



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

**“EXPLORING CONNECTIVISM IN ONLINE
ENGLISH TEACHERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

Author: Lindao Salazar Gabriela Solange

Advisor: Vera Cruzatti Rossana Narcisa, MSc.

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Advisor's Approval

In my role as Advisor of the research paper entitled **EXPLORING CONNECTIVISM IN ONLINE ENGLISH TEACHERS**, prepared by **LINDAO SALAZAR GABRIELA SOLANGE**, an undergraduate students of the Pedagogy of National and Foreign Languages Major, at the School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that, after being oriented, studying, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Vera Cruzatti Rossana Narcisa, MSc.

ADVISOR

Statement of Authorship

I, LINDAO SALAZAR GABRIELA SOLANGE, with ID number 0942945379, an undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project “EXPLORING CONNECTIVISM IN ONLINE ENGLISH TEACHERS”, certify that this study work is our authorship, except for quotes, statements, and reflections used in the research paper.

A handwritten signature in blue ink that reads "Solange L.".

LINDAO SALAZAR GABRIELA SOLANGE

AUTHOR

Declaration

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula de Santa Elena State University.

A handwritten signature in blue ink that reads "Solange L." with a stylized, cursive font.

LINDAO SALAZAR GABRIELA SOLANGE

AUTHOR

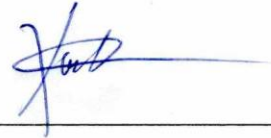
Board of Examiners



León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGE MAJORS**

DIRECTOR



Almeida Briones Xavier Antonio, MSc.

SPECIALIST PROFESSOR



Vera Cruzatti Rossana Narcisa, MSc.

ADVISOR



Párraga Solórzano Rudy Jonathan, MSc.

UIC PROFESSOR

Acknowledgment

I would like to take this opportunity to thank God for giving me the wisdom and understanding to reach this important moment in my life, and my kind family, especially my parents, who have always supported me in every stage of my life.

Thanks to their support, the knowledge, and skills I have gained in developing this project, I am taking another step towards achieving this goal.

-Lindao Salazar Gabriela Solange

Dedication

First of all, I dedicate this project to God, because thanks to Him I can complete it, since I can do all things through Christ who strengthens me, always giving me wisdom and understanding to achieve my goals, and also to my family, who have been a great help in my educational life, always supporting me in every decision I make

With love

-Lindao Salazar Gabriela Solange

Abstract

The present research project aims to analyze the importance of studying how Connectivism theory is applied in English language practice. In addition, to identify the challenges faced by teachers in contributing to the improvement of teaching and learning processes in the digital environment. The qualitative method, with a phenomenological approach, was used through one-on-one interviews to collect information on the perspectives and different experiences of five English teachers from the Santa Elena Peninsula State University in a digital environment. The findings revealed that educators frequently use a Communicative Approach, Collaborative Learning, Task-Based Learning, multimedia resources, educational platforms, and interactive digital tools to encourage participation and autonomous learning. Without ruling them out, teachers also pointed out their difficulties: the instability of the internet connection, technical problems, and the need for continuous training in digital skills. To overcome these challenges, teachers prepare alternative materials, adapting their teaching resources and showing flexibility during the teaching process. To conclude, Connectivism constitutes an appropriate framework to strengthen online English teaching by promoting collaboration, knowledge sharing, and interaction using technology. It is essential to strengthen the digital skills of teachers and provide academic support to obtain a better quality of virtual education.

KEY WORDS: Connectivism, Digital technology, Collaborative learning, Online English Teaching.

Resumen

La presente investigación de este proyecto tiene como objetivo analizar la importancia de estudiar cómo se aplica la teoría del conectivismo en la práctica del idioma inglés. Además, identificar los retos a los que se enfrentan los docentes para contribuir a una mejora de los procesos de enseñanza y aprendizaje en el entorno digital. Se ha utilizado el método cualitativo, con un enfoque fenomenológico, mediante entrevistas uno a uno para recopilar información sobre la perspectiva y las diferentes experiencias de cinco docentes de inglés de la Universidad Estatal Península de Santa Elena en un entorno digital. Los hallazgos revelaron que los educadores usan con frecuencia un enfoque comunicativo, el aprendizaje colaborativo, el aprendizaje basado en tareas, recursos multimedia, plataformas educativas y herramientas digitales interactivas para fomentar la participación y el aprendizaje autónomo. Sin descartar que también señalaron como dificultades la inestabilidad de la conexión a internet, problemas técnicos y la necesidad de una formación continua con competencias digitales, para superar estos retos, los docentes preparan materiales alternativos, adaptan sus recursos didácticos y muestran flexibilidad durante el proceso de enseñanza. Para concluir, el conectivismo constituye un marco adecuado para fortalecer la enseñanza de inglés en línea al promover la colaboración, el intercambio de conocimientos y la interacción mediante el uso de la tecnología. Tal como resulta indispensable fortalecer las competencias digitales de los docentes y brindar apoyo académico para obtener una mejor calidad de educación virtual.

PALABRAS CLAVE: Conectivismo, Tecnología digital, aprendizaje colaborativo, enseñanza de inglés en línea.

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Introduction

The advancement of digital technologies has transformed educational practices, especially in English Language Teaching. Online learning has become an essential alternative that requires teachers not only to master digital tools but also to adapt innovative pedagogical approaches that foster collaboration, interaction, and autonomous learning. In this case, as a learning theory, connectivism has emerged that explains the creation and exchange of knowledge through networks, digital technologies, and social interaction.

In Ecuador, the widespread adoption of online teaching has generated a pedagogical need to better understand how English teachers apply connectivism theory in their daily practice. Despite the abundance of technological resources, information on the learning techniques employed by teachers, the digital tools used, and the challenges presented by online teaching remains limited.

