

The use of digital platforms in the development of grammatical competences

El uso de plataformas digitales en el desarrollo de las competencias gramaticales

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Abstract

Education has undergone a significant transformation, particularly after the COVID-19 pandemic in March 2020, which accelerated the integration of technology in the teaching-learning process. In this context, digital platforms have become essential tools for developing grammatical competences. This study adopts a qualitative, socio-educational approach, incorporating descriptive-explanatory analysis and extensive bibliographic review, complemented by surveys administered to 125 students and 9 instructors from the Instituto Superior Tecnológico Tungurahua. It examines the potential of digital tools to enhance the teaching of grammar. However, several challenges remain, including the need for adequate teacher training, equitable access to technological resources, and the development of effective evaluation strategies. The research draws upon academic databases such as Google Scholar, Scielo, and Dialnet to provide a comprehensive perspective. Ultimately, the study underscores the potential of digital platforms as valuable resources in English language instruction while highlighting the importance of addressing implementation challenges to ensure inclusive and effective learning experiences.

Keywords: Digital platforms; Grammatical Competences; Learning; Teaching; Technology.

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<https://doi.org/10.46652/runas.v6i12.282>

ISSN 2737-6230

Vol. 6 No. 12 julio-diciembre 2025, e250282

Quito, Ecuador

Enviado: febrero 27, 2025

Aceptado: mayo 30, 2025

Publicado: julio 22, 2025

Continuous Publication

Resumen

La educación ha experimentado una transformación significativa, particularmente a partir de la pandemia de COVID-19 en marzo de 2020, la cual aceleró la integración de la tecnología en el proceso de enseñanza-aprendizaje. En este contexto, las plataformas digitales se han convertido en herramientas esenciales para el desarrollo de competencias gramaticales. El presente estudio adopta un enfoque cualitativo y socioeducativo, incorporando un análisis descriptivo-explicativo y una exhaustiva revisión bibliográfica, complementados con encuestas aplicadas a 125 estudiantes y 9 docentes del Instituto Superior Tecnológico Tungurahua. Se examina el potencial de las herramientas digitales para fortalecer la enseñanza de la gramática. Sin embargo, persisten varios desafíos, entre ellos la necesidad de una formación docente adecuada, el acceso equitativo a recursos tecnológicos y el desarrollo de estrategias eficaces de evaluación. La investigación se apoya en bases de datos académicas como Google Scholar, Scielo y Dialnet para ofrecer una perspectiva integral. En última instancia, el estudio destaca el potencial de las plataformas digitales como recursos valiosos en la enseñanza del idioma inglés, al tiempo que subraya la importancia de abordar los retos de implementación para garantizar experiencias de aprendizaje inclusivas y efectivas.

Palabras clave: Plataformas digitales; Competencias Gramaticales; Aprendizaje; Enseñanza; Tecnología.

Introduction

By 2022, the global community was still working hard to adapt to the major changes brought on by the COVID-19 pandemic. Education was one of the sectors that felt the impact the most, facing both challenges and some unexpected benefits due to these unprecedented times. On the bright side, the push to integrate technology into education turned out to be a significant step forward. With the widespread use of digital devices and internet access, teachers and students were able to keep the learning process going while staying safe at home, which helped reduce the risk of virus exposure. This tech integration allowed for continued interaction and engagement, even with physical distancing in place. However, this quick transition also highlighted some issues, especially the lack of preparation among educators when it came to using digital tools effectively. Many teachers found themselves untrained or unequipped to make the most of these technologies, which limited the overall effectiveness of remote learning during this time.

On the other hand, it's important to understand that young people from Generation Z, those born between 1997 and 2012, are often called "Digital Natives." This nickname comes from their deep familiarity with digital technology, which sets them apart from earlier generations (Çoklar & Tatli, 2021). This unique trait has a significant impact on educational settings, particularly in language learning, where tech-driven strategies are becoming more common. Teachers need to recognize this vital aspect and work on improving their own tech skills to better connect their teaching methods with the preferences and learning styles of this generation. Generation Z students usually prefer approaches that incorporate technology, showing a strong ability to multitask and use digital resources, like visual aids, to boost their understanding and memory retention (Maqbool et al., 2020). Additionally, their interest and motivation can be greatly enhanced through engaging gamification techniques, which turn learning into fun and interactive experiences (Díaz-Delgado, 2018), by recognizing and embracing these trends, educators can create more

effective and engaging learning environments that truly resonate with the needs and strengths of Generation Z learners.

