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TESIS DE GRADO

Use of Digital Platforms as tool to improve Assessment of English
Language Teaching in Secondary Education

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**Use of Digital Platforms as tool to improve Assessment of English
Language Teaching in Secondary Education**

Trabajo de investigación para optar al grado de
Licenciado en Ciencias de la Educación con mención en Inglés

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Noviembre, 2025



Dedication

We dedicate this work primarily to God for giving us wisdom in this process, for giving us the necessary knowledge and getting a good job done. We also thank our parents for the support they have given us throughout our careers, for always being there for us and encouraging us to keep going and to our teacher for guiding us on the right path in every stage of this work, for helping us and always being attentive to us.

Gratefulness

We first thank God for giving us the strength during our career years, for having a clear vision of what we had to do and improve every day. We also thank our parents for being by our side, for their advice, and for always helping us with our studies. To our teacher for sharing her knowledge, for her unconditional support, and for having precise ideas in the work. Also, to our classmates for their fellowship and sharing their knowledge.



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Por medio de la presente, en calidad de tutora del trabajo de modalidad de graduación titulado:
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Estudiantes de la carrera de ciencias de la educación con mención en inglés, hago constar que he brindado acompañamiento académico y metodológico durante el desarrollo de dicho trabajo, cumpliendo con lo establecido en el cronograma y en la normativa institucional vigente. Asimismo, avalo que el trabajo cumple con los requisitos formales, científicos y éticos exigidos por la Universidad, en cumplimiento de la modalidad de graduación correspondiente.

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Resumen

El proceso de evaluación de la enseñanza del inglés en la escuela secundaria suele estar anclado en métodos tradicionales, como exámenes escritos en papel y cuestionarios orales, lo que limita la participación, genera desmotivación y dificulta la recopilación de información real sobre el progreso de los estudiantes. A pesar de la existencia de plataformas digitales interactivas, ¡como Kahoot! o Ahaslides, que ofrecen retroalimentación inmediata y dinámicas atractivas, su implementación sigue siendo limitada. Este estudio busca analizar cómo el uso de plataformas digitales puede contribuir a mejorar la evaluación de las clases de inglés en la enseñanza secundaria, ofreciendo una alternativa más dinámica y relevante a las prácticas actuales. Este estudio se centra en el objetivo general de analizar cómo las plataformas digitales pueden contribuir a mejorar la evaluación. Es bien sabido que la enseñanza del inglés es una de las materias más importantes del sistema educativo nicaragüense actual, por lo que sus métodos de evaluación han sido tanto innovadores como tradicionales, siguiendo las directrices y tipos ofrecidos por el Ministerio de Educación. Se parte de la base de que las plataformas digitales ofrecen una forma práctica y positiva de mejorar la evaluación, ya que aumentan la participación de los estudiantes y facilitan la gestión de los profesores ante las dificultades. Los resultados de esta investigación son relevantes para generar recomendaciones basadas en pruebas, mejorar las prácticas de evaluación y alinear la enseñanza del inglés con las habilidades digitales requeridas en el siglo 21.

Palabras claves: Plataformas digitales; Evaluación; Actualidad; Educación

Abstract

The assessment process in secondary school English teaching often remains anchored in traditional methods (written exams on paper, oral questionnaires), which limits participation, generates demotivation, and makes it difficult to gather real information about student progress. Despite the existence of interactive digital platforms (such as Kahoot! or Ahaslides) that offer immediate feedback and engaging dynamics, their implementation remains limited. This research seeks to analyze how the use of digital platforms contributes to improving the assessment of English classes in secondary school, offering a more dynamic and relevant alternative to current practices. Also this study is guided by the overall objective of analyzing the contribution of digital platforms to improving assessment. It is well known that English language teaching is one of the most important subjects in Nicaragua's current education system, which is why its assessment methods have been both innovative and traditional, following the guidelines and types offered by the Ministry of Education. It is assumed that digital platforms offer a practical and positive way to improve assessment, increasing student engagement and facilitating teacher management in the face of difficulties. The findings of this research are relevant for generating evidence-based recommendations, improving -assessment practices, and aligning English language education with the digital skills required in the 21st century.

Keywords: Platforms; Assessment; Currently; Education

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1. Introduction

In today's globalized world, the teaching of English as a foreign language (EFL) has become a fundamental component in education, especially where English is not native language of a Country. English teaching is no limited to acquisition of grammar and vocabulary; it is now viewed as a tool for fostering communication, intercultural understanding, and global competence. As Nordquist (2025) defines "English as a foreign language refers to the study of English by non-native speakers in countries where English is not the dominant language". Many nations have recognized its value and have integrated EFL into their national curricula, highlighting the importance of English not only for academic and professional development but also for personal and social growth.

The ability to communicate in English opens opportunities for students to access a broader range of educational content, engage with diverse cultures, and improve their employability in increasingly competitive job markets. Beyond its practical benefits, EFL also promotes the development of soft skills such as critical thinking, collaboration, and adaptability. As a result, the teaching and learning of English has evolved to adopt more interactive, student-centered, and technology-enhanced methodologies that respond to the needs of 21st-century learners.

That is why in this present research talks about the evaluation of the teaching of the English language as a foreign language through digital platforms, turning traditional teaching and evaluation into something more adapted to the digital world, taking into account many aspects and ways of evaluating that are effective but with greater support can be used in the best way, such as: Diagnostic Evaluation, Formative Evaluation and Summative Evaluation.

In the context of Nicaragua, English is taught as a foreign language from early levels of education, including both public and private institutions. The Ministry of Education (MINED) has tried to implement different strategies to evaluate and teach, which are not very attractive to the different students of a more digitalized world.

However, the process of teaching and assessing English as a foreign language is not without its challenges. As Zeledón et al., (2023) notes, many schools still struggle with the lack of appropriate teaching materials, insufficient technological resources, and limited teacher training in modern methodologies. These obstacles often hinder the development of effective and engaging English

classes. For this reason, it is necessary to explore new strategies and tools, such as the integration of digital platforms, that can support the teaching-learning process and ensure that assessment practices align with students' realities and needs.

2. Background

2.1 International Background

A series of searches were carried out on the background related to the topic raised in this research "use of digital platforms for the evaluation of the English language" and international studies were found that enrich the development of this content.

Likewise, Franco Bayas & Garcia Leon (2019), of the language center of the technical university of Bahoyo in Ecuador, propose in an article to evaluate a virtual educational platform; which focuses on qualitative and quantitative research, which allowed the students to give feedback to each other to know their shortcomings and thus train those weak areas.

In the same way Condori-Chura et al., (2022) of Peru in their research they seek to determine the degree of relationship between the variables; virtual platforms and the learning of the English language in university students, considering the importance of learning this language through digital platforms; This research is of a quantitative methodological approach and the results achieved were: The use of virtual platforms has a positive correlation in the development of listening comprehension, written expression and oral expression in students.

This research carried out in Peru, demonstrates the importance of relating digital platforms with the different types of educational evaluation, especially in English language education for young university students, since it shows the improvement in skills such as: Listening comprehension, written and oral expression. In the context of ongoing research, this study serves as a basis to demonstrate how digital platforms can optimize the evaluation process, allowing a more comprehensive assessment of the different language skills required by the student.

In this same sense, Loya, et al., (2023) of the Ministry of Ecuador investigates in a review article and examines the evaluation of digital platforms in Education, exploring the methodologies and tools used, carrying out a qualitative and quantitative approach and its results indicate a diverse adoption and evaluation of digital platforms in different contexts including primary, secondary, and higher.

According, Loya, et al., (2023) It evaluates digital platforms at different educational levels, using a mixed approach to explore applied methodologies and tools. The results reveal a diverse and contextually adapted adoption, which is especially useful for this research, since it allows us to understand how evaluation practices vary according to the environment. This diversity shows the need to study, in the specific case of English teaching, how digital platforms can be used strategically to improve learning assessments at different levels of the English language.

The research carried out by García (2024), in Mexico aims to address the problem of the use of the English language and explore how the implementation of digital platforms can strengthen student learning in that institution. A qualitative methodological approach is used with a descriptive and explorative scope, reaching the conclusion that it is essential for teachers to design educational strategies that integrate new technologies, favoring academic processes and contributing to the personal, social, cultural and family development of students.

This study, carried out in Mexico, proposes how digital platforms can strengthen English learning through technology, focused pedagogical strategies. Concluding that technological integration favors not only academics but also the integral development of the student, this study provides key elements for the present research, highlighting that digital platforms should not be limited to a specific role. Research in progress deepens this idea by focusing on how these tools can also assess language progress, contributing to more meaningful feedback for the student.

Consequently, Marino et al., (2024), In the multidisciplinary scientific journal, in Mexico City, Mexico, a research project aims to evaluate the effectiveness of digital formative assessment compared to traditional assessments. In this study a mixed methodological approach is used, concluding that the coherent integration of digital formative assessment in the teaching-learning process can significantly enhance the academic performance and motivation of students. students.

The perspective of this research made in Mexico, coincides directly with the objective of the present research, since it seeks to demonstrate that the use of digital platforms in the teaching of English not only facilitates learning, but also transforms assessment into a more dynamic, participatory and effective experience

2.2 National Background

Also at the national level, a study was found that was carried out by Torres (2016) in Estelí, Nicaragua, which focused on demonstrating how the use of social networks specific to Facebook as a didactic tool favors the development of English language skills, which presents a mixed approach with a predominance of the qualitative approach and establishes in their conclusions that teachers use traditional didactic strategies for the development of language skills taking advantage of the benefits of technological tools.

It was evident how the use of social networks, in particular Facebook, can favor the development of English skills when they are used as teaching tools. Although its focus was on instruction, its conclusions show that such platforms can also be used for evaluation purposes. Therefore, this vision is taken up with a more direct approach to assessment, proposing that the appropriate use of digital platforms can facilitate a more practical and motivating measurement of English language learning.

