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LEI teachers' perspectives on the use of learning platforms as  
tools for ELT

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for ELT**

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## **ABSTRACT**

Technology has been fundamental for many students and teachers, allowing them to continue the learning and teaching process effectively. The purpose of this study was to provide detailed information about the digital platforms that teachers use in the classroom, as well as to identify the advantages, disadvantages and challenges they present in the teaching of English. In addition, to evaluate the effectiveness of the use of e-learning platforms in the teaching of this language. For this research, a qualitative approach was used, collecting data through a questionnaire applied to different teachers at the School of Languages. The results showed that teachers feel comfortable using learning platforms, considering them useful tools that not only benefit them, but are also essential for students. Another significant finding is that teachers have faced difficulties and challenges in using technology, as they were not trained with the use of several platforms. However, through practice, they have learned to manage them and now consider them valuable tools for providing academic resources to students and assessing them effectively.

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## **Dedications**

This thesis is dedicated to my parents who supported me all the time and inspired me to finish my thesis. Also, to my friends who always supported me during all this time at the university and especially to myself for showing me that if you strive for your goals and dreams you can achieve them.

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# CHAPTER 1: INTRODUCTION

## 1.1 Introduction to the Problem

English language teaching is based on the effective use of different techniques and methods to be able to speak and learn the language effectively with accuracy and fluency (Heng, 2014). In a similar way, “it is important that the student and the teacher fulfill their teaching-learning purpose in order for them to perform the objectives achieved, because if either does not meet their goal, there will be no expected returns” (Beltran, 2017).

Therefore, both definitions agree that English language teaching is effective when methods and techniques are used where teaching and learning have the expected results. English language teaching is not just knowing the language and teaching it but having the knowledge of teaching. Similarly, technology is a good tool that is useful in the classroom and teachers can use it as a teaching tool. As Meena (2020) mentioned “technology is an area of space in education which introduces part of a curriculum, as well as supporting instructions, teaching system and finally is useful for the learning process” (p. 33). Murati and Ceka (2017) also stated that “technology in education enables the teaching and learning process to be effective in the classroom. educational technology can be effective for various projects and for increasing the effectiveness of student learning as there are many tools and techniques in its use that can facilitate the subjects” (p. 197). Technology is a fundamental tool for teachers because it can facilitate materials and it is a different way for students to learn

Additionally, technology is a way in which teachers can teach a second language to students using digital tools. According to Moreno (2016, p. 71, cited in Manzaba et al., 2021,

p. 4049) the use of digital tools is an effective tool that many teachers use in the teaching of English, as it is a creative way to teach a new language, because it awakens the students' desire to learn with these digital tools and transform what they learn into their human formation. On the other hand, not only classes become creative, but also innovative activities. According to Manzaba et al. (2021) the use of digital tools helps to develop interesting activities, edit educational resources, and make lessons more innovative according to the needs of the students (p. 4048). It is important because students are more interested in the teacher being dynamic using digital tools while learning a language.

## **1.2 Problem Statement**

The problem lies in the adoption of e-learning platforms by some teachers of English language teaching. Despite the obvious benefits of these digital tools in English language teaching, many teachers are still not using them in a systematic way. This can be attributed to several factors, such as lack of training in educational technology, resistance to change, limited accessibility to technological resources and perceived complexity in using the platforms. Identifying and addressing these barriers is critical to promoting wider and more effective adoption of learning platforms in the context of English language teaching. Evaluating the use of learning platforms in English language teaching will provide information to determine whether technology is effective in face-to-face classes

## **1.3 Research objective**

The objective of this study is to provide information about the digital platforms that teachers use in the classroom, as well as to determine the advantages, disadvantages and challenges

they have in teaching English and finally to evaluate the effectiveness of the use of e-learning platforms in teaching English.

#### **1.4 Justification**

From my own experience, I started learning English when I entered university, although it was a difficult challenge for me to learn English because I could not find any way to practice what I was learning. One of the classes I had, it was very effective, because the teacher was very innovative in her classes and at the same time she used a lot of technology, so it was not difficult to learn the topics she was teaching. So, I started to have an interest in technology because it was very useful all the material and resources I found, so during several classes I had, many teachers used different e-learning platforms, which were very effective and accessible to use.

On the other hand, when I started teaching, I could observe that many of my students had technological devices and were familiar with many e-learning platforms in English, so it was a good way to work with them, where I used and implemented these e-learning platforms as a teaching tool, so that students could develop their skills in a different way than the traditional way, using technology. Also, one of these reasons is because many students use technology to practice a language, which can get good results.

For those reasons I was very interested in the use of e-learning platforms because there are many platforms that are very useful, but each teacher uses the most convenient for themselves and what they consider most effective for their classes. Finally, any class can be great with technology when the teacher knows how to implement it in the class and see the results of the students.

## **1.5 Research questions**

This project intends to answer the following questions:

- 1) Which platforms do LEI teachers use as tools in their ELT courses?
- 2) How do LEI teachers perceive the use of e-learning platforms as tools?
- 3) What challenges have LEI teachers faced when using e-learning platforms as tools?
- 4) What advantages or disadvantages have LEI teachers experienced when using e-learning platforms?

## **1.6 Relevance of the study**

The use of e-learning platforms has become more relevant with the surge of more advanced technology. This study may be relevant to explore the perspectives of LEI teachers about the learning platforms in their courses. The results might be benefit present and future teachers in similar context. About all, the findings of this investigation may result in better instruction for future English teachers and researchers that are interesting about the e-learning platforms.

## **1.7 Conclusions**

This chapter has presented the information of the study. The research focused on analyzing the perspectives of LEI teachers towards the use of e-learning platforms in their classes. The chapter also explained the problem statement, the justification and the relevant of the study. The following chapter deals with the literature review consulted in the topic.

## **CHAPTER II: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents a review of the literature used for this research. The chapter begins by exploring the topic of technology as it relates to teaching English through its use. Second, it discusses information and communication technology (ICT) and its advantages in for educational setting. Then, the importance and diversity of e-learning platforms are defined and analyzed. Finally, the role of technology users is examined, specifically how English teachers employ these tools in their teaching.

### **2.1 Technology**

Technology is a broad concept that includes different tools and devices created by humans a long time ago. According to Dusek (2006) throughout history, many technological inventions did not arise directly from the application of scientific theories, but from chance or trial and error. In other words, technology cannot be considered only a science, because over time it has evolved through trials and practices. As Dusek (2006) states "Technology cannot simply be seen as an extension of science, since, throughout human history, technology has been present long before modern science emerged" (p. 33). In this way, technology is part of modern life. Rahmawati et al. (2021) mentions that the union and integration of technology and human beings has contributed to making modern human life more comfortable, facilitating various activities and improving people's general well-being.

On the other hand, Dusek (2006) mentioned that technology as tools or machines may be limited in its ability to embrace all forms of technology, leading to the need to consider technology as a system that includes hardware, human skills and organization. As mentioned above, for Dusek there are three definitions or characterizations of technology, the first technology as hardware, the second technology as rules and the third technology as systems. Additionally, Dusek (2006) defined the initial definition sees technology as tools and machines, the second as behavioral patterns or "techniques", the third defines technology as a system of comprising hardware, human skills, and organization. Thus, technology includes both practical and theoretical knowledge, productive skills, organization and machinery.

### **2.1.1 Technology in education**

Currently, technology plays a fundamental role in various fields such as science, business, communications, medical services and many others. In education, technology serves as an essential tool that facilitates both students and teachers' role in the teaching and learning process. According to Zhu (2004) technology is transforming education by making it more flexible, accessible and adaptable to different situations and needs of students. In this way, students adapt to the use of technology, so they learn and improve performance in their classes. Moreover, Zhu (2004) mentions using technology in teaching boosts classroom engagement, sparking students' curiosity and enhancing learning. It fosters critical thinking and innovation, making learning more dynamic and effective. Summarize, Technology has become indispensable in education, fostering flexibility, accessibility, and engagement. Its integration cultivates critical thinking and innovation, creating dynamic learning environments tailored to diverse student needs, enhancing overall educational effectiveness.

