

The impact of Digital Platforms on English Learning in Ecuadorian Public Primary Schools

El impacto de las plataformas digitales en el aprendizaje del inglés en las escuelas primarias públicas ecuatorianas

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ABSTRACT

Learning English as a second language has always been key worldwide because it is a means of communication and connection with other cultures and nationalities, hence its importance of starting to learn it from an early age. This literature review allows us to scientifically justify the topic presented and highlights the use of digital platforms as a methodological and pedagogical mediator in the acquisition of English as a second language in children ranging from 6 to 12 years of age. Therefore, the effectiveness of technological integration in the sector of public education has the potential to offer students interactive and engaging opportunities that encourage meaningful learning of English while promoting language skills through active participation and motivation as a result. However, the socio-economic factor and the lack of technological resources in public schools and families make a difference in the education and learning of this language, which is why state support is essential, as well as the professional development and constant training of teachers in the use of virtual platforms such as Microsoft Teams, Google Meet and Zoom among others but also new technologies for success in the acquisition of the English language.

Keywords: Digital Platforms; Learning; English; Public education; Primary school.

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RESUMEN

El aprendizaje del inglés como segunda lengua siempre ha sido clave a nivel mundial por ser un medio de comunicación y conexión con otras culturas y nacionalidades, de ahí la importancia de comenzar a aprenderlo desde edades tempranas. Esta revisión bibliográfica nos permite justificar científicamente el tema presentado y destaca el uso de las plataformas digitales como mediador metodológico y pedagógico en la adquisición del inglés como segunda lengua en niños de 6 a 12 años de edad. Por lo tanto, la eficacia de la integración tecnológica en el sector de la educación pública tiene el potencial de ofrecer a los estudiantes oportunidades interactivas y atractivas que fomenten el aprendizaje significativo del inglés, promoviendo al mismo tiempo las habilidades lingüísticas a través de la participación activa y la motivación como resultado. Sin embargo, el factor socioeconómico y la falta de recursos tecnológicos en las escuelas públicas y las familias marcan la diferencia en la educación y el aprendizaje de este idioma, por lo que el apoyo estatal es fundamental, así como el desarrollo profesional y la capacitación constante de los docentes en el uso de plataformas virtuales como Microsoft Teams, Google Meet y Zoom entre otras, pero también las nuevas tecnologías para el éxito en la adquisición del idioma inglés.

Palabras clave: Plataformas digitales; Aprendizaje; Inglés; Enseñanza pública; Escuela primaria.

Introduction

The importance of English as a foreign language is recognized worldwide, because it allows effective communication with people of different cultures and nationalities, so starting to learn it as a second language since infancy, helps children achieve a promising future focused on work, personal and professional success (Parupalli, 2019). In such virtue and at the same time, the benefits of incorporating new technologies as pedagogical mediators between the teaching and learning of English with children are evident.

According to Silva (2024), learning interactively encourages student participation, motivation, concentration, and meaningful learning while avoiding distractions. This allows students to take advantage of some engaging digital platforms that support the acquisition of English as a second language. Learning a second language from an early age has been shown to offer young children enormous benefits in the short and long term, especially if they are learning English.

This literature review refers to the impact of Digital Platforms on English learning in Ecuadorian public primary schools, which determined a radical change in public education after the Covid-19 pandemic, digital platforms such as Teams, Google Meet, and Zoom among others that emerged and have been incorporated as the main means to teach classes and maintain communication between students and teachers, so technology becomes a strategic and methodological ally that effectively involves students in the world of learning English.

Tirado et al. (2023), state that teachers can utilize interactive resources in virtual classrooms as tactics and approaches to maximize children's English language learning potential. These include technologically-linked pedagogical approaches based on gamification and mobile learning, which are difficult to implement in face-to-face classes in the majority of public primary schools in Ecuador due to resource shortages.

