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PEDAGOGICAL STRATEGY

USING THE LEARNING STATION TO IMPROVE PARTICIPATION IN ENGLISH CLASSES

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Yazmín Lisseth Pinto Sánchez
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Yazmín Lisseth Pinto Sánchez
Kristel Paulette Carreño Belduma
Cristhel Elizabeth Quezada Orellana
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DEDICATION

To my parents for whom I have worked so hard to make them proud, who were my greatest inspiration at every stage of my life. I dedicate my thesis to them, who made this possible through great sacrifice, for allowing me to study what my heart desired, for being my strength in my difficult moments, and for always supporting me. To my grandfather, my greatest love, who taught me never to give up, for showing me your love every day and for believing in me.

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Cristhel Quezada Orellana

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And finally, to my friends, each and every one of you, for making my experience at university a stage of my life that I will never forget.

Cristhel Quezada Orellana

DEDICATION

I dedicate my thesis first and foremost to my parents for sacrificing part of their lives so that I could become a professional and for accompanying me every step of the way during this stage of my life, which was not easy at first. For giving me support, words of encouragement, and above all, lots of love. Secondly, to my brother for making me smile in every difficult moment, for being my closest source of support, for coming into my life and allowing me to share it with him, for being my other half. To my friends, with whom I shared this process and who became part of my life. Finally, to the person I consider my sister from another mother, with whom I have shared this journey for four years, my thesis partner. For sharing moments with me not only at university but also for making me part of her life and becoming my best friend. This achievement represents everything we have shared and symbolizes the dreams and plans we continue to build together, today and in the future.

Kristel Paulette Carreño

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RESUMEN

El presente trabajo de investigación se llevó a cabo con el objetivo de mejorar los niveles de participación en clases de inglés de estudiantes de Segundo Grado de Educación Básica. La limitada participación estudiantil reflejada en el escaso uso del inglés, poca disposición para trabajar de manera colaborativa, actitudes poco favorables al aprender, la falta de autonomía, y el insuficiente uso de estrategias de aprendizaje son factores que permitieron identificar la problemática del estudio.

El objetivo general planteado fue implementar el Rincón de Aprendizaje para mejorar la participación de los estudiantes en clases de inglés, en busca de un entorno que refleje dinamismo, inclusión y motive al aprendizaje significativo desde los primeros años escolares. Como parte de los aspectos metodológicos de la investigación, esta fue llevada a cabo bajo un enfoque mixto, con diseño no experimental y de tipo exploratorio, además de una población conformada por nueve estudiantes de segundo grado, con edades de entre 6 y 7 años. La recolección de datos se dio tomando en cuenta métodos teóricos y empíricos, destacando la observación participativa, asistida por una guía de observación y una escala de Likert. Cinco dimensiones fueron consideradas para el análisis: Uso del Inglés, Interacción y Trabajo Colaborativo, Actitud y Disposición, Autonomía y Responsabilidad, y Uso de Estrategias de Aprendizaje.

Los resultados reflejaron mejoras en la participación estudiantil, lo cual se evidenció en un incremento en el uso del inglés, la interacción,

actitudes positivas, autonomía y estrategias que aporten al aprendizaje.

Palabras clave: rincón de aprendizaje, participación, inglés, estudiantes, interacción

ABSTRACT

The present research work was carried out with the aim of improving the levels of participation in English classes among second-grade students. Limited student participation, reflected in the scarce use of English, unwillingness to work collaboratively, unfavorable attitudes toward learning, lack of autonomy, and insufficient use of learning strategies, were factors that allowed us to identify the problem addressed in the study.

The overall objective was to implement the Learning Station to improve student participation in English classes, seeking an environment that reflects dynamism, inclusion, and motivates meaningful learning from the early school years.

As part of the methodological aspects of the research, it was carried out using a mixed approach, with a non-experimental and exploratory design, and a population consisting of nine second- grade students aged between 6 and 7 years old. Data collection was carried out using theoretical and empirical methods, notably participatory observation, assisted by an observation guide and a Likert scale. Five dimensions were considered for analysis: Use of English, Interaction and Collaborative Work, Attitude and Disposition, Autonomy and Responsibility, and Use of Learning Strategies.

The results reflected improvements in student participation, which was evidenced by an increase in the use of English, interaction, positive attitudes, autonomy, and strategies that contribute to learning.

Keywords: learning station, participation, english, students, interaction

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INTRODUCTION

Learning English has become an essential tool in the modern world, as it helps people from a variety of cultures and nationalities communicate with each other, and opens doors to academic, professional, and social opportunities because not only does it enhance one's personal profile, but it is also a key factor in integration into an increasing connected world. Narváez (2011) stated the following: Since English is one of the most widely used languages around the world, it is often referred to as the "global language" and the "lingua franca" of the modern era. Hundreds of millions of people are learning English, the global language of commerce, technology and increasing power. (p.1)

Proficiency in English transcends linguistic boundaries becoming a key tool for accessing global knowledge and intercultural understanding. Proficiency allows individuals to integrate into international dynamics, from participation in academic forums to interaction in business and technological environments. According to Romero (2021), "it is estimated that one in four people can communicate in English, positioning it as the universal language for business, technology, and science" (p. 5).

In addition, in a world where innovation and the exchange of ideas primarily take place in this language, teaching English in the early stages of education is essential to prepare students for the challenges and opportunities of a global environment.

One of those approaches is the "Learning Station", a special space

within the classroom where activities are clearly thought and created to stimulate learning through games, visual aids, interactive materials, and collaborative activities. In this regard, YAVUZ (2024) mentions "Specific areas are designated for students to perform educational activities, and materials to be used are pre- planned and placed in these spaces. Students then engage in learning through hands-on experiences" (p. 3).

Through a playful student-centered environment, it is possible to improve interaction in English and, therefore, contribute to the development of linguistic and communicative skills in students. With this, it is hoped that the Learning Station can establish itself as an effective educational practice that can be replicated in different educational contexts.

In the context of Latin America, learning English has become increasingly important due to growing globalization and labor market demands that require proficiency in this language as a key tool for professional and personal development. Cronquist (2017) states that acquisition of English as a language has taken on a strategic role within the Latin American context. Countries have developed national strategies, created programs, and made substantial investments to expand access to opportunities to learn English. (p. 2)

Despite this, educational institutions in the region have faced many challenges in teaching English, such as a lack of resources, a lack of innovative teaching methods, and low levels of student participation, which has had a negative impact on the development of language skills

and limited access to better opportunities in an increasingly globalised world.

English has taken on a fundamental role in the global educational context, and Ecuador is not the exception. A language that facilitates communication between different nationalities and cultures, it provides access to academic, cultural, and employment resources, positioning itself as a key tool for personal and professional development. Within this framework the Ecuadorian education system has sought to implement various strategies to strengthen the teaching of this language, highlighting the importance of innovative and effective approaches that promote meaningful learning from an early age.

However, although Learning Stations are presented as a methodology that combines the flexibility of autonomous learning with activities designed to foster specific skills, they have not yet been implemented in the classrooms of the Ecuadorian education system. Chicaiza (2016), in his research carried out at the “NASA” Educational Unit in the Chisinche neighborhood of Mejia Canton , highlights that:

In educational institutions in the province of Pichincha, there is currently a lack of learning stations at the early childhood level to develop all the areas that are essential in the first stages of life in children, meaning that they do not provide sufficient learning and stimulation in fundamental areas due to their absence. (p. 5)

This approach seeks to contribute to the academic discussion and offer proposals that promote the strengthening of English language teaching in Ecuador, thus promoting quality education adapted to the demands

of today's world.

As part of pre-professional internships carried out in a rural institution, it has been observed that the use of the learning station to improve English language teaching presents a number of challenges that are mainly related to the conditions of the school environment and the methodologies currently used in the teaching-learning process.

In this regard, during observations made in the English classroom, multiple elements were identified that hinder the adequate development of students' language skills. Among the main **limitations** are the small classroom space, which restricts interactive activities and active student participation; the teachers lack of preparation of appropriate teaching activities, which reduces opportunities for meaningful learning; and the presence of non-motivating classes that generate low interest and limit student involvement in learning activities. In this context, the following **problem** arises: How can we improve the levels of participation in English classes among second-grade students?