On the other hand, mobile devices and applications have become part of learning in education. According to Ruiz-Palmero et al. (2021) mobile devices are becoming an essential tool in day-to-day life and in the relationships between students in recent years, thanks to their uses and potential.

Technology in education with the use of mobile devices is a challenge for teachers and students, however, it increases the engagement and motivation among them. Soledispa et al. (2023) Technologies also have the potential to stimulate student motivation and engagement, in addition to promoting collaboration and knowledge creation (p. 6469). Similarly, the use of social media in education has been increasing in recent years. These social media can be used by teachers as a complementary tool in the teaching-learning process.

According to Soledispa et al. (2023) social media can foster motivation, engagement and autonomous learning of students, as well as improve communication and collaboration between teachers and students. Likewise, Faizi (2013) mentions that "social media are an effective way to promote students' engagement as it enables shy, intimidated or bored students to share ideas and to express their opinions in a more comfortable way" (p. 53). Faizi (2013) also stated that social media could be used as valuable educational tools capable of enriching the learning experience.

### **2.1.2 Technology in English Language Teaching**

Technology has significantly transformed the field of English language teaching in recent years and revolutionized traditional pedagogical approaches. According to Shyamlee and Phil (2012) mention:

21st century is the age of globalization and is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fueled, partially by the Internet (p. 151).

This means, that technology has begun to be an important part of education, especially in the teaching of foreign languages such as English.

In the current era of digital technology, the role of technology in education is becoming increasingly important in English language teaching. Ghwela (2023) states that utilizing technology accelerates students' acquisition of English compared to conventional methods. As a result, given the widespread adoption of educational technology, most teachers recommend their students to actively participate in technological learning experiences. This citation explains that teachers suggest that students use technology to reinforce their learning of English faster. Similarly, Zhu (2004) explains technology in English language teaching can significantly improve the efficiency and equity of the educational process, allowing for a more personalized approach adapted to the individual needs of learners.

Several researchers have investigated the issues of using technology in English language teaching, for example, in a study from Mexico titled “The use of technology as a tool for teaching a foreign language (English) in the *Centro de Estudios Tecnológicos Industrial y de Servicios N° 151*” Hernández (2014) explain gathering information based on a mixed method was used for this study where it was conducted in a school, in which 40 students, of which 27 of them are female and 13 are male. Language teaching with digital activities and traditional activities was observed. She concluded that high school students are more interested in learning with the use of technology and that teachers can improve students’

academic performance by applying alternative tools with the use of technology. A similar international study about the use of technology in the classes, but in this time with teachers, Mollaei and Riasati (2013) conducted questionnaires based on research questions with 40 teachers. They concluded that technology improves classroom results, however, the use of computers will not always be useful for everyone as it mentions that the learning outcome of students will depend on how well the teacher teaches and not on the technology.

## **2.2 Information and Communication Technology**

The role of technology in facilitating communication and information access is paramount. Exploring Information and Communication Technology (ICT) reveals its focus on utilizing technology for communication. Ratheeswari (2018) defines ICT as the use of technology for accessing information and facilitating remote communication highlighting the importance of connecting with others, this encompasses internet Wi-Fi and cell phones.

On the other hand, in an increasingly connected and digitized world, Information and Communication Technologies (ICT) play a central role in the way we communicate, work and learn. The technology we use, such as computers and phones, helps us learn more easily and efficiently. According to Al-Rahmi et al. (2020) explain the core of ICT is comprised of software, hardware, networks, and media, which are primarily utilized to gather, present, process, store, and transmit information via voice, data, text, and images, as well as providing other services. This means that ICT are used to manage and share information in various forms, such as voice, data, text and images, in addition to providing a variety of services.

### **2.2.1 Benefits of communication and information technology in ELT**

According to Poudel (2022) “ICT tools have been found to be helpful for the teachers in the activities such as preparing and presenting their lessons, searching and collecting teaching-learning resources, motivating their students, and updating themselves.” (p. 112) This shows that ICT tools are beneficial to teachers in multiple aspects of their work.

Additionally, Poudel (2022) mentions that “ICTs have been useful for the students mainly for increasing their exposure to English, collecting and sharing learning resources, and making frequent interaction between or among their peers and teachers.” (p. 112). This implies ICT improve access to language, resources and communication in the educational environment. For both teachers and students, it has served as a vital tool in the teaching and learning of English, as well as Hidayati (2016) states using technology in language teaching improves outcomes by giving both teachers and students access to more resources and interactive environments.

### **2.2.2 Computer Assisted Language Learning (CALL)**

Computer Assisted Language Learning (CALL) has been integrated into language classrooms with the goal of improving student learning. This tool has proven to be invaluable to teachers in teaching English. According to Khamkhien (2012) teachers utilize CALL for quick access to diverse language resources and dynamic multimedia, enhancing language learning in problem-solving, games, and animated graphics, these tasks engage students in authentic contexts, promoting active interaction in the target language. Similarly, Barani (2014) said that Computer Assisted Language Learning (CALL) arouses the interest and motivation of English language learners. It promotes access to information, flexibility in instruction and control of the student's learning process through appropriate software

applications. Summarize, the didactic resources offered by CALL are good for students to continue learning a language through appropriate applications.

Previous research has explored the topic of CALL use. For example, Morales (2014) aimed to demonstrate that technology can enhance teaching and learning, as well as the lack of training for teachers in the use of technology which prevents students from taking advantage of the benefits that technology can offer in language classrooms, which the study was conducted with eight foreign language teachers. He concluded that CALL have great potential for students to improve their language skills, likewise, Computer Assisted Language Learning (CALL) offers students access to audio, video, readings and the opportunity to interact with native speakers of the target language. Finally, he mentions that the full potential of CALL technology will only be realized if language teachers are properly trained on how to use it. It is essential that language teachers are prepared to integrate CALL technology into their curriculum and adapt it to the needs of their students.

### **2.3 Definition of e-learning platforms**

E-learning platforms are effective tools in education because students can learn from different devices. According to Alejo (2023)

“We can define the Letter “e” stands for “electronic” and this would be incorporated in educational activities. For instance, we need to consider asynchronous and synchronous that would be incorporated in educational activities. E-learning can be used in a variety of settings, such as formal teaching, professional development, corporate training, and personal purposes” (p. 20).

That means that e-learning is utilized across academic, professional, and personal learning contexts including asynchronous and synchronous activities. Similarly, Cesteros (2009) mentions that e-learning platforms are a technological reality on the Internet that transforms traditional educational environments into virtual spaces for university teaching and learning. In other words, e-learning platforms, present on the Internet, turn the usual educational environments into virtual spaces where university knowledge is imparted and acquired. They are technological tools that change the way teaching and learning take place.

### **2.3.1 Importance of e-learning platforms in ELT**

Yumnam (2021) affirmed that e-learning tools provide abundant opportunities for learners to engage with language learning creatively, as well as teachers must explore these tools creatively to captivate students' interest and enhance language acquisition. To describe this term, It refers that the e-learning platforms are useful for teachers in education because they can take advantage of them to carry out activities or tasks through these e-learning platforms. Similarly, in English language teaching, teachers can use learning platforms to provide interactive lessons, practice exercises and assessments that foster the development of language skills in students, thus providing a more dynamic and accessible learning environment.

