UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

CUR– MATAGALPA

DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y HUMANIDADES

GRADUATE SEMINAR

Submitted to the National Autonomous University of Nicaragua in fulfillment of the requirements for the Bachelor of Arts degree in English Teaching

General topic:

TOWARDS TEFL EXCELLENCE IN MATAGALPA. A STUDY OF EFFECTIVE INSTRUCTIONAL PRACTICES FOR ELEMENTARY AND SECONDARY SCHOOLS IN THE SECOND SEMESTER OF 2024.

Specific topic:

Exploring student and teacher perceptions with online platforms for English teaching and learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024.

Authors:

➢ Sr. Juan Carlos Ocampo Ortega
➢ Sr. Wendy Janira Siles Urrutia
➢ Sr. Wendy Juvelka Urbina Altamirano

Tutor:

MSc. César Enrique López S.

Matagalpa Nicaragua, November 2024

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ABSTRACT

The use of online platforms in English lessons has been a point to consider for develop successfully an English lesson and to complete the performance indicator to achieve the students' involvement of macro skills, making it easier the insertion of English in the learning process to teachers and students. Therefore, this research attempts to demonstrate the relevance of the use of these platforms to facilitate the didactic and pedagogical performance of the English language learning process. This is how we reach the conclusion that one common challenge is the time and the access to internet networks to develop this class, as the way to the access of the material and information without internet connections. The English teachers develop lessons online to create a support between the student and the English learning context, to avoid the failure of English lessons as well as the achievement of some performance indicator, the lack of knowledge regarding the use of technology is considered a barrier between learning and the student, however, the ingenuity of the teachers transcends these difficulties since they always manage to bring the student closer to the main purpose of learning English. At the Miguel Larreynaga public school in Matagalpa, interviews and a focus group were conducted to find out the opinions about the use of these platforms among students and teachers, which are described in the research process of this work. Demonstrating the need to use online platforms in the development of English lessons for its communicative advancement.

Key words: online platforms, English teaching and learning process.

ACKNOWLEDGEMENTS

No work could begin without first mentioning our creator, to whom we owe our being, our life and the strength to move forward. To our parents for being a fundamental pillar in the learning and development of the human being. As well as to each one of the people who helped to carry out this research. They have all our gratitude.

Due to the difficulties of developing a professional degree for students, teachers' assignments have come to be seen as punishment for those who receive them, without considering the time each teacher took to develop an assignment, adapting each of optimal strategies for the development of linguistic or scientific skills. This is how gratitude is born to teachers for assigning this work, as well as the recognition of their effort in the creation of new quality professionals.

Emphasize the contribution of the teachers of the school that was taken as a sample of this research, who with their experience greatly contributed to its development. We also thank the teachers WHO Tech at our alma mater, UNAN CUR Matagalpa, since their willingness was one hundred percent within our reach.

Advisers approval

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN - MANAGUA

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres: 1. Juan Carlos Ocampo Ortega Carnet: 20604439, Cedula: 441-140597-1004W. 2. Wendy Janira Siles Urrutia carnet: 17608069, Cédula: 441-240895-0009S. 3. Wendy Juvelka Urbina Altamirano, Carnet:20604307

Cédula:441-131001-1007C, para optar al título de Licenciado en Ciencias de la Educación con

Mención en inglés, con el tema:

Exploring student and teacher perceptions with Online Platforms for English teaching and learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024 responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN Managua/CUR Matagalpa con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de los resultados se realizó tomando en cuenta las variables del estudio, los objetivos, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de análisis y discusión de resultados, y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

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I.   INTRODUCTION:

The online platforms basically are tools to develop successfully a lesson online, in the English lessons purpose include the active interaction of the student and teachers and the insertion of knowledge of an easier way.

The main objective of this research is to validate the perceptions of teachers and students in the use of digital online platforms in the incursion of learning the English language, the sample taken was thirty- three seventh grade students of high school from the Public-School Miguel Larreynaga, research developed by three students of Educational Sciences with mention in English developed at the Autonomous University of Nicaragua. CUR Matagalpa, as facilitators, who are the researchers of this investigation.

The theoretical framework of this research is based on the educational context experienced by the focus group participants as well as the interviews conducted, focused on the different ideas of the websites on the use of the most used online platforms for the development of online classes in the context of English learning process, where methodological concepts were evaluated, each cited at the corresponding level of this research, investigating among the web pages of educational sites where this platforms are covered as a multifunctional contribution to learning English. All these ideas in order to improve communication and educational implementation of the English language.

The Implemented methodological design is fully described in the process of this research which refers to the application of interviews for the collection of qualitative information relevant to obtain significant data. The paradigm of this research is based on Interpretivism because it uses qualitative research methods that focus on individuals' beliefs, motivations, and reasoning over quantitative data to gain understanding of social interactions. Interpretivists assume that access to reality happens through social constructions such as language, consciousness, shared meanings, and instruments.

The type of research is Descriptive research is based on qualities and not numbers, maintaining the line of development exposed in the variables. In this type of

research, a comparison is implemented between its same elements, making it clear which are its main characteristics to investigate.

A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them. (THOMAS, 2020).

In this type of study, the opinion of several protagonists is considered, in order to find the most appropriate one or the one that generally frames a single concept, without going into depth about them.

The results obtained in this research are very important in improving the use of online platforms for the development of classes in schools. That is why the creation of an online platform based on the needs of each teacher and student who is involved in the process of acquisition of a new language is proposed. However, the skills and abilities that teachers have in the development of recreational activities in which the technological resources and process are added as infallible methods for learning the language must be identified.

Finally, some recommendations are made, considering the use of technological devices in the house, these must be supervised by an adult at the time of use, as well as making the most of the time of each online lesson.