In the field of education, the use of different types of technologies is fundamental, as determined by Cruz et al., (2022) who present a study carried out by the Autonomous University of Nicaragua, Cur-Estelí; which aims to demonstrate the impact and value of podcasts in education. Guiding their work with a qualitative approach concluding this research that the use of technology is essential to develop podcast projects to practice listening to the English language, this being a kind of resource in high school students

In the same way, Cruz et al., (2022) highlights the use of podcasts as a technological tool to practice listening comprehension of English in secondary school students. While their approach was didactic, its findings demonstrate that technologies can be effective in developing language-specific skills. In this sense, the present research is aligned with this approach by proposing that such tools, such as podcasts, can also be integrated into assessment processes, especially when seeking to assess skills such as listening in a more realistic and interactive way.

According to the study carried out by Abud (2024) in Carazo, Nicaragua aims to analyze the impact of the use of information and communication technologies (ICT) on the development of oral competence within the teaching-learning process of the English language. living through a

great technological pronouncement, the most profound sociocultural change that has ever occurred and these tools should not be wasted to evaluate our skills in the language.

This study carried out in Carazo, offers a clear vision of how ICTs can improve the teaching-learning process. In this way, this research seeks to involve these tools in the educational context to improve assessment through digital media. Making education more technological and modern adapts to the current context.

For its part, Tucker (2025) Bluefields Indian & Caribbean University, Nicaragua, investigates a study that analyzes the management of the teaching-learning process of the English language in students of the Faculty of Economic and Administrative Sciences of the aforementioned university, developed through an observational, qualitative-quantitative approach. This article highlights that; although teachers have the ability to implement learning strategies, there are also areas to improve student motivation and the use of educational technologies, concluding that they recommend designing an interdisciplinary and contextualized management model which must be focused on the curriculum, programs, linkage and implementation of innovative and motivating strategies together with the effective use of ICTs.

3. Problem Statement

In the educational context that is currently present, learning assessment processes are carried out through historically traditional methods, such as written exams on paper, oral questionnaires and printed assignments. Although these practices have made it possible to obtain information about the academic performance of each student, they have many limitations in the face of the demands of an educational environment marked by the advancement of technology and at the same time immersed in the digital world.

It is notorious that, over the years, many students have shown disinterest, lack of motivation or even fear generated by anxiety and stress in the evaluation processes that are carried out, which makes it difficult to collect real information from the knowledge of each student. Despite the existence of different digital platforms such as Ahaslides, Kahoot, Quizziz, among others; that, according to Trang (Trang, 2025), those platforms offers interactive dynamics and questionnaires, immediate feedback and greater possibilities of participation, their implementation in the different classrooms is still limited. This generates a gap between the use of available technological resources and the different evaluation strategies that are applied in teaching practice.

The persistence of these limitations has a direct impact on the quality of learning, As (Black & Wiliam, 1998) details, since methods that are not very interactive or dynamic reduce student participation and make it difficult to obtain timely information on the student's academic progress. At the same time, the opportunity to incorporate digital tools that allow evaluation in a more flexible and motivating way, responding to the challenges that arise in education in the digital age, is missed.

If this situation is not addressed, assessment processes run the risk of continuing to be perceived as rigid, monotonous and insignificant for students, which could lead to poor academic performance, greater demotivation to study and lack of preparation for the digital skills required in our contemporary society.

It is necessary to explain how the use of digital platforms can transform and improve evaluation processes, whether diagnostic, formative or summative, to determine to what extent, these tools constitute an effective alternative to the methods currently used, thus offering a more participatory and relevant educational experience.

4. Justification

Currently, these digital platforms offer multiple benefits for both teachers and students, as they facilitate access to resources, provide immediate feedback, promote student autonomy, and encourage more active and participatory methodologies. In the specific context of teaching English in secondary school, digital platforms hold great potential to enhance assessment practices, making them more dynamic, inclusive, and adaptable to the diverse ways in which students learn.

This research gains relevance as it focuses precisely on how digital platforms can contribute to improve the assessment of English classes at the secondary level, considering not only their potential but also the limitations and challenges involved in their implementation. Assessment is an essential component of the educational process, as it allows measuring the achievement of learning objectives and guiding both teaching and learning. Therefore, it is crucial to ensure that the assessment tools employed, in this case, digital platforms, are effective, equitable, and meaningful for all students.

The use of technological tools in the classroom represents an effective approach for evaluating English language competencies, skills, and learning outcomes, particularly among adolescents who are already immersed in digital environments and find them highly engaging. Integrating digital platforms into the assessment process allows the evaluation system to reflect the current demands of the digital era and the learning contexts of students.

Moreover, learning English as a foreign language suppose a comprehensive approach that goes beyond linguistic knowledge, fostering communicative skills in real contexts. Well-selected and properly implemented digital platforms can provide interactive, varied, and motivating spaces for students to practice these skills while receiving meaningful feedback. Therefore, this research aims to identify the most useful platforms in this context, examine how they facilitate English language assessment, and explore the challenges teachers face when integrating them into their practice.

This study is both pertinent and necessary, as its findings could contribute to improving assessment practices in English classes, provide evidence-based recommendations for teacher training in the use of digital tools, and propose solutions that foster educational equity and quality. Furthermore, the research is aligned with current educational objectives that promote the integration of technology to expand learning opportunities, address classroom diversity, and prepare students for an increasingly digitized and interconnected world.

5. Research Objectives

5.1 General Objective

To analyze use of digital platforms contributes to improving the assessment of English class in secondary school.

5.2 Specifics Objectives

- To identify the difficulties that teachers face when evaluating English classes.
- To Describe the different platforms that can be used in the assessment of English at the secondary level.
- To Examine the effectivity of digital platforms on the assessment of English.

6. Limitations of the study.

In the research process, there were some limitations that must be considered when interpreting the results that are expected to be obtained, some of these limitations are:

6.1 Access to information

Firstly, the information was searched. During this stage, a difficulty arose when attempting to obtain specific information from reliable sources. Some websites did not provide essential data, such as the author or the year of publication. Therefore, a more in-depth review was conducted using different sources, including documents, magazines, and blogs, until clear and precise information related to the topic was obtained. This process contributed to gaining broader and more accurate knowledge.

6.2 Limited time

At the beginning of the work, the date for submission was stipulated, a schedule was made to keep the sequence and keep in mind what was going to be worked on step by step, but at the beginning there were changes of topic until waiting for the correct one to be approved. With the short time we started working again, we did it quickly to be able to send the complete work.

6.3 Instrument making

A series of instruments were developed to be implemented in the classroom. These have been revised several times by the teacher's expert opinions, but no feedback has been provided. The difficulty arose more in the structure and redaction of some things. Subsequently, the corrections are being continued to finally be valid and the instruments can be applied correctly.

7. Basic Assumptions

1. The use of the digital platforms contributes of practical and positive way to improve English class assessment for high school students.
2. The assessment through digital platforms has better attraction than the traditional assessment in the students.
3. The digital tools have gotten to the young; that will allow the teacher to face the difficulties of assessment of digital platforms.
4. The assessment in the digital platforms helps the student to know the different ways to use the digital tools such as phone or computer responsibly and positively.

8. Categories, themes y emerging patterns of research

8.1 Category System

Specific Questions	Specific Objectives	Category	Definition	Sub-Category	Techniques Instruments	Source Information
What difficulties do teachers have when evaluating the English class with digital platforms ?	To identify the difficulties that teachers face when evaluating English classes.	Difficulties	“An obstacle, inconveniences, opposition or setbacks that prevent us from achieving, executing or understanding something well and quickly” (Real Academia	<ul style="list-style-type: none"> • Classroom • Challenges 	Interview	Teacher

			Española, s.f.)			
What Digital platforms can be used for English Assessment at secondary level?	To describe the different platform s that can be used in the assessme nt of English at the secondar y level.	Digital Platforms	“Digital platforms virtual environment s that allow users to interact, share information, carry out transactions and participate in various activities through the internet.’ (Canon, 2024)	<ul style="list-style-type: none"> • Virtual • Environ ment • Internet 	Observati on Guide	Students

<p>What effect do the digital platforms have on English assessment?</p>	<p>To examine the effect of digital platforms on the assessment of English</p>	<p>English Assessment</p>	<p>According to Brown & Abeywickrama (2019), English assessment refers to the systematic process of measuring students' language performance through digital or traditional tools in order to monitor progress and improve learning outcomes.</p>	<ul style="list-style-type: none"> • Learning • Assessment • Language 	<p>Focal group</p>	<p>Students</p>
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9. Research Questions

9.1 General Question

- How does the use of digital platforms contribute to improving English class assessment for high school students?

9.2 Specifics Questions

- What difficulties do teachers have when evaluating the English class with digital platforms?
- What digital platforms can be used for English assessment at the secondary level?
- What effect do digital platforms have on English assessment?

10. Theoretical Framework

10.1 English Teaching as a foreign language in Nicaragua.

“English teaching as a foreign language is defined as the term used to describe the study of English by non-native speakers in countries where English is not the dominant language” (Norquist, 2025). In this sense, many countries where English is not their native language have implemented this type of teaching in different ways in their educational curricular systems, making the English language known as an important factor within the professional field.

Its importance not only encompassed in a better job position, but also allows each learner to strengthen their communication skills, share experiences with different people from other cultures and improve personal performance. Likewise, learning English as a foreign language promotes the development of intercultural competencies, allowing students not only to acquire a new language, but also a broader perspective of the world around them. This comprehensive approach contributes significantly to the training of people capable of functioning in international contexts, both academic and work-related.

In addition, the teaching of English has become a priority in many educational plans, from primary to higher education, with the aim of preparing students for the challenges of an increasingly interconnected world. The implementation of innovative methodologies, technological resources and communicative approaches has transformed the teaching-learning process, making it more dynamic and effective.

The English language is taught in Nicaragua as a foreign language in the different primary and secondary schools, whether public or private, this teaching strengthens the communication skills of the students who receive it, as well as guaranteeing them better opportunities in their academic performance and in the future better job opportunities according to their profession.