However, the socioeconomic factors that most influence the acquisition of English as a second language are purchasing power, social class, and the type of education received, which is summarized in the opportunities that students have to access quality education, teaching within public schools is affected to a greater extent by the low teaching coverage and the lack of resources, materials and technological tools, which indicates a lack of resources aimed at improving the level of English in the country (Méndez & Hernández, 2022).

According to Hennessy et al, (2022), The effective use of virtual platforms in the classroom is hampered by the lack of sufficient and ongoing support for teachers to gain confidence in using digital technology before its implementation. For this reason, professional development through the use of technology has the potential to improve student learning outcomes and the quality of education.

The General Objective of this research is: To analyze the impact of digital platforms on English learning in Ecuadorian public primary schools. That is why this work proposes to search for this information through a Literature Review, whose methodology is the compilation of documents such as articles, books, academic writings, or web pages that allow a scientific justification on the topic presented and by the previous considerations, this literature review establishes the importance of the use of technology in early childhood education.

The keywords used for this research are **Digital Platforms; Learning; English; Public education; and Primary schools** in the search and compilation of information obtained from the sources that have scientific attribution, so this literary review provides a work based on the exploration of documents that constitute a fundamental and necessary aspect of all academic research (Codina, 2020).

On the other hand, the use of inclusion and exclusion criteria such as time, the field of study, topics related to the impact of digital platforms on English learning in Ecuadorian public primary schools, etc., facilitate the search and frame of the technological trend in the acquisition of English in childhood as a second language. In this way, this report presents an organized articulation to extract the results, detect findings, and contribute to scientific knowledge on the topic investigated.

Methodology

Marking the relevance of the literature review, the need arises to carry out a compilation of sources that reflect the impact of digital platforms on English learning in Ecuadorian public primary schools. justifying and highlighting the importance of the study's topic in the acquisition of a second language. That is the reason why this article presents the following aspects:

1. Use the following keywords: **Digital platforms; learning; English; Public education; Primary schools**; when searching for information.

2. Select sources or digital search repositories of journals, articles, or popular science texts, such as Google Academic, Scielo, Dialnet, and Redalyc, because these types of search engines are recognized and have scientific attributions.

Use of **Inclusion criteria** as a plan to get specific and clear information but also to delimit the evidence base such as:

- Date: The articles and books used to collect information are works carried out with current bibliographic support that is 5 years old.
- Regional context: Research carried out within Ecuador.
- Basic education level: research work carried out in public primary education.
- Language: The search for articles is in English but, if necessary, in Spanish to get information.
- Relationship with the topic investigated: The impact of digital platforms on English learning in Ecuadorian public primary schools; the relationship between technology and early childhood education for the learning English language; the advantages and disadvantages of using digital platforms in the process of learning English in Ecuadorian public primary schools.

Use of **Exclusion criteria** as a plan to reduce the number of articles to be reviewed but also to delimit the evidence base such as:

- Date: The articles and books used to collect information have a base older than the last 5 years.
 - Regional context: Research carried out in Asian or European countries.
 - Basic education level: research work not carried out in elementary education and public education.
 - Language: articles that don't correspond to the English or Spanish language
 - Relationship with the topic investigated: works that aren't related to the guidelines or the problem established above.
1. Collect and synthesize the information related to the Impact of digital platforms on English learning in Ecuadorian public primary schools; the relationship between technology and early childhood education for the learning English language; the advantages and disadvantages of using digital platforms in the process of learning English in public primary schools. in an organized way in a matrix.

2. Analyze and present the results, in this case, after having had a matrix of the articles and books used that are 5 years old, we proceed to interpret from a critical reading the theoretical-scientific contributions of the authors of said works, to intervene in the authors' explanation in the analysis of the results obtained.

Based on these arguments, the research has a documentary analysis, since in this work the impact of the use of digital platforms and technological tools on the acquisition of effective learning of English in children who attend Ecuadorian public primary schools is analyzed, which involves a reflection on the established questions concerning the general and specific objectives.

Development

For decades the importance of wanting to teach successfully has been seen. The origins of educational technology were the result of programmed teaching, with the idea of improving the learning process, its creation is attributed to Burrhus Frederik Skinner, a professor at Harvard University in 1954 (Figueroba, 2024).