English is the second most spoken language in the world, after Spanish. In our country, the use of this language has increased greatly, as well as its incursion into the educational world for its communicative development. In previous times, it was taken only in High school. In current times, in view of the need, its development was implemented in primary schools, achieving a higher linguistic level in schools. It is important to mention the development of online classes as a motivation for students since they are interactive and in many cases the participation of students becomes fun, fun and acquisition of knowledge at the same time.

After conducting the interviews in the grade selected as a sample, it was necessary to determine which are the most used online platforms for online English

lessons. Of these, Google Meet, Moodle, Kahoot and Google Classroom were identified as the most used. These are the most used by the teachers in the educational context to facilitate student access to information, but showing the same needs mentioned above. Then, we start to research about the use of each one and the process to adapt it to the English lessons, and how it will be helpful to the educational process.

II.   JUSTIFICATION

Currently there are various platforms associated with the teaching-learning process of English as a second language, which some students and teachers take as a challenge and a good experience of receiving knowledge, emphasis should be placed on the ease of use of these, since they allow studying and acquiring information from anywhere, mentioning the use of some technological means to make it effective. These platforms greatly help the development of the English language and its improvement, as it levels the capacity of attention and completion of tasks in children, due to the attraction of technology to infants and access at any time to these platforms, as well as the lack of distraction and social interaction of the students.

Nowadays, it is essential to recognize the work of digital platforms for students who study a second language, in this case English, and for the retention of good teacher training. When a student shows interest in learning this language, the consequences influence at an academic and social level by forming relationships with teachers, classmates and parents, helping to implement strategic methodologies that intervene in strengthening teaching as a priority and, consequently, learning.

In teaching the English language, it is important to detect the needs of students and their environment, as this is how different methodologies and work plans are developed. In the case of digital platforms, it is important to recreate a specific methodological plan that includes time and interest as fundamental characteristics of a good learner, as is the case of language academies, from a different point of view than the traditional one when teaching something that can be as complex as mastering a foreign language.

This research has had a significant positive impact in the academic and social spheres of those who carried out the exploration of said research, since it delves into the challenge and opportunities of using digital platforms in teaching the English language to students and teachers who want to improve their second language

learning technique and intend to strengthen the learning of this language inside and outside the classroom. It is aimed at the general public interested in the study of a problem of this social magnitude that influences small student groups, students and teachers in general who consider that this research is relevant to their future projects and in the teaching-learning process of a second language.

III OBJECTIVES

Objectives:

Determine the importance of the online platforms for English teaching and learning through teachers and student's perceptions in seventh grade of Miguel Larreynaga School in the second semester 2024.

Specific objectives:

1-) To evaluate the online platforms used by teachers and students in the English language teaching and learning process.

2-) Find out the opportunities and challenges of using online platforms to strengthen the learning of the English language in teachers and students of seventh grade of Miguel Larreynaga School in the second semester of 2024.

3-) Propose an online platform that benefits the development of English language learning, deriving certain limitations.

IV THEORETICAL FRAMEWORK
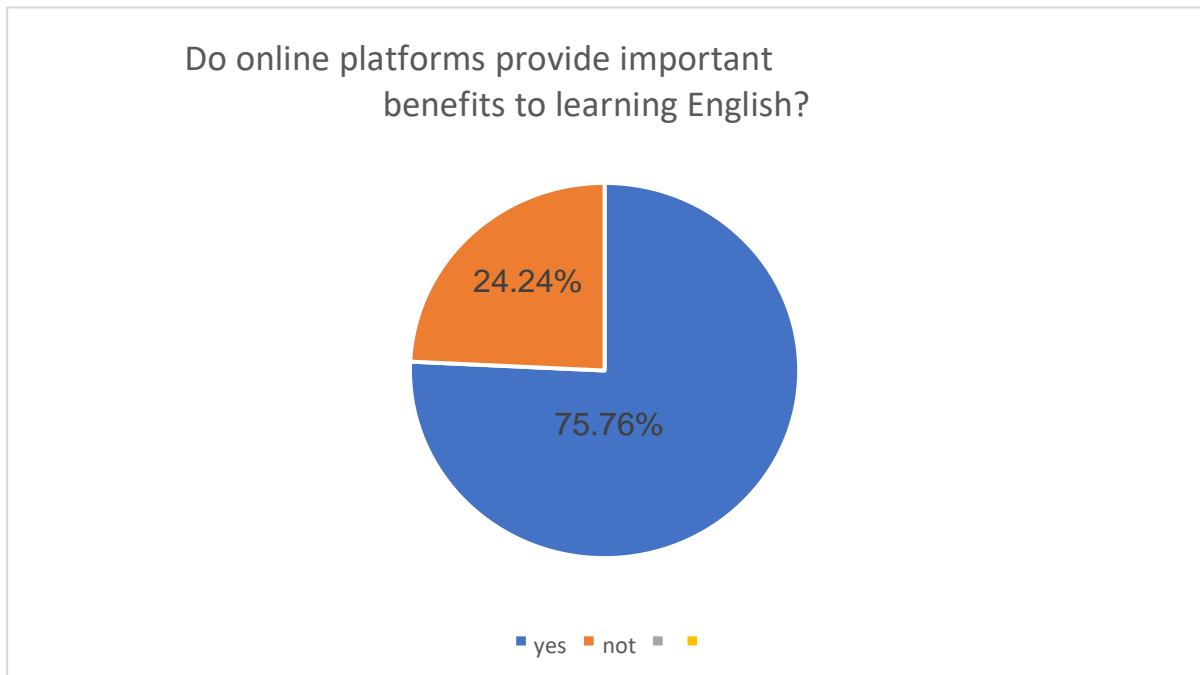
4.1 ONLINE PLATFORMS.

