UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"EXPLORING THE BENEFITS AND DRAWBACKS OF DIGITAL LEARNING PLATFORMS ON UNIVERSITY STUDENTS' MOTIVATION AND ENGAGEMENT"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Authors: Lalangui Mejía Elizabeth Salem

Valle Cevallos Solange Anahí

Advisor: Nieto Herrera Diego Josue, MSc.

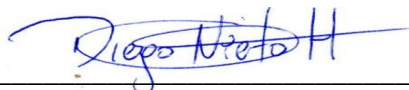**La Libertad – Ecuador**

2024

La Libertad, June 20, 2024

Advisor's Approval

      In my role as Advisor of the research paper under the title "EXPLORING THE BENEFITS AND DRAWBACKS OF DIGITAL LEARNING PLATFORMS ON UNIVERSITY STUDENTS' MOTIVATION AND ENGAGEMENT" prepared by Lalangui Mejía Elizabeth Salem and Valle Cevallos Solange Anahí, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.
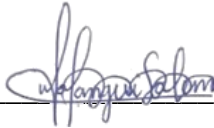
Sincerely,

Nieto Herrera Diego Josue, MSc.

ADVISOR

Statement of Authorship

We, Lalangui Mejía Elizabeth Salem, with ID number 0924088461 & Valle Cevallos Solange Anahí, with ID number 2450745860, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor´s degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "EXPLORING THE BENEFITS AND DRAWBACKS OF DIGITAL LEARNING PLATFORMS ON UNIVERSITY STUDENTS' MOTIVATION AND ENGAGEMENT," certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.

_____   _____

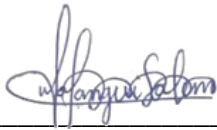Lalangui Mejía Elizabeth Salem   Valle Cevallos Solange Anahí

AUTHOR   **AUTHOR**

Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

_____

Lalangui Mejía Elizabeth Salem

Ci: 0924088461

AUTHOR

_____

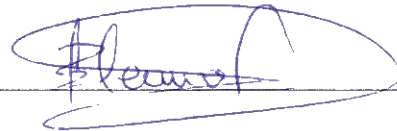Valle Cevallos Solange Anahí

Ci: 2450745860

AUTHOR

Board of Examiners

León Abad Eliana Geomar, MSc.

PEDAGOGY OF NATIONAL AND

FOREIGN LANGUAGES MAJOR'S

DIRECTOR

Niola Sanmartin Rosa Elena, MSc.

SPECIALIST PROFESSOR

Nieto Herrera Diego Josue, MSc.

ADVISOR

Chavez Gonzabay Leonardo Augusto, MSc.

UIC PROFESSOR

Acknowledgment I

I want to thank God first who has always been there for me enlightening me to make the best decisions. Second, I want to thank my lovely family, especially my parents Wilson Lalangui and Yen Mejía, who have supported my dreams and encouraged me to endure the obstacles. They were my first mentors, they are the ones that inspired me to fulfill my goals. Besides, I am grateful for my siblings Andrea, Gabriela, and Jonatán, who cheered me up in every difficult moment of this educational process. Moreover, I want to recognize the work of my professors who have mentored and taught me more than science, values, and skills. I will bring thir lessons with me everywhere. I am thankful for the friends I have made along the way who have made this academic process more fun. Lastly, I want to thank all the people who have believed in me, unfortunately, if I had named everyone I would not have finished.

- Lalangui Mejía Elizabeth Salem.

Acknowledgment II

First, I would like to thank my family, especially my parents, Liz Cevallos and Lorenzo Valle, who supported me during this process, always listened to me, and gave me words of comfort that encouraged me to keep going. To my siblings Ariel and Milena, who cheered me up during those moments when I felt down. To all my professors who have been a guide during my academic process, and finally, to all the friends I have made during this time, with whom I have shared good moments I will never forget.

- Valle Cevallos Solange Anahí.

Dedication I

I dedicate this project to God, my family, and my friends because they have been my motor and inspiration even when I felt everything was over. They have always been there for me and without their help and encouragement I would not have finished this research. I hope they can enjoy reading this study as much as I loved writing it. For this and more, I am so grateful.

-With love, Lalangui Mejía Elizabeth Salem.

Dedication II

I dedicate this project to my family for being my greatest support, especially my mother, who has been the most dedicated person to understanding me and encouraging me not to give up. With this special dedication, I want to show how immensely grateful I am and always will be.

-With love, Valle Cevallos Solange Anahí.

Abstract

Technological advancements are a relevant element of the educational field today. The increasing use of digital learning platforms in higher education has significantly changed how students learn and interact with course materials. While these platforms offer considerable benefits, such as increased accessibility and flexibility, they also pose potential drawbacks impacting students' motivation and engagement. Therefore, this research project aimed to explore the effects of digital learning platforms on university sixth-semester students' motivation and engagement, analyzing both the positive and negative aspects of these platforms. This study used a qualitative method and phenomenological research, with fifteen students from Universidad Estatal Península de Santa Elena participating as the sample. The authors applied a focus group of two virtual sessions to know the students' perceptions of the usefulness and effectiveness of digital learning platforms and the benefits and drawbacks they experienced while using them. The research revealed the factors the participants considered relevant regarding these tools' influence on their motivation and engagement when learning English and their relationship with different learning needs, including positive and negative aspects that affected their learning experience.

KEYWORDS: Digital learning platforms, motivation, engagement.

Resumen

Los avances tecnológicos son un elemento relevante del ámbito educativo actual. El creciente uso de plataformas digitales de aprendizaje en la enseñanza superior ha cambiado como los estudiantes aprenden e interactúan con los materiales de estudio. Aunque estas plataformas ofrecen ventajas considerables, como una mayor accesibilidad y flexibilidad, también plantean posibles inconvenientes que afectan a la motivación y el compromiso de los estudiantes. Por lo tanto, este proyecto de investigación buscó explorar los efectos de las plataformas digitales de aprendizaje en la motivación y el compromiso de los estudiantes universitarios de sexto semestre, analizando los aspectos positivos y negativos de estas plataformas. Este estudio utilizó un método cualitativo y de investigación fenomenológica, con quince estudiantes de la Universidad Estatal Península de Santa Elena quienes participaron como muestra. Los autores aplicaron un grupo focal de dos sesiones virtuales para conocer las percepciones de los estudiantes sobre la utilidad y efectividad de las plataformas digitales de aprendizaje y los beneficios e inconvenientes que experimentaron al utilizarlas. La investigación reveló los factores que los participantes consideraron relevantes sobre la influencia de estas herramientas en su motivación y compromiso al aprender inglés y su relación con las diferentes necesidades de aprendizaje, incluyendo aspectos positivos y negativos que afectaron su experiencia de aprendizaje.

PALABRAS CLAVE: Plataformas digitales de aprendizaje, motivación, compromiso.

INDEX

Tables Index

Figures Index

Annexes Index

Introduction

The rise of digital learning tools in colleges is changing how students learn. These platforms, from online class systems to special apps, offer many ways to make the learning process more interactive, filled with varied materials and ways to work together. They let students acquire knowledge anytime and anywhere and tailor their learning to their needs and goals. Yet, as college students, teachers, and higher institutions use these new learning tools more, it is significant to look closely at how they could affect students' drive and focus, both positive and negative.

Being motivated is key to doing well in school and growing personally. It impacts how much time and effort students put into their studies. Digital learning platforms can enhance motivation by making learning livelier, giving personal feedback, and adding amusing, rewarding elements. Nevertheless, there are downsides, like technological issues, less personal touch, and too much focus on rewards. These drawbacks need to be watched to make sure technological tools encourage students to want to learn more deeply and be involved in their academic process.

Furthermore, engagement means how much students take part, care, and think deeply when learning. Digital learning tools could assist here by offering different materials, interactive activities, and ways to work with others. These can make learning deeper and more fun. However, there are concerns like getting sidetracked by other online things, too much information, too many advertisements, limited free content, low interaction, and less face-to-face time. It is important to think about how these tools influence how much students get into their learning.

This research project digs into digital learning tools' beneficial and harmful sides on college students' drive and focus. It aims to deeply understand how digital learning affects higher education. Teachers, school leaders, authorities, and students will learn how to use digital technology best to boost natural interest, ongoing focus, and overall academic achievement. This thesis will contribute to creating a lively and rewarding learning space in the digital era. To provide an overview of this investigation, the content is divided into five chapters described in the following statement.

Chapter I explains the problem and the context of this, along with the general and specific objectives and justification of this study. Chapter II covers the background and the theoretical, pedagogical, psychological, and legal basis related to the purpose of this research. Chapter III explains the methodology of this study in detail, including the type of research, the data collection technique, the instrument, the population and sample, and lastly, a description of the data collection process. Chapter IV provides an interpretation and analysis of the findings concerning the bibliographic review. The last section, Chapter V, presents the conclusions and recommendations based on the results found connected to the stated objectives of this research.

Chapter I

The Problem

1.1. Research Topic

Information Technology and English Learning

1.2. Title of Project

Exploring the benefits and drawbacks of digital learning platforms on university students' motivation and engagement

1.3. Problem Statement

English has become a key language worldwide leading up to almost every single academic institution and learner using digital learning tools to acquire English knowledge and improve at it; according to Pazilah et al., (2019), talking and understanding each other is vital, thus, students work on many English skills to get better at using the language. To facilitate the growing number of English learners, new ways of teaching are being tried out to see how well they work, especially with technology accompaniment.

