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The impact of online learning platform in the English teaching -learning process

El impacto de la plataforma de aprendizaje en línea en el proceso de enseñanza-aprendizaje del inglés

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Abstract

The research examines the impact of online learning platforms on English language teaching, exploring their influence on student-teacher interaction, personalized learning, and associated challenges. Adopting a qualitative approach, interviews were conducted with teachers and students, in addition to the observation of online resources. Teachers revealed a dichotomy in their perceptions, highlighting benefits such as flexibility and challenges such as the lack of face-to-face interaction. Students valued interactivity but expressed concerns about emotional connection. The diversity of online materials was observed, emphasizing the need to address challenges in quality and relevance. The findings highlight diversity in platform adoption and the importance of emotional connection. Continuous teacher training programs are recommended, as well as the establishment of rigorous content evaluation protocols. This study contributes to a comprehensive understanding of the impact of online learning platforms on English language teaching, offering recommendations for the continuous improvement of these educational tools.

Keywords: platforms, interaction, personalization, adaptation, emotional connection

Resumen

La investigación examina el impacto de las plataformas de aprendizaje en línea en la enseñanza del idioma inglés, explorando su influencia en la interacción entre estudiantes y maestros, el aprendizaje personalizado y los desafíos asociados. Adoptando un enfoque cualitativo, se realizaron entrevistas a profesores y estudiantes, además de la observación de recursos en línea. Los docentes revelaron una dicotomía en sus percepciones, destacando beneficios como la flexibilidad y desafíos como la falta de interacción cara a cara. Los estudiantes valoraron la interactividad pero expresaron preocupaciones sobre la conexión emocional. Se observó la diversidad de materiales en línea, enfatizando la necesidad de abordar desafíos en calidad y relevancia. Los hallazgos resaltan la diversidad en la adopción de plataformas y la importancia de la conexión emocional. Se recomiendan programas de formación continua del profesorado, así como el establecimiento de protocolos rigurosos de evaluación de contenidos. Este estudio contribuye a una comprensión integral del impacto de las plataformas de aprendizaje en línea en la enseñanza del idioma inglés, ofreciendo recomendaciones para la mejora continua de estas herramientas educativas.

Palabras clave: plataformas, interacción, personalización, adaptación, conexión emocional

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INTRODUCTION

In the contemporary digital era, education has undergone a significant transformation with the emergence of online learning platforms. This shift has been particularly notable in language teaching, where emerging technologies have opened new opportunities for language skill acquisition. In this context, the present study focuses on exploring the impact of online learning platforms on English language teaching, examining how these tools have modified traditional paradigms and influenced students' learning experiences (Aguilar, 2018).

Globalization and the interconnection of cultures have raised the importance of English as a lingua franca. In response to this growing demand, online learning platforms have emerged as a viable alternative to provide access to English education to a diverse and global audience. This study aims to analyze how these platforms have impacted not only accessibility but also the quality and effectiveness of English teaching (Freire et al., 2022).

This paper also seeks to explore the advantages and challenges associated with the use of online learning platforms in English teaching. How do these technologies affect the interaction between students and teachers? What opportunities do they offer for personalized learning and adaptation to various learning styles? What are the inherent challenges, such as the lack of face-to-face interaction and authentic assessment of student progress?

In addition, the pedagogical impact of these platforms will be examined, considering their influence on motivation, engagement, and the development of communication skills in English. Likewise, it will explore how emerging technologies, such as artificial intelligence and machine learning, have contributed to the continuous improvement of these platforms and have affected the quality of content and feedback provided.

The evolution of online learning platforms has revolutionized English teaching, presenting both innovative opportunities and significant challenges. This shift to virtual environments raises fundamental questions about how these technologies impact the interaction between students and teachers, as well as traditional methods of assessing student progress (Aguilar, 2018).

The central objective of this research is to analyze in depth the impact of online learning platforms on English teaching, focusing on the following dimensions: evaluate how online learning platforms have modified the dynamics of interaction between student-teacher interaction in the context of English teaching (Matamala, 2015).

