UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES

"ADVANTAGES AND DISADVANTAGES OF USING THE WEBSITE CAMBRIDGE ONE FOR THE DEVELOPMENT OF THE WRITING SKILLS OF TENTH GRADERS"

RESEARCH PROJECT

As a prerequisite to obtain a:
BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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Statement of Authorship

We, Carol Stephany Salinas Severino, with ID number 2450303322 & Andres Sebastian Torres Quezada, with ID number 2400118457, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "ADVANTAGES AND DISADVANTAGES OF USING THE WEBSITE CAMBRIDGE ONE FOR THE DEVELOPMENT OF THE WRITING SKILLS OF TENTH GRADERS", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.

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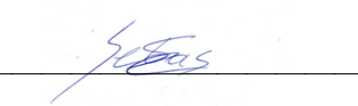
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<div align="right">Salinas Severino Carol Stephany</div>

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<div align="right">Torres Quezada Andres Sebastian</div>

Dedication

I want to dedicate this thesis to God for having given me enough physical, spiritual and mental strength to accomplish my goals, my dear son Noah Aron who is my fundamental pillar. To my mother for believing in me and teaching me that despite the difficulties one must have faith. To my father for instilling in me values. My grandmother Clemencia, my grandfather Jose, my aunt Otilda, my sisters, who contributed a lot to my university career. My best friend Jose Fernando, also my other friends Andres and Christian and my best friend Noelia who were with me emotionally from the beginning and the culmination of my studies.

 With love

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Abstract

Foreign language e-learning is becoming more and more important because of the growing interest in this technology. Due to its availability, simplicity and ease of use, it has become a very popular method that helps improve the scope and quality of teaching English in educational institutions. Cambridge One which is a very efficient tool when performing didactic activities concerning learning a foreign language according to the level that students have for teaching to be effective and accurate. The research objectives are related to the impact of the Cambridge One platform on students and how learning developed using these digital tools; the methodology section outlines the research design and the methods used to collect and analyze data, the qualitative methodology has its own set of procedures, tools, and techniques that are selected based on the research questions, objectives, and the nature of the study.

The results attempt to reflect the current trends in foreign language learning using technology and indicated many advantages to using digital platforms; using various IT tools, users can not only interact online, but also access the learning materials shared there and carry out various activities. on the other hand, the disadvantage is the lack of internet connection. To conclude, the research can take as a reference that allows the application of digital platforms in the educational field that can be related to information and communication technologies that can use to benefit the teaching of a second language.

KEY WORDS: Education, Cambridge One, advantages, technology, disadvantages

Resumen

El aprendizaje electrónico de lenguas extranjeras está adquiriendo cada vez más importancia debido al creciente interés por esta tecnología. Por su disponibilidad, simplicidad y facilidad de uso, se ha convertido en un método muy popular que ayuda a mejorar el alcance y la calidad de la enseñanza del inglés en las instituciones educativas. Cambridge One es una herramienta muy eficiente a la hora de realizar Actividades didácticas relativas al aprendizaje de una lengua extranjera de acuerdo al nivel que tengan los estudiantes para que la enseñanza sea eficaz y precisa. Los objetivos de la investigación están relacionados con el impacto de la plataforma Cambridge One en los estudiantes y cómo se desarrolló el aprendizaje utilizando estas herramientas digitales; La sección de metodología describe el diseño de la investigación y los métodos utilizados para recopilar y analizar datos; la metodología cualitativa tiene su propio conjunto de procedimientos, herramientas y técnicas que se seleccionan en función de las preguntas de investigación. Los resultados intentan reflejar las tendencias actuales en el aprendizaje de lenguas extranjeras utilizando la tecnología e indicaron muchas ventajas del uso de plataformas digitales, los usuarios no sólo pueden interactuar en línea, sino también acceder a los materiales de aprendizaje allí compartidos y realizar diversas actividades. por otro lado, la desventaja es la falta de conexión a internet. Para concluir, la investigación puede tomar como referencia que permite la aplicación de plataformas digitales en el ámbito educativo que pueden relacionarse con las tecnologías de la información y la comunicación que pueden utilizarse en beneficio de la enseñanza de una segunda lengua.

PALABRAS CLAVES: Educación, Cambridge One, ventajas, tecnología, desventajas.

INDEX

Index of figure

Introduction

Technological innovation and the growth of internet accessibility are the main reasons for the development of numerous applications in the field of education, mediated through technology. In addition, the English language is an important tool worldwide as it links to current information, technology, business, interculturality, and the long-awaited culture of peace.

There are many advantages to learning it, but above all, it constitutes an excellent opportunity to insert young people into the labor market, offering them better and greater opportunities for success. Based on the fact that teaching a foreign language should aim at students acquiring a deep command of it, it is worth considering whether the methodology followed by an educational system is the most appropriate. What are its benefits and negative points? How does it work, and does it have good results?

In this way, virtual environments offer various learning opportunities to improve the English language since they present various activities that favor the development of productive and receptive skills: reading, writing, listening, and speaking, necessary to learn the language efficiently in addition to enabling the teacher to manage tools to graduate content and work according to the level of the students. In this way, Cambridge One platform can counteract the little exposure to students' English language in the classroom.

Even when constitutive elements of the educational experience must be present in any teaching and learning process, both the virtual and the face-to-face modalities show different ways of establishing interactions and dialogic processes by the type of mediation used in each one. Understanding how these processes take place, be it

through technology, the new roles assumed by students and teachers, or through teaching and learning strategies, is one of the main interests of this research.

This study delves into the advantages and disadvantages of using Cambridge One for the development of writing skills among tenth graders. By examining both the benefits and potential drawbacks, we aim to provide a comprehensive analysis that can inform educators, students, and policymakers about the viability of integrating this digital resource into the curriculum. Through this exploration, we seek to determine whether Cambridge One can effectively enhance the writing proficiency of students at this critical stage of their academic journey.

Chapter I

The Problem

1.1 Research Topic

Strategy to learn English Language.

1.2 Title of project

Advantages and Disadvantages of using the website Cambridge One for the development of the writing skills of tenth graders.

1.3 Problem Statement

Many years ago, the teacher had another way of teaching with an active role; the learner also has a passive role where the student only would be learned from the teacher's activities; little by little education has found new learning techniques such as websites to learn about English language Knowledge.

In society this is a fundamental part; when people overcame the pandemic, the learning had a change of way to catch information then the teaching has a change between the teachers – students and in consequence the efficiency of the training acquired previously, the habits, the work disciplines; the methodology and the virtual teaching didactics among others are adapted to enhance of writing skills at the time.

The technological advances have contributed to society with the ease that they provide. This receives and learns knowledge more effectively and proficiently. The benefits that people have from learning a foreign language in writing skills, mainly vocabulary, offer more development of the skills to learn with a website designed to enhance skills from the students in virtual and autonomous ways, but when the technology is used incorrectly this becomes a great problem. The negative points where Information and communication technologies (ICTs) harm productivity inside the

educational context are directed to bad results in academic aspects, and another point is the stress that the eyes receive with a poor posture of the body.

The educational institutions had to change to continue the learning in a virtual modality with the virtual classes. Currently, in Latin America, the websites can help in many aspects, and the websites are Read Theory, Duolingo, and Padlet, like the middle of learning for children; these websites implement the practice of the productive and receptive skills that are speaking, reading, listening and writing. This last one is the principal part of the research; all these things function to learn about a foreign language.

Teachers who applied those structures to assist their getting to know successfully embraced the improvements of the latest generations, improving the performance of information acquisition. Sevy-Biloon et al. (2020) mentioned several elements that affect English writing ability coaching in Ecuador. These encompass academic guidelines and inadequate educational systems for language instruction, resulting in college students no longer relying on grammar regulations adequately a critical issue of second language acquisition.

Additionally, shortcomings inside the academic machine result in instructors missing the necessary talent to educate overseas languages. Moreover, the supply of English laboratories, projectors, net access, and websites inside academic establishments appreciably impacts the coaching of English writing via means of facilitating educational sports consisting of orthography, physical activities, and vocabulary development (pp. 284-286)

In history, Teachers avoided integrating ICTs or educational outfit into their coaching ways. Still, in ultramodern times, students and teachers have embraced the net as a precious resource for exploring multitudinous subjects in specific languages,

perfecting their English gift. Those scholars who have applied those online structures propose for or endured perpetration in the following scholar cohorts.

Presently, academic establishments favor espousing structures like Cambridge One to educate learners in overseas languages, demonstrating a dedication to integrating this internet site and a hybrid coaching approach. This approach gives various educational strategies and helps self-sustaining learning, particularly in strengthening writing skills. Key elements of those structures encompass their operational systems.

Institutional instructors increase the number of custom-designed applications. The techniques through which college students interact with those technological resources. A complete knowledge of their utilization and effectiveness is crucial for informing different academic establishments about the benefits and barriers of those websites. It is vital to acquire information on their utilization and application and the effects of this on college students` information acquisition.

1.4 Justification

Nowadays, it is far clear that interplay with ICTs is a necessity. In addition, it is far a cultural and social obligation to enhance coaching and training nationwide. Still, the academic procedure became affected, and with the return to face-to-face training, it has been that the project of coaching training in a "normal" manner is not possible due to the fact there are harmful elements in the identical time super, which includes a few restrictions and advantages permitting them the proper training, expertise, communication, and alternate ideas.

The consequences of mastery being compromised at their stage of training. With this, it became, first of all, a procedure of strengthening mastery with a medium; this is inside attained in their hands; they go back to high school in a critical part of this, however, is a medium that generates hobby inside the scholar and that may assist in

expanding language acquisition capabilities higher is needed to apprehend higher the expertise being provided.

The principle of this thesis is primarily based on looking for the benefits and drawbacks of the use of the Cambridge One platform for the Angelica Villon faculty, seeing that it's far apparent that training has supplied modifications and upgrades in this area and has concerned instructors and school students generally permit the combination of ICTs inside the academic field.

Websites offer easy access to a wide range of writing resources, including articles, tutorials, exercises, and writing communities, making it convenient for individuals to improve their skills from anywhere with an internet connection. Cambridge One often provides diverse materials catering to different skill levels, interests, and writing styles, allowing individuals to explore various topics and techniques to enhance their writing proficiency. In addition, an interactive features such as writing prompts, feedback forums, and writing challenges, providing opportunities for hands-on practice and constructive feedback from peers or mentors, and students can customize their learning experience by selecting specific topics, exercises, or writing prompts that align with their interests, goals, and areas for improvement, enabling personalized skill development.