After the pandemic, the rate of technology use inside and outside of classrooms has risen significantly. The utilization of digital learning platforms in higher education has been expanding, promising various advantages in easing the learning process for university students. According to Rajan et al., (2024), most university learning moved online when the pandemic hit. This big change affected students' inner drive and outer rewards. For some, the employment of platforms has turned favorable while for others it has worsened their learning process.

Consequently, many scholars still suspect that platforms influence motivation and participation among students since the way of using digital platforms can affect students positively or negatively. While some educators highlight the increased accessibility, enticement,

and customization of resources, others allege that such systems might reduce face-to-face interaction and a sense of intrinsic motivation. Besides, different factors like previous experience and personal preference may also play a role in whether digital learning factors can be an advantage or disadvantage for students.

Motivation and being part of things that matter a lot in school are essential for learning. According to Salhab & Daher, (2023), learning engagement is a top priority and has a significant effect on any learning environment. Likewise, Jaemu, Kim, and Lee (2008) say that wanting to do well is key to enjoying learning online. Not feeling up for it can stop students from paying attention. Since how much students are into their work, how much they want to do it, and how well they learn are connected, meeting their needs affects all three. When students are eager to learn, they show it by joining in and giving their thoughts in class, which is called engagement.

The literature background remains highly speculative, revealing the need to fill the academic gap to properly assess the pros and cons of digital learning platforms and eventually make sound educational policies. Thus, it is essential to know what effects these platforms may have on English learning and how they may influence motivation and commitment to learning. Moreover, the reason for this research is that addressing this problem would increase the understanding of the effects of digital platforms, the decision-making process related to them, and the improvement of the English learning process using these technological tools.

Not paying attention to this problem could lead to students not getting the proper benefits of using digital learning platforms that may influence their education development overall. With all the information collected at the end of this research, a future, more extensive study could be done and assist in strategic planning that minimizes the drawbacks and plays alongside the platforms that could be used to improve learning. Therefore, the current study will do

bibliographic research about the benefits and drawbacks of digital learning platforms and then analyze the experiences and ideas of university students.

1.4. Problem Question

1.4.1. General Question

- What are the benefits and drawbacks of digital learning platforms for university students' motivation and engagement?

1.4.2. Specific Questions

- How do technological knowledge and personal learning preferences for digital learning platforms affect university students' motivation and engagement?

- What are the views of university students on the usefulness and effectiveness of digital learning platforms?

- What are the major problems posed by digital learning tools for university students?

1.5. Objectives

1.5.1. General Objective

- To explore the benefits and drawbacks of digital learning platforms on university students' motivation and engagement

1.5.2. Specific Objectives

- To examine how previous experience with digital tools, and individualized preferences interact with motivation and engagement

- To analyze students' perceptions of the usefulness and effectiveness of digital learning platforms

- To explore the potential barriers of digital learning tools and their effects on English learning

1.6. Justification

Higher education is almost impossible without digital learning platforms nowadays, they offer a wide array of opportunities to enhance students' experiences. Nevertheless, such broad implementation means that it is necessary to explore how much motivation and engagement generate outcomes. In this way, this paper will contribute to a better understanding of how digital learning platforms might affect the English learning process, considering the benefits and downsides they have for motivation and engagement.

According to Sharma & Sharma (2022), digital technology has transformed nearly every aspect of human life in the last few years, including commerce, entertainment, communication, work, and education. It has had a substantial impact on the sphere of instructing and learning activities because it allows learning to take place outside of the constrained spaces and buildings found on campuses and institutions.

Research on the digital platforms in question is valuable for its theoretical contributions and pedagogical interventions. From this research, insights can be drawn into the benefits and downsides that digital platforms bring to students. In addition, the findings are significant as they have implications for academic society at large, as many universities and technical schools are increasingly using digital learning platforms in their daily instruction.

According to Rawashdeh et al., (2021), despite the numerous advantages the use of digital platforms can present, there are still cases in which, due to any situation, limitations may arise. For example, not every student may be able to show the discipline required to manage their education; another disadvantage is the little face-to-face interaction that students can experience, which may complicate the effectiveness of some collaborative activities; cheating prevention is also limited since it can be a little harder to control students in a digital environment; and finally,

technical difficulties. There is always the chance that technical deficiencies occur, either for an educator or student, which leads to disruption.

Failure to understand how digital platforms influence student motivation and engagement may mean that instructors or learners will not use them properly. Structured information facilitates identifying attributes and channels through which motivation and engagement are affected by digital platforms, thus significantly assisting forthcoming projects and researchers in developing better-suited instruction instruments for students. Therefore, it is fundamental to do this research paper as it could benefit future analysis of students' performance, leading to the best outcomes for the next university generations.

Chapter II

Theoretical Framework

2.1. Background

English learning has changed significantly recently because of new technology. Digital learning platforms, from online course platforms to websites, have shifted teaching, learning, and how students talk to each other. While these online tools make learning easier, more flexible, and full of new ideas, they also bring challenges. In this new world of education, figuring out how these affect students' will to learn and join in is very important for teachers and scholars. To dig into the positive and negative sides of online tools, it is vital to build a solid base of concepts. Hence, the background will look at research from Ecuador and around the world, aiding in understanding how different online tools change how well students do in their academic process.

2.1.1. International Background

Globally, the positive and negative effects that digital learning platforms bring to higher education students have been extensively studied. Several key pieces of research from different countries worldwide inform the understanding of these platforms and their influence and serve as a base for this research. Some of the key investigations show that digital tools have several benefits, however, students can still find diverse complications when their individual preferences and learning goals are disturbed. In the following part, the research will state some of the main points from different international studies.

An investigation that focuses on both good and bad spots is an article written by Rawashdeh et al. (2021) and published at Ajman University that demonstrates that E-learning is an effective tool for education and that it can eliminate conventional learning approaches. From the above research, it was concluded that e-learning is useful for both learners and mentors,

however, there are still cases in which due to any situation limitations may arise. Therefore, there is always the chance that technical deficiencies occur either to an educator or student leading to disruption.

Another study carried out by Elshareif and Mohamed (2021), shows that students were way more jazzed about learning when the teaching materials and assessments were top-notch compared to other factors like discussion boards or feedback showing that the key to keeping students engaged lies in those crucial elements. Research has revealed that the combination of digital tools allows communication, individuality, and creativity, factors that lead to personal satisfaction, motivation, and, comprehension of the structure taught. To this extent, digital environments permit the transformation of traditional learning experiences to reach students with numerous learning styles which contribute to motivation and engagement in academic settings when using digital learning platforms.

Besides, different studies assure that there are multiple advantages of digital learning platforms in connection with motivation and engagement. A recent investigation by Elshahawy (2020) concludes that there is great motivation among students to use digital gadgets to develop their competence in the English language and its macro skills. Based on these findings, the study recommends that digital devices be integrated into the curriculum to help learners improve their macro abilities.

Another investigation conducted by Jeong (2019) found that students rated the online collaborative English learning activities as a positive and stimulating learning experience. Online collaborative English reading teaching had a positive impact on the academic performance of university students. Participants in this study also rated the affective and metacognitive advantages of online activities for learner motivation and classroom involvement. This study

indicates that the social networking platform in online group collaboration was critical for the participant's understanding of the integration of online group collaboration as a good and effective language-learning technique.

Besides, it can be inferred from the study by Tahmina (2022) in a university in Bangladesh that motivation is one of the most important factors in the learning of EFL, modern technology can play an important role in enhancing and maintaining the motives of today's technologically oriented students. The outcomes from this study reveal that the learners were interactively oriented with a technologically equipped classroom so the students felt they could learn the language passionately making it one of the main advantages that digital platforms have on university students' motivation.

Moreover, the records collected by Berestova et al. (2022) lead to the conclusion that attention, relevance, confidence, and satisfaction are four factors that influence student motivation, and technology applied to education needs to be molded according to the learners' requirements to obtain effectiveness from its use. Findings from a study by Gameil and Al-Abdullatif (2023) state that overall students' engagement can be enhanced by the implementation of technology.

On the other hand, many studies over the last couple of decades have emphasized a lot on the obstacles language learners face in learning a language and the design of every possible educational tool that could be used in this context. Information collected from an article by García Martínez et al. (2021) highlights that engagement is a substantial factor in students' success in higher education since it was found to play an indirect mediatory role in both students' life satisfaction and success in the study. The results interestingly point out that engagement is positively related to happiness, but inversely related to student test scores making it a drawback for academic achievement.

Similarly, a review of the literature by Boulton et al. (2019) points to a good link between engagement and well-being, but a surprisingly bad connection between engagement and grades. This research shares important views on the personal parts of being a student, unlike the increasing focus on measuring education through digital data. Curiously, both mentioned studies agree that while students' engagement rises grades decrease with digital platforms making it a factor to bear in mind for this research project.

