



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**TITLE OF RESEARCH WORK**

**“Usage of Liveworksheets as Academic Tool for English Teaching to Students at Octavo Año de Educación General Básica "A" of the Unidad Educativa "Fé y Alegría" located in the city of Riobamba, Chimborazo Province, during the School Year 2021-2022”**

Research work for obtaining the bachelor’s degree as:

**“Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés”**

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**Riobamba, Ecuador. 2022**

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**“USAGE OF LIVEWORKSHEETS AS ACADEMIC TOOL FOR ENGLISH TEACHING TO STUDENTS AT OCTAVO AÑO DE EDUCACIÓN GENERAL BÁSICA "A" OF THE UNIDAD EDUCATIVA "FE Y ALEGRÍA" LOCATED IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2021-2022”**

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## **DEDICATORY**

I dedicate all this work to God as my guide in every step I have taken to be a better person every day and for giving me the strength to move forward and achieve my objectives. To my parents Gonzalo and Fanny, to my brother Vladimir, and to all my cousins for believing in me, giving me an example of self-improvement, humility, sacrifice and for being my support throughout my life and my university career. To my friends who accompanied me in this stage, contributing to my professional formation.

To all of them,

Thank you so much.

Gabriela Fernanda Avalos Valverde

## **ACKNOWLEDGEMENT**

First, I want to thank God for blessing me every day, for being my support and strength in those moments of difficulty and weakness.

I would also like to thank the Universidad Nacional de Chimborazo for allowing me to train in this profession, to Mgs. César Narváez Vilema, his support, for sharing his experiences, knowledge, and guidance for every moment I needed his advice.

Thank you very much for everything.

Gabriela Fernanda Avalos Valverde

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## RESUMEN

Este trabajo presenta un análisis de la utilización de la plataforma Liveworksheet como herramienta de enseñanza y aprendizaje del idioma inglés para los estudiantes de Octavo Año de Educación General Básica de la Unidad Educativa "Fe y Alegría". El estudio parte desde la comprensión de la evolución de las teorías de aprendizaje y realiza un recorrido por los fundamentos teóricos de los métodos y tecnologías que apoyan el aprendizaje de un idioma extranjero, deteniéndose en la descripción de las herramientas de la web 2.0 y destacando las características principales en cuanto a la enseñanza, que favorecen el aprendizaje a través de la comunicación entre estudiantes y dispositivos con contenidos educativos digitales, cuyo principio se fundamenta en la interactividad digital. La metodología aplicada para conocer la experiencia de los alumnos y la docente al utilizar la plataforma de Liveworksheet, se basó en la aplicación de entrevistas semiestructuradas, cuyo objetivo fue indagar sobre el impacto que tuvo en ellos en cuanto al proceso adquisitivo del idioma inglés. Los resultados obtenidos se contrastaron con la teoría expuesta por varios autores, considerando, además, la dinámica educativa actual en la que las tecnologías juegan un papel fundamental, debido a la adopción de la enseñanza virtual como la principal modalidad de estudio hoy en día. Los principales hallazgos destacan también las potencialidades que tiene el Liveworksheet, por un lado, desde la preparación de una clase por parte de docente, y por otro, la manera cómo aprende el estudiante, resaltando la interactividad que tienen los participantes dentro de este proceso. El trabajo concluye recomendando mantener activos estos nuevos canales de enseñanza, que a través de la práctica se convierten en potentes herramientas que facilitan la adquisición de otro idioma.

**Palabras clave:** Liveworksheet, Web 2.0, aprendizaje, Enseñanza, Interactividad digital.

## ABSTRACT

This work presents an analysis of the use of the Liveworksheet platform as an English language teaching and learning tool for students at Octavo Año de Educación General Básica of the Unidad Educativa “Fe y Alegria”. The study attempts to offer an understanding of the evolution of learning theories and reviews the theoretical foundations of methods and technologies that support the learning of a foreign language, it stops at the description of web 2.0 tools and highlights the main features in terms of teaching, which favor learning through communication between students and devices with digital educational content, whose principles are the basis of digital interactivity. The methodology applied to learn about the experience of the students and the teacher in using the Liveworksheet platform, was based on the application of semi-structured interviews, whose objective was to inquire about the impact it had on them in terms of the acquisition process of the English language. The results obtained have been contrasted with the theory put forward by several authors considering, also the current educational dynamics in which technologies play a fundamental role, due to the adoption of virtual education as the principal mode of study nowadays. The main findings also highlight the potentialities of Liveworksheet, on the one hand, from the preparation of a class by the teacher, and on the other, how the student learns emphasizing the interactivity of the participants in this process. The work concludes by recommending that these new teaching channels may be kept active, which, through practice, become powerful tools that facilitate the acquisition of another language.

**Keywords:** Liveworksheet, Web 2.0, Learning, Teaching, Digital interactivity.

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# CHAPTER I

## 1.1. INTRODUCTION

Nowadays, with globalization and the progressive use of internet, technology has become popular in education and daily life, in such a way that students are used to computers and electronic devices. This phenomenon boosted even more, since due to the world pandemic of SARS-CoV-2, the use of technology in education became strictly necessary to continue with the teaching and learning process.

Around the world schools, high schools, and universities were forced to change their study modality from face-to-face mode to online or virtual. Without a doubt, it was a defiance for teachers and students; teachers had to reinvent themselves to make students learn with technology as main tool. In this context, in Ecuador the Ministry of Education, which is the entity responsible of education in the country, created the educational plan named “*Aprendamos juntos en casa*” and a prioritized curriculum, as educational strategies to face the challenges of education during emergency.

Even this fact represented a defy for teachers, they took advantage that children and teenagers are used to technology, and internet allows to access to an infinite range of free applications and on-line tools that may support learning by being adapted to the contents established in the Ecuadorian educational curriculum and considering students’ needs and interests, as is stated by Golonka et al. (2014).

Liveworksheet is an interactive, playful and dynamic web tool that aids in learning, making learning meaningful. Also, it helps to motivate students as it presents games and songs, it is important to present this type of short and varied activities to keep their interest and to change the rhythm of the class. It arises to cover certain needs of the different teachers

in charge of teaching the area of foreign languages, because it is not only for the English language, but for the multiple languages that exist in the world.

This research aims to analyze the usage of Liveworksheets as Academic Tool for English Teaching to students at Octavo Año de Educación General Básica “A” of the Unidad Educativa “Fe y Alegría” located in the city of Riobamba, Chimborazo province, during the school year 2021- 2022, it is sought to describe the particularities of this tool, interpret the perspectives of students and understand the application of this tool by the teacher in the class to teach English.

For the characteristics of the study, it was adopted the qualitative-research-approach, the ethnographic method and a descriptive level of research that permits describe the phenomenon based on the specific objectives, observation, and semi-structured interview was techniques used and for this purpose an interview guide and an observation sheet was be developed.

It determined that this research is pertinent due to the increased use of technology and open resources in education, in terms of the estimated budget of the study it considered affordable by the researcher and it was feasible because both students and teacher had accessibility to internet and the website Liveworksheets, so during class hours students connected through the zoom platform, then the teacher used any activity from Liveworksheets as a warm up, as tasks for practicing the topics explained in class, students completed the tasks alone and after they checked with the teacher. They were also used as homework and tests, in this case, the teacher sent the link of any activity of this webpage to students, they completed it caught the screen and sent the evidence in return to the teacher.

