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FINAL PROJECT REPORT

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How to Apply EFL Open Source Resources in Rural Institutions with Young Learners?

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EXTRANJEROS**

LINES OF RESEARCH:

Languages, Literacy, and Oral Proficiency Related to the Level of Motivation

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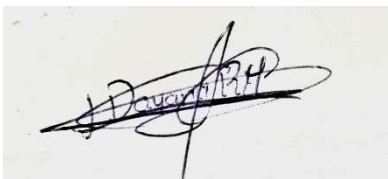
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DEDICATION

With pride and love, I dedicate this work to God, who gave me the enough effort, perseverance, and hope to get all my academic goals in this period of time which trained me to face my own future life like a professional person.

Also, to my family; my mother, father, siblings, and pet, who provide me their unconditional support and love all the time. Thanks for never leaving me alone and offering their hands in the most difficult moments.

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And finally, to myself, for being strong and getting the best of me in all my work and steps.

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RESUMEN

Con la intención de identificar la carencia en habilidades de atención de los estudiantes frente a la enseñanza del idioma inglés dentro de los planteles rurales en un contexto post pandemia, se ha hecho un estudio preciso sobre el desarrollo cognitivo propuesto por Jean Piaget y la influencia que ha tenido la digitalización en estos últimos tres años. Para resultados más factibles y verídicos, se ha usado un estudio cualitativo y cuantitativo, aplicando encuestas a los estudiantes de la Unidad educativa “Rumipamba”, una institución rural ubicada en la ciudad Ibarra, Ecuador. Los datos recolectados muestran cómo los estudiantes visualizan su educación en lengua extranjera y la falta de nuevo material tecnológico que afecta en el nivel de interés y motivación. Por lo cual, se propone una solución que engloba contenido de material y herramientas digitales para que puedan ser sumergidas en el proceso de enseñanza y aprendizaje del idioma inglés.

Palabras clave: educación, tecnología, inglés, atención, online, offline, recursos.

ABSTRACT

To identify the lack of attention skills among students regarding the teaching of the English language in rural schools within a post-pandemic context, a precise study has been conducted on the cognitive development proposed by Jean Piaget and the influence that digitalization has had over the past three years. To obtain more feasible and truthful results, a qualitative and quantitative study was used, applying surveys to the students of the "Rumipamba" Educational Unit, a rural institution located in the city of Ibarra, Ecuador.

The collected data shows, how students perceive their foreign language education and the lack of new technological materials, which affects their interest and motivation. Therefore, a solution is proposed that includes content and digital tools to be integrated into the teaching-learning process of the English language.

Key words: education, technology, English, attention, online, offline, resources.

INTRODUCTION

In this report, Education in a post-pandemic context and its principles and effects which changed and modified a lot of things will be analyzed, especially the way of living. Adults, teens, and children have shown adaptations in different fields to overcome that difficult situation. Governments and international organizations tried to respond quickly with some emergency policies and strategies to solve the educational crisis that was appearing. “During the first stage of the crisis, governments articulated emergency policy responses to the pandemic related to continuing students’ education during the lockdown and later reopening schools with safety” (Zancajo, Verger, & Bolea, 2022). This measure was taken in Europe and in many parts around the world, including Latin countries, such as Ecuador, where this ordinance was issued to be applied in the 4 regions that are part of Ecuadorian territory. This closing of doors in schools and remote education has brought both good and bad changes, one of these being the easy distraction and lack of attention that students have generated in front of digital tools and devices compared to the pre-pandemic context.

It’s important to point out that children are the ones who show more attachment and interest in technology because while they were studying at home, they were facilitated by the use of computers or cell phones. So now, in the classroom, they tend to become distracted if teachers still maintain their traditional teaching.

But not everyone had the same facilities to carry out in an effective way that serious and dangerous time. It was not too complicated for many educational institutions to add more technological material for classes, as they had the necessary tools to do so, especially schools in urban areas. However, the areas considered vulnerable and located

in rural areas have been the ones still struggling to provide their students with a better-updated education. Considering the great influence of technology on the interest of students, especially Children, how can rural educational areas deal with this problem if they don't have the necessary digital material? National support for education should give priority to institutions in the least prosperous regions by providing human, financial, and technical resources to ensure quality online education and to develop material and didactic capacity to respond to these emergencies (Andrade, Estevao, Iriarte, Riofrio, & Yunga, 2021). This problem is even harder to deal with if we focus on Teaching English as a Foreign Language (EFL) since children need to be stimulated correctly to advance their English Skills.

In Ecuador, rural schools have shown an obligation to flexibility with their students because most of them didn't have the necessary tools to carry out their online classes, also that their families were not adequately actualized in this technological culture. Teachers' responsibility was especially high in rural areas where access to technology is scarcer (Stinson, 2022). Teachers presented many issues in their training to carry out their remote classes in a better way because the knowledge that they had was not enough to cover the topics to be taught according to the objectives set. The role of families also affected the advancement of online education, as parents considered it unnecessary or certainly did not have the financial resources to obtain the technological materials their children needed, so many students dropped out of educational institutions.

Based on this information, this report will be divided into two sections. The first section will focus on a theoretical/documentary analysis and the methodological framework that has been put into action. In this section, there will be specific topics on Jean Piaget's Cognitivism, Teaching English as a Foreign Language to Children, Bilingual Education in Ecuador During and After the Pandemic, and the Effects of

Technology on English Language Learning in Children. Each of the aforementioned topics will take part in this document with their respective development that will give life to other secondary topics of great substance. Also, in the Methodological Framework, it will be explained how this report has been carried out, as well as the characteristics and specific things related to the participation of the educational community to find a solution to the problem presented.

The second section of this report will present the solution to the problem and our conclusions together with the results obtained, being the main contribution of this study. The part of the Solution to the Problem will show our objectives focused on the results it wanted to obtain, the resources used, and how it was applied. It is important to mention that the solution will be formed by the findings of the documentary analysis and the applications of the methodology used. On the other hand, we have the Conclusions and Results, which will be exposed to the interested readers in a key way, both positive and negative, to find efficient and effective solutions.

The process of this study has a desire to find the main cause of the Children's attention deficit after the pandemic by analyzing other studies related to the topic and real situations within the rural community studied. Therefore, the results obtained may be more effective for some readers than for others. However, it is valuable information developed on a purely educational level of English as a Foreign Language for Children, which seeks to give a positive change to both students and teachers within institutions, thus obtaining significant results in terms of the Teaching-Learning Process.

The solution that will be presented is constructed as a didactic resource and recommendations for interested readers, containing the application process in class, learning objectives, the specific level to which it should be applied, and points of educational interest. In addition, these resources will be focused on the Ludic Method

which is very effective in English Learning as a Foreign Language for Children because “the principle of gamification is to motivate learners, as well as to influence attitudes and performance through interaction in non-game environments and through rewards for completing missions, which provides unconscious learning on the part on the learner” (Calderón, 2023).

In conclusion, the results will focus on the attentional deficits that the Children presented after the pandemic concerning Teaching English as a Foreign Language (EFL). This study is done purely for academic purposes which will seek to solve a current problem through the research of various sources and the application of professional ethics, considering the ideas and thoughts of some authors. As well as real testimonies from people belonging to the community studied. It is also necessary to clarify that results will be from the author’s point of view and criteria, so the information provided will be very punctual on several topics and a consultation is recommended.

HOW TO APPLY EFL OPEN SOURCE RESOURCES IN RURAL INSTITUTIONS WITH YOUNG LEARNERS?

1. STATE OF THE ART

1.1 INTRODUCTION

The following project aims to give a more complete and actualized vision of EFL education in rural young learners, specifically in their attention skills which are a constant problem in class development, so information will be connected to topics related to cognitive theory, technology, and education in rural areas.

1.2 ENGLISH YOUNG LEARNERS' SKILLS

1. 2.1 Cognitivism

Piaget's theory is based on four stages or periods. He "believes that a child can learn independently and his/her development stages occur progressively along with the internal process. Piaget considered that social relationships do not play significant role toward a child's development" (Fahad, 2021) (p.81). Each of these stages has specific characteristics that give us insight into how children develop their cognitive skills over time. This theory allows us to build specific activities for children based on their ages and it's pretty helpful to adapt a curriculum in a better way.

Also, (Hanum & Saragih, 2022) share the following stages of Piaget's theory: the sensorimotor stage (0-2 years old) in which children have innate reflect suction,

press, habits creation, playing to learn, and intentional behavior; in the preoperational stage (3-7 years old) children express their ideas with symbols, drawings, and have an intuitive sense; in concrete Operational stage (8-10 years old), children have abstract thinking, can solving problems, and use of logical and reflection; and in this Formal Operational stage (11-...) children have a hypothetical thinking and are logic and deductive. (pp. 57-58)

As can be seen, Piaget thinks that cognitive development occurs sequentially, also explaining the specific ages at which children can learn or acquire new knowledge. Therefore, it is key to say that in stage 3, children already use more complete thinking that leads them to be analytical and pay more attention to things, since they are at the age of preserving their learning.

(Sanghvi, 2020) Piaget's theory contributes:

teachers can individualize learning experiences based on the child's stage of cognitive development (...) Children can be encouraged to experiment with the various hypotheses and ideas that they form to come up with their conclusions and opinions (...) Learning can be perceived as restructuring and constantly adapting cognition. (p. 95)

With this information, it can be affirmed that children are much more moldable when it comes to acquiring information because their brains can adapt to new things until it becomes a significant learning process. So, the present work will be based on these principles, specifically in stage 3 of theory where children already have more developed their thinking and their conservation of information.

1.2.2 Teaching English to Young Learners

When teaching a language, in this case, English, many factors must be taken into account and one of them is the age of our students. Teaching an adult is not the same as teaching a child because it changes our way of teaching a class, (Casey, 2022) mentioned that “adult brains are different than our child or adolescent brain; (...) Children are like sponges. (...) Their minds are exceptionally malleable and able to form neural connections easily and rapidly” (Difference between Child and Adult Learning, para. 4). However, we can make the corresponding adaptations to use the same tools in a class for both adults and children.

If Piaget’s theory is to be taken as a guide, children can learn and acquire at the same time, so that their speech is in process and allows them to acquire a language more naturally. Also, “the importance of using games as a pedagogical tool to teach English as a Foreign language (EFL) to young learners”, is so effective because children get interested, and fun for that and avoid boredom (Alaña & Argudo, 2023)(abstract section, para. 1).

(Sharipova, 2022) makes known the following estates:

(1) The teachers’ techniques in teaching English to young learners were singing a song, game, presentation practice and production, drilling, demonstration, storytelling, reading aloud, and dictation, (2) the teachers’ problems in applying the certain teaching techniques were learners’ lack of self-confidence, learners’ uncontrollable movement when singing and playing the games, learner’s misunderstanding towards the games rules and the story, learners’ less focus on

teachers' presentation and instructions, learners' unfamiliarity of the spelling words, learners' inability to read and write the word and sentences, and the teachers' difficulty in explaining the lesson and in performance science experiment, (3) the best teaching techniques implemented by the teachers were playing games, demonstration and presentation practice and production (abstract section, para. 1).

By knowing these techniques, EFL teachers can select the most effective method for their students, if they are children it is better to use activities that include movement, realia, and visuals with lots of brightly colored colors because it can catch the attention and the curiosity of your kids (Kang, 2006)(pg. 2).

So, for creating a better learning environment focused on the student development, it's so helpful to know that "from the ages of 7 to 11, language and behavior become more structured, less reliant on external stimuli, and more inventive. Enter games, sports, erector, sets, and problem solving" (Zhang, 2022)(pg. 34).

1.2.3 English Skills

As you already know, the teaching-learning process of English considers the four main skills to be developed: speaking, listening, writing, and reading. Each one of them needs specific activities so that they can be developed in a better way and thus obtain results in terms of learning, thus continuing towards the path of mastering each skill. Also, there is a strong incentive to innovate and keep up to date to teach English because education is constantly changing, especially in the technological field after the pandemic where without warning, it had to adapt with great effort to anew modality, "this includes the

work of teachers, where they must learn to use diverse methodologies to develop the four skills effectively” (Sotomayor, Martínez, & Varas, 2022) (pg. 147).

(Kholmurodova, 2021) shares about English skills:

Reading skill (...) can help students in language skills production. (...) By reading, students will get much inspiration to produce similar or innovative work as well as they read. Therefore, it is important, to begin with a pre-reading activity to set up a topic, focus their attention on what they are going to read, and activate students, background knowledge of the topic. (...) By the two inputs: acquiring the knowledge of language skills production better. As well as reading skills, **listening skills** (...) are input skills that help students develop their other language skills, especially productive language skills. (...) The listener will gain insight and understand themes more thoroughly following multiple readings of the same text.

Here, two of the four English skills are explained briefly, taking into account the key and main things of each one. These skills, as it was mentioned, allow to students produce input in their learning, generating better knowledge in the language.

Speaking skills are important because they allow people to communicate or share opinions among themselves, also it’s an output that demonstrates the ability the fluency and correct use of the English Language. “The students’ difficulties in speaking have been reported by difficulties in pronouncing words, lack of vocabulary, and afraid of making mistakes in grammar” (Jiwa, Takarroucht, Zano, & Zamorano, 2022) (p. 114). To counteract this gap involves the ability of teachers to motivate their students, who must contribute with their effort and willingness to overcome their mistakes.

