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**MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES WITH A SPECIALIZATION IN ENGLISH LANGUAGE
TEACHING**

**“Iconographic Classroom with the PACIE Methodology for English
Language Teaching”**

Thesis work prior to obtaining the Master's Degree in Pedagogy of National and
Foreign Languages with a Specialization in English Language Teaching

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This work complies with the regulations and methodology established by the Postgraduate Degree Unit, as outlined in Resolution No. 150-CSUP-2020. Therefore, I authorize its presentation for the corresponding defense.



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DEDICATION

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ABSTRACT

The main objective of this research is to propose the implementation of an iconographic classroom using the PACIE methodology as a pedagogical and innovative solution for teaching English to A2.1-level students of the accounting major in the virtual modality at Universidad Politécnica Estatal del Carchi, Tulcán, during the November 2024 - February 2025 academic period. This proposal seeks to address the limitations identified in the initial diagnostic assessment, which revealed low performance in the skills of speaking (32.79%), writing (49.18%), reading (42.50%), and listening (38.77%). These results correspond to a low or minimal A1 level, according to the CEFR. To conduct this study, a mixed research approach was used, with a descriptive and field design. For collecting the results, a structured diagnostic test was used to assess students' language skills, as well as a Likert scale survey of teachers in order to identify perceptions of the effectiveness of the PACIE methodology and the use of iconographic resources. Findings showed that despite acceptable performance in vocabulary and grammar, communicative skills remained below 50%, particularly in speaking, writing, listening, and reading. On the other hand, based on the data obtained from the survey of 33 teachers, there was a high level of acceptance for its implementation. Therefore, the instructional design was developed considering several key elements organized into phases, considering the diagnosis and analysis of needs, definition of learning objectives, selection of content, resources, and tools, evaluation, and feedback aligned with the CEFR standards for level A2.1. Lastly, the classroom was designed on the Milaulas platform based on PACIE principles, to promote autonomous, collaborative, and meaningful learning, along with strengthening cross-curricular skills and motivating students in virtual environments. It is concluded that this pedagogical model can be replicated in other educational contexts, considering it a key tool for innovation in virtual language teaching.

Keywords: PACIE methodology, iconographic classroom, linguistic competencies, English teaching, virtual education.

CHAPTER I

PROBLEM

1.1. Problem statement

The development of English language skills in virtual education environments has captured the attention of researchers in recent years, driving the growth of distance education and the use of technological platforms (Ramírez et al., 2023). The development of English language skills has also become crucial at a global level, particularly in academic and professional settings. However, in Latin America, English teaching programs face serious difficulties. Particularly, in university contexts, where learning a second language is not a curricular priority, this is because it is considered a complementary subject (Castillo, 2024). This reduces opportunities for students in today's globalised labour market, where English is fundamental to the technological, scientific, academic, and stock market sectors.

On the other hand, internal and external factors have been identified that directly affect students' concentration, comprehension of content, interest in the subject, and teacher–student interaction in online learning environments. This has generated distraction and demotivation in the trainees (Oradini et al., 2022). These problems emphasize the need to innovate teaching methodologies to optimize the learning process in virtual environments.

In Ecuador, problems in the teaching of English originate from basic and secondary education, which has led the country to rank 80 out of 113 globally and 18 out of 20 in Latin America, according to the English Proficiency Index (EF EPI, 2024). By contrast, nations such as Argentina, Bolivia and Chile have experienced notable improvements thanks to innovative methodologies and educational policies that promote language learning. Therefore, these deficiencies are not new, but rather the result of a cumulative process of inadequate teaching at previous stages of education. (Cárdenas & Soto, 2022). As a result, students who become part of the language center of universities already bring with them deficiencies in their language proficiency, which makes their progress even more difficult.

Students studying Accounting online at the Center for Foreign and Native Languages (CIDEN) at the State Polytechnic University of Carchi (UPEC) are part of this problem. This is reflected in the low performance shown in the results of the periodic placement exams taken before students begin their academic training. These tests have revealed

deficiencies in students' language skills. On the other hand, there are precedents of shortcomings in the educational system within the context of English language teaching. Moreover, academic inactivity is evident for certain periods of time before entering higher education institutions, which further complicates the learning of the English language. Additionally, educational programs face challenges in integrating effective language teaching methodologies for students receiving their academic training asynchronously and virtually.

At the same time, it demonstrates students' reduced motivation when English is taught as a supplementary subject, which, in turn, results in limited tangible progress on their virtual platforms. Although UPEC uses Moodle, a standard platform in many educational environments, its limited implementation in terms of interactivity and personalization for English learning does not address the specific requirements of students in this area. This represents a failure to utilize the potential of technology to improve language learning today.

In the context of virtual higher education, developing integrated English language skills is a constant challenge, especially in technical degree programs where English is taught as a complementary subject rather than a core subject (Malo et al., 2023). Although the PACIE methodology is being adopted more widely in various educational settings, it is still not being applied enough in the teaching of English as a foreign language, particularly in virtual contexts (Cock, 2022). No significant studies have been conducted in Ecuador that analyze the impact of iconographic classrooms based on PACIE on improving language skills in technical or technological training programs.

On the other hand, equitable access to information and communication technologies, promoted by public policies, is a key factor that allows the implementation of effective virtual platforms. However, the mere availability of technology does not guarantee favorable educational results if it is not accompanied by appropriate methodologies and virtual environments designed with pedagogical principles that respond to the needs of the student (Calle et al., 2024). In this sense, visual and intuitive environments, such as iconographic classrooms, can represent an innovative alternative to improve the online teaching-learning process.

Despite these advances, a persistent deficiency in the development of English communication skills has been identified among students of the accounting degree program at the Universidad Politécnica Estatal del Carchi who study virtually. This restricts students' ability to perform in professional environments where basic language proficiency is essential, even in fields where English is not a primary language. In this

framework, a specific pedagogical concern arises that gives rise to this research, which focuses on understanding and addressing this problem linked to the linguistic competencies of students at the A1.2 level of the virtual modality accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán, who do not develop the basic productive and receptive structures.

1.2. Research questions

1. What is the level of linguistic competence of A2.1 students in the Accounting program, virtual modality, at the Universidad Politécnica Estatal del Carchi (UPEC), Tulcán?
2. How can pedagogical and methodological strategies be implemented to achieve the development of linguistic competences of A2.1 students in the Accounting program, virtual modality, at the UPEC, Tulcán?
3. How does the design of an iconographic classroom based on the PACIE methodology contribute to the development of the linguistic skills of students of level A2.1 of linguistic competences of A2.1 students in the Accounting program, virtual modality, at the UPEC, Tulcán?

1.3. Research objectives

General Objective

To propose an iconographic classroom based on the PACIE methodology for A2.1 students in the Accounting program, virtual modality, at the State Polytechnic University of Carchi, Tulcán.

Specific Objectives

- To diagnose the level of linguistic competences of A2.1 level students in the Accounting program, virtual modality, at Universidad Politécnica Estatal del Carchi, Tulcán.
- To develop an instructional design for the development of linguistic competences of A2.1 level students in the Accounting program, virtual modality, at Universidad Politécnica Estatal del Carchi, Tulcán.
- To design an iconographic classroom with the PACIE methodology for A2.1 level students of the Accounting program, virtual modality, at Universidad Politécnica Estatal del Carchi, Tulcán.

1.4. Justification

This research is conducted because there is a prevailing need to explore new methodologies that enhance the language skills of students in a virtual environment. The PACIE methodology (Presence, Access, Training, Interaction and E-learning) and the use of the iconographic virtual classroom offer an innovative solution to overcome these deficiencies. At the international level, the application of educational technologies has been shown to have a positive impact on foreign language teaching (Corzo & Alipi, 2024). However, in Ecuador, its specific implementation in the teaching of English, particularly in the field of public education, where English is considered a complementary subject, remains limited (Mendoza *et al.*, 2023).

This research is highly relevant, as it responds to a latent problem in Ecuadorian higher education: The linguistic skills of students at level A2.1 of the virtual Accounting career at the Universidad Politécnica Estatal del Carchi, Tulcán, have not fully developed basic productive and receptive structures. This limitation reduces their opportunities to compete in a globalized job market where English is a key skill. Therefore, this study will contribute to improving the educational quality and academic performance of these students, as well as reducing dropout rates, while promoting the implementation of methodologies that enhance learning in virtual environments.

The social significance of this research is considerable, given that English has become an almost universal requirement to access better academic and job opportunities. In this context, virtual education emerges as a key tool to improve the necessary competencies that university graduates need to excel in the professional field. The success of this approach lies in the adoption of good practices by teachers, who must implement effective methodologies that maximize distance learning. This combination of English proficiency and the effective use of virtual education not only prepare students to face the challenges of the labor market but also opens the doors to international opportunities and greater professional projection.

At the same time, the study will indirectly benefit other higher education institutions facing similar challenges by offering a replicable and adaptable pedagogical model. This proposal will not only contribute to closing the gap in English proficiency in Ecuador. Still, it will also align with the national objectives of improving educational quality and promoting social inclusion, as established by the Ministry of Higher Education, Science, Technology, and Innovation (2021). In addition, this research will foster innovation in didactic strategies and educational policies, supporting the National Development Plan

2024, whose purpose is to enhance educational quality and promote digital and linguistic inclusion in the Ecuadorian education system.

In this context, virtual education is presented as a key tool, as defined by UNESCO in its World Declaration on Higher Education in the Twenty-first Century, which describes it as an innovative and dynamic learning environment (UNESCO, 1998). This model, based on the convergence of computer and telecommunications technologies, enables interactive teaching with integrated communication capabilities, making it a promising solution to face the challenges of teaching English in the university environment. The combination of these approaches promotes significant advancement in education, leveraging technology to expand access and improve the quality of learning.

The practical implications of the research are wide-ranging, as it can improve the design of educational programs in various institutions, optimizing the use of technological tools in language teaching. The results of this study may be generalized to broader principles regarding the effectiveness of iconographic classrooms with the PACIE methodology in foreign language instruction, not only in Ecuador but also in other regions facing similar challenges. The research also has a high methodological value. By exploring the effectiveness of the PACIE methodology and iconographic classrooms, this study can contribute to the development of new instruments for collecting and analyzing data in virtual educational environments.

Moreover, it will contribute to the definition of key concepts in the teaching of foreign languages in asynchronous and virtual contexts, such as the interaction and personalization of learning. Likewise, the work can lay the foundations for future experimental research that evaluates the effectiveness of innovative methodologies in the teaching of English, improving the way in which pedagogical and technological variables are experimented with in these contexts.

This research is framed in Objective 7 of Social Axis 2 of the National Development Plan 2021-2025: Empower citizens and promote quality education, since it seeks to develop linguistic skills in the English language, strengthening the key skills that students need to face the challenges of a globalized labor market (National Planning Secretariat, 2021). It also promotes educational innovation through digital and linguistic inclusion by implementing virtual iconographic classrooms based on the PACIE methodology.

This proposal not only improves the teaching-learning process in virtual modality but also responds to the need for equal opportunities in access to quality higher education, promoted by Ecuadorian public policies, contributing significantly to the goal of

“strengthening relevant, quality, and inclusive education, ensuring equitable access and the use of technologies for learning” (National Planning Secretariat, 2021). In this way, this research is framed within the Innovation Line in pedagogical mediation, learning, and development under the subline teacher training in the classroom, school, and community.

CHAPTER II

THEORETICAL FOUNDATION

2.1. Research background

The study conducted by Malo *et al.* (2024) aimed to analyze the experiences of students at the University of Guayaquil in the use of the PACIE methodology for English language learning during the 2022-2023 period. This work explores the field of English as a Foreign Language (EFL) through the application of the PACIE methodology in virtual environments, demonstrating its effectiveness in promoting autonomous and collaborative learning. The results showed that, through platforms such as Moodle, students were able to improve their competencies in the four English language skills (Listening, Speaking, Reading, and Writing).

This research also highlighted that the organization of resources on the virtual platform, together with the structure of the PACIE methodology, facilitated access to instructional materials and promoted active, student-centered learning. The PACIE methodology was effective in maintaining motivation and encouraging critical thinking, contributing to the development of language skills in a virtual environment. In this way, the implementation of this methodology in an iconographic learning space has high potential to enhance English teaching by integrating visual resources that facilitate comprehension and autonomous learning, in accordance with the principles of this methodology.

The methodology employed in the study was mixed, combining qualitative and quantitative approaches, and was based on surveys administered to 74 first-year Language Pedagogy students at the University of Guayaquil, focusing on their experiences with the PACIE methodology for learning the English language. Data analysis was conducted through inductive and deductive methods, using tools such as Google Forms for the collection of students' perceptions. The results showed that 99% of the students rated their experience with the methodology as satisfactory, highlighting the development of the four language skills. In addition, 67.1% of respondents considered the PACIE platform user-friendly and easy to navigate, while 77% completed all assigned activities, reflecting a positive attitude and commitment to the learning process.

In the research carried out by Lojan *et al.* (2021) within the campus of Universidad Politécnica Salesiana emphasized the implementation of the PACIE methodology in

Moodle virtual classrooms with a focus on English teaching. The study used a mixed qualitative and quantitative methodology, using systematic data analysis to measure the improvement in the English teaching-learning process through the Moodle platform and the application of the PACIE methodology. The research focused on comparing two groups: one that used the PACIE methodology and the other that did not. Participants included 1200 students and 13 teachers, who participated in surveys to evaluate the use of the methodology, interaction in the virtual environment, and the instructional resources applied.

The results revealed that students who worked with the PACIE methodology showed significant improvements in their academic performance, with a 42.2% reduction in the dropout rate and greater motivation to participate in virtual activities. Eighty percent of the students in the experimental group reported greater interaction and ease in using educational tools such as forums and videoconferences, whereas the control group, which did not use PACIE, experienced difficulties in accessing resources and demonstrated lower motivation. This methodological approach proved effective in improving English learning by enhancing Listening, Speaking, Reading and Writing skills through a well-structured virtual learning environment.

In the academic study by Caicedo (2021), the effectiveness of the PACIE methodology for creating virtual learning environments was evaluated. Using a descriptive and bibliographic approach, this study emphasized the importance of designing a structured virtual classroom on the Moodle platform, integrating ICT-based strategies aligned with the national curriculum. The instructional design of the PACIE methodology included the phases of Presence, Scope, Training, and Interaction, which enabled the development of an attractive and functional virtual environment for teachers and students.

The incorporation of technological tools promoted teacher-student interaction, significantly improving the teaching-learning process. The statistical analysis carried out with SPSS showed a high satisfaction rate among platform users, highlighting benefits such as flexibility, student motivation, and the personalization of educational resources. The training of teachers and students on the use of the Moodle classroom also strengthened the integration of innovative digital methodologies in the educational field.

In the same way, Reinoso et al. (2022) in their research work "Iconographic virtual classroom for the development of competencies in higher education", explored an innovative model applied on the Moodle platform, focused on the use of iconographic resources as a strategy to improve competence development in higher education

students. This study highlighted the importance of designing virtual environments that integrate visual and interactive elements, which not only promote autonomous and meaningful learning but also strengthen interaction between teachers and students. The proposed model included an instructional design centered on the incorporation of graphic resources representing key concepts of the subjects taught, thereby facilitating comprehension and fostering student motivation.

Likewise, the role of iconographic classrooms in the personalization of learning was emphasized, as they allow students to progress at their own pace while interacting with visually engaging content. This approach was particularly effective in disciplines where the use of images and diagrams plays a central role in the construction of knowledge. Although this work did not focus exclusively on English language teaching, its findings are transferable to this field, as iconographic classrooms can be adapted to address specific skills such as reading and listening comprehension, written production, and pronunciation.

It should also be noted that the study underlined that these visual tools foster more interactive learning, removing the traditional barriers of rigid and linear methodologies. Among the study's results, the positive impact of the iconographic virtual environment on student motivation was highlighted, as students reported feeling more engaged with academic activities when interacting with visually attractive and functional environments. This model proved to be an effective tool for competence development, consolidating itself as a viable alternative to respond to the demands of higher education in the digital age.

Another study that guides the research process of this thesis was presented by Cedeño *et al.* (2023), which aimed to analyze the challenges, opportunities, and good practices of innovation in the teaching of English in higher education. To this end, a bibliographic review of the main approaches, methods, and strategies applied in different educational contexts to improve English teaching and learning is conducted. Additionally, cases of innovative English programs based on the use of Information and Communication Technologies (ICT) are presented.

The study is based on a qualitative methodology, including interviews with teachers and students, classroom observations, and document analysis. The potential results of the study point to identifying the benefits, challenges, and limitations of the program, as well as the best practices and lessons learned that can be applied to similar contexts. It

concludes with some recommendations to promote innovation in the teaching of English in higher education, both at the institutional and pedagogical levels.

Finally, in the article entitled *Mobile learning mediated with PACIE Methodology for Constructivist knowledge*, by the authors Cobos *et al.* (2020) present a critical and reflective analysis on the incorporation of *mobile learning* in virtual educational contexts, specifically mediated through the PACIE methodology. This methodological approach, based on five fundamental pillars: presence, scope, training, interaction, and e-learning constitutes a pedagogical structure that guides the planning, implementation, and evaluation of training processes in digital environments. The research demonstrates that the articulation between PACIE and the use of mobile devices transforms the educational space into a more dynamic, inclusive, and student-centered environment.

Among the most relevant results of the study is the empirical evidence that learning environments mediated by PACIE enhance students' active participation, foster the development of critical thinking, and strengthen the autonomous construction of knowledge. In addition, the intentional use of mobile devices under this methodology stimulates the continuity of learning outside the virtual classroom, promoting the ubiquity and accessibility of knowledge at any time and place. The interaction between teachers and students is enriched not only from a technical perspective but also from a humanistic and collaborative approach that prioritizes the user experience as a central element of the educational process.

This paper also highlights how the PACIE methodology contributes to closing the gap between the traditional teaching model and the new demands of online education by providing a flexible and adaptive organizational framework. The pedagogical reflection presented in the article highlights the importance of training teachers in the effective use of educational technologies to facilitate effective knowledge mediation. In this sense, the study represents a significant contribution to research focused on improving teaching practice in virtual environments, especially in strengthening communicative and linguistic competencies, such as those addressed in the present research on iconographic classrooms for English language teaching.

2.2. Theoretical Framework

Piaget's constructivism

Constructivism holds that knowledge is not passively transmitted, but is actively constructed by the learner (Piaget, 1964). This perspective was developed by thinkers

such as Jean Piaget and Lev Vygotsky. While Piaget approached constructivism from an individual perspective, emphasizing cognitive development through direct experience, Vygotsky introduced social constructivism, which places a strong emphasis on social and cultural interaction as a fundamental part of the learning process (Vygotsky, 1985).

Piaget proposed that learning occurs through assimilation and accommodation, where students adapt new information and integrate it with their existing knowledge schemas (Piaget, 1964). This process helps students reorganize and modify their understanding of the world by actively constructing their knowledge rather than passively receiving it. In an iconographic classroom setting, visual icons and symbols serve as stimuli that help students assimilate and accommodate new concepts. This process enables students to build a mental image and create meaningful associations, thereby developing language skills by connecting words and phrases with visual representations that facilitate memory and the use of related vocabulary.

Vygotsky's Social Constructivism

Vygotsky's theory focuses on the importance of social interactions and the zone of proximal development (ZPD), which is the distance between what a student can do independently and what they can achieve with the help of a mentor or peers (Vygotsky, 1991). Therefore, interaction among students and teacher facilitation are fundamental in the use of the PACIE methodology. By using shared visual elements in the iconographic classroom, students can collaborate in constructing meaning, discussing, and analyzing the visual concepts presented. This aligns with the principle of ZPD, as images can act as "scaffolding" for students to understand more complex concepts (Gutiérrez *et al.*, 2024). In the iconographic classroom, visual and multimedia resources become mediating tools, facilitating the co-construction of knowledge between students and the teacher.

The concept of scaffolding proposed by Jerome Bruner, influenced by Vygotsky, is fundamental in constructivism, referring to the support structures provided by the teacher or educational tools that guide students toward greater understanding, especially in language skill development (Díaz, 2023). The PACIE methodology complements this approach by allowing activities and resources to be progressively modulated, giving students the opportunity to move from simpler to more complex tasks with visual support.

Cognitivism by David Ausbel

Cognitivism emerged as a response to the limitations of behaviorism, proposing that learning is an active mental process that involves the acquisition, organization, and use of knowledge (Gallegos, 2021). Unlike behaviorism, which focuses on observable behavior, cognitivism emphasizes the internal processes of the mind, such as memory, attention, perception, and problem-solving. Some of the most representative authors of this theory include Jean Piaget, Jerome Bruner, David Ausubel, and Ulric Neisser (Gallegos, 2021).

Cognitivism conceives learning as a process of information transformation, in which the brain acts as a processor that takes stimuli from the environment, organizes, interprets, and stores them in long-term memory. In the application of this study, this would mean generating stimuli that help students organize information into mental schemas by associating images and visual symbols with English words, phrases, and grammatical structures, thus facilitating retention and retrieval of information (Olivos *et al.*, 2023). Within a virtual educational environment, the theory of cognitivism facilitates this process by allowing students to visualize abstract concepts and connect them with the target language, improving retention and access in the long term.

The visual design of the iconographic virtual environment, based on this theory, is aimed at capturing the attention of students through icons and graphics that, being well organized and structured, facilitate perception and allow students to focus their attention on the most important aspects of the language they are learning (Segarra *et al.*, 2022). These visual resources enhance perception and comprehension, guiding learners' focus on the key linguistic aspects of English. Likewise, the complementarity of this approach is reflected in the structuring of the activities in progressive modules, designed under the PACIE methodology, which promotes participation and autonomy, allowing students to process content gradually and meaningfully (Villoria *et al.*, 2023). In this way, students not only absorb visual information but also interact with it, creating lasting connections between language and its representations.

Richard Mayer's Cognitive Theory of Multimedia Learning

This theory proposed by Richard Mayer, argues that people learn more effectively when information is presented both verbally (through audio or text) and visually (Blanco *et al.*, 2021). Using these two channels in combination reinforces English learning by helping students connect words and phrases with concrete images. Mayer also emphasizes the

importance of segmentation, which refers to dividing information into smaller, more manageable parts, and warns against redundancy when the same information is presented in a single format without variation.

Therefore, this theory is reflected in the present research through segmentation based on a modular and structured approach, which allows students to process information in smaller units, supporting long-term learning and the management of manageable chunks of knowledge. In addition, the visual resources of the iconographic learning space avoid redundancy by presenting different representations of the same concept in varied formats (Blanco et al., 2021), preventing cognitive overload. In this way, efficient design facilitates learning by minimizing irrelevant information and maximizing meaningful processing.

Implementation of the PACIE methodology in the iconographic classroom.

The PACIE methodology focuses on creating effective virtual educational environments based on its five fundamental pillars. This approach responds to the demands of digital education, seeking to maintain educational quality at the same level as in face-to-face modalities through the use of technologies that promote collaborative and personalized learning. According to the research of Torres and Condori (2021) "the PACIE methodology allows the teacher to develop an interactive virtual environment that fosters the student's autonomy, without neglecting the necessary accompaniment to ensure educational progress" (p. 34).

From this perspective, the PACIE methodology establishes a balance between student autonomy and the guidance of the teacher, achieving a teaching-learning environment that adapts to students' need. The concept of presence is fundamental here, as it reinforces the idea that distance learning should not mean isolation of the student. Instead, through tools such as discussion forums, interactive videos, and constant feedback, students experience a continuous presence of the teacher and their peers. This methodology is rooted in the context of distance education to provide a comprehensive learning experience in virtual environments. The acronym represents the key phases of the methodology, ensuring that the educational process not only transmits knowledge but also guarantees effective interaction, continuous support, and personalized learning.

Presence: refers to the creation of an environment where both the teacher and the students are actively involved. Through digital technologies, the aim is to create a

constant presence that allows students to feel supported throughout the learning process.

Scope: emphasizes the capacity of the virtual environment to reach a wide number of students without compromising the quality of education. This phase ensures accessibility, regardless of the geographical location.

Training: this phase implies that both teachers and students must be trained in the management of technological resources and tools. Continuous training is a key component of this model, as it highlights the importance of permanent updating to ensure a dynamic educational experience adapted to the changing needs of the virtual environment. In addition, it promotes technological and pedagogical autonomy in active and critical participation within virtuality.

Interaction and E-learning: interaction is fundamental in the PACIE methodology, as it encourages collaborative learning and the exchange of ideas, essential elements in the acquisition of skills. E-learning: E-learning is at the core of PACIE, providing flexibility and resources tailored to students' needs.

Visual elements and iconographic structures in virtual learning environments

Visuals and iconographic structures play a critical role in enhancing student engagement and understanding within virtual learning environments. As Baorong and Romainoo (2024) point out in *Enhancing Learning Experiences through Interactive Visual Communication Design in Online Education*, interactive multimedia components, such as icons, buttons, and well-designed graphical interfaces, function as intuitive visual cues that facilitate navigation and retention. Not only do these elements provide immediate, recognizable representations of content or functions, bolstering memory through dual coding mechanisms, but they also structure the learning experience by guiding attention and reducing cognitive load. The use of open iconography and visually coherent designs enhances the learning process, encouraging students to internalize concepts more effectively and interact with materials in accordance with their natural perceptual patterns.

In the implementation of the iconographic classroom with the PACIE methodology for the teaching of English, iconographic structures play an essential role in organizing the interface in a clear and accessible way for students. Button iconography, in particular, enables intuitive navigation, as each symbol acts as a visual shortcut that facilitates interaction with linguistic resources, communicative activities, and practice materials. In

turn, open iconography gives flexibility to learning, allowing students to relate meanings and content through non-rigid graphic representations, which fosters the construction of meaningful and personalized learning. Bermúdez Jiménez (2024), in his research on iconographic virtual environments, emphasizes that these structures not only guide students' pathways within the virtual classroom but also promote autonomy and motivation. In the case of English language teaching, their application strengthens the comprehension of instructions, access to tasks, and practice of linguistic skills, while ensuring a dynamic, engaging, and context-appropriate learning experience within the virtual environment.

Educational benefits through interactivity in iconographic classrooms with PACIE methodology

Interactivity is a key element within the iconographic classrooms designed under the PACIE methodology, as it promotes more dynamic, participatory, and meaningful learning. By integrating interactive visual resources, students not only access content more intuitively, but also develop collaboration, autonomy, and critical thinking skills, which has a direct impact on the quality of the teaching-learning process. In this sense, the PACIE methodology promotes a virtual environment in which interactivity enhances motivation, improves the understanding of content, and facilitates the appropriation of knowledge in diverse educational contexts (PACIE Methodology - Iconographic Classrooms, 2019).

Iconographic classrooms and their application in learning

Iconographic classrooms provide a visually enriched learning environment that facilitates the understanding and management of the virtual classroom through the visual representation of information. This approach is especially valuable in language teaching and virtual learning environments, as students rely heavily on the visual layout and clarity of the material provided. Therefore, the application of such environments helps students mentally organize the content and follow a clear and structured path during their journey through the classroom. The use of iconography in virtual classrooms improves student navigation, as it facilitates the visualization of learning paths and the organization of information, allowing students to move more efficiently through content (Torres *et al.*, 2020).

In the context of the PACIE methodology, iconographic classrooms not only improve the presentation of information but also promote more structured learning. By providing clear

visual guidance, such as concept maps or icons representing key sections of the content, students can intuitively orient themselves and sequentially acquire information. For example, when entering a virtual English classroom designed under these principles, students could see a visual map that indicates the thematic areas to be developed at this level with respect to the acquisition of the corresponding language skills. Subsequently, within each section, they would find iconic resources that allow them to access exercises, videos, and reading in a logical and organized way.

PACIE Methodology in the Iconographic Classroom

The student's journey through the iconographic classroom is facilitated by visual structuring, which offers a more intuitive learning experience that is less dependent on lengthy textual explanations. This organization enables students to clearly identify their current stage in the learning process and to monitor the materials they have completed and those that remain to be reviewed. In addition, the PACIE methodology, by emphasizing continuous presence and interaction, ensures that learners receive consistent guidance and support throughout their progress in the virtual classroom. Iconographic classrooms, combined with the PACIE methodology, not only organize information more effectively but also allow students to have a more conscious and active learning journey, which contributes to the development of metacognitive skills (Cushpa, 2022).

By offering a clear and organized path, students are allowed to know how to progress autonomously. For instance, a student beginning a grammar lesson can visualize the path needed to reach practice exercises, assessments, and feedback, ensuring that they don't get lost in the process. This structure improves student satisfaction and engagement with learning, as they can track their progress and adjust their study pace based on the visual cues offered by the classroom. Likewise, the fusion of iconographic classrooms with PACIE methodology creates an interactive and meaningful space through the navigation of collaborative environments where participation in discussions, debates, and shared forums, along with the provision of feedback, allowing the virtual learning environment to be fully utilized.

Effectiveness of the English teaching-learning process in a virtual environment using PACIE

The success of the PACIE methodology in the teaching-learning of English in virtual environments lies in its ability to facilitate communication and the exchange of knowledge

in a dynamic, personalized, and visual way. This methodology not only organizes the learning environment but also strengthens the pedagogical structure through interactive activities and resources that foster greater connection between students and content, all with a collaborative approach. According to Pinargote (2024), "the PACIE methodology has proven to be an effective tool in strengthening language skills in virtual environments, promoting greater vocabulary retention and improving students' oral fluency through the combination of technology and active pedagogical strategies" (p. 59).

This methodological approach offers an immersive environment where the student is not only exposed to linguistic material but also actively participates in the construction of their own knowledge. Through the integration of iconographic resources and collaborative tools, students can interact not only with the teacher but also with their peers, reinforcing learning through practice. For instance, an English class using PACIE may involve the use of interactive graphics and videos that allow students to practice their listening skills while viewing visual representations of the content, making it easier to understand the language in a larger context.

Adequacy and effectiveness of the PACIE methodology

The PACIE methodology is suitable for the development of language skills because it combines interactive, visual, and communication tools that facilitate autonomous and collaborative learning. Its adaptive approach allows activities and resources to be adjusted according to the individual needs of students, which is especially relevant in language teaching, where each student may have different levels of understanding and skills. According to Zumba et al. (2021), the PACIE methodology has proven to be adequate in the teaching of foreign languages, as it allows for a personalization of the learning process, where each student can advance at their own pace, using digital and visual resources that reinforce language comprehension and production (p. 45).

In an iconographic virtual environment with PACIE methodology, flexibility is a key feature that develops an autonomous and inclusive system in language teaching. Students can access resources such as videos, icons, and interactive activities that reinforce their language skills in a differentiated way. For example, in a listening exercise, the teacher may incorporate subtitles and graphics that represent key concepts, allowing students with hearing difficulties or beginners to better understand the content through visual support. In this way, autonomous learning is enhanced, and an inclusive experience is provided for all students.

