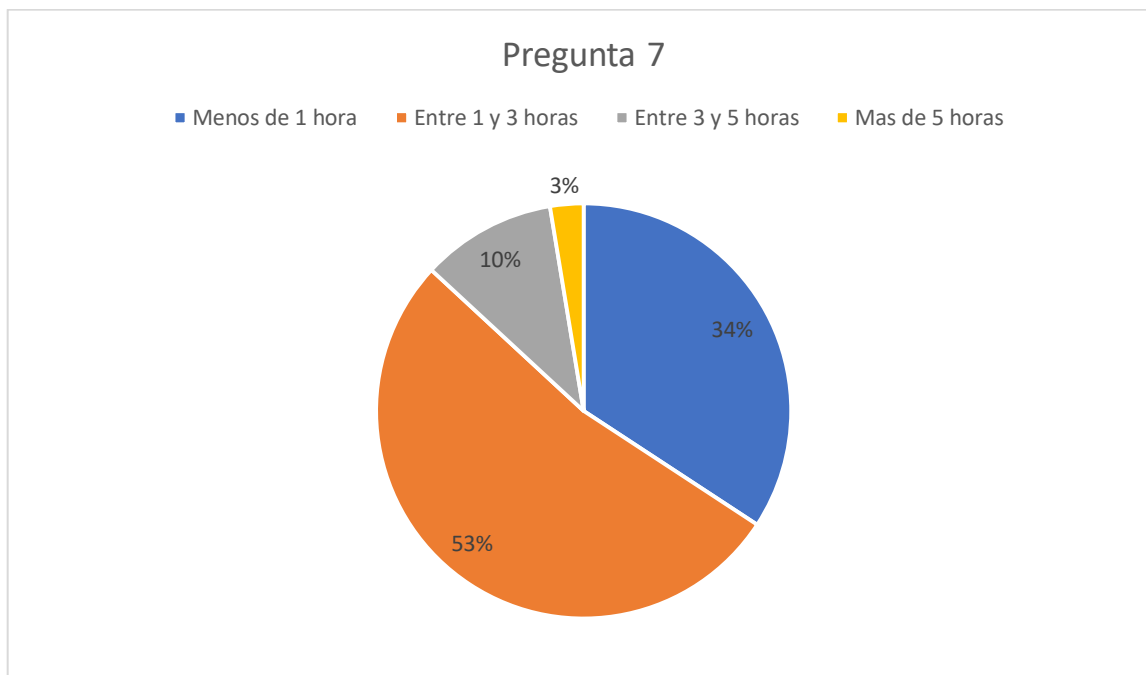
The result of the responses for this question on whether a digital platform can be more effective than traditional methods for teaching English shows that a majority of respondents believe that "Depende del contexto y las necesidades del estudiante" (it depends on the context and the student's needs), indicating that they consider the effectiveness of digital platforms to be situational, while a notable portion think it can be more effective than traditional methods and a short percentage of respondents chose that digital platforms cannot be more effective than traditional. This suggests that while many users believe digital platforms can be more effective, they also acknowledge the importance of considering individual learning preferences and contexts when evaluating the most suitable teaching method.

Pregunta 7

¿Cuántas horas a la semana dedicas al estudio del inglés utilizando la plataforma digital Pearson “My English Lab”?

Figure 7

Theme: ¿Cuántas horas a la semana dedicas al estudio del inglés utilizando la plataforma digital Pearson “My English Lab”?



Note: Figure of question seven of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