4.1.1 DEFINITION:

An online platform is a digital service that connects users to facilitate interactions and exchanges of information, goods, and services. These platforms can be websites or apps that allow users to communicate, share information, and collaborate. (Balkı, 2020)

Online platforms have allowed the development of businesses on the web for many micro companies that aspire to their growth. However, in the educational field it is a broad path towards a good development of each educational process. They are used daily by users who must develop a research process regarding learning and exploring certain online ventures, these demonstrate the considerable technological advance that has had great magnitude.

In the broad educational world, the different ways of bringing information to our students must be taken into account, this is how the world of online platforms come into play as essential elements that facilitate the work of those who promote or aspire to be a teacher of any subject. The English language does not go unnoticed, which takes the use of them as its main resource.

Graphic 1: Benefits of online platforms

Do online platforms provide important benefits to learning English?

24.24%

75.76%

■ yes ■ not ■ ■

In fact, In the group of the sample, they said that the experience of using online platforms it has become a new time in the improvement of the English learning, because the people with access to these platforms has an opportunity near of the reality about English context in our country. Therefore, improve the English skills are the main objective and it is the hardest purpose to design it. From the entire group of 33 students, 28 student's percept it as a new opportunity to English online lessons providing important benefits to learning English subject 8 students said that they consider that the time and other factors are involving in this experience.

4.2 IMPORTANCE TO USE IN ENGLISH TEACHING AND LEARNING PROCESS

Using a variety of engaging methods in English teaching and learning is crucial because it allows students to actively participate, develop different language skills (speaking, listening, reading, writing), cater to diverse learning styles, and ultimately, make the learning process more effective and enjoyable, leading to better language acquisition. (SEARCH LABS, 2024)

The use of online platforms for the development of different educational elements with an emphasis on the English language stems from the need to increase the level of learning of the same, that is, it is born from the possibility of improvement that it has in the everyday environment.

Different alternatives have been implemented to make English more understandable, practical, and communicative, with online platforms being the before and after in the development of the teaching-learning process of the English language and any other subject. For the group pf seventh grade of Miguel Larreynaga school,

Graphic 2: Use the online plaforms

HOW USEFUL ARE THE ONLINE PLATFORMS IN THE LEARNING PROCESS OF A NEW LANGUAGE?

■ IMPORTANT　■ ANYTHING TO SAY　■　■

9%

91%
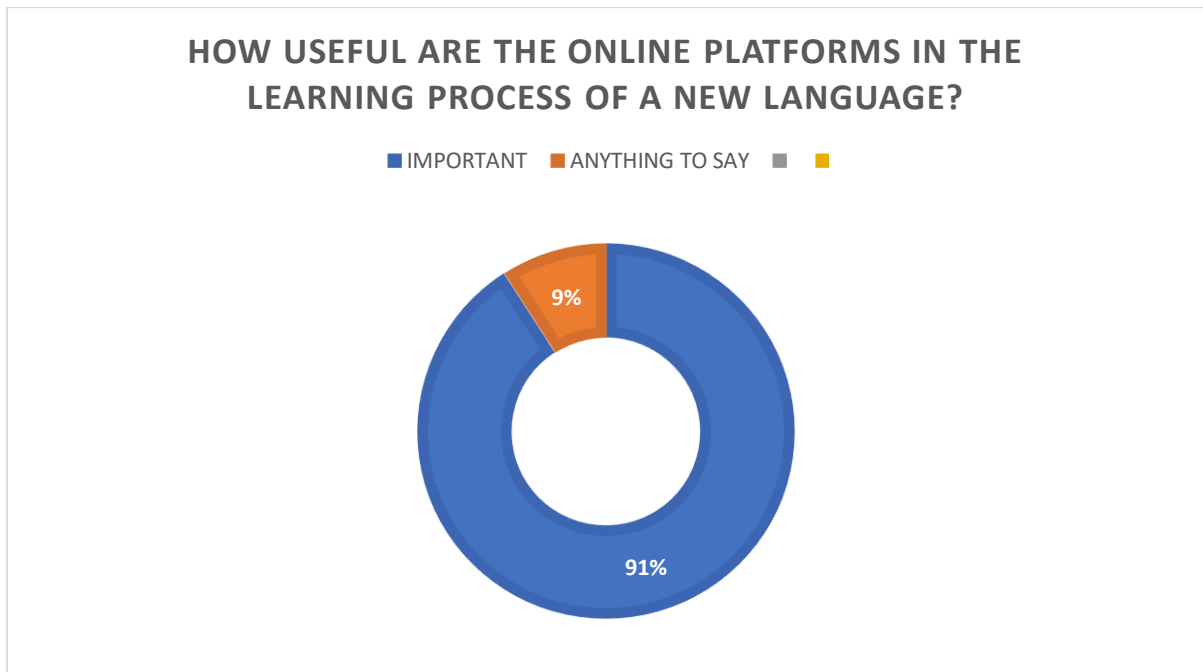
These platforms enable the power to learn and research a topic of interest anywhere, whether in an educational center or in the comfort of your home. The results obtained indicate that the students of seventh grade of Miguel Larreynaga school have recognized the use of online platforms as important tools to develop English lessons, encouraging to participate in all of them actively with the participation of one hundred percent of the student. From 33 students, 30 students consider that the online platforms are important to English lessons development. 3 students didn't have anything to say.

4.3 PLATFORMS USED BY THE TEACHER TO DEVELOP ENGLISH LESSONS

4.3.1 zoom:

Zoom is a communications platform that allows users to connect with video, audio, phone, and chat. Using Zoom requires an internet connection and a supported device. Most new users will want to start by creating an account and downloading the Zoom Client for Meetings. Others can review the variety of solutions offered by the Zoom platform and determine which one best fits their needs. (ZOOM, 2022)

Like other platforms, its emphasis is on the educational and communicative field, it is used for the connection between people who wish to develop a meeting, whether business or educational.

