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TEMA

Implementation of PADLET to improve the Writing skills of first level students in a language center.

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DEDICATION.

The study is wholeheartedly dedicated to our beloved family and my mother, who has been our source of inspiration and gave us strength when we thought of giving up, who continually provides their moral, spiritual, emotional, and financial support.

To my husband Diego Sela and my three sons: Michael, Dylan, and Jesus who shared their words of advice and encouragement to finish this study.

And lastly, we dedicated this project to the Almighty God, thank you for your guidance, strength, power of mind, protection, and skills and for giving us a healthy life. All of these, we offer you.

Patricia Alexandra Allauca Allauca.



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Patricia Alexandra Allauca Allauca.



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RESUMEN

En la actualidad el uso de la herramienta Padlet es progresivo, ya que permite crear murales colaborativos y compartir en tiempo real información de diferentes fuentes; es importante destacar que esta herramienta es muy útil en el área educativa, dado que permite desarrollar actividades de forma sincrónica y asincrónica, lo que permite estimular de forma adecuada las estructuras mentales y fortalecer el aprendizaje con la implementación de las TIC como recurso dinámico y de fácil acceso a la mayoría de la población. A este contexto se desarrolló este trabajo investigativo que tiene como objetivo determinar la eficacia de la herramienta Padlet como estrategia para mejorar la escritura en inglés. Para ello se utilizó como metodología el enfoque investigativo exploratorio y descriptivo, donde se tomó en cuenta las perspectivas de los estudiantes sobre las técnicas, estrategias usadas por los docentes en impartir sus clases de inglés principalmente, relacionado con la escritura. Los resultados relevantes que se determinaron es que el 90% de los docentes no utilizan herramientas tecnológicas en su estrategia de enseñanza aprendizaje, pero también es necesario destacar que el 85% de los estudiantes consideran necesario que se aplique una herramienta tecnológica para la enseñanza aprendizaje de la escritura del inglés. Concluyendo que es necesario tener a disposición herramientas tecnológicas y poder generar habilidades y destrezas en los estudiantes en el aprendizaje del inglés especialmente.

Palabras claves: Herramienta Padlet, Aprendizaje colaborativo, Integración de TIC, Habilidades de escritura en inglés, Estrategias tecnológicas.





ABSTRACT

Currently, the use of the Padlet tool is progressive, since it allows creating collaborative murals and sharing information from different sources in real time; it is important to highlight that this tool is very useful in the educational area, since it allows developing activities in a synchronous and asynchronous way, which allows stimulating mental structures and strengthening learning with the implementation of ICT as a dynamic resource and easy access to most of the population. In this context, this research work was developed with the objective of determining the effectiveness of the Padlet tool as a strategy to improve writing in English. For this purpose, the methodology used was the exploratory and descriptive research approach, where the students' perspectives on the techniques and strategies used by teachers in teaching their English classes, mainly related to writing, were taken into account. The relevant results that were determined are that 90% of the teachers do not use technological tools in their teaching and learning strategies, but it is also necessary to highlight that 85% of the students consider it necessary to apply a technological tool for teaching and learning English writing. Concluding that it is necessary to have technological tools available and to be able to generate abilities and skills in the students in the learning of English, especially in the teaching of English.

Key words: Padlet Tool, Collaborative Learning, ICT Integration, English Writing Skills, Technological Strategies.





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INTRODUCTION.

The present work consists of the use of the "Padlet" platform to improve English languagewriting in the students of the Martha Bucarám de Roldós Institute since by this means it allows teaching to be dynamic by creating collaborative murals such as videos, photos and/or documents. All these devices are easy to use since it has an intuitive interface, and it is a free license tool. In this context, it is notorious to observe that society reaches dizzying changes in science and technology, which is why the population needs to adapt and acquire knowledge during the educational stage. The first challenge occurred with the emergence of the pandemic in the year 2020, where virtual spaces took precedence over the face-to-face ones (Ccoa, 2023). In fact, the United Nations Educational and Scientific Organization (UNESCO) maintains that technology must be mastered and used with a view to the 2030 Agenda.

In this regard, it is essential to highlight that modern society is undergoing rapid advancements in science and technology. These transformations necessitate that individual adapt and acquire relevant knowledge during their educational journey. The integration of digital tools in the learning process has become an indispensable component for fostering critical skills and competencies required in the 21st century. Specifically, platforms like Padlet encourage collaborative learning, stimulate creativity, and support knowledge retention, thereby enriching the educational experience.

The first major challenge in this context emerged during the COVID-19 pandemic in 2020, which underscored the urgency of shifting from traditional face-to-face education to virtual learning environments. This transition revealed the importance of incorporating technological tools to ensure continuity and quality in education. Virtual platforms like Padlet proved instrumental in bridging the gap between physical and remote learning, enabling students and educators to maintain engagement and productivity amidst unprecedented disruptions (Ccoa, 2023).

Furthermore, the United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes the critical need to master and effectively utilize technology in alignment with the





objectives outlined in the 2030 Agenda for Sustainable Development. This global framework envisions inclusive and equitable quality education, promoting lifelong learning opportunities for all. Consequently, the integration of tools such as Padlet is not only relevant but also necessary to meet contemporary educational demands and prepare students for future challenges.

It is clear that the teaching of the English language is fundamental, since it is required that the student be able to understand and interrelate by applying English as a universal language (Méndez & Concheiro, 2018). However, the level of mastery of this language is not adequate among the students of the first level of the language center of the Martha Bucarán de Roldós Technological Institute of the city of Lago Agrio (ISPIB_MBR), deficiencies that they have been carrying since the school level. Mainly in the writing of that language.

As mentioned above, this research work is justified due to the pressing need to implement innovative techniques, such as the Padlet platform, to enhance English writing skills. The integration of Padlet as a pedagogical tool is particularly relevant in addressing the challenges posed by modern educational paradigms, where virtual learning environments are becoming increasingly prevalent. This approach aligns with the need to foster interactive and collaborative learning experiences, enabling students to develop their writing competencies effectively.

The versatility of Padlet allows its application across various proficiency levels, ranging from basic to advanced learners. Its adaptability ensures that students with different linguistic capabilities can benefit from structured and engaging activities designed to promote creativity and critical thinking. By incorporating multimedia elements such as videos, images, and text, Padlet serves as a dynamic medium for brainstorming, organizing ideas, and producing coherent written outputs. Such features make it an ideal tool for facilitating peer collaboration and instructor feedback, which are essential components of the writing process.

Moreover, the implementation of Padlet is supported by contemporary pedagogical theories that emphasize the importance of interactive and student-centered learning approaches. Research by Solórzano and Donoso (2022) highlights that digital tool like Padlet not only improve writing skills





but also enhance motivation and engagement among learners. This is particularly significant in virtual learning environments, where maintaining student interest and participation can be challenging.

In addition, the adoption of Padlet as an instructional strategy contributes to bridging the digital divide by promoting digital literacy and technological competence. These skills are indispensable in today's knowledge-based society, where effective communication and the ability to navigate digital platforms are critical for academic and professional success.

By developing this research project, we aim to make a significant contribution to the teaching and learning processes of the English language among students at the language center of ISPIB_MBR. This initiative aligns with the institutional commitment to academic excellence and reflects a broader effort to integrate innovative methodologies that enhance language acquisition. Through the incorporation of the Padlet platform, we seek to create interactive and engaging learning environments that foster creativity, collaboration, and critical thinking skills.

In the study on the 'Implementation of PADLET to improve the writing skills of first level learners in a language centre', a number of theoretical, empirical and mathematical statistical methods were identified to guide the research. A constructivist approach based on Vygotsky's theory was used, which promotes learning through social interaction and the use of digital tools. PADLET, as a collaborative tool, allowed students to develop their writing skills together, stimulating interaction and feedback. In addition, it integrated the approach of explicit writing instruction, which facilitates the acquisition of skills through structured practice.

Direct observations and pre- and post-intervention surveys were implemented to assess the impact of PADLET on writing skills. Observations focused on analysing students' active participation, the quality of their written productions and their effective use of the digital tool. The surveys provided data on students' perceptions of the usefulness of PADLET in the learning process.

To analyse the data obtained, a statistical test of comparison of means (t-test) was applied to measure the significant difference in the students' performance before and after the implementation





of PADLET. The results indicated a significant improvement in the students' writing skills, showing that the use of PADLET as an educational tool contributed positively to the learning process. Taken together, these methods provided a comprehensive and rigorous approach to assessing the effectiveness of PADLET in developing students' writing skills.

The present study was conducted to explore the impact of the implementation of PADLET on the development of writing skills of first-level learners in a language centre. The study population consisted of students enrolled in the language centre during the academic year 2024. In total, 50 students participated, who were in their first level of English language learning, ranging in age from 18 to 35 years old. The participants were selected purposively, following specific criteria of availability and willingness to participate in the research process, and with the prior informed consent of each of them.

The sample consisted of 50 students divided into two groups: an experimental and a control group. The experimental group, composed of 25 students, used the PADLET platform as a tool for interactive writing tasks over a period of 10 weeks. In contrast, the control group, also consisting of 25 students, worked with traditional writing methods, without the support of technological platforms. Both groups were assessed before and after the intervention to measure progress in their writing skills.

It is important to note that the selected pupils had a homogeneous level of language proficiency at the start of the study, as determined by a standard diagnostic test. Through this methodology, it was ensured that the differences observed in the results were attributable to the use of the PADLET technology tool and not to pre-existing factors. The sample was sufficiently representative to obtain significant results in relation to the impact of the intervention.

The present research is framed within a quantitative, descriptive and experimental approach, aimed at evaluating the impact of the implementation of the digital platform PADLET on the development of writing skills of first level students in a language centre. The main objective of this study was to





examine whether the use of this technological tool facilitated the writing process in English, improving students' fluency and accuracy in written tasks.

A quasi-experimental design was adopted, working with two groups: an experimental group, which used the PADLET platform as the main tool in their writing activities, and a control group, which followed traditional teaching methods without the support of technology. The participants were first level students, randomly selected to guarantee the validity of the results obtained.