This research problem is delimited to the teaching-learning process of English as a **subject of a study**, given that this process is essential for the development of a students' communicative and linguistic skills, which are key abilities for their integration and participation in a globalized world with a growing demand for interaction in English.

The possible **causes** that limit students' active participation in English classes are as follows: the small classroom space, which restricts mobility and dynamic activities; the teacher does not prepare enough

teaching activities that effectively cover the curriculum content; and non-motivating classes, which reduce students' interest and involvement.

The implementation of innovative approaches, such as the use of the Learning Station, percent and opportunity to reconfigure educational practices and adapt them to the needs of Latin American students. This strategy not only promotes a more interactive and less traditional environment, but also allows for addressing the cultural and socioeconomic differences present in the region, providing a space that facilitates interaction and collaborative learning. As González Puig (2018) mentions, "Learning Station provides a pedagogical response to diversity, focusing on the needs and learning pace of each student" (p. 1). In this way, the learning station

offers an alternative to address the lack of motivation and participation in English classes, common issues in contexts where the language is not a part of the everyday environment.

In the light of the above, the **objective** of this research is: To implement the Learning Station in order to improve the levels of participation in English classes among the second-grade elementary school students. The **field** of research focuses on the Learning Station as an innovative pedagogical strategy that seeks to transform classroom teaching dynamics through a space designed to foster motivation, interaction and collaborative learning.

- To achieve this purpose, the following specific objectives are

proposed:

- To understand how the scientific literature has addressed aspects related to Learning Stations in the English teaching-learning process in relation to the participation of second-grade students.
- To diagnose the level of participation in English classes among second-grade students.
- To implement the Learning Station in a way that is effective for improving the participation levels of second-grade students.
- To evaluate the feasibility of implementing the Learning Station to improve the participation levels of second-grade students.

In this context, the present research was carried out using a **mixed paradigm** with a **non- experimental** design and an **exploratory** approach, which was based on the following **hypothesis:** "If the learning station is implemented then participation levels in English classes among second-grade students aged 6 to 7 will improve". In this hypothesis, the relationship between two variables was measured: The independent variable and the dependent variable.

- Independent Variable: The Learning Station.
- Dependent Variable: Participation in English classes.

The study **population** consisted of nine second-grade students aged 6 to 7, who were the direct participants in the educational intervention and represented the group of students in which the impact of implementing the Learning Station was measured, allowing relevant data to be obtained on its effectiveness in improving classroom participation.

This research is based on a combination of **theoretical and empirical methods** that allow for a comprehensive approach to the objective set. The theoretical methods used include the ***historical-logical method***, which allows us to trace the evolution of learning stations in similar contexts; the ***hypothetical-deductive method***, used to formulate and test hypothesis related to the effectiveness of the learning station; the ***analytical-synthetic method***, which facilitates breaking down the problem into its essential components and then integrating them into an overview; the ***inductive-deductive method***, which relates the process of obtaining general ideas from classroom observations to their use in explaining or anticipating specific cases; and the ***systemic method***, which helps to understand how different interrelated variables impact student participation levels.

On the other hand, **empirical methods** complement this theoretical approach by providing practical evidence, including the following:

- Method: Participatory Observation
- Technique: Observation Guide
- Instrument: Likert Scale

Participatory observation allows for integration into the second-grade classroom context, directly registering teaching dynamics and student participation levels in English classes. On the other hand, the ***Likert scale*** provides a concrete measure of the impact of the proposed strategy

on student performance and participation, ensuring a comprehensive

evaluation that supports the validity and effectiveness of the Learning Station as a pedagogical tool.

The principal **practical contribution** of this research is the implementation of the learning station, intended to encourage improved levels of participation in English classes among second-grade students while its **importance** lies in the need for innovative strategies that stimulate greater interaction and engagement on the students' part in the learning process and therefore the learning station is proposed as a key educational tool for bringing energy to the classroom, motivating students, and improving the development of their English language skills, in line with the central objective of this research.

This research work is organized into four main chapters, preceded by an introduction which presents the theoretical and methodological design that underpins the research, providing an initial guide for the development of the study.

Chapter I covers the theoretical foundations that form the conceptual and academic basis of the work, including a thorough review of the relevant literature and an analysis of the key concepts that support the theme under study.

Chapter II is dedicated to the methodology used in developing the study and it also describes the methods, techniques, and instruments used for data collection and analysis, as well as the methodological approach that will guide the research, to ensure its scientific relevance and validity.

Chapter III presents the proposed intervention, designed based on the results of the theoretical and empirical analysis and details the strategies proposed to address the identified problem, based on pedagogical and scientific principles.

Finally, **Chapter IV** includes an assessment of the results obtained, analyzing the impact of the proposed intervention and evaluating its effectiveness in relation to the objectives set. This chapter also offers reflections and recommendations for future research in the field.

CHAPTER I

1 A HISTORICAL LOOK AT LEARNING STATIONS IN ENGLISH LANGUAGE TEACHING

This theoretical framework addresses the use of learning stations as a teaching resource to improve a student's participation in English classes. It explores their historical evolution, conceptual foundations, contributions from relevant authors, and their application in the current context of English language teaching. In addition, it analyzes how this methodology fosters an interactive, inclusive, and motivating environment that promotes the development of communication skills in English as a language.

The development of learning stations in education is closely related to the historical evolution of centered pedagogical approaches. Although the term “learning stations” has acquitted new meanings in contemporary educational contexts.

1.1 Origin of Learning Stations as a Pedagogical Strategy for Student Participation

Learning Stations are spaces within the classroom designed for students to interact with specific materials and activities that promote independent and collaborative learning by facilitating exploration and skills development in different areas. In English language teaching, these spaces can focus on improving basic language skills such as reading, speaking, listening, and writing through participatory activities.

For this reason, since the inception of learning stations, the aim has been to develop them as part of a pedagogical strategy within the classroom. This has been happening progressively throughout the history of education as an effective way for teachers to create a more participatory and interactive environment in which their students acquire knowledge.

Regarding the beginnings of the use of learning stations in education, Calvo (2017) points out that:

Educational stations began to develop in Italy at a school called “The School of Activities”.It was here that children began to express themselves freely and spontaneously, using different spaces or educational stations and taking advantage of the variety of materials found in each of these areas. It also indicates that the other pioneering school was “The School of Research” which, with all the resources detailed above, promotes child development through self-management of their own knowledge through research and cooperation with peers. (p. 9)

This methodology emerged as a result of an educational vision based on the foundations of the Escuela Nueva (New School), also known as the Escuela Activa (Active School) (Riera Jaume et al., 2018). This pedagogical movement promoted student-centered education, where learning was based on direct experience and interaction with the environment.

“With the establishment of the foundations of the Escuela Nueva (late 19th century, early 20th century), authors emerged who defended this

methodology and a were dedicated to the study of pedagogy: Montessori, Decroly, Freinet, Ferrière, and Dewey, among others, all of whom were advocates of child-centered education" (Ramos Cámara, A, 2019, p. 9). This approach transformed traditional educational models, shifting the focus from the teacher to the student and promoting active methodologies that stimulate student participation. In this context, learning stations emerged as an innovative strategyTo facilitate the active participation of students in their own learning process.

From the 20th century onwards, learning stations became more relevant in innovative pedagogical proposals, which were clearly aligned with the educational advances achieved at the time.

They also appear in pedagogical proposals such as those of William Heard Kilpatrick (1871-1965) and Rosa and Carolina Agazzi (1866-1951, 1870-1945), but it is with Ovide Decroly (1871-1932) that the methodology of stations through centers of interest becomes clearer. With these centers, the program is not fragmented into subjects, but is based on the interests and needs of the student. (Alarcón García, 2016, p. 30)

Decroly laid the foundations for this methodology, highlighting the importance of creating flexible and dynamic spaces where students could learn actively, exploring their own interests.

Due to the availability of resources, the implementation of learning stations at different stages of education differed in terms of how they were organized and the resources used to develop them. Ten years ago,

the use of learning stations in educational institutions was mainly focused on manipulative and experimental activities without a high incorporation of technology. Teachers set up these spaces with didactic materials such as puzzles, blocks, flashcards, and books, that are designed to promote both independent learning and teamwork.