In the same way, websites have several disadvantages, such as not all writing resources available online are of high quality or accuracy, and individuals may encounter misinformation, poorly written content, or outdated advice, which could hinder rather than facilitate skill development. Also, the internet is filled with distractions such as social media, advertisements, and unrelated content, which may divert individuals' attention away from focused writing practice and impede productivity.

Without structured guidance or accountability measures, students may struggle to maintain consistency in their writing practice and may not effectively track their progress or address weaknesses. Cambridge offers an abundance of writing resources online, but this can be overwhelming for some individuals.

The research aims to explain the strengths and weaknesses of coaching an overseas language in an interactive environment and whether it is viable for academic establishments to use those coaching methods, further knowing that those tremendous and harmful elements can encompass sports for mastering college kids, making them continuously train for higher instructional results. According to Lisbeth Amhag et al. (2019), internet pages will need a rigorous methodological look at that works as a foundation for the improvement and alertness of those internet pages to be covered in training, usually from a constructivist point of view that lets in the development of training for college kids and instructors. (pp.203-220)

This study may be utilized in destiny studies as a foundation for technological evolution in training and the way overseas languages are found out through training, the fundamentals of mastering an overseas language, and English grammar that may be found out through interactive activities in writing skill. These facts gathered are part of the paradigm shift that training demonstrates and the way it could be retained to boost society.

1.5 Problem Formulation

1.5.1. General Question

- What are the advantages and disadvantages that teachers and students have for the use of "Cambridge One" as a writing skill learning tool?

1.5.2 Specific questions

- How useful has the "Cambridge one" website been in helping the learning process of writing skills?

- What are the difficulties presented by tenth graders regarding the implementation of the "Cambridge One" website?

- What recommendations can teachers provide on the use and development of writing activities for tenth grade students?

1.6. Objectives

1.6.1. General Objective

- To determine the impact of Cambridge One website on the development of writing skills in the learning process.

1.6.2. Specific Objectives

- To analyze the impact of Cambridge one website on the learning process of writing skills by examining the accessibility, variety of resources, interactive learning features, and potential drawbacks associated with utilizing online platforms for writing skill development.

- To identify the challenges and obstacles associated with implementing the Cambridge One website for specific purposes.

- To compile a comprehensive list of practical recommendations for teachers to enhance writing instruction and activity development tailored specifically to tenth-grade students.

Chapter II

Theoretical Framework

2.1 Background

In this section, it gives the context that the researchers have about the important points within the research. In the first part, the educational model is presented and how the education has the technology immersed in it. A second point is the concepts related to the users of the web platforms seen from different theoretical references in order to understand better because of the Cambridge One website, a tool directed to the innovation of knowledge and how this information can be shared through the different activities. The final part is the legal part and its importance in the Ministry of Education.

2.2 Pedagogical basis

Different aspects of technology have been used in education, and this allows it to verify how it works and in what way it can be used either didactically or practically for students. These web pages are very helpful, starting from the research variable and seeing how it develops at the level found in students at the national and international level, as well as the advantages and disadvantages of learning a language through these web pages.

When talking about technology from an international point of view, technology has created a great impact on the current generations since it is used as a tool or as an interactive medium, either to acquire knowledge or to clear the mind.

According to Muhabbat (2023), the technological advances that have existed make people have an increase in the results that are offered in doing a job or learning something by themselves, but they also generate students to create negative aspects such as being antisocial or lacking communication in addition to the lack of development of attitudes. (pp. 37-45)

Technology has also had applications in the field of education. It has been shown to be very effective at the time of receiving knowledge, thanks to the fact that people are often pragmatic, which means that the ability to write is developing as it is practicing writing, reading, sentence structuring, etc. Technology also addresses the implementation of activities for writing, such as vocabulary development, learning to pronounce it, and many others.

According to Umarova (2020) people receive a lot of information, but the most received is in the productive skills, such as writing. There is a lot of information, but the ones that are received the most are the ones that are productive skills: writing and speaking skills; this generally occurs through the audiovisual transmission that allows the use of technologies in these last years since these technologies allow learning a foreign language and being able to use this language to understand the grammatical rules that go inside the cab as well as the vocabulary and pronunciation of the words according to what the students learn one the web page (pp. 31-36)

Information and communication technologies (ICTs)

It has increased the efficiency of education since the use of these technologies allows students to be self-taught and even more effective in generating activities, especially written activities focused on controlling the management of activities, whether it is writing or other specific grammar or vocabulary memorization. These technologies are targeted for the increase of the skill you want to focus on. But in addition to benefiting, there is also a slight increase in the learner's stress in managing the skills of this foreign language as they must be used properly in order to learn correctly.

According to Mugahed Al-Rahmi et al., (2020) The information and communication technologies hello teach me today with high quality because they allow

teaching to improve today, and learning is supported by different content including dynamic interactive today that give guidelines to make used in the easy way today have also provided opportunities for what instructions are made individually. Today with these technologies, learning is sought to be achieved more efficiently or to maximize the level of teaching that is being applied (p. 18).

The use of technology

It promotes an immense possibility of utilities for which education can be implemented either for the development of written skills, learning about vocabulary, learning about grammar and learning about the structure of sentences, articles, etc., because currently, the knowledge of students is paramount, especially if they know a foreign language, especially because the ease of learning is in using web pages that facilitate obtaining knowledge, phrases because currently the knowledge in students is paramount especially if learning a foreign language especially.

The ease of learning is to use web pages that facilitate the acquisition of knowledge based on these virtual platforms and website are very useful to promote education especially in young students such as adolescents or children since they are more familiar with the use of information technology or ICTs which allows the advantage that technology can be used within the educational context.

According to Haleem et al., (2022) Information technologies have emerged today to share knowledge and spread it in such a way that it becomes a pillar that drives new educational reforms. Today's technology companies are betting on education because they continually need to create practical and innovative solutions that are accessible to people without the need for infra-structures. (pp.275-285).

Learning is linked to the teaching process

It implies that teachers are always in constant research about new teaching methods to use new tools that reach students and to make a more interactive class or that students are interested or give them more attention so that students do not get bored and cannot be a monotonous class as in the past

The study of a foreign language such as English generates students show little interest in a foreign language, in that case, the teacher has to find a way for students to try to learn and here come the information technologies as these technologies allow to make the class a very playful activity and in this case, the teacher has to find a way for students to try to learn and here come the information technologies as these technologies allow to make the class a very playful activity. In this case, the teacher has to find a way for the students to try to learn writing process approaches.

The writing skill is affected mostly within this platform or website thanks to the writing activities that are performed within it. Giving way to the technology promotes a significant improvement for learning a foreign language, leaving room for students to practice regardless of the class as they can be performed at any time the activities or as the teacher plans this process occurs thanks to the Cambridge One website, there are sections that promote the activities and tips that are implemented within them to give feedback after performing the activities.

Here, the information technologies come in since these technologies allow to make the class a very playful activity since the web pages that are used will enable student to write together with the teacher or to participate in the activities of a class, always having the teacher as a guide so that the activities are carried out well, leaving a great quality of teaching within the education.

2.3 Theoretical basis

Theoretical basis from the core of any research, because it is these theories that the work in question is based on. If there is a good theoretical basis, the research will be better grounded and have more validity. In addition, depending on their nature, they can be divided into Psychology, Philosophy, Law, etc. It is depending on what will be argued in the study.

Social cognitive

Theory proposed by Albert Bandura, posits that learning occurs through observation, imitation, and modeling. It emphasizes the interaction between cognitive processes, behavior, and the environment. In simpler terms, it suggests that people learn from watching others, and this learning is influenced by factors such as attention, retention, reproduction, and motivation. For example, if a child observes a peer being rewarded for good behavior, they are more likely to imitate that behavior in the future.

ZPD stands for Zone of Proximal Development

A concept introduced by psychologist Lev Vygotsky. It refers to the difference between what a learner can do without assistance and what they can achieve with guidance and support from a more knowledgeable individual, typically a teacher or a peer. In simpler terms, the ZPD is the "sweet spot" where learning is most effective – it's the range of tasks that are challenging yet achievable with the right level of support.

The Zone of Proximal Development (ZPD) is like a learning playground where you're challenged but not overwhelmed. It's the gap between what you can do by yourself and what you can do with a little help from someone more experienced, like a teacher or a friend. In this zone, learning feels just right – not too easy and not too hard. It's where you make the most progress and have the most fun learning new things.

Self-Determination Theory (SDT)

Theory crafted by Edward Deci and Richard Ryan, serves as a beacon illuminating the intricate pathways of human motivation. At its core, SDT posits that individuals possess an inherent drive towards autonomy, competence, and relatedness, which profoundly influence their motivation and well-being.

According to SDT, when these three psychological needs are satisfied, individuals experience greater intrinsic motivation, engagement, and well-being. Conversely, when these needs are thwarted, individuals may experience decreased motivation, dissatisfaction, and psychological distress. SDT has implications for various domains, including education, work, relationships, and personal development, emphasizing the importance of supporting individuals' autonomy, competence, and relatedness to foster their motivation and well-being.

Constructivist Approaches in Virtual Learning Environments

The study is presented from a constructivist perspective due to the nature of the activities developed in virtual platforms, which are part of a complex network of systems and objects that provide essential support for education. Therefore, since this year, an infrastructure has been put in place that allows students to have an ongoing education, full of changing ways of learning and how education continues to contribute to their development and academic growth.

The contributions of the theory will serve as guides for the research work. In the same way, central concepts will be defined around education and the use of information and communication technologies in the teaching and learning process, as well as the primary learning theories and their contributions to the analysis of this phenomenon of the use of platforms. From these bases, the skills developed by this virtual resource, which are reading and writing in their historical context, will be introduced, as well as

the conceptual models that explain the interactions that arise in this educational modality.

 For education, tools or instruments are needed to enable learning, and according to Poultsakis et al. (2021). In education, virtual gaining knowledge of objects (DLO) are carried out, which might be composed of prepared content material and sell using those in instructional environments thru targets and information, in which sports are carried out primarily based totally at the assets available. These DLO also are established in order that they may be used once more in schooling and can shop in any virtual structure. (pp. 58- 71)

Education is a universal phenomenon specific to each group of people, occurring at all stages of life and in different contexts. She was educated differently and by different means, but there was one basic common element. Whether intentional or not, any educational action, whether formal, informal or informal, involves dialogue and exchange between people. It is this interaction that any theory of any type or approach to education must focus on. As has been proven over time, education helps stabilize society and society depends on education in many ways to achieve this stability. In this way, education has both innovative and social roles. Innovative because it is open to change, and social because it performs a culturally conservative function, trying to adapt actors to the environment.