As the last one, **writing skills** are an output, too. These skills are important to communicate such as speaking, so students must get a good input to develop their output skills in a better way. “People with good writing skills will always succeed when

expressing themselves” (Castillo, 2022) (p. 341), because their vocabulary improves while they write something, using and connecting several phrases correctly, expressing a message more effectively.

Therefore, it is key to say that traditional education is no longer as effective as before because students have created a strong link with the digital world and it is an incentive for them that classes are developed according to their current environment.

1.2.4 Attention Skills

One of the things that most often occurs in a class with children is the difficulty of having the attention of all of them at the same time. Many teachers prefer to teach older children rather than younger children because it is a complicated task that involves a lot of effort in each class.

(Reeves, 2015) comments on the following:

Children often struggle to pay attention, but when they are given a task they view as challenging or hard, they are even more likely to give up before truly trying. If you notice a child who is regularly losing focus during challenging tasks (...) some strategies that might help increase that attention span and improve the overall outcome of tasks. (para. 1)

For this reason, in this space attention is taken into account as a very important skill to learn English, because being an unknown language for children requires a lot of dedication in terms of tools to use in class, taking into account how much children nowadays are attracted by technology.

In our country, Ecuador, technology had more impact after the pandemic when education changed its modality to advance in a better way. (Pin, Saltos, & Villafuerte, 2023) share:

in the area of English instruction, the use of ICT directed by the teacher demonstrates (...) the improvement of the student's foreign language acquisition process, evidencing an advance in oral communication skills (...) and their motivation to learn about the uses of digital applications and informatics devices. (p. 499)

Because of the interactive way in which technology works, children find it more engaging and interesting to learn with such resources, as they can be surprised by anything if technology is involved. Moreover, the fact that there is an improvement in their motivation to learn a new language with technology gives us the green light to work hard to give the best to our students, so that their attention and interest are focused on the curiosity to learn new things that will lead them to love English classes.

1.2.5 The Importance of Attention Skills in EFL Learning

In learning, students must use their five senses to generate and process information that is revealed to them. The cognitive sense is highly adaptive to the environment it encounters, but it can also be selective on many occasions. Nowadays, children can develop spontaneously and easily when they have a digital device in their hands, something that was still new and strange in the previous generation. "Probably the most critical element of attention that is relevant to how information is processed in a digital environment is its restricted capacity" (Lodge & Harrison, 2019).

(Cummings, Neyers, & Molitor, 2017) Some factors affect students' attention, such as tiredness, mental wandering, and how teachers express and share their knowledge in class. These factors are more present in an EFL class because students are using their memory capacity and greater understanding when they are faced with another type of language that is not the principal language in their lives. Teachers have a key role to play in reaching their students and avoiding, mental fatigue, as well as working on the way they conduct their classes without jeopardizing the comfort of learning on the students' part.

Traditional teaching is not attractive anymore, including the material and tools that a traditional teacher could use in their classes. Children wait for more because their brains already adapted to new ways of living, learning, and developing output. In this digital age, exploring new ways to teach is quite clever for rich educational advancement, especially if everyone wants to improve the level of learning in their students. "Make lessons more interactive using multimedia, simulations, and gamifications. This captures attention through visual and kinesthetic learning. By creating engaging, interactive experiences, we can tap into students' natural curiosity and desire for hands-on learning" (Dickson, 2023).

Additionally, it's key to mention that educational institution authorities must collaborate in this work for the well-being of students. In public education, teachers can't work appropriately and face limitations that are placed on authorities, therefore, they need to change or adapt these things to have more opportunities to build better knowledge. Public authorities "play a vital role in shaping that future" (Dickson, 2023).

1.3 TECHNOLOGY RELATED TO ENGLISH TEACHING.

1.3.1 Technology before and after the pandemic in Education

The quality of education has always varied from country to country, depending on many aspects that directly and indirectly influence the teaching and learning process of students. Before the COVID-19 pandemic appeared, especially in less developed countries, the learning process was only teacher-centered and not student-centered in schools. “Due to insolation, the use of technology has been considered the most appropriate (if not the only) alternative to keep educational systems functional in any parts of the world during this period” (Hyseni & Hoxha, 2021) (P. 18)

The use of technology at that time was also very low, so low that in many schools its use was not considered important, totally unaware of how much it would have helped everyone to at least know how to use a computer properly. Schools had a specific timetable in which pupils used computers and surfed the web, with short periods compared to other core subjects, in which teachers used nothing more than books and notebooks to teach children, young people, and adults.

These and many other factors hit hard when the pandemic forced people to lock themselves in their homes and rely on higher-ups. Schools closed to safeguard the health of their students and other staff, causing parents to worry about their children’s effective ways to move forward with the educational process, concluding that their only way out was with the help of technology and its countless services that facilitated communication with the educational community. However, (UNESCO, 2023) shares that:

The negative and harmful aspects in the use of digital technology in education and society include risk of distraction and lack of human contact. Unregulated technology even poses threats to democracy and human rights, for instance through invasion of privacy and stoking of hatred. Education systems need to be better

prepared to teach about and through digital technology, a tool that must serve the best interests of all learners, teachers, and administrators. (Para. 7)

Teachers underwent urgent training to learn how to handle the necessary technological resources and also experienced a difficult time. In the meantime, parents had to make sure that their children did not miss out on their education, since in many places families did not have technological devices or networks, such as computers, smartphones, or the internet. Faced with this, many teachers reported problems with the lack of connection they had with their students in the famous virtual classes, since technological problems were so frequent that in the beginning.

(Cobo, Jofre, Lobos, Cisternas, & Guzman, 2022) “After more than 2 years of the pandemic caused by COVID-19, a gradual return to face-to-face teaching has been taking place. Therefore, administrators need to establish procedures to facilitate and ensure the quality of teaching during this process”. The Covid-19 vaccine was also critical for students and parents to feel safe while away from home. The use of masks was mandatory, but fear was focused on the youngest children, as they still depended on personalized care in the face of the pandemic and its risks of contagion.

(Kennedy, Mejía, & Strello, 2022) says that:

Remote learning (...) provided to students outside the classroom, was a common strategy used by schools to ensure learning continuity for their students when many schools buildings were forced to such down due to the COVID-19 pandemic. Differences in technology infrastructures, digital competencies of students and teachers, and home supports for learning likely led to inequalities in the way remote learning reached and was perceived by students. (Background section)

Challenges were presented for everyone; students, teachers, administrators, and parents. Education was still on a scale that tipped positively and negatively, as students

presented large gaps in their learning, inequality was reflected and qualified depending on the privileges that students had had in their virtual education from home. Teachers were faced with a reality where their students needed new things, which motivated them to look for innovative strategies that encompassed new materials with the help of technology.

As mentioned earlier, the impact of the pandemic affected some places more than others, such as institutions that were located in rural areas, which did not have and continue to lack the resources and materials necessary to generate a good and up-to-date learning experience for their students (Tadesse & Muluye, 2020). During the pandemic, these institutions struggled to continue to function adequately, even if the technological gaps were immense, both within the institution and in the respective homes of their students.

1.3.2 Influence of Technology in the EFL Teaching-Learning Process

Many educational institutions achieved their goals of overcoming this barrier that prevented progress in education, getting a lot of advantages with e-learning. However, others are still in the process of adapting to the new standards that imply a quality education following the line that guides us to quality progress in the classroom.

In the post-pandemic context, technology has been demonstrated to be an invaluable tool for maintaining the advancement of EFL (English as a Foreign language) learning. The platforms of online learning, videoconferences, and mobile applications have allowed students and teachers to stay connected and go on with their classes and educative activities (Alberth, 2013).

The interaction between EFL students, teachers, and technology had such a strong presence that it has generated irreversible changes in education, such as the use of technological material in subjects like English. There as many varieties of content as there

are platforms that provide effective resources for teaching and learning English, starting with a platform and application such as YouTube, which has a myriad of videos related to English Language Teaching for different ages and levels, or with Mentimeter and AnswerGarden to work with children using just short words, phrases, sentences, and drawings (Yeung, Cheng, Chan, & Dorothy, 2023).

The facilities provided by this digital world have had a greater impact on the youngest children, who from the beginning may have had to be educated through a screen. The handling that children have with these digital devices has led them to think a lot about their type of learning and its complexity. It is no longer the same to teach a 10-year-old as it is to teach a 5-year-old, as the younger child has new perspectives for learning, compared to the 10-year-old, who has already experienced a world with little technological impact (Haleem, Javaid, Qadri, & Suman, 2022).

Therefore, technology has brought both positive and negative things to the classroom, but work is still being done to move forward in the right way so that students are learning according to their intelligence and learning capacity. Teachers continue to train themselves sufficiently to cope with these major changes and adaptations, doing their best to ensure that their teaching has a significant impact on their students.

1.4 TECHNOLOGY IN ECUADORIAN EDUCATION

Ecuadorian education has undergone major changes in recent years due to events that have paralyzed the world, transforming each of the classrooms and prioritizing things that previously were not given importance. “The drastic change in daily life caused by the COVID-19 pandemic (...) teachers have been forced to develop new skills and abilities, especially in the area of education-oriented technology, to maintain the quality of

education” (Barreiro, 2021) (discussion section, para. 1). It is incredible how education in the country had been so backward, lacking in updating, and weak in the face of technical globalization that it experienced very critical moments before being able to adopt a new educational system.

One of the main impacts has been the implementation of remote education. Schools and universities have had to adapt to online learning, using digital resources to teach classes and give educational materials. This has allowed students to continue their education from home avoiding significant interruptions in their learning process (Human Rights Watch, 2021).

Moreover, technology has facilitated access to online learning resources. Learners now have access to a wide range of materials to supplement their learning, such as e-books, educational videos, and interactive activities. This has increased learning opportunities and enabled learners to explore different subjects more independently. Technology has also created new opportunities for collaboration and communication between learners and teachers. Video conferencing and remote collaboration tools enabled real-time communication and facilitated discussions and the exchange of ideas. This encouraged active student participation and promoted a more dynamic learning environment.

However, it is also fundamental to recognize that the pandemic in Ecuador exacerbated existing inequalities in access to technology and connectivity. Not all students have access to digital devices or a stable connection to the Internet web, resulting in inequalities in access to online learning. This highlights the need to address the digital divide and ensure all students have access to technology.

1.4.1 Urban vs. Rural Areas face Technological wave

With the implantation of e-learning, many unfavorable situations arose for many institutions that were not humanly and materially prepared to continue giving and receiving classes through a screen, “teachers and students were not prepared for (...) online learning and teaching, but they tried to find strategies to adapt” and “did not have the technical capacity to provide optimal conditions for online learning (...) they (...) very frequently encountered technical problems” (Coman, Tîru, Meseşan, Stanciu, & Bularca, 2020)(p. 8). These issues are most commonly in institutions located in rural areas, far from urbanization and also from accessibility to more privileges such as the Internet.

ICT has an important role in virtual learning because being within distance education, technology is the only tool that could be used to get out of a possible educational crisis, and also to get a successful virtual teaching-learning process. “Educators must generate and comment on online education content, encouraging students to analyze a topic from several angles in particular. Furthermore, while some students thrive in online learning settings, others struggle due to various factors, including a lack of support” (Haleem, Javaid, Qadri, & Suman, 2022)(p. 2027). (Indrayadi, Vintoni, & Usman, 2022) shows the following data:

The students must be taught how to use technological devices to maintain the effectiveness of the learning process, such as presenting a computer or laptop, switching the views, and sending messages through a chat box (...) The participants were uncomfortable with the method when it was first used by lectures in presenting the English learning material. It was hard for them because they were not accustomed to using the technology in the process of teaching and learning (...) starting from difficulty adapting to technical platforms, unstable

internet connection, no background learning environment, and limited time to discuss the learning material with lecturers.

This information brings with it important guidelines that are still ignored, generally when students do not have the necessary resources to fulfill their obligations to the fullest, causing stress, demotivation, and frustration. Teachers are also victims of these shortcomings in the institutions because their classes cannot be developed nicely. On the other hand, by focusing on English learning, we can break down even more disadvantages, such as having passive students and very low interest in learning another language because, according to their point of view, it will not be of much use to them in their adulthood.

Children spend a lot of time on their cell phones when they are at home, so being in a school without access to digital facilities, they do not have enough incentive to enjoy their learning. In addition, children are sensitive to the actions of third parts and that can influence them with negative learning experiences, such as “a traditional behaviorist learning method focusing on repetition and imitation (S2), teacher punishment (S5), and test (s1) were critical enough for these learners to withhold effort in studying English” (Tseng, 2021)(p. 118).

Therefore, we seek to transform this negative view of children’s education in rural areas and allow them to be able to experience incredible opportunities that may not favor them, but that is a gap that we want to close, thus contributing to Ecuadorian education in vulnerable and marginalized areas.

1.4.2 Advantages and Disadvantages in Imbabura Province of Use Technology in Urban and Rural Areas

There are advantages and disadvantages to the use the technology in urban and rural areas of the province of Imbabura, Ecuador. The advantages and disadvantages that were obtained are going to be presented to understand better the real context that students have with e-learning in each location.

Greater access to information and resources: “Instead of using pen and paper, students nowadays use various software and tools to create presentations and projects” (Haleem, Javaid, Qadri, & Suman, 2022). Technology can provide access to a variety of educational resources, online courses, and digital libraries, benefiting both urban and rural areas.

Refined communication and collaboration: Technology allows students and teachers to connect and collaborate in any situation. Online communication facilitates real-time interaction to work in teams. “Technology can transform the language classroom, making English learning more personalized, more interactive, and more accessible” (EF EPI, 2018 cited by Howlett, 2019, p. 98).