### **2.3.2 Types of e-learning platforms**

E-learning platforms are web-based systems and programs used to communicate and visualize content downloaded or created by teachers. Kozaris (2010) states that e-learning employs computers and computer networks as an extra communication channel, in addition to traditional methods as well as this channel links learners to educational materials, peers, information, and computing resources. Similarly, Faridy and Shabeeh (2024) explains that

these tools establish an adaptable, dynamic learning environment tailored to each student, moreover they are web-based systems providing digital resources, communication tools, and assessment capabilities, accessible in real-time or asynchronously. This can be interpreted as e-learning platforms are online systems facilitating communication and content delivery by teachers. They utilize computers and networks to supplement traditional methods, connecting learners to resources, peers, and assessments, fostering dynamic and personalized learning environments. According to the above mentioned, there are many learning platforms accessible to teachers and students, for example: Google classroom, Moodle, Microsoft teams, Cambridge one and more.

### **2.3.2.1 Google classroom**

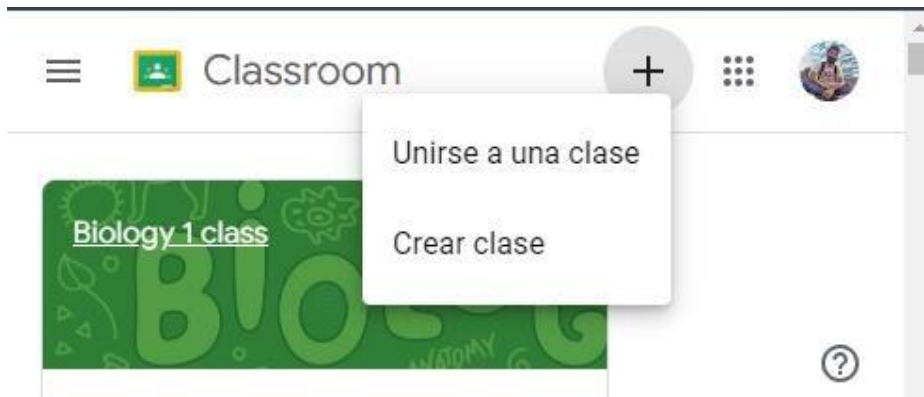
Today, there are many learning platforms that support students' learning by providing them with opportunities for activities and asynchronous communication with teachers. According to Kraus et al. (2019) “These classrooms designed in Google Classroom make the presentation of content more user-friendly, encouraging active student learning” (p. 54). In the same way, Gomez (2019) mentioned that tools for collaboration, like Google Classroom, enable educational institutions to oversee transitions using digital platforms accessible to everyone involved in education. In other words, google classroom is a platform that provides many useful tools for students and teachers, since in that platform they can create activities for students to work on, as well as teachers can create assignments, communicate with students, and keep everything organized in that same platform. A great example is what Iftakhar (2019) explained:

“Google Classroom is very simple to create and to use. Here all available features are integrated. Once a new course space is created, the instructor can

see three taps. These are labeled as about, students and stream. In the same page, on the bottom of the right side, he or she can see a plus sign. If the instructor clicks on it, four different tabs will open named reuse post, create question, create assignment and create announcement. A teacher can keep all files save in the Google Drive. He or she can grade, attach you tube or any link for instructional purpose. From Google Classroom, a teacher can send mail to all students at a time.” (p. 13).

All these tools that Google classroom has are important for the teacher to be able to add the right content so that students can learn and practice what they are learning.

*Figure 1 main page*



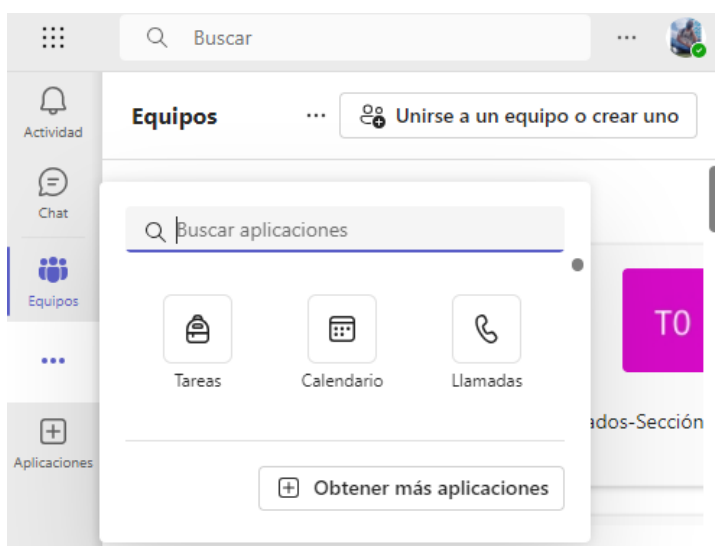
Source: (screenshot take form my personal account)

Then, as it was presented in figure 1 it is simple to use the Google classroom platform because you can create a class through a Google mail, where at the bottom you can join a class or you can create a class, which the teacher can create the class and get a code so that students can join your class.

### 2.3.2.2 Microsoft Teams

Another learning platform used by teachers as a teaching tool is Microsoft Teams. According to Guijarro and Salazar (2021) state that Microsoft Teams fosters a friendly and motivating learning environment through instant communication, including video calls that can be recorded and shared. It also integrates Office 365 tools for online editing and viewing. This means that this platform not only serves to upload tasks and activities, but also provides the option to communicate through video calls, as well as to record the call. Moreover, Guijarro and Salazar (2021) explained that Microsoft Teams simplifies document sharing and task management, fostering student engagement through interactive icons. It's an accessible methodological tool that promotes learning and saves teacher time.

*Figure 2. Microsoft teams and channels*



Source: (screenshot take form my personal account)

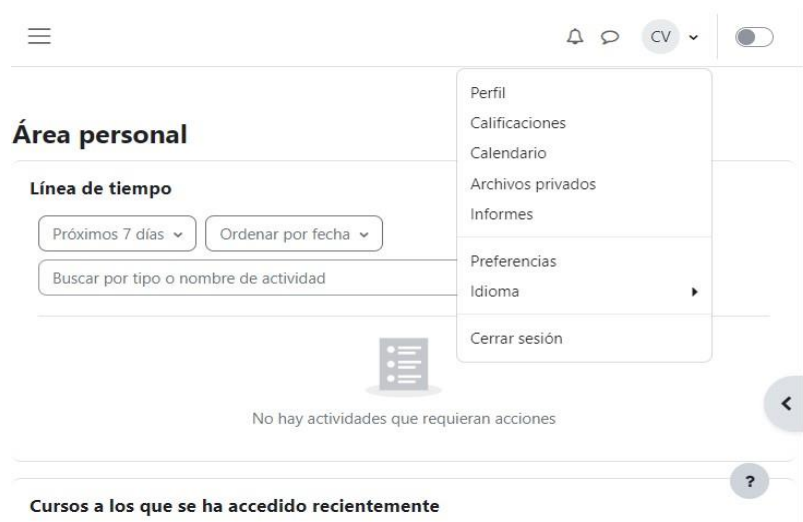
As explained above, the Microsoft Teams platform gives the opportunity to make calls and videos, and to access it, a username and password are needed to make access easier. Finally, Guijarro and Salazar (2021) said that accessible on various devices, Teams facilitates

information sharing and active learning, promoting genuine knowledge acquisition through student engagement and role reversal.

### 2.3.2.3 MOODLE

The Moodle platform offers many benefits for students to continue practicing and learning, as well as for students to communicate with teachers to clarify or resolve doubts. According to Bošković et al. (2014, p. 481, cited in Kovačević, 2008, p. 508) “One of the important advantages of using Moodle platform for English language learning (as well as for learning foreign languages in general) is that students have the opportunity of using multimedia tools and applications, such as images, sounds, animations.” This implies, Moodle platform is a useful tool for students who want to continue practicing and learning English because the platform contains many applications such as images, sounds, videos, see the calendar of the activities to be delivered (as can be seen in figure 3) and even the teacher can create small tests for the students to do.