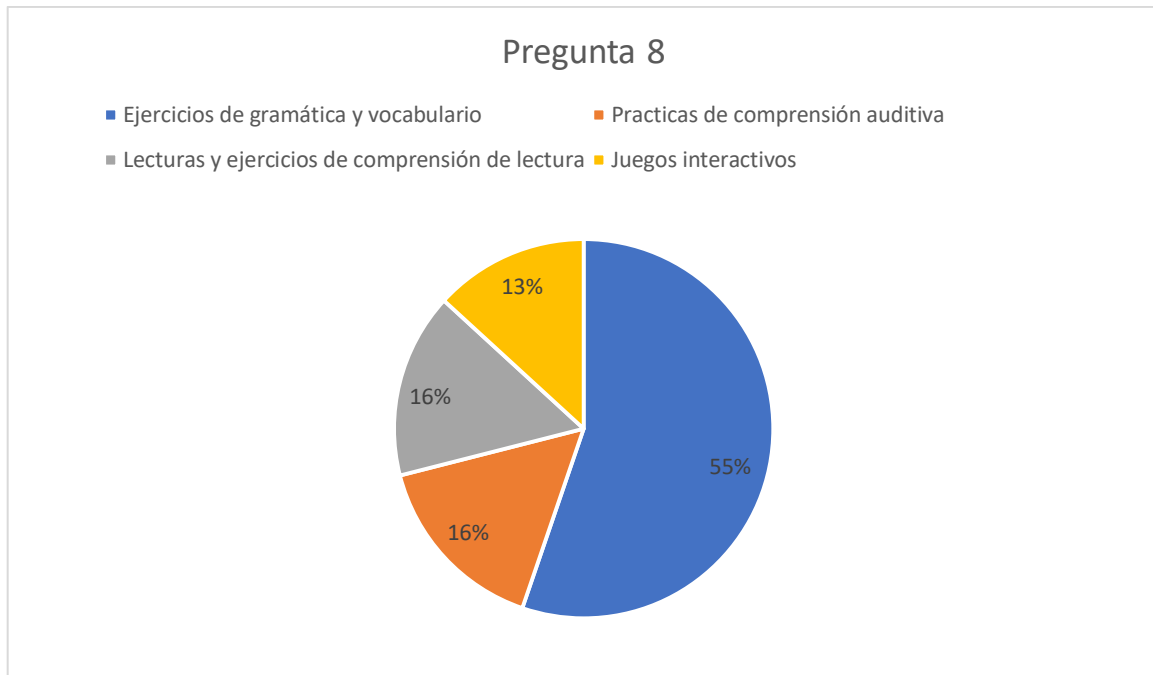
Based on the provided data, it appears that the majority of individuals dedicate a significant amount of time to studying English using the Pearson "My English Lab" platform each week. The majority of respondents indicated that they study for between 1 and 3 hours per week, while an additional percentage reported studying for less than 1 hour per week. This suggests that the platform is a popular and effective tool for English language learning, with a significant number of users dedicating substantial time and effort to improving their skills. However, it is worth noting that a small percentage of respondents reported studying between 3 and 5 hours per week, which may indicate that some users are fully utilizing the platform's potential, and a short percentage says that they spend more than 5 hours per week. Overall, the data suggests that the Pearson "My English Lab" platform is a valuable resource for English language learners, with many users dedicating several hours per week to their studies.

Pregunta 8

¿Qué tipo de actividades te resultan más útiles en una plataforma de aprendizaje de inglés?

Figure 8

Theme: ¿Qué tipo de actividades te resultan más útiles en una plataforma de aprendizaje de inglés?



Note: Figure of question eight of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

According to the data, it appears that the most useful types of activities in a platform for learning English are those that focus on grammar and vocabulary exercises, as well as those that involve comprehension auditory practice. Specifically, a evident portion of respondents indicated that these types of activities were the most useful, with grammar and vocabulary exercises being the most popular. Comprehension auditory practice was also a popular choice, with a significant portion of respondents selecting this option. Additionally, a portion of respondents found lectures and reading comprehension exercises to be useful. On the other hand, fewer respondents found interactive games to be the most useful. This suggests that while some learners may find games to be engaging and helpful, the majority of learners prioritize more traditional language learning activities such as grammar exercises and comprehension practice. Overall, the data

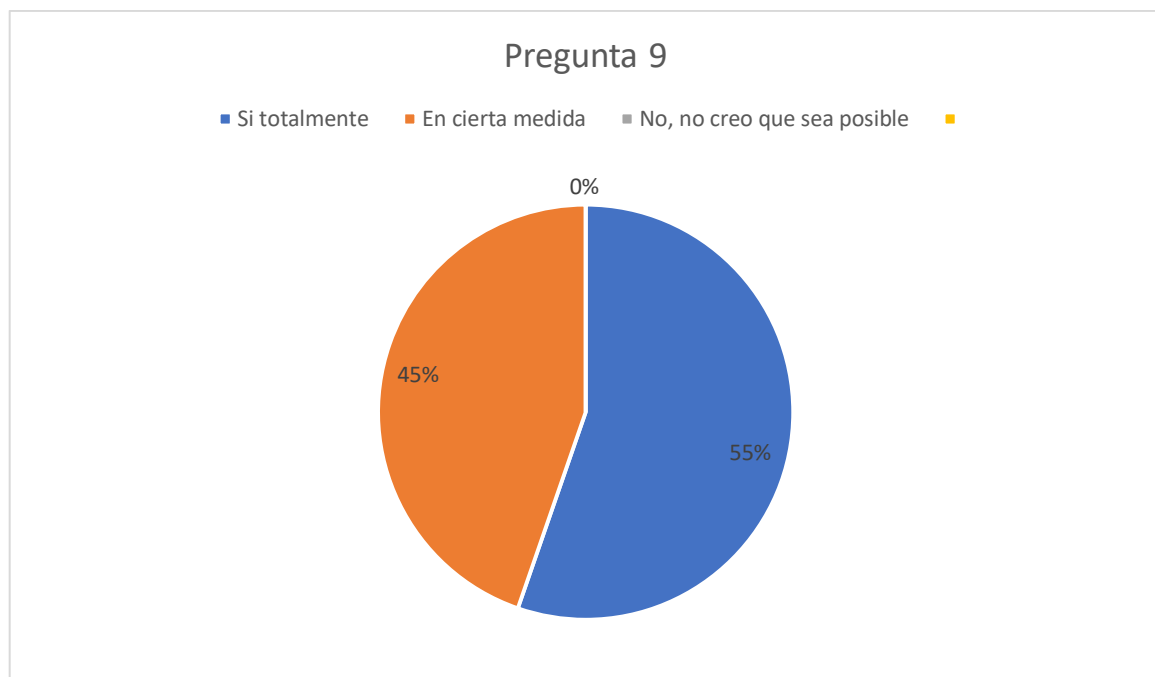
suggests that a successful English language learning platform should offer a variety of activities, with a particular focus on grammar and vocabulary exercises and comprehension practice.