One aspect of a person's general education that this culture and environment interact with entails the requirement that education helps form integral human beings who can think critically about their role in society. In this context, teachers adhere to the responsibility of learning knowledge and values as well as promoting a particular ideal of quality of life by adapting to the socio-cultural values of the corporation in which

they belong to. To do this, they must study the intervention of social educational practice to form the whole person active in knowledge management, capable of working on inclusive agents, autonomous and diligent of change, and at the same time, thoughtful in their analysis of reality. (Kioupi & Voulvoulis, 2019)

As a result, teaching strategies and the roles of teachers and students are changing and it is expected that old teaching methods will be abandoned, incorporating new learning techniques such as digital platforms. In this sense, teachers must look for new ways to teach students, research and strengthen strategies adapted to the current times, and create learning methods suitable for students. (Kamola, 2021)

As evidenced by the country's current education system, decent educators have adapted strategies to adapt to the new learning environment. Regardless of the approach, digital platforms adapt and are designed to facilitate in-person interactions. In the academic field, they promote education. The educational platform provides an opportunity to collaborate with one or more users for academic purposes. They are considered a technological tool that promotes the development of learning processes and provides an alternative to the development of traditional education.

The educational model in the institution where this study was conducted is also distinguished by its connection with the use of technology, adaptation to strengthening the learning process of educational participants and the emergence of an innovative model that stands out in the implementation of educational platforms. for example, Cambridge One is increasingly integrated into learning and processing processes. In addition, changes in traditional methods and innovative ways to integrate ICT into the educational process help students acquire knowledge.

methods that integrate ICT into the educational process help students obtain knowledge.

According to Arık & Yılmaz, (2020) Today, information technologies are bringing to the table new challenges and opportunities in the teaching of a new language as they promote pedagogical approaches to use virtual tools today as they promote an innovative and practical education at the time of learning (pp. 44-84).

The vital role of constructivism in the teacher's classroom is to help students find the most appropriate strategy for each one, process information, and achieve an abstract and symbolic representation of the concept. In turn, it will promote the learning environment without forgetting that the protagonists of learning are the students and not the teacher. As a result, it is confirmed that students should build their knowledge and learn by creating a person's cognitive structure. In turn, logical and psychological importance must be assembled, which requires the information provided to students to be organized and structured, possibly assimilating it quickly. On the other hand, through experience, students build their knowledge, thus interpreting for their subsequent understanding.

Therefore, that active role is significant, because they feel involved in their teaching-learning process; otherwise, they only receive information without further ado in the short term. The important thing is that they know how to use it in different areas to solve problems and analyze data. The critical factor for students in the classroom is the degree of significance with which they learn, since they are the ones who attribute meaning to new knowledge. They not only attribute importance to the latest content but also favor the construction of their self-esteem, image, limitations, and possibilities.

Cambridge One Platform

Cambridge One stores the progress data made by users in activities created on the platform through a system of e-mail accounts, allowing teachers to use their imagination and creativity to adjust the parameters and provide a functional learning structure for teaching English. As with the platform, there are several sections that indicate what content is to be taught. In EFL, teachers have to create a class, have students participate, then review and study the material, and then take tests to test their learning.

The students have to go through the grammar part of the learning material because the teacher has used media files or has previously explained the grammar rules learned in class. Teaching grammar in the pedagogical field is easier if it happens through a virtual system. However, when used as a game on digital platforms such as Canva and Educa play, the level of difficulty is reduced. However, in Cambridge, this gap disappears, as the platform always maintains quality and interactivity, using its own or well-known authors' materials, which make education dynamic. "The use of digital games helped participants improve their knowledge of grammar and vocabulary, while using crossword puzzles and games designed to develop these sub-skills, which was evident in students' perceptions of their English writing progress. (Castillo Cuesta, 2020, p.125).

Cambridge One's approach is to conduct dynamic teaching through a digital platform, using a variety of materials and materials that teachers have added to self-paced learning to improve students' academic performance, given that the platform is designed for fun while learning through a variety of exercises, grammar systems and vocabulary exercises make learning varied. Students want to continue learning while having fun. In addition, there are participatory activities where users form relationships

based on shared interests. This relationship is possible for certain platform tools because it has different resources based on the required structure at the student level. These are utilities such as books, games, reading materials and spreadsheets.

2.3 Legal basis

The study is based on the guidelines established by the Ministry of Education with Article 26 of the constitution, it is known that education is a right enjoyed by everyone, because their recognition as Ecuadorians is also considered a right that cannot be limited, the state should determine these rights of citizens as part of the national policy, which promotes equality and inclusion. In addition, the constitution states that people have the right and duty to be integrated into the education system. (Const., 2021).

As mentioned earlier in the article, other content plays a major role in Ecuadorian education, reflecting all the legal aspects that protect quality education, respect the environment in which they are located, maintain a democratic environment where voluntary actions are carried out and have a more collective character, respect intercultural relations, go hand in hand with equitable development of gender equality and diversity through cooperation, individualism and community development as creativity and work skills are encouraged. (Const., 2021).

For Ecuadorians, rights are an essential part of a good life. Education provides benefits to Ecuadorians without involving profits from third parties or companies, as education is free, has a non-discriminatory policy and is compulsory at pre-school, elementary and high school or similar levels. Ecuadorian legislation also allows for the development of an intercultural system in a bilingual way that always maintains the quality of education from childhood to entry into the higher education system.

According to subsection 385, Article 1 of the Constitution of Ecuador promotes general technological and scientific progress and promotes adaptability and the exchange of knowledge with others. Promote the development of new technologies and promote innovation, high efficiency and high quality in national production (Const., 2021)

In addition to the constitutional provisions, the Ministry of Education (2019) also determines the education plan, including the different levels of the education system, Youth Education (EGB) and general bachelor's degree (BGU), as well as the unified general. bachelor's degree (BGU) and indicates that the level of EGB education in the second and first to third grades (BGU) is suitable for a foreign language study program to promote bilingualism among the Ecuadorian population, taking into account intercultural and linguistic diversity from inclusive. perspective, referring to the common European framework, to better organize students' level of foreign language proficiency. (pp 404- 412)

The Ministry of Education has clear goals, namely effective understanding of foreign languages, promotion of the development of communication with other cultures and learning new perspectives. Students will learn together with others to achieve an excellent level of second language teaching education with the very direct aim of fostering interest in other languages and expanding knowledge based on motivation.

Chapter III

Methodological Framework

3.1 Definition

In this section of the research project is considered the methodological framework that refers to the procedures that had to be used in the course of the research; these procedures give rise to the description and justification of the methods that were used to capture information about the experiences of the participants leading to an analysis to be made to subsequently relate the variables of study and understand the impact or benefit that exists in the academic development of students.

We begin with the indication of where the research is directed to, in addition to its design and the reasons that motivate the phenomenon that occurs regarding the use of web pages to take into account the interaction and dialogue from the point of view of teachers who use this tool, since these two groups are the main axis of the research due to the educational experience lived by them. After that, the characteristics of the participants are taken into account to organize the tools and data procedures according to each category.

3.2 Methods

3.2.1. Qualitative method

The approach for the research was qualitative in nature because of the need for descriptions, evidence in comments, experiences and experiences through which a qualitative character is proposed since data is obtained through questionnaires to obtain specific information from the participants. This approach requires information about the experience, the point of view, the meaning of the information and how the individual reacts to these stimuli from the interactions with the website and the phenomena that surround it. The objectives and research questions are qualitative in nature as they have

to be open-ended and appropriate as they cannot be restrictive at the time of response as more extensive information is required. this means that the experiences and what each participant wants to say is very important to know more about this phenomenon named as well as Cambridge One as within it occur the most unexpected or most beneficial situations for the participants. Qualitative research is inductive and therefore in most cases attempts to construct explanations or theories about quantitative paradigms or places and can also be derived from a general idea and exposed to analysis.

3.2 Type of Research

3.2.1. Phenomenological study

The type of research used in this project is a phenomenological study, which needs to focus on the explanation and interpretation of the participants' experiences and the awareness of their educational value.

This way of constructing an approach must be coherent and strict for relevant and practical ethical analysis in everyday education as through traditional research approaches the guidelines must be carried out. This constitutes a contribution by exposing the possibilities of educational surveys giving rise to specific assistance and methodological concepts for research practice and basic activities. (Jääskeläinen, 2022).

Phenomenology in the educational context goes hand in hand with the experience of the agent of the educational community so also to understand the meaning. this method has much influence on specific processes and techniques of collection maintenance and interpretation of information is relevant to give rise that the phenomenological approach needs a persistent condition of knowledge of the philosophical principles that underpin this theory.

In addition, humanity in science must be able to internalize and understand the situations that mean a lot and explain when we are in our days. In the same way this

allows to illustrate specific aspects where it is possible to highlight an explanation of the phenomenon that is represented in the consciousness expresses the nature and structure of the experience when such experiences occur without giving a very general context.

Because of this, a reflective character is given to an everyday activity leaving aside the categorization or conceptualization of how the world is experienced and interpreting what people think as an independent unit being conscious of their own actions. The research had to select and analyze at the following levels of research; Cross-sectional study research as it is provided to centralize the analysis of widely varying data from a specific population during a certain period. (Anderson D L, Alexander J L, 2023)

In the research, specific samples are taken from the population after gathering a series of specific characteristics in order to analyze the variables and reach a conclusion. For these reasons the data collected from the research must be in accordance with the variables except for those that are studied. for this reason, the latter are kept constant; in addition, that is presented documentary research that allows to keep compile organize and analyze the information within the object from documentary sources such as books documents archives demographics and audiovisual records The type of research that is presented is often the model of qualitative research where an objective itself is built. giving rise to the use of a method to detail the present study. (Hassan, 2022)

Descriptive studies often focus on pinpointing the characteristics of the population to be studied and this methodology focuses on the "what" rather than the "why" of the research; in other words, the objective is to detail the nature of the demographic segment, not to concentrate on why a specific phenomenon is occurring. (Heath, 2023)

In this study, interviews will be conducted with teachers who are part of the research project. At the moment of having a comfortable context, the observed details are natural and effective. In a descriptive study the people who investigate can be taken as observers or observe how the participants interact in their totality.

3.3 Data Collection Techniques:

3.3.1 A one-on-one interview

A technique refers to the pattern that an investigation must follow, and this can vary if it is a means or way to carry out the study; this type of term is used when it is used to obtain certain information or to carry out analysis on a specific topic that is being investigated. The interview is a technique that captures information through a series of questions and answers previously raised   to the discussion concerning the subject under investigation.