Further, a study done in a Russian university by Nenakhova, E. (2021) determines that while the chance to study at home and not needing to act smart are the top perks, the cons are mixed including less chat, no face time, too much homework, and lots of writing tasks. Results from research conducted by Bazhouni, M. (2019) find that language-learning programs boost language study, and their advantages are affordability, speed, dependability, better student understanding, visual appeal, and engagement. However, she concludes that the ease, flexibility, use, and safety of digital learning as well as the fact that not every platform can match each learner's needs have affected how well e-learning systems work.

2.1.2. *National Background*

Across the country, blending digital tools into English learning is swayed by global shifts. Various studies from Ecuador show important details about the good and tough aspects of digital learning tools. As the international studies mentioned in the previous statements, these investigations will also assist the authors of this research project as a base to comprehend the effects of these platforms however, they will provide insights from a local context.

From some points of view, digital learning platforms present multiple benefits that university students can take advantage of. According to findings published in a study made in Santa Elena by De La a Rivas (2023), many people have been interested in using virtual worlds

for English teaching in recent times, notably for those studying language and education majors. Virtual education lets language learners take part in engaging and active learning activities. Also, using virtual worlds for language training can aid motivate students and get them more involved and interested. Consequently, teachers need to look at how virtual worlds impact the- teaching process and change the-ir teaching methods to work with new technologies.

In addition, research by Xavier and Corella Sanguil (2022) determines that in today's fast-paced world of innovation and technology, learning platforms have become not just tools for research but practical aids in teaching. Companies are now investing in systems that facilitate teleworking, virtual team collaborations, and remote conferencing for students to sharpen their communication skills. The shift towards these real-world applications marks a significant step forward in how individuals approach language learning and professional development.

Besides, evidence from a study by Noroña Altamirano and Vayas Haro (2022), shows that using and learning technological tools for both teachers and students in online classes plays a big part in assisting with English language learning. Students can talk and interact with their teacher in real time, making it easier and faster to get better at speaking, reading, writing, and listening in English. Likewise, technological tools can aid teachers by grabbing students' interest and pushing them to learn, displaying the advantages of learning success, stimulus, and engagement.

On the contrary, one does not have benefits without drawbacks, a scholarly article by Villegas Oña and Caceres Cacoango (2022) concludes that online teaching isn't just a walk in the park for teachers, it's a rollercoaster ride for students too. They claim that the key, though, is making sure to tackle the hurdles that come with bringing technology into the mix, subsequently, we can make the most of all these shiny new tools in the online classroom. Research by Capa

Ramón and González González (2023) suggests that using different online learning tools can have good and bad effects on how students talk and learn English.

2.2. Pedagogical basis

2.2.1. Constructivism

Deriving from the work of Vygotsky (1978) and Piaget (1964), Constructivism emphasizes the active generation of knowledge by the learners through their interactions with the learning environment. The constructivist view of learning originates from the principle that learners seriously build their knowledge and expertise by connecting fresh acquaintances with previous ones and revising both in the learning process. This concept provides valuable insights into how digital platforms are expected to ensure that all active learning activities become possible, such as problem-solving, collaboration, and reflection, boosting student motivation and engagement.

Constructivism encompasses the notion that comprehending necessary associations is required for professional problem-solving and productive task completion. Students take part in learning activities to develop these associations, and the lecture functions as the learning process monitor and consultant in locations where the learners have apparent breaks in their active solutions. With the implementation of constructivism, the tutor has a main role in balancing the students' present knowledge structures, developing possible recognition conflicts by suggesting contradictive assistance, and posing action-revealing comments and questions eliciting discoveries and accommodating students' different personal activities.

Several factors impact student learning and attendance in online English lessons, as research on this subject demonstrates. Support for the advantages in terms of the development of a more prolonged interaction and the provision of immediate feedback has also been discovered.

Additionally, student engagement can be enhanced using technology. By enabling immediate student individual or collective responses, which can be text, auditory, or visual, technology is a way to foster participation.

2.2.2. *Connectivism*

Furthermore, Connectivism by Siemens (2005) describes learning as connecting nodes or sources of information. A digital learning platform will connect students, teachers, and resources, creating a networked learning environment in which involvement occurs from that connection through collaboration, communication, and exchange of knowledge. Digital networks can foster a sense of community in technology-mediated distance education and contribute to a deeper level of student learning and understanding. When students perceive the ability to learn from their peers, they may use the digital network to further build their language skills and develop a personal identity for English use.

This identity shaping could lead to more motivation to communicate in English as students become part of the larger academic community. Furthermore, concerning motivation and engagement in the educational environment, non-traditional students may differ in various ways. As such, it is important to understand the nature of these learners and the kinds of obstacles they have encountered in traditional learning environments. In Connectivism, cognitive, social, context, external, and feedforward blocks are interconnected and may result in demotivation and disengagement in educational settings due to the various factors involved.

According to Siemens, the learning concepts that have been constructed in the past century can all deal with the simple fact that learning remains in the head because the pre-designed packages of knowledge do not exist, and the courses cannot capture all learners' needs.

The diversity of opinions, perspectives, and interpretations fosters constructive networks which can make learners privy to expert thinking, expert practice, and a climate of free exploration.

2.2.3. *Experiential Learning*

Educational institutions have increased the use of digital learning. The traditional learning methods for foreign languages are not popular anymore by universities. Since online education has been improved, digital learning platforms also have been widely used. Several studies have proven that digital learning platforms have a beneficial impact on university students' motivation and engagement. Four groups of such platforms can be identified: streaming videos, game-playing learning platforms, mobile application platforms, and others.

Experiential learning by Kolb (1984) highlights the value of practical hands-on, real-world experiences within the learning process. The theory of experiential learning view gives a different learning process perspective than behavioral learning theory. Kolb explained, in 1984, that the theory of learning is experimental; it requires the perceptions, cognition, experience, and behavioral factors that come up to make up the process. Immersive learning experiences, such as simulations and virtual labs, using multimedia information, get students involved in the learning process, thereby further increasing motivation in the sense that learning becomes more meaningful and relevant.

For students undertaking group-based experiential activities, motivation has been shown to have a critical relationship with task engagement hence, academic success. However, while the educational benefits of group work are understood, students must be motivated to engage in the task to achieve these educational advantages. Most researchers agree that low motivation is a major obstacle to student learning. As with students' motivation, it is understood that high levels of engagement promote students' learning.

2.3. Theoretical basis

2.3.1. Cognitive Load Theory

One significant theory is Cognitive Load Theory by Sweller (1988), which posits that a learner has limited cognitive resources available to process information. Digital learning platforms manage the cognitive load by presenting information in a transparent and structured manner, providing scaffolding and support for challenging activities, and incorporating interactive features that encourage active participation and deep processing of the material.

Moreover, researchers, such as Feldon et al. (2019), and Evans et al. (2024) have suggested how important the understanding of cognitive load is and the possible consequences it represents on motivational processes, as it is believed that reducing cognitive load is commonly related to better learning outcomes. In other words, as cognitive load represents the mental effort students face during the learning process, experiencing high levels of it may cause an overwhelming feeling, that could lead to decreasing motivation and engagement.

As indicated by Xu et al. (2021) in a study, the role that motivation takes in learning demonstrates a complex relationship between motivation and cognitive load. It is also implied that, regarding digital learning environments, increased motivation may counteract the cognitive load provided by the learning surroundings, meaning that the impression of cognitive load can be considerably affected by motivational interventions. The correct application of digital learning platforms and their features would enhance cognitive benefits such as motivation and engagement.

2.3.2. Flow Theory

An alternative crucial theory is the Flow Theory by Csikszentmihalyi (1975), which defines an optimal experience as being characterized by intense focus, enjoyment, and

immersion in an activity. Digital learning platforms may facilitate flow experiences because they offer hard but manageable learning tasks and clearly defined goals and feedback along with the possibilities for skill development and mastery. The college students who feel the flow when working on their learning activities are more likely to be genuinely motivated and fully engaged in learning.

Moreover, a constructivist approach realizes how important it is for students to incorporate and use their ideas to better understand course content. If students feel that they are part of their learning, they will want to participate more in class and will devote themselves to learning more. Thus, techniques that immediately increase student engagement can therefore positively affect teaching efficiency, knowledge/involvement, and trust. Increased student involvement helped to maintain motivation.

Similarly, Wiliam et al. (2004) come to similar conclusions in their reviews of the literature, indicating that in-class feedback and feedback strategies can be used to improve student motivation by stimulating them with class material. By better understanding teacher feedback, students can learn to assess the effectiveness of their competencies, help in the enhancement of the processes that drive their feedback, and build the self-confidence to respond to them.

The relationship between motivation and engagement is bidirectional. Students who feel engaged in their learning often have higher motivation to achieve in a subject. However, motivation can also come from external sources, such as a good grade or financial reward. An important concept to incorporate into explaining motivation is the concept of an instructor as a facilitator in the learning process; as students increasingly take control of their individual lives, they must also become responsible for their learning.

2.4. Psychological basis

An analysis of studies by Jaemu, Kim, and Lee (2008) indicates that motivation and engagement are two of the most significant elements in education. Low levels or lack of motivation can impede learners from concentrating on instruction. Therefore, since student engagement, motivation, and learning are connected, they are likewise impacted by how well students' needs are met. Students' enthusiasm for learning is demonstrated by their involvement and contribution in a classroom setting, in other words, their engagement.