Effectiveness of the PACIE principles on students' language skills

The effectiveness of the principles of the PACIE methodology is evidenced in its ability to integrate key components of online learning, such as constant interaction either synchrony or asynchrony, the active presence of the teacher, and the use of e-learning tools. In the research by Mackey and Gass (2023), it is concluded that "the principles of the PACIE methodology offer an effective framework for the development of language competencies, by combining the use of educational technologies with student-centered pedagogy, promoting constant interaction and autonomous learning" (p. 78). Thus, the methodological principles of PACIE not only encourage student participation, but also enhance the development of productive and receptive language skills.

The effectiveness of these principles is clearly seen in language teaching. For example, a teacher who implements PACIE in an English class can use an e-learning platform to perform speaking exercises through recordings and feedback, allowing students to practice in their own time, but with the guidance and correction of the teacher. In addition, collaborative tools, such as discussion forums and group projects, strengthen interactive learning, where students practice communicating in English in a meaningful way. This is especially important in productive language skills, such as speaking and writing, which require frequent opportunities for practice and feedback, ensuring steady progress in language proficiency.

Student and teacher satisfaction in the use of iconographic tools

The use of iconographic tools in virtual teaching, especially under the PACIE methodology, not only improves student comprehension, but also positively affects teacher satisfaction. By integrating iconography into activities and assignments, teachers can simplify complex concepts and make instructions more accessible, allowing them to focus more on pedagogical interaction and less on technical difficulties. This teacher satisfaction is linked to the positive impact they observe on their students, who are usually more motivated and engaged thanks to the visual approach. According to a study by Torres et al. (2020) "teachers who use visual tools such as iconography in their virtual classrooms report greater satisfaction in their teaching work, since iconographic tools simplify instructions, improve time management, and increase student motivation" (p. 174).

Based on the above, it can be confirmed that teacher satisfaction is increased when iconography is used to facilitate teaching, since teachers can reduce the time spent explaining complicated instructions and, instead, focus on more creative and pedagogical aspects of their teaching. In addition, by observing that students respond positively to visual representations, which allow them to better understand concepts and tasks, teachers experience greater professional satisfaction. For example, a teacher who teaches English using visual maps and icons in a grammar class may observe how students complete activities more autonomously, reducing the burden of additional explanations and increasing the time available for interactive discussions and personalized feedback.

On the other hand, the use of iconography in the virtual classroom, especially under the PACIE methodology, significantly increases student motivation due to the structured organization and guided process that this methodology offers. A study by Vaca et al. (2025) concludes that students in virtual environments that use structured iconography have higher levels of motivation and participation, since visual resources allow them to easily orient themselves in the learning process, reducing frustration and increasing their engagement. By providing a clear structure, a path is defined within the virtual classroom, which generates a sense of control over their own learning process, as well as reducing confusion and cognitive load. In addition, the guided and structured process allows students to know exactly what is expected of them and how to progress on their assignments, minimizing anxiety.

Effectiveness in the comprehension of tasks and instructions in an iconographic virtual classroom

One of the biggest challenges in virtual teaching is ensuring that students understand assignments and instructions correctly. The use of iconography improves clarity in the presentation of activities and exercises, reducing misunderstandings and errors that could occur due to the abstract nature of written language. In a virtual environment, where direct contact with the teacher is limited, images and symbols provide an additional layer of clarity, making instructions more accessible and easier to follow. According to Tigua and Bracho (2023), the integration of iconography in students' instructions and tasks in virtual environments significantly improves their understanding and execution, as it reduces ambiguity and visually reinforces the steps they must follow. The effectiveness of iconography in the comprehension of tasks is evident in classes where complex instructions are presented together with graphs or diagrams that

represent the steps to be followed, which allow a better internalization of the process towards which the content or task is focused.

Adaptability and organization of iconographic classroom lessons through PACIE

The PACIE methodology stands out for its ability to adapt to different learning styles, facilitating the organization and structuring of the teaching-learning process through iconographic classrooms. By integrating iconography into planning, PACIE allows teachers to organize lessons in a clear and accessible way, providing a visual environment that facilitates the assimilation of complex information. In addition, this flexibility allows lessons to be adjusted to the specific needs of the students.

An international study conducted by Briceño (2021) points out that the implementation of methodologies based on visual resources, such as PACIE, facilitates the organization of didactic content and allows teachers to adapt lessons to various learning styles, significantly improving students' accessibility and understanding. This adaptability of the PACIE methodology allows the pace or depth of lessons to be modified according to individual needs, which improves the learning experience. For example, visual learners can benefit from icons and diagrams that organize information, while those with kinesthetic preferences can interact with simulations or interactive activities clearly represented on the iconographic interface.

Improvement in the organization and clarity of the learning process with the PACIE methodology

The PACIE methodology significantly enhances the organization and clarity of the learning process, as iconographic tools not only structure the content into thematic blocks but also guide students step by step throughout their learning journey. This organized approach facilitates the understanding and monitoring of lessons, especially in virtual environments where students do not have direct and constant access to the teacher. According to Lojan et al. (2021), the clarity achieved through lesson organization based on the PACIE methodology and the use of iconography enables students to structure their learning more efficiently, thereby improving their academic performance. In an iconographic classroom, lessons can be organized into visual modules that allow students to see their progress and clearly understand the path to mastery of a topic. This organization not only facilitates the learning process but also provides a sense of control over their own progress, which will improve academic performance.

Productive and receptive language skills in comprehensive English language learning

Language competencies are fundamental skills that allow effective communication in any language. These are classified into productive and receptive skills. According to the Common European Framework of Reference for Languages (CEFR), both productive and receptive skills are essential for comprehensive language learning, as they involve the ability to produce and understand language in various contexts (Council of Europe, 2021). Language competencies are generally divided into two main categories: productive skills, which include speaking and writing, and receptive skills, which involve listening and reading comprehension. These interrelated skills require the effective use of language to interpret or produce messages appropriately in different communicative contexts as part of an integrated and continuous process (Apaza et al., 2025).

Productive English Skills in Speaking

Oral expression is considered the most complex and demanding skill of all, as it requires a balance between linguistic, pragmatic and cultural knowledge. It is the ability to communicate ideas and thoughts in spoken form, so this competence not only includes the proper use of grammar and vocabulary, but also fluency and pronunciation (Firdaus et al., 2025). Oral expression allows speakers to actively participate in communicative exchanges, which is key to effective social interaction (Northumbria University et al., 2024). Oral expression in a second language, such as English, also involves understanding and adapting communication to intercultural contexts. Students must become familiar with cultural and pragmatic norms, which can vary across different cultures. Consequently, intercultural sensitivity then becomes an important component of oral expression, and its development allows learners to avoid misunderstandings and establish effective relationships in multicultural environments.

Productive English Skills in Written Expression

Written expression is the ability to communicate thoughts, ideas, and emotions through written language clearly and coherently. In the context of learning a second language, such as English, written expression involves knowledge of the conventions of style, structure, grammatical and lexical precision, and adaptation to the register of tone that are appropriate for different types of texts and audiences (Tovar Viera et al., 2024). Writing in a second language involves complex cognitive processes, including planning, organizing, and revising content, making consistent practice essential for skill

development. It is essential to apply planning strategies that help students structure their ideas before writing, thereby facilitating logical organization and ensuring the coherence and flow of the text (Tovar Viera et al., 2024).

The Role of Receptive Skills in Language Development

Receptive skills, such as listening and reading comprehension, are essential in the process of learning a language, as they allow students to capture, interpret and process information effectively. According to Rakhimova (2024), the development of receptive competencies in foreign language learning contexts not only expands the student's linguistic repertoire but also facilitates the understanding of cultural and contextual nuances, key elements in the effective use of the language. This statement highlights how receptive skills allow not only access to linguistic content, but also to understand the context in which the language is used, strengthening intercultural competence. In this sense, receptive competencies act as a bridge to develop productive skills, as students first understand and analyze the language in use before employing it in their own communication. For instance, by reading authentic texts or listening to conversations, learners are exposed to a language model that they can emulate, adapt, and enhance their ability to interact meaningfully in different communicative contexts.

English Receptive Skills in Listening Comprehension

Receptive skill allows listeners to decode and interpret information in oral contexts by integrating linguistic and cognitive knowledge. According to Ha (2021) this process involves not only the recognition of words and structures, but also the ability to construct meaning from context, make inferences, and activate prior knowledge, which is essential for accurate interpretation. Babayiğit and Shapiro (2020) highlight that listening comprehension is an active skill that requires the listener to discriminate sounds, identify main ideas, distinguish relevant details, and understand the speaker's tone and communicative intentions. Therefore, this understanding is fundamental in language learning, as it promotes the development of communicative competence and intercultural knowledge in a context of real interaction that allows speakers to understand and respond appropriately in conversations (Babayiğit & Shapiro, 2020)

English Receptive Skills in Reading Comprehension

Reading comprehension is a fundamental cognitive skill that involves not only the decoding of words, but also the ability to interpret, analyze, and evaluate texts critically. According to Vaca et al. (2025), this process requires readers to integrate prior

knowledge with new information in order to construct meanings and formulate reflective conclusions. In this sense, Ha (2021) highlights that reading competence is essential for learning, as it allows students to access new knowledge and develop a deep understanding of the content.

In addition, reading comprehension fosters the development of metacognitive skills, allowing individuals to monitor their own comprehension process and apply strategies to improve their understanding (Smith et al., 2021). These types of skills are crucial not only in the academic field, but also in the analysis and interpretation of messages in cultural and social contexts. Smith et al. (2021) state that a critical reading allows us to identify the nuances in the author's message, favoring the development of critical thinking, which is key to active participation in contemporary society. Thus, reading comprehension not only facilitates formal learning, but also boosts the ability to participate in an informed and reflective way in cultural and social debates.

Receptive skills as the basis of productive development

Kuchkeldiyeva (2024) emphasize that receptive skills (listening and reading) are the primary source of language learning. Through constant exposure to texts and audios in the target language, students acquire a wider repertoire of vocabulary, grammatical structures, and pronunciation patterns. This process is essentially an input phase in which the learner internalizes the rules of the language implicitly, observing how the language is used in different contexts. Some key aspects of this process include:

- **Decoding and comprehension of the message:** Students develop skills to identify the overall meaning and details of what they hear or read. This active understanding not only improves their ability to interpret messages, but also offers them models of language use that they can later imitate or adapt in their own productions.
- **Recognition of linguistic patterns:** During exposure to input, students recognize patterns of use of words, common phrases, and syntactic structures. This recognition reinforces their implicit knowledge of the language, which then translates into greater accuracy and fluency when they must produce their own speech.

Impact of input on the linguistic production of output

Varied and quality input is a determining factor in the improvement of productive skills (Kuchkeldiyeva, 2024). When students are exposed to texts and audio materials from different genres, registers, and topics, they expand their vocabulary and grammatical range. This diversity in input not only increases the number of words students know but also allows them to learn language in context, facilitating a deeper understanding of how and when to use certain expressions. In addition to modeling their productions when replicating, adapting, and creating messages based on the examples they have received from their input. For instance, after reading several opinion pieces, they can build their own argumentative texts with a similar structure. Similarly, listening to interactions in everyday dialogues improves your ability to participate in conversations, following the appropriate politeness or response patterns.

Exposure to varied and well-structured input is essential for the development of linguistic production, as it acts as a model for students to internalize patterns of organization, vocabulary, and grammatical structures. According to Leung Wong & Maurer (2021), the quality and diversity of input largely determine the richness and accuracy of linguistic output, as learners appropriate the linguistic resources they encounter during their interactions with the language. This underscores the direct relationship between language comprehension and production, demonstrating that students perform better when they have been exposed to clear and meaningful examples.

In this context, input serves as a guide for students to understand how to connect ideas in a cohesive and coherent manner. For instance, when reading descriptive texts or listening to authentic conversations, learners not only acquire vocabulary and grammatical structures but also observe how native speakers organize and convey clear messages. This process facilitates the transition from passive knowledge to active use of language, strengthening their ability to express themselves accurately and fluently in academic, social, or professional contexts.

2.3. Legal Framework

To guarantee the quality and relevance of the educational proposal of this study of the iconographic classroom with the PACIE methodology for the teaching of English in virtual environments, it is essential to point out that the research is framed in the national regulations that regulate higher education and the use of technologies in Ecuador, based on the following legal criteria that are detailed below:

The constitution of the Republic of Ecuador (2008) supports this research since it mentions that the priority areas of learning today are indispensable for any person, as mentioned in the Fifth Section of the:

Article 26. It establishes that education is a right of individuals and an inescapable duty of the State, in order to develop capacities and skills that allow individual and collective well-being to be achieved (Constitution of the Republic of Ecuador, 2008). This principle underscores the need to ensure equitable access to quality educational opportunities at all levels and modalities, including virtual education, as a means of responding to contemporary demands. In this context, the use of iconographic classrooms with the PACIE methodology is aligned with this legal framework, as it contributes to the development of linguistic skills in English through an innovative approach that uses technological tools and visual resources. This methodology not only promotes inclusive and dynamic learning but also strengthens teachers' capacity to design pedagogical strategies that encourage interaction, collaboration, and critical thinking, in compliance with the constitutional mandate to guarantee a comprehensive and transformative education.

Article 27 of the Constitution of the Republic of Ecuador establishes that "education is a human right, an inescapable duty of the State and a responsibility of society as a whole" (Constitution of the Republic of Ecuador, 2008). This article highlights the State's obligation to provide quality education, which must be inclusive, equitable, and guarantee the full exercise of people's rights, without discrimination of any kind. The constitution underscores the importance of education as a fundamental tool for the human, social and economic development of the country, which implies that the education system must adapt to new technological and pedagogical demands, especially in the virtual context.

Therefore, the use of iconographic classrooms with the PACIE methodology is an innovative response to methodological needs that promote essential cognitive skills, such as problem-solving and creativity. In addition, they encourage active participation and autonomous learning, thus promoting a pedagogical approach that complies with the constitutional regulations of inclusive and quality education.

Article 347, paragraph 7, indicates the obligation of the State to promote the use of technologies at all educational levels, facilitating their access and use to guarantee the right to comprehensive education (Constitution of the Republic of Ecuador, 2008). This provision not only implies promoting the incorporation of technologies in the classroom

but also ensuring their accessibility for all students. In this sense, the implementation of technologies such as iconographic classrooms with the PACIE methodology for the teaching of English responds to the modernization of the educational system, preparing students to face the challenges of the 21st century in a globalized and highly digitized world that in turn overcomes linguistic and cultural barriers.

Article 350 of the Constitution of the Republic of Ecuador establishes that "the higher education system shall be governed by principles of equity, quality, relevance, inclusion, autonomy, interculturality, respect for human rights and good living" (Constitution of the Republic of Ecuador, 2008). This article underlines the need for higher education to be oriented towards continuous improvement and equitable access, ensuring that all students could access comprehensive and quality education, regardless of their social, economic or cultural context. In addition, it establishes the need for the initiative to look for the problems that exist in Ecuador, one of them being the learning of a language, so the development of the work aims to contribute to the development of the teaching-learning of the English language.

On the other hand, according to the Organic Law of Higher Education (LOES, 2018) in its article 89, higher education institutions must promote pedagogical innovation and the use of information and communication technologies (ICT) to guarantee the quality of academic programs. This law also encourages the use of virtual platforms to improve access to higher education, which supports the implementation of visual didactic design for online education and the use of the PACIE methodology in virtual learning environments.

Article 118 of the Organic Law on Higher Education (2018) emphasizes the importance of continuous training of teachers in the use of ICTs, which reinforces the need to train tutors and professors to guarantee a quality educational environment in virtual mode. Promoting the effective use of these technologies, so that they can integrate them into their pedagogical practices in an effective and specialized way that allows teachers not only to use technological tools, but also to design educational activities that encourage collaboration and critical thinking.

The Academic Regime Regulations (2022) in force in Ecuador through resolution RPC-SO-04-No.061-2025, issued in February 2025, establish the fundamental guidelines for curricular development and the use of pedagogical and technological tools in Ecuadorian higher education. Article 61 promotes the use of virtual classrooms and other technological resources as part of the curriculum, which facilitates the integration of

innovative methodologies such as PACIE. These methodologies, which encourage interaction, autonomous and collaborative learning, are key to the transformation of teaching in the virtual context (Academic Regime Regulations, 2022).

In Article 57, the same regulation stresses the need for academic programs to have a flexible and adaptable structure, which allows the incorporation of ICT and virtual environments in teaching. This approach supports the implementation of the iconographic classroom in the teaching of English, since it allows dynamic and accessible learning for all students, aligned with the demands of the contemporary educational environment (Academic Regime Regulations, 2022).

The National Development Plan "A Lifetime" (2017-2021) establishes policies and strategies aimed at improving the quality of education, placing particular emphasis on digital inclusion and the use of technologies for education. In its Strategy 2.5, the importance of incorporating Information and Communication Technologies (ICT) in the educational system is highlighted, as well as the promotion of pedagogical innovation, which reinforces the relevance of projects such as the iconographic classroom with PACIE. This innovative approach uses technological resources to enrich the teaching of English, aligning with the national objectives of educational modernization (National Development Plan, 2017).

The Organic Code of the Social Economy of Knowledge, Creativity and Innovation (COESC+i) (2016) establish key principles for the promotion of collaborative and interactive learning environments, emphasizing the importance of integrating technology in education. Article 9 underlines the need to promote research, innovation and the development of technologies within the Ecuadorian education system. This code promotes the creation of digital platforms and encourages the use of emerging technologies in the classroom, essential elements for the implementation of innovative methodologies such as the innovative methodological technique with a visual basis mentioned for the teaching of English. These approaches allow for a more dynamic and accessible education, aligning with the educational modernization objectives proposed by the COESC+i (Organic Code of the Social Economy of Knowledge, Creativity and Innovation, 2016).

The Organic Law on Communication (LOC) (2013, amended 2019) is mainly focused on the media, but also promotes digital literacy and universal access to information and communication technologies (ICTs), essential aspects for the development of virtual teaching platforms. This law establishes fundamental principles to guarantee equitable

access to technologies, which is crucial for students who will fully participate in the use of tools such as the iconographic classroom. This type of resource is key to improving students' language skills in English, providing an accessible and technological educational environment (Organic Law on Communication, 2013, amended 2019).

CHAPTER III

METHODOLOGY

3.1. Description of the study area/study group

This research was carried out at the State Polytechnic University of Carchi (UPEC), located on Antisana Street and University Avenue in the Tulcán city (Figure 1). Currently, the institution has approximately 4,200 students and 180 teachers. Thus, it is a higher education institution located in the border region, recognized for its commitment to academic excellence, relevant research and community linkage. Its work seeks to generate a positive impact, promoting inclusion, equity and sustainable development, thus contributing to the socioeconomic and cultural progress of Carchi and the country.

To fulfill the pertinent purposes of this research, it is known that CIDEN has a total of 1200 students from whose population a sample of 56 university students of the Elementary A2 level will be selected, which will be selected through an intentional non-probabilistic sampling, based on inclusion criteria later established such as: students of the accounting career belonging to the UPEC Language Center of the Elementary A2 level of English who express the desire to participate voluntarily in the study. On the other hand, it is worth mentioning that there are 33 teachers, including experts in the PACIE methodology applied in iconographic classrooms and English teachers from CIDEN, who will participate in the data collection process for the purposes of this research.

Figure 1

Georeference of the State Polytechnic University of Carchi.



Note. The figure shows the location of the State Polytechnic University of Carchi. Taken from Google Maps (2024)

Mission

The State Polytechnic University of Carchi (UPEC) effectively articulates the functions of research, linkage, teaching and comprehensive quality management, promoting sustainability, entrepreneurship, innovation, social use of knowledge and internationalization. (Universidad Politécnica Estatal del Carchi [UPEC], 2023).

Vision

The State Polytechnic University of Carchi is positioned for its academic quality, being recognized as a benchmark for the impact of its research and link with society, the continuous improvement of its comprehensive management, contributing to sustainable development through the use of knowledge (UPEC, 2023).

3.2. Approach and type of research

The approach used in this research is mixed, with descriptive, documentary and field research. The mixed approach applied in this study made it possible to obtain an objective evaluation of student performance through the diagnostic test and to understand the perception of teachers through the survey. The combination of both methods facilitated a comprehensive view of the phenomenon, identifying both the linguistic difficulties of the students and the pedagogical strategies necessary to strengthen their competencies in the proposed classroom.

The quantitative results of the diagnostic test and the survey were analyzed using descriptive statistics, using frequencies and percentages to identify trends and areas of improvement in student performance based on the predominant difficulties and competencies that require further strengthening. On the other hand, a structured survey was applied to teachers, using the Likert scale to collect information on their perception regarding the use of iconographic resources and the implementation of the PACIE methodology in the virtual classroom. The survey included statements related to: the contribution of iconographic resources to students' autonomous learning, student participation and collaboration in virtual environments, and the effectiveness of the PACIE methodology to improve teaching and learning dynamics.

The data obtained were statistically analyzed using frequencies and percentages, which allowed quantifying the opinions and perceptions of the teachers. Likewise, the qualitative data were organized into thematic categories, which allowed interpreting the teachers' perceptions and the difficulties observed in the students' language skills. Together, it is expected that these findings offer an enriched view on the impact of the PACIE methodology on the development of English language skills and its contribution to the improvement of the design and implementation of this methodology in virtual education contexts.

This research is descriptive because it aims to identify, analyze and characterize the variables related to the use of an iconographic classroom and the PACIE methodology in the development of linguistic competences in English for students of the A2.1 level, so the information collected serves to characterize the starting point of productive and receptive skills. This diagnosis constitutes a description of the current state of the educational phenomenon. On the other hand, by detailing and describing a structured plan for the teaching of English, aligned with the needs identified in the diagnosis, a descriptive and propositional process will be constituted by explaining how language

skills will be developed. Finally, a clear and systematic description of the proposed classroom will be made.

According to Hernández-Sampieri *et al.* (2014) Descriptive research is characterized by specifying properties, characteristics, and important features of a phenomenon, in order to provide a detailed and accurate vision of the reality being studied. Therefore, this research not only analyzes the phenomenon of English teaching but also describes in detail the components and strategies that will be implemented in the proposed virtual classroom.

This research was of a documentary type since it was based on the search, analysis and systematization of information from various sources such as previous research, scientific articles, academic documents and educational regulations to theoretically and methodologically support the design of an iconographic classroom with the PACIE methodology and its impact on the learning of English based on the development of linguistic competencies in students of level A2.1. This allows theoretically supporting the initial diagnosis, the instructional design and the creation of the iconographic classroom.

According to Tamayo and Tamayo (2017), documentary research "is based on the analysis of information obtained from bibliographic, newspaper and digital sources to describe, explain and substantiate proposals or phenomena without the need for direct experimentation". In this sense, the study uses theoretical sources and previous studies to diagnose language skills, design an iconographic virtual classroom and support the PACIE methodology as a solution for learning English in virtual environments.

According to Hernández *et al.* (2014) Field research is characterized by the collection of data directly from the place where the phenomenon occurs using empirical methods, allowing the analysis of reality empirically. Therefore, this study involves the direct collection of data in the place where the study phenomenon occurs, allowing to obtain primary information from the participants (students and teachers) that contributes to the diagnosis and validation of the proposal of the technological tool with PACIE for the teaching of English, which is a key point to identify their current competencies and specific needs.

3.3. Definition and operationalization of variables

The present study was developed from two variables: the independent and the dependent, respectively.

Independent variable: Iconographic classroom with PACIE methodology.

The PACIE methodology (Presence, Reach, Training, Interaction, and E-learning) is an educational strategy designed for virtual environments, which facilitates learning through interaction, technological resources, and structured environments. According to Cabrera (2019), this methodology promotes active participation and the use of technological tools to develop educational skills. Similarly, iconographic classrooms are educational spaces that integrate visual, technological, and methodological elements to strengthen practical learning by stimulating visual perception and comprehension. This combination of resources aims to enhance interaction and understanding within teaching processes, thereby promoting the development of skills in virtual contexts (Boillos, 2024).

Dependent variable: English teaching.

English teaching refers to the systematic process by which learning the English language as a foreign language or second language is facilitated. This process involves the design, implementation, and evaluation of pedagogical strategies, linguistic content, didactic activities, technological resources, and methodologies that allow students to develop communicative competencies in receptive and productive areas. The quality of English teaching can be reflected in the level of achievement of the expected learning, the active participation of students, and their progress in language proficiency according to international standards such as the Common European Framework of Reference for Languages (CEFR, 2020).

Operationalization of variables

The following table presents the operationalization of the variables, defining their dimensions, indicators, instruments, and the items with which the research will be developed (see table 1).

Table 1*Operationalization of variables*

Variable	Dimension	Indicator	Technique	Instrument	Source
Independent Variable Iconographic classroom with the PACIE methodology	Visuals Elements	Capture graphical representation Memorize learning visually Navigation Interfaces	Survey	Structured questionnaire with Likert scale	University Professors virtual modality
	Iconographic Structures.	Button iconography Open iconography	Survey	Structured questionnaire with Likert scale	University Professors virtual modality
	Interactivity and Participation.	Active participation Collaboration	Survey	Structured questionnaire with Likert scale	University Professors virtual modality
	Phases of the PACIE Methodology.	Presence Scope Training Interaction E-Learning	Survey	Structured questionnaire with Likert scale	University Professors virtual modality
	Educational Benefits	Experience Access Learning	Survey	Structured questionnaire with Likert scale	University Professors virtual modality

Dependent variable Teaching English	Language skills (productive and responsive)	Acquisition of productive skills (speaking and writing). Development of receptive skills (listening and reading).	Test technique (student achievement)	Diagnostic test of language skills	A2.1 level students
	Understanding instructions and active participation	Level of comprehension of instructions and tasks. Degree of active participation and collaboration in the virtual environment.	Survey technique (teacher perception).	Structured questionnaire (Likert scale)	University teachers
	Motivation and autonomy in learning	Level of motivation to learn English in a virtual environment. Degree of autonomy in language learning.	Survey technique (teacher perception).	Structured questionnaire (Likert scale)	University teachers
	Access to resources and assessment of progress	Flexibility and accessibility of digital resources. Quality of immediate and personalized feedback. Comprehensive assessment of student progress.	Survey technique (teacher perception).	Structured questionnaire (Likert scale)	University teachers

3.4. Procedures

Phase 1 Level of language skills presented by students of level A2.1 in the Accounting program, virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.

The technique of the structured test of language proficiency in English (Annex B) was used to identify the level of language skills of the language and the main challenges in their learning process in virtual mode. For which a diagnostic test was carried out that was applied to 56 students of the Center for Foreign Languages virtual accounting career of the Universidad Politécnica Estatal del Carchi, which was designed and evaluated through the Moodle platform, with the dimensions: vocabulary, grammar, everyday English, reading comprehension, listening comprehension, written expression, and oral expression.

Likewise, in order to analyze the contribution of the visual didactic environment with a PACIE approach in the development of English language competencies in students of the CIDEN virtual accounting career of the Universidad Politécnica Estatal del Carchi, a survey was carried out (see annex A), aimed at 33 university professors, of which 14 belong to CIDEN and 19 belong to other areas of study where the application of classrooms took place iconographic with PACIE methodology.

It is worth mentioning that these instruments were subjected to a rigorous validation process by four experts in the educational, technological and methodological area. The validation aimed to ensure the clarity, relevance and coherence of the items included, ensuring that they meet the necessary criteria to obtain valid and reliable information (see annex C). Once the acceptance by the experts was obtained (see annex F), the study was presented to the authorities of the institution, in order to request the corresponding permission for the application of the instruments in the selected context.

The survey, aimed at teachers, was implemented using the Google Forms technology tool, which facilitated its distribution and data collection. Prior to its application, the authorization of the participating teachers was obtained, ensuring informed consent and respect for the ethical principles of research. For its part, the diagnostic test was implemented through the Moodle platform, aligning with the virtual modality in which the students are enrolled. This technological tool facilitated the efficient and systematized management of the evaluation process, guaranteeing the integrity and reliability of the results obtained. The structure of the test was divided into two sections: a theoretical one, composed of multiple-choice items that evaluated grammar, vocabulary, listening

and reading comprehension skills; and a practical one, which included oral interaction between students to assess oral expression competence and the writing of a letter aimed at measuring written expression. In this way, adequate and standardized conditions were ensured for the application and subsequent analysis of the results.

Phase 2. Instructional design, for the development of the linguistic competencies of students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

In this phase, a design was developed that accompanied the Moodle virtual classroom, allowing an appropriate integration of the content with the resources and activities proposed in each module developed in the virtual environment. This process was based on the results obtained during the diagnostic phase and aimed to address the areas of greatest challenge identified in the students' language skills from the data obtained. A student-centered approach was chosen, integrating technological and iconographic resources under the principles of the PACIE methodology, which favors autonomous, collaborative and meaningful learning in virtual environments. Likewise, specific activities were structured for each of the language competences, distributed in progressive modules that include interactive tasks and formative assessments.

In addition, digital tools were integrated within the Moodle platform, such as multimedia materials, interactive exercises and discussion forums, in order to facilitate autonomous learning and improve the active participation of students. Finally, for the closing module, activities were planned to measure the progress of students in each competency, using continuous assessment tools (questionnaires, written activities and oral expression recordings).

Phase 3. Design of an iconographic classroom with the PACIE methodology, for students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

In this phase, the design and structuring of an iconographic virtual classroom was carried out based on the principles of the PACIE methodology (Presence, Scope, Training, Interaction and E-learning), aimed at strengthening the linguistic skills of students of level A2.1 of the Accounting career in virtual mode. For this purpose, visual resources such as infographics, diagrams, concept maps, interactive graphics and audiovisual materials that facilitate learning in a clear and attractive way, adapted to the A2 level and focused on linguistic content, were designed and selected. The Moodle platform was used as the

main technological tool for the implementation of the virtual classroom, which was structured and organized in progressive modules, each one focused on specific competencies, with interactive activities and iconographic resources.

On the other hand, it was guaranteed that the spaces within the classroom promote constant interaction between students and teachers through forums, chats and personalized feedback. Activities accessible from any technological device were also designed, allowing the active and constant participation of students and didactic guides or interactive tutorials were incorporated to guide the use of iconographic and digital resources for teachers. The structuring of a completely virtual environment took place through the use of technological tools to optimize the teaching and evaluation of language skills. The educational space with visual support was reviewed by experts in education, educational technology and English teaching, guaranteeing its pedagogical relevance, technological functionality and alignment with the objectives of the study.

3.5. Bioethical considerations

To give rise to this research, the informed consent of all participants is considered through a detailed document that explains the purpose, procedures, safeguarding of privacy, confidentiality of information, risks and benefits of the study. Participants will have the opportunity to ask questions and withdraw their participation at any time without consequences. On the other hand, the selection of participants will be based on fair and equitable criteria. The results will also be used responsibly and ethically, with the aim of contributing to scientific knowledge and the well-being of the community.