## **1.2. RESEARCH PROBLEM**

The English teacher of the Octavo Año de Educación General Básica “A” in the Unidad Educativa “Fe y Alegría”, incorporated the free and open resource Liveworksheets as an academic tool for teaching English in online mode; since then, it has been seen that students feel more motivated and participate much more than before, when the teacher asked to complete some tasks created in Liveworksheets, they felt excited and take it like a challenge, trying to do their best to finish the task as fast as possible.

Liveworksheets is a web page that contains worksheets with interactive online exercises most of them with self-correction which makes it useful for both students and teachers. These interactive worksheets can include sounds, videos, drag and drop exercises, join with arrows, multiple choice... and speaking exercises, that the students must do using the microphone, all these characteristics catch the attention of students and maintain them motivated for doing tasks. Besides, this website is very flexible since it has a compilation of worksheets made by the community worldwide; besides, if it is necessary, people can make their own worksheets and share.

### **1.3. PROBLEM STATEMENT**

Since English was implemented in the National curriculum as a foreigner Language in both public and private schools in 1992, there have been several changes regarding the applied methodology. It started with a very traditional methodology based on repetition and through Spanish as the tool to teach English, however, as studies have advanced, new theories have been discovered about the teaching of languages, and what is currently in force is teaching languages through technology, technically known as the connectivist paradigm.

Opposite to traditional methods where students used to have a passive role in the learning process, technology have permit them to have an active role. It is said that incorporating technology in the classroom allows for the significant increase of motivation

in students, as it minimizes fears and pressure due to the knowledge they have in the field of new technologies. In addition, it fosters autonomous learning, critical thinking and respects the different rhythms and learning styles, and, finally, the construction of better social skills that make this learning meaningful and valuable for them.

The present research arises from the concern that during pandemic face-to-face education was impossible around the world and technology appeared as the main tool to continue with the process in universities, colleges, high, and primary schools. So much of this phenomenon came into the Unidad Educativa “Fé y Alegría” which had to get adapted to online studies, however it brought several changes; according to the curriculum in 8th grade the students must study 5 hours a week of English as a foreign language, however during the pandemic, the school decided to reduce to 4 hours a week, which were divided in 2 synchronous and 2 asynchronous hours. Besides, teachers had to change the methodology and add tools that support the online teaching and learning process apart from the book and platform normally used.

In this context, Liveworksheets was chosen as a free tool to support the English language teaching with this tool student can practice and carry out self-study maintaining them motivated, concentrated, and excited about learning another language. The teacher uses activities from this web page as a warm-up or for practicing grammar exercises and vocabulary, students’ complete different tasks and it seems to have a good response from them, also, it can be seen that they are more motivated and competitive. In this website, there are hundreds of interactive sheets that teachers can use and make students practice or if it is necessary, the teacher can create a personalized sheet to evaluate students, most of the interactive sheets have self-correction and grade automatically, which helps the teacher.



Consequently, the following research aims to analyze the usage of Liveworksheets as an academic tool for teaching the English language to students of Octavo Año de Educación General Básica “A” of the Unidad Educativa “Fe y Alegría” located in the city of Riobamba, Chimborazo province, during the school year 2021- 2022” and understand how it is applied to teach English. By the nature of the study, the qualitative approach is adopted; furthermore, to achieve the proposed objectives, the study owns the characteristics of the descriptive research, consequently the techniques used were the bibliographic review and semi-structured interview, the former was applied to gather the necessary epistemological foundations and the interviews to interpret the teacher’s and students’ perspectives regarding the usage of Liveworksheets.

#### **1.4. PROBLEM FORMULATION**

How are Liveworksheets used for teaching the English language to students at Octavo Año de Educación General Básica “A” of the Unidad Educativa “Fe y Alegría” located in the city of Riobamba, Chimborazo province, during the school year 2021- 2022?

#### **1.5. JUSTIFICATION**

In recent times, with the advent of the world pandemic SARS-CoV-2, technology has become very relevant in our lives and even more so in the education of children, youth and adults, so the use of technology in education and specifically for teaching and learning foreign languages have lots of advantages, one of the most significant is the big variety of resources internet offers to improve the linguistic skills of a learner.

Camacho (2006) mentions some such as web-based English courses, online English grammar, virtual resource centers, virtual libraries, creative teaching websites, teacher websites, student websites, chatting rooms, online writing, and listening labs, in which students can practice and improve vocabulary, grammar, listening, reading, speaking, and

writing. In addition, technology and internet allows students to have contact with people around the world in real time, share experiences or interests and have access to scientific knowledge.

In our context, the use of technology during the last academic period has brought some benefits for students, giving them the opportunity to be more critical, active during the lessons and help to develop autonomous learning, being aware of their own progress and weaknesses. So, considering that at home students have several distractors and that a traditional method for teaching would not be adequate. Teachers and schools have looked for free tools that facilitates the teaching and learning process as support to the mandatory ones like regular book and the virtual platform.

Thus, tools such as Liveworksheet are an excellent alternative in the educational process, because it was created to support the teaching and learning process, especially in online mode, where students can practice and learn vocabulary, grammar and the fours skills using this web page. Liveworksheet have a big variety of interactive exercises about different subjects and topics for users of diverse ages and levels of education, also allows students to work online without time limit, with listening activities, audios, completion exercises, use of images to improve English skills.

For this reason, this research is important because it is intended to analyze how Liveworksheets are used with the students of Octavo Año de Educación General Básica and why they have so much acceptance by the students as a free tool to learn English.

## **1.6. OBJECTIVES**

### **1.6.1 GENERAL OBJECTIVE**

To analyze the usage of Liveworksheets as an academic tool for teaching the English language to students in the Octavo Año de Educación General Básica “A” of the Unidad

Educativa “Fe y Alegría” located in the city of Riobamba, Chimborazo province, during the school year 2021- 2022.

### **1.6.2 SPECIFIC OBJECTIVES**

To describe the particularities and potentials of Liveworksheets in the English teaching and learning process.

To interpret the students’ perception regarding the usefulness of Liveworksheets for learning English.

To understand how Liveworksheets are applied by the teacher in the class for teaching English.

## CHAPTER II

### 2.1 THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED.

Since the publication of the First Castilian Grammar by Elio Antonio de Nebrija to the most advanced multimedia materials of our time, many methods and resources have been used throughout history to teach a foreign language. The first evidence date from the 15th and 16th centuries with Humanism, where the world witnessed the awakening of culture, art, and science after a closed era with few technological advances, represented in the Middle Ages (Sánchez, 2009). With Humanism, a pedagogical revolution appeared, which emerged from the scholastic education of previous times, and allowed the study of classical languages and mother tongues. The main pedagogical ideas fostered the teaching of the correct use of language and grammar, logic, mathematics, nature, and moral (Colli-Novelo et al., 2014).