Furthermore, according to Maslow (1943), the author of the hierarchy of needs, people have a set of needs that form part of a hierarchy, with lower-level needs requiring to be met before higher-level needs may serve as motivators. Meeting students' basic needs is crucial for successful learning and academic achievement in an educational context. It is important that the needs of students, which are at the second level of Maslow's needs hierarchy, are met for their lifelong success.

The ideal way to achieve effective learning is through mutual interaction of the learner, environment, subject, and mediator. University students have lower basic needs and want to feel loved and belong to a useful community. Therefore, they generally choose to interact with their academic environments and have these help them in their educational achievements. Maslow suggests that a hierarchy of needs determines what people are motivated to do at a given time. He concludes that people's basic needs must be satisfied before they escalate to higher needs. These needs include physiological, safety, belongingness, and love needs. People must satisfy these lower-level basic needs before satisfying their higher-level needs.

In addition, Ryan and Deci (2000) claim that this widely influential theory focuses on internal sources of motivation, it states that human motivation is influenced by three basic

psychological needs, autonomy, competence, and relatedness. The main idea of this theory is that when a person, in this case, a student, feels that these needs have been met, they tend to perceive that their actions were intrinsically motivated, hence the name of the theory.

2.5. Legal basis

2.5.1. *Constitución de la República del Ecuador*

In the "Constitución de la República del Ecuador, (2008)" the following articles are mentioned:

Art. 27.- "La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos."

Art. 28.- "La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive."

Art. 347, Numeral 8.- "Será responsabilidad del Estado: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales." (Constitución de la República del Ecuador, 2008)

The previously mentioned articles from the Ecuadorian Constitution serve as a strong base for the topic of this research project about the benefits and detriments that digital tools may have in motivating university students. These articles emphasize the significance of the state guaranteeing the provision and reception of inclusive, linguistically diverse, and quality schooling for all students. Besides, it is significant to mention that it also assurances the freedom to employ different types of information technologies in education as tools for teaching and learning which relates to the prominence of the study considering the diverse factors that make it possible to achieve holistic and varied development during the English learning process.

Chapter III

Methodological Framework

3.1. Method

3.1.1. Qualitative Methodology

This research project focuses on PINE students from UPSE to explore the benefits and

drawbacks of digital learning platforms on university students' motivation and engagement.

Surrounded by various research methods, it was necessary to employ a qualitative method to

execute significant research, giving background and supplies to the matter beneath investigation.

There are many ways to do deep research that focuses on understanding meanings fully while

looking at data. By using methods like focus groups and studying content closely, researchers

can explore deeply this way of teaching. They can better understand how students perceive

digital learning platforms and how they contribute to motivation and engagement.

Qualitative research depends on examining ideas and experiences, suggesting that data is

not in the form of statistics. As claimed by Tenny (2022), qualitative research aids in generating

hypotheses and further investigating and understanding quantitative data, as opposed to gathering

numerical data points or intervening or introducing treatments as in quantitative research. In

other words, this method addresses non-numerical data, unlike quantitative methods that

emphasize statistical analysis and numerical figures. The main objective of it is to observe and,

using a methodical and analytical approach, identify a solution.

Researchers who use it seek to investigate the intricacies of social events, collecting rich,

descriptive data through techniques including focus groups, ethnography, interviews, and content

analysis. By revealing hidden motivations, viewpoints, and settings, this method contributes to a

greater comprehension of the topic in study. It is important to stress that qualitative methods

work best for discovering intangible variables. Social norms, financial level, gender roles, ethnic origin, and even religion are examples of these characteristics, which may not always be immediately apparent yet have a considerable impact on research matters.

3.2. Type of Research

3.2.1. *Phenomenological study*

As stated by Neubauer et al. (2019), phenomenology aims at the study of an individual's actual lived experiences, according to that, the goal of phenomenology, as a qualitative research methodology, is to comprehend and characterize the essence of those experiences. An investigation of the subjective views, interpretations, and meanings of a specific occurrence from the viewpoint of individuals who have experienced it is the goal of a phenomenological study.

The phenomenological research methodology encompasses techniques applied to individual instances or purposefully selected samples. When performing management research, it is simpler to spot problems that exhibit inconsistencies, failures, positive conclusions, and attention to unique circumstances than it is to find issues with individual studies. Furthermore, the phenomenological study aids in interpreting the information gathered from these interviews. This type of research tries to draw out the essence and meaning of these experiences. Therefore, it's a good way to investigate how students see and react to digital learning platforms linked with motivation and commitment.

3.3. Data Collection Technique

3.3.1. *Focus Group*

One of the most important qualitative research techniques is the focus group. This technique is essential for more in-depth details about thoughts, ideas, and experiences related to a specific subject. As indicated by Gundumogula (2020), the focus group is a way to collect

information on a topic by guiding a talk among a few people. Focus groups are great when added to other ways of collecting data because they give rich details quickly. In a focus group, a leader asks questions and gets everyone to talk to each other. The goal is to find out what they think and feel about the subject being studied. This method uses simple talk to dig into their views, likes, and thoughts on the matter at hand.

Moreover, this technique lets the researchers gather more details that might not come out in one-on-one talks. As people talk and react to what others say, fresh thoughts, opinions, and links can form causing more talk and clearer understanding. This extra data can help meet research goals and grab a wide mix of views. As part of this research to explore the benefits and drawbacks of digital learning platforms on university students' motivation and engagement, the authors will conduct a focus group with university students, who will share their experiences.

3.4. Instrument

3.4.1. *Questionnaire*

Questionnaires are crucial tools in research as they provide a simple and convenient way to collect information from many people. A questionnaire is a sequence of written or spoken questions and an organized focus group tool to gather data. They assist when gathering standardized data from a lot of responders, especially when the participants should point out their viewpoints and experiences. In consonance with Bhandari (2021), questionnaires, as a collection of questions or things used to gather data from people about their opinions, experiences, or beliefs. Through them, it is possible to collect data in a standardized way from a large sample size, making them suitable for big-scale investigations.

Questionnaires typically include a set of pre-written open-ended and specific questions meant to aid the participants in understanding the requirements of the research project. The focus

group will take place virtually on a Zoom meeting and the strategy will include in-depth, dual-moderated discussions with university students. It will involve 10 open-ended questions to gain a better understanding of how students perceive digital learning platforms regarding motivation and engagement.

3.5. Type of questions

3.5.1. *Open-ended questions*

Open-ended questions are a significant and useful tool to obtain deep and genuine information on the perspectives, ideas, and experiential data of partakers. Inquiries that will reveal the open perspectives of the students will be employed in this research project given its methodology. Besides, the questionnaire has ten questions associated with the main issue and variables of this study and it will be conducted virtually since it is more convenient and effective for the participants. This form seeks to acquire data about how digital learning platforms influence motivation and engagement in the learning process which will facilitate a better comprehension of the students' views for the researchers to afterward analyze.

3.6. Data Collection Processing and Resources

Data will be collected through a ten-question form done in a focus group. The focus group will be composed of sixth-semester students of PINE major from "Universidad Estatal Península de Santa Elena" in La Libertad. The focus group will be conducted in the evening when the learners have available time, so as not to interfere with their academic schedule. This focus group will use a questionnaire with open questions to find what are the benefits and drawbacks that students get in their motivation and engagement for learning when using digital platforms. For a more appropriate comprehension of the data collection process of this research, there are specific details found in the subsequent table:

Table 1

Data Collection Processing and Resources

Questions	Explanations
What?	Focus group
Where?	On Zoom
When?	PAO 2024-1
How?	Through a questionnaire with ten open-ended questions and a dual-moderated focus group
What for?	To find what are the benefits and drawbacks that students get in their motivation and engagement for learning when using digital platforms.

Note. Details about the technique, place, time, way, and purpose of the data collection.

3.7. Population and Sample

This research will have students from the sixth semester of PINE at Universidad Estatal Península de Santa Elena as population. There are 66 students from the sixth semester all in one course, however, the mechanism used to gather the required data is a focus group, thus implying that 15 students can be considered as the limit sample for the interview session. Besides, the number of students is large, and the time of the research process is short, therefore, there will be a random selection of participants as a sample.

The participants will give their points of view about digital learning platforms and how they contribute to their will and commitment to the learning process. These participants have employed digital platforms continuously and for a long time, therefore they could discuss their positive and negative experiences as well as recommendations or tips they think are valuable for these platforms' usage.

Chapter IV

Analysis of Findings

4.1. Brief explanation of the findings

This chapter provides a breakdown of the gathered data from the applied focus group. A detailed interpretation of each question with its corresponding answers will be presented, along with the bibliographic interpretation and analysis of the obtained answers in contrast with the bibliographic review. The following focus group sessions were applied virtually through Zoom to fifteen university students from the sixth semester of the PINE major in the 2024-1 period. The focus group sessions were conducted in Spanish to facilitate more precision and clarity in the responses.

The feedback the authors from this research study could recollect from the focus group sessions highlighted how students view digital learning platforms, their feelings about the positive and negative effects digital tools have on motivation and engagement, and how that can relate to their English learning progress. The authors could specifically see these views when looking at past experiences with different platforms the participants had used in and outside classrooms. Fifteen random students gladly collaborated with this research by transmitting their thoughts in the video-recorded focus group sessions.