CHAPTER IV

RESULTS AND DISCUSSION

Phase 1 Level of language skills presented by students of level A2.1 of the Accounting Career virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.

In order to diagnose the current level of English language proficiency in students at level A2.1, a diagnostic scale has been designed based on the CEFR descriptors. This scale allows the degree of development of language skills to be categorised according to score ranges, establishing a clear correspondence between the performance observed and the estimated level of the CEFR (see table 2) that summarises the evaluation criteria used, including the pedagogical interpretation corresponding to each range. This classification serves as a reference to guide the didactic actions, the required reinforcements and the adequacy of content to ensure a solid foundation before studying level A2.1.

Table 2

Diagnostic scale of language competences according to the CEFR (level A2.1)

Score Range	Estimated CEFR level	Domain description	Pedagogical interpreting
36 – 41 points	A2.1 Consolidated (Solid Domain)	Shows an adequate and stable handling of the A2 level competencies.	It can function with basic autonomy in everyday contexts.
30 – 35 points	A2.1 pop-up (Domain in process)	He is in the process of reaching level A2, although he still needs guided practice.	It requires systematic support to consolidate structures and expand functional vocabulary.
24–29 points	A1 High (Basic Level)	He has a limited command with very elementary	It needs intensive reinforcement to reach the minimum standards of A2.

		communicative skills.	
Less than 24 points	A1 Low or Pre-A1 (Insufficient Level)	Has very basic or no knowledge of the language.	Intensive pedagogical intervention is recommended from introductory contents.

Fuente: CEFR. (2020). Common European Framework of Reference for Languages (CEFR): Learning, teaching, assessment. Companion volume. Council of Europe Publishing.

The results of the diagnostic test applied based on the CEFR descriptors are intended to check whether students, having completed level A2.1, have effectively acquired the fundamental knowledge of the level required to sustain continuous learning, without gaps, and to advance successfully in their English language training. However, the data reveal a significant gap in the development of language skills: 88% of those evaluated are below the expected A2.1 level. This finding coincides with what Ramírez, Fernández, and Herrera (2023) have argued, who argue that poorly structured virtual environments tend to limit meaningful interaction with the language, which directly affects the student's communicative progress. Specifically, 50% of the participants have a low A1 level, which reflects notorious limitations in productive and receptive language skills. According to Loza and Lozano (2021), this type of result is usually associated with methodologies that are excessively focused on the grammatical approach, with little exposure to real contexts of communication (see table 3).

On the other hand, 38% are at the high A1 level. Although these students demonstrate some recognition of the language, they still do not achieve the basic autonomy necessary to function in everyday or academic situations. This coincides with what was expressed by Álvarez and López (2022), who argue that at this stage students require constant pedagogical accompaniment, as well as contextualized activities to consolidate basic structures and expand their functional vocabulary. Only 12% managed to place themselves at the emerging A2.1 level, while no students achieved a solid mastery at that level. As Morales and Cornejo (2020) warn, the lack of a minimum proficiency hinders the transition to higher levels and compromises academic performance in subsequent years, which shows the need for planned and personalized pedagogical interventions (see table 3).

Against this backdrop, it is essential to implement more active methodological strategies that not only reinforce the contents of the A1 level, but also prepare students to face the demands of the A2.1 level more solidly. In this sense, Cock (2022) highlights that the integration of digital resources such as e-learning, combined with the PACIE methodology, allows for a more dynamic, collaborative and student-centred construction of knowledge. This methodological approach is especially relevant in virtual contexts, as it promotes autonomy, meaningful interaction and visual learning through iconographic environments. From this perspective, the information obtained through the diagnostic test becomes the starting point for designing an iconographic classroom based on the PACIE methodology, aimed at addressing the weaknesses identified and progressively improving the students' language skills (see table 3).

Tabla 3

Diagnostic test results by level

Score Range	Total students by level	% per level achieved	Estimated CEFR level
36 – 41 points	0	0%	Shows an adequate and stable management of the competencies of level A2.1.
30 – 35 points	7	12%	He is in the process of reaching level A2.1, although he still needs guided practice.
24–29 points	21	38%	He has a limited command with very elementary communicative skills.
Less than 24 points	28	50%	Has very basic or no knowledge of the language.

The results broken down by language skills assessed in the diagnostic test reveal uneven performance between the different areas of the English language, which allows the identification of incipient strengths and critical weaknesses that require priority pedagogical attention. This heterogeneous distribution of performance shows a lack of

comprehensive development in the competencies expected for students who have completed level A2.1, according to the CEFR descriptors.

On the one hand, vocabulary skill obtained the highest percentage of achievement with 88.89%, positioning students at an emerging A2 level. This result suggests that there is a developing domain of the basic functional lexicon, which represents an initial strength for everyday communication. In contrast, grammar (68.23%) and everyday English (70.83%) skills are at the high A1 level, indicating that students possess basic knowledge of grammatical structures and common expressions, although their application still requires precision and greater fluency. According to Alarcón and Pérez (2022), this type of result usually occurs when learning focuses on the memorization of isolated linguistic forms, without significant integration into real communicative contexts.

On the other hand, significant weaknesses were identified in listening (38.77%), writing (49.18%), reading (42.50%) and speaking (32.79%) skills, whose percentages correspond to the low A1 level, evidencing a very limited mastery. In particular, poor performance in speaking and listening reflects serious difficulties in understanding and producing oral messages, which could be related to low exposure to authentic interactions in real time and the lack of activities that stimulate verbal fluency. As indicated by Mufungizi (2024) in poorly structured virtual environments, the absence of meaningful oral interaction negatively impacts the development of communication skills, reducing the opportunities to apply the language in real situations.

Similarly, poor results in reading and writing reveal limited competence in interpreting and writing simple texts, suggesting that students have not developed effective strategies for written comprehension and production. This finding is related to what was stated by Bravo and Cedeño (2021), who state that, in the initial levels of English learning, students require contextualized materials and visual support that facilitate comprehension, especially in virtual modalities where reading and writing are usually the only active channels of learning.

In summary, although there are signs of progress in the mastery of vocabulary and some grammatical aspects, the overall performance of the students is below the level expected for A2.1, especially in receptive and productive skills. This situation justifies the need to implement innovative pedagogical resources that respond to the characteristics of virtual learning and promote an equitable improvement of all competencies. In this sense, the proposal for an iconographic classroom based on the PACIE methodology is especially relevant, as it offers a visual, interactive and sequenced environment that can strengthen

understanding, expression and active participation. As Rodríguez and López (2023) point out, a comprehensive and balanced methodological approach is essential to ensure meaningful learning and the progressive development of language skills in virtual educational contexts (see table 4).

Tabla 4

Skill-based diagnostic test results

Skill Assessed	Maximum expected score	Average score obtained	% Achievement	CEFR level achieved
Vocabulary	1,44	1,29	88,89%	A2 emerging – Domain in process (75% – 89%)
Grammar	1,92	1,31	68,23%	A1 High – Basic level (60% – 74%)
Everyday English	0,96	0,68	70,83%	A1 High – Basic level (60% – 74%)
Listening	1,96	0,76	38,77%	A1 Low – Very limited or initial level (0 -39%)
Writing	1,22	0,60	49,18%	Low A1 – Insufficient level (40% – 59%)
Reading	1,20	0,51	42,50%	Low A1 – Insufficient level (40% – 59%)
Speaking	1,22	0,40	32,79%	A1 Low – Very limited or initial level (0 -39%)

Note: The % of achievement was designed based on CEFR standards. (2020). Learning, teaching, assessment. Companion volume. Council of Europe Publishing.

Phase 2. Instructional design, for the development of the linguistic competencies of students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

For the elaboration of the instructional design, it was taken into consideration to measure the feasibility of this through a survey directed to 33 UPEC teachers, of which 14 of them belonged to CIDEN and 19 of them knowledgeable about the PACIE methodology in the contexts of iconographic classrooms due to their application in each of their areas. Through which it was possible to analyze and plan how to develop the iconographic classroom, considering key factors such as its feasibility, relevance, and acceptance by

teachers in order to adjust the design and ensure that the proposal is effective and contextualized to the needs identified in the results of the diagnostic test.

This research involved the participation of 33 teachers, who answered a questionnaire structured around different aspects related to the viability and effectiveness of the iconographic classroom under the PACIE methodology. To evaluate this specific aspect, five key questions were considered (items Q9, Q17, Q21, Q22 and Q26), whose answers were processed and analyzed using the SPSS (Statistical Package for the Social Sciences) statistical software (See Table 5).

From the frequency analysis, a cumulative total of 165 responses was obtained, the result of the sum of the answers issued by the participants in the five selected items. This information made it possible to quantitatively represent the level of teacher acceptance regarding the use of the iconographic classroom, distributing the results into categories such as Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree And Strongly Disagree (see Table 5).

Table 5 shows the feasibility and feasibility of the use and effectiveness of the iconographic digital environment with the PACIE methodology, evaluated through the perception of the participants. It is observed that 54% of the respondents consider that the use of the iconographic classroom is totally adequate, while 34% evaluate it as adequate, reflecting a high acceptance and positive perception of the proposal. On the other hand, 5% of the participants responded that they did not agree or disagree and another 7% rated it as totally disagree, which indicates a minimal proportion of negative or undecided responses. Finally, only 1 participant represented by 0.60% expressed disagreement. These results suggest that the implementation of the visual teaching interface with the PACIE methodology is mostly viable and feasible, presenting a high general acceptance with low resistance on the part of the respondents (see table 5).

Reaffirming the words of Pan (2023), the use of technological and visual resources in educational environments allows for greater interaction and participation, facilitating more meaningful and motivating learning, especially in virtual modalities, where students require clear and accessible teaching resources.

Tabla 5

Viability and feasibility of the use and effectiveness of the iconographic classroom with PACIE methodology

Answer	Frequency	Percentage (%)
--------	-----------	----------------

Totally agree	89	54%
In agreement	56	34%
Neither agreement nor disagreement	8	5%
Disagree	1	0%
Strongly disagree	11	7%
Total	165	100%

For this analysis, the different aspects related to the viability and effectiveness of the iconographic classroom under the PACIE methodology are taken into account. To evaluate this specific aspect, six key questions (items Q2, Q3, Q4, Q5, Q14 and Q15) were considered, whose answers were processed and analyzed using the SPSS (Statistical Package for the Social Sciences) statistical software (See Table 6).

From the frequency analysis, a cumulative total of 198 responses was obtained, the result of the sum of the responses issued by the participants in the six selected items. This information made it possible to represent the level of teacher perception regarding the effectiveness and adaptability of the classroom, distributing the results on the same scale of five categories mentioned above (see table 6).

56% of the responses correspond to the Totally Agree category, while 28% indicate that they Agree. This result shows a high acceptance of the visual learning environment, supporting the idea that the use of iconography in combination with the PACIE methodology is effective in improving navigation, access to educational resources, and content comprehension, which coincides with what Cock (2022) argues, who argues that virtual environments with structured visual design facilitate a more meaningful learning experience. especially in asynchronous contexts.

On the other hand, 9% of the participants expressed a neutral stance, which could reflect an initial lack of familiarity with the use of the iconographic classroom or a need for greater technological induction, as Sierra and Chávez (2021) warn, pointing out that the curve of adaptation to visual environments depends to a large extent on teacher accompaniment and previous training. Likewise, 6% expressed total disagreement and 1% disagreement, minority percentages that may be linked to previous negative experiences with virtual platforms or limitations in digital skills, as pointed out by Ramírez et al. (2023) when analyzing the initial resistance to methodological change in virtual environments.

Taken together, these findings suggest that iconographic design under the PACIE methodology promotes a more visual, organized, and functional experience, contributing to better content retention and greater motivation in the educational process. As Torres and Condori (2021) argue, when the learning environment facilitates autonomy and visual interaction, the perception of pedagogical effectiveness on the part of the teacher increases significantly.

Tabla 6

Effectiveness and adaptability of the iconographic classroom with PACIE methodology

Answer	Frequency	Percentage (%)
Totally agree	112	56%
In agreement	55	28%
Neither agreement nor disagreement	17	9%
Disagree	2	1%
Strongly disagree	12	6%
Total	198	100%

The results of Table 7 show the positive perception of teachers regarding the feasibility of autonomous and self-directed learning within the iconographic classroom implemented with the PACIE methodology. The information was processed through the SPSS program, taking into account the responses to items Q6, Q16 and Q23, which address key aspects related to the capacity of the virtual environment to promote student autonomy.

It is observed that 58% of the responses were in the category of total agreement and 30% in agreement, which represents an 88% of global acceptance towards the idea that the iconographic classroom facilitates the development of more independent and self-directed learning. This finding supports what was proposed by Calle *et al.* (2024) who state that well-designed digital environments allow students to manage their learning process, make decisions about their pace and depth, and take greater responsibility for their training.

In contrast, only 5% were in a neutral position, while 6% said they totally disagreed and 1% disagreed. These minority perceptions could be linked to a lack of digital skills or limited familiarity with the dynamics of autonomous navigation in virtual environments,

as Area and Pessoa (2020) warn, who argue that autonomy in ICT-mediated learning requires both willingness and prior training in the use of platforms and resources.

In summary, the data reflects a high feasibility for the promotion of autonomous learning through the use of the iconographic classroom based on PACIE, which is key for virtual education contexts where the student is expected to have an active role. According to Vaca et al. (2025), self-directed learning not only enhances intrinsic motivation, but also improves the transfer of knowledge to real situations, as long as the educational environment provides the appropriate resources and structure.

Tabla 7

Feasibility of autonomous and self-directed learning in the iconographic classroom with PACIE methodology

Answer	Frequency	Percentage (%)
Totally agree	57	58%
In agreement	30	30%
Neither agreement nor disagreement	5	5%
Disagree	1	1%
Strongly disagree	6	6%
Total	99	100%

Table 8 presents the results corresponding to the category of participation and collaboration among peers in the learning process, evaluated through three items of the instrument. It shows that 48% of the answers are grouped in the option in total agreement and 40% in agreement, which represents an 88% positive acceptance of this dimension of the iconographic classroom with the PACIE methodology. This suggests that, from the perspective of the participating teachers, the implementation of this environment significantly favors interaction, teamwork, and collaborative learning among students.

The high value attributed to this dimension can be interpreted as an indicator of the positive impact that the PACIE methodology has when combining visual resources with pedagogical elements that promote shared work, even in virtual environments. This result coincides with what was proposed by Romo (2023) who highlights that the integration of active methodologies and visual resources not only motivates students, but also optimizes participation and collaboration by offering an interactive space focused on shared learning. In other words, by providing the educational environment

with structured visual components, students find greater opportunities to communicate, solve tasks together, and build knowledge cooperatively.

Likewise, the graphic design of the iconographic classrooms allows for a distribution of content that stimulates intuitive navigation, access to forums, chats or other collaborative tools, which is key to promoting interaction between peers. According to Torres and Condori (2021), collaborative learning is strengthened when virtual environments provide a visual and technological scaffolding that facilitates the connection between students, even when they are not in the same space or time.

However, a smaller percentage (8%) chose neither agree nor disagree, which may reflect a neutral perception or a lack of direct experience with collaborative classroom tools. In addition, the 1% and 3% who selected in disagreement and strongly disagreement, respectively, although minimal, could be due to factors such as poor teacher training in the use of virtual environments or resistance to new non-traditional methodologies, as warned (Corzo and Alipi (2024) and Pólit Levoyer (2023) who point out that the adoption of innovative approaches often faces initial reluctance on the part of users unfamiliar with digital (see table 8).

Together, these results reinforce the hypothesis that the iconographic classrooms developed under the PACIE methodology constitute an environment conducive to strengthening student participation, energizing the learning experience and promoting effective collaboration spaces. This aligns with the socio-constructivist approach to learning, in which knowledge is constructed through dialogue and social interaction, even within technology-mediated environments.

Tabla 8

Peer participation and collaboration in the learning process

Answer	Frequency	Percentage (%)
Totally agree	47	48%
In agreement	40	40%
Neither agreement nor disagreement	8	8%
Disagree	1	1%
Strongly disagree	3	3%
Total	99	100%

The results of Table 9 show a positive assessment by teachers regarding the effectiveness of the PACIE methodology in the development of language skills in virtual environments. The information was processed using the SPSS program, considering the responses to items Q10, Q18, Q19, Q11, Q20, Q25, Q13 and Q24, which address key dimensions such as oral comprehension, written expression, linguistic autonomy, vocabulary use and following instructions in English.

It is observed that 53% of the responses were in the category of total agreement and 35% in agreement, which adds up to an 88% acceptance of the idea that the PACIE model, implemented in an iconographic classroom, is effective in enhancing the student's linguistic skills in virtual mode. This result reflects not only the technical functionality of the environment, but also its direct impact on improving language performance (see Table 9).

To a lesser extent, 3% of the responses were in a neutral position, while 2% expressed disagreement and 7% strongly disagreed. These responses could be associated with initial experiences of adaptation to iconographic environments, as well as with individual differences in learning styles, as noted by Vaca et al. (2025) who argue that the processes of appropriation of digital methodologies require progressive accompaniment to achieve effective implementation (see Table 9).

Together, these results reinforce the hypothesis that the iconographic classrooms developed under the PACIE methodology constitute an environment conducive to strengthening student participation, energizing the learning experience and promoting spaces for interaction. As Vygotsky (1978) and Cock (2022) argue, collaboration, scaffolding, and access to visual resources facilitate the internalization of language and conceptual understanding, especially in distance learning.

These perceptions are aligned with recent studies, such as that of Mufungizi (2024) who highlight that well-designed virtual environments promote active and collaborative learning, especially in the teaching of foreign languages. Hands-on learning, understood as the possibility of applying knowledge in a contextualized and functional way, is strengthened by the integration of innovative technologies and methodologies. In this sense, the PACIE methodology plays a fundamental role, allowing greater interaction between students and promoting activities that develop both productive and receptive skills.

Tabla 9

Effectiveness of the PACIE Methodology in the Development of Language Skills in Virtual Environments

Answer	Frequency	Percentage (%)
Totally agree	141	53%
In agreement	93	35%
Neither agreement nor disagreement	9	3%
Disagree	4	2%
Strongly disagree	17	7%
Total	264	100%

CHAPTER V

PROPOSAL

Phase 2. Instructional design, for the development of the linguistic competencies of students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

5.1. Instructional Design of the Virtual Classroom in Moodle

The design of the virtual classroom in Moodle for the Elementary A2.1 level is based on the analytical plan and the syllabus that govern the CIDEN of the Universidad Politécnica Estatal del Carchi, which is based on the standards set by the Common European Framework of Reference for Languages with respect to this level. Therefore, it focuses on the development of the study objectives set out in the complementary subject English, the essential skills, the fundamentals of the subject, and the learning outcomes, in order to implement pedagogical knowledge and contribute effectively to university education through the PACIE methodology applied through the iconographic classroom. Table 10 shows the index of topics and instructional design planning.

Tabla 10

Topic Index

Project: English - Elementary A2.1

-
- Unida 0 - Hello
 - Unidad 1 – The 7 Day Week
 - Unidad 2 – Travel stories
 - Unidad 3 – Did it really happen?
 - Unit 4 – Watch out
 - Unidad 5 – It's in the starts
-



INSTRUCTIONAL DESIGN

DESIGN AND UPGRADE PROCESS



COURSE PLAN FORMAT

Course Name: English – Elementary A2.1

Virtual tutor	Valeria Stacy Orbe Guerrero
Number of hours	160 hours – 8 weeks

General Objective

To provide participants with the conceptual framework in the subject matter of English language teaching that includes the communicative functions, the technical functions and the instructions for the level of study that allow the student to obtain the significant knowledge to use it in their academic and professional life.

Unit: 01

UNIT 0: Hello

Specific Objective:

- Recognize grammar and basic vocabulary to construct short and simple sentences that incorporate pronouns, the verb *to be*, numerical quantities, dates, possessions, times, clothes, etc., simulating real life.

Content		Activities	Timing	Evaluation		Supplemental Resources
				Assessment instrument	Score	
0.1	Introduction: Diagnostic test. Students rights, classroom rules. platform enrolment.	<p>Diagnostic Activity:</p> <p>Blooket:</p> <p>Gamified diagnostic activity using the Blooket platform, aimed at assessing prior knowledge corresponding to CEFR level A1. The purpose of this activity is to identify the mastery of linguistic structures and basic vocabulary necessary for adequate performance at level A2.1. https://crazykingdom.blooket.com/play/register</p> <p>Mentimeter:</p> <p>Development of an interactive survey using mentimeter where the students' previous knowledge will be evaluated through a participatory environment. https://www.menti.com/al9oxwrf9cv6</p> <p>Learning Activities:</p>	<p>1 week</p> <p>4 hours per page (5 pages) equivalent to 20 hours used to comply with the Hello Unit.</p>	<ul style="list-style-type: none"> Task 1 – Unit Hello.- Evaluation rubric proposed in the forum of the Moodle platform. Task 2 – Unit Hello.- Judging Rubric: Video – "This is my family" Task 3 – Unit Hello: Evaluation Rubric: Writing – "Describing my ideal country" Task 4 – Unit Hello 	<p>3</p> <p>3</p> <p>2</p> <p>2</p>	<p>https://view.genially.com/60466429dfff37786729d775/presentation-cardinal-and-ordinal-numbers</p> <p>https://test-english.com/vocabulary/a1/countries-and-nationalities-a1-english-vocabulary/</p> <p>https://www.youtube.com/watch?v=wQM_JvYyyRc</p> <p>https://www.gamestolearnenglish.com/family/</p> <p>https://www.baamboozle.com/game/195516</p>
0.2	Vocabulary and Grammar: Countries and Nationalities, Cardinal Numbers, Ordinal Numbers, to be, Family Members.					

0.3	Vocabulary and Grammar: Have got, Animals, Sports, Can.	<p>Cambridge Vocabulary in Use Elementary Book: https://ntt.edu.vn/wp-content/uploads/2022/03/1_English_Vocabulary_In_Use_Elementary_Cambridge_-_Third_Edition.pdf</p>		<p>Evaluation Rubric: Speaking Task - This is my city today</p>	5	
0.4	Vocabulary and Grammar: Subject/object/possessive pronouns- Possessive adjectives. School Subject/ School areas, plural, there is and there are prepositions of place.	<p>PPT Unit Hello Folio 2: Review of the presentation with respect to the unit of revision (Unit Hello) countries and nationalities, cardinal numbers, ordinal numbers, to be, family members and development of the exercises proposed in the presentation "English for beginners a quick guide". English-for-Beginners-A-Quick-Guide.pptx</p> <p>Presentation at Genially: Animals and Have Got https://view.genially.com/61af3778e34c940d89201d46/presentation-teacher-patri-animals-and-have-got</p>		<ul style="list-style-type: none"> • Rubric of participatory evaluation in the activities of the different platforms corresponding to each theme of the unit. • Objective test on the Moodle online platform (Quiz type questionnaire with multiple choice questions, true/false, and fill in the gaps.) 	10	
0.5	Vocabulary and Grammar: Weather,	<p>Explainer Video: Sports, action and can/can't</p>				

<p>clothes, footwear/acc essories, geographical features, telling the time.</p>	<p>https://www.youtube.com/watch?v=9UFo7OwbQKc</p> <p>Presentación en Genially: subject,object and possessive pronouns + possessive adjectives</p> <p>https://view.genially.com/635839cb9caa6600124e8060/presentation-subject-object-possessive-pronouns-possessive-adjectives</p> <p>ISL COLLECTIVE video: My school – Let’s learn all about What’s happening there. https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/school-and-education/my-school-lets-learn-all-about-whats-happening-there/1010540</p> <p>Explanatory image: preposition of place</p>				
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Video explicativo youtube:
there is and there are
<https://www.youtube.com/watch?v=j3lIK722RVQ>

Games to Learning: weather game
<https://www.gametolearnenglish.com/weather/>

Presentación Genially:
Clothes vocabulary
<https://view.genially.com/603d4004356d250d0d7c1bd0/interactive-content-clothes>

Genially presentation: Telling the time
<https://view.genially.com/605cb90c8c1eaa0d6c2da78f/presentation-telling-the-time>

Final Block of Practice – Unit 1: Interactive review of content to consolidate the learning of

Unit 1 through practical and interactive online activities. Five digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.

Closing Activities:

Task 1 – Unit Hello:

Collaborative forum.

Students apply grammatical structures and key vocabulary learned in the hello unit to describe people, places and situations in English based on the image given, encouraging the development of language skills through interaction and contextual use of the language.



Task 2 – Unit Hello: Speaking task Video – “This is my family” Students will use vocabulary and grammatical structures related to family members, basic descriptions, skills and personal activities, through a short oral presentation in English which will be uploaded in padlet.
<https://padlet.com/alanmedina20010021/video-this-is-my-family-9u8weg2ef3n8x8qu>

Task 3 – Unit Hello: Writing Task – Describing my ideal country. Short descriptive paragraph (80-100 words) about an imaginary or real country you would like to live in. In which written expression in English is reinforced through the use of subject/object/possessive pronouns, possessive adjectives, plural forms, prepositions of place and geographical features in a coherent and meaningful description.

	<p>Task 4 – Unit Hello: Speaking 2 – This is my city today. Development of oral expression by describing the weather in the city and the clothes they are wearing at that time and the time, using the vocabulary and grammatical structures of Folios 1 to 5.</p> <p>Unit Hello – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to the Hello unit will be known.</p>				
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Unit: 01	Unidad 1 - The 7- Day Week
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| Specific Objective: | <ul style="list-style-type: none"> Identifies the grammatical structures of the present simple and present continuous, as well as vocabulary related to household chores and leisure activities, to communicate habitual, momentary, and permanent actions in a coherent way. |
|----------------------------|--|

Content	Activities	Timing	Evaluation	Supplemental Resources
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				Assessment instrument	Score	
1.1	1A Reading: An article about housework.	Diagnostic Activities: Reading Activity A2: Should Kids Help with Household Chores? Diagnostic reading activity designed to identify students' level of reading comprehension and skills through multiple-choice, true/false, and short answer questions related to main ideas, specific details, inferences, and contextual vocabulary of this unit in an adapted text. This allows for strengths and areas that require reinforcement for the development of future skills at level A2.1. https://test-english.com/reading/a2/should-kids-help-with-household-chores-a2-english-reading-test/	1 week 3 days 4 hours per page (7 pages) equivalent to 28 hours used to comply with Unit 1.	<ul style="list-style-type: none"> Task 1 – Unit 1.- Evaluation rubric proposed in the unit 1 forum of the Moodle platform. 	3	Genially: https://view.genially.com/6188d36ea7e99d0dea4aa3ce/presentation-present-simple-and-present-continuous
1.2	1B Grammar in Use: Present Simple, Adverbs of frequency, Present Continuous and Stative verbs.			<ul style="list-style-type: none"> Task 2 – Unit 1 Evaluation or Analytics Rubric Writing task – My favorite hobby 	3	Exercises practice: https://avi.cuaed.unam.mx/uapa/avi/ing_5/U_2/ing5_u2_t3/index.html
1.3	1C-1D Vocabulary and Listening skills: Daily Routines, Free time activities, dialogues	Wordwall Speaking: Routines: asking & answering questions. Evaluates the oral comprehension and production of interrogative structures and answers related to daily routines, in accordance with the grammar		<ul style="list-style-type: none"> Task 3 – Unit 1 Evaluation Rubric: Speaking Video – This is my housework today" Task 4 – Unit 1 	2 2	Housework Vocabulary (Test English) https://test-english.com/vocabulary/a2/housework-a2-english-vocabulary/ Daily Routines (Liveworksheets) https://www.liveworksheets.com/w/en/english-second-language-esl/404403

	about routines & free time (multiple choice).	and vocabulary that will be reviewed in this unit. https://wordwall.net/es/resource/54126873/ingl%c3%a9s/routines-asking-answering-questions		Evaluation		
1.4	1E-1F Speaking and Writing skills: inviting accepting/refusing and an invitation email.	Learning Activities: Downloadable guide Explaining the use of daily routines and leisure activities: Daily Routines and Free time Activities Video YouTube: Practise speaking with me – Daily Routines https://www.youtube.com/watch?v=mY1ZBTmKqCc		Rubric: Speaking Video – My routines and free time	5	
1.5	1G Life skills: How can we make our free time count?	British Council Vocabulary Practice: learn and practise chores vocabulary. https://learnenglishkids.britishcouncil.org/category/topics/housework		<ul style="list-style-type: none"> • Participatory evaluation rubric in the activities of the different platforms corresponding to each theme of unit 1. 	10	
1.6	CLIL and Review: The phases of the moon	Explanatory Video: Adverbs of Frequency https://www.youtube.com/watch?v=WC2tzXPIWMs		<ul style="list-style-type: none"> • Objective test on the Moodle online platform (Quiz type questionnaire with multiple choice questions, true/false, and fill in the gaps.) 		

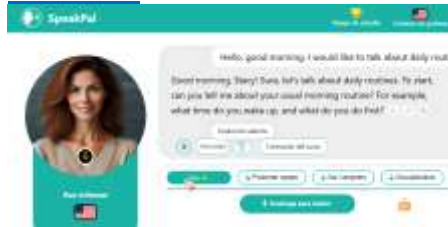
<p>and Review unit 1</p> <p>1.7 Evaluation: Unit 1</p>	<p>Games to learn English: interactive learning of associating images or icons with the activities that are described and the frequency in which they are practiced. https://www.gamestolearnenglish.com/daily-routines/</p> <p>ISLCollective video: grammar tutorial – contrasting present simple and continuous. https://en.islcollective.com/english-esl-video-lessons/grammar-practice/general-grammar-practice/present-simple-vs-present-continuous/249607</p> <p>Genially – Interactive Presentation: Stative and dynamic verbs. https://view.genially.com/60991f651ba6380d8559056b/presentation-stative-and-dynamic-verbs</p> <p>Listening: Dialogues About Routines & Free Time https://test-english.com/listening/a1/free-time-listening-test/</p>				
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Support image for the realization of speaking: phrases and sentences about inviting - accepting/refusing.



Speaking with AI: Meaningful learning activity focused on oral production through real conversation similar to that of the model presented in the guide. using the artificial intelligence simulator.

https://talk.speakpal.ai/talk?teacher_id=15



Write & Improve: Writing practice with automatic feedback. Learning activity focused on written production, in which

students compose an informal email to invite a friend to the park and receive immediate automatic feedback on their writing, allowing them to identify grammatical errors, improve vocabulary use, and reinforce text coherence.

Reading picture: "Don't waste your Free time" read, analyze and make your own infographic.