According to Rojas-Viteri et al. (2021),

it can be determined that there are online educational environments that seek to overcome students' disinterest in learning through games. It is here where gamification as a playful learning technique is presented as an alternative to build knowledge through games.

In this context, in today's world, it's crucial for teachers to incorporate digital tools and gamified strategies into their classrooms to make language learning more engaging and lasting. Instead of just pushing students to memorize facts, which often results in a shallow grasp of the material and a quick fade of what they've learned, these interactive methods encourage deeper thinking and help students retain information over time. By adding elements of play, challenge, and rewards, gamification not only grabs students' attention but also sparks their intrinsic motivation to dive into the language in meaningful ways. Plus, using digital resources allows for the creation of varied and adaptable learning environments that cater to the unique needs and interests of each student. Ultimately, embracing these approaches turns language learning into an active, collaborative experience, inspiring students to build knowledge naturally while keeping their interest and excitement alive throughout their educational journey.

In an effort to blend technology and gamification into virtual learning, a selection of digital tools was chosen for their ability to boost student engagement and aid in language learning. Platforms like Kahoot, Quizizz, and Liveworksheets were woven into the instructional design and later assessed for their effectiveness in developing grammatical skills. These three platforms stand out for their lively and interactive qualities, giving students great chances to practice grammar and vocabulary in a fun way. Their features, like real-time feedback, game-based challenges, and easy-to-use interfaces, help keep learners motivated and actively involved. Plus, these tools go beyond just being warm-up exercises; they act as powerful teaching aids that enhance the introduction and reinforcement of new grammar concepts. By integrating these platforms into the learning experience, teachers can foster more engaging and supportive environments that encourage students to dive deeper into the material, leading to a richer and more lasting grasp of the language.

To achieve the goals of this research, we used a survey as our main method for collecting data. We crafted a structured questionnaire that featured a five-point Likert scale to gauge how participants feel about the importance of incorporating digital tools into grammar teaching. Our survey focused on learners at the A2 proficiency level, whose feedback offered valuable insights into the realities of virtual classrooms that have become so common since the COVID-19 pandemic began, as well as the ongoing changes in digital education practices. Alongside student input, we also gathered insights from five teachers who work at the A2 level to gain a well-rounded understanding of the teaching methods and challenges faced when instructing grammar in an online environment. To deepen our study and ensure we had a comprehensive grasp of the topic, we

conducted a research synthesis as part of our literature review. This process allowed us to critically evaluate and integrate existing studies, providing a strong theoretical foundation to frame our findings and better understand how digital tools can enhance grammatical skills in online learning settings.

Digital Platforms

E-learning has gained widespread attention as an innovative method for language teaching and learning (Alakrash et al., 2022). In educational contexts, digital platforms are defined as technological environments that facilitate interaction and task development with specific pedagogical goals. Their growing importance lies in their capacity to connect users in virtual environments and support the development of academic skills in a digitalized world.

In this study, technology is understood as the integration of digital tools aimed at enhancing language learning, particularly in the development of grammatical competence. Digital applications such as Kahoot, Quizizz, and Liveworksheets have been increasingly used due to their interactive nature and potential to promote learner engagement and autonomy. Rather than describing each application's interface or usage options, this research draws upon existing studies that evaluate the pedagogical value of these tools and their effectiveness in language instruction. The goal is to analyze how these platforms contribute to building grammatical skills through gamification and real-time interaction, especially in virtual learning settings. As Garcia and Nichols (2021), argue, the integration of digital technologies in schools must be evaluated through their social use, design logic, and the resources that support them. This highlights the need for teachers to select tools based on pedagogical relevance, learners' needs, and instructional goals, not merely on availability or novelty.

