

Digital educational platform in English proficiency for the Basic Education School Dr. Herman B Parker of the San Vicente Commune



Plataforma educativa digital en suficiencia de inglés para la Escuela de Educación Básica Dr. Herman B Parker de la Comuna San Vicente

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Abstract

The main objective of this research work was to determine the development of English language proficiency level A1 in the teaching-learning process in the students of the Dr. Herman Parker School of Basic Education, through studies for the application of a digital educational platform in the subject of English, which will allow the teacher to generate interactive learning processes. For this purpose, a study was carried out under a non-experimental, transactional and descriptive design, in which the hypothetical-deductive method was used in the analysis of the information. In the results, information was obtained from the teachers and students of the fifth year of EGB of the Educational Institution, whose analysis was carried out using statistical tables as well as bar diagrams that represented the percentage of each statement, all of this so that an analysis of each of the statements could be carried out. With this, it was possible to contribute to the possible feasibility of the Schoology platform for English language teaching and how it can facilitate the

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development of learning activities, strengthening autonomous, team and collaborative learning.

Keywords: Platform - LMS Schoology - Teaching - Learning - Sufficiency

Resumen

El presente Trabajo de Investigación, tuvo como objetivo principal, determinar el desarrollo de la suficiencia del idioma inglés nivel A1 en el proceso de enseñanza-aprendizaje en los estudiantes de la Escuela de Educación Básica Dr. Herman Parker, a través de estudios para la aplicación de una plataforma educativa digital en la asignatura de inglés, la cual permitirá al docente, generar procesos de aprendizaje interactivos. Para ello, se hizo un estudio bajo un diseño no experimental, transaccional y de carácter descriptivo, en el cual, se empleó el método hipotético-deductivo en el análisis de la información. En los resultados, se consiguió información de los docentes y estudiantes de quinto año de EGB de la Institución Educativa, cuyo análisis se realizó mediante tablas estadísticas además de diagramas de barras que representaron el porcentaje de cada enunciado, todo esto para que se pudiera llevar a cabo un análisis de cada uno de los enunciados. Con ello, fue posible contribuir la posible factibilidad que posee la plataforma Schoology para la enseñanza del idioma inglés y como esta puede facilitar el desarrollo de las actividades de aprendizaje, fortaleciendo el aprendizaje autónomo, en equipo y colaborativo.

Palabras clave: Plataforma - LMS Schoology - Enseñanza – Aprendizaje – Suficiencia

Introduction

The competences and proficiency of English, at present, are factors of development and of great importance for the possibilities of growth and development of the human being. We live in a globalised world, in which the processes of work management, study, commercial exchange and social interaction, in general, demand from people a second language, which allows them to be competent and competitive in their professional performance, as well as providing them with guarantees of interpersonal communication with individuals from other latitudes.

Thus, the English language has become an academic necessity in recent times, especially for young people, since it allows them a

greater opening to the labour and professional field. For this reason, it is essential that students in their basic teaching and learning process achieve mastery of the language skills that will lead to optimum performance in their Baccalaureate education as well as in their future career in Higher Education and, subsequently, in their professional performance. In this context, English as a language enables communication processes between groups, which are essential for people to be able to communicate in a globalised world, and this will help them to satisfy their needs, whether in terms of work or study.

How will the implementation of the digital educational platform Schoology influence the development of the A1 level of the English language in the students of Secondary Basic Education of the Basic Education School Dr. Herman B Parker of the San Vicente Commune?

It is systematised with the following subproblems that intervene in the implementation of a digital educational platform:

- In what way will the use of the Schoology platform reinforce the educational process in the teaching of the English language in the basic education school?
- Will the students of the educational institution be able to adequately use a digital educational platform for English language teaching and achieve A1 level?
- What will be the possible advantages of knowing all the resources that LMS Schoology has incorporated?

To analyse the feasibility of the application of the Schoology platform for the development of Level A1 of the English language in the teaching-learning process of the students of Educación Básica Media of the Escuela de Educación Básica Dr. Herman B Parker of the Comuna San Vicente in the Cantón Santa Elena, in the province of Santa Elena, Ecuador.

To develop a bibliographic and web-graphic exploration of experiences in the implementation of the digital educational platform LMS Schoology, through the search for articles and texts concerning the subject, which will allow the formation of a scientific theoretical foundation in the analysis of the feasibility of technological resources.

To diagnose the need for the implementation of a digital educational platform in the subject of English, by consulting part of the Educational Community (Authority, Teachers and Students) in the

teaching-learning process of the Virtual Pedagogical Accompaniments.

Validate the impact of the educational platform, through empirical information with the opinion of the teachers in the area of English, to know the adequacy and relevance it has in the teaching of the A1 level of the English language in Public Educational Institutions.

The main purpose of the implementation of a digital educational platform is to provide teachers with a new alternative for teaching English, based on the use of technology, motivating them to use virtual tools to carry out classroom activities. In the same way, new methodological alternatives are incorporated that contemplate educational principles for an adequate management of institutional educational resources, being effective, efficient and effective with the educational service offered to primary school students.