In schools, it is used for the performance of some activities for meetings or some classes that are evaluated online, making each of the lessons given more feasible and attainable. In the field of English, being a communicative development the most important, they are used to practice the speaking skill in the English language, interacting between people beyond the classroom.

4.3.2 GOOGLE CLASSROOM:

Google Classroom is a free web-based learning platform developed by Google, where teachers can run a class online, create curriculums, and share assignments with students in a paperless way. The platform simplifies teacherstudent collaboration by leveraging the various G Suite services like Google Docs, Sheets, and Slides. Basically, anyone with a Google account can use Google Classroom. ((MUKUNDAN, 2024)

Google Classroom is a totally innovative platform of those commonly used for the development of English lessons. It covers a number of opportunities for both the teacher and the student. It includes an inclusive world for the different learning needs that come with learning a new language. It makes it easier to access documents with valuable information that the teacher can share with the students and with whoever wants to be included in the process.
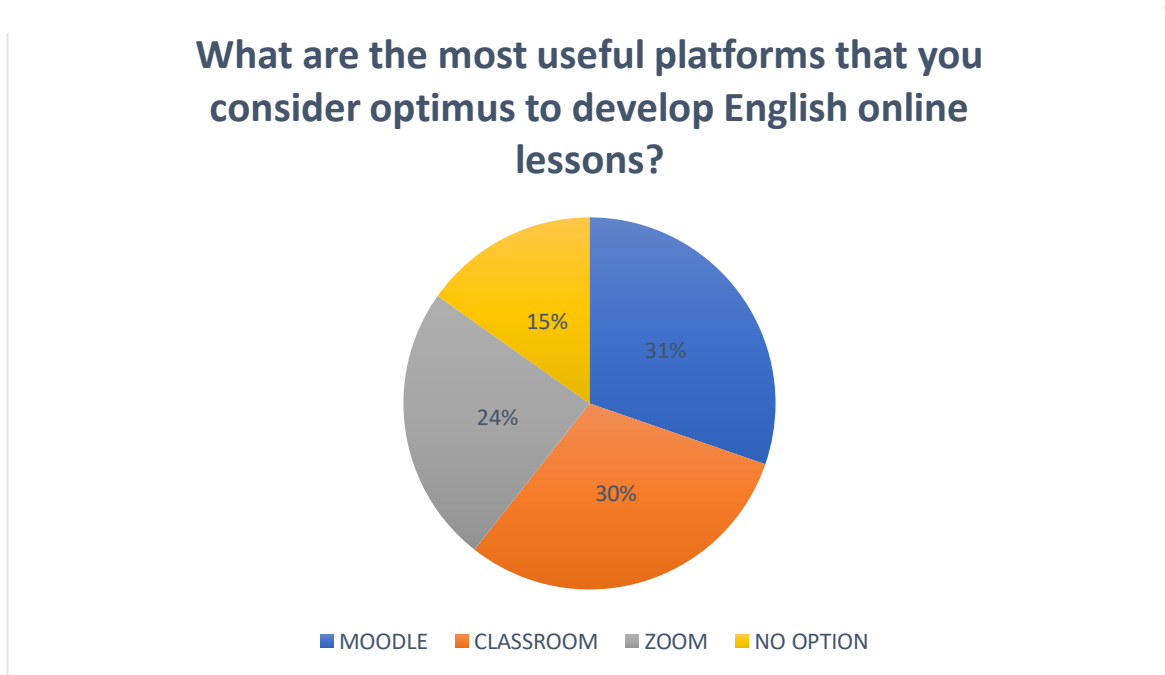
In seventh grade of Miguel Larreynaga school, the development of different recreational activities and the sharing of information through certain platforms is seen daily, as well as the use of these for the study of the English language at home. The students said that the interaction of the student and the teacher sometimes is the result of the empathy of the teacher with them, the English teacher refers to she include to all of her students in the development of the lesson, to prepare an online class, and it is used when she has a interpretative topic or a model of scientific topic, as well as, some videos with grammar information, and based on the access of them with this type of resources.

4.3.3 MOODLE:

Moodle is a free, open-source learning management system (LMS) that allows educators, administrators, and students to create and manage online learning environments. (MOODLE, 2024).

MOODLE is one of the most widely used online educational platforms in the world. It implements technological resources for teachers and students that meet an educational need. In the case of English, it is frequently used for its optimal configurations and speed of work. It allows for the development of online classes with an organized time and with access to information the 24 hours a day.

What are the most useful platforms that you consider optimus to develop English online lessons?

- MOODLE   - CLASSROOM   - ZOOM   - NO OPTION

It has a time limit for their development, in the sample group, it was mentioned that they had never used this platform before, but they had heard about it from many teachers who taught other subjects, except English, but, after experiencing it, it could be said that it works for the development of this subjects.

4.4 ACCESSIBLITY OF ONLINE PLATFORMS

The Web is fundamentally designed to work for all people, whatever their hardware, software, language, location, or ability. When the Web meets this goal, it is accessible to people with a diverse range of hearing, movement, sight, and cognitive ability. (MUKUNDAN, 2024)

Thus, the impact of disability is radically changed on the Web because the Web removes barriers to communication and interaction that many people face in the physical world. However, when websites, applications, technologies, or tools are badly designed, they can create barriers that exclude people from using the Web.

Accessibility is essential for developers and organizations that want to create high-quality websites and web tools, and not exclude people from using their products and services.

The Web is an increasingly important resource in many aspects of life: education, employment, government, commerce, health care, recreation, and more. It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with diverse abilities. Access to information and communications technologies, including the Web, is defined as a basic human right in the United Nations Convention on the Rights of Persons with Disabilities. (UN CRPD).