With the arrival of the pandemic caused by COVID-19, the need arose to incorporate digital platforms and technological tools that allow continuity in education and influence meaningful learning of English in the students who attended primary public schools in Ecuador, carrying out a fundamental process of restructuring the educational system. Therefore, the phenomenon of virtual platforms at the educational level refers to digital environments that take advantage of Internet technologies to create virtual spaces and thus facilitate teaching, interaction, communication, and learning between students and teachers who are geographically dispersed.

According to Hamutoğlu et al. (2020), Education has undergone a major revolution thanks to digital platforms, which have brought about several significant changes and opportunities. Teachers and students have had access to a wide range of educational resources, interactive materials, and collaborative tools, allowing them to create personalized learning experiences and meet the needs of individual students. Additionally, digital platforms have made it easier for parents, students, and teachers to communicate and work together.

When digital platforms were combined with innovative teaching and learning practices, student performance could be improved. However, to be successful, digital technologies had to be introduced into schools as part of a comprehensive approach that aligns curricular needs with innovation and includes teacher training for schools and early childhood English teaching and learning practices.

According to Granados et al. (2020), New developments in technology have made it possible for lessons to take place in virtual learning settings with flexible and collaborative spaces that provide students more autonomy and improve the learning language

This research was based on the Literature review, which was supported by the compilation of information obtained from scientific articles or journals, books, academic writings, and web pages that have scientific attribution which carried out rigorous and systematic work based on the exploration of documents that constitute a fundamental and necessary aspect of all academic research (Codina, 2020).

Therefore, it was important to review some themes according to the research Questions and the sources of information such as we can see in Table 1.

Table 1. Authors according to the source of information.

Research sources	the importance of digital platforms means and tools for children in the process of learning English	the relationship between technology and early childhood education for the learning English language	advantages and disadvantages of using digital platforms in the process of learning English in children
Google académico	7	4	6
Dialnet	2	3	1
Scielo	1	2	2
Redalyc	1	1	0
Total	11	10	9

Source: Own.

The results of this table were: the majority of compilations of scientific articles were made from the research source Google Scholar because this search engine allows finding general information on any area of academic knowledge and it is endorsed by the scientific community. Google Scholar indexes a wide range of scholarly sources, including peer-reviewed papers, theses, books, conference papers, and patents. This extensive coverage ensures that researchers can access a diverse set of publications across various disciplines, making it a valuable resource for compiling scientific articles.

Thereby, according to this information, some related topics were analyzed.

Learning English in Ecuadorian Public Primary Schools

Learning English is the process of interaction between educators and students, allowing the understanding of the English language either through study or experience. One of the primary goals of English classes for Ecuadorian public primary school students was to help them develop strong communication skills. Effective communication is essential in all aspects of life and starting early ensures that children can express themselves clearly and confidently as they grow.

Thus, children in public primary schools have certain cognitive advantages linked to their age, such as greater brain plasticity, they learn in a completely different way than older learners because young children learn implicitly through interaction, songs, and games, listening, and imitating sounds as in their native language. A child has fewer inhibitions and is more likely to take risks without worrying about being corrected. Learning languages at an early age not only provides linguistic benefits but can also improve basic cognitive skills, including reasoning, problem-solving, and memory, as well as improve communication and cross-cultural skills (Bacon, 2023), the contribution of virtual platforms in the educational environment was an essential complement to the development of the teaching and learning process, energizing classes and facilitating the fulfillment of the objectives set by teachers of instructing students and in the same way, evaluating them more accurately (Miranda et al. 2021).

Importance of Digital Platforms in Ecuadorian Children Education

First, it was important to recognize that technology is a set of tools, digital resources, and computer processes that allow communication which are applied to the structure and activities of many aspects, in our case to the educational system as a methodological ally and strategy in the teaching and acquisition of meaningful learning.