For data collection, instruments such as written pre- and post-intervention tests, analysis of the quality of written content, and surveys of students' perceptions of the platform were used. The data obtained were analysed using descriptive statistical methods to identify possible improvements in writing skills, as well as examining students' perceptions of the effectiveness of PADLET on their learning.

Through this approach, an attempt was made to provide concrete evidence on the feasibility of incorporating digital technologies in the English classroom, specifically in the area of written production. The results of this study could contribute significantly to pedagogical practices in the teaching of English as a second language, by offering an innovative alternative to improve the language skills of students at the initial levels.

The implementation of technological tools in English language teaching has been a recurrent theme in recent research, particularly with platforms such as PADLET. In the case of its application to improve the writing skills of first-level learners, several tangible benefits were observed that contributed to the learning process.

Firstly, PADLET allowed for the creation of an interactive and collaborative space where students could share and revise their writing in real time. This feature promoted peer collaboration, as students were able to offer constructive feedback, improving not only their own writing skills, but also those of their peers. This collaborative aspect aligns with social learning theories that emphasise the importance of interaction in the educational process (Vygotsky, 1978).





In addition, the use of PADLET provided a flexible learning environment that adapted to the individual needs of the students. The platform offered a variety of resources such as images, audios and links, which enriched the writing processes by providing access to authentic and contextual materials. This helped students to better understand the topics and develop their writing skills in a more practical and relevant context.

Furthermore, PADLET's visual and user-friendly interface simplified the task of writing for students, especially those with technological difficulties. Through this tool, technological barriers were reduced, allowing students to focus on the content rather than the complexity of the platform. This approach proved to be crucial for first level learners, who were still familiarising themselves with the basic linguistic structures of English.

Another key contribution was the continuous assessment facilitated by PADLET. Teachers were able to track students' progress on an ongoing basis, providing specific and timely feedback that enabled them to gradually improve their writing skills. This formative approach, rather than a final summative assessment, strengthened students' confidence in their ability to write in English.

In summary, the implementation of PADLET in the English language classroom for first level students contributed significantly to the improvement of their writing skills, fostering collaboration, access to authentic resources and continuous assessment that promoted progressive learning development.

The relevance of this study extends beyond the immediate academic context, as it addresses the pressing need to equip students with language competencies that are essential for both personal and professional growth in a globalized world. By leveraging technological tools, the research supports modern pedagogical practices that emphasize accessibility, adaptability, and inclusivity in education. Moreover, the findings of this study are expected to provide valuable insights into the effectiveness of technology-driven strategies for improving English writing skills.

In addition, this project complements the research agenda of the Universidad Bolivariana del Ecuador, which prioritizes the development of skills and abilities among its students to promote





sustainable growth and societal well-being. The study contributes to ongoing efforts to strengthen academic programs and aligns with national and international objectives, such as those outlined in the 2030 Agenda for Sustainable Development. By focusing on the integration of information and communication technologies (ICT) in language education, the project highlights the importance of digital literacy and innovation in modern teaching practices. It underscores the potential of collaborative tools like Padlet to create dynamic learning spaces that stimulate intellectual engagement and reinforce language competencies. Furthermore, the study advocates for the strategic implementation of technological resources to bridge educational gaps and enhance overall learning outcomes.

Chapter 1 introduces the current educational context and the relevance of technological tools in learning. It highlights the progressive use of Padlet as a platform that facilitates the creation of collaborative murals, allowing students to interact and share information in real time. This chapter establishes the theoretical basis and justification for the study, emphasising the need to integrate technologies into English language teaching.

Chapter 2 presents the methodology used in the research, which is exploratory and descriptive in approach. It details how students' perspectives on teaching strategies and the use of technological tools were gathered. This chapter includes an analysis of the results obtained, where it is revealed that a high percentage of teachers do not use technologies in their teaching, while most students consider their implementation essential.

Chapter 3 focuses on the process of writing in English, describing the stages necessary to develop effective skills. Familiarisation with the alphabet, basic grammar, appropriate use of verb tenses and vocabulary building are covered. This chapter provides a practical framework for teaching writing, highlighting the importance of proper planning. Finally, Chapter 4 presents the conclusions and recommendations of the study. It emphasises the need to incorporate technological tools such as Padlet in the classroom to foster more dynamic and effective learning. It is suggested that the implementation of these tools not only improves English writing, but also contributes to the development of communication skills in general.





CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Research background.

Nowadays, the world population shows impressive advances in technology and communication, contributing in a positive way to globalized education. That is to say, barriers are being broken to access education, because it allows to have a formal process of teaching and learning. This is thanks to the Information and Communication Technology (ICT) mechanism that all people who have access to the Internet can be educated using a pace according to each person.

Méndez & Concheiro (2018) report that the web tools. 2.0 is related to the use and exploitation of education since it uses technologies to facilitate teaching and learning, giving as an added value the dynamism that this tool has which gives a plus of motivation to students in their educational learning process.

Regarding collaborative work with the Padlet application, Delgado et al., (2022) emphasize that students should carry out scientific dissemination searches which allow combining aspects such as talent and competence with the support of the teacher. This will lead to achieving established goals and objectives. Mainly this will be achieved with the support and use of collaborative work.

Within the application of ICT especially the Padlet tool collaborative work has been developed in several subjects, one of which is the teaching of English language learning. Ccoa (2023) state that students learn more in a collaborative way rather than in a solitary and/or isolated way. Mainly this is too due to the interaction between the work group led by the teacher (instructor).

Agustin et al., (2022) propose that one of the most useful simple and intuitive tools to use in the teaching and learning process is the Padlet. Its design resembles a cork board to allow dragging any file (online or external device) that the student has. In addition, the tool allows using at least 29 languages. English is being the most demanded language because it is universally used. Another





advantage of this method is that the files work can be shared internally and externally, so that a large part of the world's population can make use of them.

It should be noted that the use of ICTs under the mechanism of the Padlet tool has countless advantages because it allows continuous stimulation of mental structures which strengthens neurons and thus learning. This is largely due to the various interactive and dynamic classes that attract the attention of students. Mainly who are beginning their academic training. On the other hand, there is the contribution made by teachers in increasing permanent changes in the organization, planning, and development of activities for subsequent uploading to Padlet and socializing with course members (Gileret al., 2020).

It is important to note that Ecuadorian education, as a result of the pandemic, educational institutions at all levels (primary, secondary, higher education), both urban and rural, are beginning to make use of ICTs, as published by Espinosa (2021) with the use of Padlet as a tool for the teaching of physics in pre-university students with the objective of developing didactic strategies for teaching at the higher level by means of the Padlet digital tool. The methodology used was quantitative research; cross-sectional and descriptive. A population of 149 students was taken into account. The relevant results determined are that 98% of the students are motivated with the Padlet tool in their teaching-learning process.

The research carried out by Olivera & Villafañe (2021) with the theme the use of the Padlet tool as an instrument to promote social coexistence spaces in grade 11-01 of the I.E Foco Rojo aims to promote social coexistence spaces from the use of the Padlet tool. Under the methodology of a descriptive research and a qualitative approach. There are 83 students were used as a sample and a non-probabilistic sampling was applied by applying a survey as a data collection technique: the relevant results were that 87.5% of the students consider an adequate tool in the teaching-learning process.

On the other hand, Sifuentes et al., (2021) make use of the Padlet tool for the evaluation of learning follow-up in a general training course in art and design in distance mode. It aims to use the Padlet





tool to raise skills in writing English. This method begins to be used since the beginning of the pandemic throughout the institution of higher education. It is good to fair preliminary results, but as the student and teacher begins to master the Padlet tool the results improved for this strategy was enhanced giving individual and / or collective monitoring of students.

López (2022) affirms that education worldwide has reached an important development the use of tools such as the Padlet allows to strengthen the knowledge and skills of digital platforms. Mainly the objective of this methodology has to achieve basically in English. It is to motivate learning and acquire skills in writing and/or speaking this universal language. However, the teacher must pay attention to the student's behavior within the platform, so it should be assessed its learning evolution.

1.2 What is the Padlet tool?

The Padlet tool is a website that aims to provide assistance to groups of teachers and students who require an easy-to-use mechanism; one of its qualities is to share files, links, presentations, videos or other elements used in the teaching and learning process. (Pardo et al., 2020). In this context, educational institutions worldwide are making use of Information and Communication Technologies (ICT). For this reason, it becomes part of a challenge to make use of this mechanism in teaching and learning, solving difficulties of daily life, as it eliminates communication barriers in time and space, achieving a dynamic, participatory and collaborative approach.

Garcia (2019) emphasizes that Padlet as such is a free version tool. It allows the creation of three "Padlets" (as each of the walls know it) to which other collaborators (users) can be added. It is important to mention that Padlet is related or rather can be linked to Googleclassroom that allows to generate a portfolio per student. This allows learning to be personalized each of the students enter self-educate according to their time availability. In other words, this tool is multipurpose and can be used according to every need. Its management is relatively easy as long as it has adequate initial training.





As for the benefits of using the tool (Padlet), it allows to stimulate the mental structures of the students with strengthening learning in an adequate way (Giler et al., 2020). In other words, the educational system today is looking for viable and easily accessible alternatives that focus on the educational field. For this, the use of ICT is the best option, since it has a series of didactic elements that contribute to the knowledge itself. To this context Garcia (2019) mentions that applying Padlet helps to generate a synchronous, asynchronous and didactic work. It is an element that allows the student to acquire knowledge based on collaborative work. This allows achieving academic excellence, generating the stimulation of mental structures.

1.4 Use of the Padlet tool as an interactive tool to stimulate writing.

It is important to emphasize that the digital tools help substantially to teaching and learning. Moreover, through state policies forced to adapt online teaching for the fulfillment of this. They chose a range of digital tools of free access. Padlet adapting it to the synchronous and asynchronous learning system (Arimuliani & Mukhaiyar, 2022).