The Web offers the possibility of unprecedented access to information and interaction for many people with disabilities. That is, the accessibility barriers to print, audio, and visual media can be much more easily overcome through web technologies.

Accessibility supports social inclusion for people with disabilities as well as others, such as: older people people in rural áreas people in developing countries.

4.5 ENGLISH TEACHING AND LEARNING PROCESS

The process of learning any new skill requires a lot of practice. Likewise, to be able to become a person who can speak English fluently, you have to learn it right and practice well. Every language is based on four different skills – Listening, Speaking, Reading and Writing skills, collectively called the LSRW skills. (BYJUS, 2024)

The development of the English language teaching and learning process differs in the way it is learned. Whether, in educational or communicative context, both have a common objective, to speak English fluently as a second language, influencing the importance of understanding what others say and what we speak.

In context, the students in the sample have inquired about how it is easier to learn, and they came to the conclusion that it is easier with the use of tools that are feasible in the ayes and execution of the student and the teacher.

The group of the sample said that the principal aspects to consider to develop an online English lesson are: the time to develop it, the use of confidence information,

the access to educational information without internet access, the interaction of the students on the class.

4.6 PERCEPTIONS OF ONLINE PLATFORMS IN THE ENGLISH TEACHING AND   LEARNING PROCESS

Online language instruction represents an important and growing trend in higher education, particularly in English as a Foreign Language (EFL). In order to meet the students' demand for this type of education, Higher Education Institutions need to evolve and offer a different methodology which contains a strong Information and Communications Technology (ICT) component in order to prepare students for a more competitive world. (DIALNET, 2020).

The perceptions of the research are applied to the real life when the words are concisely implemented on the educative field, making a difference between the reallife and the words of the imagination.

In fact, the students and teachers whom are involved on the interviews of the sample explain that the opinions depend of the easier way to access tosome online platform, emphasizing the oppotunitites and challenges to consider in this process.

4.6.1. OPPORTUNITIES TO STUDENTS AND TEACHERS THAT LEARN OR TEACH ENGLISH USING ONLINE PLATFORMS:

Promotion of teacher/student communication: The teacher/student relationship, in the course of class or the eventuality of the use of tutoring, is greatly expanded with the use of the tools of the virtual platform.

Facilities for access to information: It is a potential tool that allows you to create and manage subjects in a simple way, including a wide variety of activities, and closely tracks the work of students. Any information related to the subject is permanently available allowing the student to access it anytime, anywhere.

Encouraging discussion and discussion: Extending teaching beyond the classroom using the apps provided by the platform encourages student participation.

It allows remote communication through forums, mail and Chat, thus favoring cooperative learning.

Skills and Skills Development: This educational model promotes the space for the transmission of knowledge as well as the development in students of skills and competencies that train them as good professionals. At the same time, it is also possible for the student to become familiar with the use of computer media, an aspect of great importance in the current information society.

The playful component: The use of technologies such as instant messaging, forums, Chats in many cases, acts as an incentive for students to consider the subject interesting. In short, it gives the teaching a format closer to the language of the new generations.

Promoting the educational community: The use of virtual platforms is expanding the possibilities of connection between teachers. of educational communities in which teachers share materials or collaborate on joint educational projects.

Disadvantages Increased effort and dedication on the part of the teacher: The use of virtual platforms for teaching implies an increase in the effort and time that the teacher has to devote to the subject since the platform needs to be constantly updated.

Need for motivated and participatory students: The use of virtual tools requires participatory students who are involved in the subject. Access to media and the computer gap: The use of virtual platforms as a teaching support resource requires the student to have permanent access to computer media. (DIALNET, 2022)

Each online platform adapts to the development of the content it is going to develop. One of the important opportunities taken up by those investigated has been the variation in access to them, that is, the flexibility of access, since an online election can be carried out anywhere, whether in the comfort of your home, or at your workplace, from a server or from your mobile phone. One of the opportunities that some platforms provide, according to the sample group, is access to digital content

that allows the improvement of learning, in this case of English language, allows access to recreational activities and development according to their age and the number of times you have available for this. That is, it adapts to the needs and characteristics of the user. It is used by teachers as a sample for the development and attraction of students, creating strategies within online platforms that allow access to them for their learning needs.

4.7. CHALLENGES IN THE DEVELOP OF AN ONLINE LESSON OF ENGLISH FACED BY STUDENTS AND TEACHERS

Increased effort and dedication on the part of the teacher: The use of virtual platforms for teaching implies an increase in the effort and time that the teacher has to devote to the subject since the platform needs to be constantly updated. Need for motivated and participatory students: The use of virtual tools requires participatory students who are involved in the subject. Access to media and the computer gap: The use of virtual platforms as a teaching support resource requires the student to have permanent access to computer media. (DIALNET, 2022).

The use of online platforms prevents us from having certainty about the student's application in a certain class, this means that it is ambiguous to know if the student was the one who made the choice or not, in turn, it is difficult to maintain control and motivation in a reading to attract the student's attention. For teachers it would be an extra time in their daily work, since it is normally seen that they must use these strategies in extra hours than the normal ones that are busy in the classrooms. A challenge that has not been named as a need and should be seen as such is the absence of Wi-Fi lines and computers or cell phones in homes, which provides an extra expense for both the student and the teacher.

In the sample group, a radical change is experienced in the traditional learning methods, in which the interaction of some technological means is mentioned, such as tablets with an Internet connection for the development of certain classes, one of them being the subject English. to another challenge, because some of them do not master the use of this one hundred percent, and the time of use is frequently an impediment to completing certain works one hundred percent, in turn, when

expressing this discomfort on the part of the students, the Teachers assign them work at home, which they do, if the use of their parents' telephone is accessible, otherwise this task is incomplete.