But, over time, humanists were obsessed with method and content, and teaching became repetitive and rote, which bored students. Thence, a second moment arose, which opposed humanism, called Pedagogical Realism, whose objective was to lead the knowledge of things but put them into practice. The great precursor of this movement was Wolfgang Ratke, who insisted on the importance of practical exercise that dispenses with memory and develops individual intelligence (Sánchez, 2009). Another author representative in the 17th century, who reflected on the teaching of languages was Juan Amos Comenius, who indicated that words should never be learned separately from things, and therefore believed that learning should go hand with the experience of things (Muñoz, 2010).

Thus, it was reached the 18th century, known as Century of the Lights, where the cultural movement called Illustration appeared. Their ideology ranged from the dogma of

reason to the critique of reason, and in parallel English empiricism, not based on the basis but the experience (Sánchez, 2009). This movement progressively assumed rationalist perspectives, which, within language teaching, promoted learning to read simultaneously with writing. In this century when the teaching of foreign languages entered an academic curriculum, for the first time and allowed the development of the first professional teaching method, based entirely on the traditional foundations that had been proposed in the middle 18th century, but fully developed in the 19th one (Castaño et al., 2008).

The next natural evolution occurred in the middle of the 20th century, when several methods of professional teaching a foreign language appeared, such as the traditional method, direct, audio-lingual, situational, and others (Sánchez, 2009). This century also was influenced by a cognitive revolution, where developed new theories, ideas, and methods, which tried to correct shortcomings in the learning of foreign languages. The methods that emerged from this moment were very varied, such as, the stimulus-response model with a natural approach and the audio-lingual method with a communicative approach. But the most significant leap in this century occurred with the appearance of technology (Traverso et al., 2013).

In the 21st century, technological factors offer new ways and opportunities for interaction with knowledge, eliminating traditional paradigms and incorporating new technologies, which through the Internet have infinite possibilities to be adapted to the context of the student, thanks to millions of resources and web tools available, technology plays a very significant role in languages learning. Its evolution began with Web 1.0, composed of static pages connected by hyperlinks, without interactive content (Colli-Novelo et al., 2014). During that time, the web was undergoing a massive transformation, and it was only in 1999 when the term Web 2.0 appeared, with this transition, features such as connection speeds and large databases were developed. This resulted in many interaction

opportunities, real practice, collaborative work, and content sharing focusing on languages learning and acquisition.

Web 2.0 opens up the virtual world and a whole range of interaction applications, ranging from Messenger, wikis, blogs, and social networks to platforms such as Liveworksheet, Duolingo, Kahoot, among others (García, 2014). This second generation of the web is based on user communities and a range of dynamic services based on collaboration and the promotion of freedom of content. Thus, the new technologies applied to education have triggered an authentic revolution that makes available to student and teacher various means of interaction that have changed the way of conceiving the teaching and learning process.

Within the principal technological platforms that are part of this revolution and that have had a significant upturn, is Liveworksheet, which allows interactive activities that facilitate the teaching process, particularly when it comes to learning a foreign language. It meets several needs of both teacher and student in developing skills that include reading, speaking, writing, and listening. The tool permits the transformation of any document in .doc, .pdf, .jpg, and .png formats into interactive exercises with auto-correction to which it can be added audios, videos, and even versatile pronunciation exercises (Mukti et al., 2021).

Among the main advantages, it can be mentioned that it is a free platform, makes it possible to perform tasks from home, check the answers, create interactive and personalized notebooks of up to a thousand cards, where the users can edit, preview, save, discard, update information, do, redo, depending on their needs and interests. The potential of its virtual environment is to generate innovative practices for students, under the guidance and monitoring of the teacher, an innovative process where they both interact and provide feedback to each other. In addition, it has the option to manage up to one hundred students

for each teacher and add a link to any institution so that it can be the entity that monitors and controls its teaching staff (Mukti et al., 2021). Its incidence in the teaching and learning process contributes to the open and participative management of the protagonists of this process, going from being simple readers to active participants.

## 2.2 THEORETICAL FOUNDATIONS

### Learning Theories

Understanding learning theories is essential to answer the question that many teachers and researchers have in mind, how does an individual learn? To answer this question, it is necessary to know several of the theories that have developed over time, among which the following stand out:

**Behaviorism:** It is a theory based on the idea that all behaviors are acquired through conditioning, that is, learning occurs through a stimulus that leads to a response or behavior. Behaviorism arises from a psychological theory that was later introduced in education, becoming the first theory that strongly influences how human learning is understood (Batista et al., 2003). The representative of this theory is B. F. Skinner, who implemented conditioning in academic learning, which is called *Programmed Instruction*. An example of this is present in the usage of online platforms and applications, where the student must respond to stimuli (lessons, practice exercises, etc.) that elicit responses, whether they are correct or not, thereby promoting the student to be an active participant in their learning.

**Cognitivism:** It is the theory that focuses on how the mind receives, organizes, stores, and retrieves information so that it is easy to understand and remember, it intends to capture attention and help make sense of the information received. Cognitivism has as its object of study the basics and depth of the mechanisms by which knowledge is elaborated, from perception, memory, and learning to the formation of concepts and logical reasoning

(Vila, 2009). The cognitivist vision seeks to achieve meaningful learning with meaning and develop strategic skills general and specifics of learning. For example, in educational technology, the presentation of information is given through visual and auditory means, the former through images, which follow perceptual principles to help students focus better on the content, and the second based on audio and digital multimedia used in multiple media to communicate information (Batista et al., 2003).

**Constructivism:** Is the learning theory that emphasizes the importance of action, that is to say, of the active proceeding in the learning process. This theory focuses on the fact that for learning to be produced, knowledge must be constructed or reconstructed by the learning subject through action, this means that learning is not something that can merely be transmitted. Constructivism seeks to integrate learning in complex, realistic, and relevant environments, for example, constructivist theories in ICT applications and tools, enhance the active engagement of the learner, participation, interaction, and feedback, in such a way that they are conducive to the learner being able to control and be aware of his learning process, achieving interaction with their environment, confronting theories with facts (Wade, 2009).

### **Neuroscience**

Learning theories from a neuroscientific perspective, have become a new paradigm in the educational field that allow you to reflect, analyze and explain the behavior of the human brain as a learning organ. Neuroscience is being transferred to the classroom to provide the essential tool to know and understand how learning works through brain study. Thanks to its study, the teacher can know which strategies are the most appropriate for students to acquire some learning sustainably, already memory, emotions, and many other



brain functions stimulated every day in the classroom. From there, the term *neuroscience* applied to pedagogical performance is called *neuroeducation* (Campos, 2010).

*Neuroeducation* takes advantage of the knowledge of neuroscience and its integrated sciences to enhance the teaching and learning processes of students, as well as their memory, at the same time, it offers teachers new ways to make the most of their knowledge and determine the optimal way to transmit it to their students (Campos, 2010). Here a strong emphasis is placed on the need to include the emotional ingredient in the teaching and learning process, being important for both teacher and student. Its implementation in the classroom opens the way to a model of pedagogical practice that considers the harmony between the brain, learning, and human development (Cumpa, 2004).