As Calvo (2017) mentions, “The material comes from the teacher’s imagination; it could be either reinvented or made from waste materials or materials found in nature, such as pinecones, stones, legumes…” (p. 12).

A few years ago, the planning of these stations was less technological, focusing on the development of specific skills such as fine motor skills, reading comprehension, or logical thinking. Although there was no widespread digitalization, the learning stations that emerged ten years ago already reflected a clear intention to encourage autonomy and exploration, although their scope was limited by the availability of resources and access to modern tools, which are now being implemented more frequently because they offer a wider range of possibilities for creating more effective stations.

These days, learning stations have evolved to include digital technologies, interactive resources, and inclusive approaches that can be adapted to a wider range of students. That is why, in the context of teaching English, these spaces have demonstrated their effectiveness in getting students actively involved, improving language acquisition, and creating more dynamic and motivating learning experiences.

Learning stations are a novel alternative in today's educational space

for early childhood classrooms. The learning stations method is a way of strengthening children's creativity, because they build knowledge through experience; the teacher is an essential part of this process since they produce and construct this knowledge, where they also learn from the children (Sangacha, 2016, p. 10). In English language teaching, this methodology allows for the design of specific spaces to develop the four language skills (listening, speaking, reading, and writing) in a fun and interactive way, promoting communication and student confidence in using the language.

Additionally, the application of this methodology allows students to acquire the language in a more natural and meaningful way, integrating strategies that promote communication, interaction, and motivation.

Montessori designed specific materials that encouraged children's autonomy. In line with this, Montessori emphasized the importance of sensory manipulation and experimentation in learning, as he believed that students discover, test, and self-correct through prior observation (Ramos Cámara, A, 2019, p. 10), while Dewey advocated project-based learning that connected knowledge with real-life situations. This approach is essential in English language teaching, where exposure to the language in authentic contexts and active student participation are fundamental to its acquisition.

When applied to English language teaching, this concept allows for the design of learning stations where students can interact with the language in a way that is practical and dynamic, which encourages their confidence and participation in the classroom.

In addition, institutions have incorporated strategies that consider individual differences and promote social-emotional well-being. As Atisu (2022) states, “Learning stations have a positive influence on the development of children's language, their personal, emotional, and social skills as they participate in the activities designed in the environments” (p. 5). In English language learning, this approach is essential, as acquiring a new language can cause anxiety in some students. For this reason, learning stations have evolved to include methodologies that reinforce security and participation such as role-playing, games, and activities in pairs or small groups that foster an atmosphere of trust.

For example, some stations now include spaces for meditation or mindfulness, as well as activities that reinforce social and emotional learning, reflecting a deeper understanding of overall student development and when it comes to English, these spaces can include relaxation activities before public speaking, oral expression games to reduce shyness, and self-assessment exercises that help students reflect on their own progress.

Compared to the present, learning stations have evolved toward a more inclusive and interdisciplinary model. Today, in addition to emphasizing the integration of technology, they also seek to implement activities that promote 21st-century skills, such as problem solving, critical thinking, and global collaboration. In the case of English language learning, this translates into the use of digital tools such as interactive applications, online games and adaptive

learning platforms that allow a student to practice the language in a meaningful and engaging environment.

Consequently, learning stations have evolved as a key pedagogical strategy for improving student participation in English language teaching and their implementation in the classroom can significantly contribute to strengthening language learning through meaningful experiences, promoting student interest, motivation, and autonomy. Building on these historical principles, the present study conceptualizes learning stations as structured and flexible learning spaces designed to support English language development while promoting active and inclusive learning. Thus, the historical foundation of the Active school movement directly informs the design of the learning stations proposed in this research.

1.2 Conceptualization of the Teaching-Learning Process in Relation to Participation in English Classes through Learning Stations

1.2.1 The English Teaching-Learning Process: Its characteristics in Basic Education

According to Reyes (2021), the teaching strategy acts as a pedagogical resource implemented by the teacher to guide the educational process, while the learning strategy focuses on the student themselves, who adopts behaviors and tools that favor their understanding and assimilation of knowledge. (p. 82)

In other words, the teaching-learning process is one of the essential core elements of the educational function, as it is the setting or

environment in which the actions carried out by both the teacher and the student are developed and intertwined. Within this process, not only is a path set in motion that leads to the transmission of knowledge, but it also involves a dialogical construction of knowledge, in which, both educational actors contribute actively, making them the protagonists of this process.

The structure that comprises the teaching-learning process cannot be understood as a set of parts. Instead, it functions as an integrated system in which all elements work together toward a common goal that benefits the entire educational community.

The teaching and learning process is considered a dynamic process involving the transfer and creation of knowledge between teacher and student, in which the teacher sets the learning objectives, develops appropriate teacher resources, and applies teaching strategies that promote knowledge acquisition, understanding, and development. (Munna & Kalam, 2021, p. 1)

The primary function of this process is to prioritize the development of a student training, which is conceived as a comprehensive sequence that encompasses not only the cognitive dimension, but also the affective, ethical, and social dimensions. The school should be a space for the production of knowledge with social meaning, where academic knowledge, practical work, and life experience are articulated.

This process is also a way to support teachers' professional development because it requires constant reflection on their practice, a critical attitude toward traditional models, and openness to innovation

so teaching is not a mechanical technique, but an art committed to human development, requiring sensitivity, ethical judgment, and a transformative vision.

In short, the teaching-learning process manifests itself as a profoundly human educational action that integrates knowledge, values, and experiences into a collective and meaningful construct as it offers the possibility of an emancipatory education capable of responding to the challenges of contemporary society without renouncing its ethical, cultural, and transformative dimensions.

“Teaching and learning interactions have a purpose, namely to help children in a certain development” (Metehoky et al., 2022, p. 144). Under this direction, the teaching-learning process of English in second-grade is aimed at creating meaningful experiences that awaken students’ curiosity and interest in a foreign language. This process is also characterized by being eminently playful, visual, and above all concrete, due to the stage of cognitive development in which the students find themselves. At this age, students are in the initial phase of acquiring a foreign language, and therefore the approach should be student-centered, encouraging active student participation.

Lesson planning is based on thematic units that address topics relevant to children's lives, such as colors, numbers, animals, fruits, family members, and elements of nature because this content allows for the introduction of basic English vocabulary through activities that promote the association of words with images, real objects, and relevant experiences.

Ramon Hernández & Maya Rosell (2022) state that children of this age need role-playing and social games that reinforce what they have learned in class, stimulate their curiosity, and promote self-learning, cognitive independence, teamwork, and healthy competition. (p. 567)

At this level, priority is also given to the development of receptive language skills, such as listening and comprehension, before productive skills such as oral expression. This sequence respects the natural process of language acquisition, similar to the one that occurs with the mother tongue. Starting to learn English at an early age not only promotes the development of communicative competence, but also stimulates cognitive skills such as memory, attention, and creativity.

For this reason, the process of teaching and learning English in second grade must be carefully designed to respond to the needs of the child, integrating content specific to their age and needs, active methodologies, and motivating environments that will foster a positive attitude to their new language learning.

1.2.2 Learning Stations and their Characteristics in terms of Improving Participation in English Classes

Learning stations, also known as learning areas, educational spaces, teaching stations, or pedagogical corners, are spaces within the classroom designed to encourage students' interaction with specific materials, activities, and resources. These environments promote autonomous or collaborative learning, allowing students to explore, experiment, and develop skills in various areas of knowledge.

In the field of English language teaching, learning stations have become very important, as they offer a context closer to the students' reality for practicing the language, which increases their involvement in the educational process, as well as allowing them to focus on the development of speaking, reading, writing, and listening comprehension, known as language skills. In the field where this research was applied, it can be noticed the lack of the resources in the classroom, which affect students directly.

According to Ramos Cámara (2019), this pedagogical approach places students at the center of their own learning, emphasizing that learning stations provide a flexible environment that allows students to make decisions about their learning process and participate more actively in the activities presented to them.