Pregunta 9:

¿Consideras que una Plataforma de aprendizaje de inglés puede adaptarse a diferentes niveles de habilidad?

Figure 9

Theme: ¿Consideras que una Plataforma de aprendizaje de inglés puede adaptarse a diferentes niveles de habilidad?



Note: Figure of question nine of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

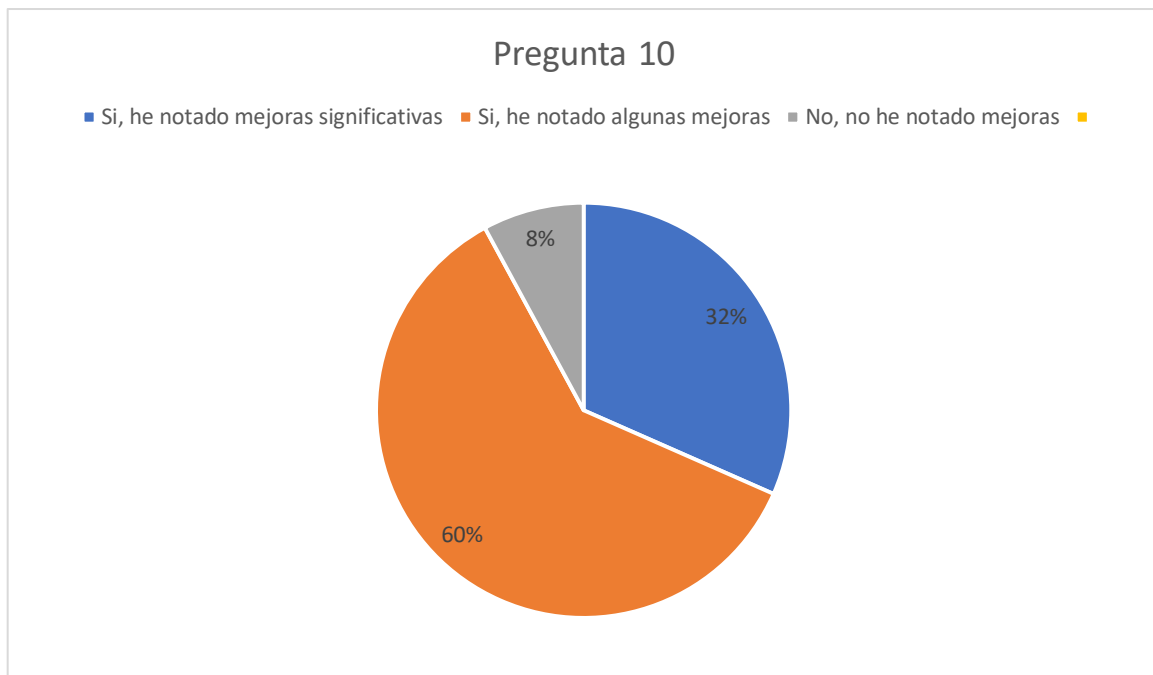
According to the context provided, there was a question asked to the respondents regarding the adaptability of an English learning platform to different levels of ability. The results indicate that a significant portion of the respondents completely agree that a platform can adapt to different levels of ability, while a few of the respondents believe that it can adapt to some extent. No one completely disagrees with the idea that a platform can adapt to different levels of ability.

This suggests that the majority of the respondents believe that English learning platforms can adjust to various proficiency levels, although there is some variation in the extent of adaptability.

Pregunta 10

Figure 10

Theme: ¿Has notado mejoras en tu nivel de inglés desde que utilizas la plataforma digital Pearson “My English Lab” para el aprendizaje?