### **Second language acquisition theories**

The linguistics of reference when studying the different models of foreign language teaching is that of Stephen Krashen. This author contributes a distinction between acquisition and learning that serves as a theoretical foundation for his called “natural approach”. Krashen developed five hypotheses of interest on which his theory is based, and these are:

**Acquisition and Learning Hypothesis:** According to this theory, there are two different strategies used to develop skills in a second language: learning and acquisition. Second language learning refers to the set of conscious processes within the framework of formal teaching, which occurs the error correction, allowing the learner to achieve knowledge of the rules of grammar and linguistic usage, as well as the ability to express themselves verbally in a second language (Al-Shehri, 2012). On the other hand, second language acquisition consists of the set of natural and unconscious processes through which the learner develops it similarly as children do in their first language, developing educational competence.

**Natural Order Hypothesis:** This hypothesis posits that the acquisition of grammatical structures develops in a predictable order, which is to say, some grammatical structures are acquired before and others after. In English, function morphemes, such as -ing and plural -s, belong to the first to be learned. The third-person singular verb ending -s and the -s of possession is acquired long after. It seems that the first language acquisition order is not identical to the second language acquisition order, but there are similarities. At least in terms of English grammatical morphemes, the order of acquisition of children in first language acquisition resembles the acquisition order of children of adults when they learn their second language. One can say that there is an order for the first language and an order for the second language (Callegari, 2007).

**Monitor Hypothesis:** It establishes that conscious learning plays a limited role in the learner's linguistic performance may only be used as a monitor or corrector of the productions started by the acquired system, and this can only occur if fulfilled by the speaker the following conditions: time (to consciously use the rules), focus on form (to express correctly), and knowledge of the language. These conditions occur more readily in written language or prepared speech than in informal conversation, that is to say, the learned language may be of some use in writing but not in speaking (Al-Shehri, 2012).

**Input Hypothesis:** This hypothesis whereby the student can only acquire a second language when he can understand a linguistic flow (input) that contains linguistic elements or structures slightly higher than his current level of proficiency. The filter hypothesis states that the human being only acquires language through the comprehension of messages or when receiving comprehensible input by which, be able to understand information (without having a theoretical basis of acquired grammar) with the help of context, which includes extra-linguistics information, our knowledge of the world, and previously acquired

competence. On the other hand, if the input is understood, and at the same time is sufficient is facilitated automatically the necessary grammar (Callegari, 2007).

**Affective Filter Hypothesis:** This hypothesis mentions that the attitude of the learner, together with his feelings, mood, and other emotional factors, positive or negative influences the acquisition and learning processes (Al-Shehri, 2012). This influence exerts a filter that possibly prevents or blocks the input of data from the linguistic flow, an element from which start the mentioned processes. Krashen has distinguished motivation, self-confidence, and anxiety as the three types of affective variables. Learners with a low affective filter differ from those with a high affective filter by the following traits: seek and receive more linguistic input, relate to their interlocutors with more confidence, be more receptive and act with a lower level of anxiety (Callegari, 2007).

### **Teaching English as a Foreign Language**

Currently, English is the lingua franca, it is the most common language used around the world for communication that is why it was implemented by the government in the educational system of our country. Brown (2000) notes every country has some form of explicit, “official,” or implicit, “unofficial,” policy affecting the status of its native language(s) and one or more foreign languages.

Foreign language means a language that belongs to another territory, but it is used for educational purposes in the country. In Ecuador, the educational system establishes that learners should reach a determined level of English skills in each grade of school and high school, however, learners have a limited exposure to this language since it is only used in the educational context during class hours.

Therefore, teaching English as a foreign language is a complex process by which teachers try to make students learn a language system that is not consider necessary for

communication in daily life, but it is a requirement of the educational system and if it is not well motivated, it can be very tedious and difficult for students.

### **Ecuadorian English as a Foreign Language Curriculum**

The Ecuadorian English curriculum was created in 2016 thanks to the need of updating to the new necessities that the globalized world demands and considering that not all students in Ecuador are L1 Spanish speakers and there are varying levels of bilingualism across communities. So, the ministry presents some of the principles of Ecuadorian English curriculum in intermediate level:

*“The communicative language approach: language is best learned to interact and communicate, rather than as a body of knowledge to be memorized. -Content and Language Integrated Learning (CLIL): a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners’ development. -International standards: the curriculum is based on internationally recognized levels and processes of teaching and learning languages. -Thinking skills: learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship. -Learner-centered approach: teaching methodologies should reflect and respond to learners’ strengths and challenges and facilitate the process of learning by supporting learners’ motivation for and engagement with learning” (Casero, 2016, p. 405)*

According to these principles, the foreign language learning in Ecuador is based mostly on the communicative language approach and the CLIC methodology since its objective is to develop the four language skills to communicate effectively with a purposeful interaction that permits students to use the target language and have an active role. It is

learner centered which means that the learner has the main role, so teachers must be a guide that motivates and respects the learning style each one has and promotes learning considering prior knowledge, letting them develop their own personality English.

### **Teaching English through Technology**

Technology has become very popular in the last times specially to learn new languages. The use of technologies involves modes and types of structuring of thought, different from those readers of written documents have. Undoubtedly, the incorporation of ICT in pedagogical practices will mean greater integration of the school in the context of the society information (García, 2014). This implies a necessary step from ICT to TAC (Learning and Knowledge Technologies), that is to say, that school takes the technologies to the classroom and give them meaning and pedagogical utility. Santhosh y Meenakshi (2015) in their paper “Teaching English through technology: some perspectives” states that:

*“Educational technology is one of the effective teaching tools for the second language teachers... Teaching English as a second language for a heterogeneous group of students within a strict time frame, is a difficult task. Hence, he/she must go for some alternative methods to enhance the interest among students... Android applications have made the process easier. There are several apps available in play store that makes the learners improvise with active participation. Online videos have made a great impact among students, and they pay more attention to videos than the traditional methods of teaching” (p. 92).*

García (2014), consider that at their best, technological innovations can increase learner interest and motivation; provide students with increased access to target language (TL) input, interaction opportunities, and feedback; and provide instructors with an efficient means for organizing course content and interacting with multiple students.

Learning through mobile devices is important, as it helps the learning of various contents, as well as listing the advantages and disadvantages of learning using it. It can be defined that learning through mobile devices in the educational modality, facilitates the construction of knowledge, the resolution of learning problems, and the development of various skills or abilities in an autonomous and unique way thanks to the mediation of mobile devices. The technological development in cell phones has allowed access to several tools, access to communication over the Internet, and what derives from it, such as videos, messages in real time, applications (Gil et al. 2011).

One way of approaching “ethnographically” to virtual teaching and learning environments is by understanding teaching practice as a social construction and a space of power; from the intention of the professional; in a social environment, as long as it has meaning for others. Also on a historical level, insofar as it relates to the traditions of educational practice. As is well known, this approach has characteristics fully aligned with the operation of new technologies where self-management, self-assessment, knowledge construction is required, and above all, it is a result of interaction with others and with learning materials, where it is some epistemological reconstruction meanings from three levels, which will be considered the use of mobile applications as tools for learning the English language.