Flexibility to learn languages: Technology allows for flexible schedules and personalized experiences in learning. Also, students can access course materials and complete assignments at their location, which can be especially helpful in rural areas with limited access to traditional educational settings (Asad, 2023).

Promoting digital skills: Using technology in education can help students develop digital skills, which are increasingly important in today’s digital world (Haleem, Javaid, Qadri, & Suman, 2022).

As disadvantages, there are the following:

Limited access to technology: In rural areas, access to technology and reliable Internet connection may be limited, which can hinder the effective use of technology in Education (Utilities One, 2023).

Infrastructure challenges: Rural areas may need more infrastructure, such as electricity and specific facilities to support the use of technology in teaching-learning process (Tadesse & Muluye, 2020).

Socioeconomic situations: There may be socioeconomic differences in access to technology, with urban areas having greater access compared to rural areas where families don't have a higher level of economic stability (Evans, 2020).

Cultural and linguistic barriers: In some rural areas, cultural and linguistic barriers may exist that can affect to effective integration of technology (Ferrari, et al., 2022).

It's important to address these challenges and ensure equitable access to technology in rural areas more than in urban areas. The government projects may help to overcome that difference in the resources to all students in the Imbabura Province.

1.4.3 Disadvantages in Rumipamba Educational Institution of Use Technology in the EFL Learning Process (ELP)

Due to limited resources and infrastructure, rural educational institutions often lack modern technology and reliable internet connections. As a result, they do not have access to digital tools and e-learning platforms that can improve learners' English language skills. In addition, the lack of qualified staff and technical assistance only exacerbates the difficulties faced by schools. As a result, students in rural areas do not have the same opportunities to use technology and improve their English as their urban counterparts.

- Digital gaps

- Limited access to digital devices and software
- Lack of teachers training
- Limitations and infrastructure
- Inequality of opportunities

2. OBJECTIVES

2.1 GENERAL

1. To establish concretely the innovative apps and platforms for reducing the attention deficit in EFL Young Learners within rural areas, for more current knowledge about the post-pandemic educational situation, through the technological resources application for the improvement of English language.

2.2 SPECIFICS

1. To support bibliographic scientific research from a national and international post-pandemic perspective by studying of different authors for the awareness and the importance of attention skills in EFL learning, to substantiate the problem presented to the interested public.

2. To analyze the data about the low technological impact in the rural areas schools in the EFL teaching, using the application of surveys in the Rumipamba institution for a visualization of the lack of innovative and essential material.

3. To propose resource adaptations in the English area that crucially integrate technology for a better and more effective English language learning process through tutorials about innovative digital resources with a ludic method on the web.

3. MATERIALS AND METHODS

3.1 Introduction

(Sreekumar, 2023) says that:

Research methodology is a structured and scientific approach used to collect, analyze, and interpret quantitative or qualitative data to answer research questions or test hypotheses. A research methodology is like a plan for carrying out research and helps keep researchers on track by limiting to scope of the research. Several aspects must be considered before selecting an appropriate research methodology, such as research limitations and ethical concerns that may affect your research. (para. 1)

3.2 Objectives

3.2.1 General

1. **To analyze** the use of open technological resources in the Unidad Educativa “Rumipamba” through the application of research techniques (surveys) for the knowledge of the management front of a technological resource in the institution.

3.2.2 Specifics

1. **To apply** surveys to the students of the Unidad Educativa “Rumipamba” organizing a short meeting with the participants for the creation of a new learning options using open technological resources with students.
To recognize the dependents and independents variables that are immersed in the teaching and Learning Process with an effective research and methods for the obtaining of a better guidance of the study.

3.3 Variable Matrix

Table 1

Theme: Dependents and independents Variables, objectives, indicators, resources.

TOPIC	OBJECTIVES	VARIABLES		INDICATORS	RESOURCES
		DEPENDENTS	INDEPENDENTS		
<p>How to Apply Open Source Resources in Rural Institutions with Young Learning?</p>	<p>To investigate the impact of the post-pandemic education in the rural areas, with a focus on identifying challenges, exploring solutions, and proposing actionable recommendations for the improvement educational</p>	<p>POST-PANDEMIC EDUCATION</p>	<p>-Location geography -Implementation of a new curricular framework -Positive contributions</p>	<p>-Educational System -Context</p>	<p>-Content Analysis -Obsevation -Survey</p>

access and quality.				
To study the learning of English as a Foreign Language (EFL) with the understanding the challenges faced by learners for the enhancing language learning with children.	LEARNING OF EFL	<ul style="list-style-type: none"> -Methodological Innovation -Effective Material -Systems of assessment 	<ul style="list-style-type: none"> -Teaching and Learning process -Types of evaluation 	Observation
To explore the protagonism of educational subjects and their function using valuable data for the advancement in the active and	PROTAGONISM OF THE EDUCATIONAL SUBJECTS	<ul style="list-style-type: none"> -Context / Environment -Teacher role -Student role 	<ul style="list-style-type: none"> -Educational support -The Learning Triangle 	Observation

	meaningful learning experiences.				
	To examine the competences required for the effective education in the rural areas focus on understanding the specific needs of rural education for providing quality education in rural communities.	RURAL EDUCATIONAL COMPETENCES	-Technological gaps -Teacher Training -Deficit of attention skills	-Theoretical bases of educational gaps. -Veracity	Survey

Note: Here is the explaining about the different variables and their function within our studied context (Recalde, Dependents and independents Variables, objectives, indicators, resources., 2024).

3.4 Methodological Organization

The organization of this study is based on the objectives set to obtain an optimal procedure in search of an effective solution to the problem in the education, carefully

analyzing the results that will be obtained in the application of the instruments selected in this research. The chosen method has been analyzed for the benefits that it can bring to this research and how it will impact its results since the proposed problem needs to be studied in depth and from different points of view.

3.5 Methods of the Research

The present problem of “How to Apply Open Source Resources in Rural Areas with Young Learners” is developed within a mixed approach, since the intentions or purpose stated beforehand, is to give a solution to a problem within the current and future educational environment, with flashes of innovation and significant contribution in the teaching-learning process. Also, this study will use an inductive method which supports it with specific and pivotal information about the different topics that are taken into account.

(Hernández-Sampieri, 2010) shares about the different methods that we have applied in a research:

Qualitative Method

The qualitative approach is also guided by significant areas or themes of inquiry. However, rather than clarity about research questions and hypotheses preceding data collection and analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during, and after data collection and analysis.

Quantitative Method

The quantitative method (which represents, as we said, a set of processes) is sequential and evidential. Each stage precedes the next and we cannot “skip or bypass” steps, the order is rigorous, although, of course, we can redefine some phases. It starts with an idea, which is delimited, the objectives and research questions are derived, the literature is reviewed and framework or theoretical perspective is constructed.

Mixed method

Mixed methods represents a set of systematic, empirical, and critical research processes and involve the collection and analysis of qualitative and quantitative data, as well as their integration and joint discussion, to draw inferences from all the information collected (meta-inferences) and achieve a better understanding of the phenomenon under study.

3.6 Techniques and Instruments

Taking recommendations by (Hernández-Sampieri, 2014), to move forward with the data collection, a survey is going to be applied to 15 students from Unidad Educativa “Rumipamba”, a rural institution.

During the process of the survey application, an agenda and other details will be ready to help create an organized atmosphere. It will be crucial to use appropriate language and attitude, taking into account factors such as culture, level of education, age, and gender of the participants, and to maintain an interactive atmosphere that includes dialogue, discussion, and points of view around the topic to be discussed, giving relevance to each of them. (pg. 410).

The report that will be created will be structured so that the most important aspects are highlighted, and if extra help is required, then this will be done accordingly. It is key to mention that participants will receive a meaningful gift for the help and flexibility provided to make the meetings possible. (Pg. 410, 411).

3.7 Population

To carry out this study, a group of 25 children between 7 and 12 years of age (5 children per grade corresponding to that age range) from Unidad Educativa “Rumipamba” will participate. In addition, the design is phenomenological, which would lead to carrying out a relevant study based on the exposed problem, to know the necessary factors and principles that later allow for generating a good solution proposal.

Table 2

Theme: Population: sample per grade according the age

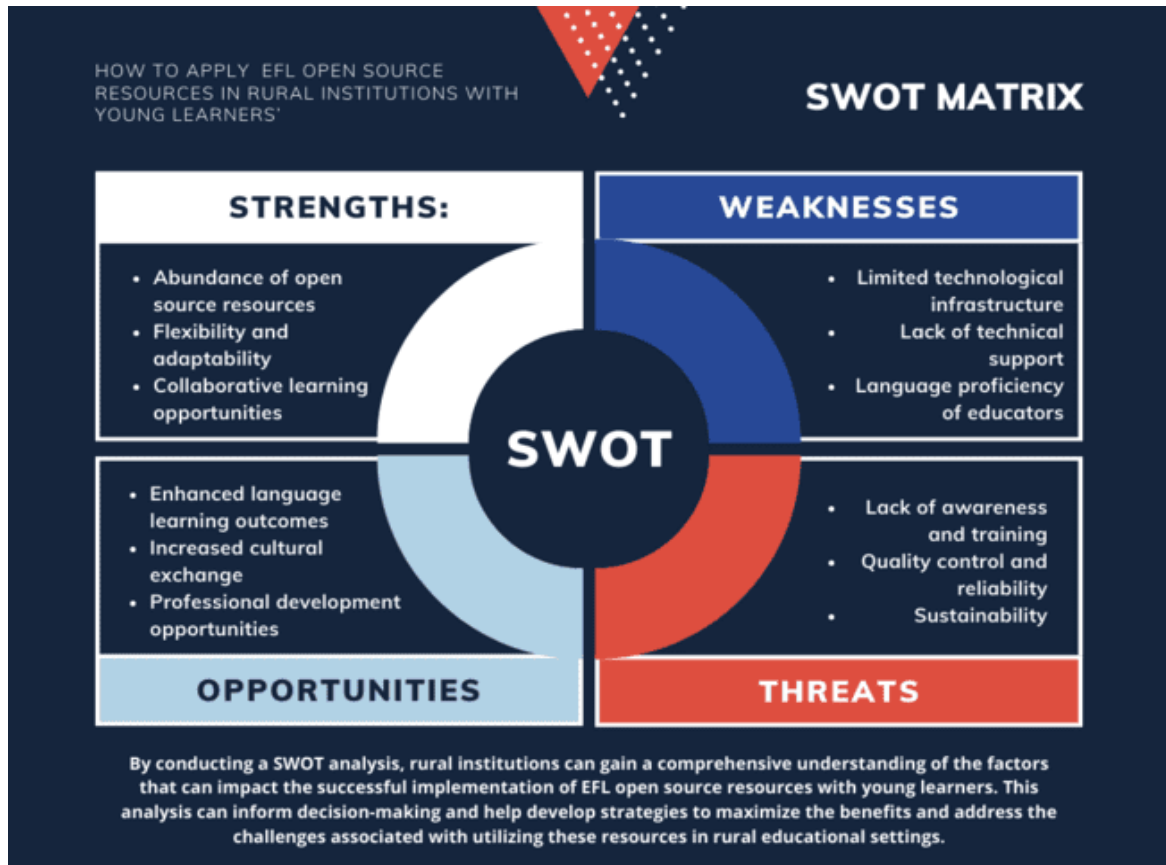
GRADE	AGE	#
4 th	7-8	5
5 th	8-9	5
6 th	9-10	5
7 th	10-11	5
8 th	11-12	5
		25

Note: The survey was applied in the 4th, 5th, 6th, 7th, and 8th grade of GBE, and in each grade participated 5 students, taking into account their age, which must be in the correct range of age. With all this information, our total of students surveyed were 25 (Recalde, 2024).

3.8 SWOT Matrix

Figure 1

Theme: SWOT Matrix: Strengths, Weaknesses, Opportunities, and Threats.



Note: In this study, a lot of aspects impact to our research and results. These aspects are divided in 4 parts: strengths, weaknesses, opportunities, and threats. With this analysis, it is possible obtaining better results with our study (Recalde, 2024).

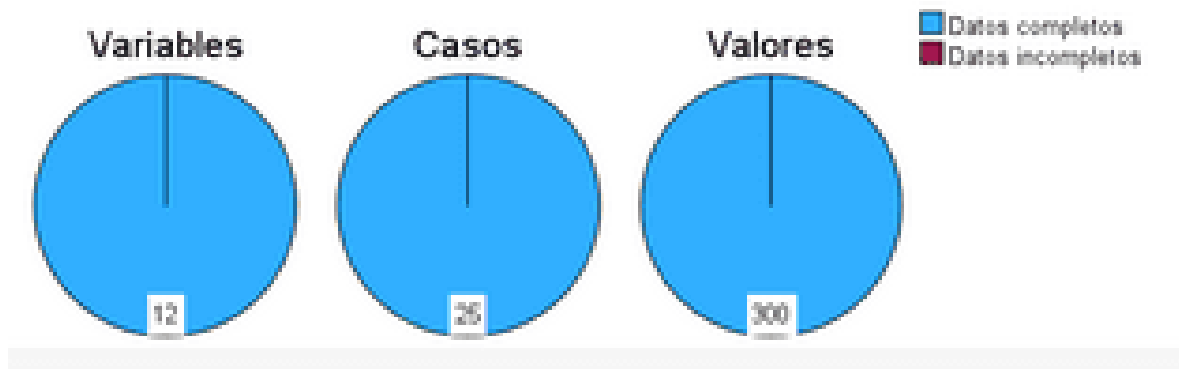
4. ANALYSIS OF RESULTS

On this part of the research, a scan was conducted on important topics related to the problem posed in order to better visualize how the rural educational community faces technology within their English as a foreign Language teaching and learning process.