Infographic Example: Infographic example based on the reading question in the image above highlighting creative writing, oral expression about hobbies, and a model for students to create their own visual

	<p>presentations in English about their interests and well-being.</p> <p>Final Block of Practice – Unit 1: Interactive review of content to consolidate the learning of Unit 1 through practical and interactive online activities. Five digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.</p> <p>Closing Activities:</p> <p>Task 1 – Unit 1: collaborative forum With the question: What are your daily routines and leisure activities? Students will express daily routines and leisure activities using appropriate English grammatical structures and vocabulary, promoting communicative interaction and meaningful use of language within a collaborative environment.</p> <p>Task 2 – Unit 1: Writing task – my favorite hobby</p>				
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	<p>Develop written communication skills by writing a short, coherent email using appropriate vocabulary, structure, and grammar to describe personal interests and leisure time activities.</p> <p>https://writeandimprove.com/workbooks#/workbooks/7485eb41-a047-4d23-ae25-5afb7387eba9/tasks/65b8ac81-2b7a-42c6-99cb-b4d000d84cdc</p> <p>Task 3 – Unit 1: speaking task – this is my housework today With the recording of a video, the student develops the oral communication skills acquired in this unit, introducing themselves and describing the household chores they are performing at that time, based on the use of the vocabulary and grammatical structures of Folios 1 to 7.</p> <p>Task 4 – Unit 1: Speaking Task – My routines and free time Through the contents reviewed in the unit, students will have to produce a clear and structured oral presentation about their daily</p>				
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	<p>routine and leisure activities, using the appropriate vocabulary, grammar and personal expression, based on the contents studied in Unit 1.</p> <p>Unit 1 – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to unit 1 will be known.</p>				
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Unit: 02

Unidad 2 - Travel stories

Specific Objective:

- Use the simple past tense, with basic adverbs and simple vocabulary about airports and transportation, to speak clearly about past real-life situations and personal experiences.

Content		Activities	Timing	Evaluation		Supplemental Resources
2.1	2A Reading: Travel stories.	<p>Diagnostic Activities:</p> <p>Video introductorio: "Exploring Travel Stories Around the World".</p>	1 week 3 days	Assessment instrument	Score	<p>At the airport – Part 1 (Wordwall)</p> <p>https://wordwall.net/es/resource/31492129/at-the-airportpart-1</p>
				• Task 1 – Unit 2.- Rubrica de		

2.2	2B Grammar in use: Past simple; adverbs	Designed to activate prior knowledge and observe students' level of familiarity with vocabulary and travel context. Through the video "Around the World in a Day," set at EPCOT's World Showcase, students explore different cultures and modes of transportation in a symbolic tour of the world in a single day. Around the world in a day.mp4	4 hours per page (7 pages) equivalent to 28 hours used to comply with Unit 2.	evaluación del blog con respect al Writing Task – The trip that almost didn't happen	3	Transport Vocabulary Game (British Council) https://learnenglishkids.britishcouncil.org/gr-amm-amar-vocabulary/word-games/transport-1
2.3	2C - 2D Vocabulary and listening: At the airport; transport; holiday activities, a dialogue about a holiday (multiple choice), a monologue about a trip (gap fill)	Interactive Bloket Game: evaluate the knowledge of grammar with respect to the adverbs related to the grammar of unit 2. https://play.blooket.com/play?hwId=67980040ef63cfc91ff7a3a Learning Activities: Transportation and Airport Vocabulary pdf https://drive.google.com/file/d/19vFPpRKq_j1jQtpZuduHsYaWlUrWd8hH/preview		<ul style="list-style-type: none"> Task 2 – Unit 2 Evaluation or Analytics Rubric - Speaking Task – My Travel Experience Task 3 – Unit 2 Evaluation Rubric: Visual Project – My Emergency Weather Guide Task 4 – Unit 2 Judging Rubric: Audio Diary – A Day 	3	Travel Quiz Game (Baamboozle) https://www.baamboozle.com/game/362728
2.4	2E - 2F Speaking and writing	Vocabulary review about means of transport and places Past simple (Reading and vocabulary)			2	Past Tense Game (Games to Learn English) https://www.gamestolearnenglish.com/past-tense-game/
					2	Adverbs of Manner (Test English) https://test-english.com/grammar-

	skills: S: describing your last holiday; W: a blog entry about your last holiday.	<p>Genially: Revision of the grammar of the simple past. https://view.genially.com/607627d87691330dcb34dc8a/presentation-simple-past</p> <p>ISLcollective video refuerzo: gramática del pasado simple. https://en.islcollective.com/english-esl-video-lessons/grammar-practice/general-grammar-practice/past-simple-tense/grammar-tutorial-past-simple-tense/470810</p> <p>English Grammar: Adverbs of manner explanation of how they are formed and their use with examples accompanied by supporting images. https://www.gramatica-inglesa.com/es/temas/adverbios/adverbs-of-manner</p> <p>Speaking and listening practice: https://app.smalltalk2.me/testing/cclD1t3phs3gkisokcn0/qaTopic?mode=exam&type=course</p>		with Crazy Weather	5	points/a1/adverbs-manner/
2.5	2G ¿ Presentación skills: Present a travel experience.			<ul style="list-style-type: none"> • Participatory evaluation rubric in the activities of the different platforms corresponding to each theme of unit 2. • Objective test Unit 2 on the Moodle online platform (Quiz type questionnaire with multiple choice questions, true/false, and fill in the spaces.) <ul style="list-style-type: none"> • 	10	
2.6	CLIL and Review: What a journey! And Review unit 2.					
2.7	Evaluation: Unit 2					



Blog Writing Skills: describing your last holiday.

https://www.canva.com/design/DAGT44XPldk/poq8IMIKxI3f6_jbvmslzA/view?embed

Presentation Skills: "present a travel experience" through the genially platform, 2 presentations about 2 travel narratives are shown, applying what was reviewed in unit 2 to the application of real contexts.

Final Block of Practice – Unit 2: Interactive review of content to consolidate the learning of Unit 2 through practical and interactive online activities. Five digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.

Closing Activities:

	<p>Task 1 – Unit 2: Blog Task – the trip that almost didn't happen The student will have to write a short story about a trip that was about to not take place due to an unexpected problem. Using the simple past tense, basic vocabulary of travel and adverbs of time (yesterday, last week, suddenly, finally, etc). https://www.blogger.com/blog/posts/1046547664516421032</p> <p>Task 2 – Unit 2: speaking task – my travel experience Assignment aimed at practising narration, travel vocabulary and temporal expressions by applying the simple past tense, basic temporal adverbs and vocabulary related to travel and transport to describe a real or imaginary travel experience through a structured and reflective oral presentation.</p> <p>Task 3 – Unit 2: Visual Project – my emergency weather guide. Design of a visual guide (poster, infographic, or slideshow) showing people how to stay safe during extreme weather (real or</p>				
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	<p>imagined) showing the app showing the vocabulary and grammatical structures in unit 3.</p> <p>Task 4 – Unit 2: Audio diary – a day with crazy weather Producing English thoughtfully and naturally by creating an audio diary entry about a day when the weather affected their plans or actions. The task integrates grammar, vocabulary, emotions and expressions of real life based on this unit.</p> <p>Unit 2 – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to unit 2 will be known.</p>				
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Unit: 03


Unidad 3 – Did it really happen?

Specific Objective:

- Use the simple past tense and the continuous past tense to describe feelings and weather conditions, to speak clearly and simply about past real-life situations and personal experiences.

Content		Activities	Timing	Evaluation		Supplemental Resources
				Assessment instrument	Score	
3.1	3A Reading: A true story about an adventure (multiple choice).	<p>Diagnostic Activities:</p> <p>Introductory video: diagnostic audiovisual comprehension activity corresponding to Unit 3: Touching the Void, aimed at introducing students to the thematic context of the unit and exploring their familiarity with the lexicon and key grammatical structures Touching the void.mp4</p> <p>Supporting reading: reinforcement of the comprehension of the audiovisual story and deepening the development of thematic vocabulary and associated grammatical structures. A True Story About an Adventure (Reading and practise)</p> <p>Learning Activities:</p> <p>Reading liveworsheet: Reading comprehension practice where true and false exercises</p>	<p>1 week 3 days 4 hours per page (7 pages) equivalent to 28 hours used to comply with Unit 3.</p>	<ul style="list-style-type: none"> Task 1 – Unit 3.- Evaluation rubric proposed Digital Timeline – Touching the Void 	2	<p>Pat simple vs past continuous https://test-english.com/grammar-points/a2/past-continuous-past-simple/</p> <p>When/while: https://wordwall.net/es/resource/52753841/past-and-past-cont/simple-past-past-continuous-when-while https://www.baamboozle.com/game/107004</p> <p>weather: https://www.gamestolearnenglish.com/weather/</p> <p>Emotions and Feelings Game 1 (British Council Kids)</p>
3.2	3B Grammar in use Past continuous, past simple, while/when			<ul style="list-style-type: none"> Task 2 – Unit 3 Evaluation Rubric or Analytical Reading Task – Aron Ralston's Adventure 	2	
3.3	3C-3D Vocabulary and Listening skills: Action verbs, weather; feelings			<ul style="list-style-type: none"> Task 3 – Unit 3 Judging Rubric: Story Contest - A Day to remember 	3	

<p>and a monologue /a dialogue about a past experience (T/F statements; multiple choice).</p>	<p>will be found to measure the student's understanding. https://www.liveworksheets.com/c?a=s&t=p1vh0re5u09&m=d&sr=n&l=va&i=xfuccn&r=ej&f=dzdfzfus&ms=uz&cd=ph7yw2sr8x24nlydmexkklrqngnegexpxg&mw=hs</p> <p>Genially interactive presentation: difference between the simple past and the continuous past. https://view.genially.com/65e61ac7865ae900145b704d/presentation-pasado-simple-vs-pasado-continuo-historias</p>		<ul style="list-style-type: none"> • Task 4 – Unit 3 Evaluation Rubric: Interactive Speaking – A Story from My Past 	<p>3</p>	<p>https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/emotions-feelings-1</p> <p>Improve your listening: https://speechyard.com/es/video/the-science-of-happiness - a study of cute aggression/</p>
<p>3.4 3E-3F Speaking and Writing skills: To describe an experience and write a story.</p> <p>3.5 3G Life skills: How can we be safe in difficult weather conditions?</p>	<p>Action verbs picture: interactive visual activity focused on the identification and practice of action verbs through images. Image-word association, recognition of meanings and retention of new vocabulary through observation and active participation.</p>		<ul style="list-style-type: none"> • Participatory evaluation rubric in the activities of the different platforms corresponding to each theme of unit 3. • Objective test unit 3 on the Moodle online platform (Quiz type questionnaire with multiple 	<p>5</p> <p>10</p>	<p>Brave Trailer – Action Verbs (ISL Collective) https://en.islcollective.com/english-esl-video-lessons/grammar-practice/general-grammar-practice/action-verbs/brave-trailer-action-verbs/900291#google_vignette</p>

<p>3.6 CLIL and Review: Why does it rain and Review unit 3.</p>	 <p>The image is a flashcard titled "Action Verbs" featuring 18 colorful illustrations of children performing various actions. The actions are labeled as follows: Jump, Sing, Study, Eat, Dance, Cry, Kneel, Swim, Pump, Think, Read, Pull, Sit down, Wave, Drink, and Cook.</p>		<p>choice questions, true/false, and fill in spaces.)</p>		
<p>3.7 Evaluation: Evaluation Unit 3</p>	<p>Games to learning – Weather: Playful and interactive activity focused on the recognition and use of climate-related vocabulary. https://www.gamestolearnenglish.com/weather/</p> <p>Flashcard: vocabulary about feelings and emotions https://quizlet.com/343387392/english-emotions-and-feelings-flash-cards/</p> <p>Test English – Listening: listening comprehension focused on the use of the simple past tense through everyday situations. Through the interactive audio available on the Test English platform, students listen to different speakers describe their weekend activities</p>				

and answer multiple-choice questions related to general information and specific details.

<https://test-english.com/listening/a1/what-did-you-do-last-weekend-a1-english-listening-test/>

Hello - Listening: Practice listening through short listening exercises and small practices focused on the use of past tenses.

<https://www.ello.org/video/1101/V1117-Dreamjob.htm>

Speaking and writing: supporting image for the activity – describing an experience.



Speak Pal: Interactive speaking practice. Interactive oral activity using the *Speak Pal* platform, aimed at the development of oral expression in English through

	<p>simulated conversations and practices guided by artificial intelligence. https://talk.speakpal.ai/talk?teacher_id=15</p> <p>Write and Improve: Written production activity developed with the Write & Improve tool, where students look at three sequential images that represent an everyday situation and write a short story in English. This activity promotes the organization of ideas, the proper use of the simple past, temporal connectors (then, after that, finally), and thematic vocabulary of the unit. https://writeandimprove.com/workbooks#/workbooks/7485eb41-a047-4d23-ae25-5afb7387eba9/tasks/681b2917-6568-4cd3-b5dc-57013ebe08b2</p> <p>Life skills picture: How can we be safe in difficult weather conditions?</p>				
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Reading an article: National weather service - Weather safety rules (NOAA)
<https://www.weather.gov/lmk/weathersafetyrules>

Interactive Escape Room Genially: Gamified learning activity in interactive Escape Room format, designed on the Genially platform, focused on the development of vocabulary and contextual understanding of extreme weather phenomena (severe weather). Through challenges, visual clues, texts, and riddles, students must apply English skills to move between different scenarios related to storms, hurricanes, tornadoes, and emergency situations.
<https://view.genially.com/644061>

[f456a7b300187d6396/interactive-content-severe-weather-escape](https://www.canva.com/design/DAGdfBxObWA/6bDZZqKF0DekAWHZGO7Alw/edit)

Final Block of Practice – Unit

3: Interactive review of contents to consolidate the learning of Unit 3 through practical and interactive online activities. Six digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.

Closing Activities:

Task 1 – Unit 3: Digital Timeline – touching the void
In chronological order of events, make a timeline corresponding to the story presented in the introductory video of unit 3.

<https://www.canva.com/design/DAGdfBxObWA/6bDZZqKF0DekAWHZGO7Alw/edit>

Task 2 – Unit 3: Reading Task - Aron Ralston’s Adventure
Identifying key information, sequencing events, and understanding the message of a short story written in the past

tense.

<https://www.elbase.com/article-171-escape-from-the-canyon>

**Task 3 – Unit 3: Story Contest
– A Day to Remember**

Story contest where students will write a short narrative about a memorable day using the simple past and the past continuous with vocabulary of actions, time and feelings. They can do it from either of these two platforms:

<https://app.bookcreator.com//Nq5QIZu63p0vcS2J2uB?c=BJBJYWY>

<https://www.storyboardthat.com/storyboards/a419a729/onece-upon-a-time/edit>

Task 4 – Unit 3: Interactive Speaking – A story from my Past
The student will interact with SpeakPal's AI by sharing a personal story from the past. You'll need to include details about what happened, what was happening at the time, how you felt, and what the weather was like. The AI will respond with


	<p>follow-up questions to keep the conversation flowing and natural. https://talk.speakpal.ai/talk?teacher_id=15</p> <p>Unit 3 – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to unit 3 will be known.</p>				
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Unit: 04	Unit 4 – Watch out
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Specific Objective:	<ul style="list-style-type: none"> Apply the present perfect tense and basic vocabulary related to sports, body parts, accidents, injuries, and illnesses to describe life experiences and common actions with interactive activities.
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Content	Activities	Timing	Evaluation		Supplemental Resources
			Assessment instrument	Score	
	Diagnostic Activities:				

<p>4.1 4A Reading: an article about strange injuries (multiple matching)</p>	<p>YouTube video: Diagnostic audio-visual comprehension activity designed to introduce students to the subject of Unit 4: <i>Strange Injuries and Sports</i>. The video features a variety of sports addressing eye-catching facts and questioning whether these practices are safe for teens. Dangerous sports.mp4</p>	<p>1 week 3 days 4 hours per page (7 pages) equivalent to 28 hours used to comply with Unit 4.</p>	<ul style="list-style-type: none"> • Task 1 – Unit 4.- Evaluation rubric proposed in Reading Task – Strange Accident. 	<p>2</p>	<p>Grammar: https://www.inenglishplease.es/aprender-ingles-blog/lectura-en-ingles/lectura-corta-en-ingles-present-perfect/</p>
<p>4.2 4B Grammar in use: present perfect (ever, never); present perfect vs past simple.</p>	<p>Reinforcement reading of the previous video: Diagnostic reading comprehension activity corresponding to Unit 4: <i>Strange Injuries and Sports</i>, aimed at assessing the level of global and specific comprehension of students by reading an adapted text that presents unusual injuries suffered by outstanding tennis players. Through this activity, the aim is to observe the recognition and initial use of vocabulary related to parts of the body, types of injuries, sports and actions in the simple past, as well as comprehension skills linked to the identification of main ideas, relevant details and sequence of events.</p>		<ul style="list-style-type: none"> • Task 2 – Unit 4 Evaluation or Analytical Rubric - Listening Task – Health Problems 	<p>2</p> <p>3</p>	<p>https://view.genially.com/60ef84221830250d54ca96c2/presentation-present-perfect-ever-and-never</p> <p>Present Perfect Game https://www.gamestolearnenglish.com/perfect-tense-game/</p>
<p>4.3 4C - 4D Vocabulary and listening: V: sports; parts of the body;</p>			<ul style="list-style-type: none"> • Task 3 – Unit 4 Rúbrica de Evaluación: Advisory Handbook – First Aid for Illnesses and Injuries” • Task 4 – Unit 4 Rúbrica de Evaluación: 	<p>3</p>	<p>Past Simple vs Present Perfect (Test English) https://test-english.com/grammar-points/b1/past-simple-present-perfect/2/</p>

<p>accidents & injuries; illnesses</p> <p>L: Dialogues about health problems & sports (matching ; multiple choice).</p>	 <p>Learning Activities:</p> <p>PDF Resource – Reading Practice: after reading "A strange accident" the student will proceed to review the vocabulary related to the study of unit 4 present in the reading. https://drive.google.com/file/d/1SWE06NzvToSgIAg8SjFeTtqoC3z9acQ9/preview</p> <p>Presentación interactiva Genially: Body parts and Health Issues</p> <p>Identification and study of body parts indicated through video and review of health problems or diseases. https://view.genially.com/65073e</p>		<p>Apology</p> <p>Dialogue for an Injury or Illness</p> <ul style="list-style-type: none"> • Participatory evaluation rubric in the activities of the different platforms corresponding to each theme of unit 4. • Objective test unit 4 on the Moodle online platform (Quiz type questionnaire with multiple choice questions, true/false, and fill in spaces.) 	<p>5</p> <p>10</p>	<p>Listening:</p> <p>https://english4real.com/practice/a1_l1-health.html</p> <p>Vocabulary:</p> <p>http://eltbase.com/quiz/069_01.htm</p> <p>Body Parts Game</p> <p>https://www.gamestolearnenglish.com/body-parts/</p> <p>Sports Quiz (AgendaWeb)</p> <p>https://agendaweb.org/exercises/vocabulary/hobbies/sports-quiz.htm</p> <p>Illnesses and injuries Game (Baamboozle)</p>
<p>4.4 4E - 4F Speaking and writing skills: S: Apologizing W: an email refusing an invitation.</p> <p>4.5 4G - live skills present</p>					

<p>remedies from the past.</p> <p>4.6 CLIL and Review The rice method and Review unit 4.</p> <p>4.7 Evaluation Unit 4.</p>	<p>c42d6e6c00119d73ea/presentation-on-body-parts-and-health-issues</p> <p>Presentación Genially: Present Perfect with Ever and Never Grammar with respect to the present perfect tense. Exercises to be developed are presented. https://view.genially.com/65fbff915f518900149ae318/presentation-present-perfect-with-ever-and-never</p> <p>Comparison Chart. - Past simple vs Present Perfect.</p>  <p>Genially Presentation: Past Simple vs Present Perfect Visual explanations, contextualized examples, and clear comparisons, students explore the differences in usage,</p>			<p>https://www.baamboozle.com/game/1440469</p>
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	<p>structure, and meaning between the two tenses https://view.genially.com/5eac590632376f0d7de3dfa4/presentation-past-simple-vs-present-perfect</p> <p>Quizlet Vocabulary – Tarjetas didácticas: Vocabulary – Accidents, Injuries and Feelings This tool favors active memorization and contextual recognition of the lexicon, allowing students to acquire greater fluency and precision in the use of vocabulary within real communicative situations. https://quizlet.com/517538229/flashescards/embed?i=5p50hj&x=1jqt</p> <p>Listening Activity – British Council: My injured leg Listening comprehension focused on the development of <i>listening</i> skills at level A2.1, through a personal narration entitled <i>My Injured Leg</i>, available on the British Council platform. https://learnenglish.britishcouncil.org/general-english/audio-series/big-city-small-world/bcsw-series-1/episode-09-aaagghh-my-injured-leg</p>				
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Pronunciation practice:
Apologizing and refusing invitation.

Kevin: Hi, Ann. Hey, Ann! Have you ever been to a football match?
Ann: Hi, Kevin? No, why?
Kevin: It's your lucky day. I've ... two tickets for Everton vs Wolves tomorrow afternoon! Do you want to come with me?
Ann: I'm afraid I can't. I've ... my leg.
Kevin: Oh, not! How did that happen?
Ann: I ... the stairs yesterday. I've sorry I can't come to the match tomorrow.
Kevin: Oh, yes your thing! No problem. ... your leg hurt?
Ann: Not really, but I have to stay at home for a week.
Kevin: Get well soon!



Audio of pronunciation practice referring to the image:

This practice allows students to improve intonation, pronunciation of complex sounds, and speech rhythm, especially in real communicative contexts related to personal experiences, invitations, and accidents.

<https://stacy.milaulas.com/draftfile.php/5/user/draft/302734635/Speaking%20unit%204.mp3>

Natural readers platform: free digital platform that converts written text into speech, allowing students to improve their listening comprehension and practice pronunciation in English. This tool is especially useful for students to listen to patterns of intonation,

	<p>rhythm and accent in Standard or British/American English, and thus strengthen their oral production. In addition, by listening to the previously practiced dialogue, students can compare their own pronunciation with that of the model offered, detect phonetic errors and correct them autonomously.</p> <p>https://www.naturalreaders.com/online/</p> <p>Open YouGlish – Pronunciation in context: Illness and Injury</p> <p>In this Platform, students can repeat the fragments, observe the use of expressions in real communicative situations and reinforce the vocabulary worked on in class. This exposure to real contexts favors the acquisition of a more natural pronunciation and improves phonological awareness of the language.</p> <p>https://youglish.com/pronounce/Illness and Injury/english</p> <p>Life skills – Presenting traditional remedies and health</p>				
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advice: Traditional medicine insights



Engaging: You can start your presentation by setting the scene by using a picture to attract the audience's attention.

- 1 A 19th-century man is sitting in London. Lots of people have got a cough because the city is crowded and the air is dirty. But there are lots of medicines you can buy to help a cough. The question is, do you want to try Victorian medicine? Before you decide, let me tell you some more about it.
- 2 Look at this image. What is the main thing? Believe it or not, this is a Victorian remedy for a cough. Do you think it would you try it? Let's find out about other cough remedies from Victorian times.

Pagina web - The Ohio State University Wexner Medical Center: articulo - 8 old-fashioned medical remedies that are still being used.
<https://wexnermedical.osu.edu/our-stories/old-fashioned-medicine-still-in-use>

Presentación Genially: Medicine and Good Healthy Historical evolution of medicine and health promotion and critical reflection on the impact of medicine on quality of life, while strengthening thematic vocabulary and promoting awareness of the importance of personal care and health in real contexts.
<https://view.genially.com/657078>

ac8ea79a0014847ce8/interactive-content-medicine

Final Practice Block – Unit 4:
Interactive review of content to consolidate the learning of Unit 4 through practical and interactive online activities. Five digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.

Closing Activities:

Task 1 – Unit 4: Reading Task – Strange Accident
The short story entitled "Strange Accident" will be read and a True or False activity will be completed based on the information in the text. This task will help you improve your ability to understand the actions, sequence, and main ideas of past tense narratives.

Task 2 – Unit 4: Listening Task – Health Problems
Assessment: Students will create a first aid guide for


	<p>common illnesses and injuries, using health and sports vocabulary along with the present perfect tense to describe experiences and give advice.</p> <p>Task 3 – Unit 4: Advisory handbook – First Aid for Illnesses and Injuries. Digital manual or visual and informative first aid guide for common illnesses and injuries, using health and sports vocabulary along with the present perfect for expressing experiences and general advice. Through platforms such as: Links: https://www.canva.com/ https://www.visme.co/ https://www.visme.co/</p> <p>Task 4 – Unit 4: Speaking Task - Apology Dialogue for an Injury or Illness. Creating a short dialogue in which one of the two apologizes for not being able to attend an event due to a health issue or accident. You will use present perfect structures and vocabulary from Unit 4, and you will practice pronunciation</p>				
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	<p>with the help of online tools before recording the final version. https://www.naturalreaders.com/</p> <p>Unit 4 – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to unit 4 will be known.</p>				
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Unit: 05	Unidad 5 – It's in the Starts
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|----------------------------|--|
| Specific Objective: | <ul style="list-style-type: none"> Recognizes simple expressions to approve or disapprove future plans in interactive conversations, showing ability to engage in basic conversations about future decisions. |
|----------------------------|--|

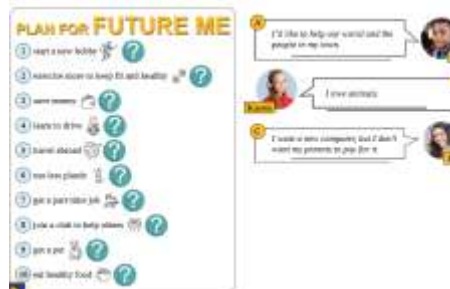
Content	Activities	Timing	Evaluation		Supplemental Resources
			Assessment instrument	Score	
5.1 5A Reading: An article about a social media star (correct statements)	<p>Diagnostic Activities:</p> <p>YouTube video: Diagnostic audiovisual comprehension activity designed to introduce students to the subject of Unit 5. The video shows real examples of people who imagined their future before achieving success,</p>	<p>1 week 3 days 4 hours per page (7 pages) equivalent to 28 hours used</p>	<ul style="list-style-type: none"> Task 1 – Unit 5.- Evaluation rubric raised in the unit 5 forum of the 	2	<p>Baamboozle – Future Review</p> <p>https://www.baamboozle.com/game/1514265</p>

<p>) and life events.</p> <p>5.2 5B Grammar in use will/may & be going to; present continuous (future meaning).</p>	<p>it allows to activate the students' prior knowledge about dreams, personal goals and future ambitions.</p> <p>https://www.youtube.com/watch?v=nwhcY3JQ9Ls&t=31s</p> <p>Reading comprehension activity complementary to the video "Making Dreams Come True": Reading introduces students to the use of the simple future tense (<i>he's going to buy, he will travel</i>, etc.), while also exposing them to vocabulary related to personal aspirations, social media, and emotions.</p>	<p>to comply with Unit 5.</p>	<p>Moodle platform - Future Challenge!</p> <ul style="list-style-type: none"> Task 2 – Unit 5 Evaluation or Analytics Rubric Reading Task – The House of the Future 	<p>2</p> <p>3</p>	<p>Will vs Going to – Wordwall</p> <p>https://wordwall.net/es/resource/36424925/will-and-going-to-predictions-and-plans</p> <p>Future Tense Games to Learn English</p> <p>https://www.gamestolearnenglish.com/future-tense-game/</p>
<p>5.3 5C-5D Vocabulary and Listening skills: Plans and monologues about future plans (matching exchanges & matching).</p>	 <p>Learning Activities: Interactive learning Vocabulary – Bamboozle: Through the interactive <i>Bamboozle</i> platform, students participate in a playful activity designed to reinforce</p>		<ul style="list-style-type: none"> Task 3 – Unit 5 Evaluation Rubric: Speaking Task – My Future Plans (with SpeakPal) Task 4 – Unit 5 Judging Rubric: Infographic – How Can We 	<p>3</p> <p>5</p>	<p>Future Forms – Test English</p> <p>https://test-english.com/grammar-points/b1/future-forms/</p> <p>Future Practice will vs may – Liveworksheets</p> <p>https://www.liveworksheets.com/c?a=s&t=p1vh0re5u09&m=d&sr=n&l=vj&i=tcffdc&r=bz&f=dzdfzdu&ms=uz&cd=ph7yw2</p>

<p>5.4 5E-5F Speaking and Writing skills: S: discussing future plans, approving/disapproving W: an email about your plans.</p>	<p>vocabulary related to important life events (e.g.: <i>get married, move house, graduate, get a job, have a baby</i>). https://www.baamboozle.com/game/827530</p> <p>Explanatory Image regarding the grammar of Will vs may/might:</p> 		<p>Make Others Happy?</p> <ul style="list-style-type: none"> • Participatory evaluation rubric in the activities of the different platforms corresponding to each theme of unit 5. • Objective test unit 5 on the Moodle online platform (Quiz type questionnaire with multiple choice questions, true/false, and fill in spaces.) 	<p>10</p>	<p>sr8x24nlyqzkeenkfngnegenxxq&mw=hs</p> <p>Speaking (future) – Wordwall</p> <p>https://wordwall.net/es/resource/36270743/present-continuous-for-future-plans</p>
<p>5.5 5G Life skills: How can we make others happy?</p>	<p>YouTube Video: Future Tenses Explanation. The activity allows students to visualize the theory in use, which favors their understanding and retention. https://www.youtube.com/watch?v=BB4cQ3HBxW4</p>				
<p>5.6 CLIL and Review: Get happy and Review unit 5.</p>	<p>Interactive presentation of the grammar of the unit: Future</p>				

<p>5.7 Evaluation Unit 5</p>	<p>tenses will/may, be going to, present continuous https://view.genially.com/6075d4193c9c6d0d56e8372c/presentation-future-willbe-going-topresent-continuous</p> <p>Listening: - Edpuzzle: This activity uses the Edpuzzle platform to present the video "Easy English 29 – Talking about the future", which shows real interviews with native speakers who express their plans and future expectations. The video is enriched with built-in interactive questions that guide students to identify structures such as <i>will</i>, <i>be going to</i> and the <i>present continuous</i> with future value, as well as vocabulary related to events and decisions. https://edpuzzle.com/media/655bf95f6849204069a21ea8</p>				
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Supporting Image: plan for future



Quizlet – Future plans vocabulary.- interactive cards that consolidate the lexicon in an autonomous and dynamic way. It facilitates active memorization through the use of tools such as flashcards, matching games and spell mode, allowing review, self-evaluation and reinforcing the understanding of key words in different communicative contexts.

<https://quizlet.com/mx/154462536/future-plans-vocabulary-flash-cards/?i=5p50hj&x=1jqt>

Text to speech practice:
Discussing Future Plans –
Approving/disapproving



Natural Readers Platform:

Listen and replay using Natural Readers, adjusting speed and voice type to improve intonation, rhythm, and fluency. Practice pronunciation of dialogues related to future plans, including common expressions to approve or disapprove of others' ideas (e.g., *That sounds great!* / *I don't think that's a good idea.*).