In English classes, especially at beginner levels, the structure of learning stations has a positive impact on student participation because these types of spaces facilitate an environment that promotes social interaction and the use of language in more informal and natural situations by incorporating activities such as role-playing, conversation practice, and small group dynamics, where students have the opportunity to interact in English and this facilitates vocabulary acquisition and improves listening and speaking skills.

The Learning Station methodology also has its roots in the pedagogy of Decroly, who emphasized the importance of connecting educational content with student's interests. As Alarcón García (2016) points out, Decroly's proposal regarding centers of interest was that they provided

students with a more personalized and relevant experience in their educational process, with learning adapted to the interests and concerns of each individual.

In the context of English classes, this methodology is reflected in the creation of stations that not only address the language but also incorporate students' personal interests, such as music, art, or technology, integrating relevant and engaging topics not only to make participation in learning more appealing but also to enhance students' motivation and willingness to actively engage in using English.

Likewise, Erazo Solórzano (2022) highlights that "Learning stations are physical spaces that promote linguistic development, communication, motor skills, and listening skills in children, for which they require a conducive environment that allows them to concentrate" (p. 1094). These stations are organized into thematic areas with specific materials and activities that encourage the practice of English in a practical and motivating environment while their main objective is to provide a space where students can develop their language skills through meaningful experiences, adapted to their interests and learning styles.

On the other hand, proper time management is also essential to ensure that learning stations are effective because time planning should be flexible, without rigidity in the duration of activities and allow students to engage in tasks without feeling pressured by the clock.

As Riera Jaume et al. (2018) mention, "If learning stations are intended to respond to an important educational situation, a specific time must

be set aside within the school day and not relegated to a transition time when children have finished the work planned by the adult" (p. 29).

This ensures that learning stations are not just an accessory or entertainment, but become a valuable tool for developing linguistic and social skills in the context of learning English.

Allocating a specific amount of time for each station also helps to create a predictable routine for students, which increases their confidence and security and this dedicated time allows each station to be used productively and gives students enough time to reflect on what they have learned and practice without feeling rushed.

Likewise, the variability of activities within the stations should be considered because each station should offer a variety of approaches that allow students to practice the language in different contexts and from different perspectives, for example, one station may focus on oral expression through role-playing, while another may work on listening comprehension by listening to recordings. The combination of dynamic and structured activities within the stations not only promotes participation but also favors the comprehensive development of students'language skills.

The proper organization of learning spaces is a key pedagogical strategy for strengthening students' motivation and confidence when communicating in English. The process of learning a foreign language is deeply influenced by affective factors such as emotional security, anxiety levels, and interest in the subject. In this regard, when the students feel comfortable and supported in their educational

environment, they show a greater willingness to participate actively and develop their communication skills with greater fluency.

Learning stations are a methodology that responds to these needs by offering a structured but flexible environment that facilitates meaningful interaction with the language. These types of spaces allow students to engage in fun and dynamic activities, free from the pressure of formal assessments, which reduces anxiety, encourages spontaneous participation, and reinforces a positive attitude toward learning English.

A positive classroom environment is essential in securing and ensuring learners' motivation and engagement, while a classroom environment perceived as negative and threatening can be a barrier to students' learning engagement. A positive EFL classroom environment including features such as friendliness, respect, emotional support, and organization can provide more opportunities for interaction and communication. (Ye, 2024, p. 5)

Likewise, this methodology places the student at the center of the educational process, promoting their autonomy and allowing them to make decisions about their own learning.

Inspired by Montessori pedagogy, it encourages socialization and collaborative work, even among children of different ages, through tasks that stimulate concentration, curiosity, and independent research. (Lozano Martínez, 2023)

Additionally, learning stations contribute to improving motivation

through a variety of engaging activities that encourage meaningful interaction with the language. The incorporation of playful dynamics, such as role-playing, collaborative exercises, and the use of digital tools, stimulates active participation and strengthens students' commitment to their learning process.

With this in mind, the implementation of learning stations in English language teaching creates an environment conducive to developing student motivation and confidence but also, by promoting natural communication practice, free from formal pressures, this pedagogical strategy significantly strengthens students' skills and active participation in the language learning process.

1.2.3 Conceptualization of Participation in English Classes through the Use of Learning Stations

Class participation refers to the degree to which students are actively involved in learning activities and processes within the classroom. It can be understood as "an active involvement process which can be divided into five classifications, namely; preparation, contribution to discussion, group work, communication skills, and attendance" (Ahmad, 2021, p. 49).

In the context of English classes, it involves constant interaction with the language content, both in oral and written activities, and is manifested through students' willingness to participate in discussions, perform exercises, answer questions, and collaborate with their peers because participation is not limited to the number of responses or interventions, but also includes the quality of interaction, such as the

willingness to communicate ideas, ask questions, and listen to and understand others.

Another aspect to consider is that in English classes, active participation is crucial for the development of language skills, such as oral expression, listening comprehension, and verbal fluency. According to Grünholz & Berardi (2015), “Participating means sharing, interacting, and communicating, which strengthens access to knowledge, as agents learn, innovate, and change” (p. 17).

Students who participate regularly and enthusiastically have more opportunities to practice the language in real contexts, which facilitates their learning and boosts their confidence but also, participation in English fosters a dynamic learning environment, where students feel comfortable experimenting with the language, correcting mistakes, and learning from their peers and this happens because participation is an essential component that promotes more meaningful and authentic learning in the context of English language learning.

With regard to the relationship between participation in English classes and the use of stations in those classes, it is clear that these spaces must have a structure that fosters a welcoming and stimulating environment, without distractions, thereby students feel comfortable and motivated to participate. Efficient organization of materials and tools facilitates collaborative learning, allowing students to use posters, interactive games, and audiovisual materials that facilitate communication.

Student participation or involvement in their English classes is manifested in such a way that within the stations, students can take

action in activities such as role-playing, reading texts in English, creative writing exercises, use of interactive digital resources, and small group conversation dynamics. da Silva (2024) points out that "the use of learning stations promotes learner autonomy, increasing students' interaction with each other, and how students feel about learning stations" (p. 2).

This approach facilitates immersion in the language by allowing students to use it in everyday situations and real contexts, promoting greater confidence and fluency in communication. Also, it encourages collaboration and interaction among students, contributing to more participatory and meaningful learning.

As already defined, participation in English classes is an essential component of the teaching-learning process, allowing students to become actively involved in their language training. For this reason, various factors that may be evident in the classroom during English classes must be considered.

One of the first aspects to consider would be the Use of Language in class, which refers to the frequency, intention, and functionality with which students use English during educational activities. This is fundamental to the teaching-learning process for students, because the use of language in their daily communication in the classroom, as a form of interaction, leads them to a more effective reception of the language.

Aziez (2021) highlights that frequent exposure to the target language plays a crucial role in language development, as the elements most

often heard or used by learners tend to become automatic and embedded in their linguistic patterns (p. 95). This reinforces the importance of students being constantly exposed to the target language to facilitate its acquisition and consolidation.

Along the same lines, Interaction and Collaborative work, which refers to the student's ability to communicate and exchange ideas with peers and teachers in learning situations, is another aspect to consider as part of effective participation because in the context of English language use, this involves active participation in conversations, games, role-plays, or group activities that require cooperation and dialogue. Interaction fosters the development of communicative competence, while collaborative work enhances social and linguistic skills through learning (Zhang et al., 2022).

Likewise, it is essential to consider the Attitude and Disposition toward learning, which includes the interest, motivation, openness, and willingness that the student shows toward English language learning activities. A positive attitude encourages participation, attention, and the desire to communicate, even in contexts where the student does not fully master the language. It also includes the ability to accept challenges, embrace mistakes as part of the process, and maintain a receptive attitude toward teacher feedback (Zhang et al., 2022).

On the other hand, issues related to Autonomy and Responsibility are also considered important, linked to the student's ability to manage their own learning, take on assigned tasks, and make decisions related to the use of the English language inside and outside the classroom.

This dimension is expressed when the student shows initiative to participate, performs tasks without constantly relying on the teacher, and is committed to completing activities (Fassya et al., 2024, p. 87).