For the application of the research instrument, a survey was conducted targeting students with 10 simple and specific questions that they had to answer.

Figure 2

Theme: Data Classification.



Note: Number of variables, cases, and values concreted in the research (Recalde, 2024).

In the figure number 1, you can appreciate how the data tabulation is structured to obtain a better visualization of the overall results. The variables represent each of the divisions made during the tabulation, which are: 1) the number of surveyed students, 2) the Grades to which the students belong, and 3) the remaining 10 variables represent the 10 survey questions, totaling twelve variables. Finally, we have the values which reveal all the responses obtained from students when applying the survey.

Table 3

Theme: Quantity of studied population.

Surveyed Students		
N	Validated	25
	Lost	0

Note: Number of the surveyed students (Recalde, 2024).

In table 3, the number of surveyed students is shown, with a total population of 25 students. This means that no students were lost since the beginning of the research, so this information is represented by the number 0.

Next, information is represented about the second variable established to obtain results in the data tabulation process. The importance of this variable lies in being able to better appreciate the opinion of the students, who are of different age ranges. In this research, this is considered crucial in order to focus more on the impact of technology on the students of the Unidad Educativa “Rumipamba”.

Table 4

Theme: variable 2, the level of the studied learners.

Level of the Surveyed Students		
	N	%
LEVEL 4°	5	20.0%
LEVEL 5°	5	20.0%
LEVEL 6°	5	20.0%
LEVEL 7°	5	20.0%
LEVEL 8°	5	20.0%

Note: Level of the surveyed students (Recalde, 2024).

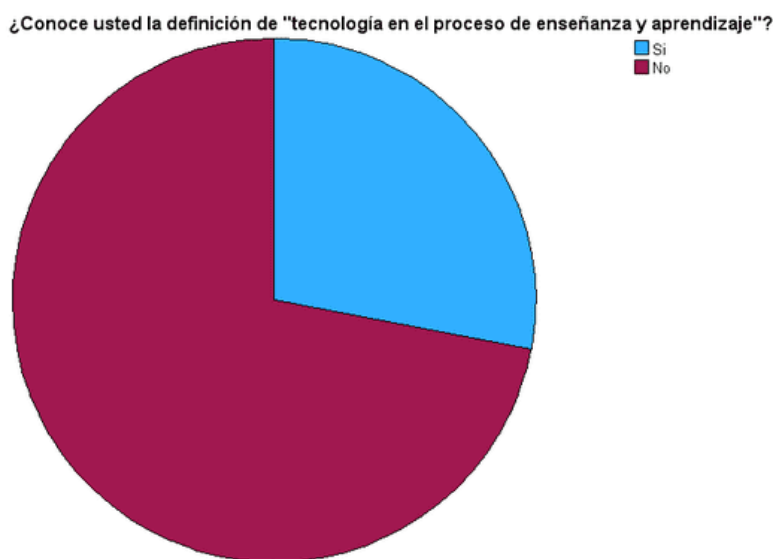
In the table 4, it can be seen in detail how the levels have been distributed to apply the survey, taking as a priority the basic elementary school that goes from 4th-grade EGB to 8th-grade EGB of the Unidad Educativa “Rumipamba”. As can be seen, the distribution of the number of students selected to answer the survey is completely equal for each age. Therefore, each grade represents ¼ of the surveyed population.

Survey questions

Figure 3 shows the responses of the following question: *¿Conoce usted la definición de “tecnología en el proceso de enseñanza y aprendizaje”?* The responses reflected the knowledge of the definition of technology in the Teaching and learning process by students, who had two response options of “yes” and “no”. As a result, it can be concluded that the majority of the studied population does not know how technology works or intrudes into education in such a way that it can enhance their learning skills, especially in the area of English as a Foreign Language.

Figure 3

Theme: Variable 3, question number 1.



Note: question 1, ¿Conoce usted la definición de “tecnología en el proceso de enseñanza y aprendizaje”? Blue light color (Si); purple color (No) (Recalde, 2024).

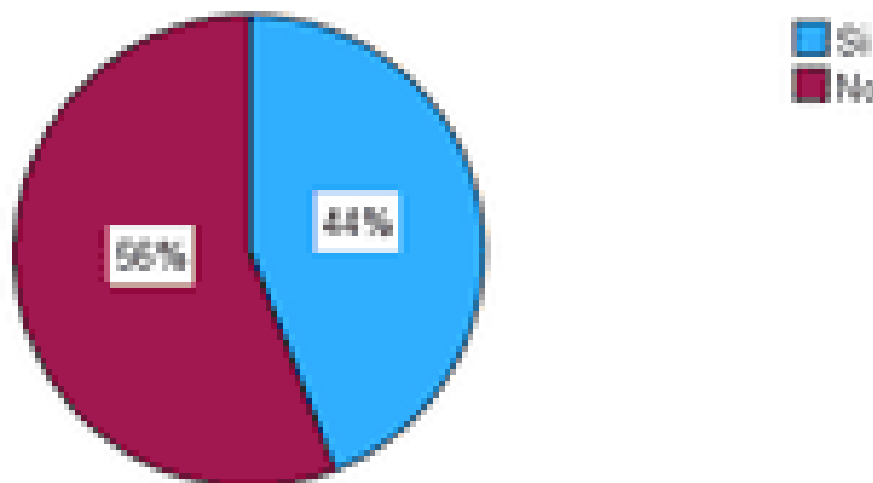
The remaining percentage corresponds to students who have a brief knowledge of the use of technology in the teaching and learning process. It is important to note that the results have led to a more realistic sense of looking at education in rural settings, which have very little access to technology in their classrooms. However, the fact that there are

students who are aware of the use and application of technology in education gives a green light to more effectively highlight possible solutions to the problem at hand.

Representing the second question of the survey here is Figure 4 which projects the answers to the question: “¿Conoce usted herramientas tecnológicas en la educación?” Almost half of the surveyed students have a brief knowledge of the variety of technological tools that can be applied in education in rural schools, which makes us realize how important it is for teachers to use technology to make their classes more dynamic and thus motivate their learning.

Figure 4

Theme: variable 4, question 2.



Note: question 2; “¿Conoce herramientas tecnológicas aplicadas en las educación?” Blue light color (Si); purple color (No) (Recalde, 2024).

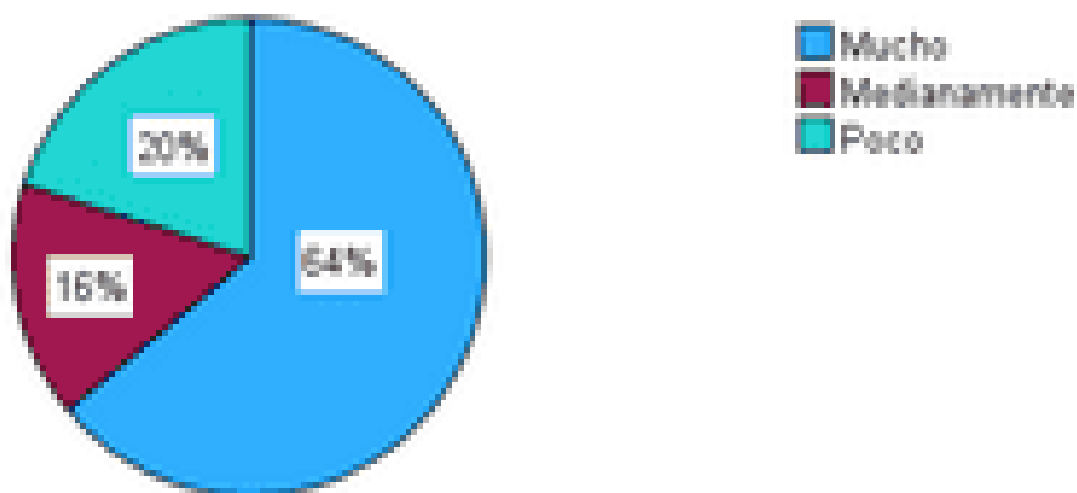
On the other hand, there is more than half of the students who are unaware of the many technological tools that can be used for their education, precisely in the area of English. These results point to the lack of technological educational knowledge to which learners are subjected within their institutions. One of the serious problems observed here is that English teachers rarely use certain types of technology to teach their classes because

they do not have the necessary equipment in their classrooms, in addition to using a purely traditional methodology.

The question to be answered in this variable is: “¿Cree usted que la aplicación de la tecnología en las aulas dará un mejor entendimiento en sus clases de inglés?” As with the previous variable, students have closed options as responses. The results showed a positive point of view on the effectiveness of technology in motivating students to learn English, so the majority of the surveyed population believes that it will be very helpful to include more technological tools in their English classes for a better understanding of the various topics to be learned.

Figure 5

Theme: variable 5, question 3.



Note: question 3; “¿Cree usted que la aplicación de la tecnología en las aulas dará un mejor entendimiento en sus clases de inglés?” Blue light color (si); purple color (Medianamente); and Green color (Poco) (Recalde, 2024).

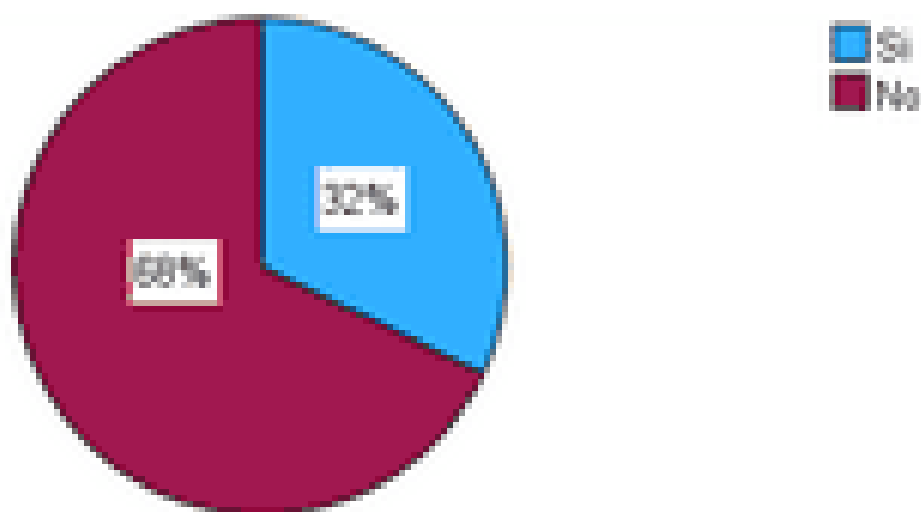
In addition, it was observed that less than half believe that technology becomes a complementary component with equal or less impact on language learning. This is due to the lack of conceptualisation and knowledge about the educational tools that are in our hands to apply them in a playful and interesting way. This can be reflected in the answers

to the first and second questions of the survey where students completely ignore the concept of technology linked to the foreign language learning.

In the figure 6, the results of the following question will be reflected: “¿Conoce usted si en su institución educativa utilizan herramientas tecnológicas para el aprendizaje del idioma inglés?”. The students had two response options for this question, which gave much more specific results regarding the management and application of technology in the school that is being studied.

Figure 6

Theme: variable 6, question 4.



Note: question 4; “¿Conoce usted si en su institución educativa utilizan herramientas tecnológicas para el aprendizaje del idioma inglés?”. Blue light color (Si), purple color (No) (Recalde, 2024).

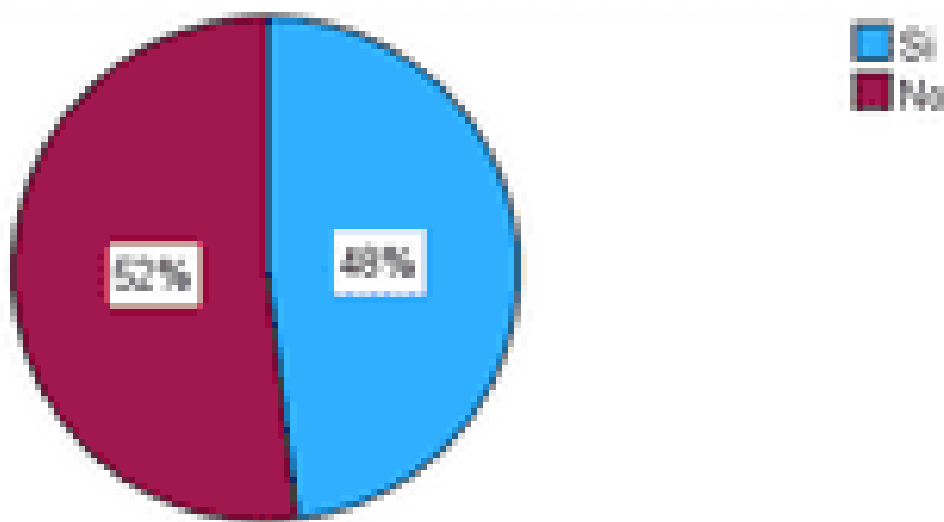
With the exploration of this variable, the gap that needs to be filled in terms of the use of technology in the institution’s classrooms is evident. The students were able to express the few times they were able to watch a video or film in their English lessons. Or the non-existence of internet games to reinforce their knowledge. Considering that they are at crucial ages for acquiring meaningful learning, implementing motivation through connectivits and playful methodologies is very crucial, as they need to explore new and more up-to-date things to help them advance positively in ther learning.