Chapter I, in this shows the research problem, explaining its context in detail to establish the research questions. It also defines the general and specific objectives that determine the direction of the project and what it seeks to achieve. Furthermore, it justifies the importance of the research for English language learning. Chapter II, which covers the background of the study, includes the pedagogical approaches and theoretical concepts based on the variables studied in this research project. The legal framework is also highlighted.

Therefore, in Chapters III and IV, this qualitative phenomenological research seeks to analyze the connectivism approach applied by online English teachers to foster collaborative learning and improve the teaching-learning process. Data were collected through individual

interviews with five English teachers from the Santa Elena Peninsula State University. The findings provide valuable information on effective teaching methodologies, technological resources, collaborative strategies, interactive techniques, and the solutions teachers implement to overcome technological difficulties.

In Chapter V, the conclusions are presented. This research contributes to the understanding of connectivism in online English teaching and offers practical recommendations that can help teachers improve their digital pedagogical practices, while promoting more interactive and student-centered learning environments.

Chapter I

The Problem

1.1 Research Topic

Connectivism: Techniques and didactic resources.

1.2 Title

Exploring Connectivism in Online English Teachers.

1.3 Problem Statement

The incorporation of digital technologies into education has significantly transformed the way English is taught and learned, specifically in virtual environments. In recent years, connectivism has highlighted an important focus on social networks, digital tools, and knowledge sharing. Siemens (2004) offers connectivism as a learning theory for the digital age, a successor to behaviorism, cognitivism, and constructivism. He argues that these previous concepts are biased due to their intrapersonal view of learning; their inability to address learning that occurs within technology and organizations; and their lack of consideration for the value judgments necessary in knowledge environments.

However, in many educational institutions, educators may continue to pay attention to rote memorization and textbook-based instruction (Sevy-Biloon et al., 2020), restricting the development of essential skills for the digital age. Moreover, traditional teaching methods may manage the incorporation of digital resources and fail to foster critical thinking, collaboration, and other essential skills needed for success that emerge as a central element in virtual environments (Andrea & Desireth, 2024).

Purmayanti (2022) highlights the challenges encountered in Indonesia, where these gaps frequently limit teachers' capacity to appropriately integrate digital resources. In addition, understanding this barrier is essential, as it encourages sponsors to pursue solutions that promote a conducive digital learning atmosphere. Factors such as deficiency of training, low levels of digital literacy, and difficulty keeping the attention of students in virtual environments can negatively affect the quality of learning. Furthermore, digital tools such as social media and collaborative applications have shown positive effects on motivation and autonomy.

According to Salhab & Daher (2023), learning engagement is of immense importance and has a significant effect on any learning environment. However, when students are excited to learn, they show it by joining in and giving their thoughts in class, which is referred to as engagement through educational platforms used by teachers like Zoom, Moodle, Padlet, etc., which is considered an exchange of ideas from both sides, from teacher to student.

This study is limited to analyzing the work of online English teachers who implement technology techniques based on connectivism in virtual learning environments. It focuses on the use of digital platforms, and the challenges teachers face when integrating these tools into their teaching practice.

This situation underscores the importance of studying how connectivism is applied in practice. Furthermore, identifying the challenges teachers face can contribute to improving teaching and learning processes in the digital environment. Therefore, the specific problem this study addresses is the limited understanding of the technological techniques used by online English teachers, as well as the challenges they face when integrating digital tools into their teaching.

1.4 Problem Question

1.4.1 General Question

- How do online English teachers apply connectivism to foster collaborative learning and improve learning outcomes?

1.4.2 Specific questions

- What connectivism-based pedagogical techniques do online English teachers implement to improve student learning outcomes?
- How do different technological techniques improve online English teaching practices?
- What challenges do online English teachers face, and which techniques do they employ to overcome these challenges?

1.5 Objectives

1.5.1 General Objective

- To analyze connectivism applied by online English teachers to foster collaborative learning and improve learning outcomes.

1.5.2 Specific objectives

- To identify connectivism-based pedagogical techniques that online English teachers implement to improve student learning outcomes.
- To explore the different technological techniques that improve online English teaching in practice.
- To describe the challenges faced by online English teachers and their techniques for overcoming them.

1.6 Justification

This study is important because it addresses the critical need to understand the shortcomings in the digital transformation of English as a Second Language teaching. A review of key literature reveals that while technology improves engagement and outcomes (Zuraini et al., 2024), teachers' digital skills remain underdeveloped, hindering effective implementation (Ivanov et al., 2025; Springer, 2022). There is limited knowledge about the techniques used by online English teachers, as well as the challenges they face in integrating digital tools into their teaching practices.

Findings emphasize benefits such as interactivity but overlook the role of connectivism in virtual collaboration. According to Sudirman (2025), digital learning has a thorough influence on EFL learners' capacity to relate when learning through technological resources and stands. A considerable number of teachers teach English virtually, and digital platforms are frequently used to enhance learning.

Moreover, while prior research highlights the benefits of digital tools for improving motivation, participation, and communicative competence, there is still a slight gap in understanding how teachers apply these tools within a connectivist approach, since for many, this was an adaptation of traditional teaching alongside the technological advances currently used for better learning.

Indeed Team Editorial (2025) explained: "teaching methods as techniques that educators can use to facilitate the teaching process and help students feel engaged and interested in the materials". However, Azizah et al. (2024) stands, when incorporating a method, multiple

challenges undoubtedly arise. Just as educators face difficulties when trying to adopt connectivism, they also encounter their own obstacles or problems. Despite these barriers, technological progress and the increasing presence of Wi-Fi and tablets allow educators to leverage a variety of digital tools to meet their teaching objectives.