Each response varied according to personal experiences; some found multiple benefits, high motivation to learn, and great expectations of learning platforms, while others fixated more on the obstacles. By speaking their mind, these participants gave understandable responses on how platforms have affected their will to learn. The way of asking open questions was significant for partakers to share their thoughts without constraints. This data collection technique led to good results, showing the wide range of opinions from the students.

4.2. Interpretation of Bibliographic Review

1. In your opinion, what do you think makes a digital learning platform engaging?

Figure 1

Factors that make a digital learning platform engaging

Note. This figure shows that the most used words by participants based on this question were interactivity, variety, quality of content, and easiness of use.

Regarding the students' responses, the majority think that the interactivity of a platform is the fundamental factor for an engaging one. At the same time, they also consider that factors like ease of use, variety of content, and content quality are other central aspects of a digital learning platform. Less prevalent among the answers are relevant content, quantity of content, speed, personalization, gamification, and updating.

Regarding the responses, it was clear that aspects like interactivity, easiness of use, variety, and quality of content are essential for a learning platform to engage students. Besides, other factors like relevant content, quantity of content, personalization, speed, gamification, and updating are also important for learners. These claims suggest that students' motivation and engagement rely on certain attractive elements that make learning fun and useful as the claim of Elshareif and Mohamed (2021) that the digital tools that attract learners allow communication, individuality, and creativity which benefit motivation and engagement in academic settings.

2. Could you mention some examples of digital learning platforms that you know?

Figure 2

Most common digital learning platforms

Note. This figure shows that the most used words by participants based on this question were Duolingo, Busuu, and Tandem.

The target of the second question was to detect which platforms are the most known among students. Corresponding to the responses from the participants, the digital learning platforms they are familiar with the most are Duolingo, followed by Busuu and Tandem. Below the top three other platforms like Lingodeer, Khan Academy, Elsa Speak, British Council, BBC Learning, and Chat GPT appear well-known among the students. They consider these the most complete and engaging with varied targets that help them reach their goals through interesting activities.

Duolingo, Busuu, and Tandem are the most prominent platforms among learners followed by Lingodeer, Khan Academy, Elsa Speak, British Council, BBC Learning, and Chat GPT. The students consider these the most complete and engaging with varied targets that help them reach their goals through interesting tasks. They believe these platforms possess the mentioned previous factors that Elshareif and Mohamed (2021) claim make a platform engaging and add significant power to their learning goals

3. How can you incorporate digital learning platforms into your study plan or learning strategies?

Figure 3

Digital learning platforms and study plan

Note. This figure shows that the most used words by participants based on this question were reinforcement, autonomous learning, and additional material.

The goal of this question is to know the way that students can integrate learning platforms into their studies. Regarding the students' answers, they mention they can integrate these digital learning platforms into their studies to reinforce the knowledge learned in class. They additionally think these tools can be used as additional material for their lessons, autonomous learning for when they are free, and self-evaluation to track their learning progress after class.

The main students use learning platforms as reinforcement, additional material, autonomous learning, and self-evaluation to enhance what they have learned in and outside of class as they feel these tools assist them to get a better and more profound understanding of different topics. These statements go under what Noroña Altamirano and Vayas Haro (2022) show in their study that using technological tools plays a big part in English learning by grabbing students' interest and pushing them to learn.

4. Can you describe how do you feel when using digital learning platforms?

Figure 4

Feelings towards digital learning platforms

Note. *This figure shows that the most used words by participants based on this question were motivated and confident.*

According to the responses, most students present positive feelings when using digital learning platforms. Most participants feel motivated and confident as they experience their learning progress goes up particularly when employing these tools regularly. Some also encounter feeling engaged, empowered, free, and calm. Nonetheless, a few students think that despite feeling good sometimes they develop frustration especially when they encounter drawbacks on these platforms.

This question shows that students present a positive mood like motivation, confidence, engagement, and empowerment when using digital learning platforms if they do not face any type of disadvantage or see that the platforms go against their learning goals. As the Flow Theory by Csikszentmihalyi (1975) mentions, an optimal experience is depicted by strong focus, enjoyment, and immersion, therefore, learners who feel the flow in the platforms they use for English learning tend to be sincerely motivated and fully engaged.

5. Have you noticed any changes in your motivation or engagement level when using these platforms?

Figure 5

Factors that make a digital learning platform engaging

Note. This figure shows that participants based on this question thought that their motivation or engagement levels increased.

The purpose of the fifth question was to determine any changes in motivation or engagement in bonds with the mentioned platforms. Based on the students' answers, most have noticed that their levels of motivation and engagement have increased significantly. However, several have spotted that theirs have decreased particularly when using these learning platforms for a long time because of the monotonous content and the lack of interaction. Besides, a few have realized that depending on the type of platform and period of use those levels sometimes appear to change positively or negatively while others think there is little to no change at all.

The students' responses imply that learning platforms bear upon motivation and engagement levels, and the type of impact depends on the platform's kind, time of use, and the person's interest. Learners with higher levels of motivation experience the statement by Xu et al. (2021) that a platform feature can enhance motivation and engagement. The other ones relate to the argument of Bazhouni, M. (2019) that not every platform can match each learner's needs.

6. What factors motivate you to use them long-term?

Figure 6

Factors that motivate a long-term use of digital platforms

Note. This figure shows that the most used words by participants based on this question were flexibility, certificates, and content.

From the obtained answers to this question, most of the participants agreed on the idea that several factors play an essential role in their motivation regarding the use of digital platforms, such as the flexibility and quality content these tools offer, besides the benefit of providing certificates, which can increase possibilities for their professional future. Other partakers also believe that the applicability of these platforms to their daily lives is another main factor, as they represent benefits in several ways, including the facilitation of daily tasks such as reading, listening to music, or watching television.

The answers to this question could point out what factors influence students to use digital learning platforms. Among those that stood out the most were flexibility and adaptability. By being able to adapt the content and usability, students feel more comfortable when using them. These results are reinforced by a study by Tahmina (2022) that recognizes modern technology plays an essential role in enhancing and maintaining the reasons of modern students as these modern technological tools make it easier for them to exploit their potential.

7. Can you describe any drawbacks that you have encountered when using these platforms?

Figure 7

Drawbacks of digital platforms

Note. This figure shows that the most used words by participants based on this question were pay, connection, advertisements, and distractions.

This question aimed to identify the most common drawbacks of digital learning tools. Most participants consider that the conventional drawbacks when using digital platforms are summarized in connection problems and paid content walls, which limit the content. In addition, they believe excessive advertising negatively affects the experience causing distraction. Finally, another drawback concerns adaptability limitations. Although flexible, some users cannot personalize these tools according to certain types of learning and needs, and lack of interaction could affect their performance causing issues for students not well used to working alone.

All these obstacles could make the content unsatisfactory, thus threatening to damage the learning experience. An article by Rawashdeh et al. (2021) mentions some of these negative factors, which demonstrates that although e-learning is an effective tool for education, it can eliminate conventional learning approaches, it may still be limited because technical deficiencies may occur, causing disruption and harming the learning process.

8. How do you think digital platforms improve your learning experience?

Figure 8

Factors that improve the digital learning experience

Note. This figure shows that the most used words by participants based on this question were wide range, resources, level, and practice.

According to the participants' responses, digital platforms help students make their learning experiences more meaningful in several ways. The most recurrent answers include how these learning platforms provide users with a wide range of resources, information, activities, and countless tools that allow them to control their use and shape it according to their learning needs. They also facilitate connectivity and adaptability to their users' schedules. These factors greatly influence the learning experience, providing more effectiveness and satisfaction. On the other hand, respondents also noted that, with all these possibilities as a support, each student still must know how to make the most of them without limiting themselves to depending on them.

Aligning with these answers, the Experiential Learning theory by Kolb (1984) emphasizes the value of different instruments to create immersive learning experiences, such as simulations and multimedia information, to get students involved in the learning process, increasing motivation because learning becomes more meaningful and relevant to students.

9. To what extent have digital learning platforms impacted your motivation and confidence in speaking English?

Figure 9

Digital learning platforms' impact on motivation and confidence in speaking English

Note. This figure shows that the most used words by participants based on this question were great impact and medium impact.

Based on the participants' answers, the majority consider that using digital learning platforms has impacted their motivation and confidence to speak English, mainly from a medium measurement to a large one. Some of them stated that being more autonomous in their learning helps them gain control over what they learn and how since, in this way, they also could research deeper into specific topics that they may not be able to understand fully. On the other hand, a few students acknowledge that the impact these platforms embody can go from high to little, reliant on the use one gives them because if they are used constantly, but without focusing on practicing other skills rather than the ones with much priority creating an imbalance among these.

According to the answers, students consider that the high impact is due to them getting more opportunities to control their pace of learning and following strategies that make them feel more comfortable and even more confident in themselves, even if they make mistakes. These results align with the previously mentioned study by Berestova et al. (2022), which states that attention, relevance, confidence, and satisfaction are four factors that impact student motivation.

10. What are the outcomes you hope to achieve in learning the English language using digital tools?

Figure 10

Expected outcomes in learning English using digital tools

Note. This figure shows that the most used words by participants based on this question were the four skills and fluency.