In order to complement the previous answers and also to provide more timely information, figure 6 represents the question: “¿Utiliza su profesor de inglés

herramientas tecnológicas en clases?” As its own context has already been given, this question seeks to obtain clearer data on the use of technological tools in the area of English and on the accessibility of English teachers to implement technology in their classes within the classroom.

Figure 7

Theme: variable 7, Question number 5.



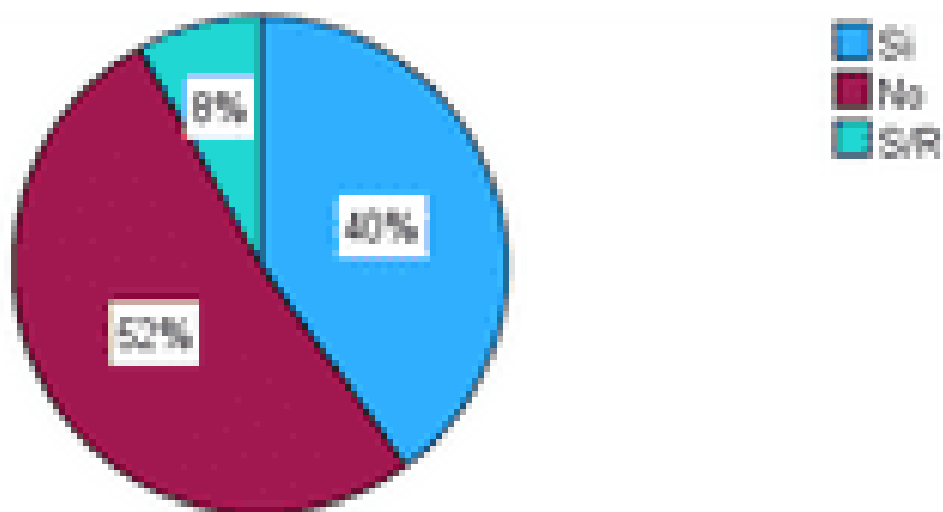
Note: question 5; “¿Utiliza su profesor de inglés herramientas tecnológicas en clases?” Blue light color (Si), purple color (No) (Recalde, 2024).

The data in this variable shows how the English teachers implements technology with their students. It is important to highlight that almost half of the students recognise the effort that their English teachers makes to provide them with more innvative material. However, the lack of the necessary aequipment makes it very difficult to implement activitiesother than the traditional ones, so the students expressed their disappointment at npt having a more dynamic class in terms of technology.

In the present variable, corresponding to the question: “¿Realiza usted en clases actividades innovadoras usando tecnología para el mejoramiento del aprendizaje del idioma inglés?” The context within the classroom can be seen to be more focused on individual student activities using technology. That is, this question is focused on how students are the main actors in using some material, device or technological tool to help them developn their English language skills in a better way.

Figure 8

Theme: variable 8, question 6.



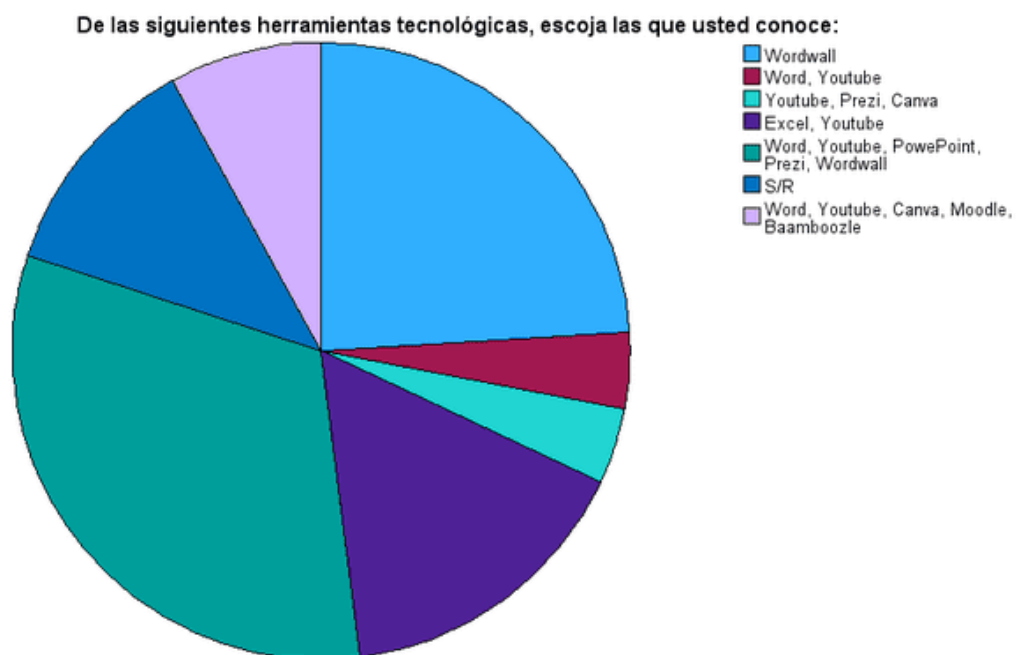
Note: Question 6; “¿Realiza usted en clases actividades innovadoras usando tecnología para el mejoramiento del aprendizaje del idioma inglés?” Blue light color (Si), purple color (No), Green color (S/R: sin respuesta) (Recalde, 2024).

As can be seen, the students had three response options, on this occasion the majority expressed that they do not carry out activities using technology in class, this factor being a worrying one in terms of the motivation that would be given to the students regarding their learning of the English language. On the other hand, almost half of students said that they do perform different activities in class for better language learning. A minimum percentage only represents the students who decided not to give a concrete opinion on the subject.

Here can be visualised the technological tools and platforms that the students are familiar with. There was a specific list that was presented to them so the students could choose the ones they have used or at least knew about. The results were somewhat shocking and unexpected, which generated a lot of curiosity and motivation to learn more about this topic and how to find a solution.

Figure 9

Theme: Variable 9, question 7



Note: question 7; “De las siguientes herramientas tecnológicas, escoja las que usted conoce” (Recalde, 2024).

The students left a great evidence that they are able to generate more learning together with technology without complications, as they surprised with a great knowledge about several educational platforms which they knew how to use and knew them. The most known and used tool was Word, being an offline application which is used to do several of their assignments not only in English, but also in different subjects they receive.

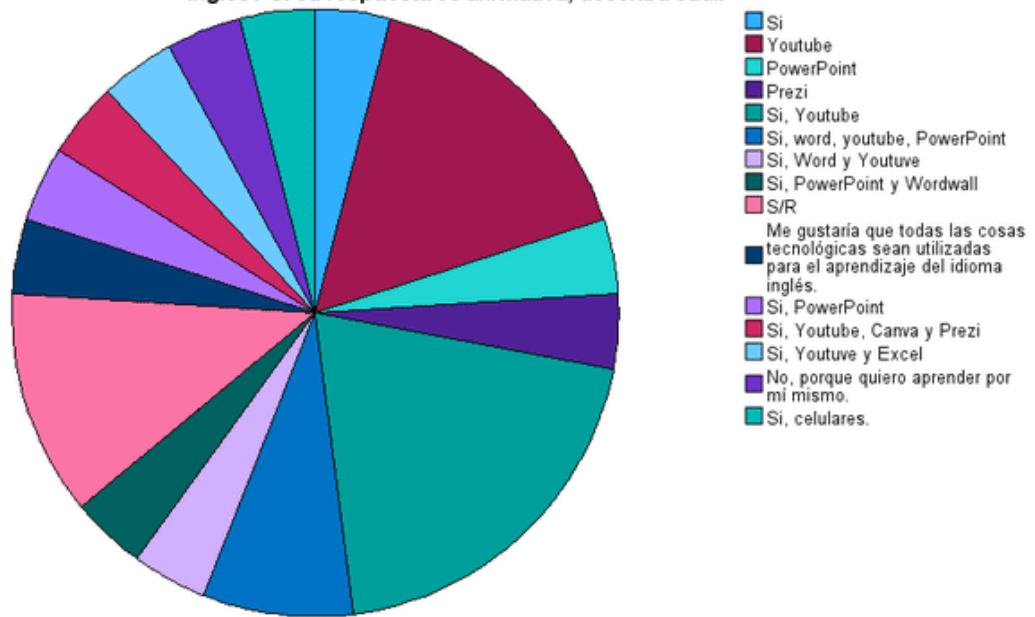
The group is also joined by platforms such as Youtube, Prezi, and Wordwall, which, unlike Word, are platform that work online. However, there were also a good number of students using PowerPoint and Excel which are offline applications. With all these data obtained, it can conclude that students are more than ready to be able to work in their classes with more advanced and current material, thus reinforcing their learning.

In this variable, the answers to the following question will be presented: “¿Le gustaría utilizar las herramientas tecnológicas antes mencionadas para mejorar el aprendizaje del idioma inglés? Si su respuesta es afirmativa, describa cuál”. The question lent itself to students expressing their tastes and desires in terms of educational technology tools that they would like to use in their daily lives to learn English.

Figure 10

Theme: variable 10, question 8.

¿Le gustaría utilizar las herramientas tecnológicas antes mencionadas para mejorar el aprendizaje del idioma inglés? Si su respuesta es afirmativa, describa cuál.



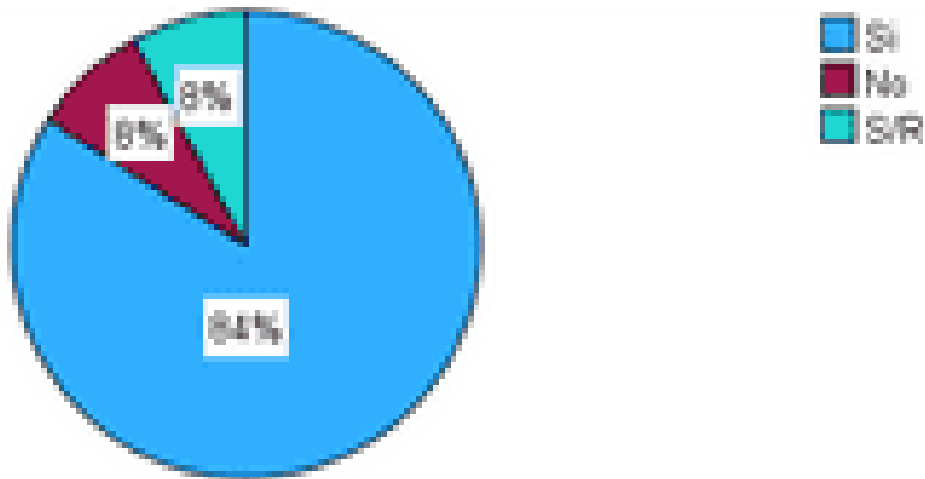
Note: question 8; “¿Le gustaría utilizar las herramientas tecnológicas antes mencionadas para mejorar el aprendizaje del idioma inglés? Si su respuesta es afirmativa, describa cuál.” (Recalde, 2024).

Several of the students surveyed were very determined to be able to answer ‘yes’ to the questions, so Youtube was their favorite choice of tool that they would like to accompany them in their learning. Some of the students wanted to discover new directions with the Baamboozle and Wordwall tools. However, there is also another part of negative responses, such as wanting to learn on their own without the help of technology. In conclusion, technology is welcomed by elementary school students, even more so if it motivated them to learn a new language such as English.

In this variable, the answers to the next question will be presented: “¿Estaría dispuesto a trabajar activamente en las clases de inglés utilizando las herramientas tecnológicas antes mencionadas?”. This questions has more concise objective which is to observe the reaction that students have to the use of technology to improve their English Language learning.

Figure 11

Theme: variable 11, question 9.



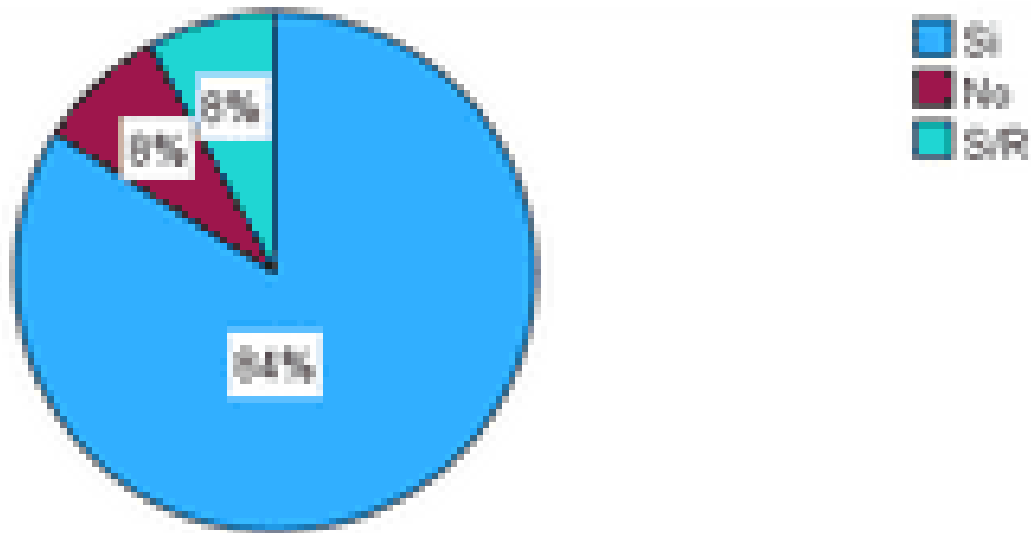
Note: question 9; “¿Estaría dispuesto a trabajar activamente en las clases de inglés utilizando las herramientas tecnológicas antes mencionadas?” Blue light color (Si), purple color (No), Green color (S/N: sin respuesta) (Recalde, 2024).