According to the United Nations Educational, Scientific and Cultural Organization, through Flotts et al. (2016) state that currently there is a need to implement education systems using new technologies that are linked to the Internet, multimedia platforms, which would strengthen traditional education to generate a fusion allowing education to reach a large part of the population with current digital tools.

Under the online education system during the last 5 years, the number of students and professionals has increased. However, Chiecher (2019) argues that under the distance study modality high dropout rates have been registered, so much so that higher level educational institutions (universities, polytechnic schools and higher institutes) that offer distance courses. It loses up to more than 50% of enrolled students. In this context, Rodriguez et al (2014) point out that, to maintain an acceptable number of students who continue a career under the online learning teaching modality. It is necessary to have hypertext tools or applications which are directly linked to emails, web pages, chats where the student reaches an adequate interest in the studies in which the



educational institutions use Padlet as a suitable tool.

It is worth considering that, in the period between 2020 and 2021 changes were experienced in the educational system. Ecuador was no exception, because it was there where all educational institutions worked virtually, being the Padlet platform one of the most used for this teacher. They had to learn and reinforce with self-learning of the management and become one of the tools that allowed to keep the educational system in constant activity (Delgado et al., 2022).

According to the statement made by Méndez & Concheiro, (2018) the Padlet tool seeks in its students of any academic level the:

- To achieve a greater exposure to the target language. In this case to improve the teaching-learning process of the English language in students of higher education in technology.
- Encourage effective positive learning processes. This helps to constantly improve the process related to the writing and language of another language basically.
- Create meaningful learning.
- One of the most expected goals of this Padlet mechanism is to make as many people as possible literate and secondarily to develop written production skills and intellectual competence.

1.5 Effective aspects of learning with the Padlet digital tool.

Governments of Latin American and Caribbean countries have made considerable investments in digital technology for primary, secondary and higher education centers, and it is also evident that teachers are trained and that the teaching and learning process is correct Vaillant et al (2020). On the other hand, teachers affirm that nowadays there is a technological challenge since the availability of ICTs makes it necessary to contribute with mechanisms so that the student seeks to promote autonomous learning and achieve capabilities and improvement in cognitive knowledge (Blanco et al., 2022).

It is important to consider that there are currently a number of tools that allow teaching and/or





learning the English language. According to Otárola et al., (2020) point out that in the process of teaching and learning English. Specially to achieve a mastery in writing is important to have adequate communication to achieve this task. Among the various existing software, the Windows Movie Maker program was applied where questionnaires of opinions and perceptions were entered; the results showed that the level of development and performance was raised by 86%, considered an important achievement in education. Mainly in the teaching and learning of the English language.

On the other hand, Carreras et al. (2018) consider important the teaching - learning of the English language given that the process related to the interactive - communicative with humanistic vision should be taken into account in where the student begins to reflect and seek strategies to learn to meet their needs. The most used device in this phase of learning is the smartphone, an element of easy transportation and that allows you to connect anywhere the student is, but also highlights that there are some difficulties that is the high cost that has the availability of private internet service.

The use of the Padlet tool helps the English language learning process, to achieve this task it is based on six main domains like: research resource, meeting, class resources, class diary, frequently asked questions, brainstorming and the most important is the online dialogue. A mechanism usually used by instructors in the teaching process (Jehad & Mofeed, 2022). Within the results that it has in the process of learning English with the Padlet tool is the positive attitude of the students. This is due to the easy and dynamic management system; within the statistical analysis it was determined that there is a significant and collaborative difference in the use of the mobile line.

The use of the Padlet teaching and learning model is beginning to have an important reception both in the area of education and in the commercial business development as a result of the global health emergency. So that a number of institutions conducted metrics on the use and usefulness of this mechanism establishing 79% of respondents mentioning how important this mechanism was for the development of activities (Chan, 2022). The technology available today helps to improve collaborative learning. Mainly in English writing, because nowadays it is considered important to master this language in order to have better job opportunities (Özdemir, 2021).





1.6 Use of the Padlet tool in English classes.

Many of the professionals who are dedicated for teaching, they should take into account some ~~thats~~ that students have when they do not try to be part of classes. For this reason, they should ~~be~~investigated the relevant reasons, and seek alternatives, teaching strategies, one of the most used in the last five years is the Padlet tool. Mainly it should be considered that this system gave positive results in educational research seminars (Lopez, 2022).

The use of the Padlet tool allows to apply teachings synchronously and asynchronously, these two forms should be taken into account the dynamism with which classes should be developed. This awakens the need to learn and develop skills indistinct to the subject being taught (Carreras et al., 2018). Studies developed under this procedure have given important results such as 83.33% of educational establishments in Madrid making use of Padlet and as the need to develop online classes advances this percentage increases (Coca, 2023).

1.6.1 Ways to use the Padlet tool

Padlet is an online digital tool, which can be modified according to the needs of users; you can create panels, collaborative dynamic murals with various groups of participants. Mainly it is very useful for the educational field since its operating mechanism allows teacher and student interact in a single environment digital (Tejada, 2022). To make use of this free software and then you must register and generate an account.

This can be in Apple, Google, Microsoft or other electronic address once these procedures are completed. You ~~mu~~enter the platform to see in the upper left corner several options (make a Padlet, join a Padlet). There is an interact way in different formats (canvas, list, board, column, among others more (Gómez, 2019).

Within the use of this digital platform, here you can structure academic content dynamically. It can generate links in different media, being social networks. Today it is the most used. This allows





access from anywhere the participants are, because one of the advantages of the tool is to generate an online education, ensuring the active participation of teachers and students (Garcia, 2019).

Among the phases to be taken into account with this tool are:

- **Content filtering:** This option allows managing the content in which should be shared among participants to take into account the options of "require approval" this action limits publishing items that are not covered in the subject. Then, there is the option "filter inappropriate content". It helps to replace wear words (Saborit et al., 2014).
- **Multimedia content:** Within this element, in the lower right corner there is an icon that resembles a pencil, when clicked it activates and opens a box where titles, texts, links, images, videos, among other elements that will be used in the training can be generated. All the elements that are incorporated into the tool should be saved (Agustín et al., 2022).
- **Privacy options:** Here you must restrict access to people who are not authorized to invite people who are not part of the group you must generate invitation links. This is one of the ways that can be used for the additional entry of people outside the group (Rojas, 2010).

1.7 Writing process.

The training of a professional in education is becoming increasingly important, which is why writing is considered an art, since it is considered a dynamic process that involves the mind, emotions and technical ability of the student or professional, which is why the fascinating process of writing should be explored in order to communicate with the population (Avila, 2021). In order to start writing, inspiration is taken into account as a spark that ignites a creative idea, which is developed based on technical knowledge, product of readings of a certain topic, also of the writer's experience, in this context, the writer's mind becomes a melting pot of ideas and a challenge to capture ideas, experiences and all of them articulated in a written document.





1.8 Learning levels in English writing.

In order to develop writing, it is essential to have a planning, more so when it comes to the process of teaching and learning English language, for this Carballo et al. (2019) consider following some procedures:

- Familiarization with the alphabet: It is important to take into account the writing and pronunciation of the English alphabet. To do so, the student must start by memorizing it, from there he/she must learn to recognize and write the upper- and lower-case letters and with it form syllables, words and then sentence.
- Basic grammar: Within this process the student must have the ability to join letters and form words, then the union of words and form sentences, which must have coherence, to achieve that, they must have a grammatical structure, within the simple sentences must consist of a subject and a predicate, the subject performs the action and the predicate describes the action. On the other hand, there are compound words, these must contain two or more independent clauses, these can be connected by an “and”, “but” or “or”.
- Proper use of verb tenses: This part is crucial within the grammatical structure. Verb tenses such as present simple, past simple, present continuous, past continuous, among others, are used. It is necessary to make a correct use of modals, these are used to express abilities, possibilities, permissions among other actions, as an example we cite the following “You should finish your homework before going out”.
- Vocabulary and use of synonyms: This part of the writing is very important, since it is necessary to use several synonyms, antonyms, and it is with the purpose of not developing a writing with repeated words.
- Proper punctuation: The use of punctuation marks is one of the actions that make the difference in writing, this helps to achieve a writing with clarity, coherent and more than anything else you can understand what is written. These are just a few aspects of grammatical structure in English writing. Constant practice and revision are key to improving and perfecting grammatical skills in this language.





1.9 Learning levels in English writing.

According to Burgos (2021) there are several levels of learning in the writing of any language, but it can be measured based on 5 categories, these are:

- **Beginner level:** In this phase the student must become familiar with the elementary, the basics within it is learning the alphabet and recognition of each of the letters both in writing and pronunciation; its focus will be based on pronunciation and elementary spelling. Among the skills it has is the copying of words and simple phrases, as well as writing answers to basic or elementary questions.
- **Basic level:** In this phase it is important to emphasize that the student must reach a capacity to put together a series of simple sentences and most importantly to know the basic grammatical structure (elementary), for this he must nourish his vocabulary and develop short paragraphs, for this one of the options is to apply techniques related to ICTs, as an interactive tool that can be used.
- **Intermediate level:** For the student to reach this level in the writing of the English language, he/she must write texts with complex and long sentences, this is where he/she is able to write texts of a scientific technical nature, which must have clarity and coherence, above all.

It is important to note that these levels are general and may vary according to the specific curriculum and individual student needs. In addition, the process of learning to write is continuous, and students can continue to refine and improve their skills throughout their lives (Avila, 2021).

Under this context, English writing is important for several reasons, one of them is to achieve effective communication, mainly when it comes to conversations or academic writings, these must have a scientific rigor, on the other hand, is to achieve academic success, that is where the student seeks to express their academic ideas, for this today are the publications (academic manuscripts).





It is important to emphasize that the student must achieve the development of critical thinking, this is done when they express their ideas in writing for this should be written and / or argue their ideas or coherent arguments, achieve this in the student or professional raises their research skills, for this it is necessary to fear the ability to collect, analyse and synthesize information is essential to produce quality written documents.