Note: Figure of question ten of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

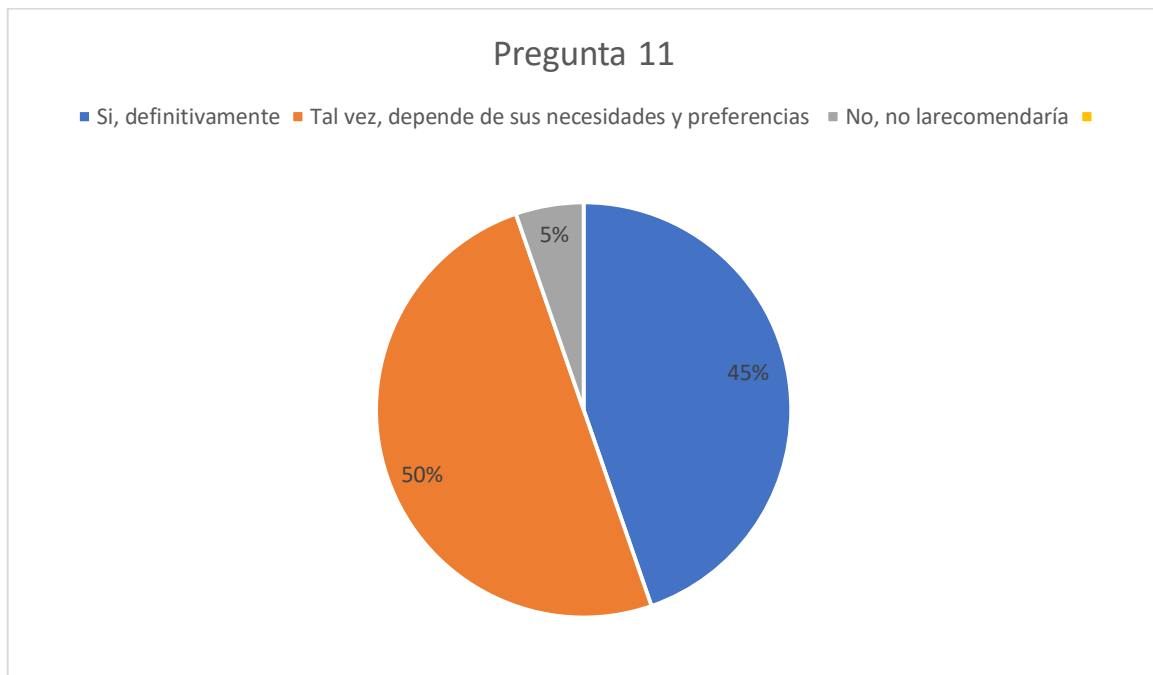
According to the gathered results, students' improvement in English language skills after using the Pearson "My English Lab" digital platform. The results indicate that most of the respondents have noticed some improvements, a few have noticed significant improvements and a short

portion has not noticed any improvements. This suggests that the majority of the users have experienced positive results in their English language proficiency after utilizing the Pearson "My English Lab" platform, with a significant portion of them reporting significant improvements. However, a notable proportion of users did not notice any improvements, which may warrant further investigation to understand the reasons behind it.

Pregunta 11

Figure 11

Theme: ¿Recomendarías la Plataforma de aprendizaje Pearson "My English Lab" a otros estudiantes?



Note: Figure of question eleven of the survey directed at A1 level students at the PUCE.I (Calderón, 2024)

Based on the results obtained, it appears that the responses to the question of recommending the Pearson "My English Lab" learning platform to other students. The results show that the majority of the respondents selected "Tal vez, depende de sus necesidades y preferencias" (Maybe, it depends on their needs and preferences) "Sí, definitivamente" (Yes, definitely), while

a significant portion chose "Sí, definitivamente" (Yes, definitely). This leaves a short portion of the respondents who presumably selected, "No, no la recomendaría" (No, I would not recommend it). Therefore, it seems that the majority of students who responded would recommend the platform, but a significant portion also depends on the individual needs and preferences of other students.

6.2 General analysis of the survey results

The survey results provide a comprehensive overview of the Pearson MyEnglishLab platform's effectiveness, user preferences, and areas for improvement. With a significant number of students familiar with the platform, it is clear that the MyEnglishLab platform has made an impact on English language learning. Users find the platform effective for developing English language skills, particularly in areas of grammar, vocabulary, and comprehension auditory practice.

One of the key findings from the survey is that users place a high value on variety and interactive activities when choosing an English learning platform. This suggests that platforms offering diverse, engaging, and interactive content are more likely to attract and retain users. Additionally, multimedia content, such as videos and audios, plays a significant role in enhancing the overall learning experience.

Another important aspect highlighted in the survey is the need for personalized feedback and real-time support. Users are interested in having access to live chat with teachers or tutors, indicating that they highly value personalized guidance and immediate assistance in their learning process. Furthermore, oral practice opportunities, such as conversations and recordings, are desirable features for users, emphasizing the importance of speaking practice in language learning.

When evaluating the effectiveness of digital platforms compared to traditional methods for teaching English, most respondents believe that the effectiveness depends on the context and student's needs. This indicates that users acknowledge the value of considering individual learning preferences and contexts when determining the most suitable teaching method.