The data obtained in this variable can mean a total Green light to the actions that we want to the actions that we want to take with this research to be able to apply in rural area. Students are willing to actively participate in their English language learning if they can work with more technology and more appropriate dynamic in their classes. In addition, the results show that motivation of the learners would improve, which would also have an effect on the other subjects they receive.

In the latter variable, the data will correspond to the question: “¿En sus actividades diarias le gustaría emplear la plataforma educativa Baamboozle para realizar actividades lúdicas en inglés?” This question was asked to analyse the effects of a fully playful platform on students’ learning in their classroom.

Figure 12

Theme: variable 12, question 10.



Note: question 10; “¿En sus actividades diarias le gustaría emplear la plataforma educativa Baamboozle para realizar actividades lúdicas en inglés?” Blue light color (Si), purple color (No), Green color (S/N: sin respuesta) (Recalde, 2024).

The final results in this question reflect the motivation and interest that the game generates in the students regardless of their level. The majority of the students express their excitement to learn about a platform that offers them game-based learning, which does not work offline, but online and also includes teamwork strategy. Therefore, both teachers and authorities are called upon to solve such problems in order to contribute possibility to each student’s learning.

5. ANALYSIS AND DISCUSSION

The systematization of the survey data is presented according to each of the questions that were generated and addressed to the students. In context, 25 surveys have been carried out in the Unidad Educativa “Rumipamba” with children between 5 and 11 years of age, most of them in elementary and high school.

According to the results obtained from the surveys applied in the Unidad Educativa “Rumipamba”, a global analysis was made, indicating that there are different factors, both economic and technological, which do not allow for the improvement of the use and

application of technological resources in the teaching-learning process. The lack of good management by the authorities in the institution means that students are aware of the new technologies that are used in the process of foreign language education.

In Ecuador, there is a provision that guarantees the use of ICTs in all educational institutions within the country, which is an idea from which we can start to have a more reliable analysis of all the results found. The demand in education is increasingly demanding a better preparation to be able to contribute in a better way to our country, which is why the State has been promoting different actions to improve the educational situation in the country.

The need that education presents, highlights the importance of technology in daily life and work to customize different solutions and services for students, thus strengthening the teaching-learning process, especially in English as a Foreign Language (EFL) as the subject that today is opening an unpredictable number of opportunities in the workplace.

According to the data obtained in this research, we can highlight 4 important aspects. The first one is the digital ability that students have by nature, which is an advantage for their learning to be related to technology. The second is the vision that students have of technology, as they consider it an interactive and interesting tool for learning, even more so if it provides them with a playful and non-traditional education. The third aspect is the flexibility that technology provides to students, as there is an infinite amount of content for each of their tastes and a huge range of tools that adapt to each of the students' learning styles. And as the last aspect is the long-term benefit that technology is giving to students, because according to the connectivism it is crucial for society to work collectively and through nodes that ensure short, medium and long term achievement.

In other words, there are many advantages that would make a big difference in the future of students, who demand new ways of Teaching according to their tastes and strengths. Teachers and authorities are invited to take the risk to start promoting new projects that benefit our youth, such as implementing technology in the classroom, providing all the necessary digital equipment for the educational institution. This can help educators to project their material to the students in a better way, using platforms such as those

mentioned in the student survey: WordWall, Baamboozle, Prezi, Canva, and among others.

In conclusion, the Unidad Educativa “Rumipamba” needs community and governmental commitment so that students can benefit from technology and all the material it can provide them with. In addition, the authorities should pay more attention to the digital skills that students have and take it as an indispensable advantage to contribute to their learning and ensure them a promising and stable future.

6. PROPOSAL

Link website: <https://ddrecalde.wixsite.com/offonlinetools>

In this part of the Project, a proposal will be presented for solving the problem which was specified before. Thanks to all information collected and investigated, it's was possible to find an effective guidance to help educational subjects in order to improve the management of digital tools and content.

This solution is aimed at a proposal where different digital/technological platforms, apps, or webpages will be provided to the readers, who can consider pertinent to obtain quality language learning through technology. This proposal also take a ludic method as support because it's have more impact in learners. Having said this, the proposal is a module where a variety of platforms, apps, or webpages (online/offline) will be explained and recommended for each English skills (Reading, Writing, Listening, Speaking) to teachers and students, also we will specify a key learning outcomes that we want obtain with it:

1. By the conclusion of the module, students and teachers should have the capability to identify and classify various digital learning tools, whether online or offline, that are appropriate for enhancing English skills. This encompasses understanding the features these platforms, apps, or webpages ought to possess and pinpointing the potential hazards linked to their utilization in educational and work settings.
2. Teachers and students to have the capability to utilize educational tools proficiently to improve the process of teaching and learning. This includes gaining in communication with classmates and educators, and monitoring their academic

advancement. Moreover, they are anticipated to have the capacity to convert classrooms notes into and effective learning resources, which entails refining and structuring them into an effective learning aid.

3. Ultimately, students and teachers anticipated to have capacity to assess the usability and performance of educational platforms. This involves comprehending the standards utilized for platform evaluation, testing each component and feature, and confirming that their performance aligns with expectations. Moreover, they are expected to capable of recognizing leaning management systems that facilitate the exchange of information between the user and the instructor.

Based on these learning outcomes, this module is created for reflecting the crucial role of technology for a positive advancement in the English skills. The fundamental pillar of teaching is to provide any type of means to structure one's own experiences in different ways and them accessible to achieve satisfactory learning, and for obtaining it is necessary engage students with creative strategies and material. For this reason, the ludic method is a great supporter in order to gain the students' motivation and interest.

So, this module suggest that it is better to make classes a place full of enjoying, where students and teachers can learn and exchange the learning through technology. Below, we are going to list the platforms, apps, or webpages (online/offline) foe each English skills:

- ***Reading:***

- ✓ **Teach Monster: Reading for fun! App:** This application can be downloaded from Googleplay, it is an official learning app where you can find interesting things and elements in order to improve your reading skills through a ludic method. This application use a great strategy to catch your interest and motivate you to read while you enjoy an adventure.

You don't need to pay.

It works online and offline.

You can get this app in your cellphone and computer.

Image 1

Theme: Example of the app Teach Monster: Reading for Fun!



Note: Screenshot of the content that this app offers in order to promote the Reading skills (Recalde, 2024).

- ✓ **Ereading Worksheets** – It is a platform that provides you printable material that teachers can use in their classes with students. It's free and easy to use. Also, teachers or students can print, edit, or complete the worksheets online.

You don't need to pay.

It is useful online and offline.

Image 2

Theme: Example of the Ereading Worksheets platform's content.



Note: Screenshot of the content that this platform offers in order to improve the reading skills (Recalde, 2024).

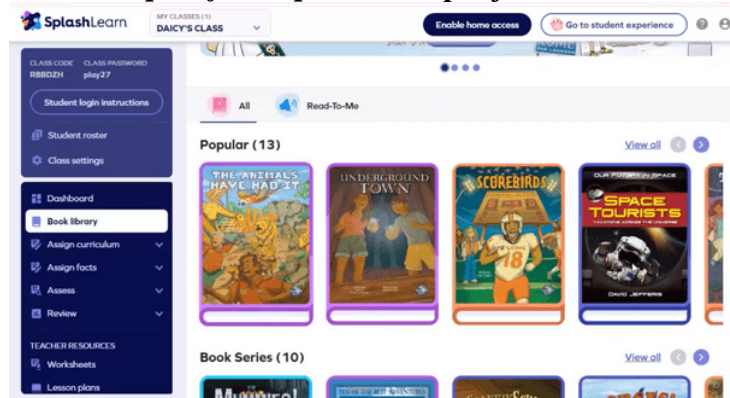
- ✓ **Splashlearn** – It is a platform that provides you a lot of kind of books, it is too easy to use and get a variety of material that you consider useful for your class.

You don't need to pay.

It is available offline and online.

Image 3

Theme: Example of the Splashlearn platform's content.

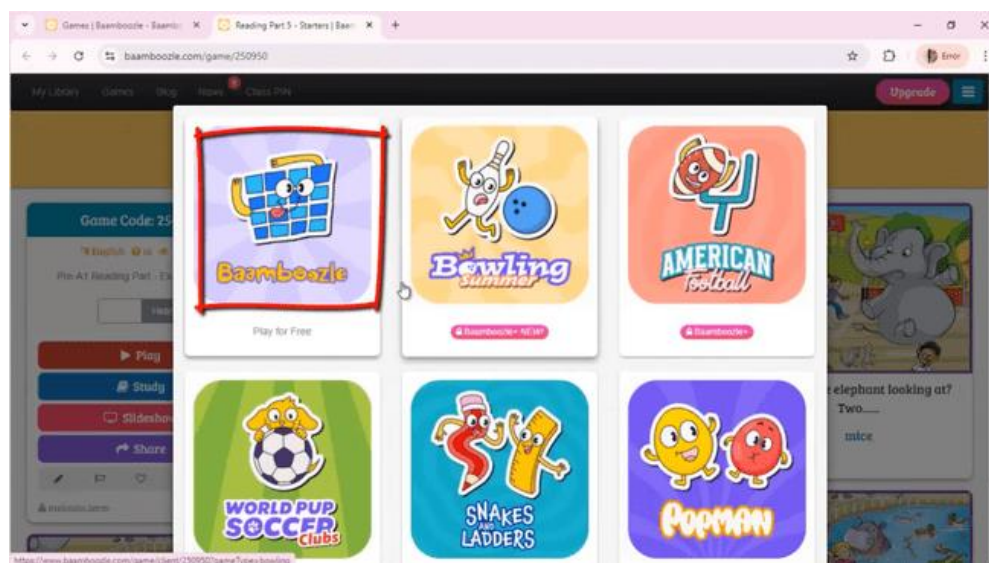


Note: Screenshot of the content that this platform offers in order to improve the reading skills (Recalde, 2024).

- ✓ **Baamboozle-** It is a platform that allows you to find different activities focused on reading and the correct use of elements which facilitates you a better understanding. Also, this platform use a ludic method and engage to work in teams, which involves a competitive factor that motivate students to participate.

Image 4

Theme: Example of the Baamboozle platform's content.



Note: Screenshot of the content that this platform offers in order to improve the reading skills (Recalde, 2024).

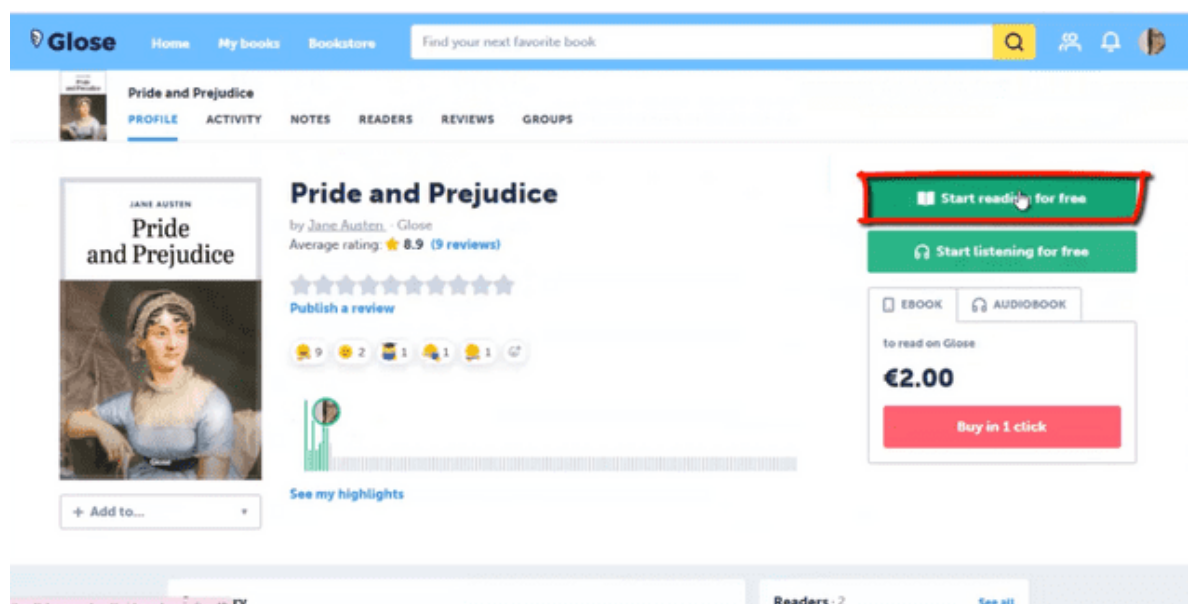
- ✓ **Glose**- It is an extra platform and it is similar to Splashlearn. Glose shares you a lot of books of any kind of topic. You just put the name of the book that you need and you can get it instantaneously.

You don't need to pay.

It is available online.

Image 5

Theme: Example of the Glose platform's content.



Note: Image 5, screenshot of the content that this platform offers in order to promote the Reading skills (Recalde, 2024).