It provides important resources so that a correlational research project design can be properly developed and presented, based on the use of free and open source interactive educational resources, offering fundamental parameters and tools when planning new and innovative proposals. This work will serve as a tool for teachers, so that they can improve and innovate their didactic teaching of English, while at the same time they can see effective results in the teaching and learning process of their students.

The Schoology educational platform (see www.schoology.com) is considered a learning management system (Schoology, 2021), which has emerged as an LMS that is committed to the creation of cloud-based learning networks, offering the necessary tools to manage an online classroom through an interface similar to that of a social network. It has been used more frequently in recent years, although other platforms and virtual learning environments have been released, Schoology provides great advantages and benefits for users to have better and greater access to information. The Schoology platform offers the services of a traditional LMS to manage interactive virtual courses using resources and activities from the programme environment; but it also provides various communication tools and the possibility of integrating external applications and other LMSs (López-Ocando, 2014).

An approach to the behaviour of the use of virtual platforms as a means of teaching reveals a large amount of information that has been generated in recent times. There has been a great deal of research on the advances in face-to-face, blended or distance education, or, as it is better known, online education.

In this sense, the state of the art is a great journey that is made as part of the theoretical foundation on the position of the subject in the scientific sphere, which allows us to know what has been its behaviour over time. In this opportunity, some research and empirical references are presented that serve as support to understand the topic and its possibilities of approach, as well as to complement the theoretical and methodological development of the topic presented in this research, which is oriented to the need for the use of virtual platforms to achieve learning in the subject of English.

Trejo-González, (2018) in his research article published for the Mexican journal VERBUM ET LINGUA, investigated on the digital platforms Learning Management System (LMS), in which he proposed to expand the possibilities of offering didactics in terms of technologies for the teaching of teachers, specifically in the use of LMS and their possibilities of integration in teaching under a virtual modality.

Vargas-Hernández, (2018) in her research entitled "Use of the Schoology Platform for the Development of the Written Ability of the English Language" set out to develop the written skills of the English language in a group of eight 5th grade students, aged between 10 and 12 years old. A Likert scale type questionnaire was applied to them, in which they were asked questions about the development of skills in the management of the learning management system provided by the Schoology platform.

Anchundia-Bajaña, (2017) in her research entitled "Schoology educational platform and its contribution to the academic performance of students in the third year of high school at the "Eugenio Espejo" replica educational unit, Babahoyo canton, Los Ríos province" (2017), presented as a Bachelor's Thesis to the University of Babahoyo, generates interesting field information in the Ecuadorian context, which constitutes a valuable contribution on an experience, set in motion, in terms of the implementation of the Schoology virtual platform in high school students.

In relation to the studies carried out in the province of Santa Elena, only one study was identified, carried out by a researcher from the University of the Armed Forces of Ecuador, Puma-Chadán (2017), who published his article in the journal Vínculos, entitled "The English language in the marginal urban areas of Ecuador", This article is part of a project of linking with society, in which he makes a diagnosis of several provinces of the Ecuadorian region on the extent to which students have English proficiency, with a view to

providing reinforcement workshops that allow better performance and also achieve better language learning.

In the study, it was observed that there are many difficulties that students face when learning a new language in the province of Santa Elena in order to improve their performance in English proficiency. These difficulties focus on the lack of real opportunities to learn this language, there is a shortage of teachers, and those who are there do not have strategies and tools that allow them to innovate or generate a greater impact on their teaching and learning processes. Finally, he indicated that in Santa Elena there are educational institutions in the parish of San José de Ancón, which are supported by the local government, and diagnoses have been made about the needs that exist in relation to teachers trained in areas such as English so that they can meet the demand in the province, as there are many difficulties that exist, and it has not been possible to teach such a large demand.

It is important to point out that once the scientific research on the topic addressed here was traced, it was found that there have been few studies in Ecuador, at least in the field of education, and they are more associated with field research reports on the use of new educational technology, and very few have been published in indexed journals.

To analyse the feasibility of the application of the LMS Schoology platform for the development of Level A1 of the English language in the teaching-learning process of the students of Secondary Basic Education of the Basic Education School Dr. Herman B Parker of the San Vicente Commune in the Canton of Santa Elena, in the province of Santa Elena, Ecuador.

Materials and methods

The present investigation was carried out through the application of a non-experimental transactional or transversal design, that is to say that the information was collected at a single moment in order to be able to analyse the incidence between the variables. Thus, the aim was to determine the level of English language proficiency of fifth year EGB students at the Dr. Herman Parker School of Basic Education.

In relation to the type, a descriptive research is assumed, being one in which it is studied how the variables of a research are related to each other (Boru, 2018). This research is taken because of the need to present a picture of the state of the variables in relation to the chosen population.