4.8. PROPOSAL OF ONLINE PLATFORM THROUGH THE EXPOSED NEEDS

Given the above, the need to create an online platform that includes the presence of the necessary elements for the development of an online class is reiterated. such as time, access to information such as files, videos, audios and images, where English lessons are supported for a greater understanding of this language.

A platform called WWJENGLISH is proposed. This platform aims to develop web anchors for certain virtual lessons developed by certain websites, which work towards the development and introduction of the English language in different countries around the world.

Figure 1 Web page creation:
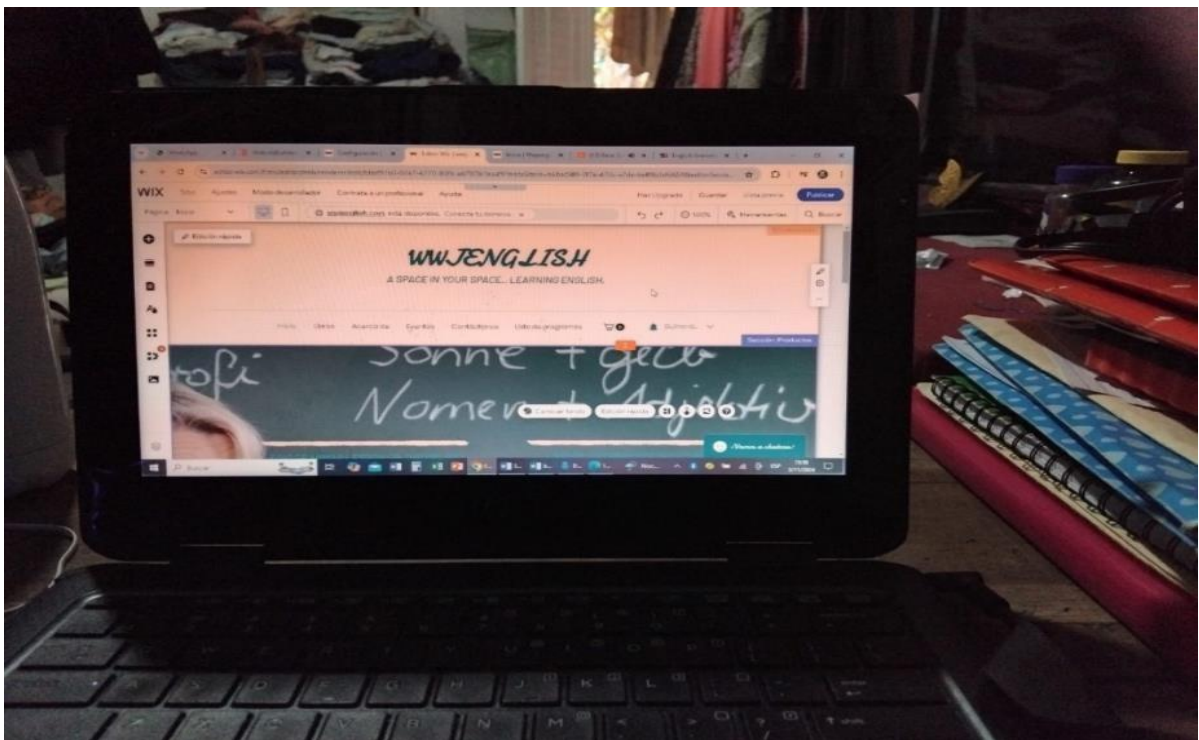
V. ANALYSIS AND INTERPRETATION OF RESULTS BY OBJECTIVES

According to **Objective** 1: To evaluate the online platforms most used by teachers and students in the English language teaching and learning process (seeing graph number one) we carried out the evaluation of the online platforms based on the opinion of the focus group and the interviews carried out in the sample group, we found as a result was possible to evaluate the online platforms most used by teachers and students in the sample group.

Based on the perceptions of each one of the teachers and students involved in a focal group and some interviews. It was found that the most important ones in the English language learning process are: Moodle, Google Classroom, Zoom and Kahoot. It was determined that these are the most important and effective in the process of insertion of a second language.as well as, some students don't know some of these platforms to develop in online sites. Using a variety of engaging methods in English teaching and learning is crucial because it allows students to actively participate, develop different language skills (speaking, listening, reading, writing), cater to diverse learning styles, and ultimately, make the learning process more effective and enjoyable, leading to better language acquisition. (SEARCH LABS, 2024).

This means that the use of online platforms in the learning process is very important and usually facilitates the didactic and pedagogical work for both the teacher and the student who uses them for the infusion of knowledge.

In the development of the process **the Objective 2:** Find out the opportunities and challenges of using online platforms to strengthen the learning of the English language in teachers and students of seventh grade of Miguel Larreynaga School in the second semester of 2024, helped us identify that ,integrating and articulating the ideas of the students and teachers of the sample group, the challenges and opportunities faced in

the use of online platforms for English lessons were identified, taking the following as main ones:

- The opportunities of the use of them are the development of the lessons in anywhere, the inclusion of the students in a ludic environment and the creation and design of new resources, generating motivation to the students.
- The challenges of them are the time to study is not the necessary time, sometimes we need more time and the platform doesn't permit it, the access of the resources need access to internet network or mobile data. The children need to have some technological resource to develop these classes.

Increased effort and dedication on the part of the teacher: The use of virtual platforms for teaching implies an increase in the effort and time that the teacher has to devote to the subject since the platform needs to be constantly updated. Need for motivated and participatory students: The use of virtual tools requires participatory students who are involved in the subject. Access to media and the computer gap: The use of virtual platforms as a teaching support resource requires the student to have permanent access to computer media. (DIALNET, 2022).

However, based on the aforementioned theory, it must be understood that the proper development of the use of these platforms must be framed within the ease and access of them around the time and Internet networks to which the student or teacher has access. (seeing graph 2).