In recent years, this teaching has received greater importance within the Ministry of Education (MINED) at the national level, being implemented with greater demand from the first year of academic study of primary education, improving teaching and strengthening the learning of the English language as a foreign language. Likewise, this teaching is based on the outcomes of competencies that each student develops in the learning process and for this an adequate evaluation

system is needed that allows students to achieve these expected competencies depending on their social context and academic level.

However, during the process of teaching and evaluating the English language as a foreign language, challenges are encountered in the different primary and secondary schools. According Zeledón Zeledón, et, al., (2023) , Some of these challenges are: the lack of appropriate teaching and technological resources for learning English. When a teacher does not have the necessary conditions of didactic or human resources, he will obtain little interest from the students because without tools the class is not active, and it is not productive for the students. In this context, the relevance of the use of technological and digital tools in the process of teaching and learning the English language can be highlighted.

10.2 Methodology for the teaching and evaluation of the English language as a foreign language.

Lately, the methodology used for the teaching and evaluation of the English language has undergone significant changes, since it seeks to relate to the environment in which each student interacts, and thus improve a great acquisition of language. While evaluation has played a great role in this process, since it moves from traditional evaluation methods to a more meaningful one adapted to the current context.

When methodology is mentioned, “it refers to the science that teaches us to direct a certain process efficiently and effectively to achieve the desired results and aims to give us the strategy to follow in the process” (Cortes & Leon, 2004), Taking into account this concept, it could be said that during the implementation of English language teaching, different methodologies have emerged, of which we can mention: "The grammar translation method", "The direct method", or Audiolingual method.

10.2.1 Grammar Translation Method

The Grammar Translation Method (GTM) approach is one of the traditional approaches still observed within some educational contexts in Nicaragua. This method, according (La universidad en internet, 2021) It is focused on teaching grammar rules and translating texts between the native

language and English, it has influenced not only the way of teaching, but also the way in which language learning is evaluated.

In this approach, assessment usually focuses on grammatical accuracy, memorization of vocabulary, and correct translation of sentences or texts. Written tests, such as fill-in-the-blank exercises, transforming sentences, and translating text fragments, are common in classrooms that adopt this methodology. However, this form of assessment limits the development of real communicative skills, as it does not adequately measure the student's ability to use the language in authentic contexts of communication.

10.2.2 Direct Method

Following with the Direct Method, which represents a communicative approach to foreign language teaching that focuses on the exclusive use of the target language for instruction and learning. In other words Núñez (2014) defines it as the set of processes for teaching the English language through gestures or moves without say any word , real-life objects and other visual materials, the teaching of grammar is through the use of an inductive approach, orienting oneself in oral language and in the patterns of questions and answers.

According Núñez (2014) This method is oriented to instruction in the oral language and that the teaching was only in the language to be learned, in this case English, without using translation; that is, the direct method states that the learning that a second language must be equal to the acquisition of the mother tongue. The main idea is that the student should be in direct contact with the language to be learned, avoiding the direct study of English grammar.

Considering the purpose of the direct method, it is proposed that the evaluations carried out under this approach focus mainly on the student's ability to understand and produce oral and written messages in a fluent and natural way. Thus, evaluative activities such as interviews, oral presentations, improvised dialogues, listening comprehension, role plays, and writing texts with communicative purposes are privileged.

This type of assessment looks to measure functional mastery of the language, beyond knowledge of grammar rules or vocabulary lists. In our context, where the aim is to improve students' communicative skills in English, the implementation of the Direct Method in assessment

represents a viable and effective alternative, especially if there are trained teachers and adequate digital resources for its implementation.

However, the challenges that show when using this method must also be considered, such as the design of valid instruments to assess communication skills, the need for adequate spaces and time for oral interaction and the preparation of the teacher to manage classes entirely in English. Despite these limitations, the Direct Method offers a solid framework for assessing learning from a functional and communicative perspective, aligned with the objectives of implementing the digital age in the classroom.

10.2.3 Audiolingual Method

The purpose of the Audio-Lingual method is to use the target language communicatively in all academic contexts. “According to this method, speech is given priority in foreign language teaching. The Audio-Lingual method teaches language through dialogues that focus on habit formation of students” (Mart, 2013).

This method focuses on the repetition of words and memorization of them, and the teacher acts as a facilitator and model unlike the other methods, where the teacher remains a traditional teacher. The evaluation through this method is carried out with short readings, conversations and practice of pronunciation of words, in this way the student is able to learn and maintain a more engaging teaching of the English language as a foreign language.

10.3 Strategies for the teaching and assessment to English language.

In the teaching and evaluation of a language there are many didactic strategies which allow obtaining significant learning, developing student capacity and promoting the achievement established objective, therefore acquire new knowledge in a specific area. To understand better this term will define the didactic strategies on the article by Reyes (2024) explain that “the didactic strategies are a teaching approach that the teacher applies to guarantee a better process learning and this can begin from incorporation of pedagogical technique until use of digital tools.”

Currently, it is difficult to have the attention and motivation of the students. As the world evolves, the teachers must update themselves to be attentive to the progress and the ways of teaching and assessment to the student, for this reason, in this writing describes a strategy that is based in

gamification approach, which consists in applies of games to improve student learning and motivation making learning dynamic and effective for skill development.

10.3.1 Gamification Approach

“Gamification is a process by which applies mechanical and design techniques of games to seduce and motivate to the audience to achieve certain objective” (Rodriguez & Santiago, 2015)

Likewise, gamification is a tool used in the field teaching fundamentally, in the context of learning and acquisition of foreign language” as detail (Molina-García, Molina-García, & Gentry-Jones, 2021)

Young people currently are surrounded by technology that advances by leaps and bounds, it is important to show that tools must be used in a positive way that helps and strengthens educational growth. Due gamification allows student involvement in the learning process and pause a little to the traditional teaching, where learner simply was a receiver of information. This gamification approach allows evaluation of the skill of each student has, being this fun and beneficial way for English’s learner.

10.3.2 Education Assessment

To define the concept of educational evaluation, it must be taken into account that, "evaluation can be understood in different ways, depending on the needs, purposes or objectives of the educational institution, such as: control and measurement, judgment of the validity of the objective, accountability" (Mora Vargas, 2004).

A control phase that aims not only to review what has been done but also to analyze the causes and reasons for certain results, and the elaboration of a new plan to the extent that it provides background for the diagnosis (Mora Vargas, 2004)

Considering this concept, it is necessary to mention that evaluating the knowledge and attitudes of each student is of utmost importance, to observe progress of what is taught and learned by both parties. In this way, evaluation offers the teacher to improve his didact and provide feedback to carry out effective teaching and therefore, a good performance in his work.

Likewise, the student can see his level of knowledge and learn the difficulties that he has presented during the evaluation, being unconsciously motivated to try or simply visualize his achievements.

Of course, educational evaluation considers many phases of the student body that may be necessary in any type of evaluation, since it helps to know information from different perspectives. These types of research are categorized into diagnostic, summative, and formative.

10.3.2.1 Diagnostic Assessment.

Diagnostic assessment consists in evaluating the students to determine how much they know about a specific theme. This provides a starting point for prior teaching their knowledge, according to Mariana Orozco Jutorán (2006) “diagnostic assessment focuses on the type and level of knowledge that the student have before starting that course or subject.”

For its part (educativos) indicate that assessment diagnostic “is the assessment carried out before an educational intervention, oriented toward the evaluation of learning outcome objectives. Its fundamental purpose is to find out what the starting characteristic are before an intervention.”

That being so, the diagnostic evaluation can be evidenced at the beginning of an educational period since the purpose of it is to start teaching, considering the knowledge previously acquired, for instance, A writing test of some topic or just making questions to the students like a focal group. It is necessary to form better teaching by the teacher, adapting to the context and abilities of each student.

10.3.2.2 Formative Assessment

Formative assessment allows students to understand the process students go through in their learning without underestimating any mistake they may make. Through of their mistake they will allow them to improve their skills in the English language.

According to Mariana Orozco Jutorán (2006) formative assessment “it is the evaluation that is carried out during the process, it is used to verify the effectiveness of the pedagogical procedure and decision making to improve the result.” (p. 51)

Likewise, Mariana Orozco Jutorán (2006) indicate that this assessment “it is focuses on the progress and overcoming of difficulties that occur during the teaching learning process and the

ultimate objective is to promote learning by making the student aware of their achievements.’’ (p. 51)

Considering these concepts, formative assessment can be understood as a close and continuous process that accompanies the student during their learning journey, taking their mistakes not as mistakes, but to offer them opportunities for improvement. It implies that the teacher not only grades and judges, but rather observes, listens and guides; providing continuous feedback so that the student improves every day in their educational training process.

In this way, by valuing the student's effort and knowledge, it will reflect better academic results, as well as better personal development results, such as being more confident, critical and aware of their ability to learn.

10.3.2.3 Summative Assessment

Also, there is the summative assessment, which as its name indicate “addition” is evaluated quantitatively, giving a numerical value to the learning process in students according to the performance obtain during the development of their English skills or any educational area.

In this way, Salinas (2023) express that the summative assessment is the one carried out considering quantitative parameter to measure student performance. It is carried out after completing a training process and measures the degree of knowledge acquires by the student in an educational process.

Likewise, Mariana Orozco Jutorán (2006) details that, summative assessment entails grating a final grade, which is the recorded in the academic record and with results obtained student realize the progress they have made in their studies. This evaluation is used to provide recognition of the degree of mastery of a learning process or simply to improve weakness that arose during the learning process.

Currently in Nicaragua, the grading scale is measured using letters that define the student's progress, a summative assessment is given qualitative because is important evaluate student's competencies, everybody have different abilities to use and improve language skills these are represented by letter (AA) Advanced Learning, (AS) Satisfactory Learning, (AE) Elementary

Learning, and (AI) Initial Learning, but each of these evaluation scales will always have a numerical value.

According to the Ministerio de Educación de Nicaragua (2024), in the book “Pautas Metodológicas para el proceso de evaluación del Aprendizaje”, states that the competence achieved in Advanced Learning or AA is when it is possible to demonstrate in an outstanding way the expected skills in the indicators of achievement for the achievement of the degree competencies, therefore in numerical value it has a scale of 90 – 100..