This technique consists of maintaining a dialogue between the researcher and the interviewee to obtain the information required by the researcher, always giving a subjective point of view to give a construct from a general perspective to a more detailed one of what is to be investigated. The interview is a very versatile way to obtain the necessary information since the questions can be adjusted within the interview, giving total freedom for the interviewee to express himself without any bias.

3.4 Instruments

An instrument is a tool to collect information and is used according to the type of research used with what is to be achieved. This instrument is correlated to the interview technique. These two help the research to be built with the information obtained through this instrument, and in many ways, the tool could be more malleable according to the research objectives.

Questionnaire for interviews

The term questionnaire refers to a series of questions. These can be open questions, which are those in which the subject to investigate responds in a free and subjective way according to the criteria of the questions asked, or they can also be closed questions that are kept within a specific range of answers, either yes or no or agreement or disagreement or similar designs that respond appropriately within the research; These types of questions are made by modifying or creating questions that are related to the study or what is to be obtained from it, they are used to collect essential data and to support the research project, then a statistical tabulation must be made for its discrimination or analysis; the questionnaires can be executed orally, in writing, or online depending on the requirements of the context to be investigated.

3.5 Type of Questions

The present research uses open-ended questions within it, according to the proposed topic, and has a total of 20 questions divided into two groups of 10 questions that are for teachers and students and are adapted to each one for greater effectiveness for the benefit of the research; as for the method of application, it is to conduct one-on-one interviews in a face-to-face manner.

The questionnaire is used according to the research objectives. That is to say, the questionnaire is about the use of the Cambridge One platform; it also deals with how the teachers use this work tool in the teaching of English grammar and how the students react to the use of the same platform from their perspective, it also inquires about the advantages and disadvantages of using Cambridge one in the daily activities of the students and teachers of the angelica Villon institution.

Data Collection Processing and Resources

Table 1

Project main research questions

Questions	Explanations
What	To gather as much information as possible through any available source within the research context to get more information about the investigated scenario
Where	Angelica Villon primary education school
When	When collecting data, the integrity of the response is fundamental as it allows for better development and investigation giving more credibility
How	These data are obtained through interviews with students and teachers Through questions to obtain subjective and useful information.
What for	Allow a wide range of valuable data for analysis and contribution as a reference for more related projects.

Note: the informative chart is about the principal information to the project and its development

3.6 Population and sample

It is defined as the population as a series of limited elements with limited general characteristics and can be accessed when the conclusion of the investigation is broad. In this way, the reference will be formed for selecting the sample, and it meets a series of predetermined criteria. It is essential to clarify that when talking about the

research population, this term does not refer exclusively to humans but can also agree with animals, depending on the research being carried out. At the same time, it is crucial to determine the research population because, at the end of the study of the population sample, it is possible to generalize the results obtained from the research over the entire population or the universe. In this case study, the population is Angelica Villon's primary education school; in this way, it can be understood that the total population will not be studied in any investigation and that only a tiny portion or sample of the people specified in the objective.

If the population is enormous or cannot access everything for each circumstance, a sample is selected for evaluation. The model consists of the units selected from a particular population and the subjects or elements with which the experiment is carried out. It is defined as a subgroup of the people that is a faithful reflection of this sentence and has its values of it.

The population considered for the investigative process corresponds to School of Basic Education "Lincenciada Angelica Villon Lindao", located in the Santa Elena parish of the Santa Elena canyon, Santa Elena province, between the streets August 18 Paquisha and Fausto Fajardo, therefore dealing with a finite population. In this way, a deliberate, critical, or trial sampling was taken since this type of sample has the characteristic that it is selected based on knowledge of a population or the purpose of the study. In this case, the subjects of study are 4 teachers, and 12 students tenth course with 13 and 14 years of age.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings.

This chapter presents the results obtained from the information source used, including interviews, interpretation, and analysis of student and teacher responses to the institutional evaluation. Data analysis is carried out with the help of Atlas Ti software, with which the transcribed texts are coded and organized to facilitate their interpretation and analysis.

The primary purpose of the "Advantages and Disadvantages of using the website Cambridge One for the development of the writing skills of tenth graders." the project was to analyze the platform's operation simultaneously as it benefits or harms the teaching of students and teachers.

The authors applied particular techniques to obtain important information on the topic discussed after having carried out the process of the collected data of the results obtained from the focus groups that included four English teachers and students, whose ages ranged from 14 to 15 years from "Escuela de educacion basica Lcda Angelica Catalina Villon Lindao" who implemented Cambridge one platform as a technological tool in their classes and were an essential resource in this research.
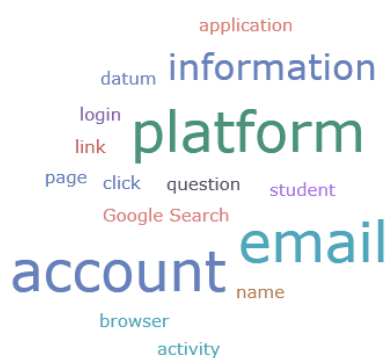
4.2 Interpretation of data from the interview

Questions to Students

Interview Questions

Question 1¿Cuál es el proceso para entrar a la plataforma Cambridge One?

Figure 1

Process to sign in to Cambridge One

Note: This figure represents the concepts generated by the research questions summarized in each word as a "Platform," "Account," and "Email" that represents the axis in which the subject of the question is located.

The first question of the students was made based on the first variable of study that focuses on the advantages and disadvantages that exist in the educational environment for the use of the virtual platform giving a central point that is the virtual platform and how it is accessed so that students can learn. Most students can access the platform easily since they have basic knowledge of using a forum, as they mention how they manage to create and access their account in Cambridge One.

Question 2 ¿Cuáles son las características de Cambridge One que pueden ayudar a sus

habilidades de escritura?

Figure 2

Characteristic of Cambridge One

Note: The figure represents the variable that is taken into account through the questions

and leaves concepts such as "Cambridge", "platform," and "vocabulary" as the

learning focus within the platform. Within the English grammar activities is the variable

to which this

    In the second question, the students focused on the writing part, showing that the

students have a recurrent instruction in the forum about the Vocabulary knowledge of

the foreign language. The characteristics that platform have according to graders The

participants offer reinforcement and evaluation activities regarding English writing

skills in this question.

Question 3 ¿Cómo puede Cambridge One ayudarme para los exámenes?

Figure 3

The useful of Cambridge One to exam

Note: This figure shows the concepts that reflect the "exercises," and "activity.".
*Participants learn the foreign language through activities on the Cambridge One*
platform.

The students state in the third question that they learn daily on the platform. Still, they know as the teacher guides them since they have a predetermined vocabulary by the teacher for which they practice on the platform through interactive activities, but in some cases, like that of a student with a visual impairment who cannot always perform the activities sent by the teacher with ease, but receives the appropriate instructions to complete them showing that the virtual platform is not entirely manageable for everyone since the student indicates that it is a little challenging to do their activities on par with the other students. The point is that students can practice to the exams through the platforms to achieve the knowledge about the foreign language.

Question 4 ¿Cómo se compara Cambridge One con los libros de texto?

**Figure 4**

Comparative of Platform with Traditional text
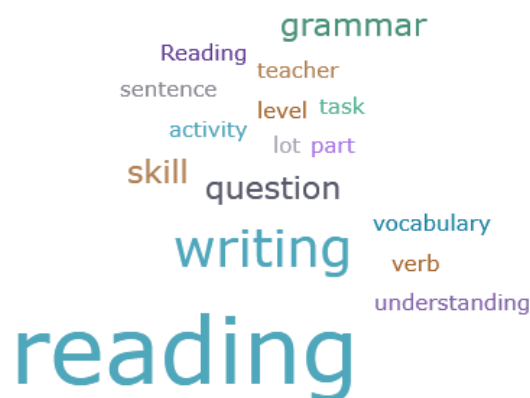
Note: The answers represented let us know about the development of foreign language "skills," and also the most developed are "Reading" and "Writing."

In the fourth question, the students indicate that in the virtual platform, the activities are simple and easy to perform and that some students have developed their ability to write and read. Very few can fully master the writing since it is difficult for them to use of books to complete the knowledge according the structure os the class. However, they indicate that in the platform, they can correct their shortcomings by redoing the activities implemented by the teacher. The platform is similar like the use of a book to study with the difference of the interactive activities because it focuses more on writing.

Question 5 ¿Qué tipos de ejercicios de Writing y actividades se pueden realizar en

Cambridge One?

Figure 5

Exercises and Activities of Cambridge One
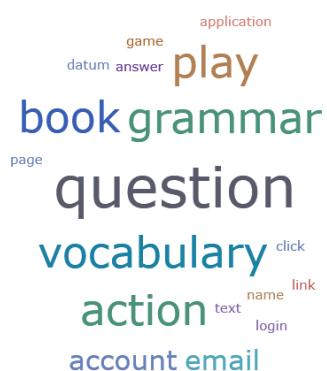
Note: These concepts are related to "Vocabulary" and "Writing skill" through question-and-answer games. All these words expressed by the participants represent the relationship of the study variable English Grammar Teaching.

Students perform asynchronous activities such as completing words in a sentence, looking for words in a word search, and underlining comments that make sense with the texts they read and also play with riddles; they also search on the platform to find more didactic material in which they can have fun learning. Most participants responded because they do a lot of reinforcement activities, but not all perform them optimally. However, they tried; this question is related to having a notable disadvantage in developing the activities because not all perform them thoroughly. However, they ask the teacher for help as soon as they need it.

Question 6 ¿Cambridge One ofrece alguna integración con otras herramientas o plataformas educativas que la escuela utiliza?

Figure 6

Platform of the Institution
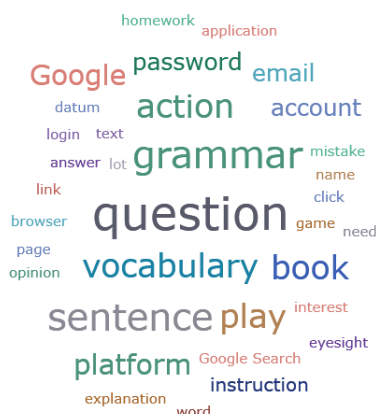
Note: This figure provides information about grammar and vocabulary, focusing on active skills and grammar development through activities on the Cambridge One platform.

The students have good acceptance of the activities the teacher performs because the teacher explains in class what the actions performed on the platform are about. Still, they would like to send more recreational activities or activities that are more entertaining to perform. Among the responses obtained, the teacher encouraged the participants to perform the exercises. The students express their likes when completing the activities; that is to say, the teacher adapts these activities according to how students learn efficiently; in addition, the participants mainly like the way Cambridge One can use because they mention that it is straightforward to access and use. Also the platform allow the interactive use of the text with the activities online.