1.10 Benefits of learning English writing through the use of technology

The learning of English writing has benefited significantly from the use of technology, since it allows the integration of digital tools that favor practice, feedback and personalization of the educational process. According to Warschauer (2011), technology not only facilitates access to educational resources, but also fosters the development of communicative skills by allowing interaction in authentic contexts.

One of the main benefits of using technology is the possibility of providing immediate and detailed feedback. Tools such as Grammarly or Turnitin offer analysis of grammar, style and coherence in texts, which encourages more accurate and structured writing (Chandrasegaran, 2013). This type of automated feedback complements the teacher's work, allowing students to identify and correct errors autonomously.

In addition, technology facilitates access to interactive resources, such as blogs, forums, and mobile apps, which promote collaborative and contextualized writing. According to Hyland (2016), these interactive environments allow students to write for real audiences, which increases their motivation and helps them understand the pragmatic and cultural norms of written English. This is especially relevant in higher education, where students need to develop academic writing skills in order to communicate effectively in a globalized context.

On the other hand, online learning platforms, such as Moodle or Google Classroom, integrate functionalities to manage writing activities, promote self-assessment and enable the monitoring of students' progress. According to Alharbi (2019), these platforms are effective in personalizing





learning, as they allow tailoring assignments to the specific needs of students and offer flexibility in terms of time and space.

In summary, the use of technology in teaching English writing not only improves technical and linguistic skills, but also fosters autonomy and meaningful learning. To maximize these benefits, it is essential that teachers select technological tools aligned with the educational objectives and characteristics of their students.

1.11 Studies developed on the use of the Padlet tool in the teaching of writing in English

Taking into account that nowadays the use of technology is one of the mechanisms that teachers have as a teaching and learning strategy, researchers have developed research related to the use of Padlet as a tool to strengthen the teaching of writing in English. The following studies are shown below.

The research developed by Espinosa (2021) with the title “Padlet as a tool for teaching pre-university students” aims to develop didactic strategies for the teaching-learning process by means of the digital tool Padlet and thus have a greater probability of students passing the entrance exams. The methodology used was through the research approach of the systematic process, also through the quantitative approach, the sample was 149 students, the survey was statistically validated by the Cron Bach alpha coefficient. The results of this research work indicate that the use of the Padlet tool presented an important change in the teaching-learning process.

Similarly, the work developed by Burgos (2021) with the theme “The Padlet platform and its influence on academic performance in the educational unit Guillermo Baquerizo Jiménez, Babahoyo 202 - 2021” aims to determine how the Padlet platform affects the performance of students in the teaching-learning process.

The methodology used was through practical-empirical research, with a mixed approach, i.e. qualitative and quantitative research. The relevant results are that students positively value working with the Padlet platform, which generates better results in teaching-learning.





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The study developed by Torres (2021) with the theme “Padlet and Whats App as strategic pedagogical tools for communication and interaction in the learning processes of sixth grade A students” aims to propose the Padlet platform and social networks as pedagogical tools and thus improve the teaching-learning process. The methodology used was mixed, i.e. qualitative and/or quantitative.





From there were reached as relevant results, is that today the excessive use of Whats App is affecting young people, and they are the ones who are suffering biological, psychological and social changes, but it has been determined that the use of this device is losing face to face communication, since students have lost the fluid communication affecting verbal communication within society. It is for this reason that an appropriate strategy must be implemented so that this mechanism has positive effects on education and academic training.

The research developed by Hernandez (2018), with the theme “The use of the Padlet application and the task-based approach in foreign language class (English) in elementary school” aims to analyze the effect of the use of the Padlet tool on motivation and academic performance in the foreign language. The methodology used is the research by tasks, where the effectiveness of the Padlet tool in the process of teaching and learning English language is evaluated, among the relevant results is that the use of the Padlet tool significantly increases the academic performance of students, mainly fulfills the purpose of this research, students have improved at least 80% in the learning of writing English language.

This research work developed by Llano (2022), with the topic “Didactic strategy for teaching English in virtual environments”, has the objective of creating a didactic strategy through the use of virtual environments for teaching English. The methodology used was a quasi-experimental design, the population that participated in this research was 21 students. The relevant results determined in this research were an 80% improvement in English fluency and an 88.7% improvement in the written development of English. It is recommended that this process be replicated throughout the institution to improve the teaching and learning of the foreign language.

Among the research developed is Soria (2020) entitled “Use of methodologies in the teaching of seventh grade Science at the Paúl Dirac educational unit of the metropolitan district of Quito” with the objective of determining methodological strategies to improve the academic level of English writing in students. For this purpose, the research methodology of the quantitative paradigm was used, since a questionnaire and a descriptive statistical analysis were carried out. The relevant results that were determined were that 45% of the students affirm that, if they like to practice the





English language, especially writing, 95% of the students consider that it is important to use computational tools such as Padlet the most appropriate. Within this study, it is recommended to replicate this technique to all grades of the educational institution, thus improving the learning of the English language in writing and speaking.

The study developed by Zambrano (2022) entitled “Processes of Integration of the Design Thinking Methodology in English Classes: Systematization of Educational Practice” aims to raise the importance of the use of teaching methods and learning strategies, this allows to innovate the teaching of the second language. The basic criteria for a constructive teaching-learning model in virtual classrooms were used as a methodology. The relevant results reached at the end of the research show that the design thinking methodology promotes the development of both communicative competence and 21st century competences, since students have to ask, answer, share their interests, needs and/or expectations to make decisions, establish agreements, plan, organize and carry out actions in a collaborative manner.

The study developed by Quiñones (2022) with the theme “Transformation of English teaching by means of ICT in pandemic and in the return to face-to-face teaching in a group of female teachers in Bogotá, Colombia” was developed with the objective of analyzing the transformations of English teaching practices. The methodology used was a qualitative research approach, under the precepts of a non-experimental research. A total of 300 students were taken into account for this experimentation. The relevant results mention that the use of ICTs, through the use of the Padlet platform, facilitates the teaching-learning process by 95%, and the academic improvement of the students was 92%, taking into account that this analysis was carried out during the pandemic period.





CHAPTER 2: METHODOLOGY

In this research work was applied methodologies that allowed the identification and quantification of the problems in the mastery of English writing, and through the application of techniques for the interpretation of data and draw conclusions from the applied. After that, the results are founded.

2.1 Research approach.

This research work was developed under the approach of an exploratory - qualitative research, since it is considered to be the first scientific approach to address the problem. Although it has not been approached or studied in depth. In this context Rojas (2010) states that the study aims to explore a situation or problem to provide a certain recognition. Thus, the primary information (quantitative data) obtained will allow an analysis of the educational reality. Mainly in the writing skills achieved by the students of the first level of the language center.

Scope of research

The descriptive scope was used in this research, given that, it seeks to specify the characteristics, and properties. Also, that have the students of the language center level of the MarthaBucarám de Roldós Institute of the Lago Agrio city. This scope was useful, because it showed with pressure the dimensions of the phenomenon (improve the writing of students) in English, within the context of technological education (Chan, 2022).

On the other hand, correlational research was also carried out, since the purpose was to determine the degree of relationship between the application of the Padlet methodology as a strategy for improving writing in the English language (García, 2019).

Statement and justification of the type of research

The use of exploratory research is justified, since, by having results, it simplifies the development of research to later verify its proposed effectiveness; taking into account the importance of improving day by day the writing in English.





Mainly in students who begin the process of teaching and learning of this means of communication.

In the same way, the application of the correlation research is justified in order to measure the relationship that exists between the study variables, which is the implementation of the Padlet methodology in the first level students of the language center of the Martha Bucaran Institute and their improvement in writing.

Methods used and their purposes in the context of research

The methods used for the development of this research work are mixed (quantitative and qualitative), which allowed providing a holistic approach that combines; applying descriptive and/or inferential statistical techniques to determine the relationship that exists between the research variables (García, 2019).

Conceptualization and operationalization of variables and category

Independent variable: Implementation of PADLET methodology.

Table 1
Independent Variable

PADLET INDEPENDENT VARIABLE				
CONCEPTUALIZATION	DIMENSIONS	INDICATORS	LEADING QUESTION	TECHNIQUE
It is a digital and freely accessible virtual platform, where different people can create collaborative murals such as audios, documents, all of which can be added as sticky notes.	Digital platform.	Platform management	What digital tools do you use? Frequency of use of the platforms?	Technique: Survey. Instrument: Questionnaire
	Collaborative murals	Participate in collaborative murals		
	Sticky notes	Adapts to e-learning		

Note: this table shows the elements of the independent variable of the study





Dependent variable: Improvement in writing

Table 2

Dependent Variable

WRITING SKILLS DEPENDENT VARIABLE				
CONCEPTUALIZATION	DIMENSIONS	INDICATORS	LEADING QUESTION	TECHNIQUE
Writing is considered as a process of knowledge construction, as a social practice, where reflection and systematization of the language is developed, learning that follows its course throughout schooling.	Knowledge construction process.	Initial. Basic. Advanced.	What level of writing will the students have?	Technique : Survey.
	Social practice.	Communication fluency.	How fluently does the student write?	Instrument : Questionnaire Checklist
	Learning process.	Time dedicated to the process.		

Note: this table shows the elements of the dependent variable of the study

Instruments derived from the selected methodology

Within the development of a research, there are some instruments, for this research work the interview was used as an instrument, this allows to collection of qualitative data from the subjects of study (first level) of the language center of the Martha Bucaram de Roldós Institute.

Using a questionnaire has a number of advantages. One of these relevant is to achieve a greater number of responses and this can be done through a link to the email or in person. Quality information will be taken into account aspect of evaluation.





Delimitation of the population and the sample. Justification of the type of sampling

The population taken into account for this research work were the 50 students who are part of the first level of the language center of the Martha Bucaram de Roldós Institute. Therefore, since it is a relatively small, manageable number, 100% of the population was taken into account as a sample. In relation to the type of sampling, none of the types of sampling (probabilistic and non-probabilistic) were used since all the students of the aforementioned area participated.