Primary school education required significant transformations, where digital platforms to give classes represented support for both teachers and children, both had the possibility of managing their educational process more easily due to all the resources that we could find. which is why Its use as an innovative resource in the learning process is of vital importance, being a facilitating element that promotes the development of intellectual capacities and facilitates the acquisition of skills and abilities. Furthermore, its implementation offered the opportunity to work in a pleasant and attractive environment, encouraging collaborative work between students and educators when the digital platforms were used correctly within innovative classes.

According to Riah et al. (2021), “E-learning can be considered as one of the best strategies to be adopted for teaching and learning” (p. 3), whether in the classroom or from home, through the use of devices such as computers, tablets, and cell phones, in such a way that students could enter the virtual world and learn on digital platforms in an easy, effective and autonomous way giving rise to “e-learning” (e-learning, for its acronym in English), which is defined as the combination of forms of learning that use technology or the Internet as a means to teach and learn in an impactful way.

According to Bui Trong & Nguyen Truong (2023), One phenomenon that is a part of the digital transition is technology. The Ministry of Education has incorporated new technologies into schools and altered educational methods to such an extent that spaces opened for digital culture from an early age, that is, from primary education in the classrooms or independently and in an impressive way from the pandemic time to the present. This is because it has introduced the participation of digital platforms in education worldwide and the Ecuadorian educational system could not be ignored.

“The use of educational platforms has motivated students to improve their English language skills, setting themselves personal challenges and advancing in the levels of the applications to acquire more skill in the language” (García, p. 15).

Effectiveness Of Digital Platforms Integration in Education

According to Dauzón Ledesma & Izquierdo Sandoval (2020), children who have had access to technology throughout their brief lives, have a high degree of digital literacy, and have integrated technology into their education are also known as “digital natives.” As a result, they have a higher chance of learning English as a second language. This was the point at which the educational system had to step in and discover tools and methods to help with technology-assisted multilingual learning.

So, children felt motivated to learn English when educators used technological tools and digital sources in the process of learning this language, allowing children to acquire meaningful learning effectively and productively of English as a second language, that was the reason why technology and English learning in early childhood education are closely related.

The study by Kieu (2021), showed that students’ language proficiency was much enhanced, and their acquisition of English was sped up by the use of digital platforms and technology tools. All four language skills demonstrated this effectiveness, with speaking skills demonstrating the greatest gain, followed by reading, listening, and writing skills.

On the other hand, Guzmán & Deisy (2019), said that the intersection of the didactics of English as a foreign language and technological pedagogical knowledge of the content allows teachers to use some specific tools and integrate them into classes, but also their lesson planning. the result allowed appreciate the impact of the teaching and learning of English on students in primary schools.

In contrast, according to Estrella (2023), Due to poor connectivity and challenges in gaining access to the platforms, Ecuadorian students had a negative perception of the efficacy of using digital platforms for English practice.

Pedagogical Approaches And Strategies Linked To Technology

The implementation of interactive digital tools, resources, and platforms in the English classroom provided new learning opportunities and promoted the active participation of students with the application of specific strategies and methodologies to make the most of the potential of virtual English teaching, this could include pedagogical approaches based on gamification, mobile learning, virtual or augmented reality and the integration of multimedia resources, among others (Tirado et al., 2023).

Digital platform integration in English language teaching has revolutionized classroom instruction in primary public schools. Teachers can use and incorporate many technological resources and tools to enhance the learning experience for their students, some effective pedagogical approaches and strategies were linked to technology in primary public schools, consequently the integration of technological tools, online platforms, educational games, authentic materials and immersive technologies can significantly enrich the English language teaching and learning process, providing students with a stimulating and effective environment to improve their language skills.

Advantages and Disadvantages of Using Digital Platforms in the Process of Learning English in Children

Virtual platforms helped and facilitated the learning of English, they brought advantages such as connectivity anywhere to obtain said knowledge, but at the same time, they brought some difficulties such as lack of attention, lack of connection and interaction with the teacher, but also the lack of autonomy when learning (Miranda et al., 2021). Consequently, to compare the pros and cons it was important to review the advantages and disadvantages.