*Figure 3. Personal area Moodle*



Source: (screenshot take form my personal account)

Several researchers have investigated the issues of Moodle platform, for example in the study with the topic of “The Effect of Moodle-Integrated Learning Platform on ELT Pre-service Teachers’ General Pedagogical Knowledge” Yüksel (2022) determined as objective on the effect of integrated learning in Moodle on the performance and knowledge of trainee teachers so this study was carried out by quasi-experimental research with eighty-seven participants. She concluded that there was no notable gap in the placement test scores between the groups before using the Moodle platform. However, after the intervention, the experimental group showed significantly better performance. This suggests that Moodle effectively enhances students' overall pedagogical understanding.

### **2.3.3 AI and e-learning platforms**

Artificial intelligence are systems that provide a lot of information, reasoning, data acquisition, among others, which are currently used to facilitate the search for information. According to Rouhiainen (2018, cited in Chero & Seminario, 2021, p. 11) the Artificial intelligence are machines that can make human-like decisions using algorithms, which respond in a stimulated manner. Similarly, Sheikh et al (2023) stated that AI is like computer brains that perform difficult tasks in complicated situations. That is, artificial intelligence (AI) are human-designed systems that provide information, reasoning, and data acquisition to facilitate information search. AI systems process information using algorithms.

Artificial intelligence has been a good tool in learning platforms for education because they are useful for teachers and students. As Rayka (2023) mentions the development of AI technology has led to improved efficiency and productivity, which in turn has boosted educational outcomes by improving teaching and learning processes. Likewise, Zhang and Shu (2023) say these platforms utilize data analysis and machine learning methods to adjust

to the unique requirements and learning preferences of every student. In summary, AI has empowered learning platforms, because they can use artificial intelligence at the same time as the platform is being used by employing data analytics and machine learning techniques to adapt to the individual needs and learning styles of each student.

## **2.4 Technology users**

Nowadays there are many platforms that are fundamental tools for students, because nowadays most students are ‘digital natives’ in the use of technology, however, there are teachers who learn to use computers so that they can use technology to teach English. According to Mollaei and Riasati (2013) teachers adapt to meet learners' needs by integrating new technologies into language classes, aiming to enhance linguistic skills, foster meaningful communication, and deepen cultural awareness. Similarly, Kurniawati et al. (2018, p. 2, cited in Young, 2008) states that:

“Teachers, students, and overall technology use relies on how a teacher utilizes the technology in the classroom, so the lack of teacher competence becomes a major obstacle in technological devices application in teaching learning process. In this case, generation gap and digital divide become an important issue.”

In other words, technology training for teachers is important and the need to overcome the barriers associated with the generation and digital divide, so that teachers can use technology to teach English.

### **2.4.1 Digital natives**

According to Fierro et al (2010) states digital natives are from a generation raised amidst technology, video games, and digital devices, where mobile phones, internet, and instant

messaging are integrated into their lives. This means that people who grew up using technology can use it for different purposes. On the other hand, some teachers in English language teaching have to start adapting to this new way of using technology to teach. There are many young teachers who have developed their skills using technology, so it is easier to teach using technology. Yeşilel (2016) said “On account of digital technologies, especially the Internet, educators have opportunities to design new learning environments where student can easily reach the information based on their interests, needs and capabilities without any time or location restriction “(p. 98).

With the advancement of technology, teachers have many tools at their disposition that they can use in their classrooms to provide students with diverse learning opportunities. These technological tools are designed to be accessible and easy to use, allowing students to practice autonomously and enrich their learning experience. For these reasons, teachers who grew up or were born using technology have been an easier and more enriching factor in teaching.

#### **2.4.2 Digital immigrants**

On the other hand, there are the digital immigrants’ teachers, who did not grow up using technology, so they had to migrate to using it and it is complicated to adapt because these are new platforms for them. According to Çimen and Hangül (2021) Digital immigrants are those who adopt digital technology later in life, especially during their professional careers. They may encounter challenges due to their late exposure to technology. To say it another way, it is a challenge for digital migrants to adapt to technology because they did not use it during their professional career. Additionally, Çimen and Hangül (2021) state that teachers face increasing challenges in adapting to technological advancements, necessitating effort and

attention. In the digital era, they confront diverse student needs, evolving software and hardware, and individualized developmental requirements. Summarize, in contrast to digital natives, digital immigrant teachers, who didn't grow up with technology, face challenges in adapting to new platforms. They adopt technology later in life, encountering difficulties in its use. Adapting to technological advancements poses increasing challenges for teachers, requiring effort and attention as they address diverse student needs and evolving technology.

## **2.5 Conclusion**

This chapter presents the collection of relevant issues such as the types of e-learning platforms, as well as technology in English language teaching and education, provides a theoretical explanation of technology users, that is, teachers who grew up using technology as a teaching tool and teachers who had to immigrate to technology and finally related previous studies that support this research that guided the development and interpretation of this study.

## **CHAPTER III: METHODOLOGY**

### **3.0 Introduction**

This chapter presents the methodology used to carry out the research. Based on the theme "e-learning platforms as tools in ELT", a qualitative approach was used. The chapter includes detailed information about the context, participants and data collection. Finally, the chapter explains how the data collected from the instrument was analysed.

### **3.1 Research methodology**

Research is important for many teachers or researchers to find information about what they are interested in, theories or solutions to existing problems. The same is the case for research in ELT, according to Mackay et al. (2019) any systematic activity that seeks to answer questions or clarify specific phenomena related to English language teaching and learning. At the same way, Mackay et al (2019) explained that although perspectives and methodologies may be different among researchers and teachers, anyone who systematically examines a teaching and learning issue is conducting some form of research.

#### **3.1.1 Approach**

In this study, the research approach is qualitative. According to Creswell and Creswell (2018) the qualitative method is employed to broadly understand behavior and attitudes, supplemented by variables, concepts, and hypotheses. This demonstrates that the qualitative approach, rather than seeking numerical or statistical answers, pays attention to individual

experiences and the social contexts in which these phenomena unfold. Therefore, a qualitative approach seems to be the most appropriate for this research study.

### **3.1.2 Method**

In order to analyze the information, a case study method is used. Priya (2021, p. 95, cited in Yin, 2019, p. 18) “defines case study as an empirical inquiry which investigates a phenomenon in its real-life context. In a case study research, multiple methods of data collection are used, as it involves an in-depth study of a phenomenon.” That means, a case study involves investigating a specific case in depth in order to better understand it in its real context. Thus, employing a case study emerged as the most suitable method for this research. It offers a comprehensive exploration of LEI teachers’ perspectives on the use of e-learning platforms as tool for ELT.

### **3.2 Context**

This study was carried out at the School of Language of the *Benemérita Universidad Autónoma de Puebla* (BUAP). The school of Languages is a faculty that has 8 buildings for students to take their classes, in addition, it has some computer rooms, coordination offices of different areas, a gymnasium, a basketball court and all classrooms have screens, many chairs and tables and are also equipped with computers, which facilitates teachers' access to various digital platforms and online resources. In the present age, technology has become indispensable for teachers, as it allows them to use platforms as pedagogical tools, significantly enriching the teaching and learning process for students. These technological tools not only broaden the scope of educational content, but also offer new forms of interaction and participation, thus fostering a more dynamic and participatory learning

environment for all. Finally, there are some computer rooms that have several computers so that students and workers can use them at any time, as well as each teacher's office has a computer where they can work.