- **Writing:**

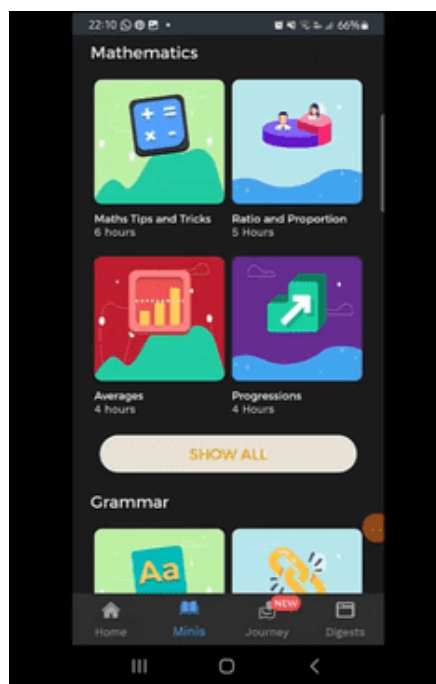
- ✓ **Improve English-Vocab, grammar** – It is an app that allows you to find different and enjoyable activities focused on writing and the correct use of grammar which facilitates you a better understanding. Also, this app use an effective method to work and win point, which involves a competitive factor that motivate people to learn while enjoy it.

You don't need to pay.

You can use it online and offline.

Image 6

Theme: Example of the Knudge.me app's content.



Note: Screenshot of the content that this app offers in order to promote the writing skills (Recalde, 2024).

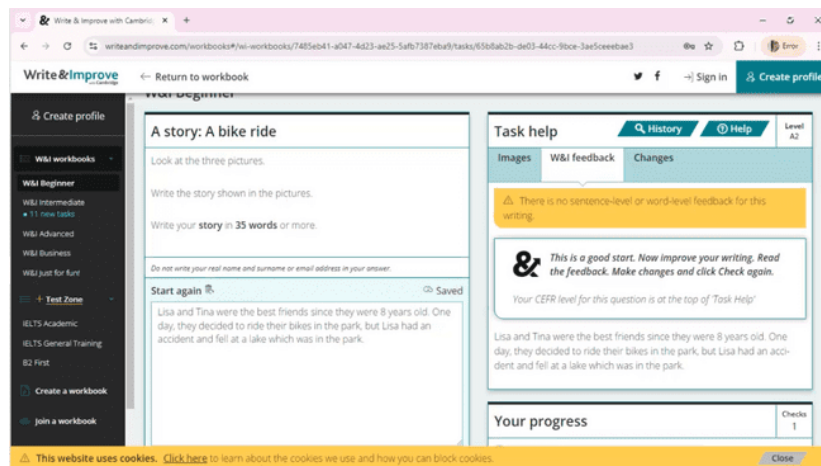
- ✓ **Write and Improve with Cambridge** – This is a platform created by Cambridge where you can find different activities related to writing with a variety of topics. Also, you can use this platform to learn others things related to English skills..

It is free.

It works online.

Image 7

Theme: Example of the Write and Improve platform's content.



Note: Image 7, screenshot of the content that this platform offers in order to promote the writing skills (Recalde, 2024).

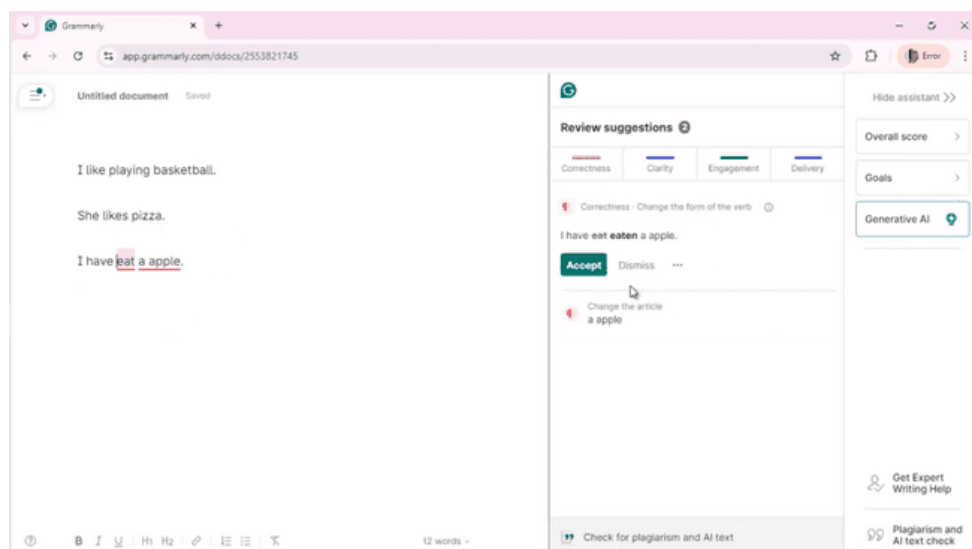
- ✓ **Grammarly** – It is an app that allows you to learn the correct use of grammar and improve your writing. Also, you can download it in your computer or cellphone and use offline, this app will have access to Word, Excel, and others applications to help you in your writing skills.

It's is free.

You can use it online and offline.

Image 8

Theme: Example of the Grammarly platform's content.



Note: Screenshot of the content that this platform offers in order to promote the writing skills (Recalde, 2024).

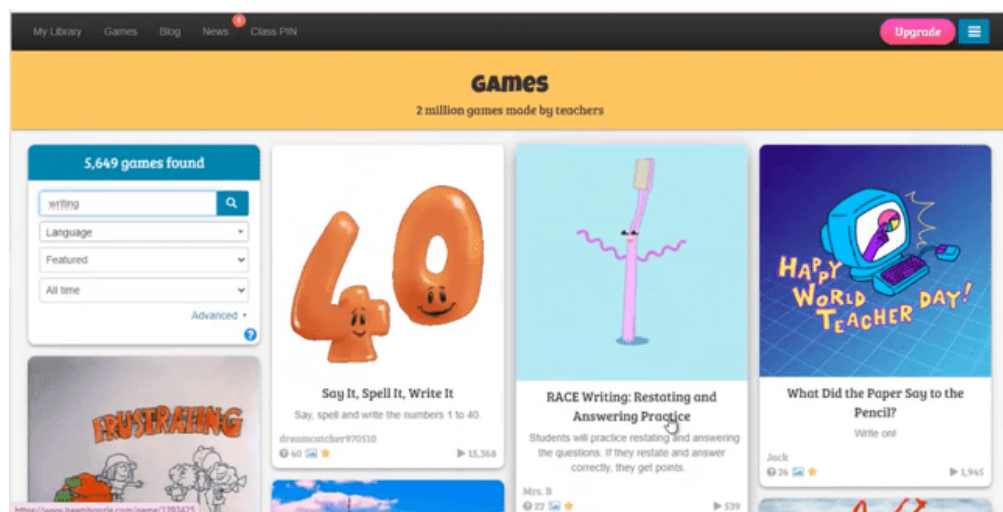
- ✓ **Baamboozle** - It is a platform that allows you to find different activities focused on writing and the correct use of grammar. Also, this platform use a ludic method and engage to work in teams, which involves a competitive factor that motivate students to participate. You can apply it in the class and it works excellent.

It's free and you can pay to get other activities and games.

It works online.

Image 9

Theme: Example of the Baamboozle platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Writing skills (Recalde, 2024).

- **Listening:**
- ✓ **Google podcast** – This is a google platform where you can find different podcast with a variety of topics. Also, you can download whatever you want and add podcast at your personal playlist.

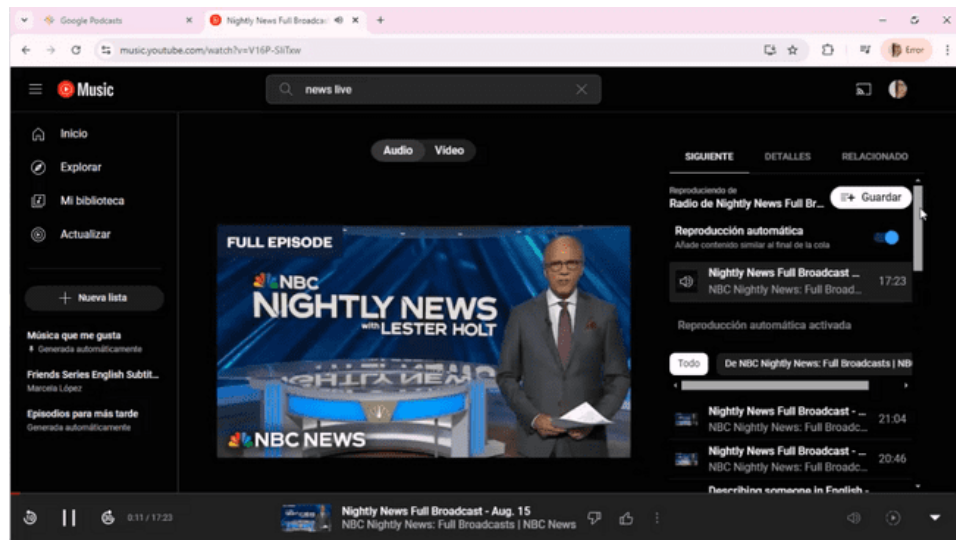
You don't need to pay for it.

It works online.

If you downloaded a podcast, you can listen to it offline.

Image 10

Theme: Example of the Google Podcast platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Listening skills (Recalde, 2024).

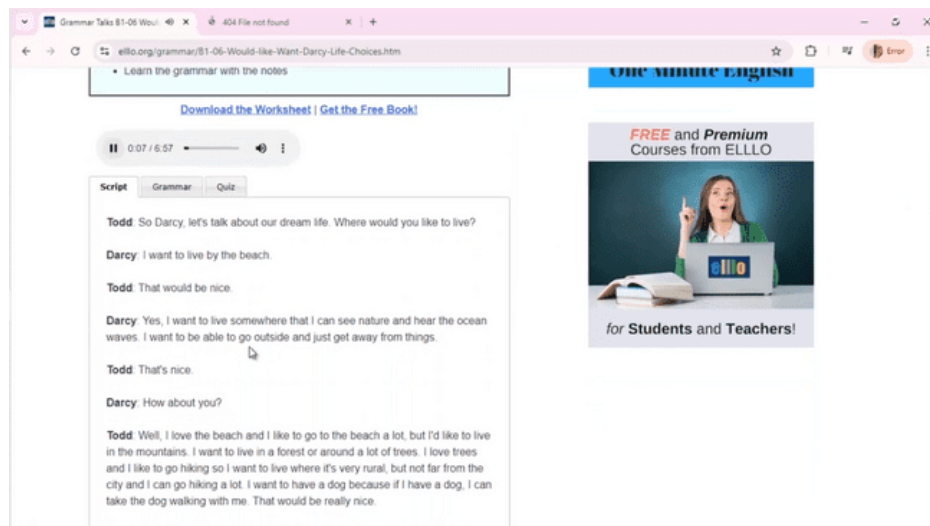
- ✓ **ELLLO** – This is a platform where you can find different activities and materials with a variety of topics. Also, you can use it in the classroom and share fun resources with students.

It's free.

It works online.

Image 11

Theme: Example of the ELLLO platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Listening skills (Recalde, 2024).

- ✓ **esleschool** – This is platform where you can find different activities with a variety of topics, which are able to engage in classroom experiences. Also, you can select your level and improve your listening skills each day. Finally, this platform use a vocabulary according to your level in English.

It is free.

It works online.

Image 12

Theme: Example of the ESLeschool platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Listening skills (Recalde, 2024).

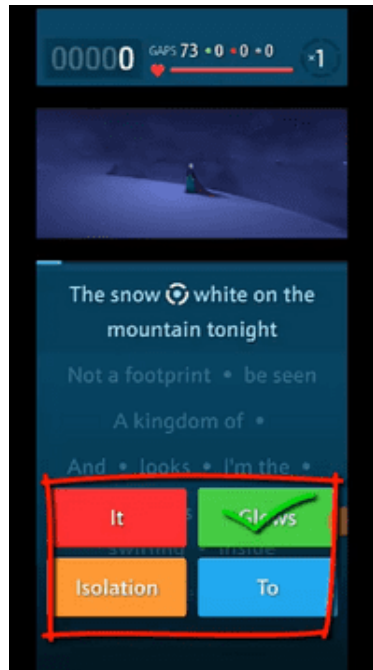
- ✓ **Lingoclip** - This is an app very easy to use where you can improve your listening skills through fun, just play a song and enjoy testing your listening comprehension by filling gaps in the song lyrics as fast as you can! It helps you to train your brain to recognize words and sounds of the English language. This app can be downloaded on your cellphone and used offline or online on your computer.

It's free.

It works online and offline.

Image 13

Theme: Example of the Lingoclip app's content.



Note: Screenshot of the content that this app offers in order to promote the Listening skills (Recalde, 2024).