While Satisfactory learning or AS, is considered when student is able to satisfactorily demonstrate the expected skills in the achievement indicators for the achievement of the degree competencies, having a numerical value on a scale of 76 – 89.

On the other hand, the competence in the fundamental learning process or AF is when it is possible to evidence the fundamental basic skills to advance in the development of the achievement indicators for the achievement of the degree competencies, being qualified in numerical value as 60 to 75. Finally, Initial Learning or AI evidence in a limited way expected skills in the achievement indicators for the achievement of the degree competencies, which is graded at less than 60.

10.4 Digital Platforms to Assessment

According to Coppola (2022)“ A digital platform is an environment in which users can perform tasks, manage activities, collaborate with other users, and interact through the tools and features offered by the platform.” Technology has advanced a lot, which helps both learning, teaching and evaluation towards students, making it in a more interactive way.

10.4.1 Types of Digital Platforms

On the other hand, Giraldo (2019) mentions the types of digital platforms:

10.4.1.1 Educational Platforms

These platforms focus on distance learning and attempt to simulate the same learning experiences found in a classroom. Serve to complement or replace the traditional educational process.

10.4.1.2 Social platforms

Social platforms also known as social networks, are widely used today by much of our society. They are those digital platforms where various information related to social interactions is stored.

Adds Coppola (2022) other platforms:

10.4.1.3 Podcast platforms

These types of platforms are used for users to create and share audio content of various types: interviews, criticism, history, news, radio etc.

10.4.1.4 Video conferencing platforms

To keep collaborators communicated and allow communication between teachers and students or between families and friends, Videoconferencing platforms have been consolidated since 2020 as an alternative to meetings.

10.5 Educational Platforms to Assessment

Luna (2024) States “An educational platform is a software that brings together various tools and resources for teaching and learning. These platforms allow the creation and management of online courses, offering a virtual environment where students and teachers can interact, share materials, and conduct exams and assessments without the need for physical presence.” The educational platform is a great tool as it facilitates the evaluation of students, applying it in a different way to the traditional.

Likewise, Reyes (2024) Considers that in the digital age, educational platforms have gained an essential role in facilitating distance learning, which has surpassed education. By choosing the right platforms, students can access high-quality educational content taught by experts in various fields, giving them the opportunity to broaden their horizons and advance their careers through a blended learning model that combines digital resources with in-person instruction.

The choice of the best online learning platforms can vary depending on everyone’s needs and preferences. However, some of the most widely used, popular, and highly rated learning platforms include Coursera, Udemy, LinkedIn Learning, and others.

These platforms not only integrate experts in each field, but also have an excellent interface, allowing you to customize your studies, assign tasks, interact in discussion forums, and strengthen communication tools, offering an alternative to traditional e-learning with more flexible and dynamic methodologies.

10.6 Use digital platforms for assessment in the classroom.

The use of digital platforms in the classroom has seen a significant change in the way we learn, teach, and assess. Technology in the classroom greatly helps both the student and the teacher, the digital tools allow teachers to be more didactic in the way they teach and evaluate.

According to Carvalho (2024) “Teachers use the virtual learning environment to share content and support materials; manage students, assessments, and activities; create and apply assessments; publish grades; and monitor individual student progress.”

For students, it is an innovative way to interact, participate, and collaborate in class. It also allows them to advance their learning at their own pace.

Also, Carvalho (2024) argues

For students, the virtual environment should provide virtual classes (live or recorded), support and supplementary materials, contact channels, and an area for submitting exercises and taking tests. Students should also have access to notes on completed activities and discussion forums so they can discuss questions and points of view with other students and teachers.

In this way, it is evident that digital platforms significantly favor the education process that is carried out with students in a classroom. Likewise, by evaluating using digital platforms as educational tools, the evaluation environment with students and the teacher is improved.

Through these platforms, teachers can create questionnaires, surveys, and interactive activities that can be monitored to measure each student's progress in real time. They also facilitate immediate feedback, self-assessment, and peer co-assessment, promoting more reflective and interactive learning and assessment in the classroom.

For instance; a teacher who wants to apply a diagnostic assessment to evaluate the previous knowledge of their students in a certain topic, can use platforms such as Kahoot that offers the opportunity to create multiple selection questionnaires and interactive surveys, in the end it will offer a result with their average of correct answers per student and in this way, Know what is the percentage of knowledge of your class on the subject.

In addition to facilitating the teacher, it also improves student participation, since the environment of evaluating with digital platforms creates a “competitive environment” and therefore, students will be motivated to have more correct answers than other classmates. Thus, obtaining better results and improving their current average.

In this research process, it has been considered that there are multiple digital platforms that can be used in educational evaluation processes, since they facilitate these methods and needs previously raised, some of them are:

10.6.1 Kahoot

Kahoot, which "allows the creation of learning games, or choosing from those already created, to start working on a topic, review and reinforce content and even carry out evaluations. The motivation of our students increases with the use of this tool". (Martin Sanchez, 2019). In this platform it is very useful, because it offers different ways and games to evaluate topics of your preference, there are already questionnaires that can be reused if desired.

There are two ways to access this platform, you can download the mobile application, or you can access it through the website (<https://kahoot.it/>). In the figure N° 1 the interface of kahoot can be seen. To create a questionnaire, whether it is multiple choice or true or false, you can access the section that says "Create", and then proceed to select the types of questions you want to enter.

Figura 1

Interface of Kahoot



Likewise, at the end of a respective evaluation based on questionnaires or multiple choices, the platform offers a statistical summary which allows the teacher to evaluate the performance of the students immediately.

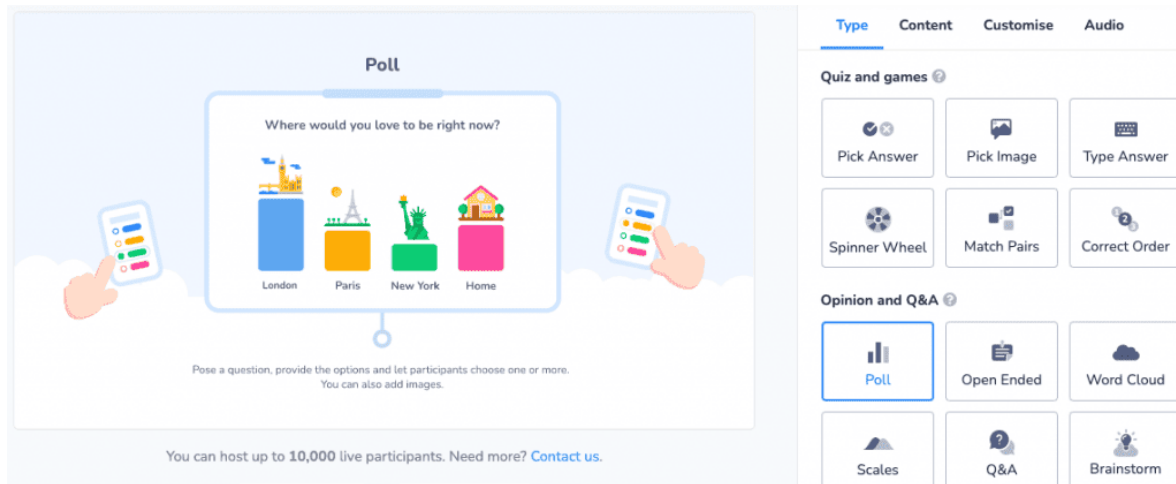
10.6.2 Ahaslides platform

There are also platforms such as Ahaslides, which is a free online platform to design presentations, quizzes, questions and answers, brainstorming, live graphics, real-time voting; It also offers data analysis that allows access to information on the behavior of students who interact with the platform and specific results.

Here students can access through the cell phone by entering the website of this platform (<https://ahaslides.com/es/>). In the figure N° 2 the options of Aha slides can be observed. Teachers can create different questions or presentations using the options offered by the platform:

Figura 2

Differents options to use in Ahaslides



The evaluation can be carried out in a formative or summative way since it offers tools for collecting points and a space for feedback.

10.7 Advantages and disadvantages of using digital platforms

These platforms are very useful and undoubtedly offer many benefits for teachers when evaluating, there are also other platforms such as Quizizz, Mentimeter, Socrative, Plickers, Edpuzzle, Nearpod, Wooclap and Genially, which facilitate carrying out or implementing the different types of evaluation.

The following advantages can be mentioned when using these platforms such as:

1. Feedback
2. Motivation for the student
3. Diversity of activities
4. Flexibility
5. Monitor learning
6. Real-time evaluation
7. Better communication

It is necessary to mention that there may be some disadvantages when using digital platforms in the evaluation process, but with a good use and management of these platforms in the classroom, they may not be considered an impediment to be applied as tools for evaluation.

For instance, Mex Alavarez,et,al. (2024) mentions the following disadvantages:

1. Scarce technological coverage that does not allow access when these services are required or interrupted due to service failures. This disadvantage can be related in our context since most public schools in Nicaragua do not have access to the internet or technological equipment.
2. Due to access through the mobile device, it is possible to lead to cheating, manipulation and fraud, if there is no monitoring by the teacher.
3. Lack of knowledge and use of technological equipment by teachers due to lack of training or interest in digital or computer skills. This requires a great deal of effort on the part of teachers as it takes time to create a methodologically and systematically appropriate tool.
4. Although the new generations consider themselves digital natives or migrants, this does not mean that everyone can use these platforms.

11. Methodological design

According to UNESCO (2013) , this research is framed in the area of Education Sciences and Humanities, and according to the International Standard Classification of Education (ISCED 13), it corresponds to the broad Field 01: Education within the specific Field 011: Education, and the detailed Field 0111: Educational Sciences. This classification reflects its focus on training processes, teaching-learning and educational research.

Likewise, according to the lines of research of the UNAN-Managua (2021), it is located in the Area of Education Sciences and Humanities, in line CED-1: Education for development and in subline CED-1.7: The Assessment of learning. The study was developed in the municipality of Palacagüina, with the participation of teachers and students of Eleventh grade secondary education, who teach and receive the subject of English, during the second semester of the year 2025.