The responses revealed that the participants shared the same goal: achieving total control over the four primary English language skills. Most respondents recognized that it is necessary to give time and commitment to practice the four main skills, as they all complement each other to achieve English fluency. Moreover, they expressed how achieving proficiency in English could significantly enhance their personal and professional opportunities. They saw it as a gateway to expanding their social circles, communicating more effectively, pursuing further academic formation, and even securing better job prospects.

It is noteworthy to state that achieving full English proficiency is a common goal. The answers from the students are acknowledged by the Connectivism theory by Siemens (2005), which describes learning as connecting sources of information. In other words, a platform will connect individuals, creating an environment in which involvement occurs through collaboration, communication, and exchange of knowledge. Thus, it fosters the ability to learn from peers, allowing students to develop their English language skills and personal identity for its use.

Table 2

Students' perceptions of digital learning platforms on motivation and engagement

Questions	In your opinion, what do you think makes a digital learning platform engaging?	Can you describe how you feel when using digital learning platforms?	Have you noticed any changes in your motivation or engagement level when using these platforms?
Answers	Interactive content, variety, and gamification elements that allow personalization according to the needs of each student.	Motivated, and willing to learn more and more as it generates a bit of trust and confidence when searching for information to acquire.	It goes up because of the rewards that inspire you to go to the next levels. And it goes down when one feels bored or stuck in the monotony.
Authors	The digital tools that attract learners allow communication, individuality, and creativity. *Elshareif and Mohamed (2021)*	An optimal experience is depicted by strong focus, enjoyment, and immersion, therefore, learners who feel the flow tend to be sincerely motivated and fully engaged. *Csikszentmihalyi (1975)*	Digital learning platforms affect students' learning and their willingness to learn. *Xu et al. (2021)* Not every platform can match each learner's needs. *Bazhouni, M. (2019)*

Note. Factors of an engaging platform, feelings, and changes in motivation levels.

Table 3

Students' perceptions of digital learning platforms on motivation and engagement

Questions	What factors motivate you to use them long-term?	Can you describe any drawbacks that you have encountered when using these platforms?	To what extent have digital learning platforms had an impact on your motivation and confidence in speaking English?
Answers	Adaptability and flexibility since they have access to resources that adapt to different learning styles and levels that make us engaged	The low level of interaction with other people since if one is not used to self-learning, one would get discouraged.	A great impact because they have helped me feel more confident and competent when speaking English.
Authors	Modern technology can play an important role in enhancing and maintaining the motives of today's technologically oriented students. *Tahmina (2022)*	Although e-learning is an effective tool, it is not suitable for ensuring effective learning like interaction with classmates and mentors. *Rawashdeh et al. (2021)*	Attention, relevance, confidence, and satisfaction are four factors that influence student motivation. *Berestova et al. (2022)*

Note. Factors to use platforms long-term, drawbacks, and impact on motivation.

Chapter V

Conclusions and Recommendations

The main purpose of this research is to explore the benefits and drawbacks of digital learning platforms on university students' motivation and engagement. After extensive bibliographical investigation, it was resolved that digital learning platforms indeed present different fundamental advantages that assist students in their English learning process. However, one should not place all their trust in digital tools as it was found that they also display several difficulties that may decrease the levels of motivation and engagement. Therefore, it is relevant to remark that these tools must be used as aids rather than the only resources for learning.

The following portion delves into the authors' conclusions and suggestions regarding this research project.

5.1. Conclusions

Previous involvement and individual preferences play a fundamental role in how students engage in a digital learning platform and the results they may show. University students who have found several engaging features that meet their desires show greater levels of motivation and engagement. On the contrary, learners who favor different learning methods, enjoy more physical interaction or have not found a complete platform that meets all their needs and assists them in reaching their learning goals tend to exhibit a lower level of motivation and engagement. Thus, this indicates that not every student will benefit from a digital tool as it depends on several aspects that interfere with their learning process.

The research highlights that students generally perceive digital learning platforms as useful and effective educational tools, specifically regarding accessibility and flexibility. These platforms offer various resources, such as interactive content, instant feedback, and

personalization to learn at one's own pace. These are the keys to improving learning experiences, making it more accessible to understand complex concepts and stay engaged with course material. However, it is worth mentioning that students' perceptions of usefulness and effectiveness vary based on their learning preferences, the platform's design and functionality, and the expected outcomes they focus on achieving.

Despite digital learning platforms' several benefits, some barriers limit their full potential. Technical issues, such as connectivity problems and platform glitches or excessive exposure to advertising and other distracting content, cause some of the most common drawbacks, including disrupting the learning process and negatively affecting motivation and engagement. Additionally, in some cases, a lack of personalized support and the feeling of disconnection of not being able to interact face-to-face with peers or teachers can often lead to isolation, particularly in language learning contexts where physical interaction and communication are essential.

5.2. Recommendations

PINE faculty should carry out an extensive experimental investigation with a mixed approach to meet the objectives predefined in this study. The research must look into how using online tools affects students' will to learn and how much they get involved over a long time. This study should track how these feelings change according to individual preferences and previous experience. Besides, a larger population could be selected from PINE students and teachers from different semesters to obtain more information. It could be done through tests with different platforms, surveys, and one-on-one interviews to get more individualized perspectives. This methodology will allow for the extraction of valuable insights on the topic so that in the long run, it might enable the development of a more successful type of digital learning tool.

After doing extensive research and understanding the topic in question, Universidad Estatal Península de Santa Elena should provide online and face-to-face training modules in the Language Center Laboratories for students willing to learn how to get the most out of different digital learning platforms. These training modules should offer tutorials, practical exercises, and quizzes that ensure that regardless of prior experiences with digital tools, students can effectively use digital platforms and feel confident in navigating them according to their needs and aspirations. This proposition will help to foster a culture of technological fluency in education and prepare students for their future.

Universidad Estatal Península de Santa Elena should establish a Digital Learning Assistance Facility for PINE faculty. This facility must support students who experience any type of challenges or drawbacks when using digital learning tools. This center, supervised by expert professionals and instructed student supporters who had previously been prepared through the training modules, could supply reception services, remote support, and consultations. The facility would offer instant face-to-face and virtual assistance with technological problems, advice, different resources for the appropriate use of digital tools, and information on adequate platforms for different students' needs.

References

Bazhouni, M. (2019, December 1). Integrating interactive E-Learning tools in teaching ESL. ©
2012-2019 International Journal of Sciences: Basic and Applied Research (IJSBAR).
https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/10664

Berestova, A., Burdina, G., Lobuteva, L., & Lobuteva, A. (2022). *Academic motivation of
university students and the factors that influence it in an E-Learning environment.*
https://eric.ed.gov/?id=EJ1333733

Bhandari, P. (2021). Questionnaire Design|Methods, Question Types & Examples. Scribbr.
https://www.scribbr.com/methodology/questionnaire/

Boulton, C., Hughes, E., Kent, C., Smith, J. R., & Williams, H. T. P. (2019). Student engagement
and well-being over time at a higher education institution. *PloS One*, *14*(11), e0225770.
https://doi.org/10.1371/journal.pone.0225770

Capa Ramón, E. M., & González González, M. C. (2023, August 28). *The impact of virtual
educational platforms on interaction in EFL virtual classes*.
http://dspace.ucuenca.edu.ec/handle/123456789/42653

Constitución de la República del Ecuador. (2008). Artículo 26 [Titulo II]. Ministerio de Defensa
Nacional del Ecuador. https://www.defensa.gob.ec/wp-
content/uploads/downloads/2021/02/Constitucion-de-la-Republica-del-Ecuador_act_ene-
2021.pdf

Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety.* San Francisco: Jossey-bass.

De La a Rivas, J. R. (2023, October 19). *The Influence of the virtual environments in the
teaching process of the English language to PINE major students.*
https://repositorio.upse.edu.ec/handle/46000/10407

Elshahawy, K. E. M. (2020). Practicing English through Digital Devices: Practices and

    perceptions of the EFL Undergraduate students majoring in English Language.

    International Journal of Language and Literary Studies, *2*(1), 21–37.

    https://doi.org/10.36892/ijlls.v2i1.109

Elshareif, E. E., & Mohamed, E. A. (2021). The effects of E-Learning on students' motivation to

    learn in higher education. *Online Learning (Newburyport, Mass. Online)*, *25*(3).

    https://doi.org/10.24059/olj.v25i3.2336

Evans, P., Vansteenkiste, M., Parker, P., Kingsford-Smith, A., & Zhou, S. (2024). Cognitive

    Load Theory and Its Relationships with Motivation: a Self-Determination Theory

    Perspective. *Educational Psychology Review*, *36*(1). https://doi.org/10.1007/s10648-023-

    09841-2

Feldon, D. F., Callan, G., Juth, S., & Jeong, S. (2019). Cognitive load as motivational cost.

    Educational Psychology Review, *31*(2), 319–337. https://doi.org/10.1007/s10648-019-

    09464-6

Gameil, A. A., & Al-Abdullatif, A. M. (2023). Using digital learning platforms to enhance the

    instructional design competencies and learning engagement of preservice teachers.