Advantages

According to Fialho et al. (2023), they are great tools for education because they let you plan and oversee remote training sessions and classes in-depth or even assist students; they encourage enjoyable and interactive learning in early childhood by utilizing various platforms that let kids play, interact, and learn; they enable remote learning that can be done both independently and with parental guidance. Technology has the power to unite the entire educational community, encourage teamwork, allow self-training through browsing and searching for educational programs and video games that expand vocabulary, improve memory, focus, logical reasoning, coordination, and spatial orientation, allow for productive and efficient learning, save time and money, and foster the development of English language learning skills such as production in childhood. It also permits the use of interactive and audiovisual materials that aid in information analysis and comprehension, hold children's attention and help them learn and become more independent, in addition to increasing their intellectual capacity.

According to Garcia (2024), Educational platforms have been successful in reinforcing English language learning in children in basic education by motivating students to practice the language both inside and outside the classroom and have encouraged students to engage in various activities to enhance their language skills, set personal challenges, and advance through different levels to improve their proficiency in English.

Student Participation and Motivation to Learn English

Mastering a second language from an early age, offers young children incredible benefits in the short and long term, especially if they learn English, it is proven that speaking that language can help them develop their language skills and even their mathematical reasoning. For this reason, learning in Interactive ways through digital platforms allows motivation, concentration, and meaningful learning and avoids distraction (Silva, 2024).

Technological tools through digital platforms influenced the development of English language skills in Basic General Education students in a rural fiscal institution in Ecuador. The importance of developing skills such as writing, reading, listening, and speaking, led to deciding the support of technological tools under a context in which education was forced to be virtual due to the Covid-19 pandemic. It started with a diagnostic test and later after the use of technological tools, the development of English language skills was evaluated, the results showed a notable difference in the development of skills, which denoted the positive effects and motivation on students due to the correct use of Educational Technological Tools (Llanos & Criollo, 2022).

Teacher Roles and Professional Development

To ensure the successful implementation of technology in the classroom of children attending primary school, the role of teachers in the appropriate use of technologies is important, as well as the knowledge and challenges when integrating technological tools in classrooms. languages (Taghizadeh & Yourdshahi, 2019).

The lack of adequate and sustained support for teachers to develop confidence in the use of digital platforms before their implementation in the classroom was a major obstacle to the effective use of technology in the classroom, therefore professional development through the use of technology can potentially contribute to improving the quality of teaching and student learning outcomes. So, I can say that Student learning also depends on the quality of the teacher's teaching.

Cristodoulou (2020), argued that the opportunity that the pandemic provided by linking technology and education complementing quality teaching practices, cannot be overlooked. The teachers with the best results in face-to-face education were also the best in online education and the reason is that their knowledge about how we learn allowed them to select the best pedagogical tools and the most appropriate content to address them, whether in person or virtually.

Disadvantages

Although technology can effectively facilitate autonomy and independence in children who are in the school stage through the use of digital platforms and gamification, control is always required by the teacher and parents since its misuse can generate a series of disadvantages such as Hyperactivity due to uncontrolled use, excessive use of electronic devices and causes children to stay away from activities review

Socio-Economic Factors For Learning English In Ecuadorian Public Primary Schools, Equity and Access to Digital Platforms

The socioeconomic factors of Ecuadorian public schools played a very important role in learning English and to adapt to the different realities, it is necessary to recognize and consider the limitations and challenges that public basic education students face when organizing exchanges. online pedagogical through digital platforms used since the time of the pandemic. Therefore, it was crucial to complement institutional platforms with other open ones, such as social networks, to give greater access to students. Although, indeed, economic situations, poverty, unemployment and coexistence at home were and continue to be elements that affect learning. Additionally, to gather accurate information about the challenges students face, teachers should periodically survey and interview students and their families, including topics related to technology, the use of digital platforms, and their benefits for learning (López et al., 2021).