In the context of this research, it is essential to start the process by conceptualizing the key variables that will guide the study. First, it addresses the concept of Online Learning Platforms, which encompass virtual environments and digital tools designed to facilitate the teaching and learning of English through the internet. This term encompasses various educational platforms, applications, software, and online resources that not only provide educational content but also offer interactive activities and communication tools. It is important to highlight that these platforms represent an essential component in the research, serving as a fundamental means for exploring the impact on English teaching (Guano et al., 2021).

Continuing with the conceptualization of variables, we proceed to address the central variable of the research: the English Teaching. This concept refers to the pedagogical process aimed at imparting knowledge and skills in the English language. This educational process encompasses various aspects, from grammar and vocabulary to listening comprehension, oral, and written expression. It is essential to recognize the different dimensions of teaching, whether as a foreign language (EFL) or second language (ESL), considering the variety of educational contexts in which it is applied (Clemente, 2022).

Finally, the key variable to consider is Impact. This term refers to the effects, changes, or consequences observed as a result of the implementation and use of online learning platforms in English teaching. Impact indicators can include improvements in academic performance, changes in student engagement, adaptation of pedagogical methodologies, and transformations in the learning experience as a whole. These interrelationships between variables establish the necessary theoretical framework for research, outlining the crucial relationships that will be explored to thoroughly understand the influence of online learning platforms on English teaching (Quevedo y García, 2017).

The Teaching of English is a pedagogical process of great relevance, as it focuses on imparting fundamental knowledge and skills in the English language. This educational process encompasses a variety of aspects that go beyond the simple transmissions of grammar and vocabulary, extending to comprehensive training in essential competencies such as listening comprehension, oral, and written expression (Herrera, 2023).

First, it is vital to explore the teaching of grammar and vocabulary, two fundamental pillars in the learning of any language. Grammar teaching seeks to provide students with the language rules and structures necessary for the correct construction of sentences and text comprehension. On the other hand, vocabulary development involves the acquisition and expansion of words, phrases, and expressions, significantly contributing to communicative fluency (Jadán y Uyaguari, 2022).

However, English teaching goes beyond simple memorization of grammar rules and vocabulary lists. Listening comprehension emerges as an essential dimension, as it involves the ability to understand, and process spoken language. This not only includes the ability to understand native speakers, but also exposure to different accents and speaking speeds, crucial aspects in a globalized world (Virviescas S. D., 2022).

Likewise, oral and written expression are positioned as essential skills in English teaching. The ability to communicate effectively, either orally or in writing, not only reflects language proficiency of the language but also enables students to actively participate in various communicative situations. Oral expression encompasses everything from everyday conversations to formal presentations, while written expression involves the ability to write coherent and persuasive texts (Instituto Cervantes, 2023).

It is crucial to recognize the various dimensions of English teaching in varied educational contexts. The language can be taught as a foreign language (EFL), where students learn the language in an environment where it is not the primary language, or as a second language (ESL), in situations where English is used in daily life. Additionally, English teaching can occur in academic, work, or social contexts, each with its own demands and specific pedagogical approaches (Ullauri et al., 2018).

In the context of the research on the "Impact of online learning platforms on English teaching," it is crucial to consider how these platforms interact with the various dimensions of English teaching. How do online learning platforms affect grammar and vocabulary teaching? Do they facilitate the development of listening comprehension skills? Do they contribute to improving oral and written expression skills? These are fundamental questions that will guide the analysis of interactions between online platforms and English language teaching, leading to a deeper understanding of the impact of these technologies on language skills acquisition (Virgilio, 2020).

METHODOLOGY

This research will take a qualitative approach to explore in detail the experiences and perceptions related to the use of online learning platforms in English teaching. The choice of this design allows for a contextualized and deep understanding of the interactions between the variables of interest (Vizcaino et al., 2023).

In terms of participants, an intentional selection will be made of English teachers who have integrated online platforms into their practices and students who have integrated online platforms into their practices and students who have participated in English courses through these platforms. Diversity in experiences and educational contexts will be sought to obtain a comprehensive perspective.

Data collection will be carried out through various strategies. Semi-structured interviews will be conducted with teachers and students to explore experiences, challenges, and perceptions. In addition, online educational materials will be analyzed to assess the quality of content and its adaptation to various learning styles. Participatory observations in virtual classrooms and the analysis of interactions in forums and platform comments will complement data collection.