Kahoot

Kahoot is a gamified digital platform that has become prevalent in educational contexts for its ability to foster active participation and motivation. It allows educators to implement game-based learning through the use of real-time quizzes, surveys, and discussions. According to Rojas-Viteri et al. (2021), gamification through tools like Kahoot provides an effective strategy to combat students' disinterest by transforming learning into a dynamic and playful experience. Rodríguez-Fernández (2017), emphasizes that Kahoot enables the creation of interactive quizzes with multiple-choice questions, real-time feedback, and customizable time limits, which can enhance engagement and formative assessment. Anshari et al. (2017), suggest that smartphones and similar devices can serve as valuable instructional aids when thoughtfully integrated, aligning with Kahoot's mobile-friendly interface.

Quizizz

Quizizz functions as both a web-based and mobile platform that allows teachers to create or reuse interactive quizzes to assess and reinforce learning. Soto and Larenas (2021) describes Quizizz as a pedagogical tool that enables individual and collaborative learning through timed challenges and game-like elements. It supports multiple question formats—such as multiple choice, fill-in-the-blank, open-ended, and polls—and provides automated feedback and performance analytics. Pitoyo et al. (2020), note that the platform's time-limited quizzes increase students' focus and motivation. Moreover, the flexibility in quiz creation allows educators to tailor content to grammar and vocabulary instruction, making it adaptable across various language proficiency levels.

Liveworksheets

Liveworksheets is an online platform offering interactive worksheets that are automatically graded and customizable based on learners' needs. Novikova (2020), highlights the educational value of interactive books and worksheets in foreign language instruction, noting that they combine publishing technologies with instructional design to foster a more immersive learning experience. Liveworksheets allows for the conversion of traditional exercises into digital format, facilitating immediate feedback and autonomous practice. This feature is particularly valuable in virtual learning environments, where student-teacher interaction may be limited.

Grammatical Competences

Grammatical competence, within the communicative approach, is considered a foundational component of language learning. It refers to the knowledge and application of linguistic rules—such as morphology, syntax, orthography, and pronunciation—that enable learners to construct grammatically correct and meaningful sentences. This competence not only supports language accuracy but also contributes to effective communication.

As part of a broader communicative competence framework, grammatical skills are complemented by sociolinguistic, strategic, and discourse competences. Together, these components enable learners to understand and produce language in diverse social and contextual situations. Mastery of grammatical structures allows for creativity in language use, as learners can formulate novel expressions while recognizing and correcting errors. Therefore, enhancing grammatical competence through digital platforms aligns with the communicative goals of modern language education and supports the development of learners' autonomy and confidence.

Methodology

The research employed a mixed-methods approach to collect both quantitative and qualitative data, aligning with its objective of analyzing the quality and effectiveness of digital platform usage in the classroom to develop grammar competences. The research modality was socio-educational with students and teachers from an A2 level in a higher education institute in Ambato, Ecuador. The research adopted a descriptive and explanatory scope, employing bibliographic methods to gather data from primary and secondary sources, encompassing both empirical and non-empirical studies.

Between June and October 2021, students from an A2 level of English got familiarized with the use and application of digital platforms to complement their learning process regarding grammar. At the end of the level, they had a clear perspective about the importance of their use and could appreciate the significant improvement in their grammatical competences.

A survey and a questionnaire were the instruments considered to measure the incidence of the digital platforms in the development of grammatical competences. The questionnaires applied to teachers and students were validated by three experts to raise reliability and it was also confirmed by a pilotage. This procedure began with the definition of the objective of the survey, which was to analyze the use of digital platforms for the development of grammatical skills at Instituto Superior Tecnológico Tungurahua students. To achieve this and to collect data, a survey was designed on a scale of Likert with closed questions according to the components of the research. The questions aimed to assess the value of technological tools for students and their familiarity with the subject's development. Therefore, a sample of 10 students was taken for the pilot tests, showing that changes should be made in certain components of the questionnaire to facilitate its understanding.