Discussion

Ecuadorian public education has had to face a drastic change due to the pandemic caused by COVID 19, having to change its traditional and face-to-face teaching-learning modality to the virtual modality with the use of interactive methods and gamification offered by the digital era. by incorporating platforms such as Microsoft Teams, Zoom and Google Meet among others.

On the other hand, English as a key to communication with other cultures and nationalities is also linked to this new way of learning through digital platforms and strengthens its acquisition as a second language in children who attend primary public schools of the Ecuadorian National system. Based on this conception (Parupalli,2019), mentions that learning English as a second language from childhood promises a future of success in the work, personal and professional aspects. Silva (2024) and Bacon (2023), argue that mastering a second language such as English at an early age brings many benefits in the short and long term while developing their linguistic skills since children learn implicitly through singing, interaction and games, listening and imitating sounds like in their native language. In this context, the authors agree that learning English from childhood provides advantages and facilitates communication, contributing to the comprehensive development of children as well as supporting the idea that early learning of English is beneficial and promising for the future of individuals.

As such, the importance of using technological media and tools as digital platforms in the process of acquiring English as a second language is encouraged, in this way technology becomes a strategic and methodological ally that effectively involves students in the world of learning English.

Tirado et al. (2023) and Hamutoğlu et al. (2020), assert that teachers when using technological media and digital platforms can also use methodological and interactive strategies to enhance English learning, including pedagogical approaches based on gamification and mobile learning, furthermore (Miranda et al., 2021), state that through digital platforms, learning becomes more effective and children's progress can be evaluated with greater precision, becoming an essential element that revolutionizes the field of education and promotes the acquisition of English in children who attend primary public education according to Bui Trong & Nguyen Truong (2023) (García, 2024).

In the same way, Riah et al. (2021), highlight the importance of E-Learning, which is defined as the combination of forms of learning that use technology or the Internet as a means to teach and learn in an impactful way through the use of digital platforms such as Microsoft Teams, Zoom, Google Meet, among others, using devices such as computers, tablets, and cell phones, so that students can enter the virtual world and learn easily, effectively and autonomously.

Consequently, it can be deduced that there is a close relationship between technology and early education on learning English, bringing a positive effect on significant learning, development of skills and intellectual capacity, as well as the active participation and motivation of students to learn English, students who are also called "digital natives" by appropriately using Technological Tools and educational digital platforms according to (Silva, 2024) (Dauzón Ledesma & Izquierdo Sandoval, 2020) and (Llanos & Criollo, 2022), improving according to Kien (2021), the development of the four skills, reading, writing, listening and speaking English, in a fun, fast and effective way.

From these interpretations, Guzmán & Deisy (2019), also relate the intersection of the didactics of English as a foreign language and the technological pedagogical knowledge of the content, which allows teachers to use specific tools in planning and classes. In agreement (Tirado et al., 2023), state, that the implementation of tools, resources, and interactive digital platforms in the English classroom provides new learning opportunities by applying specific strategies methodologies, and pedagogical approaches. based on gamification, mobile learning, virtual or augmented reality, and the integration of multimedia resources to maximize virtual English teaching.

In this way, we can say that digital platforms bring immediate advantages to the English learning process in children who attend the primary level of public schools in Ecuador. According to Granados et al. (2020), new technologies have given way to new changes, for example, classes in virtual learning environments, through collaborative and flexible spaces, which allow greater student autonomy and assertive language to be produced in the teaching and learning process in students.

Authors such as Fialho et al. (2023), García (2024), Hennessy et al. (2022), and Silva (2024), agree that digital platforms are excellent resources for education since they allow classes or distance training to be organized and managed. allows the child to interact and develop their intellectual abilities, reinforcing language learning by applying challenging games, encouraging concentration, motivation, participation, and the value of responsibility in tasks since they feel motivated to learn, in addition to developing their autonomy, it integrates the entire educational community and promotes collaborative work, also allowing continuity in education when for some reason it cannot be done in person, in such a way that it also promotes savings in time and money. However, for Taghizadeh & Yourdshahi (2019), and Christodoulou (2020), the professional development of the teacher and having adequate knowledge about the management of digital platforms and resources is also required to ensure the successful implementation of technology in classrooms of children who attend to public primary schools, the teachers with the best results in face-to-face education are also the best in online education since quality teaching practices allow for the selection of the best pedagogical tools and the most appropriate content and resources, making the role of the teacher a true advantage when it comes to teaching and learning effectively using digital platforms.