11.1 Qualitative approach taken

There are three types of approaches that research can take to guide what kind of results are expected from each research carried out, which are Quantitative, Qualitative and Mixed. Each one has different processes to perform to obtain details with different results. These approaches are defined in different ways, but in this research, is focuses on an approach where phenomena can be analyzed from the perfectives of the participants, that is, a qualitative approach. The qualitative approach is defined as:

“a research method that is mainly used in the Social Sciences. It is developed through methodologies based on theoretical principles such as phenomenology, which according to Contemporary Philosophy is the practice that aspires to the strict knowledge of phenomena, which are simply things as they are shown and offered to consciousness.” (Guerrero Bejarano, 2016)

Therefore, this research has a qualitative approach since it aims to analyze how digital platforms help, when they are used as tools to evaluate. Taking the different perspectives of the agents involved in this process, to achieve a positive or negative response depending on the results and comments of the implementation in the assigned area.

11.2 Type of investigation

11.2.1 In accordance with the level of depth,

This research is descriptive, because its purpose is to analyze and detail the use of digital platforms as assessment tools in a classroom. As detailed by Arias (2012),

“Descriptive research consists of the characterization of a fact, phenomenon, individual or group, in order to establish its structure or behavior. The results of this type of research are at an intermediate level in terms of depth of knowledge.” (págs. 24-25)

Likewise, Flores Samaniego (2020) it details that a type of research can also be an Educational research, which defines it as a systematic study of the processes and phenomena that occur in the educational field in order to make education more efficient; Therefore, according to the area of study and research modality, this study is considered an educational research since it aims to find a solution to a current educational problem, taking pedagogical concepts and teaching methodologies as references

11.2.2 In accordance with the Manipulation of variables.

A study can also be classified by the manipulation of variables it contains, and can be defined as Experimental, Non-experimental or Quasi-experimental. To define this research, it is necessary to identify the variables that participate in them, which are divided into independent and dependent variables.

11.2.2.1 Independent variable.

In this category, a digital platform is presented as an independent variable that will be used to verify the improvements within the evaluation process, which allows the teacher to evaluate knowledge in a dynamic, participatory way and with immediate feedback. Among this is: Kahoot Platform.

11.2.2.2 Dependent variable.

In this part it is intended to reflect the effect that the independent variable will produce, therefore it is considered as a dependent variable to:

Evaluation process of English language teaching using kahoot.

Knowing the selected variables, this research is considered as Non-Experimental, since it focuses on observing and describing how the independent variable intervenes positively within the evaluation process.

11.2.3 In accordance with the philosophical approach.

This research has a qualitative approach with an interpretative paradigm which "directs its attention to those aspects that are not observable, not measurable, nor susceptible to quantification (beliefs, intentions, motivations, interpretations, meanings for social actors), interprets and evaluates reality, not measures it." (Rivera, 2010)

Therefore, it is considered that this study seeks to understand and explain the phenomena from the perspective of the participants (students and teachers), recognizing that the educational reality is constructed from the experiences, perceptions and meanings that individuals assign to it.

11.3 Theoretical sample and study subjects

The theoretical sample of this research is made up of:

Population: Population is defined as "the set of people or objects about which one wishes to know something in an investigation. The universe or population can be made up of people, animals, medical records, births, laboratory samples, road accidents, among others" (Lopez, S.f.).

Following the definition of population, in this case the population are 84 students of four different sections of eleventh grade of the National Institute of Palacagüina. This population has been influenced using technological tools in the learning process that takes place.

Sample: The sample of the present research can be defined as, "a subset or representative part of the universe or population in which the research will be carried out." (Lopez, S.f.), The sample facilitates the study of what you want to investigate since the population is a large number to be

assessed. Following this concept the sample of this research are 26 students of eleventh grade in the National Institute of Palacagüina.

From this sample it is expected to collect the mastery or use of digital tools that they have presented in the classroom, but for the present research it will be reduced to a sampling to apply the different instruments. Therefore, it can be said that,

Sampling: It is the method used to select the components of the sample from the total population. " It consists of a set of rules, procedures, and criteria by which a set of elements of a population is selected that represent what happens in that entire population." (Lopez, S.f.).

This research is based on non-probabilistic sampling for convenience since not all members of a population can be part of the study Ortega (s.f.) details that convenience probability sampling "is a non-probabilistic sampling technique where samples from the population are selected only because they are conveniently available to the researcher.

Therefore, this research selects a certain number of students for the application of the different instruments, taking as a sampling 10 students of the eleventh grade of the National Institute of Palacagüina.

11.4 Methods, techniques and instruments for data collection.

According to (Rodriguez J. , s.f) Data analysis is:

the process of inspecting, cleaning, transforming, and modeling large volumes of data to uncover useful information, draw conclusions, and support decision-making. In other words, it involves examining datasets to extract patterns, trends, relationships, or insights that can be valuable for understanding a phenomenon, making informed decisions, or solving problems.

The following techniques were used for data collection as shown in the table below:

Tabla 1

Techniques used for data collection.

<u>Interview</u>	Focal Group	Observation Guide
A series of questions was written for the teacher to obtain specific information.	A short questionnaire where students expressed their opinions	Observe the behavior and difficulties of the students during the assessment process with a Digital Platform
Resource:	Resource:	Resource:
Teacher	Students	Students

In this investigation a series of instruments implemented:

- 1- Interview, A series of questions was drafted and directed to the teacher, obtaining clear and precise information from both the student and the teacher. Showing good handling and development with the students as well as identifying key points such as motivation, difficulty and participation.
- 2- Focal group, It was applied to the students with general questions related to our topic and the activity carried out where they expressed their ideas and gave their opinions. Good responses were obtained from the students, as well as active and accurate participation.
- 3- Observation guide, the criteria were written, and the students were observed while they were performing the activity, which was a game using the Kahoot platform, obtaining good results. The students showed concentration and participation throughout the activity, and most students found the platform with easy without much difficulty.

11.5 Quality Criteria Applied

This research takes up the quality criteria that are evidenced in the document Quality Policies and Strategies of UNAN Managua (2024) by which the following can be detailed:

11.5.1 Focus on continuous improvement

During the development of the research, the data collection techniques, the relevance of the instruments and the quality of the analysis were continuously evaluated, which allowed timely adjustments to be made when necessary. This approach ensured that the study was carried out with rigor, clarity and coherence, strengthening the robustness of the results obtained to adopt a culture of quality.

11.5.2 Participation and commitment of the protagonists.

The importance of the active collaboration of all the people involved in the research process was evidenced. In this study, teachers, students, and other participants showed willingness, responsibility, and openness during data collection, providing valuable and authentic information.

11.5.3 Management based on evidence processes

Stages of instrument development

- ✓ Planification: organization of information and development of instruments.
- ✓ Collection: with the instruments implemented subsequent results are obtained.
- ✓ Analysis and presentation of results: Analyze all the results obtained from the instruments and present them digitally and exponentially.

Registers

- ✓ Transcription: audio recording and notes.
- ✓ Field diary: notebook where ideas, observations, and specific information are recorded.
- ✓ Analysis matrices: charts with the information

11.5.4 Ethical transparency and social responsibility.

According to Bhandari (2022), Ethical considerations in research are a set of principles that guide research designs and practices. Scientists and researchers must always adhere to a specific code of conduct when collecting data from people.

In addition, Bhandari (2022) detail the following,

Confidentiality This means you know who the participants are, but you remove all identifying information from your report. All participants have a right to privacy, so you must protect their personal data while storing or using it. Voluntary participation means that all research subjects are free to choose to participate without any pressure or coercion.

Ethical considerations with the participants in the research is a key point because values, principles, and personal data are prioritized. Respect the participant's personal information without being recognized by others, providing privacy and confidentiality, as well as voluntary participation without being pressured.

11.6 Step of investigation.

Identification of the problem: the problem was identified after continuous observation in the valuation processes, noting the difficulties that arise.



Elaboration and construction of the instruments: The instruments used to carry out the research are: An interview with the teacher to learn about the experience of implementing the type of evaluation, an observation guide and a focus group



Observation and data collection: the answers offered by the teacher and the students are collected and a general result is made on the effect



Analysis of results and proposals for improvements: The result obtained by the Kahoot platforms is analyzed and their efficiency is determined. Likewise, improvements are proposed in the use of digital

11.7 Method for data processing and analysis.

In this research, a qualitative approach was used and, therefore, the analysis of the data was carried out through content analysis which is defined as:

A widely used qualitative research technique to systematically classify codes and identify themes or patterns within the data.¹ Content analysis goes beyond counting words; it can be used to examine data and to organize large amounts of text into an efficient number of categories that represent similar meanings. (Berkovic, 2023)

This allowed the systematic interpretation of the information obtained through interviews, surveys and observations carried out during professional internships.

The analysis process was developed in three main stages.

11.7.1 Organization and transcription of the information collected by the instruments

First, all the information collected was organized and, in the case of the interviews, it was audio-recorded and then transcribed verbatim. The answers to the observation guide and the interview were classified according to each item and prepared for reading and detailed explanation.

11.7.2 Open Coding

Subsequently, an open coding was carried out, identifying keywords, relevant phrases and recurring patterns related to the use of digital platforms in the evaluation process, with respect to the different instruments that were applied. Each relevant fragment was labeled with subtopic points for easy analysis.

11.7.1 Categorization and Analysis

The codes were then grouped into thematic categories that represent the main ideas found in the data, such as:

- ✓ Evaluation system for English language teaching in classrooms
- ✓ Implementation of technological or digital tools within the classroom,
- ✓ Effectiveness of the use of the Kahoot digital platform in the evaluation

11.8 Analysis and discussion of results

In this point, the results obtained corresponding to the research entitled "Use of digital platforms to improve evaluation in the teaching of the English language in Secondary Education" are shown, each result is distributed by an objective, previously stated and from which they were used to elaborate the evaluation instruments to obtain the following results:

11.8.1 Results with respect to the first objective proposed.

Objective: Identify the difficulties that teachers face when evaluating English Classes.