Determining the importance of the revising in the **objective 3:** it consider important to mention the creation of a new online platform to develop English lessons to help the improvement of the English macro skills to students and teachers. As well as, the creation of an online website is a process when it involves the time and the access of the new information to be usual for thestudents and the involvedpeople. Therefore, its apllied as an online platform with some type of videos, pictures, sounds and books that are accessible without internet lines, this allows the protagonist to read or use them at any time, thanks to their availability, this will be called WWJENGLISH. And based on the needs of the students and teachers is necessary create it with some options of time ad downloads of the included files.

5.1 CONCLUSION

The general objective of this research is Determine the importance of the most useful online platforms for English teaching and learning through teachers and student's perceptions in seventh grade of Miguel Larreynaga School in the second semester 2024. Based on the perceptions andopinions of students and teachers this research led us to the following conclusions:

- Technological instruments are necessary if the resources and needs for their use are available. In the case of online platforms, their use is optimized if there is an internet network that guarantees stability and the proper functioning of this platform, based on the experience of teacher and student the platform has an optimus function if the teacher involves all her or his students in the process.

- A platform is needed that can meet educational needs in this case of time and access without internet to multimedia files with a focus on learning designs. Its importan to receive some perceptions of the students to consider the elements or needs of learning to evaluate an online lesson.

- The propose of an online platform based on the needs of the students and teachers is developed integrating the main purposes of the english learning, this is ti say, that the students in the process must to have the help of the teacher who is the facilitator of the class in all the moments of the lesson and with motivation to them.

5.2 RECOMMENDATION

Considering the environment of the learning process, showed in the classroom, observed at the timeof the interviews application, these are included the following advises:

- Nowadays, teachers and students are the designers of a better environment of learning in the classroom, therefore, it is necessary create a suitable methodology to teach and learn in the correct way, giving the opportunities to exchange the learning solutions in the way to design a better line of speak English.
- It is recommended to involve all the students in a classroom to the use of technological resources to avoid the distance between students and teachers and practicing inclusion with your students with all the possible needs of learning approaches.
- Create an environment of confidence to share feelings and emotions to express their ideas and interaction in the classroom.

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APPENDIX

1. APPENDIX *I. INTERVIEW TO TEACHERS AND STUDENTS:*

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

CUR- MATAGALPA

Research Topic: Exploring Student and Teacher Perceptions with Online Platforms for English Teaching and Learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024.

Interview to teachers of English subject (Questionnaire)

I. General data

School: MIGUEL LARREYNAGA   Level: SEVENTH GRADE A

Teacher´s name: Subject: ENGLISH

Date:

II. Introduction

I am student of the English Degree offered at UNAN-CUR Matagalpa. I am conducting research with the aim of collecting information related to my research work entitled: Exploring Student and Teacher Perceptions with Online Platforms for English Teaching and Learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024 for which I will conduct this FOCAL

GROUP.

III. Objectives

General objective:

Determine the importance of the most useful online platforms for English teaching and Learning through teachers and students' perceptions in seventh grade of Miguel Larreynaga School in the second semester 2024.

Specific objective:

1. To evaluate the online platforms most used by teachers and students in the English language teaching and learning process.

2. Find out the opportunities and challenges of using online platforms to strengthen the learning of the English language in teachers and students of seventh grade of Miguel Larreynaga School in the second semester of 2024.

3. propose the creation of an online platform that benefits the development of English language learning, deriving certain limitations.

IV. Procedure

Do Online Platforms Provide Important Benefits to Learning?

How useful are online platforms in the learning process of a new language?

How accessible are online platforms for implementation in English lessons?

What are the most useful online platforms that you consider optimums to develop an English lesson?

What are the opportunities to use the Online Platforms in the process of Learning and teaching of English?

What are the challenges that students and teachers face when using online platforms for learning English?

Thank you very much for your collaboration!

Lopez, C. (2020). Usefulness of ICT as a Didactic Strategy for the Development of the Competences: Speaking and Listening in

students of IV, English Degree, II semester 2020. (Master' s thesis not published). Universidad Nacional Autónoma de Nicaragua, Managua-Nicaragua.

APPENDIX 2.

INTERVIEW/SURVEY TO A FOCUS GROUP: SEVENTH GRADE OF HIGH SCHOOL. MIGUEL LARREYNAGA SCHOOL.

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

CUR- MATAGALPA

Research Topic: Exploring Student and Teacher Perceptions with Online Platforms for English Teaching and Learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024.

Focal group for students of seventh grade. (Questionnaire)

I. General data

School: MIGUEL LARREYNAGA   Level: SEVENTH GRADE A

Teacher´s name: PROF. FRANCISCA   Subject: ENGLISH

Date: OCTOBER 10TH, 2024.

II. Introduction

I am student of the English Degree offered at UNAN-CUR Matagalpa. I am conducting research with the aim of collecting information related to my research work entitled: Exploring Student and Teacher Perceptions with Online Platforms for English Teaching and Learning to the seventh grade of Miguel Larreynaga school in the second semester of 2024 for which I will conduct this FOCAL

GROUP.

III. Objectives

General objective:

Determine the importance of the most useful online platforms for English teaching and Learning through teachers and students' perceptions in seventh grade of Miguel Larreynaga School in the second semester 2024.

Specific objective:

1. To evaluate the online platforms most used by teachers and students in the English language teaching and learning process.

2. Find out the opportunities and challenges of using online platforms to strengthen the learning of the English language in teachers and students of seventh grade of Miguel Larreynaga School in the second semester of 2024.

3. propose the creation of an online platform that benefits the development of English language learning, deriving certain limitations.

Procedure

Brief introduction about what is online platform.

Do Online Platforms Provide Important Benefits to Learning?