The survey results also demonstrate that the Pearson MyEnglishLab platform is a popular and effective tool for English language learning, with a significant number of users dedicating substantial time and effort to improving their skills. The majority of users study between 1 and 3 hours per week, while a smaller percentage fully utilizes the platform's potential by studying more than 5 hours per week.

In terms of adaptability, the survey results suggest that English learning platforms should be able to adjust to various proficiency levels. A significant portion of respondents believes that the platform can adapt to different levels of ability, indicating the importance of adaptability in these platforms.

The majority of students have noticed improvements in their English language skills after using the Pearson MyEnglishLab digital platform, with a significant portion reporting significant improvements. This positive outcome highlights the platform's effectiveness in helping students develop their English language proficiency. However, a notable proportion of users did not notice any improvements, suggesting that further investigation is needed to understand the reasons behind it and how the platform can be improved to better serve all users.

In conclusion, the survey results reveal that the Pearson MyEnglishLab platform is a valuable resource for English language learners, offering a variety of activities and catering to various learning styles and preferences. Users appreciate the platform's effectiveness, particularly in grammar, vocabulary, and comprehension auditory practice. The desire for personalized feedback, real-time support, and oral practice opportunities emphasizes the importance of these features in language learning platforms. The majority of students would recommend the platform to others, but individual needs and preferences play a significant role in their recommendations. Overall, the survey results provide valuable insights into user preferences and the effecti

veness of the Pearson MyEnglishLab platform, offering guidance for future improvements and developments.

6.3 Interview transcription

First interview- Teacher Jannyce Mejía A1 level

I'm here with teacher Jannyse so the first question is how important do you consider the application of my English platform in your classes? It is really important because our students are contact with the land question practices while they are not in the classroom so we use it as a more as a homework or as a practice activity when they are not in the classroom ok thank you, the second question is ¿How do you use the My English Lab platform with your students? Could you repeat that please how do you use my English lab platform with your students normally I apply it once a week once we have checked the biggest parts of the unit and then they go home and then practice all the topics that we have checked in the classroom the third question is ¿Do you think the platform is useful for teaching English yes no and why? yeah it is very useful because the students have the opportunity to recheck the topics at home when the maybe they don't want to say to tell the teachers that they don't feel like they didn't understand the topic but it could help help them to to practice by themselves and so they can be more self aware or by what they are learning so that is one way that we can see that it is useful because they have different activities that we don't have in the books but also they have some that like listening audios so they can practice and read them at home, ok perfect teacher and the last question is ¿With the application of the my English lab platform do you think students develop the skills to learn English? yes yes because they are in the platform we have different activities related with grammar with vocabulary but also there are parts related with writing reading listening and speaking too which is super important and useful for students and they can develop more awareness of what they are learning and also how they can produce the language, thank you so much ,you welcome

Second interview- Teacher Yolanda Cadena A1 level

OK so I'm here with the teacher Yolanda and I'm going to make an interview.

So teacher the first question is how important do you consider the application of my English lab platform in your classes well I think it's really important because we have a lot of exercises on them according to each topic you can find many activities with skills like listening speaking reading writing vocabulary grammar so its very useful I think OK perfect the second question how do you use the my English lab platform with your students well sometimes we have a classes at the lab and then they work with activities that I assigned other times I send them home to work by themselves in the mood they can advance so they work activities for example unit 1 unit 2 unit 3 and every week we have those activities perfect teacher and third question is do you think the platform is useful for teaching English yes or no and why I think it's useful because as we don't have text workbook text I think they can copy the activities at the platform as I said they are related with all the units and with our skills so I think the students can get advantage of that those activities I create in the last question with the application of the my English lab platform do you think students develop the skills to learn English well probably they don't develop all these skills, right for example listening I mean they dog reading writing but speaking I think its not possible to develop because it is an activity probably they can record some answers but it is not a specific tool to develop speaking.

6.4 General Analysis of the Interview

According to the results obtained by the A1 level teachers of the language center of PUCE SI, we can conclude by saying that the interviews with Teacher Jannyce Mejía and Teacher Yolanda Cadena provide valuable insights into the use and effectiveness of the Pearson "MyEnglishLab" platform in teaching English to A1 level students. Both teachers agree that the platform is a very important tool in the process of teaching and learning English, and that it offers a variety of practical exercises to improve necessary skills such as grammar, vocabulary, reading, writing, listening, and speaking.

Teacher Jannyce Mejía uses the platform once a week after checking the biggest parts of the unit in the classroom, and encourages students to practice all the topics that have been checked in the classroom. She believes that the platform is very useful for students because it allows

them to recheck topics at home and practice them on their own, which helps them become more self-aware and improve their language skills. She also values the different activities that the platform offers, which are not available in the books, and the listening activities that allow students to practice and read at home.