The use of technology in teaching makes classes more interactive and provides students with easier access to information, while the teacher's role becomes more like that of a mentor (Ivanov et al., 2025). This improves the development of new knowledge and helps foster student interaction and learning through online classes

Additionally, the quick advancement of technology and the increasing presence of digital platforms in students' daily lives demand that teachers develop strong digital skills. However, not all teachers are prepared for this change. Therefore, this research is necessary to identify effective techniques and knowledge that will contribute to improving teaching practices, as many teachers are accustomed to traditional education.

Chapter II

Theoretical Framework

2.1 Background

In connectivism, the learning process consists of establishing connections between various human and digital sources of information (Pappas, 2025). This perspective suggests that knowledge is not solely found within the individual but exists in dispersed networks of information, where learning takes place through connections among nodes, individuals, and technological resources.

According to Siemens (2004), connectivism is a framework for understanding literacy that recognizes the change in society where literacy is no longer a solitary or personal effort. In this sense, as an innovative view in online education, Connectivism highlights the significance of Knowledge, technology, and the connections among learners (Mosquera, 2022). Therefore, the main belief of this theory is that knowledge is formed in the minds of each learner, meaning there is no singular way to represent or organize expertise.

The importance of networks in the learning process is highlighted by connectivism, a contemporary learning theory. As Downes (2023) notes, in the digital age, networks disseminate knowledge, and successful learning necessitates the capacity to navigate, connect, and synthesize information from diverse sources. Moreover, the online learning environment is not only useful for students to access knowledge and materials, but also for association and collaboration among course participants.

The consequences of Connectivism for educational development are profound. With the ongoing advancement of technology, students will gain access to an expanding array of information and tools, allowing them to engage with people globally in novel and creative ways (Alam, 2023). However, this transformation also demands that teachers acquire new abilities and approaches to support learning in a connected environment.

Online learning refers to a set of learning activities on a subject delivered through a network that facilitates access and sharing of knowledge. Azizah et al. (2024) contribute that educators need to have a well-organized lesson plan that effectively promotes students' teamwork and interaction abilities, encouraging them to think both creatively and analytically.

2.2 Pedagogical basis

In instructional design, three major educational theories are recognized: behaviorism, cognitivism, and constructivism. These theories provide essential structures for grasping how people learn and develop abilities in educational environments. However, identifying connectivism with techniques is important for improving the quality of online English teaching and preparing students for a competitive future.

Behaviorism

Gandhi and Mukherji (2023) emphasize that this theory can be extremely valuable in developing clinical and communication abilities since students receive feedback over time, allowing them to understand the right responses while practicing their skills. They can acquire knowledge in smaller parts through repetition, which aids in mastering the desired behavior

gradually. Additionally, behaviorism promotes the understanding of essential foundational steps before advancing to more advanced modules, thereby reinforcing the correct abilities.

Focuses on modifying behavior through stimuli and responses. It is based on classical and operant conditioning.

- Main exponents: B.F. Skinner, Ivan Pavlov, and John B. Watson.
- Applications: Positive and negative reinforcement, reward, and punishment methods.

Cognitivism

According to Mahbub and Beedle (2025), this learning theory is based on Jean Piaget's research, which suggests that knowledge is gained by processing information within rather than just reacting to outside triggers. Through cognitivism, learning is viewed as an active and internal mental activity that involves restructuring experiences, enabling skills such as critical thinking, problem-solving, and information analysis. It highlights how the mind takes in, arranges, holds, and recalls information, linking learning to noticeable transitions in knowledge levels. Focuses on internal mental processes such as memory, perception, and problem-solving.

- Main exponents: Jean Piaget, Jerome Bruner, David Ausubel.
- Applications: Concept maps, meaningful learning, cognitive schemas.

Constructivism

Constructivism, in the context of education, relates to a range of theoretical viewpoints that suggest learners actively create their own understanding, rather than passively absorbing information from teachers or educational resources (Taber, 2024). From this perspective, meaningful learning takes place when students connect new experiences to what they already

know, reorganizing their cognitive frameworks through assimilation (integrating into existing schemas) and accommodation (changing schemas).

Connectivism

Connectivism, proposed by George Siemens and Stephen Downes, acknowledges the transformative impact of digital technologies on the way we perceive, partake, and produce knowledge. Siemens (2004) presents connectivism as a model of literacy that acknowledges the shift in society where literacy is no longer an internal, individualistic exertion. Moreover, the concept of connectivism defines the link between human learning and global access to knowledge made possible by the current digital environment. (Corbett and Spinello, 2020).

In this sense, in behaviorism, it is essential for the teacher to be engaged and possess a solid understanding, creating a suitable learning atmosphere and encouraging the right reactions from students. Conversely, in cognitivism, the teacher's responsibility is to organize the educational content. On the other hand, within the framework of constructivism, the teacher's role is a crucial facilitator, guiding students, each of whom comes with their own distinct background, to tackle the information they are learning. In connectivism, teachers are expected to direct learners toward relevant knowledge areas beyond their immediate subject.

2.3 Theoretical basis

English as a foreign language teaching

Learning English is more than just a way to communicate; it opens a lot of opportunities in both the academic and professional domains. In academic settings, English is used as a common language for research, allowing researchers to access information and work with colleagues worldwide. In addition, Teaching English as a second language (ELT) presents an opportunity for

sustainability because of its global reach, diverse student body, and capacity to incorporate an ecological perspective into communication patterns (Alharbi, 2026). English as a second language holds significant importance in our interconnected global society.