How useful are online platforms in the learning process of a new language?

How accessible are online platforms for implementation in English lessons?

What are the most useful online platforms that you consider optimums to develop an English lesson?

What are the opportunities to use the Online Platforms in the process of Learning and teaching of English?

What are the challenges that students and teachers face when using online platforms for learning English?

Thank you very much for your collaboration!

Lopez, C. (2020). Usefulness of ICT as a Didactic Strategy for the Development of the Competences: Speaking and Listening in students of IV, English Degree, II semester 2020. (Master's thesis not published). Universidad Nacional Autónoma de Nicaragua, Managua-Nicaragua.
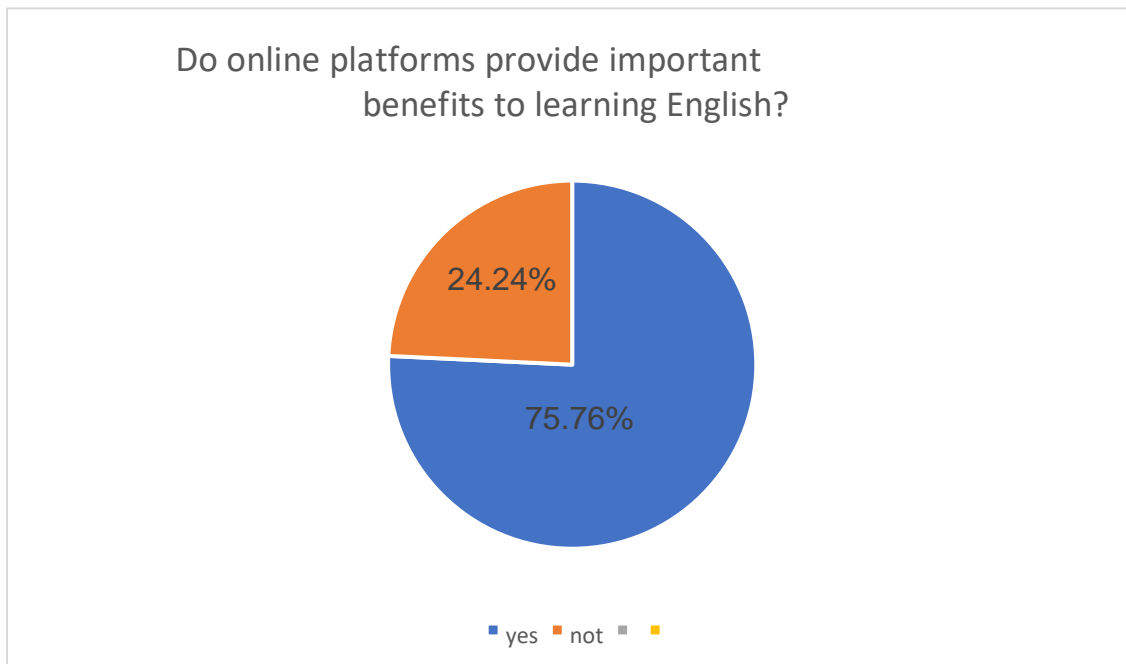
APPENDIX 3.
VARIABLE OPERATIONALIZATION CHART

Variable	Definition	Sub Variables	Questions	Instruments	To Whom
Online Platforms	An Electronic Learning Platform Is an Integrated Set of Interactive Online Services That Provide Trainers, Learners, And Others Involved In Education with Information, Tools, And Resources To Support and Enhance Education Delivery And Management. (US, 2024)	Importance of Online Platforms.	Do Online Platforms Provide Important Benefits to Learning?	FOCUS GROUP	Teachers and Students.
			How useful are online platforms in the learning process of a new language?	Interview	Teachers
		Accessibility Of Online platforms	How accessible are online platforms for implementation in English lessons?	Interview	Teachers and Students.
		Platforms used by the teachers to develop English Lessons	What are the most useful online platforms that you consider optimums to develop an English lesson?	INTERVIEW	TEACHERS

ENGLISH TEACHING AND LEARNING	English language teaching and learning refers to the process of acquiring and developing proficiency in the English language. (SCISPACE, 2024)	PERCEPTION OF ONLINE PLATFORMS IN THE ENGLISH TEACHING AND LEARNING PROCESS	What are the opportunities to use the Online Platforms in the process of Learning and teaching of English?	INTERVIEW	TEACHER AND STUDENTS
			What are the challenges that students and teachers face when? using online platforms for learning English?	INTERVIEW	TEACHERS AND STUDENTS

APPENDIX 4

Do online platforms provide important benefits to learning English?
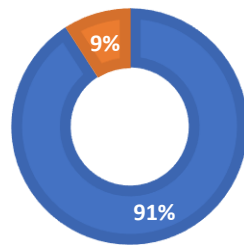
24.24%

75.76%

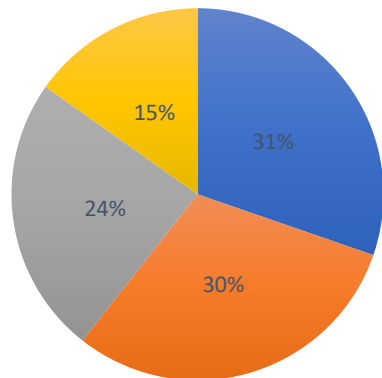yes not

APPENDIX 5

HOW USEFUL ARE THE ONLINE PLATFORMS IN THE LEARNING PROCESS OF A NEW LANGUAGE?

■ IMPORTANT   ■ ANYTHING TO SAY   ■   ■

9%

91%

APPENDIX 6

What are the most useful platforms that you consider optimus to develop English online lessons?

15%

31%

24%

30%

■ MOODLE   ■ CLASSROOM   ■ ZOOM   ■ NO OPTION