However, although technology brings many advantages, its inappropriate use or lack also brings certain disadvantages if we talk about education since, on the contrary, Méndez & Hernández (2022), Miranda et al. (2021), and Estrella (2023), socio-economic factors in public schools affect the adequate acquisition of English in children due to the lack of connectivity, technological resources and complications in accessing the platforms, which produces a lack of attention, connection, and interaction with the teacher, but also a lack of autonomy when learning, turning virtual education into a threat.

While López et al. (2021), argue that poverty and unemployment are factors that also affect learning, so it is important to know the difficulties and limitations that students face and thus consider the different realities, suggesting that educational institutions should include study plans, training continuity of teachers linked to technology but also the necessary support from parents and teachers for the proper use of digital platforms and tools to avoid negative aspects due to their misuse.

Conclusion

The importance of relating the impact of digital platforms on the learning of English in Ecuadorian public primary schools is following the relevance that technology and English have in today's globalized world. Mastery of the English language is essential for communication with different cultures, access to information, and opportunities for the comprehensive development of students, therefore the use of digital platforms, and interactive multimedia resources in the educational field favor the acquisition of linguistic skills, especially in early learners from 6 to 12 years old, the age at which children are most receptive, proving to be an effective tool to promote meaningful learning, motivation, and active participation of students.

Digital platforms are also important for student's development and growth because technology gives them access to a wide range of resources, such as interactive exercises, games, and videos, which have made learning more engaging and effective.

That is the reason why We can conclude that their uses have had a positive impact on the learning of English in Ecuadorian public primary schools. In addition, digital platforms such as Microsoft Teams and Zoom, among others, have allowed teachers to continue the online teaching process and easily follow the progress of students, proving to be a valuable tool to improve the English learning experience of students, but also has shown some limitations such as the lack of access to digital platforms and technology since many public primary schools in Ecuador cannot access themselves due to the lack of connectivity and the Internet, in addition the lack of teacher training and opening the mind to the digital world to use adequate resources to effectively incorporate digital platforms into English language teaching practices as well as the lack of knowledge about the management and configuration of digital platforms because children from 6 to 12 years old do not always have enough experience and age so they require the support of the teacher or their parents. which could create a barrier for students, but also the limited research or data on the specific impact of digital platforms on English learning in Ecuadorian public primary schools, making it difficult to obtain effective results.

However, as a result of this review of the literature, it can be deduced that as technology continues to evolve and become more integrated into early childhood education, the relationship between technology and English learning will continue to strengthen, but it is necessary to expand the studies with additional research that allow for an in-depth analysis of the impact of different types of digital platforms on English learning, as well as the perception and satisfaction of teachers and students regarding their use. It would also be relevant to explore the effectiveness of specific strategies to integrate digital platforms into the school curriculum and their long-term impact on student's academic performance concerning learning English as a foreign language.

On the one hand, although digital platforms offer many benefits for learning English in Ecuadorian public primary schools, it is important to consider the possible drawbacks and challenges before implementing them in the classroom. Efforts should be made to ensure that all students have equal access to these resources and that teachers receive appropriate training and support to integrate digital platforms into their teaching practices. The lack of internet connectivity and technological resources is a weakness for effective learning of English through Microsoft Teams, and Google Meet. and Zoom, which could be a barrier for some schools and students.

Finally, We can conclude that digital platforms are not only effective for teaching content, but they can also transform children's educational experience, making it more interactive, exciting, and effective when students learn English and that it is the teacher's mission to be open to the digital era to transform the education of students at every stage of their lives.

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