    Education Sciences, *13*(4), 334. https://doi.org/10.3390/educsci13040334

García Martínez, I., Landa, J. M. A., & León, S. P. (2021). The mediating role of engagement on

    the achievement and quality of life of university students. *International Journal of*

    Environmental Research and Public Health/International Journal of Environmental

    Research and Public Health, *18*(12), 6586. https://doi.org/10.3390/ijerph18126586

Gundumogula, M. (30 de January de 2020). Importance of Focus Groups in Qualitative

    Research. Importance of Focus Groups in Qualitative Research:

    https://hal.univlorraine.fr/hal-03126126/document

Jaemu, L., Kim, Y., & Lee, Y. (2008). A web-based program to motivate underachievers

    learning number sense. *International Journal of Instructional Media*, *35*(2), 185+.

    https://link.gale.com/apps/doc/A306242125/AONE?u=anon~a6e8a014&sid=googleSchol

    ar&xid=b8df4958

Jeong, K. (2019). Online Collaborative Language Learning for Enhancing Learner Motivation

    and Classroom Engagement. *International Journal of Contents*, *15*(4), 89–96.

    https://doi.org/10.5392/ijoc.2019.15.4.089

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development

    (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396.

    https://doi.org/10.1037/h0054346

Nenakhova, E. (2021). Distance learning practices on the example of second language learning

    during coronavirus epidemic in Russia. International Journal of Instruction, 14(3), 807-

    826. https://doi.org/10.29333/iji.2021.14347a

Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn

    from the experiences of others. *Perspectives on Medical Education*, *8*(2), 90–97.

    https://doi.org/10.1007/s40037-019-0509-2

Noroña Altamirano, N. M., & Vayas Haro, M. P. (2022, March 1). *"Effectiveness of the use of*

    technological tools in learning English as a second language."

    http://repositorio.utc.edu.ec/handle/27000/9375

Pazilah, F. N., Hashim, H., & Yunus, M. M. (2019). Using Technology in ESL Classroom: Highlights and Challenges. *Creative Education (Print)*, *10*(12), 3205-3212. https://doi.org/10.4236/ce.2019.1012244

Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. Journal of Research in Science Teaching, 2(3), 176–186. https://doi.org/10.1002/tea.3660020306

Rajan, M. H., Herbert, C., & Polly, P. (2024). Disrupted student engagement and motivation: observations from online and face-to-face university learning environments. *Frontiers In Education (Lausanne)*, *8*. https://doi.org/10.3389/feduc.2023.1320822

Rawashdeh, A. Z. A., Mohammed, E. Y., Arab, A. R. A., Alara, M., & Al-Rawashdeh, B. (2021). Advantages and Disadvantages of Using e-Learning in University Education: Analyzing Students' Perspectives. *Electronic Journal of e-Learning*, *19*(3), 107–117. https://doi.org/10.34190/ejel.19.3.2168

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist/the American Psychologist*, *55*(1), 68–78. https://doi.org/10.1037/0003-066x.55.1.68

Salhab, R., & Daher, W. (2023). University Students' Engagement in Mobile Learning. *European Journal Of Investigation In Health, Psychology And Education*, *13*(1), 202-216. https://doi.org/10.3390/ejihpe13010016

Sharma, S., & Sharma, M. (2022). Impact of Digital Transformation on Academicians' Wellbeing: A Study with the Moderating Role of Public and Private Universities. Digital Education Review, 42, 118–135. https://doi.org/10.1344/der.2022.42.118-135

Siemens. G. (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning.

Sweller, J. (1988). Cognitive Load during Problem Solving: Effects on Learning. Cognitive Science, 12, p.257-285.

Tahmina, T. (2022). ENHANCING MOTIVATION OF THE EFL LEARNERS BY INTEGRATING TECHNOLOGY. *Language Literacy : Journal of Linguistics, Literature, and Language Teaching*, *6*(2), 262–268. https://doi.org/10.30743/ll.v6i2.6196

Tenny, S. (2022, September 18). *Qualitative study*. StatPearls - NCBI Bookshelf. https://www.ncbi.nlm.nih.gov/books/NBK470395/

Villegas Oña, J. K., & Caceres Cacoango, C. E. (2022, March 1). *"THE TECHNOLOGICAL TOOLS USED BY TEACHERS IN VIRTUAL MODALITY FOR THE TEACHING-LEARNING PROCESS IN ENGLISH LANGUAGE."* http://repositorio.utc.edu.ec/handle/27000/9379

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes Cambridge, Mass.: Harvard University Press.

Wiliam, D., Lee, C., Harrison, C., & Black, P. (2004). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education*, *11*(1), 49–65. https://doi.org/10.1080/0969594042000208994

Xavier, S. G. M., & Corella Sanguil, P. A. (2022, September 1). *Videoconferencing platforms (microsoft teams) and the speaking skill*. https://repositorio.uta.edu.ec/jspui/handle/123456789/36108

Xu, K. M., Koorn, P., De Koning, B., Skuballa, I. T., Lin, L., Henderikx, M., Marsh, H. W., Sweller, J., & Paas, F. (2021). A growth mindset lowers perceived cognitive load and

improves learning: Integrating motivation to cognitive load. *Journal Of Educational*

Psychology, *113*(6), 1177-1191. https://doi.org/10.1037/edu0000631

Annexes

Annex A: *Certified Anti-plagiarism System*

La Libertad, 20 de junio de 2024

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado "EXPLORING THE BENEFITS AND DRAWBACKS OF DIGITAL LEARNING PLATFORMS ON UNIVERSITY STUDENTS' MOTIVATION AND ENGAGEMENT" elaborado por las estudiantes Lalangui Mejía Elizabeth Salem and Valle Cevallos Solange Anahí, 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 COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Nieto Herrera Diego Josue, MSc.

TUTOR

CERTIFICADO DE ANÁLISIS
magister

Chapters 1- 5 Revision Lalangui ¬ Valle

6%
Textos sospechosos

⟳ **6% Similitudes**
4% similitudes entre comillas
0% entre las fuentes mencionadas

⚖ **0% Idiomas no reconocidos**

Nombre del documento: Chapters 1- 5 Revision Lalangui ¬ Valle.docx
ID del documento: 36288bb90f1147df89d3a0ed81198065481e0ecd
Tamaño del documento original: 52,96 kB

Depositante: Diego Josué Nieto Herrera
Fecha de depósito: 19/6/2024
Tipo de carga: interface
fecha de fin de análisis: 19/6/2024

Número de palabras: 9098
Número de caracteres: 61.637

Ubicación de las similitudes en el documento:

Fuentes principales detectadas

Nº		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🌐	**1library.co** | Constitución del Ecuador - Medios de comunicación https://1library.co/article/constitución-del-ecuador-medios-de-comunicación.zgwl937y **16 fuentes similares**	4%		⧉ Palabras idénticas: 4% (366 palabras)
2	🌐	**dspace.uniandes.edu.ec** https://dspace.uniandes.edu.ec/bitstream/123456789/1316/1/TURAB027-2015.pdf **15 fuentes similares**	3%		⧉ Palabras idénticas: 3% (290 palabras)
3	🌐	**repositorio.ug.edu.ec** http://repositorio.ug.edu.ec/bitstream/redug/31583/3/Soledispa Quimi.pdf.txt **15 fuentes similares**	3%		⧉ Palabras idénticas: 3% (276 palabras)
4	🌐	**www.doi.org** https://www.doi.org/10.5944/RDUNED.21.2017.21175	< 1%		⧉ Palabras idénticas: < 1% (88 palabras)
5	🌐	**dspace.unl.edu.ec** https://dspace.unl.edu.ec/bitstream/123456789/17840/1/Rosa Elena Cuenca Calva.pdf	< 1%		⧉ Palabras idénticas: < 1% (56 palabras)

Fuentes con similitudes fortuitas

Nº		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	🌐	**repositorio.usfq.edu.ec** https://repositorio.usfq.edu.ec/bitstream/23000/5417/3/124331.pdf.txt	< 1%		⧉ Palabras idénticas: < 1% (19 palabras)
2	🌐	**www.doi.org** https://www.doi.org/10.1007/978-3-030-17585-6	< 1%		⧉ Palabras idénticas: < 1% (14 palabras)
3	🌐	**www.doi.org** https://www.doi.org/10.1080/08263663.2020.1690801	< 1%		⧉ Palabras idénticas: < 1% (10 palabras)
4	🌐	**www.frontiersin.org** | Frontiers | Understanding the role of peer pressure on engi... https://www.frontiersin.org/articles/10.3389/fpubh.2022.1069384/full	< 1%		⧉ Palabras idénticas: < 1% (10 palabras)

Annex B: *Questionnaire*

EXPLORING THE BENEFITS AND DRAWBACKS OF DIGITAL LEARNING

PLATFORMS ON UNIVERSITY STUDENTS' MOTIVATION AND ENGAGEMENT

Population: 66 UPSE students from the 6th semester

Sample: 15 UPSE students from the 6th semester

Questions aimed at students

1. ¿En su opinión, qué cree que hace que una plataforma digital de aprendizaje sea interesante?

2. ¿Puede mencionar ejemplos de plataformas digitales de aprendizaje que conozca?

3. ¿Cómo cree que puede incorporar las plataformas digitales de aprendizaje en su plan de estudio?

4. ¿Podría describir cómo se siente al utilizar plataformas digitales de aprendizaje?

5. ¿Ha notado algún cambio en su nivel de motivación o compromiso cuando usa estas plataformas?

6. ¿Qué factores lo motivan a usarlas a largo plazo?

7. ¿Podría describir algún inconveniente que haya encontrado al usar estas plataformas?