To fulfil this objective, an interview, mentioned above, was elaborated, which was addressed to the sample teacher of the research, this to know his experience when evaluating the knowledge of the students through written or oral methods and the relationship that the teacher has experienced with the manipulation of technological tools such as: the use of cell phones or the application of digital platforms in the classroom.

The interview questions can be divided into three points to be addressed in the expected results:

Table 2

Categorization of questions in the interview

ISSUES RAISED	INTERVIEW QUESTIONS
<p>EVALUATION SYSTEM FOR ENGLISH LANGUAGE TEACHING IN CLASSROOMS.</p>	<ol style="list-style-type: none"> 1. How do you currently evaluate students? 2. What type of evaluation do you perform in the classroom? 3. What strategies or activities do you use to evaluate students effectively? 4. What difficulties have you encountered when evaluating students?
<p>IMPLEMENTATION OF TECHNOLOGICAL OR DIGITAL TOOLS WITHIN THE CLASSROOM.</p>	<ol style="list-style-type: none"> 5. What types of digital platforms have you used in the classroom? 6. What is your opinion on the integration of technology in the classroom? 7. Have you used technology to evaluate? If answer is yes, how? 8. Have you used any specific digital platform for evaluating? If that was the case, what platform did you use and what were the results of the implementation? 9. Which of these platforms do you prefer and why?

CURRENT USE OF DIGITAL TOOLS IN EVALUATION PROCESSES.

10. Do you think that students are able to adapt well to using digital platforms in the evaluations?
11. Do you think that these digital platforms motivate students to participate in different types of assessments?
12. What do you consider to be the benefits of using digital platforms to evaluate students?
13. What difficulties do you think exist in using digital platforms for evaluation?
14. What recommendations would you give to correctly implement the use of digital platforms in the evaluation?

11.8.1.1 Evaluation processes within the classroom.

Currently, the English teacher uses different methods to evaluate the teaching of the English language, such as written tests or oral presentations, in addition to considering many other activities that are carried out during each midterm through audios, videos, power point presentations and sometimes work with the textbook thus, carrying out the evaluation process.

But sometimes to present difficulties when trying to evaluate the students in an effective way, knowing with exactly the knowledge learned the results sometimes it is challenging. The most difficult for the teacher is when evaluate the communicative approach because not all students speak very well the English language or they do not have a broad vocabulary said this when evaluating the speaking ability, the good results are not always obtained.

However, the teacher has used many digital platforms in the classroom such as: Plicker, Kahoot, Power Point, Youtube, Google Classroom, Puslo obtaining a variety of knowledge in the technological world.

11.8.1.2 Implementation of digital platforms in the classroom.

In this point, the teacher considers that the integration of technology into the classroom is very important because to obtain better results, the students interact and work fast and develop all their skills. Mentioning that using technology in both teaching and assessment has experienced many digital platforms without having a preference for any tool, believe that all are very good.

11.8.1.3 Use of digital platforms.

The teacher mentions that students can adapt or integrate into digital assessments since they are immersed in the use of technology in everyday life considering that this motivates students to realize the assessments. In addition, these tools have many benefits such as real-time monitoring, feedback, active participation, interactive activities and better communication. The most difficult thing for the teachers about the use of digital platforms is not knowing the functions correctly, it's important to stay updated in the digital world and on the part of the students is that not all have telephone or access to internet.

The teacher gives some recommendations that it is considered important to learn how to use these digital platforms, take advantage of the benefits and implement them in the classroom.

11.8.2 Results according to the second objective

Objective: Describe the different platforms that can be used in the assessment of English at the secondary level.

To meet this objective, an observation guide was carried out once the students interacted with the Kahoot digital platform in which a formative evaluation was carried out about the previous knowledge and vocabulary of the content of Daily routines and at the same time the comprehension of the content and skills of Writing and Reading was evaluated. The observation guide contains the following points that it was necessary to observe according to the proposed objective:

1. Mobile Device Accessibility
2. Ease of use of the platform
3. Motivation during formative assessment
4. Effectiveness of the use of digital platforms in Evaluation

Mobile Device Accessibility

It was evident that all students had access to a mobile device, which facilitated the implementation of the *Kahoot!* during the evaluation. However, a major limitation was identified: not all students had an internet connection. Despite this, this difficulty was solved through the camaraderie among

the participants, since, of the ten students selected as a sample, nine had access to the internet. This allowed the activity to run without significant impediments and the platform to be used effectively.

Ease of use of the "Kahoot!" platform

Likewise, all students managed to access the Kahoot! without requiring constant assistance and adequately understood the instructions provided on its use. It was also evident that everyone was able to answer the questions and participate within the time established for each question. However, some presented difficulties due to the lack of knowledge of certain vocabulary related to daily routines, which caused them to delay in selecting their answers and some answered incorrectly.

In this context, it was observed that the students collaborated with each other in the face of any doubts that arose, which strengthened the camaraderie and fostered an atmosphere of respect within the group during the evaluation.

Motivation of students during the evaluation.

High motivation on the part of the students could be observed before, during and after the evaluation. The fact of carrying out the activity through a digital platform aroused interest and willingness to participate, allowing them to experience a more dynamic and participatory evaluation process. The digital platform Kahoot! offered a scoring system based on correct answers and response time, which generated an immediate grade and positioned Students in a ranking from 1 to 10. This competitive factor encouraged students to strive for first place, thus increasing their level of involvement and enjoyment during the assessment.

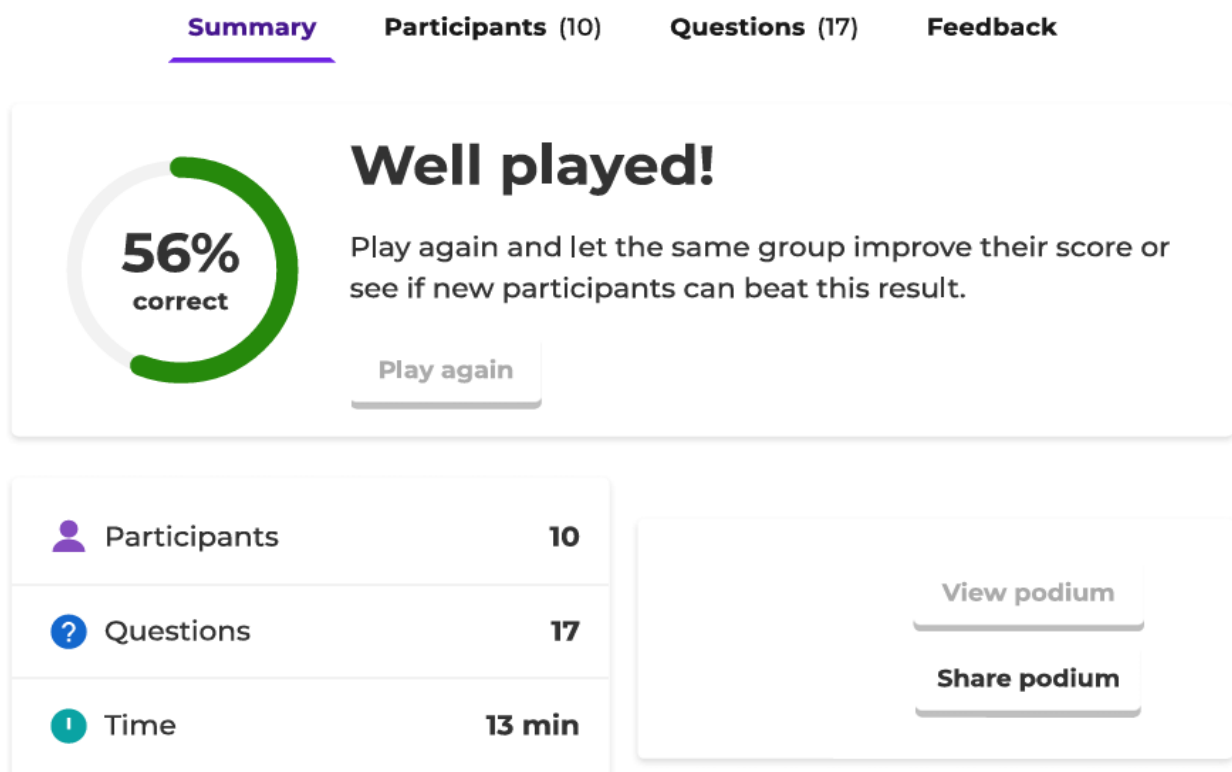
No signs of frustration or disinterest were identified at any time; on the contrary, all students actively participated, and the environment remained characterized by a high degree of motivation to answer each question. Consequently, it is considered that the use of digital platforms contributes significantly to generating a more attractive and stimulating evaluation space for students.

Effectiveness of the use of the Kahoot digital platform in the evaluation.

During the application of this formative assessment, it was observed that the platform was effective within the evaluation process, since it was possible to evaluate the ability of Reading and Writing through items that asked them to read and understand certain texts and also to write their answers. Its design also allowed immediate information to be obtained on the performance of the students in each question. Likewise, the platform generated a statistical summary as can be seen in the figure N° 3 that shows the percentage of correct answers per student, which makes it easier to identify the areas of greatest difficulty related to the content evaluated.

Figura 3












Percentage of answers in the text



The platform shows that the ten students achieved 56% of correct answers as can be seen in the figure N°4, reflecting the overall level of mastery of the group. In addition, the teacher can visualize the individual percentage of performance, the results of which are presented below:

Figura 4

Percentage of answers

All (10)	Need help (1)	Didn't finish (7)	Search		
Nickname	Rank	Correct answers	Unanswered	Final score	
Joshuan	1	 80%	—	9900	
Valeska	2	 80%	—	9129	
Jesse 	3	 73%	—	8708	
Maria jose	4	 67%	2	7727	
Jesarel	5	 60%	1	6850	
Lester	6	 47%	1	5385	
Siuris	7	 47%	1	5347	
Yeri	8	 40%	3	4680	
Yader	9	 40%	2	4663	
Melissa	10	 27%	3	3213	

This functionality allows the teacher to interpret the results in detail both at the group and individual level. In this case, it is observed that five of the ten students answered more than 50% of the items correctly, while the other five showed difficulties related to the content, obtaining percentages below 50%. Based on this data, the teacher was able to assign the evaluation grade based on the results obtained by the platform.