### **3.3 Participants**

This study was carried out at the School of Languages. The participants are teachers who teach in LEI. According to this research, the participants were selected based on the characteristics of this study, where those characteristics were that they taught some course in LEI, where the class was in English and that they used learning platforms, in which some teachers were asked if they used e-learning platforms in their classrooms as a tool, so 6 LEI teachers participated in this research; 5 female teachers and one teacher was male. On the other hand, their names and surnames were changed in this study because it is important to respect their disposition to share their experiences and to ensure their confidentiality.

### **3.4 Instruments**

The instrument used to collect information was an open-ended questionnaire. As Colosi (2006) established open questions are more diverse than closed questions, because they do not have a restriction on the respondent's answer and the respondent can answer with his or her own ideas. It is understood that the questionnaire with open-ended questions is that the teachers in this study answered a questionnaire in their own terms. Therefore, it is a suitable instrument for this research because the information obtained looked to understand the participants' perspective on the use of learning platforms as a tool during teaching. The questionnaire included nine open-ended questions organized in two sections; personal information and pedagogical knowledge, that aimed to determine teachers' satisfaction with

the use of technology for teaching through e-learning platforms and the effectiveness of students' academic achievement in English language teaching (ELT). The questionnaires covered the aspects necessary to obtain information to the research questions set out in this study.

### **3.5 Data collection**

Once the instrument was created, the questionnaire was validated by a specialist in ELT and piloted with peers. Then, to begin with, I spoke to some teachers of LEI to tell them about the research I was doing, so they agreed to answer my questionnaire. The instrument was then sent to the participants. The participants were instructed to answer the questionnaire honestly and the main reason for this research was explained to them. Eleven invitations to participate were sent by email, which included a google form I created containing the questionnaire. In the end, six of them, became the participants that replied to the email. On average, the participants took a week to send their answers. Finally, the answers were organized and these composed the corpus of the study.

### **3.6 Data analysis**

Once six questionnaires were sent back, the corpus was ready to be analyzed. By reading the answers to be open-ended questions in order to find and analyze the similarities and differences, some categories were identified. The data were ordered in charts in order to obtain clear answers, which were divided into different charts according to each question, where one chart contains each participant's answer. It will be presented and explained in the next chapter, which is the results chapter.

### **3.7 Ethics of the study considerations**

The participants gave their consent to participate in this study on a voluntary basis, as I first spoke with them in person and then by email, and they all agreed to participate by responding to the instrument. Additionally, as mentioned above, teachers' first and last names have been changed to respect and protect their responses and personal information.

### **3.8 Conclusion**

This chapter presented information on the characteristics of the participants, the research context, the research design, and the study summary. The research methodology and the instruments used to obtain the answers to the research questions posed, as well as the data collection and data analysis are clearly described. Based on all these important issues, the following chapter will show the results.

## CHAPTER IV: RESULTS

### 4.0 Introduction

In this chapter the results of the data collected from the research instrument are presented as well as a further discussion of the results. The data collected are presented in charts and then explained in detail, providing a comprehensive analysis of each relevant aspect to understand the conclusions obtained.

### 4.1 Results

This section presents the most significant opinions and ideas of the participants in a chart containing all the questions of the research instrument. These answers or ideas provided by the participants were organised in sequence according to the instrument and aligned with the research objective, ensuring a coherent and comprehensive presentation of the data.

The following chart presents the initial responses of the participants. In these answers, participants indicated whether they use e-learning platforms in their face-to-face classes. In addition, each of them was analysed.

**Chart 1:** Use of e-learning platforms in face-to-face classes

<b>Use of e-learning platforms in face-to-face classes</b>	
<b>Ms. Huerta</b>	<i>Yes</i>
<b>Ms. López</b>	<i>Yes, I do. Because they are useful to gather learning evidence from the students and are easy to manage and grade students' achievements.</i>
<b>Ms. Wilson</b>	<i>Not at the moment, but I used it</i>

<b>Ms. Garcia</b>	<i>I use Teams, this is to share information, activities and assign activities. And some apps like Plickers, Canva, Genially and Flip.</i>
<b>Ms. Robinson</b>	<i>Yes, they are an excellent tool that complements face-to-face classes very well.</i>
<b>Mr. Martinez</b>	<i>Yes. It's useful for the tasks and for sharing materials.</i>

Own elaboration

As the above responses show, the teachers use the e-learning platforms in their face-to-face classes, with the exception of Ms. Wilson, who said that she is not using the e-learning platforms at the moment, although she has used them. On the other hand, Ms. Lopez mentioned that they are useful for collecting information from students and thus grading students in an easier and more efficient manner. Finally, Ms. García and Mr. Martínez commented that they use these platforms to share various activities, distribute materials, and access some necessary resources for their teaching.

The following chart details the main characteristics that teachers consider when selecting a e-learning platform for their classes. It also explains the similarities and differences between each of them.

## Chart 2 Main features when choosing e-learning platforms for ELT courses

### Main features when choosing e-learning platforms for ELT courses

<b>Ms. Huerta</b>	<i>That I can use other resources or apps with the platform, such as web sites, you tube videos, etc.</i>
<b>Ms. López</b>	<i>Easy to use and have different applications for different purposes. It is also important to have applications to grade through different instruments such as rubrics or rating scales.</i>
<b>Ms. Wilson</b>	<i>Free, easy to use for the students, with interactive features</i>
<b>Ms. Garcia</b>	<i>User-friendly, safe and attractive, and MS Teams has everything.</i>
<b>Ms. Robinson</b>	<i>Communication with students, sharing educational material with them, creating assignments, having a repository of student work and a place to provide feedback and deliver grades.</i>
<b>Mr. Martinez</b>	<i>That they're user-friendly and that they give me absolute freedom about my contents.</i>

Own elaboration

According to chart 4.2, all teachers seek different features when using a e-learning platform in their ELT classes. For example, Ms. López and Ms. Robinson mentioned that it is very important for these platforms to have a way to assess students through rubrics or rating scales, as this method is more effective. They also emphasized that it is essential for the platforms to include applications. Ms. Huerta added that being able to insert web pages or YouTube videos is a crucial feature.

On the other hand, Ms. Wilson, Ms. Garcia, and Mr. Martinez shared a similar perspective. They commented that it is important for the platform to be easy to use and free of charge. They believe that user-friendly and free platforms are more accessible and practical for both teachers and students. Finally, Ms. Robinson said that it is crucial for the platform

to have a section where students can submit and send their assignments. This feature allows her to review and grade the assignments efficiently and write comments to the students.

Overall, chart 4.2 shows that teachers have specific preferences and needs when it comes to using e-learning platforms in their EFL classes. Many teachers mentioned that they prefer these platforms to have an assessment tool, to be easy to use, to be able to share videos or web pages and to send assignments.

The chart below presents a detailed analysis of the different e-learning platforms that teachers use in their classes. In addition, it examines which of these platforms are most used by teachers.

**Chart 3.** E-learning platforms using in classes

<b>E-learning platforms using in classes</b>	
<b>Ms. Huerta</b>	<i>Microsoft Teams and Classroom</i>
<b>Ms. López</b>	<i>Teams and Cambridge One</i>
<b>Ms. Wilson</b>	<i>Moodle, TEAMS for videoconferences</i>
<b>Ms. Garcia</b>	<i>Teams and the apps it includes like Flip, Forms, Reflect and others outside Teams, like Genially and Canva.</i>
<b>Ms. Robinson</b>	<i>TEAMS, Virtual Horizon and Cambridge One.</i>
<b>Mr. Martinez</b>	<i>Classroom</i>

Own elaboration

As can be seen in the chart above, the e-learning platforms used by the teachers show some differences, though there are also similarities. Firstly, all teachers except for Mr. Martinez use Microsoft Teams. This indicates that Teams is a popular choice. On the other hand, Google Classroom, Moodle, and Cambridge One are other frequently used platforms. In general, these are platforms that are useful and effective for teachers as they are the ones they use for their classes.