In this context, English language teaching has a valuable chance to foster skills related to global citizenship for learners of English by offering access to worldwide sustainability topics and allowing students to work together and interact with diverse cultures to shape their individual viewpoints.

Information And Communication Technologies (ICT)

Information and communication technologies are more than just a set of instruments; they serve as a means for changing society, influencing our ways of learning, connecting, and engaging in the modern era. Paudel (2022) agrees, saying Information and communication technologies, or ICTs, are a broad category of contemporary instruments designed for information storage, manipulation, and transmission.

The application of ICT in English education provides teachers with a chance to foster an engaging environment that encourages students to enhance their abilities. Various technologies such as tape recorders, videos, televisions, radios, smartphones, and projectors are frequently employed by both instructors and students in English language learning. At present, ICT has undeniably changed the landscape of English teaching and learning. However, it is important to note that the various information and communication technologies do not automatically change how languages are taught and learned.

Teaching techniques for online English

Indeed Team Editorial (2025) explained teaching methods as techniques that educators can use to facilitate the teaching process and help students feel engaged and interested in the materials. However, Azizah et al. (2024) contribute when incorporating a method, multiple challenges undoubtedly arise. Just as educators face difficulties when trying to adopt connectivism, they also encounter their own obstacles or problems.

Despite these barriers, technological progress and the increasing presence of Wi-Fi and tablets allow educators to leverage a variety of digital tools to meet their teaching objectives. As a result, in virtual classrooms, instructors employed interactive worksheet platforms or online quiz creators to develop engaging digital worksheets and quizzes.

Connectivism

In response to the increasing complexity and interconnectedness of the digital world, connectivism has emerged as a learning theory. In collaborative learning, connectivism theory emphasizes creating networks to enhance the student-centered learning process through problem-based learning by utilizing a variety of resources (Mosquera, 2022). The theory highlights the importance of creating connections and building networks and recognizes the crucial role that technology and social networks play in the learning process.

Therefore, connectivism is a theory of learning that has developed in response to the growing complexity and interconnectedness of the digital world. It highlights the value of forming networks and connections and acknowledges the critical role that technology and social networks play in the learning process. Its applications in the twenty-first century are many and varied, and it has important implications for the future of education.

Key Principles of Connectivism

- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- The capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections are needed to facilitate continual learning.
- The ability to see connections between fields, ideas, and concepts is a core communication skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivism learning activities.

As technology continues to evolve, connectivism offers a promising approach to help students develop the communication skills they need to navigate and resolve relationships in the constantly changing world.

In the digital age, learners no longer rely solely on traditional sources of information but rather navigate complex networks of online offers, communities, and social media platforms to construct their understanding of the world.

Challenges of Connectivism Implementation in ELT

Connectivism can enhance the creativity of students. Specifically, they will be more imaginative when completing assignments and practicing learning a second language because of the added information they have acquired. However, Azizah et al. (2024) contributes when incorporating a method, multiple challenges undoubtedly arise. Just as educators face difficulties when trying to adopt connectivism, they also encounter their own obstacles or problems.

Table 1*Analyzing of category and obstacles in connectivism*

Category	Obstacles
Connectivist	Weak bandwidth, signal blank spots, unstable networks.
Hardware	Lack of computers or smartphones, limited institutional materials.
Training	Insufficient teacher development, lack of tech-integration skills.
Management	Demand for innovative problem-solving and student organization because of limited resources.

Note: Azizah et al. (2024)

The lack of training or development in integrating connectivism to support students' 21st-century skills is another issue that teachers face; this calls for more attention, given that teachers serve as tutors in the classroom. In this situation, teachers are encouraged to be initiative-taking and have multiple strategies to address some of the issues encountered, such as issues with digital techniques or tools during learning, to keep students interested in learning.

Massive Open Online Courses (MOOCs)

Massive Open Online Courses (MOOCs) are a perfect example of the optimal use of connectivity. They promote student autonomy, foster peer interaction, and offer unlimited access to courses that enable learning based on fundamental theoretical principles (Pappas, 2025). Currently, thanks to these platforms, students can communicate with professors from prestigious universities, collaborate with students worldwide, and take supplementary courses.

2.4 Legal basis

The articles discussed highlighting the importance of education for all people in relation to law enforcement, along with the role of the government. They also address the necessary guidelines for teaching English as set by the Ministry of Education, which helps shape the national curriculum.

Constitution of the Republic of Ecuador

In the “*Constitución de la República del Ecuador*” (CRE.), the following articles are mentioned:

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y la inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE., 2008, Art. 26).

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto a los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un 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 derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (CRE., 2008, Art. 27).

Art. 343.- El sistema educativo nacional tendrá como fin el desarrollo de capacidades y potencialidades individuales y colectivas de la población, facilitando el aprendizaje, la generación y uso de conocimientos, técnicas, saberes, artes y cultura. El sistema estará centrado en el estudiante, y operará de manera flexible y dinámica, inclusiva, eficaz y eficiente. El sistema educativo nacional integrará una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades (CRE., 2008, Art. 343).

The significance of education is emphasized by various government systems that strive to establish a knowledgeable populace capable of addressing the country's demands and the upcoming technological progress in the future. The constitution of Ecuador clearly defines its duty in relation to citizens and education.

Through these articles, one can see the significance of Education and its standards for facilitating an effective learning experience, while also promoting social fairness to support civic participation. Additionally, it highlights the value of this right as it is acknowledged by nations all over the globe.

2.5 Variables of the Study

Dependent and Independent Variables

Andrea and Desireth (2024) say understanding variables allow investigators to study relationships, make predictions, and draw conclusions from empirical data. In fact, these variables, or characteristics, serve as the cornerstone of any study, encompassing a broad range of factors

that can be observed, measured, and analyzed, allowing for a precise understanding of how these factors influence various phenomena.