Question 7 ¿Cómo le afecta o beneficia el uso de Cambridge One en su motivación e interés por la escritura en comparación con los métodos tradicionales?

Drawbacks and benefits of Cambridge One

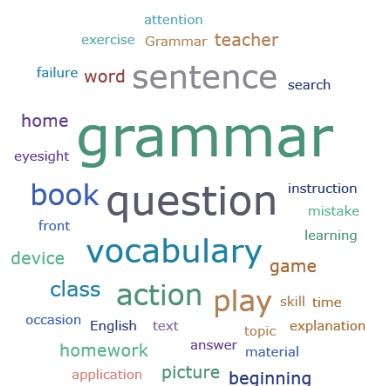**Figure 7**

Drawbacks and benefits of Cambridge One
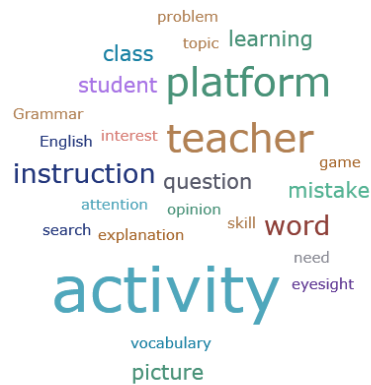
Note: This figure deals with the platform's advantages, and the results show that through "Activities," one learns efficiently with the teacher as a guide through instructional videos.

For the participants, the advantages are that the activities can repeat as many times as necessary to be able to learn acceptably, and they also indicate that these activities are very varied and entertaining for the most part. However, all the activities focus on developing English language skills. This question is directly related to the first intertwined variable as an advantage since the participants express great support for the activities that the teacher proposes in the Cambridge One platform, the benefits of the students are the enhance of writing skills and the development o vocabulary to implement new knowledge with a guide either with videos or instructions mentioned in the class.

Question 8 ¿Existe alguna desventaja de usar Cambridge Uno para practicar

habilidades de Writing?

Figure 8

Disadvantages about Cambridge One

Note: Figure 8 shows the main concepts that encompass by the responses of the

interviews giving the disadvantages that exist in the platform stating that they have

problems; as a result, they cannot practice the vocabulary, grammar, the activities in

general

In the students' words, the disadvantages are that they can only sometimes

access the platform because it blocks after trying to enter, and then they must wait for a

recovery email. Also, the internet does not allow them to do the activities because some

are left in the middle when the internet goes down, and it appears they have failed at

everything. In general, the question is related to the first variable of the study, denoting

as a strong point the disadvantage of the participants when using the Cambridge One

platform, giving as an answer; sometimes students cannot do the exercises because they

need someone to explain face to face about the activity to do.

Question 9 ¿Puedo usar la plataforma fácilmente en diferentes dispositivos como mi portátil, tableta y teléfono inteligente?

Figure 9

Cambridge One multidevices

Note: This figure shows that the answers respond to the contents implemented in Cambridge One; in this figure, videos, and audio are offered, and then the knowledge is tested through activities and games that reinforce the learning process.

Most students indicate that the institution opted for this platform for its high degree of versatility when teaching students through activities and audio and video files to streamline education. The participants state that the institution tries to improve its educational level so that in successive academic cycles, the students can learn a second language quickly and very efficiently. The institution always looks after the benefit of the students by providing adequate education so that in the future, the participants can perform better in future academic activities. The students can access from the phone, table, and computer through the email address to sign in.

Question 10 ¿Los ejercicios son variados y lo suficientemente entendibles para un décimo grado?

Figure 10

Multiple Exercises

*Note: This implements to improve the teaching and learning of the foreign language.*

Students in the interviews mentioned that these activities are to keep them in constant learning with control for the benefit of the class; they also indicate that they improve their vocabulary and general knowledge of the foreign language, and as for the activities are recreational and easy to perform so they do not get bored. According to the students, the teacher when he wants someone to learn then, he has to apply all the teaching methods he has at their disposal, so the teacher chooses to use the Cambridge One platform as a way to teach the students through activities that involve English writing as a strong point so that the participants have an excellent academic basis for developing all the skills in the foreign language.

Questions to teachers

Question 11 What instructions accomplish students receive for the correct use of the

Cambridge One platform?

Figure 11

Instructions of Cambridge One platform
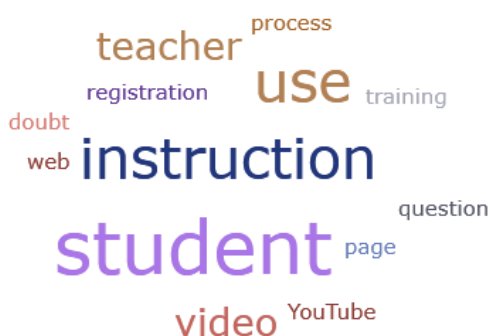
Note: In this question, there is an emphasis on the words "Instructions," "Use," and "Students," which is where the focus is on the variable advantages and disadvantages of using a Platform to teach a foreign language.

The teacher interview reflects previous training for data validation corresponding to making and using an invoice for teachers through instructional videos and meetings with directors. The participants said they were training for weeks before using Cambridge One because it is essential to first master as a teacher to teach the students in the teachers' words. The students are informed and prepared to enter the platform through the same forum; it is explained in detail so that it is evident, and they can work optimally to teach the foreign language. First, define the creation of an account and a password so that students can enter and perform the activities that the teacher sends to practice as reinforcement.

Question 12 What are the reasons why the Cambridge One platform was implemented?

Figure 12

Implementation of the online Platform

Note: Participants explain through these words "Reason," "Cambridge," and "Application" the main point of the question.

In the case of the teachers, they explained that the reason why this platform implement is because of the quality of information it possesses since being part of a prestigious university is also a very vast source of knowledge through which the teachers were learning as well as they see that this platform is straightforward to use and simple so that students can learn without many distractions or inconveniences since it has many resources and activities. In this platform, the participants have visualized an excellent opportunity for developing students' skills and a dynamic way of teaching English grammar that broadens students' knowledge and understanding for better learning of the foreign language.

Question 13 What are the activities that are related within the platform for the practice of writing?

Figure 13

Activities related to the practice of writing

Note: The main point of this question is around the "Activity," Grammar," and "Practice" in relationship to the English Language Teaching variable

The teachers indicate that the activities uploaded to the platform are appropriate to the student's level and attest that all the activities focus on strengthening the four English language skills. According to the participants' responses, they indicate that, in general, the activities are organized to progressively develop each learner's skills to improve all the skills in learning a foreign language. These activities consist of sentences and phrases that students can complete through predetermined words by the participant to guide what possible solutions can have these activities. Still, sometimes so that students do not get bored with the same actions, they choose to include interactive mini games that exercise the practice of grammatical rules and encourage a little more writing.

Question 14 How does Cambridge One track and assess student progress in writing?

Are there analytics and reporting tools available for teachers?

Figure 14

Progress of students in writing
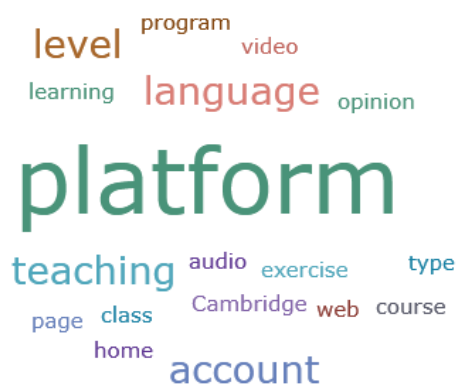
Note: this figure represents the pillars on which the answers obtained from the interview develop, focusing on "Platform," "Language," and "Teaching."

For the teacher, the platform is an extension of what can be taught to the student because, through it, they can continue learning without interrupting the daily classes; it is also a very beneficial way for the student to learn as they develop their skills in the activities sent by the teacher. The Cambridge platform is considered a tool capable of exploiting the potential of a person to learn English if appropriately used and responsibly; the participants mentioned that it is elementary to send activities for students and explain English writing in class and complement learning with reinforcement on the platform, it is also very intuitive with a very well-structured interface with a variety of functions for the benefit of the student. The teacher can obtain the reports of progress to determine the knowledge that students have with the activities in the platform

Question 15 Are there any privacy concerns or data security issues associated with using Cambridge One, especially regarding student information?
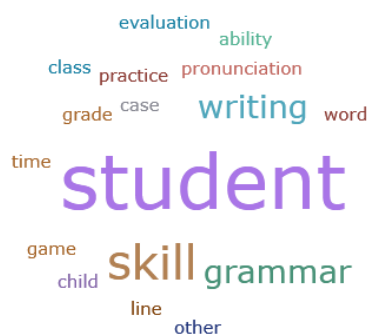
Figure 15

Privacy and data security

Note: Figure 15 shows that the responses provided are driven by "Word," "Task," "Clarify," and "Activity."

The platform offers security at the moment of submitting the activities since it allows the privacy of the activities, clarifying the reliability of the platform in accordance with the learning policies of the educational institution. When they use different ways of teaching, they can improve academic performance because they are always alert to what new ideas the teacher has for the student to entertain and learn in parallel. The participants clarify that these activities are always carried out based on the content learned in class and then reinforced with these tasks and also include additional information to reteach the English grammar whenever required.

Question 16 Can Cambridge One facilitate a blended learning approach, and how effective is it in supporting both in-class and remote learning environments?
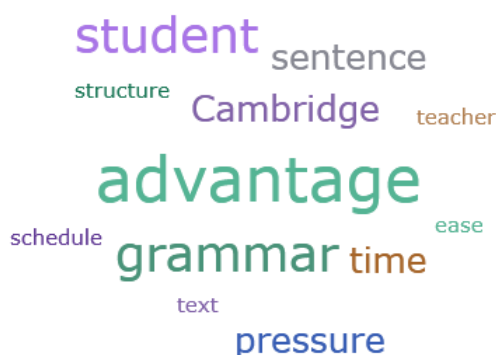
Figure 16

Learning approach

Note: *according to the answers, the figure represents the "Students" and the "Skills"*

they develop with the practice of "grammar in writing " among their multiple activities.

According to the teachers, the writing activities that are done on the platform help the student identify how to order words and how to write them correctly, resulting in the student using them not only in writing but also when speaking or when listening; it is not difficult to identify long sentences. Teachers indicate that students improve their writing skills through writing activities in long texts as part of their activity schedule. They also implement sentence completion games with riddles to strengthen the student's intuition when writing a sentence. Teachers can implement the activities during the class to improve the learning of students obtaining a dynamic and mixta class for virtuality and presentiality

Question 17 What are the advantages of developing writing activities within the

Cambridge One platform?