The chart below shows each teacher's opinions and perspectives on the effectiveness of e-learning platforms as tools for improving students' diverse English skills. This analysis provides detailed insight into how teachers view platforms as an indispensable tool.

**Chart 4.** E-learning platforms as tools to improve English language skills

**E-learning platforms as tools to improve English language skills**

<b>Ms. Huerta</b>	<i>Yes, because students can generate their own work, use the different apps associated to the platform and teachers can provide feedback in the documents students create.</i>
<b>Ms. López</b>	<i>Yes, I do. I consider e-learning platforms need to be used to complement students' learning. Students can upload integrative evidence showing their performance in different skills. Through this means teachers can assess students and check students' progress.</i>
<b>Ms. Wilson</b>	<i>Yes, as long as the content that the teachers upload there is useful and well-designed.</i>
<b>Ms. Garcia</b>	<i>Yes, Teams is improving every day and there are some resources to improve speaking and reading like Reading Progress. Microsoft has also editors to help them writing and they can even practice listening with Word.</i>
<b>Ms. Robinson</b>	<i>Yes, mainly listening and reading, also linguistic competence.</i>
<b>Mr. Martinez</b>	<i>Not to improve their skills, but rather as a source of materials and exercises.</i>

Own elaboration

As it is displayed in the chart above, Mr. Martinez pointed out that while students may not necessarily improve their skills directly using these tools, the platforms do serve as valuable resources for practicing exercises. On the other hand, the other teachers agree that the e-learning platforms help to improve students' skills in learning English. For instance, Ms. Huerta emphasized that the platforms are beneficial because they allow students to engage with various applications connected to the learning material. This interaction gives teachers the opportunity to review the students' work and provide constructive feedback. Similarly, Ms. Lopez noted that these platforms complement student learning effectively. She explained that students can submit their work through the platforms, enabling teachers to evaluate their activities and check their progress in skill development.

Additionally, Ms. Garcia and Ms. Robinson mentioned that the platforms are particularly effective in improving listening, reading, linguistic, and oral expression skills. Ms. Garcia mentioned that Microsoft Teams, for example, offers resources like "Reading Progress" that help students practice and enhance their reading comprehension. Finally, Ms. Wilson pointed out that the success of these platforms depends on the teacher's ability to upload useful and effective content for the students.

On the other hand, the chart below illustrates the benefits teachers perceive in the use of e-learning platforms for teaching English.

### Chart 5. Benefits of using e-learning platforms

#### Benefits of using e-learning platforms

<b>Ms. Huerta</b>	<i>Students can check materials shared when they can, the are tools that help to organize the contents of the course. Different types can be shared, especially Teams.</i>
<b>Ms. López</b>	<i>Improve their ICT abilities and to be assessed using more integrative tasks. Be evaluated not only in the classroom, but also out of it. Have a better manage of their time.</i>
<b>Ms. Wilson</b>	<i>Customization, reusable (saves time for the teacher), self-grading (immediate feedback for the student)</i>
<b>Ms. Garcia</b>	<i>They start using other resources and become proficient in the use of those apps or resources. In the future they will be using these resources with their own students and practicing as students is a good start for them. They become curious and creative with some apps, like Canva. I use it a lot and they are becoming more and more creative.</i>
<b>Ms. Robinson</b>	<i>The student has the tasks and material available 24 hours a day</i>
<b>Mr. Martinez</b>	<i>They allow you to organize your courses, develop materials, handle tasks.</i>

Own elaboration

Based on the chart above, all teachers agreed that there are significant benefits to using e-learning platforms in education. For example, Ms. Robinson and Ms. Huerta mentioned that one advantage for students is the ability to access the material 24 hours a day and have access to it. Mr. Martinez added that these platforms not only help to better organize classes, but also to develop teaching materials and manage homework.

Ms. López agreed that e-learning platforms help students to manage their time more efficiently when it comes to homework and other activities. She also mentioned that both

teachers and students improve their ICT (Information and Communication Technologies) skills using these platforms. In addition, students can be assessed both in the classroom and through the e-learning platforms, allowing for a more comprehensive assessment of their progress.

In addition, Ms. Garcia noted that these platforms stimulate students' curiosity and creativity. She explained that as students learn to navigate and use these tools, they become more innovative and adaptable, skills that will serve them well in the future. She explained that the experience acquired in using e-learning platforms will be invaluable when students become teachers.

In the following chart, the teachers' opinions on the difficulties they face when using e-learning platforms to teach English can be observed. In addition, a detailed analysis of the participants' responses is included.

**Chart 6.** Difficulties to teach English using e-learning platforms

**Difficulties to teach English using e-learning platforms**

<b>Ms. Huerta</b>	<i>Adapting the materials and learning how to organize the work and how to use the different apps or resources.</i>
<b>Ms. López</b>	<i>Not all students have an adapted device or a good internet at home to work effectively.</i>
<b>Ms. Wilson</b>	<i>Not a difficulty per se, just the natural process of learning how to use it and the downside of spending a lot of time designing material for the platform.</i>
<b>Ms. Garcia</b>	<i>Some students do not want to use it, they prefer pencil and paper. They even do not do it and hand it in paper. I have no idea why, sometimes they say it is the Internet or their Computer performance, maybe it is.</i>

**Ms. Robinson**

*That sometimes the students' codes do not work and that delays the learning process.*

**Mr. Martinez**

*Sometimes they do not have all of the features I need.*

Own elaboration

As indicated by the chart above, the teachers mentioned some difficulties they have faced in their classes when teaching English. For instance, Ms. Garcia explained that not all students are willing to use e-learning platforms, as some find it more practical to use traditional methods like a pencil and paper. She also noted that some students have problems with their computers when trying to access these platforms.

Similarly, Ms. Robinson and Ms. Lopez agreed that a problem in teaching is the students' inability to log on to these platforms due to computer issues. On the other hand, Mr. Martinez mentioned that one of his challenges is that these platforms lack certain features he would like to use. Finally, Ms. Huerta shared a similar concern, stating that she finds it difficult to adapt to these platforms to better organize her teaching materials.

On the other hand, a table detailing the main challenges faced by teachers when using learning platforms is presented. It also includes the opinions of some teachers who point out that students also face challenges when using these e-learning platforms.

### Chart 7. Main challenges

#### Main challenges

<b>Ms. Huerta</b>	<i>Knowledge and experience on the use of platforms.</i>
<b>Ms. López</b>	<i>Students' resistance, students' lack of interest in their own progress, students' lack of resources and time to work on their tasks.</i>
<b>Ms. Wilson</b>	<i>In the past, many of my students have had a lack of reliable internet access. Some students aren't sure how to use e-learning platforms (although they are "digital natives")</i>
<b>Ms. Garcia</b>	<i>Technology issues like internet and devices. Some Platforms are new and not easy to use, Cambridge One, form example has given them some problems.</i>
<b>Ms. Robinson</b>	<i>Technical problems</i>
<b>Mr. Martinez</b>	<i>Designing the materials, organizing the tasks.</i>

Own elaboration

According to the chart above, the teachers have several difficulties and said that their main challenges when teaching English. First, Ms. Huerta, Ms. Robinson, and Ms. García mentioned that they have had problems with the use of the e-learning platforms, as they lack the knowledge on how to use them. On the other hand, Mr. Martinez explained that designing materials and tasks for use on the e-learning platforms represents a major challenge. He finds it difficult to adapt his learning materials to fit effectively into the online format.

Finally, Ms. Wilson and Ms. Lopez pointed out that a major challenge is the students themselves. Some students do not know how to use the platforms, which causes delays in teaching, as it consumes class time to help them. In addition, Ms. Lopez mentioned that there

is a significant lack of interest on the part of the students in using these platforms, which further complicates the teaching process.