Teaching through technology can be done in two ways, asynchronous CMC which allows students to communicate and collaborate via the computer without the constraints of time and distance. Students in this way can learn through blogs, wikis, internet forums and discussion, pre-recorded videos, and email exchanges. Asynchronous communication reduces opportunities for negotiation of meaning, it affords greater time for processing of language input, thoughtful TL output, and learner self-correction (Kitade, 2008). The other way to learn is through synchronous CMC which refers to the way of learning that occurs at

the same time some examples of this way of learning are educational video conferences, interactive webinars, chat-based online discussions, and lectures.

### **Online Teaching**

The term online teaching has gained strength today because with the help of the Internet and other technological tools through which they offer a transmission of educational content benefits the essential protagonists in this process: students and teachers. In the current learning scenarios, educational technologies predominate, allowing better results in the educational process, so we have that virtual teaching not only makes use of technology but depends completely on it, making the Internet its indispensable channel (Gil et al. 2011).

Casero (2016) considers it as the transmission of the pedagogical contents, without interferences of distance or temporality, through the different technological resources used in the communication of the teacher-student; virtual education establishes a different scenario for teacher-student communication, and that the use of technological resources gives rise to new ways of application and interrelation according to each context.

### **Methods and Technologies that Support Learning**

The use of technology for learning English does not seem to be limited to any specific age, in many contexts, students are being exposed to a variety of technologies from a very early age, even if the use of certain ICT surpasses the level of the children, there is prove that teachers can provide support in the overall language-learning objective.

It has been seen that technology is used for all kinds of specific language learning activities and skills, such as speaking, listening, reading, and writing skills development.

### **E-tools for Learning Practice**

E-tools allow to overcome the limitation of learners to communicate with others in the target language, video conferencing has become popular for this purpose, it is being used to join learners from different contexts around the world and communicate each other with the possibility of having a better learning. Other applications like virtual world also permit students interact with people and performance debates, role plays, exhibition and chatting which provide students the necessary input to reach the objective of learning the target language (Santhosh, 2015).

The games in the classroom is a good strategy to support language learning. Santhosh y Meenakshi (2015) explains that some advantages of using video games in language teaching are: It has an easy access across the globe, it makes students to involve in group activities, it helps students in setting goals and maintaining records, and having behavioral changes, it is fun filled and hence stimulate in the participants a deep interest. Video games give the route to know and find how to do, thus making it possible to “learn by doing”. Finally, games enhance the listening skill as the player listens to the English commands, instructions and tips given during the game.

### **Web 2.0 Technologies**

The usage of Web 2.0 in teaching is a very important means of support for teaching, which requires constant updating of knowledge, in order to improve the quality of education day by day (Suntaxi, 2020). For teachers, it is important to know the tool as it supports the teaching and learning process of students. Web 2.0 technologies favor constructivist learning, where the learner is the protagonist and learns through interaction with the learning object, mediated by the teacher, who is a facilitator (Traverso, 2013).

According to Garzón (2020), there are some advantages, the most important are: Facilitates flexible Web design, creative reuse, and updates, provides a rich, responsive user



interface, facilitates collaborative content creation and modification, also enables the creation of new applications by reusing and combining different applications on the Web or by combining data and information from different sources, establishes social networks of people with common interests, supports collaboration and helps gather collective intelligence.

### **Teaching and Learning through Apps**

Lots of apps have been created in the last decade for different purposes, the usage of android mobiles is dominating the world, there are millions of android apps teachers and learners can use as effective technology tools for learning English. These applications help students in developing their English language learning through components like English grammar, tenses, synonyms and antonyms, Word games [to improve vocabulary], phonetics, sentence maker, and spelling checker (Santhosh, 2015).

### **Liveworksheets**

Is a website created to transform traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which creators call “interactive worksheets”. Students can do the worksheets online and send their answers to the teacher. This is good for the students (it's motivating), for the teacher (it saves time), and for the environment (it saves paper) (Liveworksheets, 2021).

For both teachers and students, this tool is innovative as it replaces traditional education where the student repeats what the teacher says and copies assignments from a blackboard, and turns it into something fun by using interactive worksheets that also allow them to self-prepare by establishing the construction of their knowledge with the guidance of their teacher.

The interactive worksheets created, take many benefits of the new technologies applied to education because they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice, and speaking exercises, that the students must do using the microphone. In addition, you can find attractive content for the students therefore, it is possible to create everyday work materials and transform them into educational pastimes.

Liveworksheet is flexible because it allows students and teachers to do their own interactive sheets or just use those which are uploaded without limitations. Moreover, after completing a task the platform corrects and grades the activities and allows you to send the evidence to the teacher by writing the e-mail and sending or by creating your own interactive book with the worksheets you wish and registering the students using a username and a password. If you prefer completing a sheet by hand, you can also print it.

For Prete and Cabero (2019), the potentialities of Liveworksheet are the following: The platform has a free version, it belongs to the Web 2.0 tools, it facilitates the development of digital content in which there is the possibility of displaying information in a digital medium, also it adapts to any area of knowledge such as English, Mathematics, Natural Sciences, among others, and it is versatile because it supports the teaching and learning process in different subjects.

### **Design Interactive Worksheets**

Teaching with the usage of interactive worksheets is part of an initial, constructive, and creative tactic that attracts attention. This tool is a fun, easy, simple way of teaching in which students feel more motivated and participate actively all the time.

This website allows access to the teacher to create interactive worksheets, including text, questions, images, or exercises proposed by him. In addition, it generates a grade where you can see what level the students know whether or not there are any doubts

regarding the topic discussed, be able to provide feedback either in the classroom or at home, and as a useful strategy in times of pandemic, we take advantage of the accompaniment of parents (Suntaxi, 2020). The following figures shows an example of the interactive worksheet using Liveworksheet:

**Figure 1.**

*Interactive Worksheets*



*Note.* The two graphs are examples of a word search that can be made on the platform with their respective qualification. Own elaboration

It is recommended that this tool be used by children from seven years old to university students because it is a simple resource, and over time it can be modified according to the age and need of the student.

### **Benefits usage of Liveworksheet**

It is a website that offers the ability for students to work online without a time limit with listening activities, audios, completion exercises, use of images to improve their English skills. To send the work in an easy way, it is done by e-mail to the teacher. It offers countless

activities with no limit to the capacity or memory on the teacher's device. It has a positive impact on the student as it allows for immediate feedback on the subject or area of study that presents shortcomings through the interactivity offered by the website. Among the many benefits and options offered by the tool is the ability to do homework assignments, check answers, send auto corrections to the teacher, and create customized interactive notebooks of up to 1000 cards. It has a Liveworksheets maker, which allows you to upload your digital files to your accounts through its graphical interface.

## **CHAPTER III**

### **3.1. APPROACH**

This research frames itself into the qualitative approach. For Sampieri (2014) qualitative research seeks to describe, understand, and interpret the phenomenon through perceptions and meanings produced by the experience of the participants (teacher, and students); in this basis, this study focuses on the exploration, description and understanding of the usage of the website Liveworksheets in the English class as an academic tool for the learning process, considering the teacher's and students' opinions and perceptions as the principal source of information. Furthermore, Sampieri (2014) argues that this kind of research is flexible, open and dynamic and that data collection is aimed at providing a thorough understanding of the study problematic; in this sense, the study also aims to describe, understand, and interpret the potentials and limitations of Liveworksheets.