Figure 17

*Advantages of developing writing activities*

Note: Figure 17 shows the benefits of English writing in the words of the participants.

In the words of the teachers, the advantages are that they can monitor how the activities are carried out. If there is a real improvement in the skills according to the results generated by Cambridge One and according to this, the teacher can plan the classes according to the progress shown. Within Cambridge One, it is also advantageous to be able to leave comments on the activities that the students are doing. In addition, another benefit is that it allows the teacher to correct the activities in real-time, and at the moment of making an evaluation, it allows total freedom of design so that there is a more dynamic and intuitive environment allowing the students to perform their occupations in a fluid way and without having any apparent anomaly. The participants observe a notorious increase in the knowledge of vocabulary in the students due to the constant practice of English writing

Question 18 What are the potential disadvantages of relying on Cambridge One for writing instruction, and how can these be mitigated?

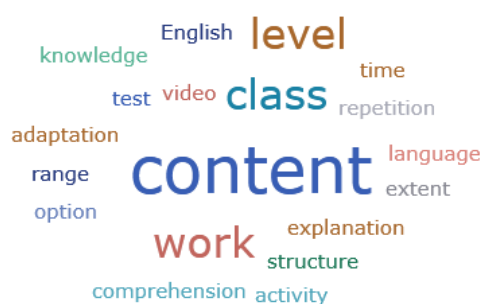**Figure 18**

Disadvantages of Cambridge One
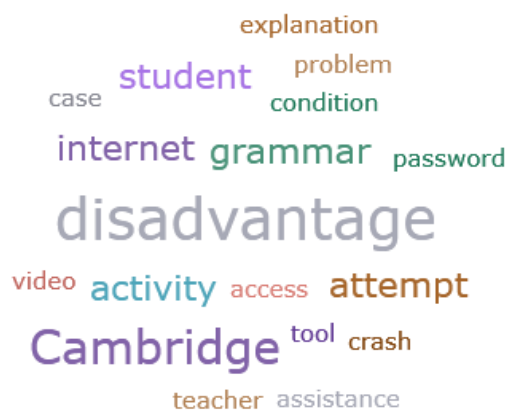
Note: this figure shows the main concepts addressed in the interview question.

According to the teachers of this platform, sometimes students cannot perform their activities because they cannot access them due to a loss of connection, and the password is invalid after three attempts allowed by the virtual platform. In the words of the participants, the students, when they manage to connect, the internet goes away, and they lose connectivity with the platform. Students cannot complete the activities and they do the activities out of time and the cannot write very well because some students need more practice of vocabulary and punctuation signs. If they are in an activity, then it is reflected as if it had not been done; in addition, the vast majority of students understand very well the instructions provided by the teacher on the platform through videos; however, there are a few who need a little more help to understand what to do, along with that, teachers indicate that they have a child with visual impairment and the platform cannot adjust to such cases to adapt to people.

Question 19 How does Cambridge One handle different learning styles, particularly for students who benefit more from hands-on or visual learning methods?

Figure 19

Different learning styles

Note: The figure shows words such as "Level," "Content," and "Class," which are positioned as the basis for the answers obtained.

Teachers indicate that they work with grammatical rules and to identify what each word means with its concept in addition to what it is used for, giving way to a marked improvement in students when reading; these contents are simple to understand for the age of the students. All this is so that the student can better understand what the teacher plans to teach and that there are no longer educational gaps where students need more knowledge because the teacher did not train as should be said in the words of the participants. The teachers try to make all the contents more dynamic in class and on the Cambridge One platform to reach the students properly as knowledge. These contents are grammatical rules, conditionals, articles, propositions, and vocabulary to formulate sentences well in a foreign language.

Question 20 What kind of support and resources does Cambridge One offer to help teachers create engaging and effective writing lessons?

Figure 20

Support and resources of Cambridge One

Note: Figure 20 shows the concepts obtained based on the answers since the evaluations are done virtually with the teacher's assistance, with videos and exercises with questions and games tabulated as teacher evaluations.

The teachers express that the evaluations are the same activities that compile everything they have learned during the school year, and the essential for the assessments is to reinforce the knowledge learned in class and the activities in Cambridge One. The resources that Cambridge offer are the design of the activities and the selection of documents inside it to complement the knowledge to tech of effective learning. Having carried out a systematic process of "data reduction," with coding and classification by students, and teachers of relationships with the variables and the questions, in the next section, we will discuss the results from the **t**heoretical framework on which the research was based.

4.3 Interpretation of bibliographic review and analysis and discussion of the interview

The main purpose of this section is to carry out a discussion of the findings considering the references of the **t**heoretical framework that was taken as the basis for the investigation, detailed in chapter II.

Questions to students

From the student's perspective, the Cambridge One platform has the necessary resources focused on learning and practicing writing. Students perceive that the platform has an appropriate level related to face-to-face classes, reading material, support material, links, and scheduled activities according to a daily schedule. It is important to emphasize that the materials students use to learn a foreign language play a fundamental role in learning, contributing significantly to their eventual success or failure.

In Chapter 2, according to Muhabbat (2023), In the pedagogical process, both teachers and students benefit from their use of ICT since they can access a vast amount of information, they can share experiences, and work regardless of time and distance; there is more fluid communication between the participants.

In this process (pp. 35- 45). Relating to the answer of the interviewees in Questions number 1, 3. 4, 6, 9, and 10 detailed how students can access multiple educational resources to study and work on certain content; in the same way, It makes the teaching and learning process develop based on individual skills and qualities, that is, there is a personalization of the teaching-learning process.

The work is motivating because they can use technology that attracts attention. However, sometimes, it is a factor that negatively affects the perception of students about teacher performance and the degree of perceived learning. The interest in learning

on their own is associated with a positive perception of the teacher's performance. It was also found that students tend to attribute learning to their effort, motivation of each person, self-discipline, and self-learning, especially when they perceive a lower level of dialogue with the teacher in class before carrying out activities on the platform.

As mentioned in Chapter 2, Castillo (2020) explains how the didactic means we use in the classroom can be a very positive factor when it comes to achieving an interactive and collaborative environment at the school for the improvement of writing.

Carrying out tasks in which students can learn through activities, develop skills such as reading and writing while practicing and understanding the topics discussed in class (pp.116-129). This part is related to questions number 2, 5, 7, and 8, which detail more about the use of writing—taking into account the students' answers. The role of the teacher is fundamental for the adequate perception of the other elements used within the platform.

The students attribute to the teacher the responsibility in the approach of the topics, activities, tasks, and forms of evaluation for the practice of writing and perceive their ability to provide feedback, their discipline, coherence, and, in general, It is necessary to highlight that within the Disadvantages mentioned by the students are that the classroom is not self-directed nor does it have pre-designed audiovisual material and a high level of interactive content. Still, the teachers are responsible for selecting the materials and proposing activities that promote learning by using the platform and the book provided by Cambridge to this institution.

Questions to teachers

Just as the discussion of the data referring to the students was carried out, this section considers the group of teachers, with their respective categories of analysis and their associated questions.

As mentioned by Kamola (2021), here is an exposition of the positive and negative aspects which entails the use of ICTs as a teaching strategy and as the teacher is in charge of generating the necessary methodologies for students to find out, question, and build their knowledge using the Cambridge one platform. Additionally, this part was adapted with questions 1, 2, 3, 4. (pp. 28-31).

The interviewees alluded that the role of the teacher is that of a tutor and fulfills the role of counselor and facilitator of the teaching and learning processes. This type of study strategy has been questioned by a small group of students who present a low academic performance in the subject. However, there is a higher number in terms of improvement within the classroom and the use of the platform. For this model, teachers use traditional methodologies in their face-to-face phase and promote the development of other techniques and skills in work instances on virtual media. This modality presents more benefits because it allows students to work.

The professors commented on how in the platform, the process is not centered on the teacher but on the student since the course must be adapted to their needs. It is essential to know the students' ways of learning and constantly practice with them through technological tools. Generally, teachers express a favorable attitude towards using Cambridge and consider that this modality can generate effective student learning. They perceive their role as facilitators in their functions of providing feedback, proposing activities and following them up, selecting materials, encouraging collaborative work, and evaluating students.

Chapter 2, as referred to by Núñez & Medina (2020), explains the incorporation of teaching techniques in a foreign language and how it influences English writing learning. However, it is essential to highlight that Acquisition is the process that subconsciously leads to language knowledge. At the same time, learning involves

conscious attention to some parts of the foreign language(pp. 132- 150) concerning questions 5, 6, 7, 8, 9, and 10. According to this part of the interview, The origin of the foundations is explained according to which following the strategies writing teaching is carried out as long as the student is provided with adequate instruction on the use of the platform. Direct instruction is exercised by teachers synchronously and asynchronously, as previously reflected in the results; they use written materials available on the platform, as well as the activities that take place in the classroom.

However, as a negative aspect, students must assume on their own the understanding of the material by reading and evacuating doubts when required. Regarding design and organization, most teachers fully comply with selecting materials, directing the activities according to the times stipulated in the course program, and assigning grades. Courses taught by teachers who show flaws in design and organization are perceived negatively by students. These indicate "lack of attention," failure to assign grades, and generally denote less perceived learning.
To conclude this chapter.

Findings related to faculty and students using the platform, in terms of their attitudes toward teaching and learning in virtual environments, course loads, time investment, incentives, and training, among others, suggested enough information to determine the advantages and disadvantages of the use of the platform for the improvement of English grammar. The negative perception of the subject, influenced by the lack of structure or "disorder" regarding the development of the activities or the lack of clarity of the instructions or materials, tends to be attributed to the teacher, who appears as the person responsible for the smooth running of the courses before the students.

Chapter V

Conclusions and Recommendations

5.1 Conclusions

This study set out to analyze the advantages and disadvantages of using the website Cambridge One for the development of writing skills among students aged 13 to 15 and four teachers from "Lcda Angelica Catalina Villon Lindado" School. To achieve the objectives of this research, search processes were conducted before and thus obtaining the conclusions mentioned below.

Conclusion 1: These results concluded that the use of virtual platforms favors the teaching of the English language because they motivate the student through beneficial characteristics such as easy access to the platform, the relationship that exists between the platform and the book "Shape it" since the face-to-face classes connect with the practice within the platform. However, this method presents some disadvantages that make the teaching process difficult, such as, without the code provided by the book, students cannot access the platform, it requires a good internet connection, on several occasions the teacher's instructions are not clear therefore the students cannot do the assigned tasks.