<https://www.naturalreaders.com/online/>

Speak Pal: Based on the text found in the image, the practice of interactive speaking will be given. Interactive oral activity using the *Speak Pal* platform, aimed at the development of oral expression in English through simulated conversations and practices guided by artificial intelligence.

https://talk.speakpal.ai/talk?teacher_id=15

Write and Improve: In this activity, students write an email to their city's event organizing committee to propose an idea for future community events.

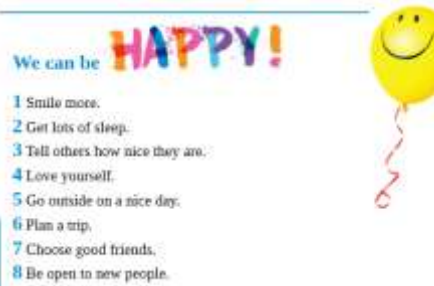
<https://writeandimprove.com/workbooks#/workbooks/e203fdd9-cb2e-459d-a36e-0b6a026cbfe6/tasks/65af88e8-79d5-4684-8c5a-3c39128a382d>

Life skills – How can we make others happy? video – Are you happy?

Real interviews on the concept of happiness, students reflect on what it means to be happy and what actions can contribute to the well-being of others and encouraging the use of English to communicate meaningful ideas in real contexts.

<https://www.youtube.com/watch?v=KoF4xXDpf6s&t=9s>

Image that supports the vocabulary of the video:



Reinforcement reading: Digital platform - Online publication medium.

How to make someone happy with simple things? Expansion of vocabulary related to emotions, positive actions and interpersonal relationships, while practicing the identification of main ideas, inference of meanings by context and personal reflection on how to apply these tips in their immediate environment.

<https://bhuvaneshwarinathan.medium.com/how-to-make-someone-happy-with-simple-things-328995c81dee>

Happiness – Genially Interactive Presentation: The activity introduces vocabulary related to emotions, well-being, and healthy habits, and

	<p>encourages the use of language in meaningful contexts. In addition, through images, reflective questions and practical examples, https://view.genially.com/6519852760ec120011d7eccd/presentation-happiness</p> <p>Final Block of Practice – Unit 5: Interactive review of content to consolidate the learning of Unit 5 through practical and interactive online activities. Six digital resources are presented that allow students to reinforce their vocabulary and key grammatical structures in a playful and autonomous way.</p> <p>Closing Activities:</p> <p>Tak 1 – Unit 5: Foro - Reflections from the Future Writing a short reflective note in which students, from the perspective of the year 2035, address their "current self" to share how they feel about their future plans. At least two grammatical structures will be used to talk about the future (will,</p>				
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	<p>be going to, present continuous) and a plan of a classmate that has been inspiring will be mentioned.</p> <p>Task 2 – Unit 5: Reading task – The house of the future. Reading comprehension by identifying key information about future homes and reinforcing vocabulary related to housing, furniture and smart technology by focusing on understanding main ideas and specific details related to rooms, smart technology and furniture. https://www.inglesmundial.com/Basico/Leccion6/Lectura.html</p> <p>Task 3 – Unit 5: Speaking Task – My future plans Practice spoken English by participating in a natural conversation from the SpeakPal artificial intelligence platform about future plans using "will", "be going to" and the present continuous, while improving fluency, accuracy and pronunciation. https://talk.speakpal.ai/talk?teacher_id=15</p>				
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	<p>Task 4 – Unit 5: Infographic – How can we make others happy?</p> <p>In this task, a visual infographic will be designed presenting 3 to 5 ideas on how to make others happy. Combining short written messages with images and icons to express ideas in a clear and positive way. The infographic should be easy to read and visually appealing.</p> <p>Unit 5 – Evaluation: evaluation from the Moodle virtual classroom where the language learning skills acquired with respect to unit 5 will be known.</p>				
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Phase 3: Design of an iconographic classroom with the PACIE methodology, for students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán

As part of Phase 3 of the educational improvement project, the design of the iconographic classroom implemented under the PACIE methodology is presented, aimed at students of level A2.1 of the Accounting career in virtual mode at the Universidad Politécnica Estatal del Carchi, Tulcán campus.

Virtual classroom course syllabus in Moodle

The course program designed in the virtual classroom in Moodle for students at the Elementary A2.1 level responds to a pedagogical structure organized by thematic units, which are aligned with the learning objectives of the course and with the guidelines of the CEFR. Each unit is aimed at the progressive development of linguistic skills: listening comprehension, reading comprehension, oral and written expression, integrating visual and interactive resources typical of the iconographic environment, in accordance with the PACIE methodology.

The course is divided into sessions that include theoretical content, practical activities, formative assessments and spaces for asynchronous interaction such as forums, assignments and quizzes, which promote the active participation of students in a dynamic and collaborative virtual environment. In addition, multimedia resources (videos, presentations, infographics) and links to digital tools that enrich the learning experience are incorporated.

According to Chapelle (2003), the integration of digital technologies in the teaching of English as a foreign language enhances student autonomy and facilitates access to authentic communicative contexts, essential elements for the development of language skills in virtual environments. Therefore, it highlights that bilingual and technologically enriched learning environments encourage active participation and student motivation, key elements for success in the acquisition of a second language.

The programme has been planned sequentially, allowing students to move from basic linguistic structures to more complex communicative uses in real and meaningful contexts. The planning below presents the distribution of the academic program by weeks, contents, resources, activities and evaluation criteria.

COURSE PROGRAM FORMAT

Course Name Elementary A2.1	
Virtual Tutor:	Valeria Stacy Orbe Guerrero
Number of weeks:	8
Start date:	August 4, 2025
End Date:	September 30, 2025

Course Information

1

Course Presentation



This course seeks to promote and strengthen the learning of English through the development of linguistic skills in a comprehensive and dynamic way in students of level A2.1 in virtual mode, through the implementation of iconographic classrooms with the PACIE methodology, which favor a visual and interactive educational environment.

2

Prerequisites

- Previous knowledge of the English language at full A1 level, according to the CEFR, especially in basic vocabulary, simple grammatical structures, understanding of basic instructions and everyday expressions.
- Basic digital skills, such as managing virtual educational platforms, navigating virtual environments, using e-mail and basic synchronous and asynchronous communication tools.
- Access to a device with a stable internet connection, as well as a functional camera and microphone to participate in oral activities and interactive sessions.
- Proactive attitude and willingness to autonomous learning through active, collaborative and student-centered learning.

3

General objective

To provide participants with the conceptual framework in the subject matter of English language teaching that includes the communicative functions, the technical functions and the instructions for the level of study that allow the student to obtain the significant knowledge to use it in their academic and professional life.

4

Objectives of the Units

UNIT 0: Hello

Unit Objective

- Recognize grammar and basic vocabulary to construct short and simple sentences that incorporate pronouns, the verb *to be*, numerical quantities, dates, possessions, times, clothes, etc., simulating real life.

UNIDAD 1: The 7- Day Week

Unit Objective

- Identifies the grammatical structures of the present simple and present continuous, as well as vocabulary related to household chores and leisure activities, to communicate habitual, momentary, and permanent actions in a coherent way.

UNIDAD 2: Travel stories

Unit Objective

- Use the simple past tense, with basic adverbs and simple vocabulary about airports and transportation, to speak clearly about past real-life situations and personal experiences.

UNIDAD 3: Did it really happen?

Unit Objective

- Use the simple past tense and the continuous past tense to describe feelings and weather conditions, to speak clearly and simply about past real-life situations and personal experiences.

UNIT 4: Watch out

- Apply the present perfect tense and basic vocabulary related to sports, body parts, accidents, injuries, and illnesses to describe life experiences and common actions with interactive activities.

UNIDAD 5: It's in the Starts

- Recognizes simple expressions to approve or disapprove future plans in interactive conversations, showing ability to engage in basic conversations about future decisions.

5

Contents

UNIT 0: Hello

Topics to be covered in this unit are the following:

- 0.1 Introduction: Diagnostic test. Students' rights, classroom rules. platform enrolment.
- 0.2 Vocabulary and Grammar: Countries and Nationalities, Cardinal Numbers, Ordinal Numbers, to be, Family Members.
- 0.3 Vocabulary and Grammar: Have got, Animals, Sports, Can.

- 0.4 Vocabulary and Grammar: Subject/object/possessive pronouns- Possessive adjectives. School Subject/ School areas, plural, there is and there are, prepositions of place.
- 0.5 Vocabulary and Grammar: Weather, clothes, footwear/accessories, geographical features, telling the time.

UNIDAD 1: The 7- Day Week

Topics to be covered in this unit are the following:

- 1.1 Reading: An article about housework.
- 1.2 1B Grammar in Use: Present Simple, Adverbs of frequency, Present Continuous and Stative verbs.
- 1.3 1C-1D Vocabulary and Listening skills: Daily Routines, Free time activities, dialogues about routines & free time (multiple choice).
- 1.4 1E-1F Speaking and Writing skills: inviting accepting/refusing and an invitation email.
- 1.5 1G Life skills: How can we make our free time count?
- 1.6 CLIL and Review: The phases of the moon and Review unit 1
- 1.7 Evaluation: Unit 1

UNIDAD 2: Travel stories

Topics to be covered in this unit are the following:

- 2.1 2A Reading: Travel stories.
- 2.2 2B Grammar in use: Past simple; adverbs
- 2.3 2C - 2D Vocabulary and listening: At the airport; transport; holiday activities, a dialogue about a holiday (multiple choice), a monologue about a trip (gap fill)
- 2.4 2E - 2F Speaking and writing skills: S: describing your last holiday; W: a blog entry about your last holiday.
- 2.5 2G ¿ Presentation skills: Present a travel experience.
- 2.6 CLIL and Review: What a journey! And Review unit 2.
- 2.7 Evaluation: Unit 2

UNIDAD 3: Did it really happen?

Topics to be covered in this unit are the following:

- 3.1 3A Reading: A true story about an adventure (multiple choice).

- 3.2 3B Grammar in use Past continuous, past simple, while/when
- 3.3 3C-3D Vocabulary and Listening skills: Action verbs, weather; feelings and a monologue/a dialogue about a past experience (T/F statements; multiple choice).
- 3.4 3E-3F Speaking and Writing skills: To describe an experience and write a story.
- 3.5 3G Life skills: How can we be safe in difficult weather conditions?
- 3.6 CLIL and Review: Why does it rain and Review unit 3.
- 3.7 Evaluation Unit 3

UNIT 4: Watch out

Topics to be covered in this unit are the following:

- 4.1 4A Reading: an article about strange injuries (multiple matching)
- 4.2 4B Grammar in use: present perfect (ever, never); present perfect vs past simple.
- 4.3 4C - 4D Vocabulary and listening: V: sports; parts of the body; accidents & injuries; illnesses L: Dialogues about health problems & sports (matching; multiple choice).
- 4.4 4E - 4F Speaking and writing skills: S: Apologizing W: an email refusing an invitation.
- 4.5 4G - live skills present remedies from the past.
- 4.6 CLIL and Review The rice method and Review unit 4.
- 4.7 Evaluation Unit 4.

UNIDAD 5: It's in the Starts

Topics to be covered in this unit are the following:

- 5.1 5A Reading: An article about a social media star (correct statements) and life events.
- 5.2 5B Grammar in use will/may ¿ be going to; present continuous (future meaning).
- 5.3 5C-5D Vocabulary and Listening skills: Plans and monologues about future plans (matching exchanges matching).
- 5.4 5E-5F Speaking and Writing skills: S: discussing future plans, approving/disapproving W: an email about your plans.
- 5.5 5G Life skills: How can we make others happy?
- 5.6 CLIL and Review: Get happy and Review unit 5.
- 5.7 Evaluation Unit 5

- Book; Study Guide for Level A2.1
- Videos: Generated in each introductory part of the units.
- Video conference session for each weekend's tutorials
- Interactive practice platforms
- Artificial intelligence platforms
- Genially Presentations
- Interactive videos from the ISLcollective videos platform
- Flashcards
- Supporting Images

The PACIE methodology (presence, reach, training, interaction and e-learning) will be applied, which allows for the structuring of dynamic and meaningful virtual environments, supported by iconographic resources that facilitate the understanding and retention of content in English. Based on the constructivist approach, it will start from the diagnosis of the students' previous knowledge, promoting the active construction of learning through contextualized, interactive and collaborative activities. In addition, methodological strategies such as task-based learning, gamification, collaborative work, the use of visual resources (icons, images, diagrams, mind maps), educational videos, linguistic mediation activities and spaces for synchronous and asynchronous interaction (forums, chats, videoconferences, and messages) will be used.

Forums:	10%
Tasks:	25%
Chat support :	5 %
Participation in review platforms	15%
Participation in artificial intelligence platforms	10%

Questionnaires – Unit Tests:

15%

Final Exam: 20%

9

Bibliography

Corzo, A. G. R., & Alipi, M. Á. H. (2024). The Integration of Technology in English Language Learning: Literature Review. *Ciencia Latina Revista Científica Multidisciplinar*, 8(6), 74307443. https://doi.org/10.37811/cl_rcm.v8i6.15433

Malo, C., Pizarro, J., Bermudes, L., & García, M. (2024). *Continuous pedagogical model in virtual education: Students' experiences in learning English* (Vol. 9). Digital Publisher.

https://www.593dp.com/index.php/593_Digital_Publisher/article/download/2525/2122/19488

Caicedo Pozo, A. Y. (2021). *To design a virtual classroom in Moodle based on the PACIE methodology as a didactic support in the area of cultural and artistic education for the seventh year of basic general education in the "Atahualpa" Educational Unit* [Master's thesis, Universidad Técnica del Norte]. UTN Repository. <https://repositorio.utn.edu.ec/handle/123456789/11147>

For the design of the iconographic classroom with PACIE methodology in the virtual classroom in Moodle, the following points were worked on: methodology, design and construction.

Moodle classroom methodology

The PACIE methodology (Presence, Reach, Training, Interaction and E-learning) was used as the structural basis of the virtual environment, adapted to the specific needs of Accounting students in virtual mode. This approach favors the active presence of the teacher, systematic accompaniment, progressive student autonomy, and the development of digital competencies (Lojan et al., 2021). The application of the PACIE methodology in virtual environments has proven to be effective in improving academic performance and increasing student engagement (García & Mendoza, 2022).

It was considered that, for level A2.1 of the CEFR, it is key to integrate visual resources that facilitate the understanding of basic linguistic content and meaningful interaction in English (Council of Europe, 2021). In this sense, the iconographic model was

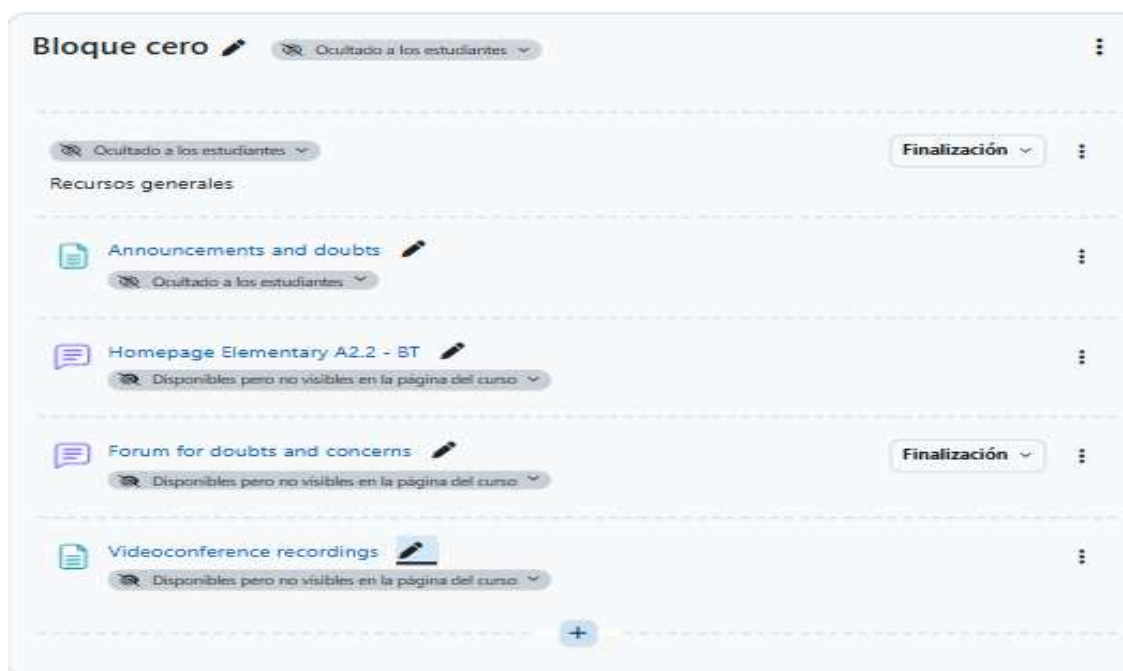
incorporated as a pedagogical resource that stimulates visual memory and facilitates autonomous learning (Noguera, 2024). Therefore, the classroom will be structured in three blocks: block zero, academic block and closing block in order to build a virtual learning environment.

Block zero will have:

- Information Section – Homepage Elementary A2.2 - BT
- Sección de comunicación - Announcements and Doubts
- Interaction Section - Forum for doubts and concerns
- Feedback Section - Videoconference recordings

Figure 2

Block zero of the virtual classroom in Moodle



The academic block was structured as follows:

- 1) Units present in this block
 - Unit Hello
 - Unit 1
 - Unit 3
 - Unit 4
 - Unit 5
- 2) Instructional Section – Learning Modules

- Folio A Reading
- Folio B Grammar in use
- Folio C & D Vocabulary and Listening Skills
- Folio E & F Speaking and Writing
- Folio G Life Skills
- Folio Review

3) Production Section – Integrative Activities

- Task 1 – Participation in collaborative activities
- Task 2 – Writing Task
- Task 3 – Speaking Task
- Task 4 – Life Skills Task

4) Evaluation Section – Final Questionnaire

- Folio Evaluation

Figure 3

Academic block of the virtual classroom in Moodle

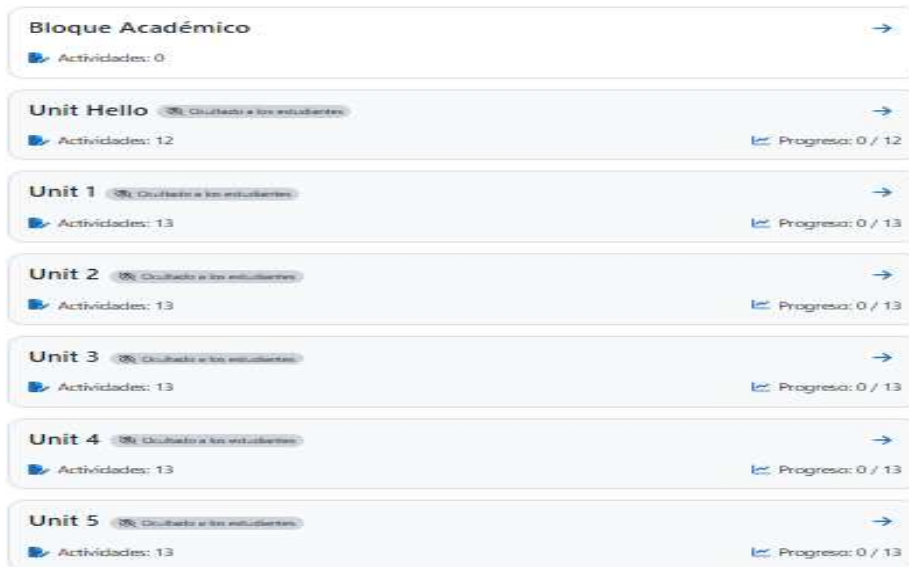


Figure 4

Instruction, production, and evaluation sections for each unit



Learning module - Unit 1

- Folio 6 - Unit 1
- Folio 7 - Unit 1
- Folio 8 - Unit 1
- Folio 9 - Unit 1
- Folio 10 - Unit 1
- Folio 11 - Unit 1
- Folio 12 - Unit 1 - Evaluation

Integrative activities

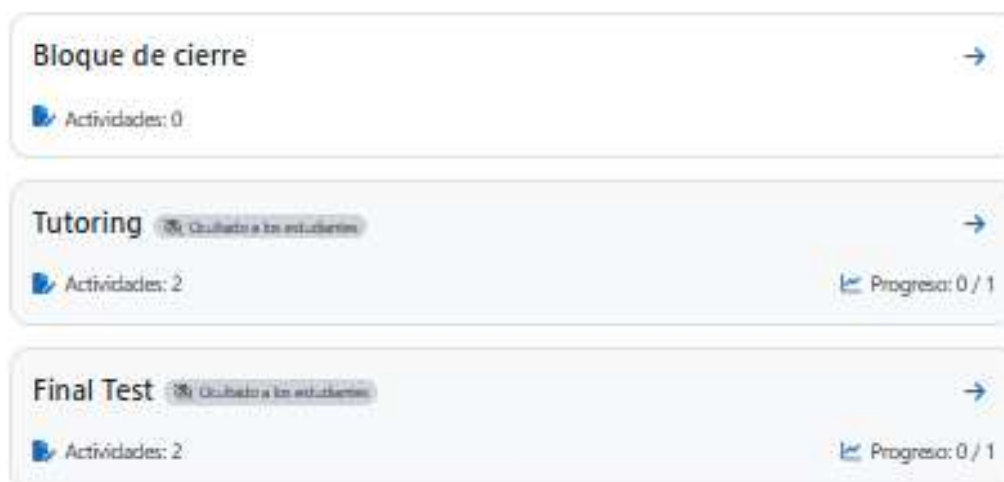
- Task 1 - Unit 1
- Task 2 - Unit 1
- Task 3 - Unit 1
- Task 4 - Unit 1

The formation of the closing block responded to the following structure:

- Academic Support Section – Tutoring
- Final Evaluation Section – Final Test

Figure 5

Locking Block



Design

The design of the classroom was carried out following the principles of usability and accessibility in Moodle platforms, prioritizing the organization by weekly sections, representative icons for each type of activity (reading, audio, video, evaluation) and intuitive navigation resources. According to Duarte et al. (2024), the use of visual elements such as icons and diagrams facilitates navigation and reduces the cognitive load of students, especially in asynchronous virtual contexts. In addition, student-centered instructional design criteria were applied, where each unit integrated clear objectives, multimedia resources, collaborative tasks, and formative feedback. The structure of the modules was aligned with the phases of the PACIE methodology, starting with a motivating welcome (Presence), weekly follow-up (Scope), training resources (Training), forums and collaborative tasks (Interaction), and an integrative final evaluation in addition to the use of artificial intelligence platforms complementary to the environment (E-learning).

Figure 6

Background Image for Virtual Classroom

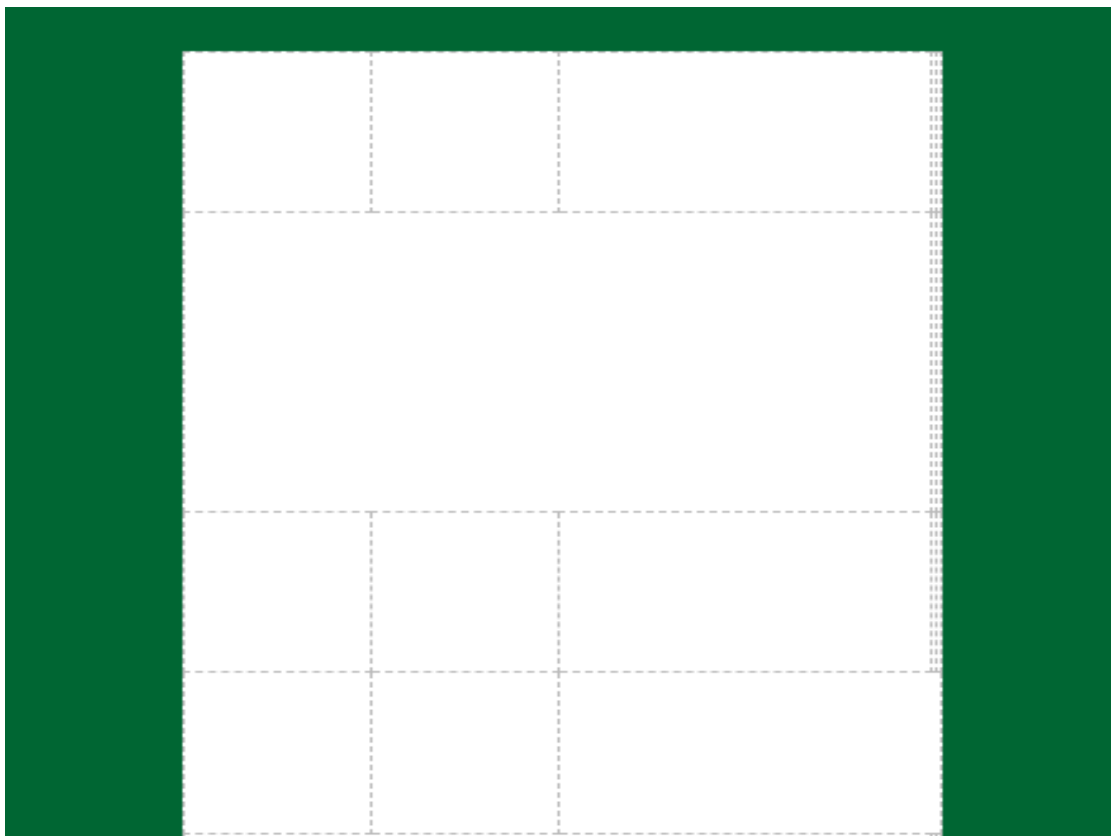


Figure 7

Icons used in the iconographic classroom



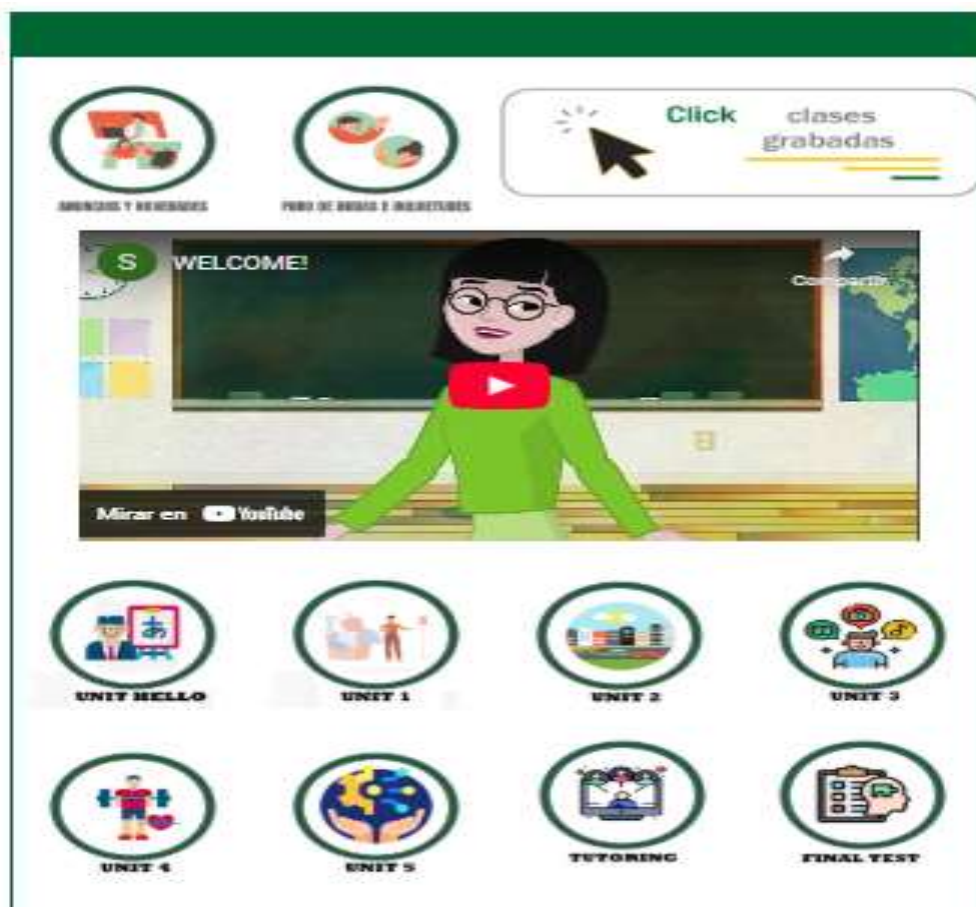
Tabla 11

Diagramming Scheme for Moodle

Announcements and News	Forum for doubts and concerns	Recorded Classes	
Welcome Video			
Unit– Hello	Unit 1	Unit 2	Unit 3
Unit 4	Unit 5	Tutoring	Final test

Figure 8

Diagram inserted in Moodle



Construction

In the construction of the classroom, Moodle's own tools were used, such as tags, pages, questionnaires, forums and lessons, complemented by multimedia resources designed to strengthen the visual dimension. The use of specific iconography allowed students to quickly identify the objectives of each section and the types of tasks assigned. According to Noguera (2024), iconographic design increases student motivation and orientation in virtual learning platforms. The validation of the design was carried out with the support of a teacher expert in virtual education, who evaluated the methodological coherence, the relevance of the icons, and the clarity of the instructions, which is a fundamental step in user-centered instructional design (Duarte et al., 2024).

For the construction of the iconographic classroom, the educational platform Mil Aulas (<https://milaulas.com>) was used, which allows virtual classrooms to be generated through Moodle without the need to manage their own installations on servers. The classroom was created through the <https://stacy.milaulas.com> custom site, which

provides a friendly and functional environment for the administration of virtual courses. This platform offers a pre-configured version of Moodle in the cloud, which facilitated the design and integration of multimedia resources, productive tasks of the learning modules and evaluation instruments.