On the other hand, dependent variables represent the results or responses that are being studied in an experiment. An independent variable is one whose value can influence the value of another variable. This constitutes a fundamental element of scientific research because it represents a factor that the investigator can manipulate or control to study its effect on the dependent variable.

Dependent Variable

Online English Teaching

According to Moorhouse (2023), technological advancements and the increasing availability of Wi-Fi and tablets allow teachers to access and utilize a wide range of digital technologies to achieve their pedagogical goals. Therefore, in online classes, teachers used interactive worksheet platforms or online quiz creators to create interactive digital worksheets and quizzes.

Independent Variable

Connectivism

Connectivism theory combines ideas like employing technology to encourage cross-disciplinary learning, encouraging peer feedback and teamwork, and ensuring students are actively engaged in their education through various forms of representation occurring in a project-based setting, where the teacher's role is to facilitate (Thoma et al., 2023).

Chapter III

Methodological Framework

3.1 Methods

3.1.1 Qualitative Methodology

According to Feuer and Makarov (2024), qualitative research aims to explore and characterize the complexities of human beliefs and experiences. It does this through direct observation, participant discussions, and the use of open-ended questions to collect text-based, non-standardized data. This work will use a qualitative research approach, focusing on practical research.

Therefore, qualitative research is characterized by its emphasis on comprehending human experiences and social events by gathering data that is not numerical. Its purpose is to explore the interpretations, thoughts, traits, and narratives surrounding a specific phenomenon, enabling a deeper understanding of the perspectives of participants.

3.2 Type of Research

3.2.1 Phenomenological Studies

As stated by Williams (2021), this phenomenological approach of study is a particular approach founded on the robust philosophy of grasping the lived experiences of individuals. This form of research focuses on the personal perspectives of participants, leading to an improved understanding of their environments. The investigation will be regarded as a phenomenological analysis.

Therefore, this form of research emphasizes grasping and illustrating the experiences of individuals concerning a specific occurrence; here, it pertains to the experiences of English

teachers working online. This approach allows for a thorough exploration of the viewpoints, strategies, and challenges that educators face while conducting English lessons in a digital setting.

3.3 Data Collection Techniques:

3.3.1 One-on-one interview

For this research, one-on-one interviews will be adopted as the primary method of data collection, as this technique provides the opportunity to report more intimately and thoroughly on each experience of teachers, providing meaningful qualitative information that can reveal details about their teaching in connection with connectivism in online English teachers.

3.4 Instruments:

3.4.1 Questionnaire

The instrument used in this research will be a carefully designed interview, consisting of only eight questions directed at each participant. This questionnaire is a crucial component of the study, as it offers an easy and cost-effective way to collect data from the sample presented. Therefore, the questionnaire is an essential instrument in this research project.

According to Sharma (2022), a questionnaire can be utilized for numerous types of studies, whether they are quantitative or qualitative, depending entirely on the way and context in which several open-ended inquiries are posed. Therefore, this implies that a questionnaire consists of a set of questions designed to gather data from different people related to the objectives of the research.

3.4.2 Type of questions

Open-ended or extensive questions will be utilized to gather the necessary details for the inquiry. Unstructured interviews, on the other end of the spectrum, are like casual conversations

because they mostly consist of open-ended questions that participants are free to answer in any way and to any extent they choose. They also jump from one topic to another in no set order or controlled manner (Karatsareas, 2022).

The questions align with the theme of exploring connectivism in online English teachers, which aims to identify the perceptions of bilingual teachers with experience in this area. Furthermore, the interview will be conducted in person using a pre-printed A4 questionnaire, a voice recorder, and a mobile phone to record and document the information provided by the teachers.

3.5 Data Collection, Processing, and Resources

In this case, my instrument will be a questionnaire that I will use to interview five teachers at Peninsula de Santa Elena State University. The questionnaire will focus on open-ended questions to obtain the different opinions of each teacher. It will have approximately 8 questions. The application method will be in person, or in case of any situation, it will be carried out via Zoom.

The purpose of this questionnaire will be to obtain the different experiences that online English teachers have had, which can provide information on what approach has been beneficial for them in class, and to analyze connectivism's learning theory to explore teaching methods, techniques, and how teachers overcome the challenges they face during online teaching.

The questionnaire is the following:

1. What kind of teaching methodologies do you consider most effective for improving online English teaching practices?

2. How do connectivism-based didactic strategies improve student motivation and participation in online English classes?
3. In what ways do online English teachers promote autonomous learning through the use of technology?
4. What connectivism-based techniques are most used by online English teachers?
5. How do online English teachers encourage students to share knowledge and interact with others during class?
6. How do online English teachers integrate multimedia didactic resources into their teaching and learning process?
7. What digital platforms or technological tools do online English teachers use to support connectivism inside the teaching-learning process?
8. How do teachers overcome technological teaching difficulties during online English lessons?

3.6 Population and sample

This study will focus on five teachers from different areas of the English language who are part of the Peninsula de Santa Elena State University in Ecuador. They will provide important information about this study depending on their experiences as online English teachers. It will involve obtaining the different experiences that online English teachers have had, which can provide information on what approaches have been beneficial for them in class, and to analyze connectivism as a learning theory to explore teaching methods, techniques, and how teachers overcome the challenges they face during online teaching.

Chapter IV

Analysis of Findings

4.1 Brief explanation of the findings.

In this chapter of the analysis of the questionnaire, information was collected from interviews conducted online, through Zoom, with five online English teachers. The questions in this questionnaire were open-ended to obtain information about the experiences, points of view, and opinions of each of the teachers through the interviews.