Finally, the Use of Learning Strategies, which is a very important element to be addressed by teachers in the classroom, is understood as the set of methods, techniques, procedures, and resources that students consciously employ to facilitate the process of understanding, memorizing, producing, and practicing the English language. These strategies include, among others, cognitive techniques such as repetition, elaboration, and association of ideas; metacognitive strategies such as planning, monitoring, and evaluating one's own learning; and socio-affective strategies, which include seeking support from peers, controlling anxiety, and emotional self-regulation.

According to Agustin et al. (2021):

The use of language learning strategies is positively correlated with students' academic achievement. When learners apply more strategies suited to their learning styles, they are more likely to enhance their academic performance, making it essential for both teachers and students to be aware of the strategic approaches that foster language acquisition. (p. 28)

The authors emphasize that the effective use of these strategies is positively related to better academic performance, as it allows students to become actively involved in their learning and to face the challenges of studying English more independently.

That is why the authors of this project have considered it relevant to take into account the contributions of the aforementioned authors, as their studies provide a solid foundation for understanding the factors that influence participation in English classes. These elements are essential in understanding how aspects such as language use, interaction, attitude, autonomy, and learning strategies affect the educational process.

1.3 Contextual Characterization of the English Teaching-Learning Process in relation to Student Participation

1.3.1 English Language Teaching in Ecuador

Education is a fundamental right and an essential pillar for the comprehensive development of individuals in society. In Ecuador, the education system has undergone several transformations with the aim of guaranteeing quality education, promoting inclusive and participatory methodologies that reinforce the teaching and learning process.

In relation to this important transformation within the Ecuadorian education system, Peña Ledesma (2019) states that:

This reality changed significantly in 2014, when the government sought to improve the teaching of foreign languages, particularly English, and decided to propose changes through ministerial agreements. One of these is No. 0052-14, which came into effect in the 2016-2017 academic year in the Highlands region and during the 2017-2018 period in the Coast region, so there are still no measurable results of change.The agreement applies to educational centers around by the

Ministry of Education, which correspond to the ten years of General Basic Education and the three years of High School. (p. 17)

Basic education, as a fundamental stage of learning, seeks to provide students with the tools necessary for their academic and personal development. However, many educational establishments in the country continue to experience problems that limit the effectiveness of learning, particularly in the teaching of a second language such as English.

One of the key factors for successful learning is the active participation of students in the classroom and through constant interaction with educational content, children can develop their confidence, improve their communication, and reinforce their understanding but it is important to keep in mind that in the context of Basic Education in Ecuador, several limitations have been identified that affect this process.

Among these, the lack of space in many classrooms restricts dynamic activities and limits student mobility. Likewise, the lack of preparation of appropriate educational activities by some teachers has reduced opportunities for meaningful learning, resulting in demotivating classes that generate disinterest and reduce student engagement in the educational process.

The Ecuadorian education system faces structural and pedagogical challenges that directly affect student learning, as many institutions, especially in low-income areas, have inadequate infrastructure and limited access to innovative teaching materials but if we take this factor

into account in English language learning, this situation is exacerbated by the lack of interactive strategies and playful methodologies that allow children to effectively develop their language skills.

Chadán (2017) states that "the lack of instructional materials in the application of methodologies appropriate to the environment in which they operate are the most important factors preventing English from becoming a true strength in students' knowledge" (p. 25). Primary education needs an approach that inspires active participation and motivation in students to make sure learning is meaningful and stays with them.

Given this reality, it is necessary to seek innovative pedagogical strategies to improve participation in English language teaching in basic education in Ecuador. The educational revolution proposed by the government is based on promoting autonomous and flexible educational institutions that adapt to the interests and expectations of students, stimulating a passion for knowledge, critical thinking, coexistence, and constructive relationships with others (Chadán, 2017, p. 24).

One effective alternative is the introduction of the Learning Station, a teaching resource that encourages interaction, exploration, and meaningful learning through sensory and participatory experiences. This strategy transforms the classroom into a more dynamic space where children feel motivated to participate actively, overcome obstacles such as disinterest, and reinforce the English learning process.

Implementing this suggestion will not only help improve student participation in English classes, but will also make classroom teaching more dynamic and allow children to develop confidence in their own abilities and enjoy the learning process. It is expected that in this way, Basic Education in Ecuador will evolve towards an interactive and inclusive model, where every student has the opportunity to learn in an enriching and motivating environment, thus ensuring a comprehensive and quality education.

1.3.2 Diagnosis of the current state of Participation in English Classes among Second-Grade Students at a Private Educational Institution in the Province of El Oro

This section presents each of the results obtained through the application of research instruments, taking into account the implementation of the Learning Station as a support in English classes in the Second-Grade of a Private Educational Institution in the Province of El Oro. Two tools were used for the data collection: the observation guide (Appendix 1), the results of which were evaluated using a Likert scale at the two points in time, before and after the implementation of the Learning Station in the English class, considering five dimensions.

1.4 Analysis of Results obtained in the Application of Instruments

The analysis of the results obtained through the application of research tools allows us to determine the current state of student participation in English classes, as well as the changes observed after the

implementation of the learning stations educational strategy while the data collected using the observation guide was organized and evaluated using a Likert scale, which allowed us to assess the frequency of certain behaviors or attitudes related to student participation.

The results were summarized in five dimensions covering the fundamental aspects of the English learning process: Use of English, Interaction and Collaborative work, Attitude and Disposition, Autonomy and Responsibility, and the Use of Learning Strategies and each dimension reflects the behavior and level of student participation in class and highlights both the progress and limitations of their participation.

The following analysis describes in detail the students' performance in each of the aforementioned dimensions and highlights the main conclusions that guide the interpretation of the diagnosis and serve as the basis for the following educational proposal.

1.5 Observation: Observation Guide

1.5.1 Use of English

The results show that students have a limited level of English usage. For most indicators, the most common response is "sometimes", suggesting that students only use English occasionally during activities. For example, they only use English words or expressions at certain times and cannot always follow instructions given in the language. It is also evident that they rarely communicate with the teacher or their classmates using English and that their use of the

vocabulary they have learned is still at a very early stage.

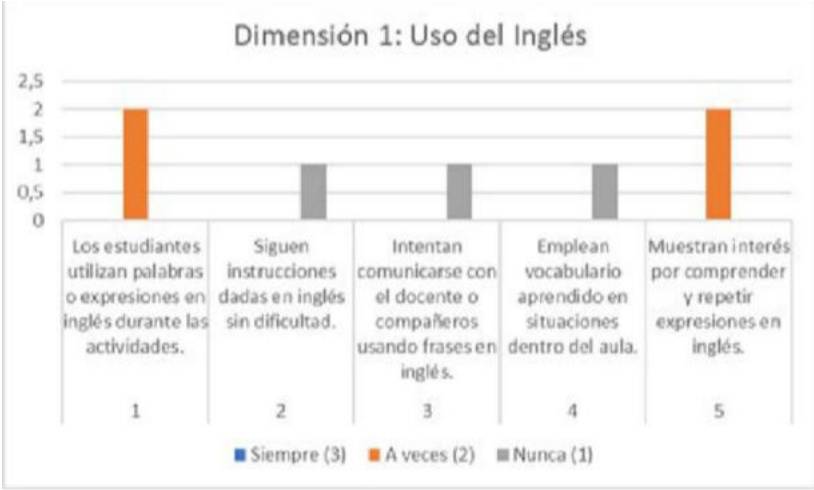


Figure 1. Dimension 1: Use of english

Note: Own resource

1.5.2 Interaction and Collaborative work

This dimension reflects a low level of Interaction and Collaborative work among students. Most of the indicators fall into the "never" category, which shows that actions related to collaboration, respect for others' contributions, positive communication, and mutual support are not routinely practiced within the group.

The item with the highest frequency corresponds to participation in games, group dynamics, or group preferences, although it remains limited, in this case, the results indicate a lack of involvement and emotional interaction among students, which makes it necessary to apply pedagogical strategies that promote integration, effective

communication, and cooperative work in the classroom.