The chart that follows presents teachers' reflections and ideas on the main challenges faced by learners when using learning platforms. each participant's perspective is discussed in detail.

**Chart 8. Challenges for students**

**Challenges for students**

<b>Ms. Huerta</b>	<i>Connectivity, devices (students do not have access to wifi or the devices use to learn have not enough capacity to support the platform) and how to use the platforms.</i>
<b>Ms. López</b>	<i>They use different platforms for different classes and this can make them feel overwhelm or confused. The challenge of managing their own time is always part of them.</i>
<b>Ms. Wilson</b>	<i>Even if the teacher thinks they give clear instructions, sometimes students aren't sure what to do and it's hard to know what to do on their own. Many students would like to have immediate help and or to see what the other students are doing. This is rarely possible if they use e-learning platforms on their own.</i>
<b>Ms. Garcia</b>	<i>connectivity, devices with poor performance and platforms that need a lot of requirements in their devices</i>
<b>Ms. Robinson</b>	<i>Technical problems and deadlines.</i>
<b>Mr. Martinez</b>	<i>They need to be trained in their use. Sometimes they have internet connection problems.</i>

Own elaboration

As can be seen in the chart above, all teachers said that it is complicated to use some platforms because the students' devices often lack the necessary capabilities to support these

platforms. Additionally, Ms. Huerta, Ms. Garcia, Ms. Robinson, and Mr. Martinez pointed out that these technical problems make it very challenging for students to complete the activities or tasks assigned on these platforms efficiently. Ms. Garcia further noted that some platforms have specific requirements, which can be confusing for students.

In addition, Ms. Lopez mentioned that it is confusing for students to navigate multiple e-learning platforms for different classes, which complicates their time management. Finally, Ms. Wilson explained that students often have difficulty understanding how to use a platform on their own, which makes it even more difficult when they try to use it by themselves. Finally, the last chart presents the teachers' opinions on the continued use of learning platforms in the future. In addition, the specific reasons each teacher mentions to support his or her decision are also included

**Chart 9.** Using e-learning platforms in the future

**Using e-learning platforms in the future**

<b>Ms. Huerta</b>	<i>Yes, they have been helpful to promote learning and sharing information and ideas.</i>
<b>Ms. López</b>	<i>Yes, yes of course. Because platforms help us get students' information, assess and evaluate students through tasks and more control performance. They help us check students' progress and get a more objective final grade.</i>
<b>Ms. Wilson</b>	<i>Yes, they are useful. But I will only do so if/when I have the time to invest in designing the materials.</i>
<b>Ms. Garcia</b>	<i>Yes, I love Teams, and I will use it until I retire. Microsoft is becoming much better with AI and we need to take advantage of it.</i>
<b>Ms. Robinson</b>	<i>Yes, they are excellent tools to organize the course and be in touch with the students.</i>
<b>Mr. Martinez</b>	<i>Yes. They are absolutely necessary to complement what's done in class.</i>

Own elaboration

As shown in the chart above, all the teachers agree to keep using the e-learning platforms because they find them useful for their classes. Each teacher gave their own reasons for continuing to use these platforms. First, Ms. Huerta said that the platforms are helpful for sharing information and encouraging learning. Similarly, Ms. Robinson and Mr. Martinez mentioned that these tools are great for organizing the course content and supporting what is taught in class. They also commented that the platforms help them stay in touch with their students.

On the other hand, Ms. Lopez explained that she finds these tools very useful to collect information from students, which helps her to assess their homework and performance. She also uses the platforms to check her students' progress and evaluate them. Ms. Garcia shared that she uses Microsoft Teams and plans to continue using it because she is very comfortable with it, especially since she is upgrading the platform for AI use. Finally, Ms. Wilson said that she will continue to use these platforms as long as she has time to create materials for her classes.

## **4.2 Discussion**

Overall, the results of this study showed that teachers who use e-learning platforms to teach English see good results in their students' performance. These platforms allow teachers to upload assignments and give feedback at any time, as well as post content, materials, and tools for students to use. Additionally, this study found that students improve their writing, listening, reading, and language skills. Only one teacher mentioned that Microsoft Teams is effective for practicing speaking skills.

Teachers can also track their students' progress and provide comments on what they are doing well and what needs improvement. According to Murga (2021), the learning platform was effective because it allowed students to practice and learn outside the classroom. The results of Murga's study are similar to this study because teachers reported being comfortable using these platforms and plan to continue using them as a teaching tool.

On the other hand, the study by Mollaei and Riasati (2013) explained that the effectiveness of teaching depends more on how teachers use the technology rather than the technology itself. Similarly, in this study, teachers mentioned that the success of using these platforms depends greatly on their own knowledge and experience with them.

### **4.3 Conclusion**

This chapter presents the results of the questionnaires completed by the participants., with each response explained in detail. Following the chart, the discussion section interprets the results and explains their significance. Additionally, this chapter compares the findings with results from other research studies to provide a broader context and deeper understanding. The following chapter will show the conclusion.

## **CHAPTER V: CONCLUSIONS**

### **5.0 Introduction**

The final chapter of this research includes the answers to the research questions established in chapter I. Additionally the chapter presents the limitations that the realization of the study involved as well as the issues that emerged as future directions for the study. The final conclusions are shown and a reflection on my role as a researcher. This thesis concludes with the final conclusions and a final reflection on my role as a novice researcher.

### **5.1 Summary of the study**

The main objective of this study was to find out the factors and challenges that participants have when teach English language through e-learning platforms. The results obtained after analyzing the data obtained from the participants are fundamental to present answers and conclusions about e-learning platforms as tool for English language teaching.

### **5.2 Answering research questions**

The answer to the research questions established to guide the study are presented here. this section is organized in the sequence that the research questions that the research questions were developed.

### 5.2.1 Answering RQ1

The first question that the study aimed to answer was:

*Which platforms do LEI teachers use as tools in their ELT courses?*

According to the data collected in the questionnaire, the participants do use learning platforms as tools for teaching, some of their answers were that they use Microsoft Teams, Google classroom, Cambridge one, Moodle and Virtual Horizon. The teachers also shared their reasons for selecting these platforms. For instance, Ms. Huerta explained the importance of choosing a platform that allows her to insert web pages and YouTube videos, which she finds essential for her teaching methods. On the other hand, the other teachers gave their own perspectives on choosing one of these platforms or simply because they like the way the platform is used, for example, Ms. Garcia said that Microsoft Teams is her preferred learning platform, as it has many advantages, it is safe, attractive and very easy to use. Overall, in this first question is that all teachers use a platform according to their knowledge, preferences and experience.

I can conclude that learning platforms are valuable tools for teachers, and it is very important to know many of them to determine which one best adapts to their perspectives. Every teacher has his or her favorite platforms, and this is because some offer the ability to obtain the percentage of student grades. Others, such as Microsoft Teams, allow video calls and at the same time upload files in formats such as Excel, Word or PDF, making it easier for students to submit their different activities. There are also platforms such as Moodle that allow you to create and design assessments or exams, allowing students to respond and see their grades. In general, every teacher has their own preferred platform, and the same goes

for students, who also usually have their own preferences. I am convinced that each of these platforms has been essential for both teachers' teaching and students' learning.

### **5.2.2 Answering RQ2**

The second question that the study aimed to answer was:

*How do LEI teachers perceive the use of learning platforms as tools?*

After careful examination of the participants' responses to the questionnaire, they commented that using these platforms has helped them and the students a lot because the students interact with the materials that the teacher and the teacher can check the students' performance, check their progress in developing skills and evaluate them. On the other hand, they are also good tools for students to do some activities and practice some skills such as reading comprehension, written production and linguistic skills. In addition, an important point Ms. Wilson mentioned is that it also depends on the teacher's ability to upload effective content for the students.