The reliability level was statistically evaluated using the Cronbach's Alpha test. Referring to the students' questionnaire, it had eleven questions whose dimensions included weaknesses, strengths, skills to be developed, importance of grammar in the learning process, use of digital platforms in the class, motivation, and useful tools to improve grammar. Furthermore, the teachers' questionnaire had eight questions that remained coherence with the dimensions of the students' one for a better analysis and comparison.

Due to the pandemic, it was feasible to apply a digitalized survey to each student that was part of the sample population as well as the teachers who taught at level A2 at the institute.

This methodological framework was designed to support the central objective of the study: to determine the incidence of digital platforms in the development of grammatical competences in English language learners at the A2 level.

Results

Based on the findings through the application of the evaluation instruments to both students and teachers, which include technical analysis regarding the perspectives that the population maintains regarding the use of digital tools in the teaching-learning process. These results are organized into two sections to facilitate their understanding and analysis.

a. Reliability of the evaluation instruments.

Table 1. Reliability of instrument 1 (Students)

Cronbach Alpha	Number of Elements
,708	9

Source: Lescano (2025).

Table 2. Reliability of instrument 2 (Teachers)

Cronbach Alpha	Number of elements
,804	9

Source: Lescano (2025).

Tables 1 and 2 show that the evaluation instruments were previously analyzed by Cronbach's alpha coefficient, which is a reliability measure used in research to evaluate the internal consistency of the questionnaire items. This table shows that both the questionnaire for teachers and students have a result greater than 0.7, which indicates that the instruments are reliable for their application.

b. Results of the application of instruments of evaluation.

Table 3. Do you consider grammar important when learning English as a foreign language?

		Frecuency	Percentage
Valid	Always	48	38,4
	Usually	40	32
	Sometimes	37	29,6
	Total	125	100

Source: Lescano (2025).

Analysis: Learning English, one of the most widely spoken and used languages in the world, is a major challenge for many people around the globe. Grammar proves to be a fundamental pillar that supports fluency and communication in English. This is seen by 38.4% of respondents who say it always is, and 32% who see it as a common option. Grammar is more than just a collection of linguistic rules and structures. It plays a crucial role in acquiring strong language skills and a deep understanding of the language.

Table 4. What should teachers apply in their classes to motivate students to learn English language grammar?

		Frecuency	Percentage
Valid	Digital platforms (grammar games)	82	65,6
	Oral repetitions (drilling)	12	9,6
	Grammar Worksheets	12	9,6
	Use authentic texts	16	12,8
	Role plays (grammar structures)	3	2,4
	Total	32	100,0

Source: Lescano (2025).

Analysis: In an increasingly digitized world, digital platforms are transforming education and offering new and exciting ways to engage students in learning English. These platforms, ranging from mobile apps to online programs, are designed to motivate, inspire and empower students on their English language acquisition journey, as confirmed by 65.6% of students analyzed. This does not mean that they are unique strategies for this learning process. Rather, other forms of teaching need to be adapted and tailored to the environment.

Table 5. Does your teacher use digital platforms to practice grammar?

		Frecuency	Percentage
Valid	Always	86	68,8
	Usually	31	24,8
	Sometimes	8	6,4
	Total	125	100,0

Source: Lescano (2025).

Analysis: In today's educational landscape, digital platforms have revolutionized the way the English language is taught and learned, especially when it comes to the study of grammar. These technological tools offer a variety of interactive and dynamic resources that not only facilitate the understanding of grammar, but also make the learning process more engaging and effective. It is encouraging that students at the Instituto Superior Tecnológico Tungurahua it is expressed by the students (68.8% Always; 24.8 Usually and 6.4% Sometimes) that teachers use these tools, and in some way, facilitate their understanding of English at a grammatical level. Respondents say that lessons become much more active when technological aids are used and not just the blackboard.

Table 6. Do you use digital platforms like Kahoot, Quizizz, Jeopardy, or others?

		Frequency	Percentage
Valid	Always	8	88,89
	Usually	1	11,11
	Total	9	100,0

Source: Lescano (2025).