Conclusion 2: The role of the teacher is essential for the perception of student achievement. The impact of the teaching role is evident in different facets of the course, including the interaction between the students. The design of the writing activities offered by Cambridge One and the teacher's motivation and follow-up are factors that affect collaborative work and, in general, the level of interaction between students.

Conclusion 3: The platform supports personalized learning, allowing students to study at their own pace and according to their individual skills and qualities. This customization is evident from the responses to interview questions that indicate the

platform's flexibility in providing various educational resources. The use of technology within the platform is motivating for students, capturing their interest and attention. However, this can also negatively affect their perception of teacher performance and their own perceived learning if not well-managed. The distinction between acquisition (subconscious knowledge) and learning (conscious attention) is crucial. The platform supports both synchronous and asynchronous direct instruction, combining classroom activities with written materials available online.

5.2 Recommendations

This section shows, based on the conclusions drawn from the study, the following recommendations can be made to enhance the effectiveness of using Cambridge One for developing writing skills. It is important to remember that we are educating the generation of digital natives, for whom there is nothing more motivating than using technology.

Recommendation 1: The institution can offer comprehensive training sessions for teachers and students on effectively integrating Cambridge One with the "Shape it" book and face-to-face classes. This training should cover platform navigation, activity design, and effective communication of instructions. Develop clear guidelines and best practices for teachers to ensure instructions on the platform are precise and easily understandable by students. Consider creating a help section on the platform specifically for teachers and students.

Recommendation 2: Integrate more interactive and collaborative features within the platform to facilitate peer-to-peer learning and group activities. Virtual study groups or discussion forums could enhance interaction. Encourage teachers to frequently check in with students, providing timely feedback and facilitating discussions to keep students engaged and motivated.

Recommendation 3: Use the platform's ability to personalize learning by regularly assessing student progress and adjusting content to meet individual needs. This could include differentiated tasks based on skill levels and interests. Combine synchronous (live, real-time) and asynchronous (self-paced) learning activities to balance direct instruction with flexible study time, catering to different learning styles and paces. Implement a system for regular feedback from both students and teachers regarding their experiences with the platform. Use this feedback to make continuous improvements.

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Annexes

Annex A: Certified Anti-Plagiarism System

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado **"ADVANTAGES AND DISADVANTAGES OF USING THE WEBSITE CAMBRIDGE ONE FOR THE DEVELOPMENT OF THE WRITING SKILLS OF TENTH GRADERS"** elaborado por los estudiantes Carol Stephany Salinas Severino y Andrés Sebastián Torres Quezada, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Nieto Herrera Diego, MSc.
TUTOR

CERTIFICADO DE ANÁLISIS
magister

Chapters I-V Andres Torres & Carol Salina

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Annex B: Questions to students

Questions for interview

Student's questions

1. **¿Cuál es el proceso para entrar a la plataforma Cambridge One?**

2. **¿Cuáles son las características de Cambridge One que pueden ayudar a sus habilidades de escritura?**

3. **¿Cómo puede Cambridge One ayudarme para los exámenes?**

4. **¿Cómo se compara Cambridge One con los libros de texto?**

5. **¿Qué tipos de ejercicios de Writing y actividades se pueden realizar en Cambridge One?**

6. **Cambridge One ofrece alguna integración con otras herramientas o plataformas educativas que la escuela utiliza?**

7. **¿Cómo le afecta o beneficia el uso de Cambridge One en su motivación e interés por la escritura en comparación con los métodos tradicionales?**

8. **¿Existe alguna desventaja de usar Cambridge Uno para practicar habilidades de Writing?**

9. **¿Puedo usar la plataforma fácilmente en diferentes dispositivos como mi portátil, tableta y teléfono inteligente?**

10. **¿Los ejercicios son variados y lo suficientemente entendibles para un décimo grado?**

Annex C: Questions to teachers

Teacher's questions

1. What instructions accomplish students receive for the correct use of the Cambridge One platform?

2. What are the reasons why the Cambridge One platform was implemented?

3. What are the activities that are related within the platform for the practice of writing?

4. How do students generally respond to using Cambridge One for writing practice? Is there evidence of increased motivation and engagement?

5. Are there any privacy concerns or data security issues associated with using Cambridge One, especially regarding student information?

6. Can Cambridge One facilitate a blended learning approach, and how effective is it in supporting both in-class and remote learning environments?

7. What are the advantages of developing grammar activities within the Cambridge One platform?

8. What are the potential disadvantages of relying on Cambridge One for writing instruction, and how can these be mitigated?

9. How does Cambridge One handle different learning styles, particularly for students who benefit more from hands-on or visual learning methods?

10. What kind of support and resources does Cambridge One offer to help teachers create engaging and effective writing lessons?

Annex D: Letter of permission to the institution.

Santa Elena- Ecuador
Lunes 10 de junio del 2024

MSc. Kleber Narciso Tomalá Obando
Director
ESCUELA DE EDUCACIÓN BÁSICA LIC BÁSICA ANGELICA CATALINA
VILLON LINDAO
En su despacho

Nosotros, CAROL STEPHANY SALINAS SEVERINO Y ANDRÉS SEBASTIÁN
TORRES QUEZADA estudiantes de la UNIVERSIDAD ESTATAL PENÍNSULA
DE SANTA ELENA de la carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS, nos dirigimos a usted en calidad de director del plantel para
mencionarle lo siguiente:

Estamos en la última etapa de titulación y como dicta el CONSEJO DE
EDUCACIÓN SUPERIOR (CES) debemos hacerlo a través de un examen
complexivo o un proyecto de investigacion por lo que hemos elegido la segunda
opción.

Nuestro tema titula. **Advantages and Disadvantages of using the website
Cambridge One for the development of the writing skills of tenth graders.** Y
como población hemos escogido la ESCUELA DE EDUCACIÓN BÁSICA LIC
ANGELICA CATALINA VILLON LINDAO para hacer nuestro análisis cualitativo
por medio de encuestas dirigido hacia sus docentes de ingles y estudiantes.

Esperando se nos conceda el permiso, nos despedimos. Muchas gracias por su
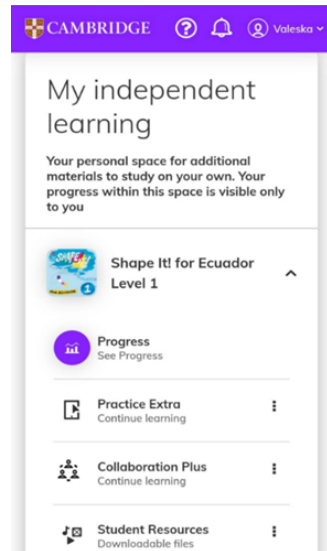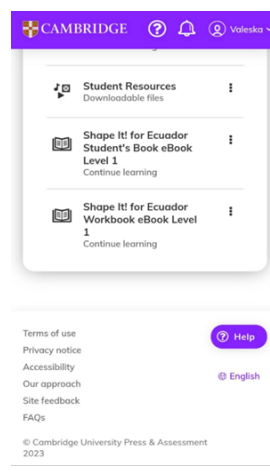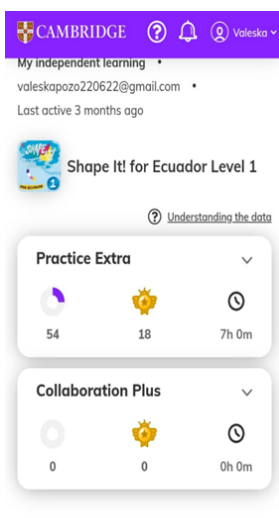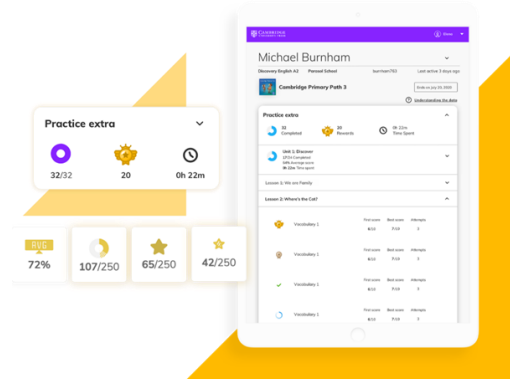atención

Atentamente

Carol Salinas

Andrés Torres

Annex F: Cambridge One (Plataform)

Annex G: Transcription of questions

Teacher's questions

1. **What instructions accomplish students receive for the correct use of the Cambridge One platform?**

   Interview 1: For using the Cambridge One platform, students of tenth grade typically receive instructions. How to sign up or log in using their credentials. Steps to access and submit assignments or quizzes.

   Interview 2: How to monitor their progress and view grades. Information on where to find help or contact support for issues.

   Interview 3: normally receive instructions on how to use the Cambridge One platform. How to register or log in with your credentials. Steps to access and submit an assignment or quiz.

   Interview 4: How to monitor their progress and see results. Information on where to get help or contact support if you have questions.

2. **What are the reasons why the Cambridge One platform was implemented?**

   Interview 1: The Cambridge One platform was implemented for several reasons: To provide a unified platform for accessing various educational resources and materials. To offer tailored content and exercises that adapt to individual student needs.

   Interview 2: To enhance student engagement through interactive and multimedia content. To provide educators with insights and analytics to track student progress and inform instruction.

   Interview 3: To streamline the teaching and learning process with integrated tools and features.

Interview 4: To provide educators with insights and analytics to track student progress and inform instruction. To enhance student engagement through interactive and multimedia content.

3. **What are the activities that are related within the platform for the practice of writing?**

Interview 1: Activities related to writing practice on the Cambridge One platform include: Guided Writing Exercises Structured, Peer Review, Interactive sessions focusing on specific writing techniques and strategies and Grammar and Style.

Interview 2: Cambridge One platform include: Exercises to inspire creative and academic writing.

Interview 3: Opportunities for students to exchange and critique each other's work, and Activities focused on improving grammar and syntax.

Interview 4: Assignments that require composing structured essay. Features that provide automated and instructor feedback on writing.

4. **How does Cambridge One track and assess student progress in writing? Are there analytics and reporting tools available for teachers?**

Interview 1: Cambridge One tracks and assesses student progress in writing through various means: Essays and assignments are graded using built-in algorithms.

Interview 2: Students can monitor their improvement over time through detailed analytics.

Interview 3: teachers have access to reporting tools that provide insights into individual and class performance, highlighting areas for improvement.

Interview 4: Teachers receive comprehensive reports on student submissions, enabling targeted instruction.

5.   Are there any privacy concerns or data security issues associated with using Cambridge One, especially regarding student information?