Data analysis will be performed inductively, allowing patterns and themes to emerge. Content analysis and thematic coding will be used to identify relevant categories and build a deep understanding of the impact of online learning platforms on English language teaching.

To ensure the quality and validity of qualitative research, rigorous criteria will be applied, including data triangulation, peer review, and data saturation. Methodological transparency and researcher reflexivity will also be considered to ensure the credibility and transferability of the results.

In ethical terms, all relevant protocols will be followed, obtaining the informed consent of the participants and ensuring the confidentiality of collected data. Respect for the rights and dignity of participants will be a priority at all stages of the research.

RESULTS

Within the analysis of the data collected through interviews with English teachers, various perspectives emerged that shed light on the impact of online learning platforms on teaching. A significant finding was the variability in the adaptation and acceptance of these platforms by teachers.

First of all, it was identified that a group of teachers experienced a positive change in the dynamics of their classes by incorporating online platforms. These educators highlighted the flexibility that these tools provide, allowing for the customization of instruction according to student's individual needs and learning styles. The interactivity of the platforms was also noted as a valuable element to encourage student participation and commitment.

In contrast to this positive perception, another group of teachers expressed concerns about the possible loss of face-to-face interaction and the challenge of adapting traditional pedagogical methods to the digital environment. Lack of emotional connection and difficulty authentically assessing student progress were highlighted as significant challenges.

In terms of content, teachers identified both benefits and limitations. The wealth of educational resources available on online platforms was appreciated, allowing for a variety of pedagogical approaches. However, the need to ensure the quality and relevance of the content, as well as adaptation to the different skill levels of students, was also noted.

Training and institutional support also emerged as determining factors in teachers' experience with online platforms. Those who received adequate training and institutional support expressed greater confidence in effectively integrating these tools into their classes.

These preliminary results suggest a diversity of perceptions and experiences among English teachers about online learning platforms. These variations underline the importance of comprehensively approaching the implementation of these technologies, considering not only the technical aspects but also the pedagogical and institutional support aspects. The analysis of this data constitutes a fundamental step to understanding the full picture of the impact of online learning platforms on the teaching of English.

Analysis of data collected from interviews with English teachers revealed a variety of perspectives and experiences related to the impact of online learning platforms on teaching. A common finding was the heterogeneity in teachers' adoption and adaptation of these technologies.

First, a group of teachers expressed a positive perception regarding the incorporation of online learning platforms in their pedagogical practices. They highlighted the flexibility that these tools provide, allowing the adaptation of content and activities according to the specific needs of the students. The interactivity of the platforms was also mentioned as an element that promotes the active participation and commitment of students in the learning process.

In contrast, another group of teachers expressed concerns and challenges associated with the transition to online teaching. They noted the difficulty of maintaining face-to-face interaction, essential for some pedagogical aspects, and expressed concerns about authentically evaluating student progress in a virtual environment. Lack of emotional connection was identified as a significant limitation.

In terms of content, teachers recognized the advantage of accessing a wide range of educational resources on online platforms. However, some expressed concerns about the quality and relevance of these resources, highlighting the importance of carefully selected content to fit educational objectives and the diversity of student skill levels.

Training and institutional support emerged as critical elements that influenced teachers' experience with online platforms. Those who received adequate training and had strong institutional support expressed greater confidence in successfully integrating these tools into their teaching methods.

The analysis of the data collected through the observation of online educational material resources revealed crucial aspects of the quality and adaptability of these materials in the context of teaching English. A significant finding was the diversity of resources available, offering teachers and students a wide range of options for learning.

First of all, it was identified that online learning platforms provide access to a variety of educational content, from written material to interactive and multimedia activities. This diversity of resources allows teachers to personalize their pedagogical approaches and cater to different learning styles. Additionally, the incorporation of multimedia elements, such as videos and audio, enriches the learning experience, providing a more complete exposure to the English language.

However, challenges related to the quality and adequacy of some resources were also observed. Some materials lacked the depth necessary to address grammar and vocabulary issues effectively, while others were at an inappropriate level of difficulty for certain groups of students. This variability in the quality and relevance of content underscores the importance of careful selection and evaluation by teachers.