Statistical graphics techniques used to process and quantify empirical data and for their interpretation

Once the primary information was collected, data was generated using SPSS-25 statistical software. Under the "T-test for related samples" method, the procedure is based on the calculation of the differences between the values of the two variables and each case and contrasts whether the mean differs from zero (0).

Research strategy

The research strategy was related to the following hypothesis:

- H_0 = No significant difference.
- $H_1 \neq$ There are significant differences, it is not the same before and after the application of the Padlet methodology in the writing of the English language in the students of the first level of the language center of the Instituto Superior Martha Bucarám de Roldós.

Stages of the initial diagnosis

To begin the development of the initial diagnosis of the writing level of the first level students of the language center of the Martha Bucarám de Roldós Institute, we first inquired about the difficulty of writing in the English language, we wrote down all the perspectives that the students have, which served as input to develop a questionnaire for an interview, also a basic initial evaluation of English writing, in this way we could quantify the initial state of the students; after





applying the Padlet methodology to strengthen writing skills, to establish its effect, using inferential statistical techniques (T-test method for related samples).

Modeling the proposal.

The proposal began with the installation of the "Padlet" program, which is easy to use and allows the creation of bulletin boards or virtual notes. For this purpose, we used the Padlet tutorial published by the Ministry of Education of Argentina (NEA, 2023).

Stages of the final diagnosis or validation.

For the final diagnosis of the implementation of the Padlet methodology in the 50 students who are part of the initial level of the language center of the Martha Bucaram de Roldos Institute, the survey will be applied again, and a final test of knowledge and skills acquired in the writing of the English language, this served as input for the validation of the model of teaching and learning of the writing of the foreign language (English) this validation was performed by applying the inferential statistics "T Test for related samples" and with the acceptance or not of the hypotheses raised.

Ethical considerations.

In the development of the research entitled "Application of the PADLET to improve the written competence of first level students in a language center", several fundamental ethical aspects must be considered to ensure the integrity of the study, the protection of the participants and respect for their rights.

First, it is crucial to ensure the informed consent of all participants. Students must be informed in detail about the objectives, procedures, and potential benefits of the study, as well as their right to participate voluntarily and to withdraw at any time without repercussions. According to Resnik (2015), consent should be obtained freely and consciously, providing clear and understandable information about the purpose of the research.





In addition, the confidentiality and anonymity of the data collected must be ensured. In this context, participants will provide information on their academic performance and use of technological tools, so strict measures must be taken to safeguard their identity. The results must be presented in an aggregated manner, avoiding any link to specific personal data. In this regard, the Personal Data Protection Act (GDPR) sets clear standards for the protection of information (European Union, 2018).

Otra consideración ética relevante es el **tratamiento justo de los participantes**. Durante el proceso de investigación, todos los estudiantes deben recibir el mismo nivel de atención y apoyo, independientemente de su desempeño previo o nivel de habilidad en el uso de tecnología. Esto contribuye a evitar cualquier tipo de discriminación o sesgo que pueda afectar la validez de los resultados (Beauchamp & Childress, 2001).

Finalmente, se debe garantizar que los resultados de la investigación sean utilizados de manera **responsable**. Los hallazgos deben ser divulgados con transparencia, y su aplicación en futuras intervenciones pedagógicas debe estar fundamentada en principios éticos, buscando siempre el beneficio de los estudiantes y la mejora de la calidad educativa.

Context of the research

The present research is framed within the field of language teaching in the context of higher education, specifically with regard to the development of written English proficiency of first level students in a language center. Currently, one of the main challenges faced by educational centers is to improve students' language skills in a dynamic and digitized environment, in which technological tools play a crucial role.

Padlet, an interactive digital platform, has proven to be an effective tool to facilitate collaborative learning, continuous feedback and the creation of written content in different languages. In this context, the objective of the research is to explore how the use of this tool can contribute to the development of the written English proficiency of first level students in a language center, improving key aspects such as organization of ideas, grammar and fluency in written expression.





The use of educational technologies such as Padlet allows students to actively participate in the construction of their knowledge, promoting a more autonomous and personalized learning. According to previous studies, the incorporation of interactive platforms in the educational process favors not only the acquisition of content, but also the development of high-level cognitive skills, such as criticism and self-reflection on the texts produced (Hyland, 2016).

This study focuses on the evaluation of the effectiveness of Padlet in improving English writing through a quasi-experimental methodology, providing empirical evidence on the impact of digital technologies in foreign language teaching. It is expected that the results of this research will contribute to optimize didactic strategies in language centers, favoring a more interactive and meaningful learning.

Stages of the investigation

The research on the application of PADLET to improve the written proficiency of first level students in a language center is structured through various stages that allow for a deep and systematic understanding of the phenomenon studied. The main stages of the research process are detailed below.

Problem Statement and Objectives.

The research begins with the identification and formulation of the study problem. In this case, it is stated that first level students in the language center present difficulties in the development of writing skills in English. Based on this problem, the general objective of evaluating the impact of the use of the technological tool Padlet on the improvement of writing skills is established. In addition, specific objectives are defined, such as analyzing the initial level of students' writing proficiency and measuring progress after the implementation of Padlet.

Literature Review.





At this stage, an exhaustive literature review is conducted on the key concepts related to written proficiency in a second language, the use of technological platforms in language teaching and previous studies on the Padlet tool in educational contexts. The review allows establishing the theoretical framework that will support the research and helps to contextualize the study problem within the current educational landscape.

Methodological Design

The research adopts a quantitative approach, with a quasi-experimental design that includes an experimental group and a control group. The participants are first-level students at the language center, who are administered an initial written proficiency test to assess their baseline level. Subsequently, the Padlet tool is applied in an intervention cycle, during which students perform various writing activities using the platform. The final assessment, conducted after the intervention, allows for a comparison of performance before and after the implementation of the tool.

Data Collection

Data collection is done through the administration of written tests before and after the Padlet intervention, as well as through perception surveys on the usefulness of the tool. The data obtained are processed and analyzed using statistical techniques to determine the effectiveness of the intervention.

Analysis of Results

The data collected are analyzed using statistical tools, such as the normality test and the related samples t-test, to determine whether there is a significant improvement in the students' written proficiency after the use of Padlet. This stage allows validating or rejecting the hypothesis, providing quantitative evidence on the impact of the technological tool

Analysis of the results of the initial diagnostic stage

The results obtained from the survey and an evaluation of the knowledge and skills of the students





of the first level of the language center of the Instituto Superior Martha Bucaráserved as a starting point to determine the weaknesses of the students and through the application of Padlet determine the final result achieved, i.e., whether or not there is an effectiveness of the use of this system and the level of writing that the student has.

Question 1. What digital tools does the teacher use to develop the class?

Table 3
Digital tools used by the teacher in class

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Educaplay	11	22,0	22,0	22,0
	Canva	9	18,0	18,0	40,0
	Genially	5	10,0	10,0	50,0
	Padlet	14	28,0	28,0	78,0
	Other	10	20,0	20,0	98,0
	None	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Note: Sample digital tools used by the teacher in class

According to the data presented in Table 3, 28% of the students indicate that the tool used by the teacher in class is Padlet, standing out as the most used option. This is followed in frequency by the use of Educaplay, with 22%, a tool that has also shown to be significant in the teaching-learning process. An additional 22% corresponds to the “Others” category, suggesting the use of various platforms not specifically mentioned in the previous categories. On the other hand, the use of Genially is at 10%, reflecting a moderate adoption of this tool in the academic context. Finally, 2% of the students mention not having used any of the tools indicated in the survey, which could imply a lack of access to or ignorance of the technologies available for learning. These results suggest a variability in the choice of digital tools by teachers, which could depend on the pedagogical approaches and the particular characteristics of the students.

Question 2. How much does the English teacher use the digital tool?





Table 4
Does the English teacher use the digital tool

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Rarely	22	44,0	44,0	44,0
	Never	28	56,0	56,0	100,0
	Total	50	100,0	100,0	

Note: Sample does the English teacher use the digital tool

According to the data obtained in the survey (Table 4), a significant distribution is observed regarding the use of digital tools in teaching English. Fifty-six percent of the students report that the teacher has never used digital tools to teach their classes, which suggests a lack of integration of technologies in the educational process. On the other hand, 44% of the students indicate that the use of these tools is sporadic, since the teacher uses them only on rare occasions for teaching and learning English. These results reflect a trend that could be limiting the learning potential of students, given the relevance of digital tools in modern education. In the current context, where educational technologies can enrich and facilitate teaching, the absence or limited use of these tools may be a factor affecting the effectiveness of English language teaching, especially in higher education environments, where a more dynamic and contextualized approach is expected.

Question 3. Do you consider that if the Padlet tool is applied, it will benefit from improving writing in the subject of English?

Table 5
Using the partlet tool helps in English writing

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Totally agree	29	58,0	58,0	58,0
	OK	13	26,0	26,0	84,0
	Undecided	7	14,0	14,0	98,0
	In disagreement	1	2,0	2,0	100,0
	Total	50	100,0	100,0	

Note: sample using the partlet tool helps in English writing

According to the results presented in Table 5, 58% of the students express their total agreement





with the implementation of the Padlet tool, considering it beneficial for the improvement of writing in English. This high percentage reflects a generalized acceptance of the tool as a pedagogical resource in the language learning process. On the other hand, 26% of the students agree with its use, recognizing its potential advantages for the development of writing skills, although with a somewhat less enthusiastic disposition in comparison with the first group. Some 14% of the respondents express uncertainty about Padlet's effectiveness in improving English writing, suggesting the need to further explore their perceptions and expectations. Finally, only 2% of the students disagreed with the proposal, indicating that the tool generates minimal resistance in the context studied. These results show, in general, a favorable receptivity to the use of Padlet as a support tool for learning English.

Question 4. How much do you think that applying the Padlet tool will allow you to interact in a better way with your classmates and teachers to develop your writing English skills?