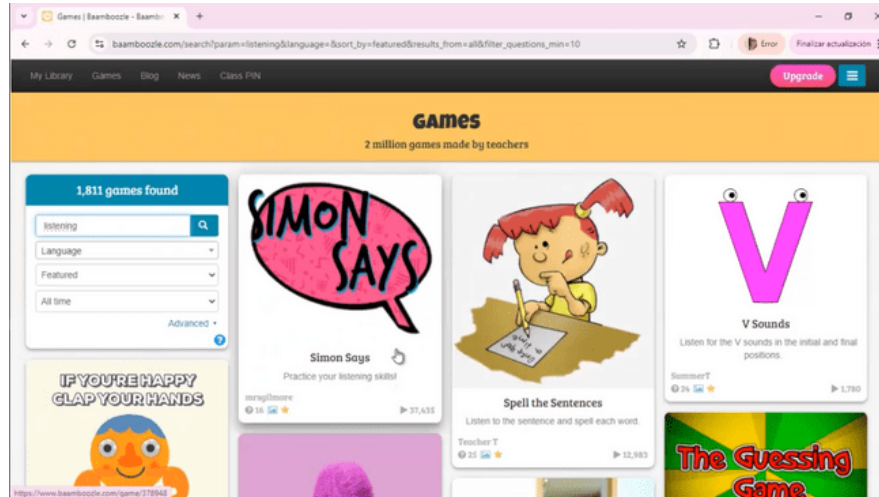
- ✓ **Baamboozle** - It is a platform that allows you to find different activities focused on listening skills. Also, this platform uses a ludic method and engages to work in teams, which involves a competitive factor that motivates students to participate. You can apply it in the class and it works excellent.

It's free but you can pay to get more activities and games.

It works online.

Image 14

Theme: Example of the Baamboozle platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Listening skills (Recalde, 2024).

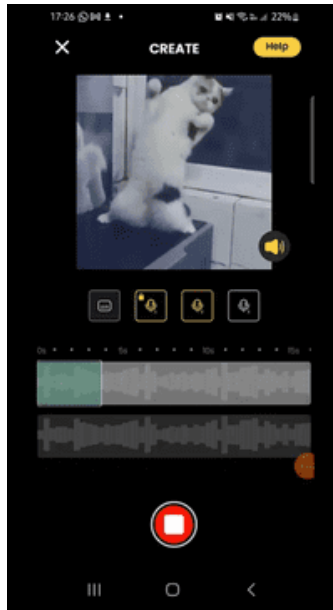
- **Speaking:**
 - ✓ **Madlipz** – This is an app very easy to use where you can improve your speaking skills through fun, just choose a clip and enjoy giving a voice to any character. It is an app to dubbing and create funny and hilarious videos. It helps you to improve your attitude at the moment to speak in English language. This app can be downloaded in your cellphone and when you have created a video, the link can be shared.

It's free.

It works online.

Image 15

Theme: Example of the Madlipz app's content.



Note: Screenshot of the content that the app offers in order to promote the Speaking skills (Recalde, 2024).

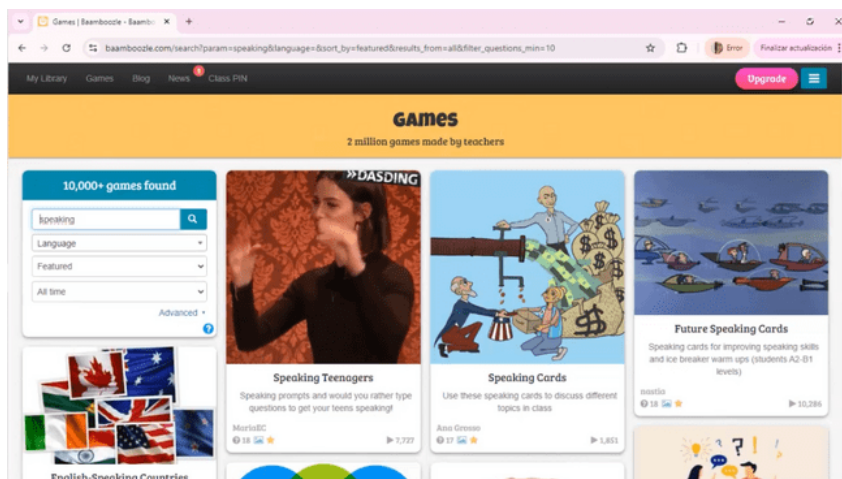
- ✓ **Baamboozle** – It is a platform that allows you to find different activities focused on speaking and the correct use of grammar through games. Also, this platform use a ludic method and engage to work in teams, which involves a competitive factor that motivate students to participate. You can apply it in the class and it works excellent.

It's free but you can pay to get more activities and games.

It works online.

Image 16

Theme: Example of the Baamboozle platform's content.



Note: Screenshot of the content that this platform offers in order to promote the Speaking skills (Recalde, 2024).

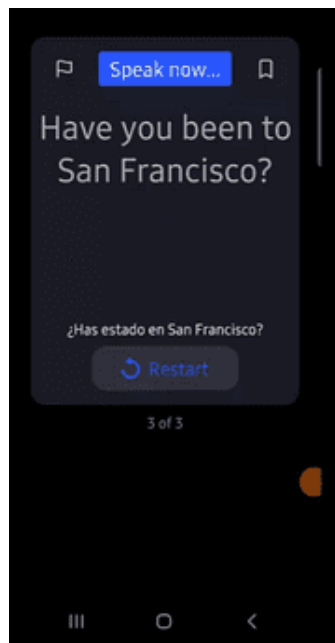
- ✓ **Speak Language Learning** – This is an app very easy to use where you can improve your speaking skills through videos, just play a video and you can find a person who help you to speak in a correct. It is an app to increase your correct pronunciation and learn useful expressions. This app can be downloaded in your cellphone and complete tasks each day.

It's free but you can pay to get more activities and games.

It works online.

Image 17

Theme. Example of the Speak Language Learning app's content.



Note: Screenshot of the content that this app offers in order to promote the Speaking skills (Recalde, 2024).

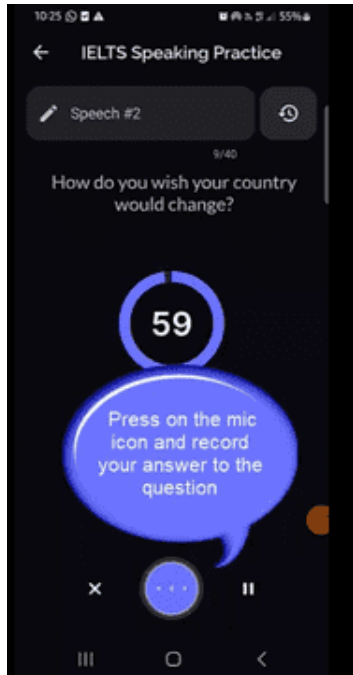
- ✓ **English Speaking App - Stimuler** - This is an app where you can improve your speaking skills through establishing a conversation with an IA; just start say whatever you want and the robot are going answer you. It is an app to increase your vocabulary and learn useful expressions. This app can be downloaded in your cellphone.

It is free.

It works online and offline.

Image 18

Theme: Example of the English Speaking Stimuler app's content.



Note: screenshot of the content that this app offers in order to promote the Speaking skills (Recalde, 2024).

7. CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions

Upon the culmination of the “How to apply open source resources” research investigation, the subsequent conclusions and recommendations were formulated:

1. In the context of globalization, where technology plays a pivotal role in the teaching-learning process, it's essential to enhance the requisite skills –namely reading, writing, listening, and speaking- for acquiring a new language, specifically English. Consequently, the bibliographic information examined throughout the research has provided an extensive array of insights regarding the implementation of technological tools in the realm of foreign language education.
2. The bibliographic study has revealed a significant change in how young students are increasingly inclined to pursue innovative and technology-driven methods in their ESL education. Therefore, educators have to integrate on and offline tools that enhance student engagement and create a more vibrant and interactive classroom atmosphere.
3. Through the implementation of research methodologies (such as surveys), it has been determined that both students and educators possess a moderate level of proficiency in the utilization and application of technological tools within the English Language Teaching and learning process. Therefore, it's imperative to conduct comprehensive outreach and training for all participants involved in this research project, including students, educators, and administrators.
4. After of an important analysis with the obtained data, a strong interest and motivation to use technological tools in a playful manner is shown by students,

who are eager to engage with these resources, increasing their enthusiasm for English learning when technology is included in their education. Educators can boost student engagement and foster a more dynamic approach to learning English, ultimately improving educational outcomes in rural areas.

5. Digitalization in the contemporary era necessitates a synergy among students, educators, and technology regarding the understanding and application of apps, software, and websites that stimulate motivation for learning the English language. Therefore, the implementation of the technological tools proposed in this research project is expected to enhance the skills and competencies essential for acquiring a new language.
6. It's imperative to enhance our educational systems with content that is both efficient and effective, thereby advancing the learning experiences for educators and students alike. To achieve this, we propose a meticulously curated list of applications and platforms, some of which function both online and offline. These tools are intended for integration into English language instruction and, potentially, across other disciplines within educational institutions.

7.2 Recommendations

1. After a thorough analysis and examination of the bibliographic information regarding the use and application of technological tools in the Teaching and learning process, it's advisable to identify and select the most pertinent tools that will engage both students and educators, thereby facilitating the delivery of classes in an effective manner.

2. To garner a comprehensive array of information, it is advisable to compile a diverse bibliography encompassing local, national, international, and global resources. This approach facilitates the development of a nuanced understanding of how the issue manifests within society, enabling the identification of both disparities and commonalities. Such a foundation allows for a more thorough analysis of the problem and paves the way for devising a more adaptable and effective solution.
3. Regarding the analysis and application of research instruments, it is crucial to employ a diverse array of evaluative tools, such as focus groups, checklist, observational methods, and so on, to obtain comprehensive quantitative and qualitative data. This multifaceted approach will facilitate a deeper understanding of efficacy and impact of these research instruments.
4. It is both necessary and important to engage a well-trained person when designing any research instrument intended for application. Additionally, securing the requisite approvals prior to implementation is crucial. Researchers should explore all available avenues to ensure a robust foundation for the study, thereby enhancing the utility of the data collected in identifying potential solutions.
5. Upon the realization of the research, it is advisable to disseminate findings and provide training for all stakeholders engaged in this study. This initiative will ensure that the application of technological tools within the English Language teaching-learning process effectively motivates students to embrace a new language from an early age.
6. The proposal to be presented should contribute in a positive and meaningful way to the educational community. This research is focused directly on improving English language skills and motivating students with technology. Based on this

concept, a proposal is developed that will have an impact on the public that will benefit from it, so do not forget to have a clear idea of what you want to get with all the study conducted.

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9. CERTIFICATION ANTIPLAQUE

10. ANNEXES

12.1 SOLICITUDE TO INSTITUTION

Ibarra, 22 de Enero de 2024

Mgs.

Richard Fernando Capelo Gordillo

RECTOR DE LA UNIDAD EDUCATIVA “RUMIPAMBA”

Presente:

De mi consideración:

Reciba un atento y cordial saludo a la vez auguro éxitos en las funciones que Ud. desempeña al frente de tan prestigiosa Institución.

El motivo del presente es solicitar, me permita hacer el trabajo de investigación de mi tesis desde el 3er a 8vo año EGB, con el tema: **HOW TO APPLY EFL OPEN SOURCE RESOURCES IN RURAL INSTITUTIONS WITH YOUNG LEARNERS?** El mismo que ira en beneficio de la Asignatura de Inglés, apoyando así a los estudiantes de la Institución que Usted dirige.

Segura de contar con su aprobación, anticipo mi sincero agradecimiento.

Atentamente;

Srta. Daicy Dayana Recalde Muenala

Estudiante de la PUCE-SI – Pedagogía en los Idiomas Nacionales y Extranjeros

Cl. 100474664-8

12.2 SURVEY'S FORMAT

ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA “RUMIPAMBA” SOBRE “¿CÓMO APLICAR RECURSOS DE CÓDIGO ABIERTO EN EFL (Inglés como Lengua Extranjera) EN LAS INSTITUCIONES RURALES CON JÓVENES ESTUDIANTES?”

-
- **Objetivo:** La presente encuesta está dirigida a los estudiantes de Básica Elemental de la Unidad Educativa “Rumipamba” con la finalidad de conocer el uso y aplicación de la tecnología en el área de inglés en las aulas.
 - **Instrucciones:**

- ✓ Marque con una “x” la respuesta seleccionada de acuerdo a su criterio personal.
 - ✓ Procure tener sinceridad y honestidad en sus respuestas.
-

1. ¿Conoce usted la definición de “tecnología en el proceso de enseñanza y aprendizaje”?

Si

No

2. ¿Tiene usted conocimiento sobre herramientas tecnológicas en la Educación?

Si

No

3. ¿Cree usted que la aplicación de la tecnología en las aulas dará un mejor entendimiento en sus clases de inglés?

Mucho

Medianamente

Poco

4. ¿Conoce usted si en su institución educativa utilizan herramientas tecnológicas para el aprendizaje del idioma inglés?

Si

No

5. ¿Utiliza su profesor de inglés herramientas tecnológicas en clases?

Si

No

6. ¿Realiza usted en clases actividades innovadoras usando tecnología para el mejoramiento del aprendizaje del idioma inglés?

Si

No

7. De las siguientes herramientas tecnológicas, escoja las que usted conoce:

Kahoot

Moodle

Word

Wordwall

Excel

Baamboozle

YouTube

PowerPoint

Prezi

Canva

8. **¿Le gustaría utilizar las herramientas tecnológicas antes mencionadas para mejorar el aprendizaje del idioma inglés? Si su respuesta es afirmativa, describa cuál.**

9. **¿Estaría dispuesto a trabajar activamente en las clases de inglés utilizando las herramientas tecnológicas antes mencionadas?**

Si

No

10. **¿En sus actividades diarias le gustaría emplear la plataforma educativa Baamboozle para realizar actividades lúdicas en inglés?**

Si

No

¡GRACIAS POR SUS RESPUESTAS!