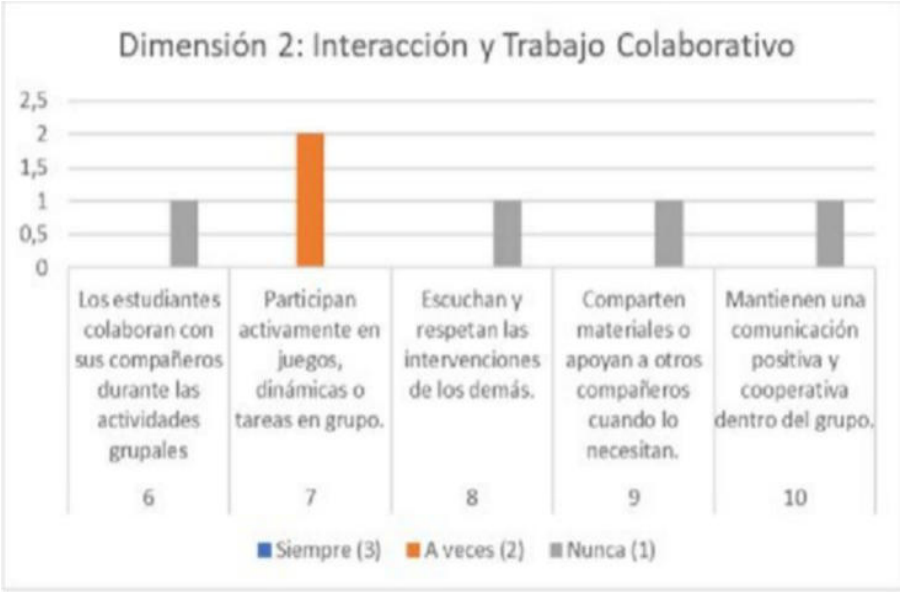


Figure 2. Dimension 2: Interaction and collaborative work.

1.5.3 Attitude and Disposition

The third dimension shows that students have a moderately low level of Attitude and Disposition toward English classes. Three indicators fall into the "sometimes" category, which shows that, although on certain occasions students show enthusiasm, attention, or receptivity to the teacher's corrections, these attitudes are not maintained on a continuous basis.

On the other hand, two items are in the "never" category, reflecting a lack of consistency and commitment in voluntary participation and enjoyment of activities. In general, the results indicate a less than active and variable attitude, and therefore it is recommended to

strengthen students' intrinsic motivation through more dynamic, participatory methodological strategies focused on their interests.

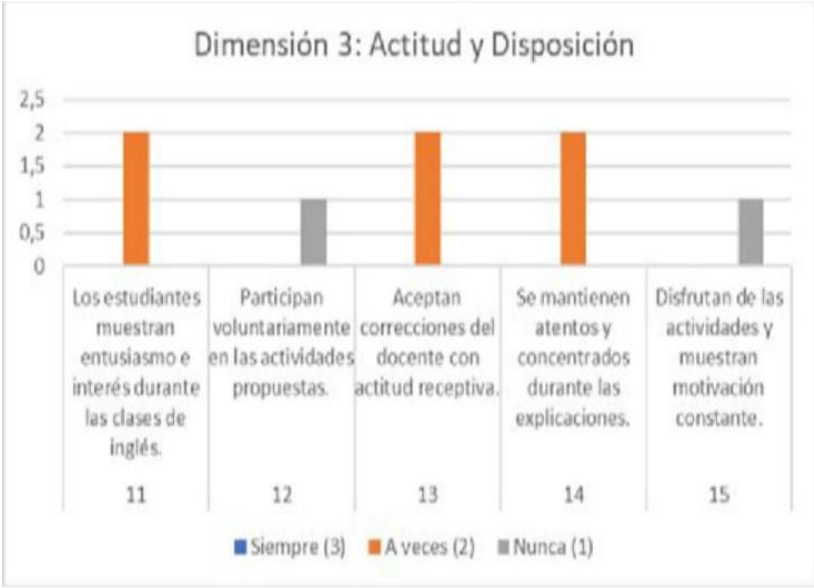


Figure 3. Dimension 3: Attitude and Disposition.

1.5.4 Autonomy and Responsibility

The results show that students do not yet demonstrate a significant level of autonomy or responsibility in learning English. In all the indicators evaluated (consistent motivation, task completion, initiative, preparation of materials, and commitment to activities), the predominant frequency corresponds to the "never" option.

This indicates that students depend heavily on the teacher for task development and work organization and there is a lack of motivation and personal commitment, which limits individual and collective progress in the classroom.

Therefore, this dimension reveals the need to rainforest a sense of responsibility and self- management of learning by promoting strategies that encourage active and independent decision- making in the educational process.

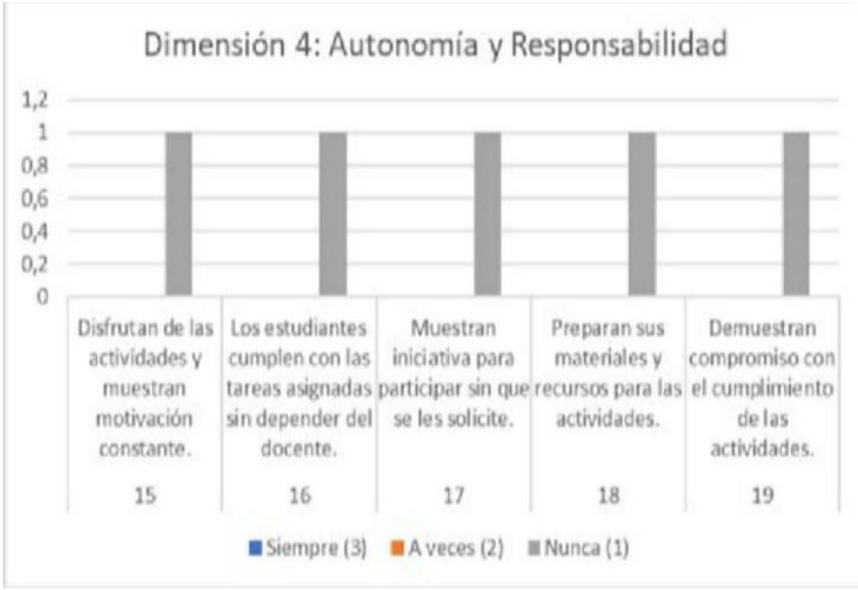


Figure 4. Dimension 4: Autonomy and Responsibility.

1.5.5 Use of Learning Strategies

In this dimension there are indications that learning strategies related to the use of English are rarely used. The data show that students almost never use techniques to review vocabulary and generally do not ask for explanations when they do not understand something.

Some students sometimes use visual aids or review their work with the help of the teacher's comments, but these are sporadic cases, indicating that it is not a common practice. Generally speaking, the results

indicate that students do not use either metacognitive or self- control strategies, which makes it difficult to reinforce learning.

Therefore, it is necessary to implement active methods, such as learning stations, to encourage the use of visual resources and autonomous learning.

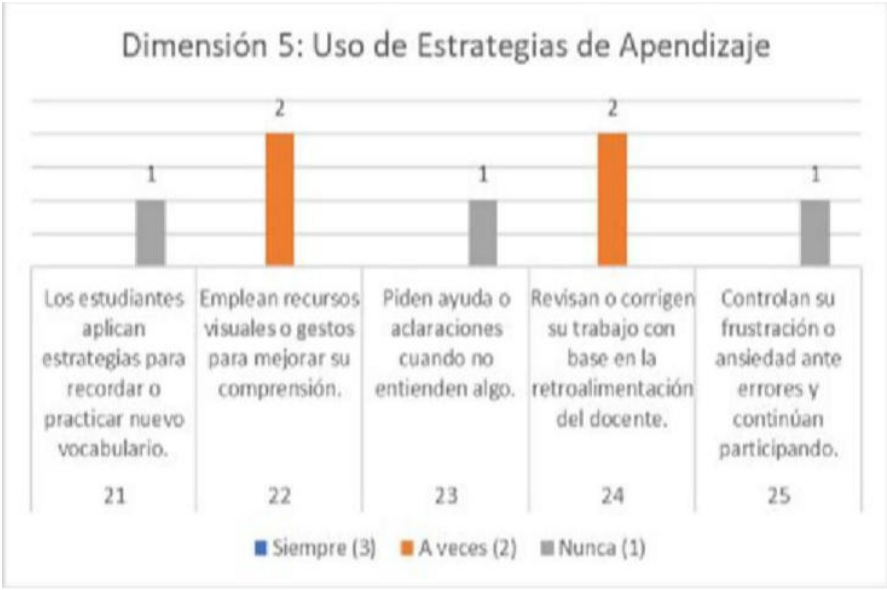


Figure 5. Dimension 5: Use of Learning Strategies.