I can infer that the use of learning platforms in the classroom can become an effective tool, as it provides teachers with greater access to technologies that can enrich their teaching. In addition, as mentioned before, teachers are able to monitor students' progress. This is beneficial, as it allows them to identify if any students are facing difficulties in any of their subjects or simply to see their progress of each of them

### **5.2.3 Answering RQ3**

The third question that the study aimed to answer was:

*What challenges have LEI teachers faced when using learning platforms as tools?*

According to the information collected from the questionnaire, teachers had some challenges with the use of learning platforms during their classes, one of the main problems was their lack of knowledge and familiarity with these platforms, as they were new to them. Similarly, a major challenge is in the creation of activities and materials as sometimes they did not fit with the format required by the platform, which wasted time and effort as teachers had to rework or adjust their work. In addition, teachers found that the platforms lacked certain functions and features they desired. While some platforms had specific tools that were useful, others offered different tools, creating an incomplete experience.

Finally, some teachers mentioned that a challenge was also working with the students as some students were still confused by certain platforms and some students preferred to use traditional pen and paper methods, which made it difficult for teachers to fully integrate the digital platforms into their teaching. Therefore, I can claim that teachers face many challenges during their classes, and nowadays, technology is used to help in this process. Learning platforms are very useful tools that offer great support. However, for some teachers, it has been complicated to adapt to these tools. I have noticed that they have problems when trying to attach documents, share information or integrate a student into a platform. This is because many teachers were trained in a different way to teach English, and now it is essential to use platforms such as Cambridge One, where they must upload various resources and even activities. Each teacher can choose a platform that is more accessible and easier to use, which will allow them to better implement their classes despite the difficulties.

#### 5.2.4 Answering RQ4

The fourth question that the study aimed to answer was:

*What advantages or disadvantages have LEI teachers experienced when using learning platforms?*

As the results of the questionnaire indicate, teachers experience both advantages and disadvantages in using learning platforms in their classes. One notable disadvantage, highlighted in Chapter IV, is that many teachers have difficulties with these platforms because they just learn how to use technology to teach English. This lack of experience makes it difficult for them to navigate and use the platforms effectively. In addition, teachers mentioned that students also have difficulties with these platforms. Students often have problems completing activities and assignments due to technical problems with their devices, which may not support the platforms properly.

On the other hand, teachers mentioned many positive aspects of using learning platforms. First, these platforms help manage classes more effectively by allowing teachers to organize teaching materials for their students. They also enhance teachers' competence in using ICT, as regular use of these platforms helps them overcome initial difficulties and learn to use the tools effectively for their classes. In addition, learning platforms help teachers to assess their students by tracking the progress of individual students, providing feedback and evaluating their performance.

Moreover, not only teachers have advantages in using these platforms, but also students have many advantages, they have 24-hour access to review and access materials, which is a significant advantage. These platforms also stimulate students' curiosity,

encouraging them to explore the various features and become more creative. Furthermore, one teacher explained that for students training to become English teachers, using these platforms is particularly beneficial. It familiarizes them with valuable tools they can utilize in their future teaching careers. Overall, both teachers and students gain numerous advantages from incorporating learning platforms into their educational routines.

I can conclude that these learning platforms are good tools as long as they know how to use them, besides LEI teachers usually use technology a lot and now that these platforms are used much more constantly, it is even more necessary for them to learn how to use them. As I mentioned before, I consider that teachers have more advantages than disadvantages, because as long as they continue using one of these platforms, they can realize that each platform is being updated in a better way, for example, the Microsoft TEAMS platform has evolved and now has artificial intelligence which improves the teaching experience. On the other hand, they have much more communication with students, as they can now communicate through these platforms if there are any doubts or questions about the activities assigned by teachers, in turn, teachers can search for effective resources and materials to share them to students, which makes for better flexibility between teacher and students.

Another important fact is that teachers have more follow-up on student progress, and this helps both the teacher to give feedback and the student to know their mistakes so they can improve them. In general, learning platforms are useful, as long as they are given a chance and used properly, because as a teacher, it gives you many benefits both in teaching and learning.

### **5.3 Implications of the study**

The analysis carried out and results obtained from this study express the importance of implementing and using e-learning platforms in English language teaching. Teachers consider these platforms valuable as teaching tools and suggest that more resources should be provided to help them integrate them effectively into their classes. In addition, teachers noted that students benefit from these platforms because they can continue to practice and study materials uploaded or posted by their teachers at any time. This flexibility allows students to access learning resources whenever they need them. Moreover, as students are already familiar with the technology, it is beneficial for them to use these platforms both in face-to-face classes and at home. As they are training to become English teachers, the use of e-learning platforms can improve their learning experience and benefit their future students. However, to achieve this, it is important that teachers use these technologies as a complement to traditional teaching methods.

### **5.4 Limitations of the study**

Some of the limitations of this research were the number of participants that were available for the study, as not all participants had the time to participate in this study. Another limitation was that it took me a long time to analyse and organise the data from each participant's responses, because they did not respond to my questionnaire for a certain period of time, so I had to look for the participants again or I had to send them an email. Finally, another limitation was that the answers of one of the participants were not what I expected, or others simply did not answer the questionnaire I created in a google form, so I had to look for other participants. It is relevant to mention that the results of this thesis are only valid for the context and participants of this study.

## **5.5 Directions for further research**

This study was contextualized in a public university in Mexico, the Benemérita Universidad Autónoma de Puebla (BUAP), however, it would be interesting to conduct a similar study in another context with different perspectives on the use of technology through learning platforms during the learning of a second language (English). These results can be used in future research to find out some of the uses of some learning platforms that can be effective for teachers in teaching English. Similarly, this study can be used to learn about the difficulties and challenges that teachers have had, so that researchers or some teachers know how to use these platforms in these cases. It would also be worth exploring technology in a second language learning in more detail in the future.

## **5.6 Final conclusion**

This study examined the perspectives English Language Teaching (LEI) degree, teachers on the use of learning platforms as a tool in English language teaching. A questionnaire-based methodology was used, which formed a qualitative case study. The participants were teachers teaching on LEI, who shared their experiences, perspectives and opinions on the use of learning platforms in their face-to-face classes.

Among the most significant findings are the achievements made by teachers in integrating these platforms into their classrooms. Teachers reported that they have found the platforms to be extremely useful as complementary tools, allowing them to enrich the learning experience. However, they also noted that adapting to these technologies has not been easy, as many of them did not grow up and were not trained in a digital educational

environment. Despite this, they have managed to overcome these challenges and have achieved positive results for both themselves, and their students.

Teachers mentioned that, in addition to being beneficial for teachers, learning platforms have also proven to be beneficial for students. These tools not only facilitate access to educational resources, but also encourage students' creativity in their work and assignments. They also offer new opportunities to discover innovative ways of practising the language they are learning. Overall, I hope that this study can be of interest to other researchers and that it will serve as a useful basis for future research in the field of English language teaching and educational technology integration.

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## **Appendix A**

1) Do you use learning platforms along with your face-to-face classes?

Yes or Not, Why?

2) What are the key features that you look for when choosing platforms for your ELT courses?

3) What are the learning platforms you use in your classes?

4) Do you consider that learning platforms are appropriate tools for students to improve their English skills? Why?

5) What benefits of using platforms do you perceive in English language teaching?

6) What difficulties have you had using learning platforms to teach English in your classes?

7) What have been the main challenges you have experienced when implementing learning platforms in your classes?

8) What challenges do students face when using learning platforms in their classes?

9) Are you planning to continue using learning platforms in your classes in the future?

Yes or Not, why?