11.8.3 Results with respect to the third objective.

Objective: To examine the effect of digital platforms on the assessment of English.

To fulfil this objective, a focus group was held with the students that allowed them to know how they felt the experience of being evaluated through a digital platform, taking as a starting point some questions about their proximity to digital media, therefore, the students commented that they had previously used digital platforms in other subjects and in English not so much. They also value positively and necessary using digital platforms to be evaluated since it feels different and more fun.

It was commented that they considered Kahoot as a good tool to evaluate and that they really liked participating in the evaluation, some of them considered that it was necessary to give a little more time to answer each question and item of the questionnaire, while others commented that the time spent per question, which was 20 seconds, It was okay because it created that necessary tension that motivated them to respond.

Culminating with some recommendation's students expressed about continuing to implement this type of evaluation more often, including more questions or multiple-choice items and creating more dynamic varied items such as online match or true or false, so that in this way they can feel pleasant to be evaluated in English class.

11.8.4 Data triangulation

11.8.4.1 Motivation

During the application of the observation guide, the interview with the teacher and the focus group with the students, a point of positive similarity was identified that reinforces the validity and coherence of the results. In the three sources, it was agreed that the use of the Kahoot! platform generated a high level of motivation and active participation on the part of the students, during the evaluation.

In the interview, the teacher stated that the platforms are motivating for the class group, since it promotes a less rigid and more participatory environment since students are used to the use of digital media, while from the observation guide, during the formative assessment through kahoot!, it was evident that students showed enthusiasm, attention and active willingness to answer each item Finally, in the focus group, the students described the activity as dynamic, entertaining and different, highlighting that the digital modality increased their interest in participating.

This coincidence between the three instruments shows that the platforms manage to increase motivation since it creates a more dynamic evaluation environment and contributes to strengthening the commitment of students in the participation of the evaluation processes.

12. Methodological Practical Proposal

Once the results obtained by the application of the different instruments have been detailed, the following methodology is proposed to be used to evaluate using a digital platform, which is entitled as: Use of AhaSlides as a tool of summative assessment in Eleventh grade students.



12.1.1. Objective:

- Propose the integration of the digital platform "AhaSlides" as a digital resource that improves summative assessment.

12.1.2. Introduction of the proposal.

This methodological proposal is carried out in accordance with the results obtained once the research instruments on the use of digital platforms to improve evaluation processes in English language teaching have been applied. It is notorious that summative evaluation, being the most traditional, presents limitations in terms of motivation, dynamism and immediate feedback. In view of this need, the implementation of AhaSlides is proposed as an innovative digital tool that improves summative assessment, making it more interactive, accurate and accessible to students and teachers.

It also seeks to guide the teacher in the pedagogical use of AhaSlides to evaluate learning in an organized and motivating way, thus strengthening the quality of the educational process.

12.1.3. Summative evaluation in the educational process of Nicaragua.

Once observed and immersed in the educational centers, it can be mentioned that currently in these educational centers this type of summative evaluation is carried out in the context of grading the knowledge learned by the students at the end of a content, partial or semester. It is often supported by static instruments such as written tests or paper questionnaires and are usually graded according to rubrics and evaluation criteria implemented by the teachers.

However, current approaches to English language teaching demand assessments that are more dynamic, interactive and capable of reflecting the student's communicative competence

12.1.4. AhaSlides as a tool within the summative evaluation process.

AhaSlides offers many options for creating quizzes and presentations and one of the different functions that AhaSlides has as a digital tool, is the option to individually grade students for each item they answer. Thus, in this way, it can be used in a summative evaluation appropriate to the objective of each teacher

12.1.5. Development of the methodological proposal.

Phase 1: Preparation for the proper use of the platform.

Teacher training on the use of AhaSlides: It is necessary for the teacher to know the Platform and appropriate it, to know the functions it offers and how to prepare a questionnaire, following the proposed evaluation criteria.

Selection of contents or units to be evaluated: It is necessary for the teacher to know the Platform and appropriate it, to know the functions it offers and how to prepare a questionnaire, following the proposed evaluation criteria.

Design of items or questions based on learning objectives and criteria: Items are based on selected themes.

Phase 2: Application of summative assessment through AhaSlides.

Conducting summative assessments in class using AhaSlides:

Students respond from their phones or computers.

The results are recorded in real time with their given grade.

Phase 3: Evaluation of the experience

Analysis of the results obtained.

Student perception survey on the use of AhaSlides.

Teacher reflects on the effectiveness of the tool.

13. Conclusions

In conclusion, this study aimed to analyze how the use of digital platforms contributes to improving assessment in secondary school English classes. It identified teachers' challenges, described the available platforms, and evaluated their effectiveness. Formative assessment was conducted using a game on the Kahoot! Platform. Data collection instruments revealed that these platforms significantly enhance student motivation and participation, fostering a dynamic, competitive, and collaborative environment that strengthens peer interaction and encourages students to answer correctly. Furthermore, the platform allowed teachers to obtain immediate and clear feedback on individual and group performance, facilitating the identification of areas of difficulty as well as strengths, and enabling the monitoring of reading and writing skills.

Among the limitations encountered, the following can be mentioned: inequality in the use of electronic devices, since not all students have a phone or internet access (some lack connectivity), distraction (sometimes they cannot concentrate because they are preoccupied with other things), and the proper use of digital platforms (not everyone knows how to use them correctly). In my personal reflection, I can say that I learned a great deal about the topic, acquired more knowledge, and obtained concrete information that helped me understand it better. This research helped me develop my language skills and overcome academic difficulties. This research is important because it helped us develop personally and professionally, strengthen our daily learning, put what we learned into practice, and understand that digital platforms facilitate education. It also inspired teachers to use technology in the classroom and recognize the potential of digital platforms in education.

Implementing technology in the classroom is a key educational tool that benefits both teachers and students. Despite its limitations, it must be adapted, solutions must be found, and a more proactive approach must be taken in assessment activities. Furthermore, digital platforms offer many advantages, facilitating every process, including teaching, learning, and evaluation. Integrating these platforms into the classroom develops skills and improves English language difficulties.

14. Recommendations

In accordance with the justification proposed and the results obtained, the following recommendations are proposed:

1. Improve teacher training in the use of digital platforms: It is recommended that educational institutions provide spaces for continuous training for teachers to develop competencies in the use of various digital platforms used during the evaluation process, since not all teachers handle or are unaware of digital tools.
2. Design assessment instruments that adapt to the digital environment: It is necessary to develop rubrics, questionnaires and tasks that take advantage of the functions of the digital platforms that exist, so that the evaluation not only records results, but also promotes active learning and immediate feedback within the classroom.
3. Promote responsible and appropriate use of digital platforms. It is recommended to implement institutional guidelines for the proper use of digital platforms, to ensure data protection, the authenticity of evaluations, and the respectful participation of students when evaluating using digital platforms.
4. Guaranteeing connection spaces in schools: One of the difficulties presented was that not all students have mobile internet, therefore an educational center that guarantees a fixed internet connection to carry out these evaluation processes would be efficient and necessary.

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15. Annexes

15.1 Annex A. Work schedule

TRABAJOS		IRANIA, ILEANA, JEYFRIN				
	MARCH 01 SATURDAY	MARCH 15 SATURDAY	MARCH 29 SATURDAY	APRIL 12 SATURDAY	MAY 03 SATURDAY	
Eleccion del tema						
Delimitacion del tema						
Antecedentes						
Planteamiento del problema						
Justificacion						
Objetivos						
Fundamentacion teorica						
Hipotesis						
Operacion de Variabkes						
Diseño Metodologico						

Annex B. Collection instruments

Annex B.1. Instrument 1: Interview



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Interview with the teacher

Dear Teacher, we are fifth-year students of the English career at UNAN-Managua / CUR-Estelí and we are carrying out research under the topic: "Use platforms as a tool to improve Assessment of English Language Teaching in Secondary Education", so we require your valuable cooperation to be able to successfully complete this research process, the information that you will provide us will be very useful in our research project.

Objective of the Interview: Identify the difficulties that teachers face when evaluating English classes.

.

Questions.

15. How do you currently evaluate students?

16. What type of evaluation do you perform in the classroom?

17. What strategies or activities do you use to evaluate students effectively?

18. What difficulties have you encountered when evaluating students?

19. What types of digital platforms have you used in the classroom?

20. What is your opinion on the integration of technology in the classroom?

21. Have you used technology to evaluate? If answer is yes, how?

22. Have you used any specific digital platform for evaluating? If that was the case, what platform did you use and what were the results of the implementation?

23. Which of these platforms do you prefer and why?

24. Do you think that students are able to adapt well to using digital platforms in the evaluations?

25. Do you think that these digital platforms motivate students to participate in different types of assessments?

26. What do you consider to be the benefits of using digital platforms to evaluate students?

27. What difficulties do you think exist in using digital platforms for evaluation?

28. What recommendations would you give to correctly implement the use of digital platforms in the evaluation?

Thanks for your time and sharing your valuable perspectives. Your feedback is necessary to improve our educational strategies.

Annex B.2. Instrument 2: Observation guide



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Observation Guide

Platforms as a tool to improve Assessment of English Language Teaching in Secondary Education.

In relation to the research topic, it is intended to apply a evaluation to the students of eleventh grade at the National Institute of Palacagüina, using the digital platform Kahoot, which will be evaluate reading and writing English skills, in order to offer a different and interactive experience to students. In response to the results of the application of these platforms, the following observation guide is made:

Objective of the observation guide: Describe the different platforms that can be used in the assessment of English in eleventh grade at the secondary level.

Date of Observation: _____

Name of Observer: _____

Name of Teacher: _____

Class Observed (Grade/Section): _____

Observation Guide about use of digital platforms (Kahoot, AhaSlides).