In consideration of the type of basic research, we worked with a descriptive level, or also, called descriptive studies, which Fuentes-Doria, Toscano-Hernández, Malvaceda-Espinoza, Ballesteros, and Pertuz (2020) indicate that "In descriptive research, an observable situation or phenomenon is described and possible conditions that respond to the problem studied are proposed, according to verifiable information." (p. 57)

In this sense, the main characteristic of this type of research is that the elements or aspects of the phenomenon or fact studied are detailed. Under these clarifications, the study to be implemented is descriptive, because, once the information provided by parents, teachers and school authorities was obtained, aspects that they mentioned as having a direct relationship with the variables under investigation were described.

The sample, according to Fuentes-Doria, Toscano-Hernández, Malvaceda-Espinoza, Ballesteros, and Pertuz (2020) "the sample is a portion or subset of the population that the researcher selects as units or elements for the study in order to obtain reliable and representative information" (p. 63).

In relation to the sample, it can be indicated that, due to the fact that the selected population represents a very small number of people, it was not necessary to apply a mathematical formula to determine the exact size of the sample, so the number of people for both the population and the sample was 86 people.

The sample size for the study:

DESCRIPTION QUANTITY

5th year students 80

Teachers of the institution 5

Principal of the institution 1

TOTAL 86

The survey is a research instrument that consists of obtaining information from people through the use of questionnaires designed

in advance to obtain specific information (Martínez-Ruiz, 2012, p. 157). This survey required the development of a questionnaire of questions, which was sent to the subjects under investigation, in this case, the parents of the fifth year students and the teachers.

In this sense, the survey was chosen as a suitable technique to be applied to a number of people. This technique was selected for the convenience that it allows to present it to the person and to answer it with total tranquillity and freedom, according to his or her criteria. In the case of this study: due to the health problem in the country, the instrument was designed using Google Forms.

It should be noted that two questionnaires were developed with different statements for each population group. These were sent through the web, and were answered by the representatives and teachers in a short period of time of three to four days, which were returned and the answers were generated automatically.

The interview was the second technique selected to collect information in the study. The interview consists of questioning, with the help of a guide, a person to obtain information, which is recorded by the researcher. It can be group, open or closed (Martínez-Ruiz, 2012, p. 157). The individual interview was used for the study.

It is another technique used to complement the information, which is of a qualitative interpretative order, as it seeks to know the opinion or perception of one or more people about a fact, object or event, the point of applying it is to obtain information different from that collected in the survey and with a greater level of depth and interpretation of the subject being interviewed, which must be a person with full knowledge and information on the subject under investigation.

The interview was applied to the authority of the school, that is, to a single person, and a semi-structured script of generative questions was used as an instrument, in which the headmistress responded openly to the questions.

Results

The process of carrying out the surveys during the course of data collection did not run into any problems, since the research instruments were applied virtually in time slots that did not interfere with the academic activities of any member of the population of the Dr. Herman B Parker Basic Education School in the San Vicente Commune.

After a few days, the respective surveys began to be applied to fifth year EGB students and teachers of the Educational Institution by means of an online Google format, which was sent to the groups in question. In this way, the survey stages were completed and the results obtained from the different questions were tabulated.

With the information obtained through the surveys, we proceeded to use the Google Form programme to design the statistical tables by means of the reports, bar diagrams were drawn up, in order to then carry out the analysis and interpretation of results, information that will allow us to specify the description of the research.

The interview carried out allowed us to identify that the Dr. Herman B Parker Basic Education School in the San Vicente Commune is using Microsoft Teams as a pedagogical tool granted by the Ministry of Education, in addition, the activities to be carried out by the students are sent to WhatsApp; nevertheless, the director affirms the need that the institution has for new platforms for the use of the students.

Discussion

The digital educational platform Schoology, during recent times, has been incorporated with great force in the teaching and learning process of children, especially, due to the latest health circumstances, which have generated an educational process oriented under virtual teaching modalities. In this sense, this technology is understood as a system for managing children's learning, which has great benefits, as it is free and easy to access on the web. In addition, it has tools that help teachers to make their educational practice more dynamic.

With regard to teachers' knowledge of this platform, few teachers know how the platform works, as well as its main tools for learning, as only 40% of those consulted know about it, while 60% said they did not know about it. It was interpreted in the results that this lack of knowledge may be related to the time in which the platform has been introduced, given that these tools have been introduced since the end of 2020, which allows us to infer that teachers have had little time to prepare themselves to use it and, above all, to learn about it.

From these analyses, it is clear that in the sector of the province of Santa Elena there are great logistical difficulties that can be a barrier to the implementation of this type of project. These difficulties are associated with several specific aspects:

- There is a need for a better Internet connection in the Educational Institution.
- There is a lack of training and education for teachers in the use of technological tools and applications that can be applied to online teaching.
- There are no specialist teachers in the area of English to meet the demand of students in the province.
- There is a need for logistical support and the development and implementation of projects by educational and governmental bodies to promote the potential of online teaching in these sectors.

If these needs are met and the difficulties are solved, the implementation of this digital educational platform as part of a local project in the educational institutions of the Province of Santa Elena would be possible.

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