Figure 9

Construction of the Moodle classroom using the MilAulas virtual environment



Figure 10

Initial Classroom Setup

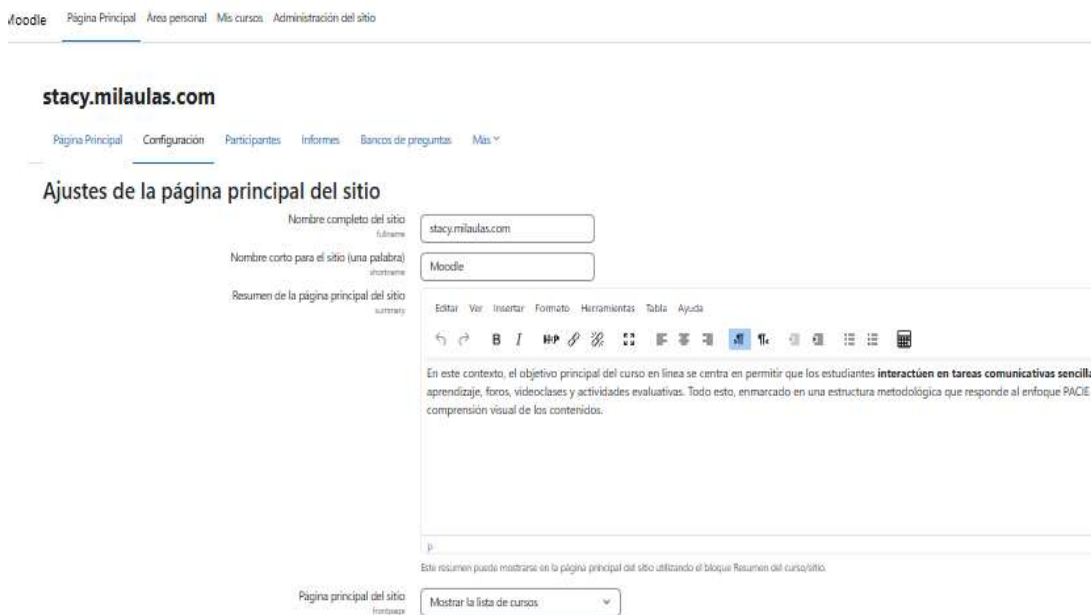


Figure 11
Profile Settings

The screenshot shows the 'Profile Settings' page in Moodle. It contains several form fields for user information:

- Nombre:** Valeria Stacy
- Apellido(s):** Orbe Guerrero
- Dirección de correo:** stacyorbe@hotmail.com
- Visibilidad del correo electrónico:** Visible para todos
- ID perfil MoodleNet:** (Empty)
- Ciudad:** Tulcán
- Seleccione su país:** Ecuador
- Zona horaria:** Zona horaria del servidor (América/Guayaquil)
- Descripción:** A rich text editor with a toolbar and a text area containing the letter 'p'.

Below the settings is the 'Imagen del usuario' section:

- Imagen actual:** Ninguno
- Imagen nueva:** A file upload interface showing a preview of a file named 'STACY.jpeg' with a thumbnail image of a woman.

Additional information includes: 'Tamaño máximo de archivo: Sin límite, número máximo de archivos: 1' and 'Tipos de archivo aceptados:'.

Figure 12
Creating the course within the Moodle virtual environment

The screenshot shows the 'Crear un nuevo curso' (Create a new course) page in Moodle. The 'General' section is expanded, showing the following configuration:

- Nombre completo del curso:** ELEMENTARY A2.1
- Nombre corto del curso:** EA2.1
- Categoría de cursos:** Categoría 1
- Visibilidad del curso:** Mostrar
- Habilitar descargar contenido del curso:** Configuración por defecto del sitio (No)
- Fecha de inicio del curso:** 1 agosto 2025 00:00
- Fecha de finalización del curso:** Habilitar 30 septiembre 2026 00:00
- Número ID del curso:** (Empty)

At the top of the page, there are navigation tabs: 'Categoría', 'Configuración', 'Subir cursos', and 'Más'. A link 'Expandir todo' is visible on the right side of the 'General' section.

Figure 13

Skeleton diagram of the homepage

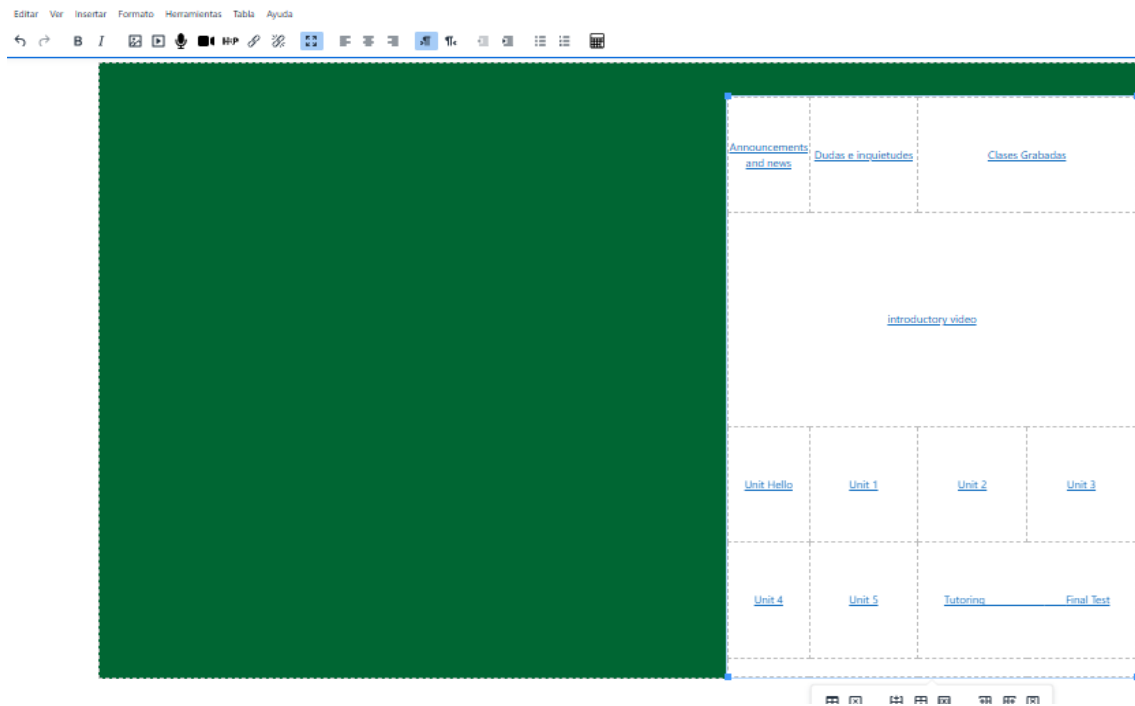


Figure 14

Assembling the skeleton of the iconographic classroom

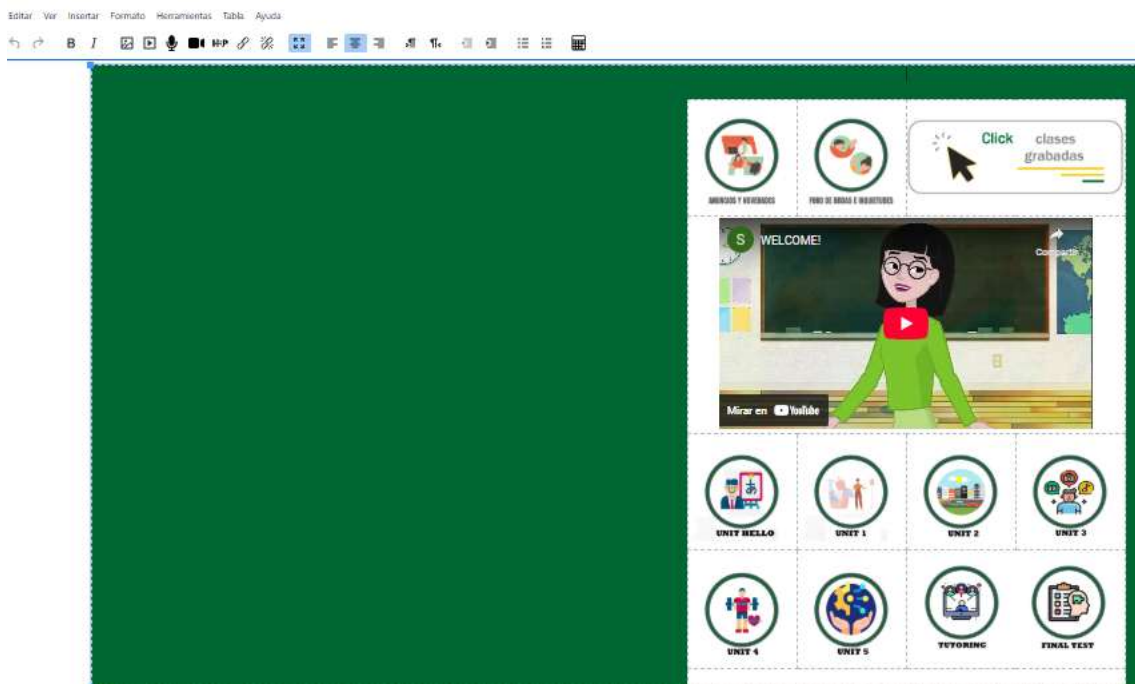


Figure 15

Development of the zero block of the iconographic classroom with PACIE methodology



Figure 16

Development of the academic block – Unit Hello

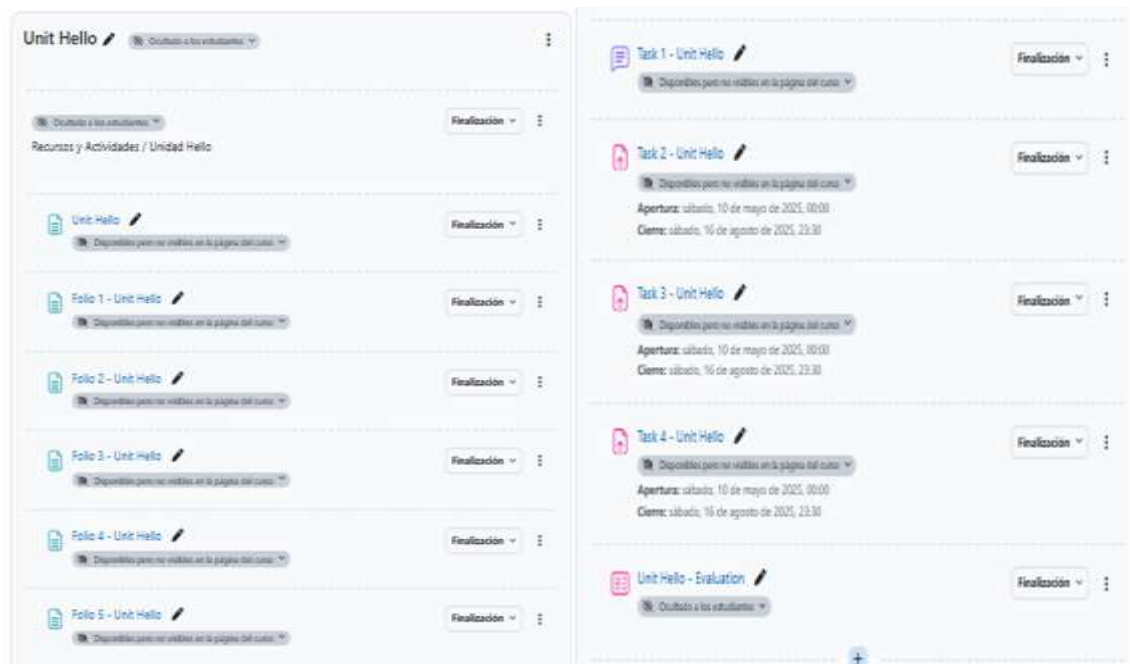


Figure 17

Development of the academic block – Unit 1

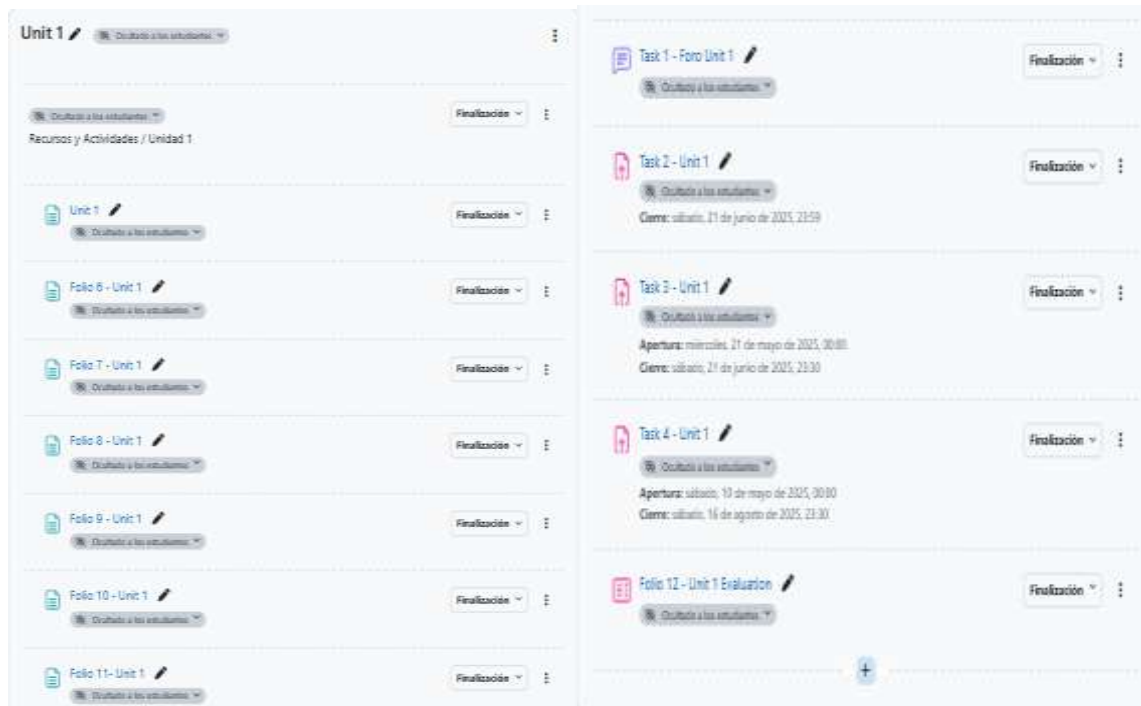


Figure 18

Development of the academic block – Unit 2

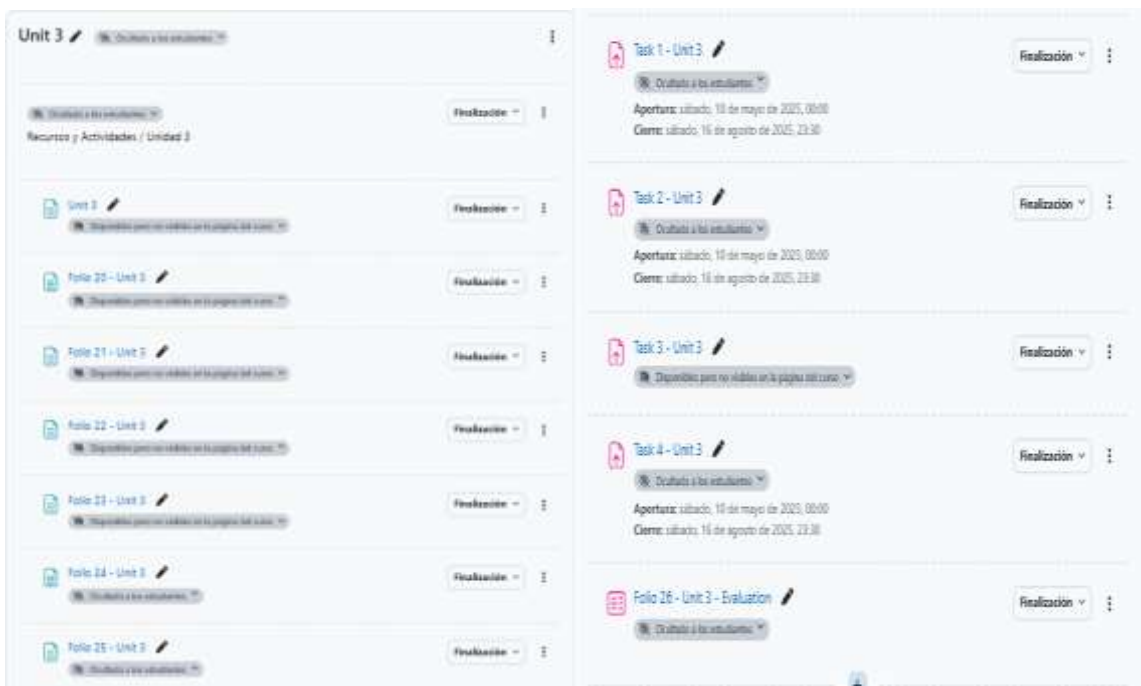


Figure 19

Development of the academic block – Unit 4

Unit 4 Ocultado a los estudiantes

Recursos y Actividades / Unidad * 4

Unit 4 Ocultado a los estudiantes

Folio 27 - Unidad 4 Ocultado a los estudiantes

Folio 28 - Unit 4 Ocultado a los estudiantes

Folio 29 - Unit 4 Ocultado a los estudiantes

Folio 30 - Unit 4 Ocultado a los estudiantes

Folio 31 - Unit 4 Ocultado a los estudiantes

Folio 32 - Unit 4 Ocultado a los estudiantes

Task 1 - Unit 4 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Task 2 - Unit 4 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Task 3 - Unit 4 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Task 4 - Unit 4 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Folio 33 - Unit 4 - Evaluation Ocultado a los estudiantes

Figure 20

Development of the academic block – Unit 5

Unit 5 Ocultado a los estudiantes

Recursos y Actividades / Unidad * 4

Unit 5 Ocultado a los estudiantes

Folio 34 - Unit 5 Ocultado a los estudiantes

Folio 35 - Unit 5 Ocultado a los estudiantes

Folio 36 - Unit 5 Ocultado a los estudiantes

Folio 37 - Unit 5 Ocultado a los estudiantes

Folio 38 - Unit 5 Ocultado a los estudiantes

Folio 39 - Unit 5 Ocultado a los estudiantes

Task 1 - Unit 5 Ocultado a los estudiantes

Task 2 - Unit 5 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Task 3 - Unit 5 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Task 4 - Unit 5 Ocultado a los estudiantes

Apertura: sábado, 10 de mayo de 2025, 00:00
Cierre: sábado, 16 de agosto de 2025, 23:30

Folio 40 - Unit 5 - Evaluation Ocultado a los estudiantes

Figure 21

Development of the closing block

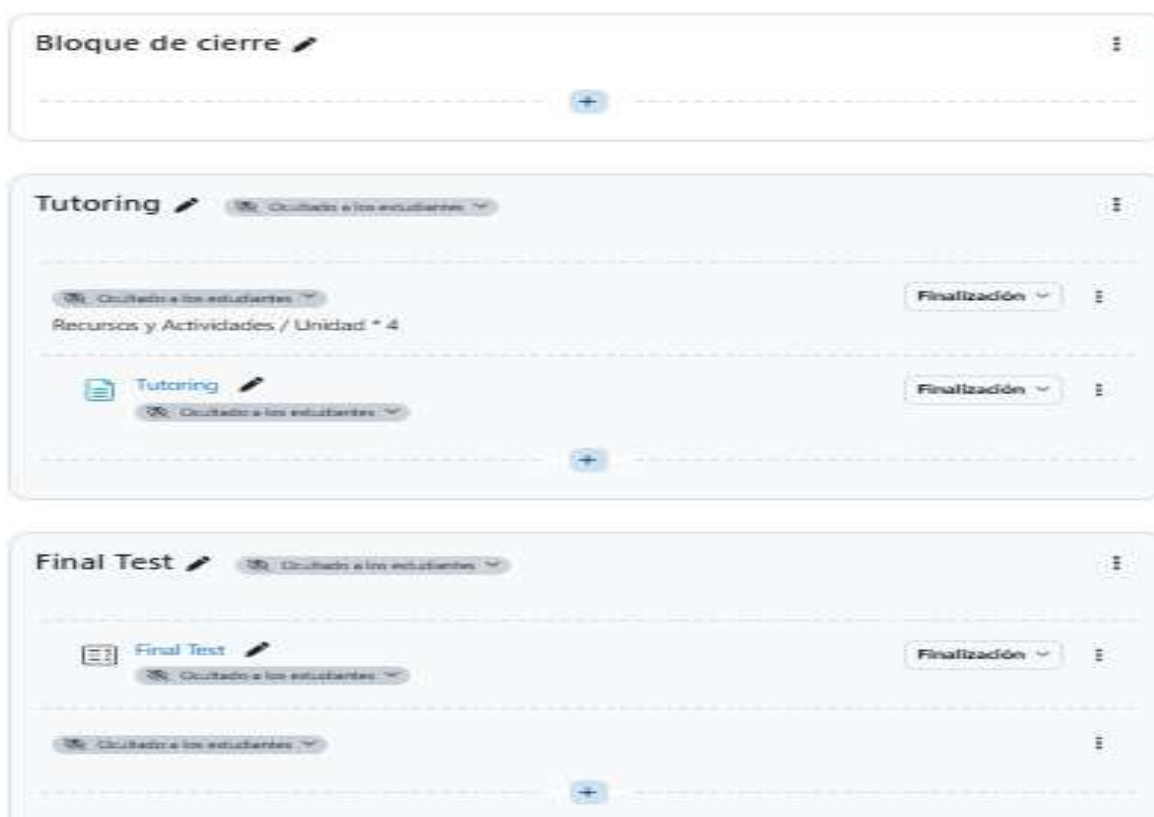


Tabla 12

Creating Access Links

Beginning	https://stacy.milaulas.com/course/view.php?id=10
Announcements and doubts	https://stacy.milaulas.com/mod/page/view.php?id=443
Homepage Elementary A2.2 – BT	https://stacy.milaulas.com/mod/forum/view.php?id=444
Forum for doubts and concerns	https://stacy.milaulas.com/mod/forum/view.php?id=445
Videoconference recordings	http://stacy.milaulas.com/mod/page/view.php?id=446
Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=448
Folio 1 – Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=449
Folio 2 – Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=450
Folio 3 – Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=451

Folio 4 – Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=452
Folio 5 – Unit Hello	https://stacy.milaulas.com/mod/page/view.php?id=453
Task 1 – Unit Hello	https://stacy.milaulas.com/mod/forum/view.php?id=454
Task 2 – Unit Hello	https://stacy.milaulas.com/mod/assign/view.php?id=455
Task 3 – Unit Hello	https://stacy.milaulas.com/mod/assign/view.php?id=456
Task 4 – Unit Hello	https://stacy.milaulas.com/mod/assign/view.php?id=457
Unit Hello – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=458
Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=460
Folio 6 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=461
Folio 7 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=462
Folio 8 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=463
Folio 9 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=464
Folio 10 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=465
Folio 11 – Unit 1	https://stacy.milaulas.com/mod/page/view.php?id=466
Task 1 – Unit 1	https://stacy.milaulas.com/mod/forum/view.php?id=467
Task 2 – Unit 1	https://stacy.milaulas.com/mod/assign/view.php?id=468
Task 3 – Unit 1	https://stacy.milaulas.com/mod/assign/view.php?id=469
Task 4 – Unit 1	https://stacy.milaulas.com/mod/assign/view.php?id=470
Folio 12 – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=471
Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=473
Folio 13 – Unit 2	https://stacy.milaulas.com/mod/resource/view.php?id=474
Folio 14 – Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=475
Folio 15 – Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=476
Folio 16 – Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=477
Folio 17 – Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=478
Folio 18 – Unit 2	https://stacy.milaulas.com/mod/page/view.php?id=479
Task 1 – Unit 2	https://stacy.milaulas.com/mod/assign/view.php?id=480
Task 2 – Unit 2	https://stacy.milaulas.com/mod/assign/view.php?id=481

Task 3 – Unit 2	https://stacy.milaulas.com/mod/assign/view.php?id=482
Task 4 – Unit 2	https://stacy.milaulas.com/mod/assign/view.php?id=483
Folio 19 – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=484
Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=486
Folio 20 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=487
Folio 21 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=488
Folio 22 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=489
Folio 23 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=490
Folio 24 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=491
Folio 25 – Unit 3	https://stacy.milaulas.com/mod/page/view.php?id=492
Task 1 – Unit 3	https://stacy.milaulas.com/mod/assign/view.php?id=493
Task 2 – Unit 3	https://stacy.milaulas.com/mod/assign/view.php?id=494
Task 3 – Unit 3	https://stacy.milaulas.com/mod/assign/view.php?id=495
Task 4 – Unit 3	https://stacy.milaulas.com/mod/assign/view.php?id=496
Folio 26 – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=497
Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=499
Folio 27 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=500
Folio 28 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=501
Folio 29 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=502
Folio 30 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=503
Folio 31 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=504
Folio 32 – Unit 4	https://stacy.milaulas.com/mod/page/view.php?id=505
Task 1 – Unit 4	https://stacy.milaulas.com/mod/assign/view.php?id=506
Task 2 – Unit 4	https://stacy.milaulas.com/mod/assign/view.php?id=507
Task 3 – Unit 4	https://stacy.milaulas.com/mod/assign/view.php?id=508
Task 4 – Unit 4	https://stacy.milaulas.com/mod/assign/view.php?id=509
Folio 33 – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=510
Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=512

Folio 34 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=513
Folio 35 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=514
Folio 36 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=515
Folio 37 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=516
Folio 38 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=517
Folio 39 – Unit 5	https://stacy.milaulas.com/mod/page/view.php?id=518
Task 1 – Unit 5	https://stacy.milaulas.com/mod/forum/view.php?id=519
Task 2 – Unit 5	https://stacy.milaulas.com/mod/assign/view.php?id=520
Task 3 – Unit 5	https://stacy.milaulas.com/mod/assign/view.php?id=521
Task 4 – Unit 5	https://stacy.milaulas.com/mod/assign/view.php?id=522
Folio 40 – Evaluation	https://stacy.milaulas.com/mod/quiz/view.php?id=523
Tutoring	https://stacy.milaulas.com/course/section.php?id=82
Final Test	https://stacy.milaulas.com/mod/quiz/view.php?id=527

Figure 22

Block Zero Assembly

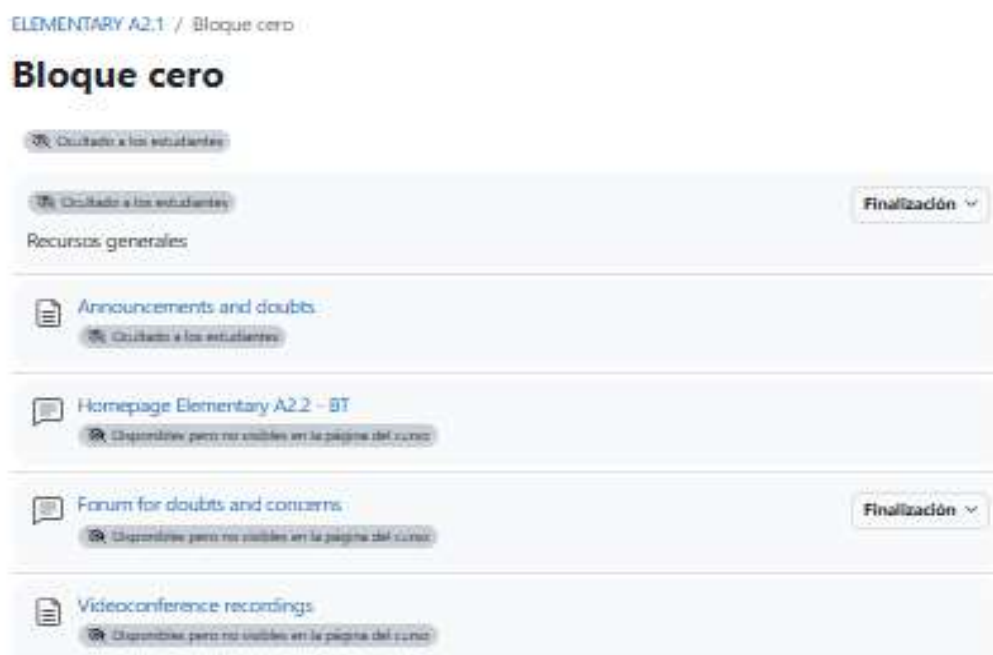


Figure 23

Bloque cero – Announcements and doubts

ELEMENTARY A2.1 / Bloque cero / Announcements and doubts

Announcements and doubts

Página Configuración Más ▾

[Return](#)

Announcements

- [Introduction of the subject](#)
- [Welcome to the course](#)
- [Class Schedule](#)

Doubts and Updates

- [Forum of doubts and concerns](#)

Figure 24

Bloque cero – Homepage Elementary A2.1

ELEMENTARY A2.1 / Bloque cero / Homepage Elementary A2.1

Homepage Elementary A2.1

Form Configuración Calificación avanzada Suscripciones Informes Más ▾

HOMEPAGE ELEMENTARY A2.2 - BT

Introduction to the subject:

Elementary A2 is a fundamental level of language proficiency in the Common European Framework of Reference for Languages (CEFR). At this stage, learners possess basic communication skills in their target language. They can understand and use everyday phrases and expressions, engage in simple conversations on familiar topics, and handle common situations, such as ordering food in a restaurant or asking for directions. Elementary A2 represents a crucial step in language learning, as it provides a solid foundation for further language development. It is often associated with the ability to express oneself in straightforward language and navigate practical, day-to-day interactions, making it a vital stage for language learners.

REMEMBERS

A warm welcome to the elementary A2 level! Learning a new language is an exciting journey, and reaching the elementary level is a significant achievement. At this stage, you'll continue to build upon the foundational language skills you've acquired and expand your ability to communicate in your chosen language.

Here are some tips to make your language learning experience enjoyable and effective:

1. Practice Regularly: Consistency is key! Make an effort to practice your new language every day, even if it's just for a short time.
2. Set Realistic Goals: Define clear, achievable language-learning goals for yourself. Whether it's mastering specific vocabulary, improving your pronunciation, or building your conversational skills, having goals will help you stay motivated.
3. Use Various Resources: Explore a variety of resources, such as textbooks, language learning apps, online courses, podcasts, and language exchange partners. Different tools can provide different perspectives and approaches to learning.

Remember: language learning is a journey, and you're on the right path! Your efforts at the elementary A2 level will open up new opportunities for communication and understanding. Best of luck with your language learning adventure!

English Tutoring Schedule

Let's boost your English together!

Day	Time	Platform	Activity
Saturday	10:00 PM	Zoom / Google Meet	Speaking Practice
Sunday	11:00 AM	Zoom / Google Meet	Grammar & Writing

Don't forget!
Bring your notebook, a big smile 😊, and be ready to participate!