Criteria	Yes	No	Partial	Observations
Students manage to enter the platform correctly without constant help.				
Students understand the instructions given to use the digital platform.				
Do they answer all the questions or participate in the questionnaires in established time?				
Students use the platform's features: Select options, submit responses, or interact with surveys.				
Do students collaborate with their classmates when they have any questions in respectful and positive way?				
Students obtain 80% of the correct answers in both platforms				
Do students show interest and willingness to carry out evaluation activities on the digital platform?				
Students show signs of frustration or disinterest when taking the assessment on the Digital Platform				
All students were able to participate in the indicated activities through the platforms.				
The problems presented are solved without interrupting the application of the evaluation				

Annex B.3. Instrument 3: Focal Group



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Grupo focal con los estudiantes

Estimados estudiantes, somos estudiantes de quinto año de la carrera de Inglés de la UNAN-Managua / CUR-Estelí y estamos llevando a cabo una investigación bajo el tema “Uso de plataformas digitales como herramientas para mejorar la evaluación de la enseñanza del idioma inglés en educación secundaria ” por lo que requerimos su valiosa cooperación para poder culminar con éxito este proceso investigativo, los datos que usted nos proporcionará será de gran utilidad en nuestro proyecto de investigación.

Objetivo del Grupo focal: Demostrar el efecto de las plataformas digitales en la evaluación del inglés.

Preguntas

1. ¿Anteriormente habías usado una plataforma digital en el aula de clase?
2. ¿Cómo valoras la experiencia de usar las plataformas digitales para ser evaluado?
3. ¿Crees que Kahoot o Ahaslides son buenas herramientas para evaluarte?

4. ¿Cuál Plataforma te gusto más? ¿Por qué?
5. ¿Considera usted que el tiempo fue adecuado para responder las preguntas?
6. ¿Conoces alguna otra plataforma digital con la cual te gustaría ser evaluado?
7. ¿Qué propuestas tiene para mejorar este método de evaluación? (Por ejemplo: Más tiempo para responder)

Annex C. validation of instruments

Instrucciones para la validación de los instrumentos

Por favor, lea detenidamente cada uno de los enunciados y de respuesta de cada ítem.

Utilice el siguiente formato para indicar su grado de acuerdo o desacuerdo con cada enunciado que se presenta, marcando con una equis (x) en el espacio correspondiente, según la siguiente escala:

5. Excelente
4. Muy Bueno
3. Bueno
2. Regular
1. Deficiente

Si desea plantear alguna sugerencia para enriquecer el instrumento, utilice el espacio correspondiente a observaciones, ubicado en la parte inferior del formato.

Constancia de juicio de experto

Yo, Yaritza Mirleny Briones Cruz con especialidad en Ciencias de la educación con mención en inglés; por medio de la presente hago constar que he leído y revisado, con fines de validación, el instrumento de investigación: Entrevista a docente, guía de observación y grupo focal, que será aplicado en el desarrollo del estudio: "Use of Digital Platforms as tool to improve Assessment of English Language Teaching in Secondary Education." por los estudiantes: Ileana Mayerly Gutiérrez, Jeyfrin Onever Olivas López.

Luego de hacer las verificaciones pertinentes, puedo formular las siguientes apreciaciones:

Evaluación de instrumento:

Nº	Indicadores	Valores				
		Deficiente	Regular	Bueno	Muy Bueno	Excelente
1.	El instrumento presenta coherencia con el problema de investigación.				X	
2.	El instrumento evidencia el problema a solucionar.				X	
3.	El instrumento guarda relación con los objetivos y preguntas propuestas en la investigación.					X
4.	El instrumento utiliza un lenguaje apropiado					X
5.	La redacción de las preguntas es clara y apropiada para cada dimensión.					X
6.	Relevancia del contenido				X	
7.	En general, el instrumento permite un manejo ágil de la información.				X	

El instrumento diseñado a su juicio es: válido (X) no válido ()

Observaciones:

Para que conste a los efectos oportunos, extiendo la presente en la ciudad de Estelí, a los 30 días del mes de septiembre del 2025.



Nombre y Firma del experto
Yaritza Mirleny Briones Cruz

Instrucciones para la validación de los instrumentos

Por favor, lea detenidamente cada uno de los enunciados y de respuesta de cada ítem.

Utilice el siguiente formato para indicar su grado de acuerdo o desacuerdo con cada enunciado que se presenta, marcando con una equis (x) en el espacio correspondiente, según la siguiente escala:

5. Excelente
4. Muy Bueno
3. Bueno
2. Regular
1. Deficiente

Si desea plantear alguna sugerencia para enriquecer el instrumento, utilice el espacio correspondiente a observaciones, ubicado en la parte inferior del formato.

Constancia de juicio de experto

Yo, Judith Bernavelia Rodríguez López con especialidad en Ciencias de la educación con mención en inglés; por medio de la presente hago constar que he leído y revisado, con fines de validación, el instrumento de investigación: Entrevista a docente, guía de observación y grupo focal, que será aplicado en el desarrollo del estudio: "Use of Digital Platforms as tool to improve Assessment of English Language Teaching in Secondary Education. " por los estudiantes: Ileana Mayerly Gutiérrez, Jeyfrin Onever Olivas López.

Luego de hacer las verificaciones pertinentes, puedo formular las siguientes apreciaciones:

Evaluación de instrumento:

Nº	Indicadores	Valores				
		Deficiente	Regular	Bueno	Muy Bueno	Excelente
1.	El instrumento presenta coherencia con el problema de investigación.				X	
2.	El instrumento evidencia el problema a solucionar.				X	
3.	El instrumento guarda relación con los objetivos y preguntas propuestas en la investigación.				X	
4.	El instrumento utiliza un lenguaje apropiado					X
5.	La redacción de las preguntas es clara y apropiada para cada dimensión.				X	
6.	Relevancia del contenido				X	
7.	En general, el instrumento permite un manejo ágil de la información.				X	

El instrumento diseñado a su juicio es: válido (X) no válido ()

Observaciones:

Para que conste a los efectos oportunos, extendiendo la presente en la ciudad de Estelí, a los 30 días del mes de septiembre del 2025.



Nombre y Firma del experto
Judith Bernavelia Rodríguez López

Annex D. Evidence


Figure 5 School of application of instruments



Figure 6 Students interacting with Kahoot application



Illustration 1 Completed observation guide instrument



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Observation Guide

Platforms as a tool to improve Assessment of English Language Teaching in Secondary Education.

In relation to the research topic, it is intended to apply a evaluation to the students of eleventh grade at the National Institute of Palacaguina, using the digital platforms Ahaslides and Kahoot, which will be evaluate reading, writing and listening English skills, in order to offer a different and interactive experience to students. In response to the results of the application of these platforms, the following observation guide is made:

Objective of the observation guide: Describe the different platforms that can be used in the assessment of English in eleventh grade at the secondary level.


Date of Observation: Friday, October 23th
Name of Observer: Licencia Guillera and Stefan Olivas
Name of Teacher: Yessica Gonzalez
Class Observed (Grade/Section): Undecimo "A"

Observation Guide about use of digital platforms (Kahoot, AhaSlides).

Criteria	Yes	No	Partial	Observations
Students manage to enter the platform correctly without constant help.	✓			All of them accessed to the platform without help.
Students understand the instructions given to use the digital platform.	✓			

Do they answer all the questions or participate in the questionnaires in established time?	✓			Some student don't know the answer to some questions.
Students use the platform's features: Select options, submit responses, or interact with surveys.	✓			
Students collaborate with their classmates when they have any question in respectful and positive way?	✓			They Collaborated with each other to give answers to the questions
Students obtain the 80% of the correct answer in both platforms	✓			Students don't know the vocabulary, so this didn't let them know correctly
Do students show interest and willingness to carry out the evaluation activity on the digital platform?	✓			
Students show signs of frustration or disinterest when taking the assessment on the Digital Platform	✓			
All students were able to participate in the indicated activities through the platforms.	✓			
The problems presented are solved without interrupting the application of the evaluation	✓			

Illustration 2 Completed interview instrument



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Interview with the teacher

Dear Teacher, we are fifth-year students of the English career at UNAN-Managua (CUR-Esteli) and we are carrying out research under the topic: "Use platforms as a tool to improve Assessment of English Language Teaching in Secondary Education", so we require your valuable cooperation to be able to successfully complete this research process, the information that you will provide us will be very useful in our research project.

Objective of the Interview: Identify the difficulties that teachers face when evaluating English classes.

Questions:

- How do you currently evaluate students?
Currently use different forms, reading in class, use apps.
- What type of evaluation do you perform in the classroom?
In different activities, communication approach.
- What strategies or activities do you use to evaluate students effectively?
Using use different activities, exercises, videos, PPt, book.
- What difficulties have you encountered when evaluating students?
I think the most difficult is trying to evaluate the communication approach that the students have, especially when they don't show their activity.
- What types of digital platforms have you used in the classroom?
I've used flash apps, photos, videos, computer news, all show activity.
- What is your opinion on the integration of technology in the classroom?
It helps a lot, the students interact, read and they read all the time.
- Have you used technology to evaluate? If answer is yes, how?
Yes, I use some platforms that consider to be different.
- Have you used any specific digital platform for evaluating? If that was the case, what platform did you use and what were the results of the implementation?
Yes, because Google has a lesson with the Ppt.
- Which of these platforms do you prefer and why?
I like all of them because they are interactive and useful.
- Do you think that students are able to adapt well to using digital platforms in the evaluations?
I consider the student also well, they are prepared to use digital media.
- Do you think that these digital platforms motivate students to participate in different types of assessments?
Yes.
- What do you consider to be the benefits of using digital platforms to evaluate students?
The students will be prepared of the university to use different platforms.
- What difficulties do you think exist in using digital platforms for evaluation?
It's difficult because not all students have a cellphone.
- What recommendations would you give to correctly implement the use of digital platforms in the evaluation?
As a future platform, I consider that it is important to know how these platforms help in the education also work fast.

Thanks for your time and sharing your valuable perspectives. Your feedback is necessary to improve our educational strategies.



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