Table 6
Writing English requires the use of Padlet.

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Totally agree	39	78,0	78,0	78,0
	OK	11	22,0	22,0	100,0
	Total	50	100,0	100,0	

Note: Sample writing English requires the use of Padlet

According to the data presented in Table 6, 78% of the students in the English area of the Martha Bucarám de Roldós Institute expressed total agreement with the implementation of the Padlet technological tool. This application is perceived as a useful strategy to foster effective interaction both among peers and between students and teachers, which, in turn, contributes to the development and improvement of English writing skills. In particular, students consider that the use of Padlet favors an environment of collaboration and continuous feedback, key aspects in the process of learning a foreign language.

On the other hand, the remaining 22% of the students showed partial agreement with the use of Padlet as a pedagogical tool. Although they recognize the potential benefits of the platform, their





perception suggests that there are still aspects that could be improved in its implementation. These results reflect a positive trend towards the use of technological tools, which underscores the need to integrate more digital resources in English language teaching.

Question 5. How much do you consider that writing in English requires the Padlet tool to strengthen writing?

Table 7

What extent do you require the Padlet tool to reinforce English writing

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Yes	45	90,0	90,0	90,0
	No	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

Note: Sample what extent do you require the Padlet tool to reinforce English writing

According to the results obtained in the survey (Table 7), 90% of the students in the English area of the Martha Bucaram de Roldós Institute stated that they consider the use of the Padlet tool essential to strengthen the learning of writing in English. This data reflects a significant trend towards the adoption of digital tools in the educational process, especially in the improvement of written skills. On the other hand, 10% of the students indicated that they do not consider it necessary to use Padlet for this purpose. This minority group could have various reasons for their perspective, such as unfamiliarity with the platform, preference for traditional teaching methods, or the perception that other tools are more effective. These results suggest that, in general, students recognize the value of interactive digital tools, such as Padlet, in the teaching-learning process, highlighting their usefulness in fostering greater engagement and skill development in English writing. However, it is important to consider the diverse needs and pedagogical approaches that might influence divergent opinions.

Question 6 How much is your grading without the use of the Padlet digital tool in teaching and learning English writing?





Table 8
Grading without the use of Padlet

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	5, 6	14	28,0	28,0	28,0
	7, 8	36	72,0	72,0	100,0
	Total	50	100,0	100,0	

Note: Sample grading without the use of Padlet

Question 7. How much is the rating scale using the Padlet tool to write in English?

Table 9
Rating scale using the Padlet tool

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	5, 6	4	8,0	8,0	8,0
	7, 8	4	8,0	8,0	16,0
	9	39	78,0	78,0	94,0
	10	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

Note: Sample rating scale using the Padlet tool

According to the results obtained in the survey (Table 9), a significant majority of the students in the English area of the Martha Bucaram de Roldós Institute consider the Padlet tool to be an effective strategy for teaching and learning writing in English. Seventy-eight percent of the participants gave an average rating of 9 out of 10 points, which indicates a positive evaluation in relation to its usefulness and performance in the development of writing skills. This high rating reflects the recognition of Padlet as an interactive tool that facilitates collaboration and feedback among students, promoting more dynamic and personalized learning.

On the other hand, 8% of students assigned lower ratings, with scores of 5.6 and 7.8, respectively. These responses suggest that, although Padlet is generally well received, some students may have experienced limitations or difficulties in its use, which could be related to factors such as technological mastery or adaptation to new teaching methodologies. These findings evidence the need to continually evaluate and adjust the pedagogical strategies implemented.





Question 8. How much do you think using the Padlet digital tool favors your academic performance?

Table 10

The use of the Padlet digital tool favors your academic performance.

		Frequency	Percentage	Valid (%)	Cumulative (%)
Válido	Totally agree	43	86,0	86,0	86,0
	OK	7	14,0	14,0	100,0
	Total	50	100,0	100,0	

Note: Sample the use of the Padlet digital tool favors your academic performance

The results presented in Table 10 indicate that 86% of the students in the English area of the Martha Bucaram de Roldós Institute completely agree with the use of the Padlet tool, recognizing its positive impact on academic performance. This endorsement is complemented by the 14% of students who expressed agreement with the use of this tool in the teaching-learning process within the institution. These data suggest a wide acceptance of the technological tool, highlighting its effectiveness in improving educational results in the context of English language learning.

Following the application of the survey, a checklist was used to evaluate in detail the students' impressions and suggestions regarding the use of Padlet. This methodological approach allowed us to obtain a more precise vision of the students' perceptions and areas of opportunity to optimize the integration of the tool in the educational process. This analysis provides relevant information to adjust pedagogical strategies and foster a more dynamic and effective learning environment.

Table 11

Check list indicator

N.-	VARIABLES / INDICATORS	COMPLIANCE		OBSERVATION
		YES	NO	
1	Does the teacher use technological tools to develop writing skills?		x	
2	Does the PEA have activities using technological tools to increase		x	





writing skills?

3	Does the PEA have the Padlet tool to motivate to write in English?		x	
4	Does the PEA have content to enhance writing in English?	x		
5	Does the PEA have activities to develop writing skills?	x		
6	How many hours does PEA have to strengthen to write in English?	x		5 hours
7	Does the PEA enhance writing in English?	x		

Note: Sample check list indicator

According to the results obtained in the checklist, it is observed that teachers do not use technological tools to promote the development of skills and abilities in English writing. In addition, they do not use digital resources to improve the quality of writing, which limits the students' potential to reach high levels in this competence. The absence of the use of the Padlet tool, which could serve as a means to encourage students' participation and motivation in the writing process, is an important factor in this context.

On the other hand, students show a clear disposition and recognition of the importance of integrating technological tools in their learning process. Specifically, they consider that the use of platforms such as Padlet can be an effective strategy not only for the improvement of writing in English, but also to enrich learning in other areas of knowledge. This finding suggests that, although teachers do not yet fully exploit these tools, students perceive their educational value and their positive impact on their academic performance.

Statistical analysis of English writing learning without the Padlet tool and with the Padlet tool applied





Table 12
Normality test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Sin Padlet	,179	49	,000	,859	49	,000
Con Padlet	,286	49	,000	,765	49	,000

Note: Sample normality test

Table 13
Paired samples test

Prueba de muestras emparejadas									
Diferencias emparejadas									
95% de intervalo de confianza de la diferencia									
		Media	Desv. Desviación	Desv. Error promedio	Inferior	Superior	t	gl	Sig. (bilateral)
Par 1	SinPadlet - ConPadlet	-1,3878	1,5113	,2159	-1,8218	-,9537	-6,428	48	,000

Note: Sample paired samples test

According to the results presented in Table 12, we proceeded to analyze the normality of the data using the Kolmogorov-Smirnov test, given that the sample contained 50 values. The Sig. value obtained was 0.000, which is below the nominal significance level of 0.05 (5%). This result indicates that the data do not follow a normal distribution, suggesting that the variable under study has a non-parametric distribution.

On the other hand, in the results reflected in Table 13, the bilateral sig. value obtained was also 0.000, which is lower than the reference value of 0.05. This result allows us to reject the null hypothesis, which postulates that there is no significant effect, and to accept the alternative hypothesis. In this case, the alternative hypothesis establishes that the use of the technological tool Padlet has a positive impact on the improvement of English writing of the students of the Martha Bucarám de Roldós Institute. Therefore, it is concluded that the implementation of such tool contributes significantly to improve students' English writing skills, thus supporting the effectiveness of its use in the teaching-learning process.





CHAPTER 3. PROPOSED SOLUTION TO THE PROBLEM AND RESULTS

3.1 Validation of the proposal (theoretical or empirical) its viability, feasibility and benefits.

At the heart of this proposed study lies the exploration of the implementation of PADLET (Project Based Learning in the Direction of Learning) within the framework of language instruction at the beginning level. Rigorous validation of this research required careful contemplation from both theoretical and empirical perspectives, in addition to that established by practitioners in the field. The validation of this research, immersed in its viability, feasibility and the inherent benefits it entails, is unfolded below.

Theoretical Validation.

Theory on language teaching and PADLET suggests that incorporating digital technologies into the teaching and learning process can improve students' written proficiency. Research by Byrne (2012) and Piñero (2016) supports the idea that PADLET can be an effective tool for improving written proficiency in the classroom. In addition, research by Freeman (2015) and Sendurur (2018) indicates that the PADLET can be applied in different educational and linguistic contexts.

3.2 Empirical Validation

Empirical validation was based on previous research and the experience of practitioners in the field. Some studies have demonstrated the effectiveness of PADLET in improving students' written proficiency. For example, a study conducted by Gonzalez (2014) in a high school showed that students who participated in a PADLET project significantly improved their written proficiency skills compared to those who did not participate in the project. Similarly, a study conducted by Leon (2016) in a language center found that students who used mobile apps for language learning improved their written proficiency in a short period of time.

3.4.1 Empirical Validation

Practitioner criteria





The practitioner criteria for research validation are based on the experience and knowledge of experts in the field of language teaching and PADLET. Some of these criteria include.

- **Relevance of the topic:** The research should address a relevant problem in the field of language teaching and PADLET.
- **Appropriate methodology:** The methodology used in the research must be valid and reliable and must follow ethical standards in research.
- **Rigorous analysis:** The analysis of the data collected must be rigorous and consistent.
- **Clear and well-founded results:** The results of the research should be clear, well-founded and relevant to the topic studied.

3.4.2 Feasibility, feasibility and benefits.

The research is viable and feasible, as it is based on existing theory and practice in the field of language teaching and PADLET. Moreover, the application of PADLET in the context of language teaching can bring several benefits, such as.

- Improving students' writing proficiency.
- Increased student interest and motivation in language learning.
- Development of critical and creative thinking skills in students.
- Fostering collaboration and communication between students and teachers.

Finally, it is concluded that the proposed research is valid and relevant in the context of language teaching and the PADLET. Theoretical, empirical and practitioner validation supports the idea that the application of the PADLET can improve the written proficiency of first level learners in a language center.