Interview 1: There are no worries because Cambridge One allows for high security regarding student information. This helps prevent information leaks and, above all, allows them to feel safe when giving data or entering the platform.

Interview 2: Privacy and data security are critical considerations for Cambridge One. The platform implements robust measures to protect student information, including encryption and secure access controls.

Interview 3: I like any digital platform, there are potential concerns related to data breaches and unauthorized access. Cambridge One continuously updates its security protocols to mitigate these risks and complies with relevant data protection regulations to ensure student privacy.

Interview 4: Cambridge One takes privacy and data security seriously. The platform employs strong encryption and secure access controls to protect student information. While there are always potential risks of data breaches in any digital environment.

6.   Can Cambridge One facilitate a blended learning approach, and how effective is it in supporting both in-class and remote learning environments?

Interview 1: Cambridge One adapts to the students' learning environment, you can learn in different ways, both virtual and in-person, this helps to provide a wide variety of tool strategies and dynamic activities in which good learning can be used for students and we'll have a success with the development of your motor skills

Interview 2: Cambridge One effectively facilitates a blended learning approach by providing resources and tools that support both in-class and remote

learning. Its digital platform offers flexible access to materials, interactive exercises, and real-time feedback, making it an excellent complement to face-to-face instruction.

Interview 3: Teachers can seamlessly integrate the platform into their curricula, enhancing student engagement and learning outcomes across different environments.

Interview 4: teachers to integrate digital content seamlessly into their curricula, supporting diverse instructional methods and improving student engagement and outcomes across different settings.

7.What are the potential disadvantages of relying on Cambridge One for writing instruction, and how can these be mitigated?

Interview 1: Automated feedback may not address individual learning needs effectively. To mitigate these disadvantages, incorporate offline writing workshops and peer review sessions to complement online activities.

Interview 2: Students may miss out on face-to-face interaction and personalized guidance from teachers. Use Cambridge One's data insights as a tool to inform personalized feedback and interventions.

Interview 3: Connectivity issues or platform downtime can disrupt learning. Foster open communication channels for students to seek clarification and support.

Interview 4: Ensure teachers are proficient in using the platform and prepared to troubleshoot technical issues promptly.

8.   What are the advantages of developing writing activities within the Cambridge One platform?

Interview 1: Students have access to a wide range of writing prompts, examples, and resources that enhance their learning experience.

Interview 2: Immediate feedback and revision suggestions help students improve their writing skills effectively.

Interview 3: The platform allows for flexibility in assigning and completing writing tasks, accommodating different learning styles and paces.

Interview 4: Writing activities can be seamlessly integrated with other course materials and assessments on the platform, promoting holistic learning.

9.   How does Cambridge One handle different learning styles, particularly for students who benefit more from hands-on or visual learning methods?

Interview 1: Students benefit from both, but if I could choose one, I would choose the practical one since, for students to have better adaptability with the skills learned or being learned, I could say that the visual does not help as much in this.

Interview 2: The platform includes interactive exercises and multimedia resources that appeal to visual learners. Hands-on learners benefit from simulations and practical demonstrations available on the platform.

Interview 3: Teachers can customize assignments and activities to accommodate diverse learning preferences. Immediate feedback mechanisms help reinforce learning for all types of learners, ensuring engagement and comprehension.

Interview 4: Cambridge One adjusts content and assessments based on student progress, ensuring personalized learning experiences.

10. What kind of support and resources does Cambridge One offer to help teachers create engaging and effective writing lessons?

Interview 1: The platform offers a number of tools in which I can create document activities that help to have a very applied lesson for the students, however I

can highlight that when generating different activities for the students I must analyze what is safer according to the topic. What am I trying So that there are no problems when students apply their learned knowledge

Interview 2: Pre-designed lesson plans and templates that integrate writing activities aligned with educational standards. A variety of prompts and topics to inspire student writing across different genres and styles.

Interview 3: Tools for interactive writing exercises, peer review, and collaborative editing. Training sessions and workshops to enhance teachers' proficiency in using the platform for writing instruction.

Interview 4: Access to a community of educators and technical support to address questions and exchange best practices for effective writing instruction using Cambridge One.

Student's question

1. **¿Cuál es el proceso para entrar a la plataforma Cambridge One?**

Interview 1: Visit the Cambridge One website.

Interview 2: Create an account with your personal information.

Interview 3: Select the course or exam you're interested in.

Interview 4: Complete the registration and payment process, if required.

Interview 5: Log in to the platform using your account.

Interview 6: Explore the available resources and tools.

Interview 7: Set up your study plan based on your needs.

Interview 8: Engage in practice activities and learning modules.

Interview 9: Use technical support if needed.

Interview 10: Follow guides and tips to enhance your preparation.

Interview 11: Take practice tests to assess your progress.

Interview 12: Prepare for your final exam following provided instructions.

2. **¿Cuáles son las características de Cambridge One que pueden ayudar a sus habilidades de escritura?**

Interview 1: Interactive tutorials.

Interview 2: Model writing examples.

Interview 3: Immediate feedback.

Interview 4: Guided practice activities.

Interview 5: Grammar and vocabulary resources

Interview 6: Access to digital libraries.

Interview 7: Spell-check tools.

Interview 8: Essay structure exercises.

Interview 9: Writing discussion forums.

Interview 10: Online tutoring sessions.

Interview 11: Creative writing exercises.

Interview 12: Formative and summative assessments.

3. **¿Cómo puede Cambridge One ayudarme para los exámenes?**

Interview 1: Personalized preparation resources.

Interview 2: Practice with past exams.

Interview 3: Instant feedback on responses.

Interview 4: Progress tracking tools.

Interview 5: Interactive multimedia materials.

Interview 6: 24/7 online accessibility.

Interview 7: Additional study tips and strategies.

Interview 8: Self-directed learning support.

Interview 9: Updates on exam changes.

Interview 10: Community learning forums.

Interview 11: Simulated practice tests.

Interview 12: Internationally recognized certification.

4. ¿Cómo se compara Cambridge One con los libros de texto?

Interview 1: Interactive learning modules.

Interview 2: Personalized learning pathways.

Interview 3: Real-time feedback.

Interview 4: Multimedia resources.

Interview 5: Continuous updates.

Interview 6: Accessible anytime, anywhere.

Interview 7: Adaptive assessments

Interview 8: Collaborative tools

Interview 9: Engaging content.

Interview 10: Self-paced learning.

Interview 11: Integrated multimedia.

Interview 12: Trackable progress.

5. ¿Qué tipos de ejercicios de Writing y actividades se pueden realizar en Cambridge One?

Interview 1: Essay writing prompts.

Interview 2: Paragraph structuring.

Interview 3: Argumentative paragraphs.

Interview 4: Creative writing tasks.

Interview 5: Letter writing.

Interview 6: Editing and revising practice.

Interview 7: Grammar exercises.

Interview 8: Vocabulary building activities.

Interview 9: Writing summaries.

Interview 10: Interactive writing simulations.

Interview 11: Review assignments.

Interview 12: Writing paragraphs

6. **Cambridge One ofrece alguna integración con otras herramientas o plataformas educativas que la escuela utiliza?**

Interview 1: Works with platforms like Canvas.

Interview 2: Allows use the text online

Interview 3: Syncs student data for tracking progress.

Interview 4: Embed resources into school websites of Cambridge One

Interview 5: Transfer grades automatically.

Interview 6: Compatible with Microsoft Teams and Google Classroom.

Interview 7: Supports showcasing student achievements.

Interview 8: Generates detailed performance reports.

Interview 9: Access additional resources directly.

Interview 10: Integrates with Zoom and Microsoft Teams.

Interview 11: Develop tailored integrations

Interview 12: Enhances learning with interactive content.

7. **¿Cómo le afecta o beneficia el uso de Cambridge One en su motivación e interés por la escritura en comparación con los métodos tradicionales?**

Interview 1: Engages students with multimedia resources.

Interview 2: Boosts motivation through instant responses.

Interview 3: Encourages participation with fun, game-like elements.

Interview 4: Adapts to individual student needs, increasing interest.

Interview 5: Enhances engagement through peer interaction.

Interview 6: Provides diverse materials, catering to different interests.

Interview 7: Allows students to see improvement, motivating continued effort.

Interview 8: Offers convenience and flexibility over traditional methods.

Interview 9: Connects writing tasks to real-life contexts, increasing relevance.

Interview 10: Utilizes visual elements to make writing more interesting.

Interview 11: Maintains interest with diverse exercises and tasks.

Interview 12: Reduces anxiety with a supportive, user-friendly platform.

8. **¿Existe alguna desventaja de usar Cambridge Uno para practicar habilidades de Writing?**

Interview 1: Dependence on internet and devices.

Interview 2: Less face-to-face feedback from teachers.

Interview 3: Prolonged use of digital screens.

Interview 4: Not all students may have equal access to technology.

Interview 5: Time needed to adapt to the platform.

Interview 6: Potential for distractions from other online activities.

Interview 7: Possible additional expense for schools or students.

Interview 8: May hinder development of traditional writing skills.

Interview 9: Automated feedback might lack personalization.

Interview 10: Not all students may find digital methods engaging.

Interview 11: Requires basic computer literacy.

Interview 12: May not cover all aspects of writing practice.

9. **¿Puedo usar la plataforma fácilmente en diferentes dispositivos como mi portátil, tableta y teléfono inteligente?**

Interview 1: Yes, it works on various devices.

Interview 2: Adapts to different screen sizes

Interview 3: Available for smartphones and tablets

Interview 4: Usable via web browser on any device.

Interview 5: Progress syncs across devices

Interview 6: Optimized for touch and click interfaces.

Interview 7: Some features available offline.

Interview 8: Works on, Android, Windows.

Interview 9: Data stored in the cloud for easy access.

Interview 10: Seamlessly switch between devices.

Interview 11: Access content offline after download.

Interview 12: Provides a uniform experience across devices.

10. ¿Los ejercicios son variados y lo suficientemente entendibles para un décimo grado?

Interview 1: Yes, exercises are varied.

Interview 2: Designed for tenth-grade comprehension.

Interview 3: Includes interactive and multimedia elements.

Interview 4: Exercises come with understandable guidelines.

Interview 5: Tailored to different proficiency levels.

Interview 6: Relates to real-world scenarios.

Interview 7: Gradually increases in complexity.

Interview 8: Provides immediate, clear feedback.

Interview 9: Covers a wide range of topics.

Interview 10: Incorporates quizzes, videos, and games.

Interview 11: Includes culturally relevant materials.

Interview 12: Provides additional resources for deeper understanding.