8. ¿Cómo cree que el uso de las plataformas digitales mejora su experiencia de aprendizaje?

9. ¿A qué punto estas plataformas han tenido un impacto en su motivación y seguridad al desarrollar sus habilidades de inglés?

10. ¿Cuáles son los resultados que espera alcanzar en el aprendizaje de inglés usando estas herramientas?

Annex C: *Transcribed focus group*

Table C1

Questions 1 and 2

1. En su opinión, ¿qué cree que hace que una plataforma digital de aprendizaje sea interesante?	2. ¿Puede mencionar ejemplos de plataformas digitales de aprendizaje que conozca?
• La variedad y la cantidad de contenido	• Yo conozco Duolingo. Otra que conozco es Bussu y Khan Academy.
• La variedad y la forma como hace que interactuemos en las actividades.	• Duolingo es una de las más conocidas
• Contenido interactivo y variado, también elementos de gamificación permite personalizar el aprendizaje.	• BBC Learning English y creo que también British Council.
• Bloques de herramientas de seguimiento y retroalimentación.	• Elsa SPEAK, además, hoy en día con la inteligencia artificial, especialmente ChatGPT.
• Contenido interactivo que hacen que la persona se mantenga comprometida.	• Duolingo, ya que se adapta al nivel de cada estudiante.
• Contenido de alta calidad	• También puede ser YouTube, Coursera, Busuu y Tandem.
• Elementos que sean interactivos	
• Cuando es interactiva, fácil de usar y ofrece contenido en alta calidad	• Nosotros podemos focalizar en qué método de estudios queremos porque hay apps en las que no podemos usar profesores o hablar con nativos.
• La rapidez de navegación y facilidad para encontrar información.	

Note. Factors that make a learning platform interesting and examples of digital tools.

Table C2

Questions 3 and 4

3. ¿Cómo cree que puede incorporar las plataformas digitales de aprendizaje en su plan de estudio?	4. ¿Podría describir cómo se siente al utilizar plataformas digitales de aprendizaje?
• Como refuerzo de temas vistos en clase. Si un tema no queda claro, te ayudan a encontrar contenido, ejemplos y actividades.	• Motivado y comprometido, ya que uno puede ver su progreso.
• Como un recurso de un aprendizaje autónomo para los estudiantes.	• Motivado, porque estás utilizando tu tiempo de buena manera
• Como refuerzo, también como recurso evaluativo y material adicional.	• Motivada porque el aprendizaje es interactivo y flexible, aunque a veces me frustro por problemas técnicos o falta de interacción entre compañeros.
• Creo material de estudio de manera autónoma y flexible fuera de clases.	• Tranquila porque el contenido está ahí y puedo verlo en cualquier momento
• Como material de refuerzo de lo que se ha visto en clase, me imagino.	• Empoderada porque mantengo el control y ritmo de mi aprendizaje.
• Como aprendizaje autónomo con apps como Bussu, Duolingo y Tandem	• Mayor confianza porque solo estamos la plataforma y yo
• De forma autónoma para retroalimentar el contenido	• A veces motivado con ganas de indagar, con confianza y seguridad.
	• Libre de aprender cualquier tema

Note. Ways to incorporate platforms into learning and description of how students feel.

Table C3

Questions 5 and 6

5. ¿Ha notado algún cambio en su nivel de motivación o compromiso cuando usa estas plataformas?	6. ¿Qué factores lo motivan a usarlas a largo plazo?
• Mi motivación va aumentando, cuando ves que eres constante cada día te sientes muy motivado. Y hay una parte negativa si no cumples, el ranking baja y eso desmotiva.	• Contenido diverso y flexible para para todo tipo de estudiantes.
• Me siento motivada, pero, a la vez frustrada con todo el contenido para aprender.	• Alcanzar nuestros objetivos personales respecto al idioma inglés. Además, la calidad de del contenido y la facilidad de usar estas plataformas.
• Las plataformas digitales aumentan la motivación y el compromiso, porque hacen que el aprendizaje sea más entretenido y salir del tradicional.	• Mejorar el nivel de inglés.
	• Lo que me motivaría a mí a utilizarlas a largo plazo es la accesibilidad de estas herramientas como apoyo para mi trabajo.
• Mi nivel subió, no a su totalidad, porque no soy tan constante como debería ser, pero sí me siento motivada.	• Mi progreso, la posibilidad de obtener certificados y la flexibilidad para estudiar en cualquier momento y lugar.
	• Las certificaciones o acreditaciones, porque cuando terminas un curso,

- Mi nivel está normal porque yo puedo aprender a mi propio ritmo a través de las aplicaciones.

- Ha subido mi motivación, porque en estas plataformas o aplicaciones te dan un feedback inmediato.

- Mi nivel ha subido porque me ha servido en mi trabajo de hotelería con personas extranjeras.

- Las aplicaciones me dejan un poco más que desear debido a la falta de interacción social con personas que tienen diferentes maneras de hablar.

- A veces motivado porque la aplicación da premios para seguir avanzando. Otras veces aburrido o estancado, porque se torna monótono.

- puedes obtener certificados y eso mejora tu currículum.

- Mi trabajo porque en este es muy importante saber comunicarte. Las aplicaciones nos dan los beneficios para poder hacerlo y la habilidad de saber inglés suma en el currículo.

- La adaptabilidad, la flexibilidad y personalización ya que podemos tener acceso a una amplia variedad de recursos y herramientas.

- Su aplicación en la vida diaria

- Podemos manipular todas estas herramientas a nuestro tiempo.

Note. Changes in motivation and engagement levels and factors to use digital tools in the long term.

Table C4

Questions 7 and 8

7. ¿Podría describir algún inconveniente que haya encontrado al usar estas plataformas?	8. ¿Cómo cree que el uso de las plataformas digitales mejora su experiencia de aprendizaje?
• El pago para acceder a más contenido • La publicidad excesiva • La falta de interacción con otra persona, pues si no eres una persona autodidacta, te vas a desanimar. • Las distracciones de otras aplicaciones • La falta de interacción y desenvolvimiento en el contenido. • El costo de las aplicaciones, sus actualizaciones y los anuncios • Distracciones, no adaptarse al ritmo de cada estudiante y el pago. • El estilo de aprendizaje limitado, no todas se ajustan a las necesidades • El costo elevado • Sin buena conexión a Internet, el contenido no es muy satisfactorio	• Al proporcionar un acceso a una amplia gama de recursos, ya que permite un aprendizaje autodirigido que pueda adaptarse a mi ritmo y a mi historial aprendizaje. • Al permitirme practicar constantemente mis habilidades pues es flexible con mi horario. • Estas plataformas nos ayudan a enriquecer nuestro aprendizaje. Se adapta a nuestro tiempo. • Por los recursos que ofrece, ya que, si accedes a una plataforma y te brinda amplia gama de materiales o formatos, te da una increíble experiencia.

Note. Drawbacks of digital tools and perspectives on how these tools improve learning.

Table C5

Questions 9 and 10

9. ¿A qué punto estas plataformas han tenido un impacto en su motivación y seguridad al desarrollar sus habilidades de inglés?	10. ¿Cuáles son los resultados que espera alcanzar en el aprendizaje de inglés usando estas herramientas?
• Ha tenido un impacto medio. • Ha tenido un impacto medio que me mantiene interesado en seguir aprendiendo inglés. • Ha tenido un impacto medio. • También un impacto medio • Ha tenido un impacto normal • Ha tenido un gran impacto porque me ha ayudado a sentirme más segura y competente en el idioma de inglés. • Opino lo mismo que mi compañero acerca del gran impacto que ha tenido en mi seguridad. • Puede tener un mayor y un menor impacto, por un lado, nos ofrecen diversidad de contenido pero	• Mejorar writing y speaking porque en la mayor parte de estas plataformas se concentran más en gramar y vocabulario que en pronunciación. • Mejorar las cuatro habilidades del idioma inglés. • Mejorar mucho mi nivel de inglés, especialmente speaking y listening • Aumentar mi fluidez y precisión en el idioma, entender mejor gramática y vocabulario y sentirme más confiada al comunicarme en inglés en diferentes situaciones. • Alcanzar un alto nivel de fluidez en listening y ampliar mi vocabulario. • Alcanzar un nivel alto de fluidez, ya sea comunicación oral o escrita.

asimismo, hay demasiado contenido por aprender	• Alcanzar el nivel avanzado de inglés, mejorar mi pronunciación, vocabulario y sentirme más segura al comunicarme en diferentes contextos, tanto profesionales como personales.
	• Alcanzar el dominio total del idioma, tanto en listening, speaking, reading and writing, ya que para podernos graduar necesitamos eso, y creo que es satisfactorio saber que podemos llegar a tener el dominio en inglés.
	• Tener fluidez, en la comprensión lectora, la pronunciación correcta, tener bastante vocabulario. El total dominio del idioma.

Note. Impact on motivation and outcomes that students aspire to achieve with digital learning tools.

Annex D: *Focus Group Recordings*

Recorded meetings:

https://www.dropbox.com/scl/fo/w85thmk4r6x9ktxfw8a8z/ADorwuDHjyOQuXc4K1RB3cU?rlk

ey=55dllajekjktj38dqqkseofuc&st=r2dv4dh3&dl=0