Based on the results obtained from the observation guide prior to the implementation of the Learning Station in the classroom, which were subsequently evaluated using the Likert scale, the results for each dimension can be summarized as follows:

With regard to the Use of English, students use it occasionally and show interest, but they do not practice communication much. In terms of Interaction and Collaborative work, the population participate

sporadically with little cooperation among them. With regard to Attitude and Disposition, parfticipants show enthusiasm, but it is inconsistent. In relation to Autonomy and Responsibility, there is a dependence on the teacher when it comes to completing tasks and organizing work. Finally, in the case of the Use of Learning Strategies, students use few techniques to consolidate their knowledge.

Generally speaking, the results show positive but inconsistent participation, highlighting the need to reinforce motivation, interaction, and autonomous learning through more active teaching strategies, such as Learning Stations.

The overall results are shown in the following graph:

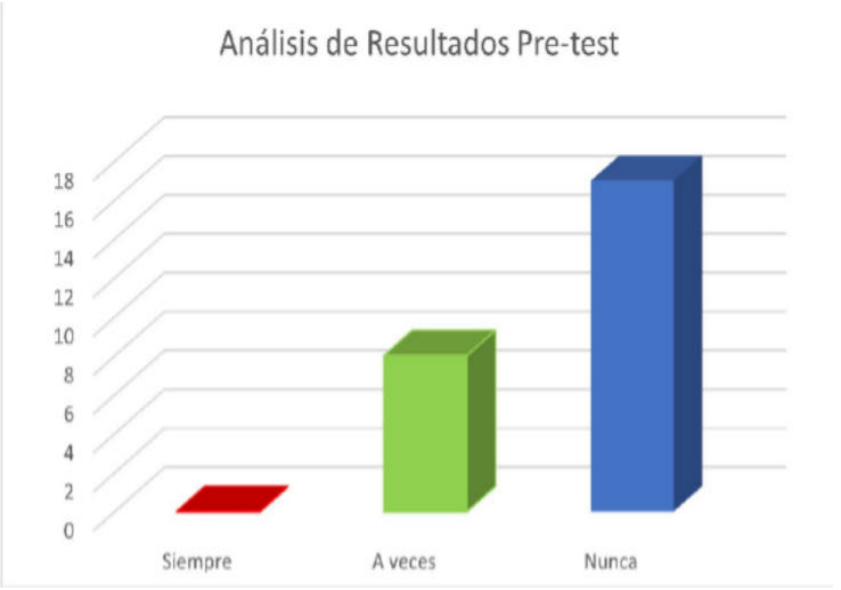


Figure 6. Pre-test results analysis.

The diagnosis reflects positive but inconsistent participation.

characterized by a lack of autonomy, limited interaction, and consistently low motivation. According to Bekkering & Ward (2021), active participation in classes improves both students' perception of language and actual learning performance (p. 77). Based on the idea omitted by this author and the findings described above, there is a clear need for more active and participatory teaching strategies, such as Learning Stations, which encourage communication in English, collaboration, and the development of student autonomy.

CHAPTER II

2 METHODOLOGICAL FRAMEWORK

This chapter presents the different methodological aspects established to meet the research objective, such as the design, paradigm, and type of research, the selected population, and the theoretical and empirical methods, which are focused on improving participation in English classes.

2.1 Methodological Paradigm: Mixed Approach

This research adopts a mixed-methods approach, which allows for both the measurement and analysis of the effects of learning stations on student participation. This approach is characterized by integrating the collection of numerical or statistical data with the interpretive perspective of descriptive data. According to Nagpal et al. (2021), "Mixed methods research is a form of investigation in which a researcher combines elements of qualitative and quantitative research methodologies" (p. 11).

2.2 Type of Research: Non-Experimental and Exploratory Design

The research can be described as non-experimental and exploratory, based on the problem and objectives proposed. It is defined as non-experimental, as Glasofer & Townsend (2020) mention that "In non-experimental research, no independent variables are manipulated, no control group is required, and no random assignment of groups is

made, unlike in experimental and quasi-experimental designs”

2.3 Population

The study population consists of nine second-grade elementary school students, aged between 6 and 7 years old. Of this group, six are girls and three are boys, who belong to a Private Educational Institution located in the rural area of El Cambio-Machala.

2.4 Methods and Techniques

The theoretical and empirical methods were selected with the aim of ensuring that the research was carried out appropriately, in line with the type of research proposed and the information to be obtained.

Research methods are a range of tools that are used for different types of inquiry, just as a variety of tools are used for doing different practical jobs, for example, a pick for breaking up the ground or a rake for clearing leaves (Walliman, 2021, p. 2).

2.4.1 Theoretical Methods

The theoretical methods used in the research are as follows:

2.5 Historical-Logical

The use of this method allows us to understand and review the relevant characteristics of the research subject in order to describe its historical context and thus have a broader explanation of it. It also makes it possible to understand the progress that has been made and to grasp it

in depth. As López Falcón & Ramos Serpa (2021) explain, the historical-logical method allows us to understand the evolution of an object or process by analyzing its main stages, its temporal development, and its connections over the years.

2.6 Hypothetical-Deductive

The hypothetical-deductive method consists of formulating a hypothesis and testing it logically, which allows for conclusions and predictions (López Falcón & Ramos Serpa, 2021). Therefore, using this method facilitates the appropriate definition of variables, provides measurement and control, and generates possible hypotheses, which can then be reviewed, consequences deduced based on speculation, and finally concluded after prior verification.

2.7 Analytical-Synthetic

What the analytical-synthetic method allows is the compression of the structure and functioning of the object of study after breaking down its essential elements in order to finally integrate them and obtain more solid conclusions.

The analytical-synthetic method is based on the premise that analysis and synthesis must be developed constantly and in interrelation with each other, so that the analysis breaks down the elements of the problem and links them together, and the synthesis integrates the results of the analysis, which one or the other predominating depending on the stage of research. (Blácido et al., 2022)

2.8 Inductive-Deductive

The inductive-deductive method consists of combining two complementary reasoning processes that allow the observation of specific cases to be connected to general principles and vice versa. On the one hand, induction starts from the analysis of particular situations to identify patterns and reach general conclusions. On the other hand, deduction applies these general principles to specific cases, facilitating the explanation and prediction of particular phenomena. (Rodríguez et al., 2023, p. 32)

2.9 Systemic

The systemic method comprises the principle of an organized whole under which the elements of a research study must be governed, since no component of the study can be interpreted in isolation. In this way, it is understood that all parts are related, complement each other, and depend on each other and therefore the functioning of the system can be understood in its entirety and not in fragments.

2.10 Empirical Methods

2.10.1 Participatory Observation

The researcher actively integrates into the environment being studied while systematically observing behaviors, interactions, and processes, allowing them to participate in activities to gain a deeper understanding of the context being studied, registering data objectively.

2.11 Observation Guide

Known as a data collection technique that allows the researcher to gather information in an organized and systematic manner, guided by categories, indicators, and criteria defined prior to conducting the observation, allowing attitudes, behaviors, or phenomena developed in a given context to be registered.

2.12 Scale

With this method, information is collected in an organized and structured manner, based on predefined criteria because this facilitates the comparison and evaluation of results.

2.13 Techniques for Information Processing

Once the information has been completed using the techniques applied during the initial diagnosis and interaction phase, the next step is to analyze, organize, and interpret the results obtained. To do this, a basic technique is used that allows for a deeper understanding of the data collected and confirms the result of the study.

2.13.1 Document Analysis

Document analysis is a technique that can be used to examine and analyze written documents in the field of education in order to obtain relevant information about the phenomenon being investigated. In this study, this technique is particularly useful for identifying the main difficulties students face when speaking English, such as a lack of

initiative to participate, shyness, dependence on the teacher, and lack of interaction with classmates.