Teacher Yolanda Cadena also finds the platform very useful because it offers a lot of exercises related to different skills, and she can assign activities for students to work on in the lab or send them home to work on at their own pace. She believes that the platform is useful because it is related to all the units and skills, and students can benefit from the activities. However, she notes that the platform may not be effective in developing speaking skills, as it is an activity that requires real-time interaction and feedback.

Overall, the interviews suggest that the Pearson "MyEnglishLab" platform is a valuable tool for teaching English to A1 level students, offering a variety of practical exercises and activities that can help students improve their language skills. However, it is important to note that the platform may not be effective in developing speaking skills, and that other methods or tools may be necessary to supplement the platform in this area.

The interviews can be used to support the findings from the survey results, providing qualitative data that complements the quantitative data from the survey. The interviews can also be used to provide insights into how the platform is used in practice, and how it is perceived by teachers and students. This can help to identify strengths and weaknesses of the platform, and provide recommendations for how it can be improved or adapted to better meet the needs of users.

6.5 General Analysis

Based on the survey results and interviews provided from the A1 level at PUCE-I, it can be concluded that the Pearson "MyEnglishLab" platform is a valuable resource for English language learners. The survey results indicate that a significant number of students are familiar with the platform and find it effective for developing English language skills, particularly in

areas of grammar, vocabulary, and comprehension auditory practice. Users place a high value on variety and interactive activities when choosing an English learning platform, and multimedia content plays a significant role in enhancing the overall learning experience.

The need for personalized feedback and real-time support is also highlighted in the survey, with users interested in having access to live chat with teachers or tutors. Oral practice opportunities are also desirable features for users, emphasizing the importance of speaking practice in language learning.

When evaluating the effectiveness of digital platforms compared to traditional methods for teaching English, most respondents believe that the effectiveness depends on the context and student's needs. This indicates that users acknowledge the value of considering individual learning preferences and contexts when determining the most suitable teaching method.

The survey results demonstrate that the Pearson "MyEnglishLab" platform is a popular and effective tool for English language learning, with a significant number of users dedicating substantial time and effort to improving their skills. The majority of users study between 1 and 3 hours per week, while a smaller percentage fully utilizes the platform's potential by studying more than 5 hours per week.

The interviews with teachers Jannyce Mejía and Yolanda Cadena further support the findings of the survey. Both teachers agree that the use and application of the "MyEnglishLab" platform is very important in the process of teaching and learning the English language. They indicate that the platform has a variety of practical exercises to improve the necessary skills for learning the English language, and that the use of the platform is also a strength since students work autonomously at home, developing meaningful learning. The interviews with teachers Mejía and Cadena further support the findings of the survey, offering insights into how the platform is used in practice, and how it is perceived by teachers and students. These insights can help to identify strengths and weaknesses of the platform, and provide recommendations for how it can be improved or adapted to better meet the needs of users.

In conclusion, the survey results and interviews provide valuable insights into user preferences and the effectiveness of the Pearson "MyEnglishLab" platform, offering guidance for future improvements and developments. The platform's effectiveness, adaptability, and user-friendly features make it a popular choice among students and teachers alike. However, there is still room for improvement, particularly in addressing the needs of students who did not notice any improvements in their language skills.

In the other hand, we can identify that there is a low number of students who do not know how to use the "my english lab platform" because they are students who take up again the teaching of English language after a few years since they left school for this reason the training the first week of classes by the teacher assigned to this A1 level should be mandatory for all students to have the same knowledge of the platform and can perform their activities without any difficulty.

There are also other causes for the misuse of the platform, such as not having internet, there are cases where students do not have a computer so these causes influence the use of the platform.

This information will be used to elaborate the results of socialization with the level A1 at PUCE-I, in this order, this research will demonstrate the strengths and weaknesses of the "My English Lab" platform. This targeted feedback will be invaluable for instructors and administrators at PUCE-I, aiding in curriculum enhancement, instructional strategies, and overall student engagement and success at the A1 level.

7. Conclusions

According to the purpose of the research and the results of the present study, the conclusions are as follows.

1. The Pearson "MyEnglishLab" platform is a valuable resource for English language learners. A significant number of students are familiar with the platform and find it effective for developing English language skills, particularly in areas such as grammar, vocabulary, and comprehension auditory practice.
2. Students place a high value on variety and interactive activities when choosing an English learning platform. Multimedia content plays a significant role in enhancing the overall learning experience. Therefore, it is concluded that multimedia content attracts more attention from students.
3. When evaluating the effectiveness of digital platforms compared to traditional methods for teaching English, most respondents believe that the effectiveness depends on the context and student's needs. It is concluded that users acknowledge the value of considering individual learning preferences and contexts when determining the most suitable teaching method.
4. Teachers agree that the use and application of the "MyEnglishLab" platform is very important in the process of teaching and learning the English language. They indicate that the platform has a variety of practical exercises to improve the necessary skills for learning the English language, and that the use of the platform is also a strength since students work autonomously at home, developing meaningful learning.
5. Once the results of the research have been socialized, it can be concluded that both students and teachers agree that the use of My English lab platform as reinforcement activities in the process of teaching and learning English is a fundamental factor in the acquisition of the second language.