### **3.2. RESEARCH MODALITY**

The study fits the characteristics of field research. For Pearson (2014) field research is a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural settings, consequently, this study falls within this definition since it would be supported by the collected information that comes from two semi-structured interviews applied to the teacher and the students, and this information is obtained directly into classroom where it has been seen that the teacher uses of Liveworksheets as a tool to teach English. The authors also says that this modality of research includes direct observation, analysis of documents and other information, informal interviews, and surveys as social research methods, some of which are use in this study.

### **3.3. LEVEL OR TYPE OF INVESTIGATION**

The level of this research is descriptive since this study seeks to describe the particularities and potentials of Liveworksheets in the English teaching and learning process through the bibliographic review. Bavaresco (2013) states that a descriptive level consists in systematically describing and analyzing homogeneous characteristics of the phenomena studied about reality (individuals, communities), in this context, this study also applies semi-structured interviews to interpret the students' perceptions on this website and understand how Liveworksheets are applied by the teacher in the English class.

### **3.4. STUDY POPULATION**

The population consisted of 14 students and a teacher of Octavo Año de Educación General Básica "A" of the Unidad Educativa "Fé y Alegría" located in the city of Riobamba in the Chimborazo province. The population was chosen due to the researcher have performed his preprofessional practices with them and maintain a good relationship, factor that facilitate the development of the study; and furthermore, because the teacher is currently using Liveworksheets as academic tool for English teaching. To protect the identity of the participants, they are assigned identification codes, such as INT-S-x ( $x=1,2,3\dots14$ ) to students, and INT-T-1 to teacher, where INT means *interview*, S *student* and T *teacher*.

### **3.5. SAMPLE SIZE**

As the population was relatively small, it was not necessary to take a sample.

### **3.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS**

To achieve the first objective of this research which is to describe the particularities and potentials of Liveworksheets in the English teaching and learning process, the technique applied as the bibliographic review was a bibliographic record. According to Silamani (2015) the bibliographic review is "the documentary operation of recovering a set of documents or bibliographic references that are published in the world on a topic, an author,

a publication or a specific work” (p. 2) Hence, through this technique, the researcher sought bibliographic information about the website that is being used to teach English.

The semi-structure interview was be used as the main instrument to collect information in a systematic way in this investigation, since it is flexible, it permits individuals can express their subjectivity based on the open and semi-open characteristics. According to Macedo et al. (2016) in qualitative research, communication between the researcher and the research participants is an important route to produce meaningful information about the object of study. In this case, the teacher and students was be able to share their personal experiences using Liveworksheets as a tool to teach and learn English, so, the researcher through the design of a semi-structured interview guide applied to students collected the data and reach the second objective to interpret the students’ perception regarding the usefulness of Liveworksheets for learning English, in the same way another semi-structured interview guide applied to the teacher helped to reach the third objective and understand how Liveworksheets are applied for the teacher to teach English in the classroom. The questions that were part of these interviews were reviewed and validated by two specialist teachers in the area of languages, one of them a magister from the National University of Chimborazo and the other a graduate in Educational Sciences from the Amelia Gallegos School.

### **3.7. ANALYSIS AND INTERPRETATIONS TECHNIQUES**

Within the framework of this research, data triangulation was used as the principal technique for the analysis and interpretation of the data obtained, which, using semi-structured interviews and an exhaustive review of the literature, allowed us to contrast the results with those of the through the cross-checking of all the information obtained of the convergence of the different perspectives of the various points of both students and teachers around the subject that was the object of the study.

Discourse analysis was used as an interpretive practice when conducting the interviews, since it is interesting to start from a casual conversation and take it to a social interaction where it discusses the different perceptions held by all the participants in this study. In addition, in this type of qualitative study, it was very significant to find units of analysis and categorize them to identify the themes or segments within the interview notes related to the questions of this research.



## CHAPTER IV

### 4.1. RESULTS

The study focused mainly on learning about the Liveworksheet platform in English language teaching, unifying the criteria of students and teachers who commented and contributed on the subject from their practical experience. Thus, the following pages contain their experiences and perceptions regarding the usage of this platform.

#### **Liveworksheet in today's reality**

With the arrival of the pandemic, many educational institutions were challenged to implement new virtual teaching and learning strategies so that students could continue having their Right to education. On the ground of foreign languages, one of these strategies was the application and use of the Liveworksheet platform, whose features and benefits have made it an excellent working tool that distinguishes it from other virtual platforms available for free on the Internet.

Learning during confinement taught us that the best education must be autonomous, without neglecting the development of social and personalized learning in the digital ecosystem that permits us to be sustainable strategic learners over time (García, 2014).

In this context, the versatility offered by the Liveworksheet platform allows students to have interactive teaching in and out of the classroom, fostering a dynamic participation from the comfort of their home. In this regard, it is pertinent to motivate and boost students and teachers make greater use of technology resources to establish continuous learning links, that improve the development of language skills in a real-life context.

Liveworksheet, provides an extensive range of interactive activities, sounds, videos, multiple-choice, and images, among many other options, all of them considered learning tools to turn participants into active protagonists of their learning. Teaching is generated through digital materials, which add recreational and interpretative activities for a clear conceptualization where knowledge is better experienced and fostered (Garzón, 2020). In the English learning environment, this platform helps us to improve the different skills such as writing, reading, listening, and speaking, and provides students with a more willing, reflective, and interactive learning environment to help them develop their skills, as well as enabling them to solve current problems by making timely decisions.

Also, it provides feedback on all the topics that students have not understood so that they can develop the tasks without any problem. Feedback is significant to promote learning and involves teachers and students in analysis and dialogue about the objectives to be achieved, from which they make decisions to improve the process. Feedback encourages students to believe in what they are doing and to pause for a moment to reflect and internalize their results and then deduce the appropriate ways to perform the designated tasks.

Liveworksheet platform, as part of web 2.0, is consolidated as a digital resource that strengthens the emerging paradigm in the development of the teaching and learning process, stimulating reflection, production, and recreation of knowledge as an added value, in addition to encouraging socialization and enhancing the technological literacy of learners (Garzón, 2020). In this context, the role of the teacher in the use of Web 2.0 tools is always being a promoter and mediator of the development of creativity, imagination, participation, reflection, and appropriate use of free time, in addition to turning this journey of the student into a meaningful learning experience that promotes their interactivity.

### **Liveworksheet, in the minds of the students.**

The SARS-CoV-2 pandemic prompted students to change their teaching from face-to-face to virtual mode, so it was interesting to find out their thoughts about what was their reality for almost two years, that is to say, to learn about the use it made of technological tools, and specifically to the academic platform Liveworksheet for learning English, which was used during the time of confinement by the students of Octavo Año de Educación General Básica of the Unidad Educativa "Fe y Alegría". The following are their comments on some questions about their experience while using the Liveworksheet platform as an English learning tool.