This research interview analyzes the integration of connectivism into the pedagogy of English teachers in virtual environments. It explores their training experiences, learning methods, teaching strategies, and the technological resources they use in digital classrooms to gather their perspectives, opinions, and real experiences. This will provide essential qualitative data for understanding the dynamics of language teaching in the current virtual context.

4.2 Interpretation of data from the interview

Question 1: What kind of teaching methodologies do you consider most effective for improving online English teaching practices?

According to teachers, Online English teachers often employ Communicative Language Teaching, task-based learning, collaborative learning, the CLIL approach, and the flipped classroom methodology because these approaches foster active participation and meaningful interaction among students.

These methodologies help students use English in real contexts, in real situations, and help them interact with different activities, and promote participation in the classroom. For example, Professors 1 and 3 mentioned that communicative language teaching helps students communicate

in the classroom, participate in their peers, and engage in meaningful communication. This, in turn, facilitates interaction with authentic language in an online environment, utilizing digital resources.

Question 2: How do connectivism-based didactic strategies improve student motivation and participation in online English classes?

Participants agreed that several strategies within connectivism increase student motivation, as technology offers multiple opportunities for interaction and participation. Teachers have mentioned educational games, collaborative platforms, online forums, and multimedia resources as effective tools to increase participation.

Teachers mentioned that a teacher always has a syllabus or perhaps a lesson plan prepared for a specific management class, having established all the activities to be carried out during teaching practice using various platforms and educational resources. It's a whole moment with different strategies. For example, communicative participation and socializing with the students, checking different kinds of activities inside the class. Like some techniques that permit students to participate in an easy way.

Question 3: How do online English teachers encourage students to share knowledge and interact with others during class?

The teachers mention that the way they encourage students to exchange ideas is through group work rooms, collaborative presentations, Padlet activities, peer review sessions, and group debates because the participants highlighted that collaborative learning helps students develop confidence, responsibility, empathy, and communication skills.

Through this group presentation that teachers prepare, collaborative presentations, and peer review activities can help students to share their opinions, experiences, and learning resources with

other classmates in every session. Teachers 1, 2, and 3 encourage students to share their knowledge by using breakout rooms when they work in groups, in group discussions, in collaborative presentations, forums, and peer feedback activities. They also ask students to express opinions, solve problems together, and share useful resources.

Question 4: How do online English teachers integrate multimedia didactic resources into their teaching and learning process?

The interviewees reported integrating videos, podcasts, images, presentations, digital games, websites, and online quizzes into their classes. The reason is that the teachers believe that multimedia resources adapt to different learning styles and make classes more engaging and interactive for their students, and even more manageable for teachers themselves.

Question 5: How do teachers overcome technological teaching difficulties during online English lessons?

Those interviewed identified problems such as unstable internet connections, platform failures, and even the misuse of artificial intelligence tools by students; this was a cause for concern for some teachers. However, to address these difficulties, educators are preparing alternative activities, offering recorded lessons, and adapting teaching materials to students' needs.

Technological difficulties by preparing backup materials using simple and accessible platforms, giving clear instructions, and providing technical support when a student has problems. They can also record classes, share materials in advance, and offer interactive problems when internet connectivity is unstable. Good planning and flexibility are essential to solve technological problems in online English lessons. In this way, they overcome the challenges that arise during classes.

Table 2*Interpretation of interviews*

Categories	Interpretation	Authors
Connectivism-based teaching methodologies.	Teachers often employ Communicative Language Teaching and task-based learning; these methodologies foster active participation and interaction among students.	Teaching methods may manage the incorporation of digital resources and fail to foster critical thinking, collaboration, and other essential skills needed for success in online learning (Andrea & Desireth, 2024).
Didactic strategies improve student motivation and participation.	Technology offers many chances for interaction and active participation. Teachers found educational games, platforms, and multimedia resources to be effective tools for fostering participation.	In collaborative learning, the theory of connectivism emphasizes network creation to enhance the student-centered learning process through problem-based learning using a variety of resources (Mosquera, 2022).
Connectivism-based techniques or	Personal learning networks (PLNs), collaborative projects,	Encouraging peer feedback and teamwork and ensuring

multimedia resources.	discussion forums, peer feedback, shared documents, and interactive quizzes.	students are actively engaged in their education through various forms (Thoma et al., 2023).
Teachers encourage students to share knowledge and interact.	Teachers encourage students to exchange ideas through breakout rooms, collaborative presentations, Padlet activities, and group discussions because collaborative learning helps students develop communication skills.	They promote student independence, foster peer interaction, and offer unrestricted access to resources, aligning with the theory's fundamental principles (Pappas, 2025).
Teachers overcome technological teaching difficulties.	Teachers linked challenges such as unstable internet connections, platform failures, and the misuse of AI tools by students. To address these issues, teachers prepare backup activities and adapt resources to the students' circumstances.	Undoubtedly, multiple challenges arise. Just as educators face difficulties when attempting to adopt connectivism, they also encounter their own obstacles or problems (Azizah et al., 2024).

4.3 Analysis and discussion of the interview vs bibliographic review

The first category refers to the methodology based on connectivism used by teachers within a virtual environment. Teachers 1 and 3, one of the methodologies that they consider effective for improving online teaching practices is communicative language teaching, task-based learning, and collaborative learning, because they consider that this approach encourages active participation. And the other participants 2, 4, and 5 mentioned that prefers interactive methodologies, interactive activities inside the class can improve English learning. At the same time, students can connect with emotion, with thoughts. But these activities, these interactive activities, and activities are really very important for students.