Analysis: In the digital age that the world finds itself in, digital platforms are changing the way we learn and teach languages, and English is no exception. Instituto Superior Tecnológico Tungurahua teachers consider the use of platforms such as Kahoot, Quizizz, Jeopardy or others to be extremely necessary, as the teaching-learning process is much more dynamic and interactive, and the improvement in student comprehension is tangible.

Discussion

In the current context of globalization and technological advancement, learning English has become an essential skill for communication and professional success in an increasingly interconnected world. In this sense, digital platforms have emerged as fundamental tools to facilitate the English learning process, offering a range of benefits and opportunities that have been explored in the scholarly community. In this academic discussion, the importance of using digital platforms for English language learning is examined from an academic perspective. It will examine empirical evidence and relevant theories that support their effectiveness and relevance in education.

Numerous studies have shown that the use of digital platforms in learning English can significantly improve students' linguistic skills in all areas of the language, including listening, reading, writing and speaking (Thorne & Payne, 2013). For example, research has found that access to multimedia resources, such as interactive videos and audio, can improve students' listening comprehension and pronunciation (Donaldson & Haggstrom, 2006). Likewise, the regular practice of interactive activities and educational games on digital platforms has been shown to improve reading comprehension and vocabulary acquisition in English (Sung et al., 2016) as this study determines according to the students' statements. and teachers.

In addition to improving language skills, digital platforms have also been recognized for their ability to motivate students and increase their commitment to learning English - this is said by students themselves, who mentioned feeling much more comfortable with online-based learning. technological skills since they are much more familiar to them and their environment. Self-determination theory, for example, suggests that using digital platforms that offer a sense of autonomy, competence, and connection to others can promote students' intrinsic motivation, which in turn improves their performance and persistence in learning of language (Ryan & Deci, 2020). Studies have found that access to interactive digital platforms that offer immediate feedback and virtual rewards can increase students' motivation and commitment to learning English (Me, 2021) in the particular case of research, It was detected that there are very good results with platforms such as Kahoot, Quizizz, Jeopardy without mentioning that they are exclusive since today there are too many of them, however, they are the ones that the teachers have currently developed at Instituto Superior Tecnológico Tungurahua.

In addition to individual benefits, the use of digital platforms can also have positive impacts on teaching and educational practice as a whole. Digital platforms offer educators powerful tools to personalize learning, monitor student progress, and provide individualized feedback in real

time, improving the effectiveness and efficiency of the educational process (William, s. f.). Furthermore, the implementation of digital platforms can facilitate collaboration between students and teachers, as well as the exchange of resources and best practices at a global level, which enriches the quality and diversity of English learning in diverse educational environments.

With all these studies, the scientific evidence that supports the importance of using digital platforms to learn the English language is determined, highlighting their benefits in terms of improving linguistic skills, student motivation, and educational effectiveness in general. These findings underscore the need to effectively integrate digital platforms into English educational programs, harnessing their potential to enrich and transform students' learning experience in the 21st century.

Conclusion

Instituto Superior Tecnológico Tungurahua with its Language Center allows for continuous improvement in development strategies for teaching and learning processes, particularly in the English language. It has been corroborated that students feel much more motivated to learn when this process occurs, using tools digital since they are very familiar to them and allows feedback to be much more effective, obtaining better academic performance, which significantly reduces student dropout.

The use of digital platforms to learn English grammar emerges as an indispensable tool in the contemporary educational context. Through the integration of technology and pedagogy, online platforms offer several benefits and opportunities that significantly improve the learning experience of students at the institute and promote greater success in English proficiency.

The commitment of Instituto Superior Tecnológico Tungurahua students and teachers to use technological tools for learning the English grammar skill is fundamental in the current digital era. This commitment implies an active and continuous willingness to explore, adopt and leverage available technologies to improve the educational experience and achieve learning objectives, particularly in the English grammar skill.

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Declaration

Conflict of interest

We have no conflict of interest to declare.

Funding

No financial support from outside parties for this article.

Note

The article is original and has not been previously published.