The first inquiry focused on how the student would rate the Liveworksheet relative to other technological resources the teacher used to teach English during the pandemic. The responses centered on the following idea:

*“Mi calificación para el Liveworksheet fue regular hasta la mitad de año y muy buena después de eso, porque al inicio no entendía nada de lo que la profesora explicaba, pero ya después con la práctica fui mejorando. Por un momento pensé en retirarme de clases. Además, la conexión de internet no era muy buena”.* INT-S-9.

At first glance, this type of response indicates that students were not prepared for virtual education, to study alone using an interactive platform, in addition, the low connectivity and the minimal availability of resources sometimes represented significant obstacles and challenges for the students. Learners began to perceive a lack of social interaction, teacher's absence and were more likely to withdraw. This feeling of abandonment by the teacher could generate a lack of motivation for learning, the students commented they could overcome these challenges after a lot of practice. It coincides with the data presented by Albuja (2020). The author indicates that up to 52% of people who

enroll in virtual education do not assist to the institutions; the dropout rate reaches up to 96% in 5 years, mainly motivated by the lack of adaptation, for many students it is the first time they use virtual classrooms, and when they see its complexity and the teacher's absence, they do not return.

The following question had to do with identifying which activities students mostly remember after using Liveworksheet in the classroom:

*“Los ejercicios prácticos eran interesantes, pero nos tomaba mucho tiempo realizarlos” INT-S-9 “Una vez en una prueba que hicimos en Liveworksheet me saqué 3, estaba difícil hacer la prueba ahí, todos le enviamos las respuestas a la profesora, ella empezó a revisar y la mitad de las respuestas estuvieron mal, y nos dio miedo” INT-S-3.*

The interactive environment and the versatility of exercises that could be developed on the Liveworksheet platform are attractive to students, however, due to the lack of practice with this type of resource and perhaps due to a deficit in the pedagogical structure, may have initially represented a problem for them. Possibly, certain assigned activities were not the best option at the time to approach a specific topic, and as mentioned Prete (2019), while the responsibility to practice lies in the student, the platform can facilitate this with introductory material and a section of frequent questions, for example.

In the same question, the participants also mentioned that they were afraid when taking evaluations, it is understandable to deduce that a little-explored environment such as the Liveworksheet platform presented problems and, therefore, low grades, at least in the initial stage. Getting used to this new type of education required more effort on their part, to adapt and face virtual education with its problems, and at the same time withstand the demands of the stressors of everyday life and the “new normal”.

The next question asked to investigate what the student feels when learning a foreign language through Liveworksheet.

*“Me siento raro porque no lo manejo bien como en lo presencial, y tras una pantalla es feo” INT-S-7. “Me siento un poco aburrido porque en las clases virtuales no entendía muy bien y me entretenía con otras cosas” INT-S-3.*

It reflects that adapting to technological means to receive classes is complex. Our way of learning is not yet fully attuned to technological tools. The students maintain a gap in the information and communication technologies, which decreases their performance in class. It is time to have more active participation and continuous use of virtual tools that will generate more enthusiasm when learning another language and that will lead to better use of all the technological resources available today, to take advantage of the facilities they offer and generate more effective learning. The lack of physical contact with teachers and students, according to Garzón (2020), also generates adverse effects on the educational process of a foreign language, since feeling part of a community makes it 16 times more odds that the student will practice what has learned in class.

It was also asked if they, later using the Liveworksheet platform, improved any linguistic factor, to which mostly responded as follows:

*“No mejoré mucho mi forma de hablar, ya que no pude practicar en la plataforma, debido a no tener acceso continuo a internet y para mí era difícil entrar a las clases cuando la profesora explicaba el uso del Liveworksheet” INT-S-7.*

It shows that the most common problem is the lack of connectivity, therefore, not attending classes. Thus, hardly, factors such as pronunciation or grammatical structures can be improved, significant elements for communication in the English language. However,

could have been better exploited the potentialities offered by the Liveworksheet platform, which allows doing interactive activities at any time of the day, that is to say, not necessarily being online with the teacher. Perhaps the lack of experience in the generation of this type of interactive worksheets prevented a better development of the student's linguistic skills. As stated by Santhosh y Meenakshi (2015), who affirms that education websites may become excessively complex and discouraging due to the form and number of topics covered, which result overwhelming for teachers and students. The solution is to offer the information in multiple small, practical, and focused contents that generate a better development of their language skills and are available on Liveworksheet.

The next question was intended to investigate the features of Liveworksheet that students liked in the most.

*“Me gustó que la plataforma de Liveworksheet sea gratis porque yo no tengo dinero para pagar otras plataformas y tiene ventajas como por ejemplo el visualizar las calificaciones de todos y enviarle las respuestas a la profesora” INT-S-10.*

*“Mostraba imágenes en tiempo real, se veía nuestro nombre y entre todos conversábamos de las imágenes” INT-S-4.*

From the answers, it is possible to indicate that the advantages of Liveworksheet in an English class are mainly in the freedom and free access to the platform, as well as its versatility, where for example, the lessons are much more attractive and interactive for both students and teachers, turning the classes into group participation, where everyone is a partner in the process of acquiring knowledge. In the end, students increase their responsibility and constructs self-learning strategies, this comment is shared Garzón (2020).

Finally, students were asked to recommend other activities that can be performed on the platform:

*“Sería bueno que se combine actividades como hacer una sopa de letras, pintar un dibujo, llenar un crucigrama y no solo llenar fichas interactivas que la profesora nos decía que hagamos” INT-S- 8.*

According to this answer, it should be seen that the teacher mainly used one type of resource out of the many offered by the Liveworksheet platform. It indicates that the teacher needs more training in the use of the platform, to help them develop skills and abilities in its users to take advantage and exploit all the benefits offered by Liveworksheet and be able to reach students more clearly and concisely, fully addressing the subject matter of the course, through multimedia content, online games, or other type of activities that capture the students' attention.

It is significant to indicate that the use and application of virtual platforms must be clear and precise in the educational model of the institutions, that is, should be very well focused on the results expected to be obtained by the students. It is also essential to achieve a change of mentality in this form of virtual learning, to take advantage of the didactic materials and learning activities available on virtual platforms that help to enhance analysis, reflection, research, and generation of quality self-learning.

### **Liveworksheet, a strategic ally for the teacher.**

Learning English as a foreign language is the main focus of the student's academic formation. The growing access to technology has promoted the inclusion of technological tools in the classroom and has allowed teachers to evolve in the form of teaching. That is why, it is interesting to know their perceptions when using all these new tools available on the Internet and even more so in recent times where the only alternative to reach the student was through their usage. Specifically, we are interested in the teacher's experience using the

Liveworksheet platform, which was the one he mainly used as a teaching tool with the students Octavo Año de Educación General Básica of the Unidad Educativa "Fe y Alegría". The teachers shared her experience through an interview, the results are presented as follows:

*“Before using this resource, I had to read and practice a lot on this platform to be able to use it with the students, for example, checking several times that the interactive sheet has no errors and that to work correctly with the sheet applied, also had to make sure that all the students received the correct link to open the document at the agreed time, because if there are any inconveniences, students could share the assignments with others and copy them”* INT-T-1; *“In addition, after carrying out the activities the student had to request some means of review, and they had to share the completed assignment either as an image or a pdf file, to be able to grade”* INT-T-2. An important aspect mentioned by the professor was that *“For this tool to be of good use, it is necessary to have Internet and e-mail... to share the link generated in Liveworksheets”* INT-T-1.