The second category is about the didactic strategies that improve student motivation and participation, in which teachers improve motivation and participation because they allow students to learn through connections, interactions, and share knowledge. When students use platforms, videos, online forums, collaborative documents, or educational apps, they feel more involved in the learning process. According to teachers, these strategies also make students more responsible for their own learning because they can share, they can research, share, and build information with others, and construct information with others.

The third category is about Connectivism-based techniques or multimedia resources are most used by online english teacher, in which teachers all of them add didactic material, tools and even multimedia resources within their online classes, since as teachers seek to obtain a better interaction between students, teacher 1 and 3 even mentioned that due to the interactive techniques there is greater participation during the class therefore improving learning for students.

The fourth category refers to teachers encouraging students to share knowledge and interact, in which teachers 1, 3, and 4 encourage students to share their knowledge by using breakout rooms when they work in groups, in group discussions, in collaborative presentations, forums, and peer feedback activities. They also ask students to express opinions, solve problems together, and share useful resources. These activities help students feel more confident and create activities or create more online activities. And the teachers 2 and 5 agreed that encouraging students to develop their empathy, their discipline, their responsibility, and other kinds of human values.

In the fifth category indicate about how teachers overcome technological teaching difficulties, which teachers all of them mentioned the difficulties and challenges they go through during online teaching, one of the most mentioned was the unstable internet connections, as well as the problems with platforms and didactic tools that sometimes had problems and as a result of that the teachers mentioned that when they have that type of difficulties they always have a plan b or other types of tools or didactic platforms to continue teaching within of a virtual environment.

Chapter V

This study aims to analyze connectivism applied by online English teachers to foster collaborative learning and improve learning. An exhaustive investigation determined that when applying connectivism in a virtual classroom setting, teachers utilize various methods, instructional resources, and educational platforms.

The technological resources employed in implementing this theory not only provided dynamic teaching methods that enhanced student understanding and interaction but also fostered critical thinking and collaboration among them. The following section presents the conclusions and offers recommendations for improving student academic performance and interaction through connectivism and its associated tools.

5.1 Conclusions

Connectivism is a theory that emphasizes networking by enhancing learning through technology. It has been identified that online English teachers successfully apply these active methodologies aligned with connectivism, such as communicative language teaching and task-based learning, as well as the strategies they use, such as collaborative learning and the flipped classroom, because by using the language in a real context, through dynamic tools, they encourage the interactive participation of the student. students.

This study has also revealed that the use of technological resources plays a fundamental role in improving motivation and interaction among students for learning in a virtual environment. Depending on the type of classroom study technique, teachers regularly implement teaching resources, educational platforms, collaborative applications, and digital games to create a dynamic learning environment that supports students' autonomous and collaborative learning.

In addition, it has been analyzed that online English teachers try to encourage the exchange of knowledge through small group rooms, collaborative presentations, discussion forums, peer feedback, and group activities because, through these practices, many students strengthen communication skills, teamwork, responsibility, and autonomy. These are key principles of connectivism.

Despite these benefits, teachers face challenges such as an unstable internet connection, the technical failure of some platforms, and even the misuse of artificial intelligence. However, teachers have demonstrated adaptability by preparing backup activities, recording lessons, and modifying teaching strategies and techniques according to student needs.

5.2 Recommendations

Based on the findings of this study, the following recommendations are proposed to strengthen the implementation of connectivism in the teaching and learning of online English teachers, to foster improved development within a virtual environment.

First, with connectivism, teachers implement methodologies, strategies, and techniques thanks to the variety of teaching resources, educational platforms, and educational games that have become available due to technological advances. Therefore, what I recommend to teachers is always to look for interactive and participatory resources. These resources include collaborative platforms such as Padlet, Google Classroom, and Microsoft Teams; interactive assessment tools like Kahoot, Quizizz, and Wordwall; collaborative applications such as Google Docs and Jamboard; and videoconferencing features, such as breakout rooms in Zoom.

Second, it is recommended that online English teachers continue to implement a diversity of teaching resources within a virtual environment to encourage interaction and participation among

students, because instructors should continue to combine these tools to encourage them such as videos, podcasts, interactive quizzes, and shared whiteboards, since this diversity is key for teachers to understand the different learning styles of their students and enrich personal learning networks within virtual classrooms.

Finally, another recommendation for online English teachers is that, despite the challenges they go through when teaching, they must always keep the syllabus up to date according to student needs, to implement plan B or C, or maybe other digital tools among a variety of these, and thus also impart responsibility between teacher and students; when there are technical failures, students have an alternative to do autonomous learning and synthesize reliable information outside of class.

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Annexes

Annex A: PLAGIARISM LEVEL 3 %

CERTIFICADO SISTEMA ANTIPLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “**EXPLORING CONNECTIVISM IN ONLINE ENGLISH TEACHERS**” elaborado por las estudiante GABRIELA SOLANGE LINDAO SALAZAR, 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 3 % de la valoración permitida, por consiguiente se procede a emitir el informe.



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Annex B: Questionnaire

EXPLORING CONNECTIVISM IN ONLINE ENGLISH TEACHERS

Questions aimed at teachers from UPSE

The questionnaire is the following:

1. What kind of teaching methodologies do you consider most effective for improving online English teaching practices?
2. How do connectivism-based didactic strategies improve student motivation and participation in online English classes?
3. In what ways do online English teachers promote autonomous learning through the use of technology?
4. What connectivism-based techniques are most used by online English teachers?
5. How do online English teachers encourage students to share knowledge and interact with others during class?
6. How do online English teachers integrate multimedia didactic resources into their teaching and learning process?
7. What digital platforms or technological tools do online English teachers use to support connectivism inside the teaching-learning process?
8. How do teachers overcome technological teaching difficulties during online English lessons?

Annex C: Interview Transcript

Question 1: What kind of teaching methodologies do you consider most effective for improving online English teaching practices?