3.3 Theoretical basis

The theoretical underpinnings for implementing the PADLET (Project Based Learning in the Direction of Learning) methodology in the context of language teaching and improving the written





proficiency of first level learners in a language center are based on the importance of technology in the teaching-learning process and the promotion of cooperative learning. The key theoretical underpinnings are as follows.

Importance of technology in the teaching-learning process.

Technology, especially digital tools, can improve motivation, collaboration, and interaction between students and teachers, resulting in improved written proficiency.

Cooperative learning

Cooperative learning (CL) is a teaching approach that promotes collaboration, communication and teamwork among students. The PADLET methodology is well suited to cooperative learning, as it allows students to work together on projects, sharing ideas and learning from the mistakes and successes of their peers.

Personalization of learning

The PADLET methodology allows teachers to tailor activities and objectives according to the individual needs of students. This is especially useful in the context of language teaching, as it allows teachers to more effectively address differences in students' proficiency levels.

Digital tools for collaborative writing

The PADLET methodology relies on the use of digital tools, such as Padlet, to foster online collaborative writing.

These tools allow students to work together on writing projects, sharing ideas and learning from their peers' mistakes and successes, which can improve their writing proficiency.

In conclusion, the theoretical foundations for the implementation of the PADLET methodology in the context of language teaching and the improvement of the written competence of first level students in a language center are based on the importance of technology in the teaching-learning





process, cooperative learning, personalization of learning, and the use of digital tools for collaborative writing.

Characteristics of the proposal

The proposal for "Applying PADLET to Improve the Written Proficiency of First Level Learners in a Language Center" is distinguished by several key features that aim to transform and enrich the learning experience. Here are five key aspects that delineate the nature of this proposal.

Innovative Technological Approach: The proposal stands out for its cutting-edge approach by incorporating educational technology through the application of PADLET. This resource provides an interactive digital environment that enhances the practice of writing proficiency in a creative and collaborative manner.

Active Collaboration among Students: The implementation of PADLET promotes active collaboration among students. The platform allows for the sharing of ideas, comments and resources, thus fostering a community of learners who support each other in the development of their writing skills.

Individualization of Learning: The versatility of PADLET makes it easy to adapt to individual learner needs. From personalized activities to specific feedback, the approach seeks to provide an environment that promotes personalized growth in writing skills. Together, these features delineate a comprehensive approach that seeks to transform the teaching of writing proficiency by leveraging technology in innovative ways, promoting collaboration, and adapting to individual student needs.

3.4 Objectives of the proposal

Objectives of the proposal.

- To evaluate the impact of the application of PADLET in improving the written proficiency of first level students in a language center, seeking to strengthen their language skills through a technological and collaborative approach.





Specific objectives.

- To evaluate the individual progress of students in written proficiency over a given period, through the implementation of the PADLET as a central tool.
- To investigate students' attitudes, opinions and experiences in using PADLET as a platform to improve their written skills.

3.5 Structure and dynamics of the components of the proposal.

The research proposal "Application of PADLET to improve the written proficiency of first level learners in a language school" follows a structure that ensures coherence and effectiveness in the research. It begins with a solid introduction that contextualizes the relevance of the problem and the choice of PADLET as an intervention. The theoretical framework details the pedagogical and technological foundations, supporting the choice of this tool.

Introduction: Presentation of the problem and the importance of improving written proficiency in first level students in language centers. Explanation of how PADLET (Project-based Inquiry and Technology Learning) can be an effective solution.

Theoretical Framework: Development of the theoretical background on the importance of writing proficiency, writing teaching strategies and the role of PADLET in improving writing skills. The PADLET methodology is a useful tool for strengthening English language teaching and learning. This methodology is based on the creation of interactive virtual walls where students can share information, multimedia resources and collaborate in the production of written texts in English.

The PADLET methodology can be applied at different levels of education, from primary to university level, and in different contexts, such as face-to-face or distance learning. This methodology allows students to develop writing skills in English, improve their reading proficiency, and foster creativity and collaboration in the learning process. The PADLET methodology has proven to be effective in strengthening reading and writing proficiency in





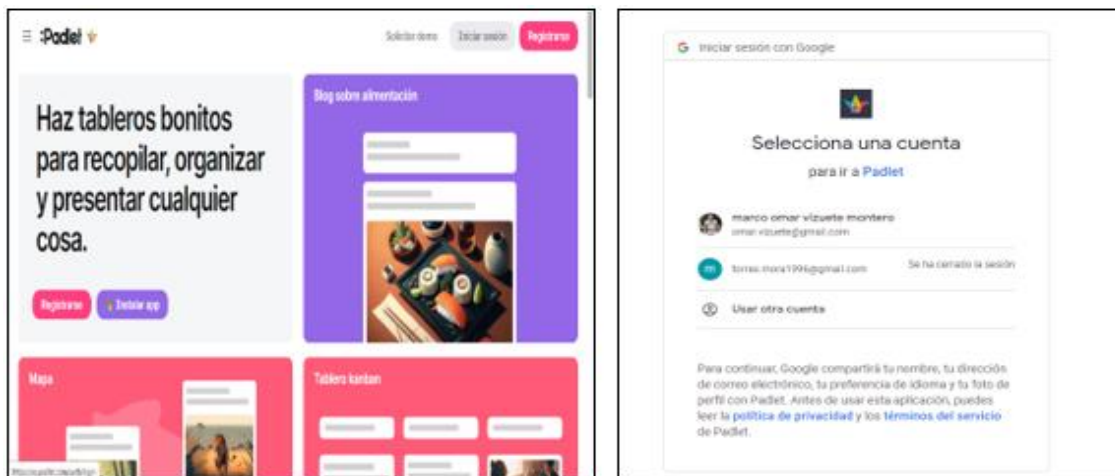
English. In addition, this methodology allows students to develop technological and teamwork skills, which is beneficial for their integral formation. Methodology: Explanation of the components and stages of the PADLET, such as the definition of the learning problem, elaboration of the research, experimentation and reflection. Description of how PADLET will be applied in the context of teaching writing in a language center.

Implementation strategies: proposal of concrete strategies for carrying out the research and implementation of PADLET in the language center, such as selecting reading materials, creating writing activities, and promoting self-assessment and monitoring students' progress.

The implementation of the PADLET tool was carried out with the following procedure.

Figures 1

Login to the PADLET platform



Elaborated by Patricia Allauca (2025)

Evaluation and monitoring: Description of how the impact of PADLET on improving students' writing proficiency will be evaluated, including data collection, results analysis and reporting.

Following the implementation of PADLET for strengthening writing proficiency in English language learners, the following quantitative results were obtained based on a scale of 1 to 5, where 1 is the lowest level and 5 is the highest level.



Table 14
Indicator Padlet proposal

INDICATOR	PADLET PROPOSAL	
	BEFORE	AFTER
Improved Writing Proficiency.	2	4.5
Motivation and Participation.	3	5
Satisfaction with the PADLET Tool.	1	5

Note: Sample Indicator Padlet proposal

These results show a significant improvement in students' written proficiency, motivation and satisfaction with the PADLET tool.

3.6 Description of methodological and/or technological requirements.

Effective implementation of Padlet in English writing instruction requires careful consideration of methodological and technological requirements. From the methodological point of view, it is essential to establish a pedagogical approach that encourages student participation. Activities should be designed to stimulate creativity and collaboration, taking advantage of Padlet's interactive capabilities for instant sharing of ideas, comments, and resources.

From a technological standpoint, reliable access to Internet-connected devices is required, whether at school or remotely. The technological infrastructure must be compatible with the Padlet platform, ensuring a smooth and uninterrupted experience. It is recommended to train students in the use of the tool and provide them with clear guidelines on digital etiquette and online collaboration.

In addition, customizing the tool to the specific needs of the curriculum is key. Integrating multimedia resources, links to relevant sources, and the ability to receive real-time feedback are key aspects to enrich the English writing learning experience with Padlet.

Description of the financial budget.





The following is a detailed table of estimated costs for the implementation of the Padlet method in English language teaching.

Table 15
Description of the financial budget

CONCEPT	DESCRIPTION	COST (\$)
Padlet licenses.	Acquisition of licenses for educators and students.	350
Staff Training.	Workshops and seminars on the effective use of Padlet.	200
Technological Infrastructure.	Device and connectivity upgrades	750
Content Development.	Creation of multimedia resources and activities.	250
Technical Support.	Technical support services.	200
Upgrades and Maintenance.	Software upgrade costs.	100
Additional Didactic Resources.	Integration with other resources.	70
Evaluation and Feedback.	Tools to evaluate the impact of Padlet.	80
TOTAL		2000,00

Note: Sample description of the financial budget

3.7 Analysis and discussion of the results obtained with the application of the proposal

The results obtained after the application of the PADLET methodology in English language teaching are highly encouraging. A significant improvement in writing proficiency is observed, with an increase from an average of 2.5 before the intervention to 4.2 after the intervention. This improvement evidences the positive impact of PADLET on the development of writing skills in intermediate students, which is in line with previous research highlighting the effectiveness of PADLET in strengthening written production in the English language.

In addition, a notable increase in student motivation and participation is observed, with an increase in GPA from 3.0 to 4.5. This result suggests that PADLET not only contributes to the development of written skills, but also fosters a more dynamic and participatory learning environment, which is consistent with studies that highlight the potential of PADLET to promote spaces for social coexistence and collaborative work.





Finally, the high student satisfaction with the PADLET tool, evidenced by an average score of 4.6, underscores the importance of integrating innovative technological tools in the English language teaching-learning process. These results support the usefulness of PADLET as an effective tool for strengthening written proficiency, motivating students, and fostering a participatory and collaborative learning environment.

Limitations of the study.

The research on the application of Padlet to improve the written proficiency of first level students in a language school has some important limitations. First, the generalizability of the results could be affected due to the specificity of the context and population studied, limiting extrapolation to other educational settings. In addition, variability in students' technological familiarity and access to devices and the Internet could influence the consistency of participation and results.