The wide variety of resources available on the platform helps to understand and assimilate the different topics, becoming great support for teaching and an undisputed improvement in academic results. But must be kept in mind that to have a good performance with interactive worksheets, students must previously know how to use an interactive virtual medium, moving words, dragging, linking, among others, since several students have special educational needs and must be very careful to treat them and look for appropriate means that allow them to interact in the classroom on their own and thus achieve effective learning.

Technological tools can adapt to all types of students, developing the construction of their knowledge in a meaningful and innovative way, adapting to those who have more difficulties, taking into account their needs, just like their skills, facilitating information and communication to provide greater openness and involvement in the educational process.



Also, it facilitates the acquisition of a language by taking it as an opportunity to communicatively interact with native and non-native English speakers, as mentioned by Casero (2016). Likewise, to reinforce English skills, the teacher mentions that:

*"It is significant that students practice listening, speaking, reading, and writing through the resources available on the platform."* IN-T-1, guided most of the time by the teacher, or at least until they can do it themselves. She also adds that *"applying group activities improves their language skills and allows them to be more confident when speaking"* IN-T-1.

When working with interactive activities, the teacher's objective is to teach and evaluate the topics that are the object of the class, but also to provide feedback to reinforce content that is not very well understood. Liveworksheet has several features but the most outstanding ones that teachers highlight correspond to the fact that *"It is interactive, and the way of grading is immediate, which mitigates the workload, as we often have to take it home with us"* IN-T-1, these are the main characteristics that differentiate it from other existing platforms on the Internet. For the teacher, this platform is a great help when teaching, because it is accessible and easy to understand and can be created different activities to stimulate the autonomous participation of the students.

## **4.2. DISCUSSION**

The present study highlights significant facts regarding how the teacher and students of the Unidad Educativa "Fe y Alegria" perceived the use of the Liveworksheet platform, as an interactive virtual learning environment within the new teaching modality, which were opted for as an emerging way to give continuity to the educational process. Interestingly, authors such as Garzón (2020) and García (2014), coincide with the students of Octavo Año

de Educación General Básica, that learning through an educational platform, as long as it is free and freely accessible, becomes a great advantage when learning a foreign language, as it allows flexibility of schedules and better use of time, of course, as long as the students have the enthusiasm and the desire to practice and learn. Likewise, Prete (2019) highlights the interactive features of the platform, such as the reading, listening, writing, and speaking exercises, which are very important in learning English, and it is that, precisely the characteristics of the integrated web technology 2.0 to perform this type of exercise is what the teacher found very important, she was able to implement very versatile ways of presenting her class. Liveworksheet has a diversity of resources and the possibility to collaborate and exchange experiences in the learning process, leading hand in hand with developing digital competencies of teachers and students. Let's not forget that online classes have not been easy, especially considering the digital knowledge gap, as well as the lack of training, however, everyone agrees that the pandemic has accelerated several changes, among this digitization. And, as now virtualization is now part of normality, we all have a commitment to work on the development of skills and competencies that will enable us to advance our educational process.

## **CHAPTER V**

### **5.1. CONCLUSIONS**

Liveworksheet, is a free access platform that provides the opportunity to any student to use it as an essential tool in the learning process with a foreign language.

The Liveworksheet platform, thanks to its interactive features, allowed teachers to generate several versatile activities that helped students respond to actions and allowed them to develop skills such as writing, listening, reading, and speaking.

Students were able to experience a new way of learning, which through practice helped them to continue learning a foreign language, and although it was hard to adapt, the students managed to maintain their studies by taking advantage of the technology that was their great companion during the pandemic.

Both teachers and students made a major technological leap, since, by using and making it part of their daily life in the teaching and learning process, adopted virtuality not only as an emerging measure of academic training but also as a new way of accompanying classical education.

### **5.2. RECOMMENDATIONS**

Motivate students continuously use the Liveworksheet platform, to develop skills that will give them the confidence to experience and take better advantage of all the resources the platform offers to learn English.

Train teachers in the management of platforms virtual platforms allows them to generate more activities, but of different type, to help students maintain their enthusiasm for learning a foreign language through virtual education.

Investigate new technological resources can be carried into the classroom to support learning, providing more options to the student to keep him in continuous education.

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## ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

BIBLIOGRAPHIC FILE

**Description:** This bibliographic file was created based on the fundamentals presented in the Theoretical Framework, the purpose is to seek information and show the particularities and potentials of Liveworksheets in the English teaching and learning process.

**Objective 1:** To describe the particularities and potentials of Liveworksheets in the English teaching and learning process.

<b>Author:</b>	<b>Edition:</b>
<b>Title:</b>	<b>Publishing house:</b>
<b>Year:</b>	<b>City / Country:</b>
<b>Characteristics</b>	
<b>Potentials</b>	
<b>Other interesting issues regarding Liveworksheets</b>	
<b>Reference:</b>	

**Done by:** Gabriela Avalos



## UNIVERSIDAD NACIONAL DE CHIMBORAZO

### FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

#### CARRERA DE IDIOMAS

#### STUDENT'S INTERVIEW GUIDE

**Description:** The instrument is developed considering the fundamentals presented in the Theoretical Framework. This instrument is designed to collect information regarding the opinion, perception, and point of view of students on the use of Liveworksheets in learning of English as a foreign language.

**Objective 2:** To interpret the students' perception regarding the usefulness of Liveworksheets for learning English.

1. Among the different technological resources your teacher has used during the pandemic, how would you rate Liveworksheet?
2. What positive experiences can you recall from the usage of Liveworksheet in your English class?
3. How do you feel when learning English by the means of Liveworksheet? Why?
4. From your view, which linguistic factors (pronunciation, grammar structures, lexicon, and motivation) have you improved after using Liveworksheet for learning English?
5. Which are the characteristics of Liveworksheet that you like in the most?
6. Would you recommend other activities that would be performed by using Liveworksheets platform?

**Done by:** Gabriela Avalos



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#### CARRERA DE IDIOMAS

#### TEACHER'S INTERVIEW GUIDE

**Description:** The instrument is developed considering the fundamentals presented in the Theoretical Framework. Through this instrument, it is intended to gather information about the usage of Liveworksheets in the teaching of English as a foreign language.

**Objective 3:** To understand how Liveworksheets are applied by the teacher in the class for teaching English.

1. What are the considerations teachers must have before, during and after the usage of this technological resource?
2. What resources do you need to use this virtual platform?
3. What do students need or have to know for a good performance of Liveworksheets-based activities?
4. How should Liveworksheets be used for benefiting the different English language skills?
5. Can you exemplify the usage of Liveworksheets when practicing each of the language skills?
6. What is your role along the development of a Liveworksheets-based activity?
7. Which are the characteristics of Liveworksheet that you like in the most? Why?

**Done by:** Gabriela Avalos

# EVIDENCE

## STUDENT'S INTERVIEW



## TEACHER'S INTERVIEW