Another highlight was the adaptability of online educational materials to different skill levels and learning styles. Some platforms offered customization options, allowing teachers to adjust the difficulty

of activities or provide specific learning paths to meet individual student needs. This flexible approach was identified as a positive aspect of the individualization of learning.

In terms of interactivity, it was observed that online resources facilitate active student participation through interactive activities, real-time assessments, and immediate feedback. This interactive dynamic encourages student participation and commitment, contributing to a more dynamic and attractive learning process.

DISCUSSION

From the perspective of teachers, a dichotomy is evident in the perception of the impact of online learning platforms. Some teachers find significant benefits, such as flexibility and personalization of learning, while others point to challenges related to the lack of face-to-face interaction and difficulty authentically assessing student progress. These divergences highlight the importance of considering individual differences in the adoption and adaptation of these technologies by educators (Arcentales, 2019).

Interviews with students offer valuable insight into the online learning experience. The interactivity and flexibility of the platforms stand out, elements that contribute to a more active and attractive participation. However, some students also express concerns about a lack of emotional connection and the need to adapt to a digital environment. Understanding these student experiences adds a layer to the discussion, considering the direct relationship between students' perceptions and the effective impact on English learning (Álvarez, 2017).

Observing online resources provides concrete context for how educational materials are structured and presented. The diversity of resources and their ability to adapt to different skill levels and learning styles are positive aspects identified. However, variability in content quality and relevance is also highlighted as a challenge that must be addressed to maximize the pedagogical impact of these platforms (Abreu et al., 2022).

In line with the results obtained in this research, various authors have addressed the dichotomy in teachers' perceptions regarding the impact of online learning platforms on the teaching of English. However, other authors, such as (Barrera, 2022), have noted the concerns of some teachers about the lack of face-to-face interaction and the difficulties associated with authentic assessment of student progress, highlighting the need for strategies to address these challenges.

Concerning the students' experiences, the interviews revealed a positive perception of the interactivity and flexibility of online platforms. This finding coincides with previous research by (Cedeño and Murillo, 2019), who found that students value the capacity for active participation and the adaptability of digital resources. However, the concerns expressed by some students about the lack of emotional connection and the need to adapt to a digital environment also align with the research of (Bravo et al., 2022) who highlights the importance of addressing emotional aspects in teaching. Online to ensure a complete educational experience.

In terms of observing online resources, the variability in the quality and relevance of the content found in this study reflects the concerns expressed by authors such as (Mera, 2022). These researchers warn about the need for careful selection and evaluation of the resources. online educational materials to ensure their pedagogical effectiveness. Furthermore, attention to the adaptability of resources to different skill levels and learning styles coincides with the principles proposed by (Morales, 2019) who advocate the personalization and diversification of online resources to address the diversity of students. students.

The academic discussion proposed based on these findings aligns with the recommendations of authors such as (Rodríguez et al., 2021), who emphasize the importance of a balanced approach in the implementation of online learning platforms. This approach should recognize and leverage the benefits of flexibility and interactivity, while proactively addressing concerns related to lack of face-to-face interaction and authentic assessment. Likewise, the suggested strategies, such as the continuous training of teachers and the careful design of educational materials, find support in the academic literature for the effective integration of technologies in the teaching of English (Uruchima, 2023).

CONCLUSION

The dichotomy in teachers' perceptions shows the need to recognize the diversity of approaches in the adoption of online learning platforms. While some find notable benefits, others experience challenges that highlight the importance of differentiated support strategies.

Students' concerns about a lack of emotional connection underscore the need to design strategies that foster emotional bonding in the digital environment. Attention to emotional aspects will contribute to a more complete and effective learning experience.

Implement continuing training programs for teachers, focusing on the effective integration of online platforms. These programs must address both technical and pedagogical aspects, allowing educators to maximize benefits and overcome identified challenges.

Establish rigorous evaluation protocols to ensure the quality and relevance of online educational materials. Creating standardized criteria will allow teachers to select and adapt resources more effectively, thus improving the learning experience.

Explore the long-term impact of online learning platforms on students' language development. Longitudinal research would allow assessment of the sustainability of benefits and address possible long-term effects.

Research and develop specific strategies to foster emotional connection in online learning environments. Understanding effective practices will contribute to improving the quality of the digital educational experience.

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