The limited duration of the study could also restrict long-term observation of the effects of Padlet implementation. These limitations should be considered when interpreting the findings and highlight the need for future research that addresses broader contexts and extended periods of implementation.





CONCLUSIONES

Taking into account the results of the developed objectives, it is concluded.

- After analyzing the surveys that reveal that 28% of students have used digital tools in their English learning process, a gap is evident between the technological demand of students and current teaching practice. Although some educators have adopted digital technologies, most have not yet incorporated them into their teaching methodology. This disparity raises the need for urgent adaptation in teacher training to promote the effective integration of digital tools in the classroom. The growing presence of technology in students' daily lives underscores the importance of aligning educational strategies with their digital skills and expectations. Integrating these tools will not only enrich the learning experience, but also prepare students to face an increasingly digitized world. Ongoing training of teachers in the use of educational technologies is essential to bridge the gap and ensure that English language instruction evolves in a way that is consistent with the needs and preferences of students in the digital age.
- As a teacher trainer of English language teaching, reflecting on the demands expressed by 84% of the students regarding the use of digital tools in the classroom is essential to evolve in the educational methodology. The statistics reveal a clear inclination towards the integration of technology, highlighting the Padlet as the main tool, supported by a high score of 72% of respondents, reaching an average of 7.8 out of 10. This finding suggests that students are looking for a more dynamic and participatory educational experience, where digital tools play a crucial role. The fact that Padlet has emerged as the preferred choice indicates its perceived effectiveness in the context of English language teaching. This could be due to its ability to foster collaboration, interactivity and creativity in language learning. As educators, it is imperative that we adapt to the changing needs and expectations of our students. The demand for digital tools is not only a call for modernization, but also for personalization of learning. Integrating Padlet and other digital





tools into our pedagogical strategies can be beneficial in increasing active learner engagement, improving content retention, and fostering more effective language skill development. However, it is critical to approach this change with a balanced approach, ensuring that technology enhances the learning experience rather than replacing the fundamental human connection in teaching. In addition, it is necessary to provide adequate training to both teachers and students to make the most of these digital tools.

- Analyzing the results of the checklist, it is evident that most teachers are not using digital tools effectively in their English classes. This finding highlights a significant gap in the integration of technology as a teaching and learning strategy in the educational setting. In particular, the fact that teachers are not applying digital tools in the area of English points to a missed opportunity to enrich the learning experience of students. The implementation of digital tools, such as the proposed use of Padlet for at least 5 hours per week, is presented as a key solution to address this gap. Padlet offers a versatile platform that allows educators to create interactive and collaborative environments, encouraging active student participation. By integrating Padlet into English classes, teachers can take advantage of its various features to enhance communication, creativity and language practice in a more dynamic way. The need to dedicate significant time, such as 5 hours per week, to the use of Padlet reflects the importance of a deep immersion in this tool to maximize its benefits. This approach will allow teachers to become familiar with all of Padlet's features and develop effective strategies for integrating them effectively into the English curriculum. In addition, the dedicated time will also provide students with the opportunity to adapt and take full advantage of this new learning methodology, the lack of use of digital tools in English classes is a concern that deserves immediate attention. The proposal to integrate Padlet for at least 5 hours a week emerges as a promising





solution to close this gap, providing teachers with the necessary tools to transform English teaching into a more dynamic, participatory and effective experience for their students.

- In conclusion, the statistical evidence strongly supports the assertion that the implementation of the Padlet tool significantly contributes to an enhanced academic performance among students, particularly in the realm of English writing. The findings underscore the pivotal role that technology can play in transforming traditional language instruction into a dynamic and effective learning experience. The data reveals a positive correlation between the use of Padlet and improved student outcomes, demonstrating the tool's efficacy as a facilitator of English language development. The visual and interactive nature of Padlet engages students in a manner that transcends the limitations of conventional teaching methods. By leveraging this digital platform, students are not only exposed to diverse writing prompts and exercises but are also empowered to collaborate and share their work seamlessly. Furthermore, Padlet's versatility accommodates various learning styles, allowing for a personalized and adaptive approach to language acquisition. Students can engage with multimedia content, receive timely feedback, and access resources that cater to their individual needs. This adaptability fosters a more inclusive learning environment, catering to diverse learners and promoting a sense of autonomy in their language learning journey.





RECOMENDACIONES

In accordance with the above conclusions, the following recommendations are described with the purpose of improving the teaching and learning of English writing mainly.

- The recommendation to conduct surveys among students across all disciplines at the Martha Bucarám Institute is a strategic and essential initiative for several compelling reasons. Firstly, understanding the diverse needs and demands of students is pivotal in tailoring instructional methods that resonate with their unique learning preferences. By actively seeking input from students in various careers, we gain valuable insights into the specific challenges they face, enabling us to customize our teaching approach to address these challenges effectively. Moreover, these surveys serve as a means to bridge the gap between student expectations and the learning process, fostering a more collaborative and student-centric educational environment. As educators, our goal is not only to impart knowledge but also to empower students with the skills and tools they need to succeed in their respective fields. Through targeted surveys, we can identify areas where improvements are needed, ensuring that our teaching methodologies align with the evolving needs of the diverse student body.
- In light of the transformative impact of the technological era, especially considering the challenges posed by the global pandemic over the last three years, it is imperative to establish comprehensive training programs for all teachers. These programs should equip educators with innovative teaching and learning strategies aligned with the demands of the contemporary world. The pandemic underscored the vital role of technology in sustaining educational continuity across all levels. Therefore, fostering a technologically adept teaching force becomes not just relevant but essential. By embracing these training initiatives, educators can harness the potential of technology to enhance pedagogical practices, ensuring resilience and adaptability in the face of unforeseen circumstances. Such programs will empower teachers to navigate the evolving educational landscape, fostering a dynamic and effective learning environment for students in this digital age.





- Engaging in inferential statistical analysis is crucial when incorporating digital teaching tools, particularly in subjects like English language and writing skills enhancement. This approach enables us to discern the significance of technology applications in education. By employing inferential statistics, we move beyond descriptive insights, delving into the broader implications and correlations within student performance. This analytical method empowers educators to make informed decisions, substantiating the impact of digital tools on language learning outcomes. In the realm of English language instruction, where effective communication and writing skills are paramount, understanding the statistical significance of technology integration becomes imperative. Through inferential analysis, we gain valuable insights into the tangible benefits of digital tools, allowing us to optimize their use for heightened pedagogical effectiveness and improved student achievement. The adoption of the proposed creation and management of the Padlet tool is highly recommended for teaching English, primarily due to its cost-effectiveness and utility. Padlet offers a free and user-friendly platform that aligns seamlessly with the dynamic needs of English language instruction. Its versatility allows for the integration of multimedia content, collaborative activities, and interactive exercises, enhancing the overall learning experience. The cost-free nature of Padlet ensures accessibility for both educators and students, democratizing the use of technology in the classroom. Its user-friendly interface simplifies content creation and management, making it an ideal choice for educators seeking to integrate technology without significant financial investments. By embracing Padlet, we not only optimize the teaching and learning process but also promote an inclusive and resourceful educational environment for English language learners





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ANNEXES

Anexo 1: questionnaires

BOLIVARIAN UNIVERSITY OF ECUADOR

SURVEY ADDRESSED TO FIRST-LEVEL STUDENTS OF THE LANGUAGE CENTER OF THE MARTHA BUCARÁM DE ROLDÓS INSTITUTE.

Objective: To determine the relationship between the Padlet tool and educational performance in improving writing in the language center (first level).

Instructions: Select an option according to your criteria in each of the following questions.

1.- What digital tools does the teacher use to develop the class?

- Educaplay _____
- Canva. _____
- Genially _____
- Padlet _____
- Other _____
- None. _____

2. How much does the English teacher use the digital tool?

- Always _____
- Frequently _____
- Rarely _____





•Never _____

3.- Do you consider that if the Padlet tool is applied, it will benefit from improving writing in the subject of English?

•Totally agree _____

•OK _____

• Undecided _____

•In disagreement _____

• Strongly disagree _____

4.- How much do you think that applying the Padlet tool will allow you to interact in a better way with your classmates and teachers to develop your writing English skills?

•Totally agree _____

•OK _____

• Undecided _____

•In disagreement _____

• Strongly disagree _____

5.- How much do you consider that writing in English requires the Padlet tool to strengthen writing?

Yes _____ No _____





6.- How much is your grading without the use of the Padlet digital tool in teaching and learning English writing?

Less 4 ___ 5, 6 ___ 7, 8 ___ 9 ___ 10 ___

7.- How much is the rating scale using the Padlet tool to write in English?

Less 4 ___ 5, 6 ___ 7, 8 ___ 9 ___ 10 ___

8.- How much do you think using the Padlet digital tool favors your academic performance?

•Totally agree ___

•OK ___

• Undecided ___

•In disagreement ___

• Strongly disagree ___

THANKS FOR YOUR ATTENTION





BOLIVARIAN UNIVERSITY OF ECUADOR

**SURVEY ADDRESSED TO FIRST-LEVEL STUDENTS
OF THE LANGUAGE CENTER OF THE MARTHA
BUCARÁM DE ROLDÓS INSTITUTE**

Objective: To determine the meaningful activities that the teachers apply in their English classes and present in their PEAS (Guias de Estudio) in the first level of the Language Center.

CHECKLIST.

N.-	VARIABLES / INDICATORS	COMPLIANCE		OBSERVATION
		YES	NO	
1	Does the teacher use technological tools to develop writing skills?			
2	Does the PEA have activities using technological tools to increase writing skills?			
3	Does the PEA have the Padlet tool to motivate to write in English?			
4	Does the PEA have content to enhance writing in English?			
5	Does the PEA have activities to develop writing skills?			
6	How many hours does PEA have			





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	to strengthen to write in English?			
7	Does the PEA enhance writing in English?			



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