According to teachers, Online English teachers often employ Communicative Language Teaching, task-based learning, collaborative learning, the CLIL approach, and the flipped classroom methodology because these approaches foster active participation and meaningful interaction among students.

These methodologies help students use English in real contexts, in real situations, and help them interact with different activities, and promote participation in the classroom. For example, Professors 1 and 3 mentioned that communicative language teaching helps students communicate in the classroom, participate in their peers, and engage in meaningful communication. This, in turn, facilitates interaction with authentic language in an online environment, utilizing digital resources.

Question 2: How do connectivism-based didactic strategies improve student motivation and participation in online English classes?

Participants agreed that several strategies within connectivism increase student motivation, as technology offers multiple opportunities for interaction and participation. Teachers have mentioned educational games, collaborative platforms, online forums, and multimedia resources as effective tools to increase participation.

Teachers mentioned that a teacher always has a syllabus or perhaps a lesson plan prepared for a specific management class, having established all the activities to be carried out during teaching practice using various platforms and educational resources. It's a whole process with different strategies. For example, communicative participation and socializing with the students,

checking different kinds of activities inside the class. Like some techniques that permit students to participate in an easy way.

Question 3: In what ways do online English teachers promote autonomous learning through the use of technology?

In autonomous learning, I think that when you start working again with Gamification, you continue practicing helping the students to continue practicing and they have their time according to their time, to their schedule, to the needs that they have. For example, some students will need little review. Some types of students will need more hours of study. So, it depends on you to organize different activities in their time, such as games, or you can send students to do extensive listening activities. For example, in extensive listening activities, the teacher provides longer audio from different sources.

For example, as a student, I am going to send five different long listening exercises, but it's up to the student to decide to choose only one, only two, maybe three to continue practicing. So, in that way, the teachers create these activities to promote autonomous learning. Also, the use of social media, in the case that the teacher is in favor of social media and the student is willing to use social media, is very useful.

Participants can promote this kind of learning by providing my students with access to online resources such as educational websites that we check at the beginning of the periods, videos that we can use, podcasts according to their levels, and learning applications, the same according to their level. Encourage students to complete independent tasks, conduct online research, and we, as teachers, can monitor their own learning progress.

Teachers promote autonomous learning by using digital resources that students can access anytime, such as videos, podcasts, online exercises, virtual platforms, and digital dictionaries. Teachers also encourage students to practice English outside to the classroom, outside to the classrooms, through apps, websites, and online activities, and in these ways, students become more independent because they can review lessons, practice skills, and manage their own learning process.

Question 4: What connectivism-based techniques are most used by online English teachers?

Participants consider that some commonly used techniques include collaborative projects, discussion forums, peer feedback activities, some layer research tasks, virtual group work, and the use of social learning platforms where students can exchange information and learn from each other. These give the opportunity to this kind of interaction and share this kind of information that they are going to apply in the future.

Also, they consider that in this case, maybe we can talk about discussions, collaborative tasks, virtual forums, shared documents, interactive voices, video-based activities, and the use of learning platforms. Teachers also use social interaction activities when a student exchanges ideas and learns from their classmates. This is called collaborative work.

This technique helps students to create connections between information, technology, and people.

Question 5: How do online English teachers encourage students to share knowledge and interact with others during class?

The teachers mention that the way they encourage students to exchange ideas is through group work rooms, collaborative presentations, Padlet activities, peer review sessions, and group

debates because the participants highlighted that collaborative learning helps students develop confidence, responsibility, empathy, and communication skills.

Through this group presentation that teachers prepare, collaborative presentations, and peer review activities can help students to share their opinions, experiences, and learning resources with other classmates in every session. Teachers 1, 2, and 3 encourage students to share their knowledge by using breakout rooms when they work in groups, in group discussions, in collaborative presentations, forums, and peer feedback activities. They also ask students to express opinions, solve problems together, and share useful resources.

Question 6: How do online English teachers integrate multimedia didactic resources into their teaching and learning process?

The interviewees reported integrating videos, podcasts, images, presentations, digital games, websites, and online quizzes into their classes. The reason is that the teachers believe that multimedia resources adapt to different learning styles and make classes more engaging and interactive for their students, and even more manageable for teachers themselves.

Question 7: What digital platforms or technological tools do online English teachers use to support connectivism inside the teaching-learning process?

Most of the classes I have used different platforms, such as Google Classroom. We have Eva-Moodle, Microsoft Teams, Zoom, Padlet, Kahoot, Quizzes, and ClassDojo to organize some aspects. Well, they can also share ideas. Well, they are the most common. So, these tools facilitate communication, collaboration, resource sharing, and interactive learning experiences.

Online English teachers use platforms and tools such as Moodle, Google Classroom, Zoom, Microsoft Teams, Google Documents, Padlet, Kahoot, Quizzes, and Canva. So many

different website apps that help students with online resources, live worship, and dictionaries. Yeah, these tools support connectivism because they allow students to communicate, collaborate, share information, and access learning materials from different sources.

Question 8: How do teachers overcome technological teaching difficulties during online English lessons?

Those interviewed identified problems such as unstable internet connections, platform failures, and even the misuse of artificial intelligence tools by students; this was a cause for concern for some teachers. However, to address these difficulties, educators are preparing alternative activities, offering recorded lessons, and adapting teaching materials to students' needs.

Technological difficulties by preparing backup materials using simple and accessible platforms, giving clear instructions, and providing technical support when a student has problems. They can also record classes, share materials in advance, and offer interactive problems when internet connectivity is unstable. Good planning and flexibility are essential to solve technological problems in online English lessons. In this way, they overcome the challenges that arise during classes.