Buscamos for forum

Figure 25

Bloque cero – Forum for doubts and concerns

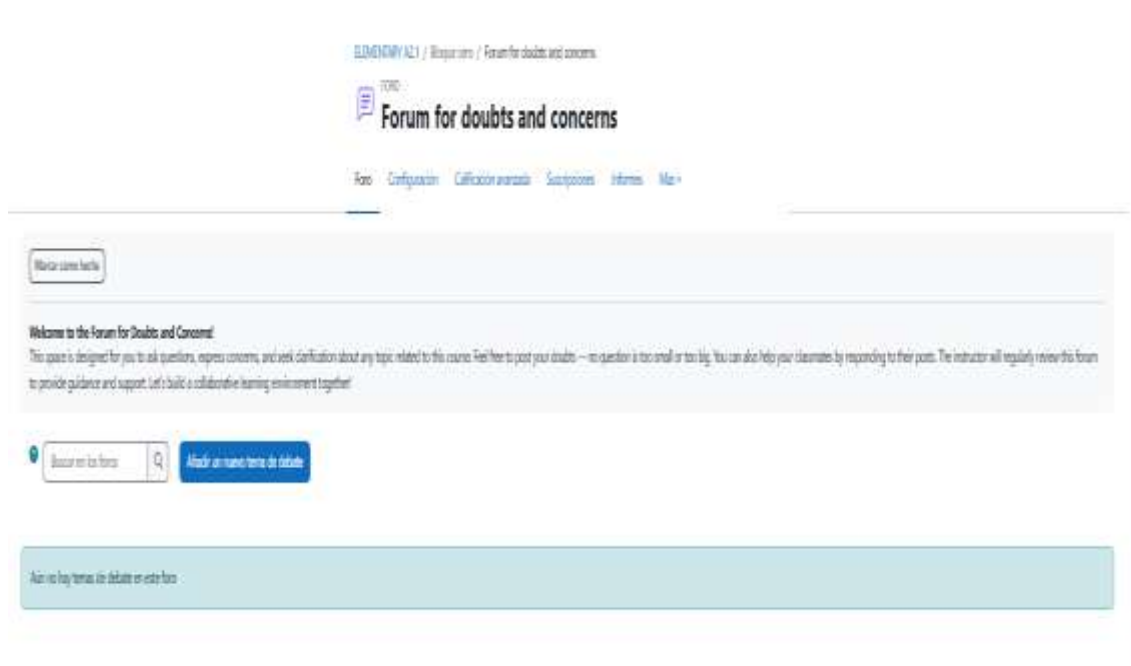


Figure 26

Block Zero – Videoconference recordings



Figure 27

Assembly of the academic block

The screenshot displays a vertical list of seven items, each in a light blue rounded rectangle with a right-pointing arrow. The items are: 'Bloque Académico' (0 activities), 'Unit Hello' (12 activities, progress 0/12), 'Unit 1' (13 activities, progress 0/13), 'Unit 2' (13 activities, progress 0/13), 'Unit 3' (13 activities, progress 0/13), 'Unit 4' (13 activities, progress 0/13), and 'Unit 5' (13 activities, progress 0/13). Each unit item has a small icon of a person and the text 'Clickeado a los estudiantes'.

Figure 28

Hello Unit Arm

The screenshot shows the 'Unit Hello' page. At the top, it says 'ELEMENTARY A2.1 / Unit Hello / Unit Hello'. Below this is a document icon and the title 'Unit Hello'. There are links for 'Página', 'Configuración', and 'Más'. A button 'Marcar como hecha' is visible. A green banner contains the text 'Return to Unit Hello menu'. Below the banner is a large green box with the UPEC logo and the text 'Unit Hello'. Underneath, there is a section 'Learning module - Unit Hello' with a list of items: 'Folio 1 - Unidad Hello', 'Folio 2 - Unidad Hello', 'Folio 3 - Unidad Hello', 'Folio 4 - Unidad Hello', 'Folio 5 - Unidad Hello', and 'Unit Hello - Evaluation'. Below that is a section 'Integrative activities' with a list: 'Task 1 - Unit Hello', 'Task 2 - Unit Hello', 'Task 3 - Unit Hello', and 'Task 4 - Unit Hello'. At the bottom, it says 'Última modificación: miércoles, 28 de mayo de 2025, 17:28'.

Figure 29
Hello Unit Learning Module Assembly

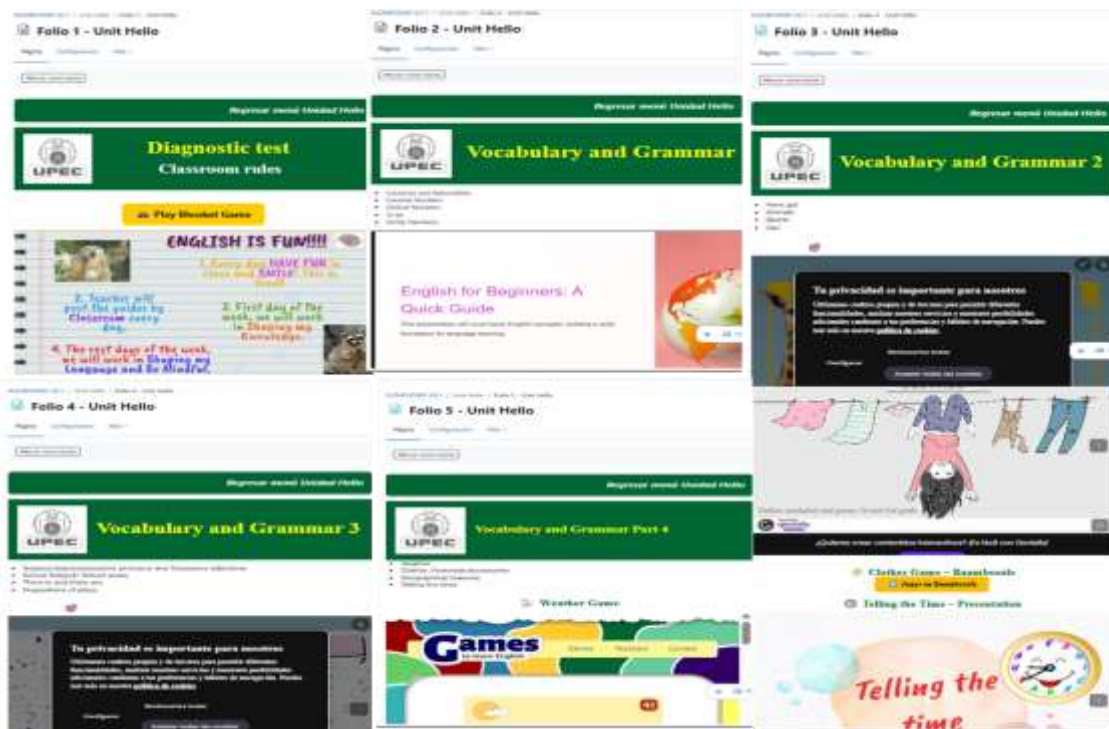


Figure 30
Task Module Assembly - Hello Unit Integrative Activities

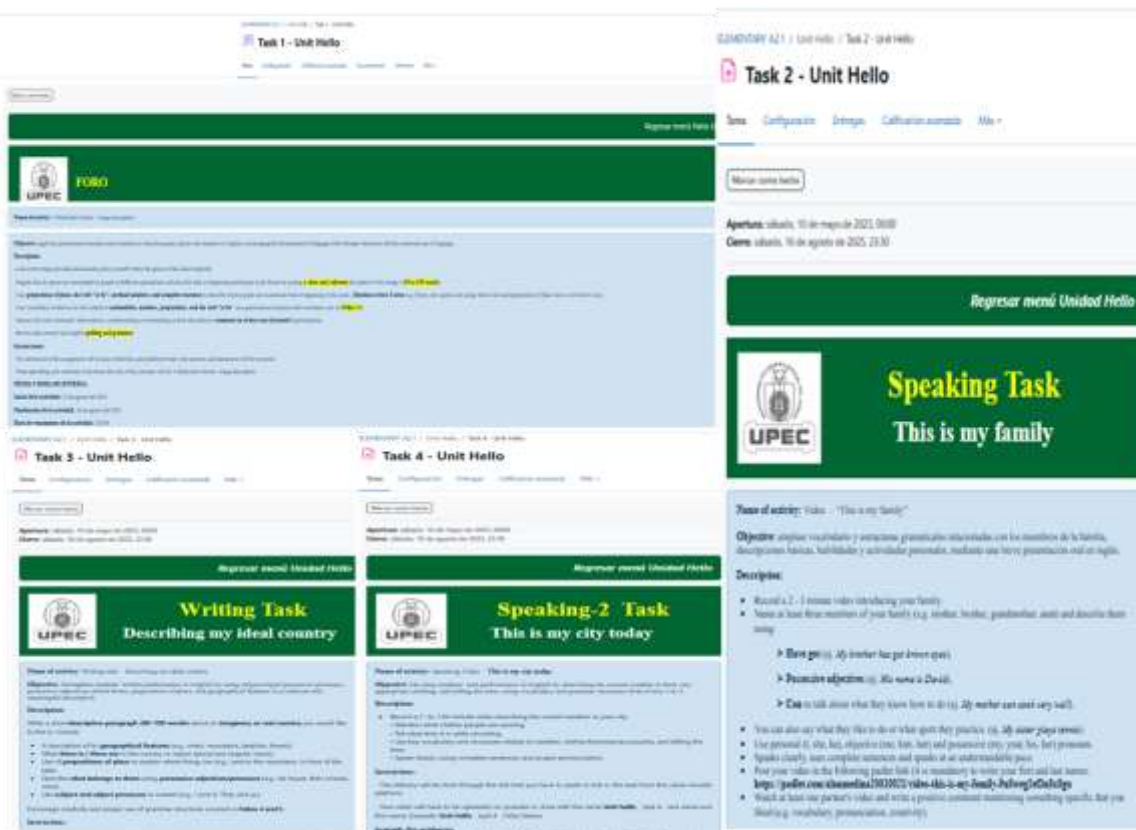


Figure 31

Final evaluation – Unit hello


ELEMENTARY A2.1 / Unit Hello / Unit Hello - Evaluation

Unit Hello - Evaluation

Cuestionario Configuración Preguntas Resultados Banco de preguntas Más

Marcar como hecha

Regresar menú Unidad Hello



Test Unit - Hello

Instructions:

The purpose of this quiz is to test the knowledge achieved in **Unit Hello**.
To start you must press the button below "Try quiz now".
Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

Vista previa del cuestionario

Intentos permitidos: 1

Figure 32

Navy Unit 1


ELEMENTARY A2.1 / Unit 1 / Unit 1

Unit 1

Página Configuración Más

Marcar como hecha

Return



Unit 1

Learning module - Unit 1

- Folio 6 - Unit 1
- Folio 7 - Unit 1
- Folio 8 - Unit 1
- Folio 9 - Unit 1
- Folio 10 - Unit 1
- Folio 11 - Unit 1
- Folio 12 - Unit 1 - Evaluation

Integrative activities

- Task 1 - Unit 1
- Task 2 - Unit 1
- Task 3 - Unit 1
- Task 4 - Unit 1

Figure 33

Assembling the learning module of unit 1



Figure 34

Assembling the tasks module - integrative activities of unit 1

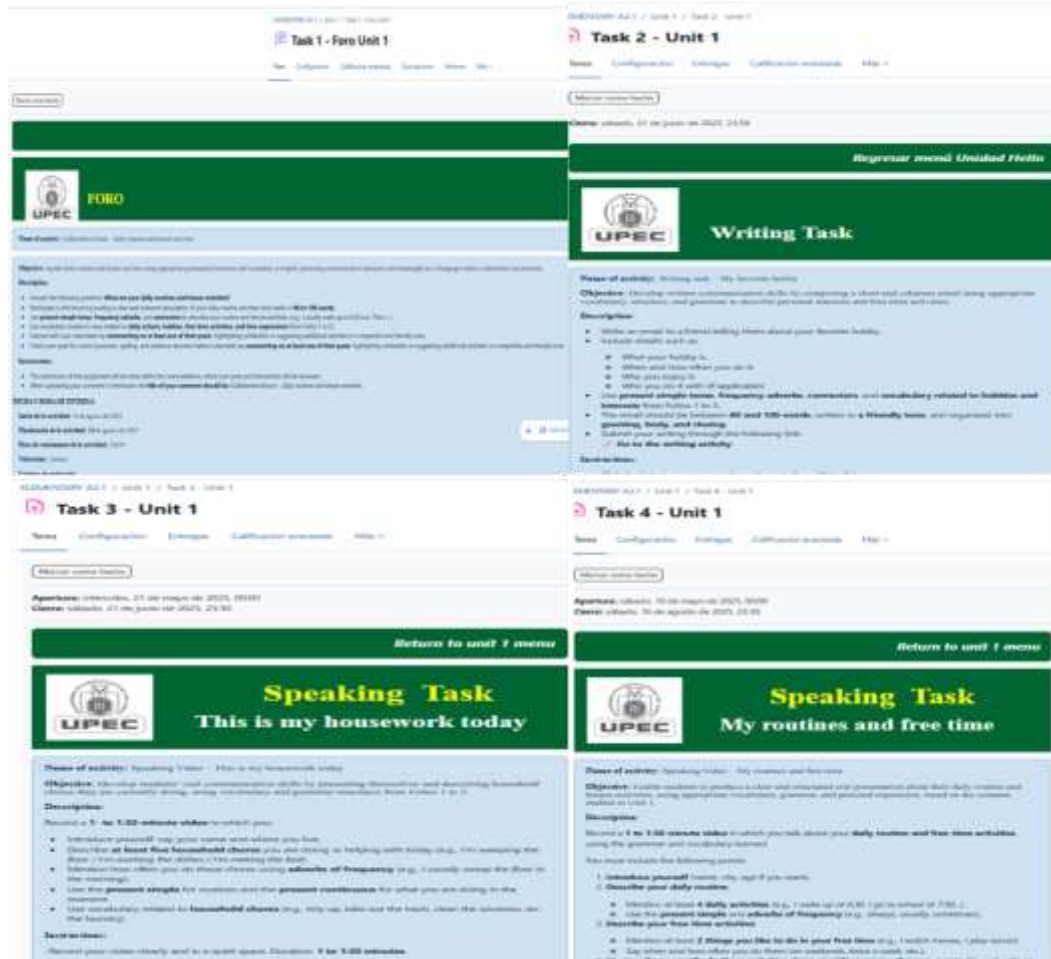



Figure 35

Final Evaluation – Unit 1


ELEMENTARY A2.1 / Unit 1 / Folio 12 - Unit 1 Evaluation

 **Folio 12 - Unit 1 Evaluation**

[Cuestionario](#) [Configuración](#) [Preguntas](#) [Resultados](#) [Banco de preguntas](#) [Más](#) ▾

[Marcar como hecha](#)

[Regresar menú Unidad 1](#)

 **Test Unit 1**

Instructions:

The purpose of this quiz is to test the knowledge achieved in Unit 1.
To start you must press the button below "Try quiz now".
Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.


Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

[Vista previa del cuestionario](#)

Figure 36

Navy Unit 2


ELEMENTARY A2.1 / Unit 2 / Unit 2


 **Unit 2**

[Página](#) [Configuración](#) [Más](#) ▾


[Marcar como hecha](#)

[Return](#)

 **Unit 2**

 **Learning module - Unit 2**

- Folio 13 - Unit 2
- Folio 14 - Unit 2
- Folio 15 - Unit 2
- Folio 16 - Unit 2
- Folio 17 - Unit 2
- Folio 18 - Unit 2
- Folio 19 - Unit 2 - Evaluation

 **Integrative activities**

- Task 1 - Unit 2
- Task 2 - Unit 2
- Task 3 - Unit 2
- Task 4 - Unit 2

Figure 37

Assembling the learning module of unit 2

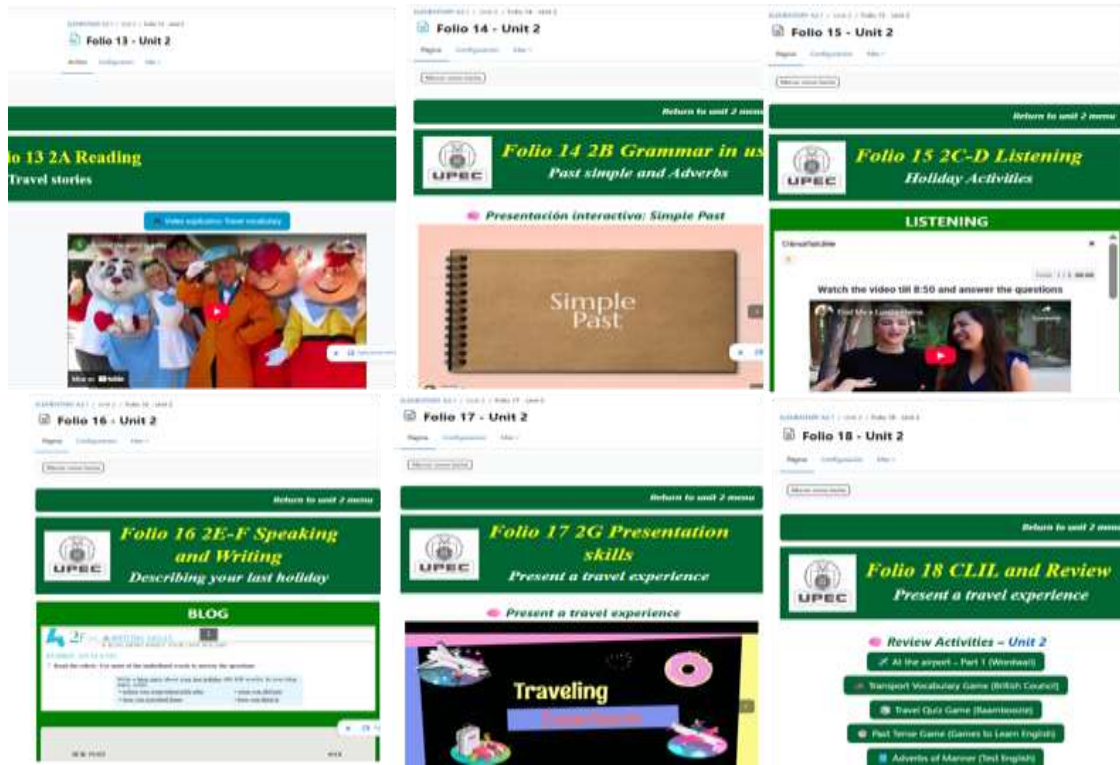


Figure 38

Assembling the tasks module - integrative activities of unit 2

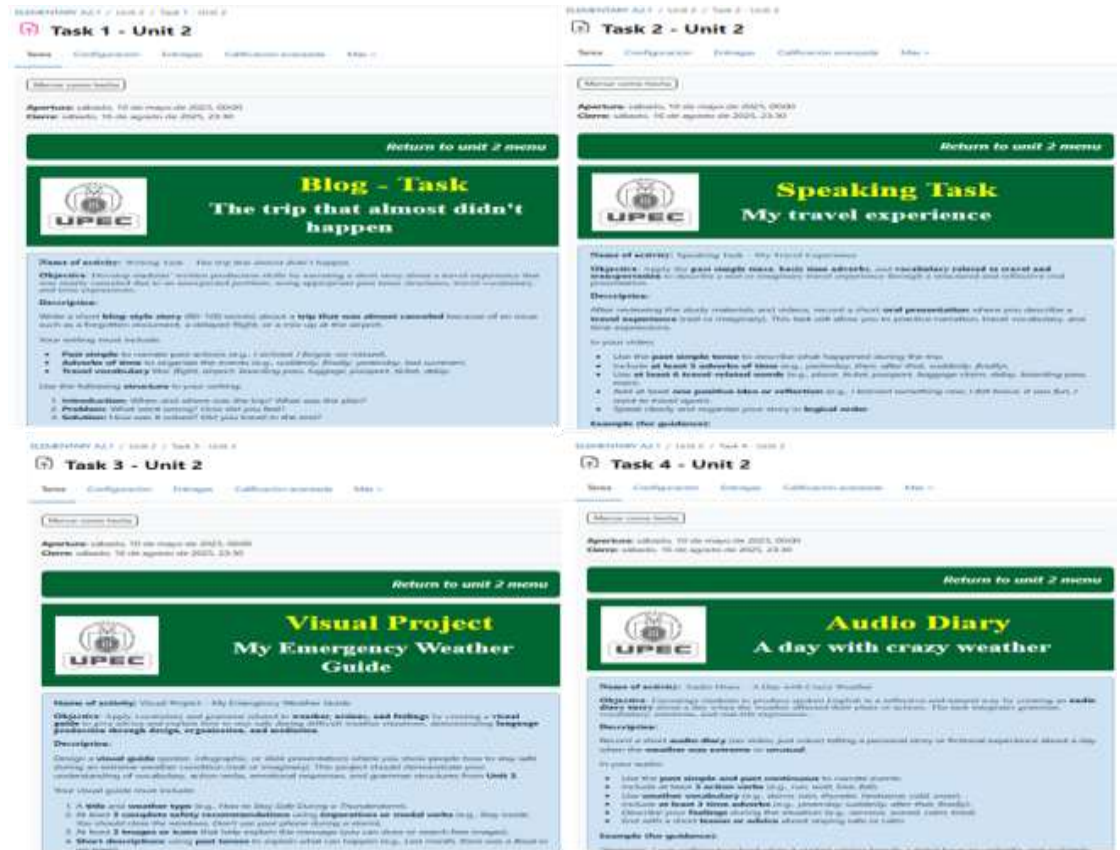




Figure 39

Final Evaluation – Unit 2


ELEMENTARY A2.1 / Unit 2 / Folio 19 - Unit 2 - Evaluation

 **Folio 19 - Unit 2 - Evaluation**

[Cuestionario](#) [Configuración](#) [Preguntas](#) [Resultados](#) [Banco de preguntas](#) [Más](#) 

[Marcar como hecha](#)

[Regresar menú Unidad 2](#)



Test Unit 2

Instructions:

The purpose of this quiz is to test the knowledge achieved in **Unit 2**.
To start you must press the button below "Try quiz now".
Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

[Vista previa del cuestionario](#)

Figure 40

Navy Unit 3

ELEMENTARY A2.1 / Unit 3 / Unit 3

 **Unit 3**

[Página](#) [Configuración](#) [Más](#) 

[Marcar como hecha](#)

[Return](#)



Unit 3

 **Learning module - Unit 3**

- Folio 20 - Unit 3
- Folio 21 - Unit 3
- Folio 22 - Unit 3
- Folio 23 - Unit 3
- Folio 24 - Unit 3
- Folio 25 - Unit 3
- Folio 26 - Unit 3 - Evaluation

  **Integrative activities**

- Task 1 - Unit 3
- Task 2 - Unit 3
- Task 3 - Unit 3
- Task 4 - Unit 3

Figure 43

Final Evaluation – Unit 3


ELEMENTARY A2.1 / Unit 3 / Folio 26 - Unit 3 - Evaluation

Folio 26 - Unit 3 - Evaluation

Cuestionario Configuración Preguntas Resultados Banco de preguntas Mis

Marcar como hecha

Regresar menú Unidad 3



Test Unit 3

Instructions:

The purpose of this quiz is to test the knowledge achieved in **Unit 3**.
To start you must press the button below "Try quiz now".
Then press the "Start" button, a dialog box will be displayed informing

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 30 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

Vista previa del cuestionario

Figure 44

Unit 4 Navy


ELEMENTARY A2.1 / Unit 4 / Unit 4

Unit 4

Página Configuración Más

Marcar como hecha

Return



Unit 4

Learning module - Unit 4

- Folio 27 - Unit 4
- Folio 28 - Unit 4
- Folio 29 - Unit 4
- Folio 30 - Unit 4
- Folio 31 - Unit 4
- Folio 32 - Unit 4
- Folio 33 - Unit 4

Integrative activities

- Task 1 - Unit 4
- Task 2 - Unit 4
- Task 3 - Unit 4
- Task 4 - Unit 4

Figure 45

Assembling the learning module of unit 4

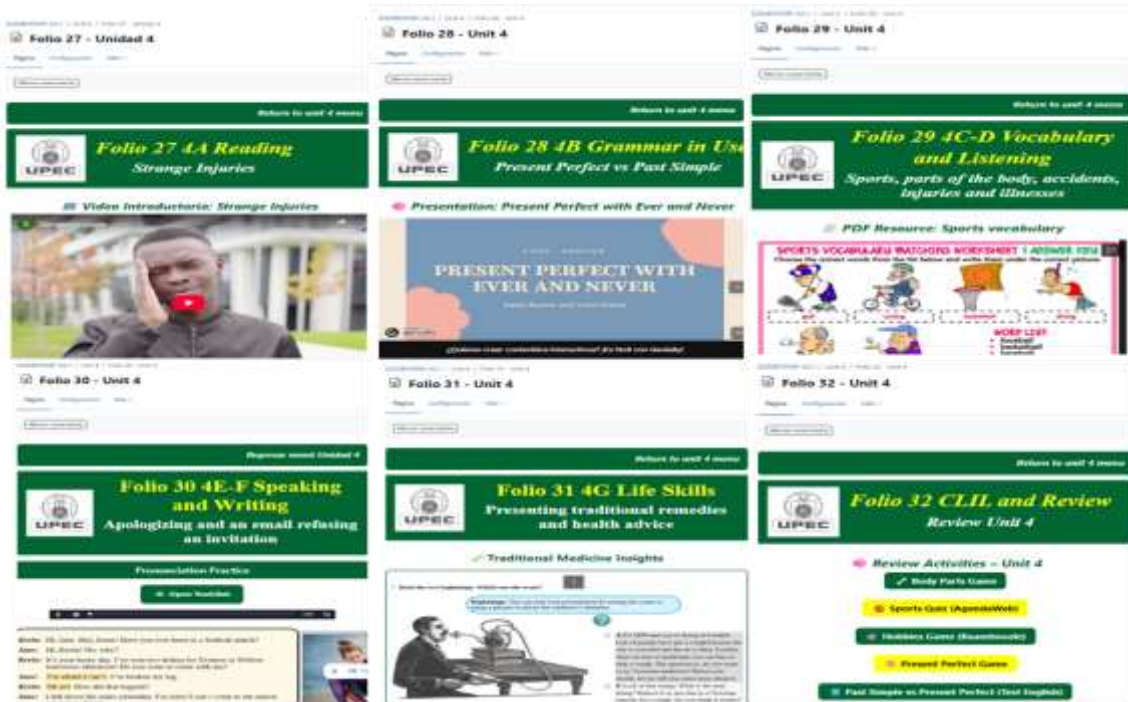


Figure 46

Assembling the tasks module - integrative activities of unit 4

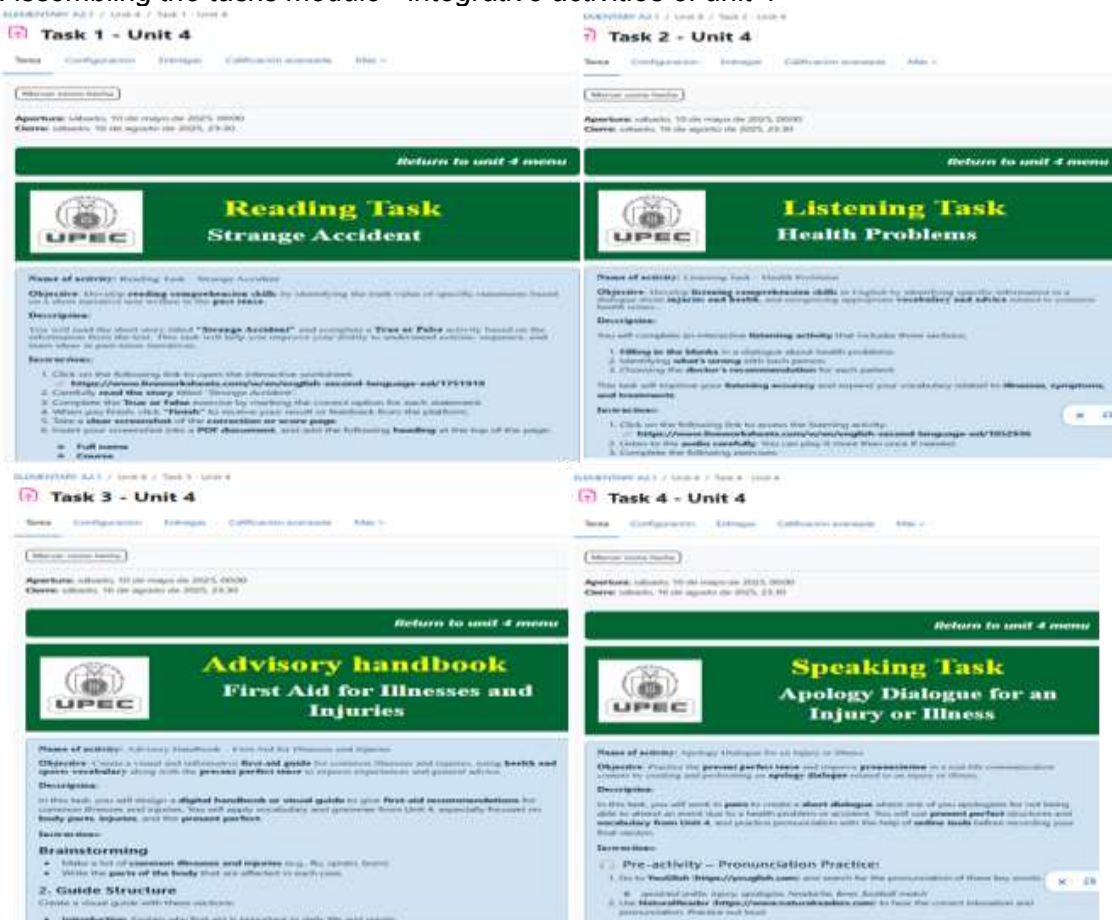




Figure 47

Final Assessment – Unit 4


ELEMENTARY A2.1 / Unit 4 / Folio 33 - Unit 4 - Evaluation

 **Folio 33 - Unit 4 - Evaluation**

[Cuestionario](#) [Configuración](#) [Preguntas](#) [Resultados](#) [Banco de preguntas](#) [Más](#) 

[Marcar como hecha](#)

[Regresar menú Unidad 4](#)



Test Unit 4

Instructions:

The purpose of this quiz is to test the knowledge achieved in Unit 4.

To start you must press the button below "Try quiz now".

Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

[Vista previa del cuestionario](#)

Figure 48

Navy Unit 5

ELEMENTARY A2.1 / Unit 5 / Unit 5

 **Unit 5**

[Página](#) [Configuración](#) [Más](#) 

[Marcar como hecha](#)

[Return](#)



Unit 5

 **Learning module - Unit 5**

- Folio 34 - Unit 5
- Folio 35 - Unit 5
- Folio 36 - Unit 5
- Folio 37 - Unit 5
- Folio 38 - Unit 5
- Folio 39 - Unit 5
- Folio 40 - Unit 5 - Evaluation

 **Integrative activities**

- Task 1 - Unit 5
- Task 2 - Unit 5
- Task 3 - Unit 5
- Task 4 - Unit 5

Figure 49

Assembling the learning module of unit 5

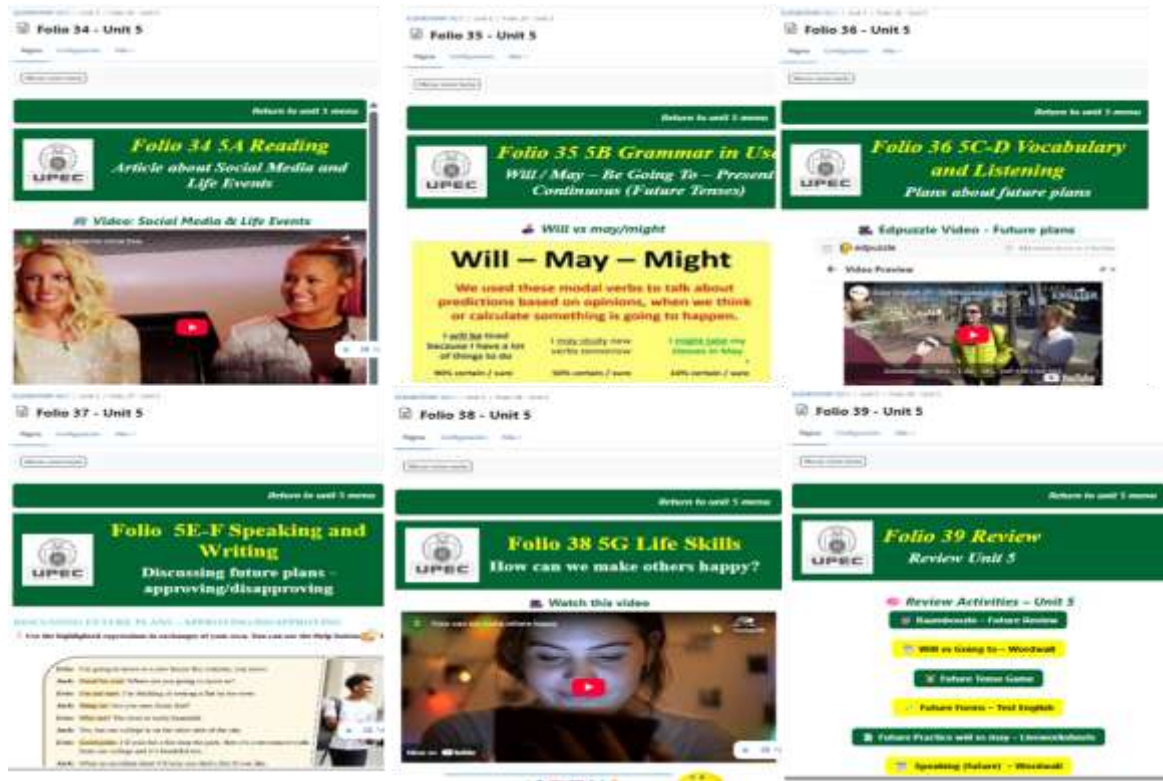


Figure 50

Assembling the tasks module - integrative activities of unit 5

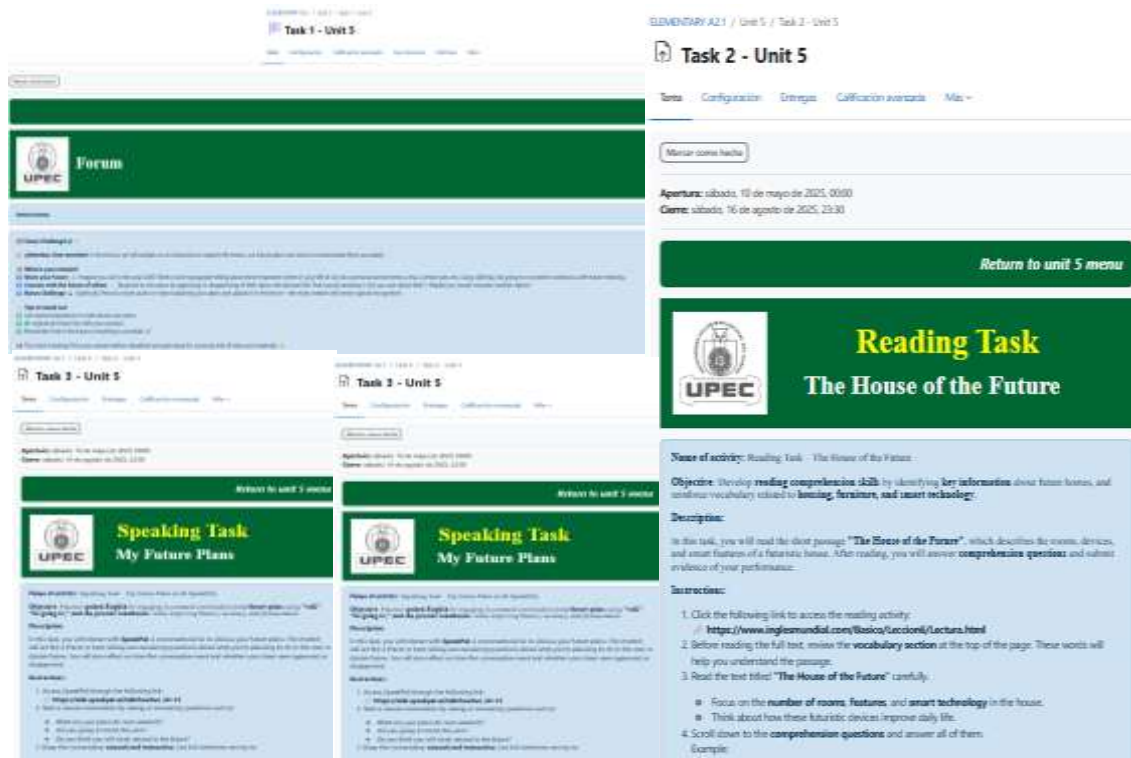


Figure 51

Final Assessment – Unit 5

ELEMENTARY A2.1 / Unit 5 / Folio 40 - Unit 5 - Evaluation

Folio 40 - Unit 5 - Evaluation

Cuestionario Configuración Preguntas Resultados Banco de preguntas Más ▾

Marcar como hecha

[Return to unit 5 menu](#)



Test Unit 5

Instructions:

The purpose of this quiz is to test the knowledge achieved in Unit 5.
To start you must press the button below "Try quiz now".
Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 30 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

[Vista previa del cuestionario](#)

Figure 52


Closing Block – Tutoring Meetings


ELEMENTARY A2.1 / Tutoring / Tutoring sessions

PÁGINA

Tutoring sessions

Página Configuración Más ▾

[Regresar](#) 

 [Link to tutorial sessions](#)

[Meeting_1](#)

[Meeting_2](#)

[Meeting_3](#)

[Meeting_4](#)

[Meeting_5](#)

[Meeting_6](#)

[Meeting_7](#)

Figure 53

Closing Block – Final Exam

ELEMENTARY A2.1 / Final Test / Final Test


CUESTIONARIO

Final Test

Cuestionario Configuración Preguntas Resultados Banco de preguntas Más ▾

Marcar como hecha

[Return to unit 5 menu](#)



Final Test

Instrucciones:

The purpose of this folio is to assess the content covered from Unit Hello to Unit 5 in order to evaluate the students' language proficiency and verify the successful completion of the A2.1 level of English, according to the Common European Framework of Reference for Languages (CEFR).

To start you must press the button below "Try quiz now".

Then press the "Start" button, a dialog box will be displayed informing:

- The time available to complete the questionnaire which is 60 minutes.
- You have only one attempt to complete the questionnaire.
- The score, which is 10 points.

Don't forget that the time, once the questionnaire has started, will not stop even if you leave the questionnaire page and navigate through the platform.

[Vista previa del cuestionario](#)

Intentos permitidos: 1

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- The diagnosis phase showed that students at level A2.1 present a heterogeneous performance in their language skills. Receptive skills (reading and listening comprehension) revealed moderate performance, while productive skills (oral and written expression) reflected greater difficulties, particularly in idea organization and fluency. These findings indicate the need to reinforce productive skills through targeted pedagogical strategies that promote a balanced development of all competencies, thereby ensuring alignment with CEFR standards for this level.
- The instructional design for the development of language competencies integrated technological resources, progressive tasks, and formative assessment activities that fostered autonomy and meaningful learning. Likewise, this design will facilitate a balanced approach in the development of productive and receptive language skills. Its implementation will address students' specific needs through activities aligned with CEFR standards for level A2.1, ensuring consistent language growth.
- The iconographic educational proposal based on the PACIE methodology is consolidated as an effective resource for the teaching of English in virtual mode. The integration of iconographic elements and interactive tools encourages autonomous, collaborative, and meaningful learning while enhancing linguistic competencies and developing transversal skills. Consequently, this approach not only responds to the needs of students but also establishes a solid foundation for the implementation of innovative pedagogical strategies in similar educational contexts.

Recommendations

- It is necessary to implement innovative methodologies in virtual environments, supported by technological and iconographic tools, to promote the balanced development of students' linguistic skills. Through these strategies, the teaching-learning process is optimized, allowing students to interact, collaborate, and advance at their own pace, responding to their individual needs.
- Teachers must show a constant predisposition to design teaching materials adapted to the virtual modality, as well as to update their knowledge in the use of ICT and platforms such as Moodle. The findings of this research demonstrate that the integration of digital and iconographic resources significantly contributes to the development of language skills and the achievement of the standards established by the CEFR.
- It is essential to establish a system of continuous monitoring and evaluation should be established to track students' progress in developing language skills. This monitoring process should include formative feedback and real-time adjustments within the virtual classroom to ensure the effectiveness of the educational program.

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ANNEXES

Annex A. Language certificate endorsed by CIDEN



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI FOREIGN AND NATIVE LANGUAGES CENTER

ABSTRACT- EVALUATION SHEET				
NAME: Valeria Stacy Orbe Guerrero DATE: Lunes, 15 de septiembre de 2025 Topic: "Aula iconográfica con la metodología PACIE para la enseñanza del inglés" MARKS AWARDED QUANTITATIVE AND QUALITATIVE				
VOCABULARY AND WORD USE	Use new learnt vocabulary and precise words related to the topic	Use a little new vocabulary and some appropriate words related to the topic	Use basic vocabulary and simplistic words related to the topic	Limited vocabulary and inadequate words related to the topic
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input checked="" type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
WRITING COHESION	Clear and logical progression of ideas and supporting paragraphs.	Adequate progression of ideas and supporting paragraphs.	Some progression of ideas and supporting paragraphs.	Inadequate ideas and supporting paragraphs.
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
ARGUMENT	The message has been communicated very well and identify the type of text	The message has been communicated appropriately and identify the type of text	Some of the message has been communicated and the type of text is little confusing	The message hasn't been communicated and the type of text is inadequate
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
CREATIVITY	Outstanding flow of ideas and events	Good flow of ideas and events	Average flow of ideas and events	Poor flow of ideas and events
	EXCELLENT: 2 <input type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
SCIENTIFIC SUSTAINABILITY	Reasonable, specific and supportable opinion or thesis statement	Minor errors when supporting the thesis statement	Some errors when supporting the thesis statement	Lots of errors when supporting the thesis statement
	EXCELLENT: 2 <input checked="" type="checkbox"/>	GOOD: 1,5 <input type="checkbox"/>	AVERAGE: 1 <input type="checkbox"/>	LIMITED: 0,5 <input type="checkbox"/>
TOTAL/AVERAGE	9 - 10: EXCELLENT 7 - 8,9: GOOD 5 - 6,9: AVERAGE 0 - 4,9: LIMITED		TOTAL 9	



UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI- FOREIGN AND NATIVE LANGUAGES CENTER

Informe sobre el Abstract de Artículo Científico o Investigación.

Autor: Valeria Stacy Orbe Guerrero

Fecha de recepción del abstract: Lunes, 15 de septiembre de 2025

Fecha de entrega del informe: Lunes, 15 de septiembre de 2025

El presente informe validará la traducción del idioma español al inglés si alcanza un porcentaje de: 9 – 10 Excelente.

Si la traducción no está dentro de los parámetros de 9 – 10, el autor deberá realizar las observaciones presentadas en el ABSTRACT, para su posterior presentación y aprobación.

Observaciones:

Después de realizar la revisión del presente abstract, éste presenta una apropiada traducción sobre el tema planteado en el idioma Inglés. Según la rúbrica de evaluación de la traducción en Inglés, ésta alcanza un valor de 9; por lo cual se valida dicho trabajo.

Atentamente



Firmado electrónicamente por:
**MARTHA ARACELLY
VIVEROS ALMEIDA**

Validar únicamente con FirmaEC

MA. Martha Viveros
Docente responsable del
CIDEN

Annex B. Survey format applied to teachers

UNIVERSIDAD POLITÉCNICA ESTATAL DEL CARCHI
MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
WITH A MAJOR IN TEACHING ENGLISH

"Iconographic classroom with the PACIE methodology for the teaching of English"

Objective: To explore the perceptions and expectations of English teachers about the possible implementation of iconographic classrooms with the PACIE methodology to improve language skills in virtual environments.

Instructions: Below are a series of statements related to their experience in teaching English in virtual environments and the use of iconographic virtual classrooms with PACIE methodology. Please mark with an "X" the box that best reflects your level of agreement with each statement, using the following scale:

	Strongly disagree	In agreement	Neither agree nor disagree	Disagree	Totally agree
1) Do graphical representations help students remember information more effectively than text alone?					
2) Are virtual classrooms friendly for teachers and students who have not yet used a virtual classroom?					
3) Do you recognize the interactive buttons that allow access to different sections of the classroom?					
4) Do you find the content represented in a grid to be visually appealing?					
5) Does freer exploration of content facilitate self-directed learning?					
6) Does a virtual classroom encourage the active participation of students, who become the protagonists of their learning?					

7) A virtual classroom promotes peer-to-peer collaboration, which improves group dynamics and knowledge sharing?					
8) Do you think that a virtual classroom creates an attractive and welcoming environment?					
9) Do you think that a virtual classroom allows you to set clear objectives for learning?					
10) Do you see a virtual classroom as fostering cooperative and hands-on learning?					
11) Do you think that a virtual classroom allows you to establish effective channels of communication?					
12) Do you think that a virtual classroom allows the integration of technologies that facilitate the educational process?					
13) Do you think that a virtual classroom improves the learning experience by making it more visual and engaging?					
14) Do you think that a virtual classroom facilitates access to relevant information and educational resources?					
15) Do you think that a virtual classroom promotes more autonomous and self-directed learning, allowing students to advance at their own pace?					
16) The PACIE methodology facilitates greater interaction between students in iconographic virtual classrooms, helping the development of productive English skills (speaking and					

writing) in students at level A2.1.					
17) The visual and technological activities proposed in the iconographic classroom can facilitate the understanding of basic receptive structures in English (listening and reading) of students at level A2.1.					
18) The PACIE methodology is suitable to help students at level A2.1 develop language skills in a virtual environment.					
19) I believe that the PACIE methodology in combination with the iconographic classrooms improves the comprehension of instructions and tasks in English for students at level A2.1.					
20) The PACIE methodology and the use of iconography promote a collaborative learning environment in the virtual classroom.					
21) The development of iconographic materials based on PACIE can increase students' motivation to actively participate in English classes in a virtual environment.					
22) The use of iconographic and visual resources contributes to more autonomous and self-directed learning in English learners in a virtual environment.					
23) Implementing an iconographic classroom can help reduce English learning difficulties related to a lack of physical resources (such as books or printed materials).					
24) The technological tools used in an iconographic classroom allow for more immediate and					

personalized feedback for English learners.					
25) The use of an iconographic virtual classroom and the PACIE methodology allow for a more comprehensive assessment of students' progress in learning English.					

Annex C. Diagnostic assessment form for language skills level A2.1

**“Aula iconográfica con la metodología PACIE
para la enseñanza del inglés”**

Objetivo: Diagnosticar el nivel de competencias lingüísticas que presentan los estudiantes nivel A2.1 de la carrera de Contabilidad modalidad virtual de la Universidad Politécnica Estatal del Carchi, Tulcán.

Escala de Resultados:

- **36-41 puntos equivalente a 10 – 8,78:** El estudiante muestra un dominio sólido de las competencias A2.1 en entornos virtuales.
- **30-35 puntos equivalente a 8,54 – 7,32:** El estudiante necesita mejorar en áreas específicas de las competencias A2.1.
- **Menos de 31 puntos equivalente a 7 o menor a esta:** El estudiante presenta dificultades significativas en las competencias A2.1 y necesita apoyo adicional.

VOCABULARY

A. Choose the correct option.

- | | |
|--|--|
| <p>1 We're going to the ____ tonight to watch a film.
A cinema B theatre C club</p> <p>2 Some people use a ____ when they sleep.
A mirror B wardrobe C pillow</p> <p>3 We use a ____ to make toasted bread.
A cooker B toaster
C hairdryer</p> <p>4 Sarah wants to ____ money to buy a new smartphone.</p> | <p>A spend B save C pay</p> <p>5 A ____ takes care of sick animals.
A vet B dentist C farmer</p> <p>6 Customers will always receive a ____ for the things they buy.
A receipt B change C credit</p> |
|--|--|

GRAMMAR IN USE

B. Choose the correct option.

1 Brad taught ____ to play the guitar.

- A him B himself C
his

2 Julie decided ____ piano lessons.

- A starting B start C
to start

3 ____ you close the door, please?

- A Can B Must C
Should

4 The restaurant is very busy.
There's ____ to sit.

- A anywhere B nowhere
C somewhere

5 If you want, I ____ you a lift to the bus station.

- A am giving B can give
C am going to give

6 I won't buy those trousers.
They're ____ expensive.

- A too B enough C
as

7 How ____ butter do we need?

- A any B many C
much

8 Betty loves ____ to music concerts.

- A go B to go C
going

8 x 1 = 8 marks

EVERYDAY ENGLISH

C. Choose the correct option.

1. What are you making?

- a) I'd like that.
b) An egg salad. There's nothing to it.

2. Thanks for your help.

- a) No problem. Good luck!
b) I don't fancy that!

3. What's next?

a) OK, got it.

b) Then you just turn the toaster on.

4. Do you like cooking shows?

- a) I'm not a fan.
b) You're kidding!

4 x 1 = 4 marks

LISTENING

I. Listen and choose for questions 1-5, choose the best answer (A, B or C).

1 Lucy was at her house by

A 4 pm.

B 5 pm.

C 6 pm.

2 When the storm hit, Lee and his dad

A went outside.

B went upstairs.

C went downstairs.

3 Lee's dad seemed

A afraid.

B worried.

C relaxed.

4 Lee and his dad are staying

A in a hotel.

B with a family member.

C at home.

4 x 2 = 8 marks

E. Think about your favourite TV show. Write a short review for the school magazine (60-80 words). Follow the plan.

PLAN

- introduce the TV show (*name, type, who stars/presents*)
- describe **what happens**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

5 marks

READING

Read the text and choose the best option for questions 1-5, choose the best option (A, B or C).

The North Face

It was a freezing winter. The snow was falling heavily and a strong wind was blowing, but four climbers, Andreas Hinterstoisser and Toni Kurz from Germany, and Willy Angerer and Edi Rainer from Austria, felt brave. They were climbing the north face of the Eiger mountain in Switzerland over 3,960 meters high. They wanted to be the first to do it.

At first, the friends were climbing in two teams against each other, but they joined together when the weather turned bad. While they were climbing on the first day, some rocks fell down. One hit and badly injured Angerer. They decided to start climbing back down. The weather got worse and just before they reached a safe point, lots of snow fell down the mountain. It killed Hinterstoisse, Angerer and Rainer. Only Kurz survived.

Three days after they started climbing, a Swiss rescue team came to help Kurz. They could see him, but the weather was so bad they couldn't reach him. Kurz and the rescuers tried for two days to reach each other. Kurz tried really hard to save himself. They were only a few metres away, but it was no use. Kurz was freezing to death and he faced an impossible situation. Finally, he

- | | |
|---|--|
| <p>1 What was the reason the men climbed the mountain?</p> <p>A It was a competition.
B They wanted to be brave.
C They were a group of friends.</p> <p>2 Why did they decide to climb back down?</p> <p>A The weather was bad.
B There were too many falling rocks.
C One of the men got hurt.</p> <p>3 How did the other team members die?</p> <p>A They fell off the mountain.
B Rocks hit them.
C They froze in the cold weather.</p> | <p>4 How long did it take the rescue team to arrive?</p> <p>A a day
B three days
C two days</p> <p>5 When did the disaster happen?</p> <p>A 1936
B 2007
C 2008</p> |
|---|--|

5 x 1 = 5 marks

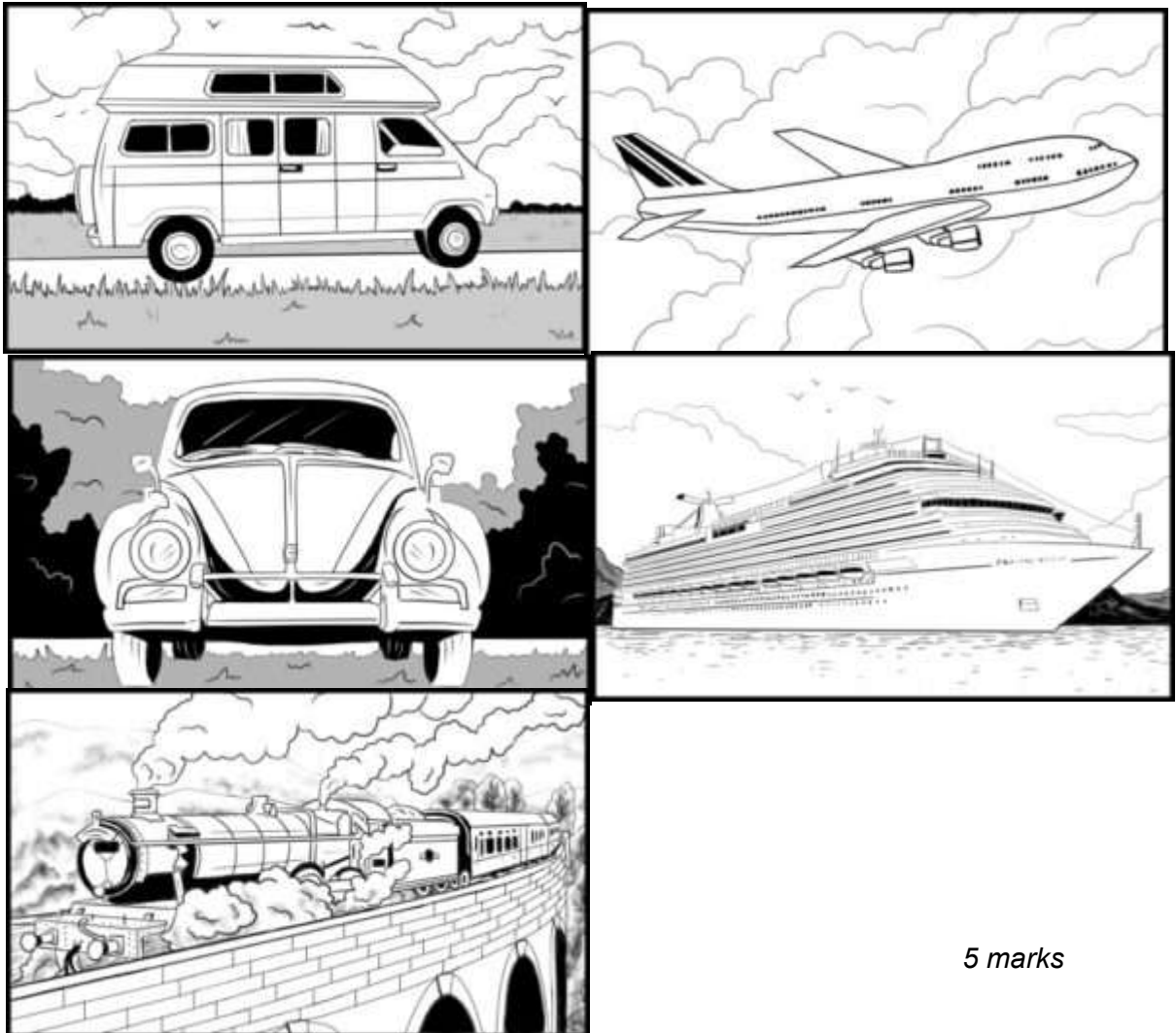
SPEAKING

Now, in this part of the test you are going to talk together.

Here are some pictures that show different ways of travelling.

Do you like these ways of travelling? Say why or why not. I'll say that again.

Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following question



5 marks

Annex D. Request for validation of questionnaires to Teachers

Tulcán, September 13, 2024

MSc. Adriana Prado

Teacher Unidad Educativa Daniel Pasquel

Present. –

I, Valeria Stacy Orbe Guerrero, with C.I. 0402080980 a student of the Master's Degree in Pedagogy of National and Foreign Languages with a Mention in English Teaching at the Universidad Politécnica Estatal del Carchi, am writing to you, distinguished Magister, wishing you success in such distinguished functions that you perform in the benefit of education.

The reason for this letter is to request your collaboration given your experience in the thematic area for the review, evaluation and validation of this questionnaire that will be applied in the realization of the research work entitled: **Iconographic classroom with the PACIE methodology for the teaching of English**. It will be presented as a degree project to opt for the Master's Degree in Pedagogy of National and Foreign Languages with a major in English Teaching.

The objectives of the study are:

General Objective

To propose an iconographic classroom with the PACIE methodology, for students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

Specific Objectives

- To diagnose the level of language skills presented by students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.
- To develop an instructional design for the development of the linguistic skills of students of level A2.1 of the virtual Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.
- Design an iconographic classroom with the PACIE methodology, for students of level A2.1 of the virtual modality Accounting career of the Universidad Politécnica Estatal del Carchi, Tulcán.

AUTHOR: Orbe Guerrero Valeria Stacy

TUTOR: MSc. Antus Jose

Annex E. Application for validation of the diagnostic test of language skills level A2.1

Tulcán, December 02, 2024

Dr. Magdalena Ullauri Moreno

Present. -

I, Valeria Stacy Orbe Guerrero, with C.I. 0402080980 a student of the Master's Degree in Pedagogy of National and Foreign Languages with a mention in English Teaching at the Universidad Politécnica Estatal del Carchi, am writing to you, distinguished Master's Degree, wishing you success in such distinguished functions that you perform for the benefit of education.

The reason for this letter is to request your collaboration given your experience in the thematic area for the review, evaluation and validation of this diagnostic test of language skills level A2.1 that will be applied in the realization of the research work entitled: **Iconographic classroom with the PACIE methodology for the teaching of English.** It will be presented as a degree project to opt for the Master's Degree in Pedagogy of National and Foreign Languages with a major in English Teaching.

The objectives of the study are:

General Objective

To propose an iconographic classroom with the PACIE methodology, for students of level A2.1 of the Accounting career, virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.

Specific Objectives

- To diagnose the level of language skills presented by students of level A2.1 of the Accounting career, virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.
- To develop an instructional design for the development of the linguistic competencies of students of level A2.1 of the Accounting career, virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.
- To design an iconographic classroom with the PACIE methodology, for students of level A2.1 of the Accounting career, virtual modality of the Universidad Politécnica Estatal del Carchi, Tulcán.

AUTHOR: Orbe Guerrero Valeria Stacy

TUTOR: MSc. Antus José

Annex F. Validation by expert judgement with respect to the teacher survey

**VALIDITY OF THE RESEARCH INSTRUMENT
EXPERT JUDGMENT**

Dear professional, you have been chosen to participate in the evaluation process of the research instrument. We thank you in advance for your contributions that will allow us to validate the instrument and obtain valid information, a criterion required for the research. Below, we present a checklist, please analyze and compare the research instrument that responds to the topic: Iconographic classroom with the PACIE methodology for the teaching of English, we ask you based on your criteria and professional experience, to validate this instrument for its application. For each criterion, the following scale should be considered.

1 Very Little	2 Little	3 Regular	4 Acceptable	5 Very acceptable
----------------------	-----------------	------------------	---------------------	--------------------------

VALIDITY CRITERION	PUNCTUATION					ARGUMENT	OBSERVATIONS AND/OR SUGGESTIONS
	1	2	3	4	5		
Content validity					X		
Validity of methodological criteria					X		
Validity of intention and objectivity of measurement and/or observation					X		
The questions respond to the research objectives					X		
Partial total					20		
TOTAL	20						

PUNCTUATION

From 4 to 11: Not valid Reformula

From 12 to 14: Not valid to modify

From 15 to 17: Valid to improve

From 18 to 20: Valid to apply

Names and surnames	Adriana Elizabeth Prado Malte
Academic Degree	Master's Degree in Educational Technology and Innovation



Number: Adriana Elizabeth Prado Malta

CC: 0401634191



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN JUICIO DE EXPERTOS

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación. Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación que responde al tema: Aula iconográfica con la metodología PACIE para la enseñanza del inglés, le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala.

1 Muy Poco	2 Poco	3 Regular	4 Aceptable	5 Muy aceptable
------------	--------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5		
Validez de criterio metodológico					5		
Validez de intención y objetividad de medición y/o observación					5		
Las preguntas responden a los objetivos de investigación					5		
Total parcial					20		
TOTAL					20		

PUNTUACIÓN

- De 4 a 11: No Válida Reformular
- De 12 a 14: No Válida Modificar
- De 15 a 17: Válida mejorar
- De 18 a 20: Válida Aplicar

Nombres y apellidos	Cristhian Patricio Castillo Martinez
Grado Académico	Magister en Educación



CRISTHIAN CASTILLO MARTINEZ

Nombre: Cristhian Castillo
CC: 1716959075

Calle Artesana y Av. Universitaria
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Tulcan - Ecuador

Annex G. Validation by expert judgement with respect to the diagnostic test of language competence level A2.1



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

JUICIO DE EXPERTOS

Estimado profesional, usted ha sido elegido para participar en el proceso de evaluación del instrumento de investigación. Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación que responde al tema: Aula iconográfica con la metodología PACIE para la enseñanza del inglés, le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala.

1 Muy Poco	2 Poco	3 Regular	4 Aceptable	5 Muy aceptable
-------------------	---------------	------------------	--------------------	------------------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/u observación					X		
Las preguntas responden a los objetivos de investigación					X		
Total parcial					20		
TOTAL					20		

PUNTUACIÓN

- De 4 a 11: No Válida Reformular
- De 12 a 14: No Válida Modificar
- De 15 a 17: Válida mejorar
- De 18 a 20: Válida Aplicar

Nombres y apellidos	Martha Viveros Almeida
Grado Académico	Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español-Inglés

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VALIDEZ DEL INSTRUMENTO DE INVESTIGACION



JUICIO DE EXPERTOS

Estimado profesional, usted ha sido elegido para participar en el proceso de evaluación del instrumento de investigación. Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación que responde al tema: Aula iconográfica con la metodología PACIE para la enseñanza del inglés, le solicitamos en base a su criterio y experiencia profesional, validar el presente instrumento para su aplicación. Para cada criterio se debe considerar la siguiente escala.

1 Muy Poco	2 Poco	3 Regular	4 Aceptable	5 Muy aceptable
------------	--------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X		
Validez de criterio metodológico					X		
Validez de intención y objetividad de medición y/u observación					X		
Las preguntas responden a los objetivos de investigación					X		
Total parcial					X		
TOTAL							

PUNTUACIÓN

- De 4 a 11: No Válida Refotmular
- De 12 a 14: No Válida Modificar
- De 15 a 17: Válida mejorar
- De 18 a 20: Válida Aplicar

Nombres y apellidos	Dra. Magdalena Ullauni Moreno
Grado Académico	Doctora en Educación, PhD. Magister en Lingüística Aplicada al aprendizaje del idioma inglés Magister en Gestión Académica Universitaria



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