8. Recommendations

Based on the findings of the research study, the following recommendations are presented below as suggestions for future research.

1. It is recommended that each teacher of the A1 level students be trained in the use and application of my English lab platform in the English learning process to develop the skills to teach English. Teachers have to know very well the function of the platform to help students with the use of the platform.
2. It is recommended to implement more innovative activities, such as the use of artificial intelligence to improve the learning of second language acquisition skills, in this way the students could relate more with technology and with digital platforms.
3. It is recommended to add synchronous methodologies such as maintaining an online chat directly with the tutor teacher of the course at a specific time between students and teacher and having access to more additional materials like exercises of the topic being covered and also reading materials and video conferences.
4. According to the methodologies applied in the research, it is necessary to suggest that the number of hours for the application of the My English lab platform, should be increased by the teachers to the students, in this way, students will get better results in the learning process.
5. As a necessary recommendation in the English learning language, it should add creative and dynamic reading and listening activities that motivate the student to acquire the language. Besides, the platform should be upgraded every two years so the students can do new practice exercises.

9. Socialization of research results

Introduction:

The socialization of results from the research involves disseminating the findings to a broad audience to foster understanding, in this case, this will be socialized with students and teachers from the A1 level. The goal of effectively sharing the research outcomes is to drive positive change based on the platform's research findings.

Objective:

To socialize the research results through the knowledge of using and applying my English lab platform, by doing so, we aim to empower teachers, students, and stakeholders with the insights and practical application derived from the research.

Table 3

Theme: Socialization of research results

Date	Level	Activity	Socialization way	Observations	Responsible
05/06/2024	A1	Presentation using slides to socialite the research results	Oral exposition using Canva slides		- Martín Calderón
05/06/2024	A1	Survey students to know their opinion of the presentation	Survey directed to students		- Martín Calderón - Students
05/06/2024	A1	Survey teachers to know their opinion about the	Survey directed to teachers		- Martín Calderón

		effectiveness of the My English lab platform			- A1 level teachers
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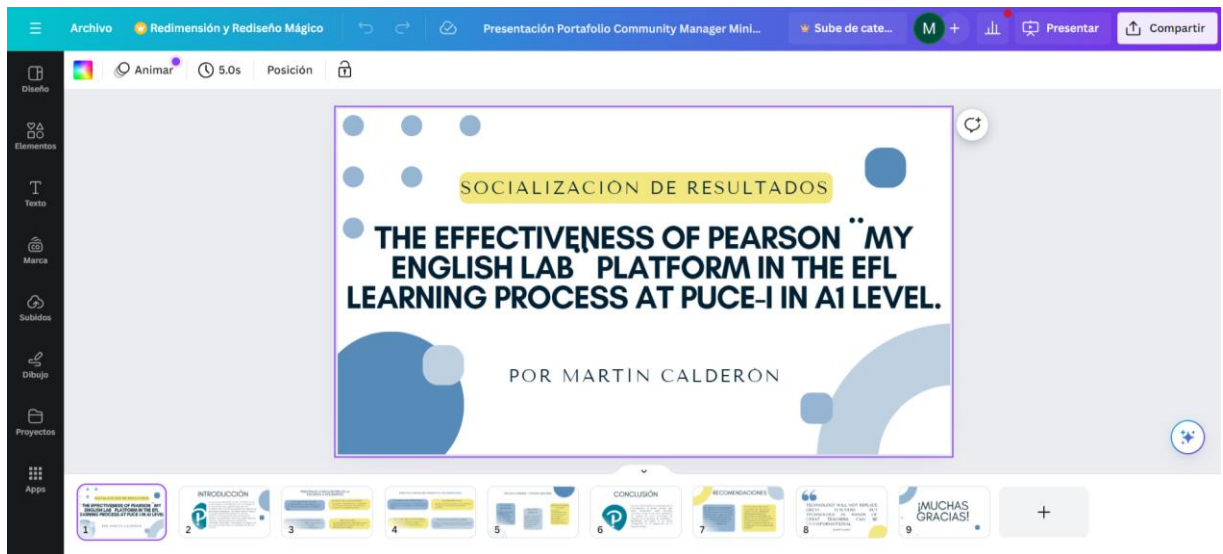
Nota: Table for socializing research results at A1 levels at PUCE-I (Calderón, 2024)

Results socialization material

SLIDES:

Figure 12

Theme: Diapositivas para la socialización de resultados



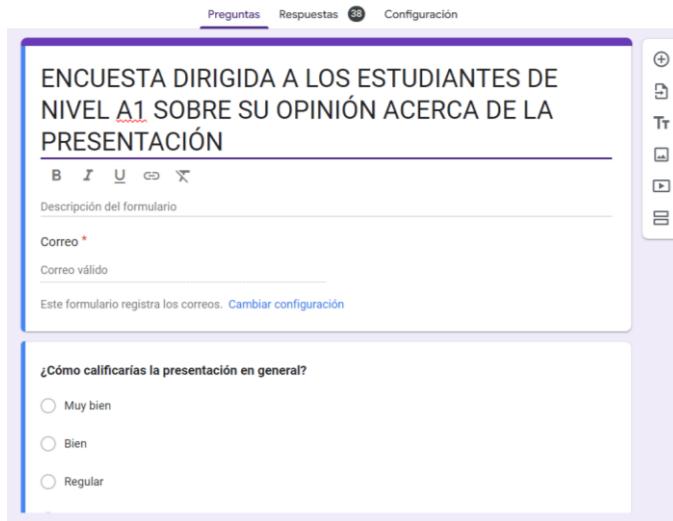
Note: Slides for the socialization of results to A1 levels at PUCE-I (Calderón, 2024)

https://www.canva.com/design/DAGHNMXCKTc/Qu_J8PjMuUCHUIdKOyb46g/edit?utm_content=DAGHNMXCKTc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

SURVEY DIRECTED TO STUDENTS:

Figure 13

Theme: Encuesta dirigida a los estudiantes sobre su opinión acerca de la presentación



The image shows a Google Forms configuration page. At the top, there are tabs for 'Preguntas', 'Respuestas', and 'Configuración'. The main title of the form is 'ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE NIVEL A1 SOBRE SU OPINIÓN ACERCA DE LA PRESENTACIÓN'. Below the title is a rich text editor with icons for bold, italic, underline, link, and unlink. The form description is 'Descripción del formulario'. There is a required text field for 'Correo *' with a sub-label 'Correo válido'. Below this, it says 'Este formulario registra los correos. [Cambiar configuración](#)'. The first question is '¿Cómo calificarías la presentación en general?' with three radio button options: 'Muy bien', 'Bien', and 'Regular'. On the right side, there is a vertical toolbar with icons for adding questions, deleting, undo, redo, and a list icon.

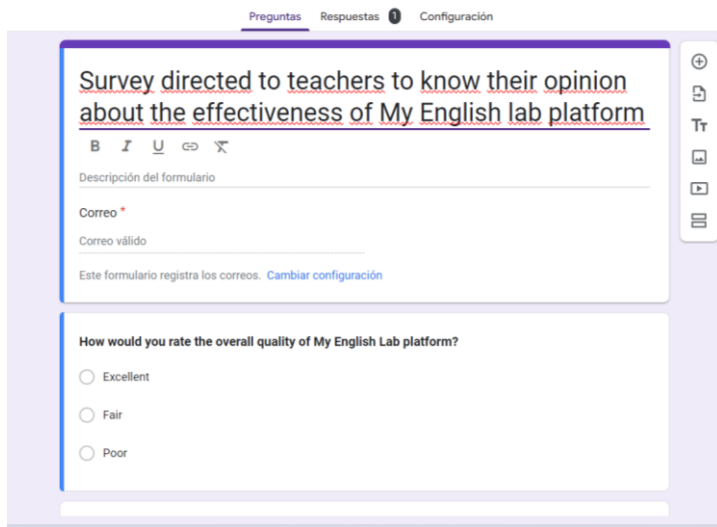
Note: Image of the survey addressed to A1 level students on their opinion about the socialization of results. (Calderón, 2024)

https://docs.google.com/forms/d/e/1FAIpQLSf0Ssf6N2NRNI6Jv4QTmFYB8U_gKcdBoyNVKpZwOzCAcitzA/viewform?usp=sf_link

SURVEY DIRECTED TO TEACHERS:

Figure 14

Theme: Encuesta dirigida a los profesores del nivel A1



Nota: Image about the survey addressed to teachers to know their opinion about the effectiveness of the "My English Lab" platform.(Calderón, 2024)

https://docs.google.com/forms/d/e/1FAIpQLSdTRjq5KM03ERn9f3tptFLD5r4L-AkoG54BHNQbT5g0WwPLYg/viewform?usp=sf_link

SOCIALIZATION PRESENTATION:

Figure 16

Theme: Socialización de resultados



Note: Image of the socialization of A1 level results at PUCE.I (Calderón, 2024)

Figure 16

Theme: Socialización de resultados



Note: Image of the socialization of A1 level results at PUCE.I (Calderón, 2024)

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