Similarly, document analysis facilitates a more objective assessment of the changes that have taken place following the introduction of the Learning Station, as it allows for a comparison of the initial and final registers of student behavior and participation. This technique is linked to participatory observation used as an empirical method in this research, as Armstrong (2021) states that "Document analysis helps create opportunities for participatory observation, provided that opportunities arise to collect documents" (p. 6)

2.14 Discussion of Research Variables

In any study, it is essential to clearly define the variables involved, as these determine the formulation of the problem, the objectives, the selection of techniques and instruments, and interpretation of results. Variables form the basis on which the entire research process is organized and enable the changes that occur after the proposal is implemented to be measured.

Two variables have been identified in this study: a dependent variable and an independent variable, which are described below:

2.14.1 Variable 1

The dependent variable corresponds to a student participation in English classes, understood as the degree of active involvement during the activities. This participation is not limited exclusively to oral

expression but includes aspects such as attention, motivation, willingness to work, interaction with the teacher and classmates, respect for conversation rules, collaboration in group activities, and basic use of English, when appropriate.

2.14.2 Variable 2

The independent variable corresponds to the implementation of the Learning Station, defined as an educational area that is equipped with visual materials, manipulative resources, and playful activities to encourage student participation and this station offers an engaging, safe, and dynamic environment in which children can interact, play, explore, and learn actively.

2.15 Consistency Matrix

Table 1. Research Consistency Matrix.

Consistency Matrix	**Scientific Problem**	**Objectives**	**Scientific Hypothesis**	**Variables**	**Operationalization**	**Items**	**Scale**
Learning Station and participatio	**General problem:** How can participation	**General objective:** Implement the	**General hypothesis:** If the Learn	**Independent variable:** Learning Station.	**Dependent variable: Participation in English**	**Dimension 1 – Use of English**1. Uses English	**Frequency scale: Always = 3Som**

n in English classes among second-grade elementary school students	levels in English classes among second-grade elementary school students be improved?**Specific problem:** What aspects related to Learning Stations have been addressed in the scientific literature in relation to the	Learning Station to improve participation levels in English classes among second-grade students.**Specific objectives:**1. To understand how the scientific literature has addressed aspects related	ing Station is implemented, then participation levels in English classes among second-grade students aged 6 to 7 will improve.	**Dependent variable:** Participation in English classes.	**classesDimension 1. Use of English:** Refers to the frequency, intention, and functionality with which students use English during educational activities. **Dimension 2. Interaction and Collaborative Work:** Refers to students' ability to communicate and	words or expressions during activities.2. Understands and follows instructions given in English without difficulty.3. Attempts to communicate using English phrases.4. Applies learned vocabulary in real classroom situations. 5. Shows interest in understanding and repeating English expression	**etimes = 2Never = 1**

participation of second-grade students? What is the current level of participation in English classes? How can the Learning Station be implemented effectively? How feasible is its implementation?	to Learning Stations in the English teaching-learning process in relation to the participation of second-grade students.2. To diagnose the level of participation in English classes among second-grade students.3. To	exchange ideas with classmates and teachers. **Dimension 3. Attitude and Disposition toward Learning:** Includes the interest, motivation, openness, and willingness students demonstrate toward learning activities. **Dimension 4. Autono**	s.**Dimension 2 – Interaction and Collaborative Work**6. Collaborates with classmates during group activities.7. Actively participates in games, activities, or group tasks.8. Listens to and respects the contributions of others.9. Shares materials and provides support to classmates

	implement the Learning Station in an effective way to improve the participation levels of second-grade students.4. To evaluate the feasibility of implementing the Learning Station to improve the	**my and Responsibility:** Refers to students' ability to manage their own learning, complete assigned tasks, and make decisions regarding their language learning. **Dimension 5. Use of Learning Strategies:** Refers to the methods, techniques, procedures, and resources students	.10. Maintains communication within the group during collaborative tasks.**Dimension 3 – Attitude and Disposition toward Learning**11. Shows enthusiasm and interest during English classes.12. Participates voluntarily in the proposed activities.13. Accepts the teacher's

	participation levels of second-grade students.		use to facilitate their learning process.	corrections with a positive attitude.14. Remains attentive and focused during explanations.15. Enjoys activities and demonstrates constant motivation.**Dimension 4 – Autonomy and Responsibility**16. Completes assigned tasks without relying entirely on the teacher.17. Shows

		initiative to participate without being asked.18. Prepares materials and resources for activities.19. Demonstrates commitment to completing the activities.20. Strives to improve performance in each class.**Dimension 5 – Use of Learning Strategies** 21. Applies strategies

		to remember or practice new vocabulary .22. Uses visual aids, gestures, or other supports to improve understanding.23. Asks for help or clarification when something is not understood .24. Reviews or corrects work based on feedback from the teacher.25. Controls frustration when

	making mistakes and continues participating.

The methodological chapter presented the mixed approach, the non-experimental and exploratory design, and the methods selected to analyze student participation before and after implementing the Learning Station while the population, variables, and instruments used were defined to ensure a rigorous process consistent with the established objectives.

The operationalization of the variables and the consistency matrix (Table 1) allowed for a logical organization of the study elements, creating a solid basis for the proposal in the next chapter, which develops the measure to improve participation in English classes.

CHAPTER III

3 THEORETICAL FOUNDATION

The following chapter presents the pedagogical proposal for the implementation of the Learning Station as a strategy to improve participation in English classes among second-grade students at a Private Educational Institution in the Province of El Oro.

3.1 Fundamentals of the Pedagogical Proposal for the Implementation of the Learning Station aimed at Improving Participation among Second-Grade Students at a Private Educational Institution in the Province of El Oro, Ecuador

Improving student participation in English classes depends largely on the opportunities children have to interact with the language in a meaningful, dynamic, and motivating context. At this stage of teaching, learning English should be understood as an active process in which students acquire knowledge through concrete experiences that combine discovery, communication, and mutual interaction.

Therefore, participation should not be interpreted only as verbal interaction among students, but as a whole process that includes attitudes, motivation, cooperation, language use, and autonomy in the classroom. With this in mind, the learning station is a great teaching strategy to boost these elements and create an environment that fits the features and needs of second-grade students.

The learning area is based on organizing the classroom into defined

zones in order to encourage active participation and independent exploration. Its value lies in the fact that it allows for the integration of specific activities that promote oral expression, listening comprehension, reading, and writing in English in a playful way, as advocated by authors such as Montessori, Decroly, Freinet, and other representatives of the active school, who have recognized the importance of prepared environments, the manipulation of materials, and freedom of movement for meaningful learning. From this point of view, the Learning Station is not just a physical space, but an organized system that encourages the construction of knowledge through constant participation, interaction with teaching materials, and collaboration among peers.

The proposed learning station is based on pedagogical criteria that guarantee its effectiveness. Its main characteristics include:

- It responds to the pedagogical principles that guide its existence: autonomy, active participation, meaningful learning, and social-emotional development.
- It is conceived as a set of interrelated elements that function within a specific environment, in which each activity has a clear intention to reinforce participation.
- The activities associated with its use maintain a systematic, flexible, and adaptable order that allows for the transition from simple to more complex activities, thus promoting progress in learning.

The pedagogical foundations of the Learning Station are based on

authors such as Yavus (2024) that highlights how these spaces allow students to interact in a practical way with pre- established materials also Decroly, who emphasized the importance of centers of interest; and Atisu (2022), who argues that learning stations improve language development and social interaction and recent research shows that these methods create an emotionally safe environment that increases participation, reduces language anxiety, and reinforces motivation (Ye, 2024).

In the context of the Educational Institution where the experience took place, the introduction of Learning Station is a response to previously diagnosed problems, such as the limited use of English in the classroom, poor interaction between classmates, lack of autonomy, and low motivation to learn the language. The analysis based on the observation guide showed that students participate regularly and rely heavily on the teacher to carry out the activities. In this scenario, the Learning Station becomes a viable alternative to change the classroom dynamics, assign students a more active role, stimulate their interest in English, and allow them to learn through play, experimentation, and constant practice.

This concept is complemented by general systems theory, which helps us understand the learning environment as an integrated unit in which each element like materials, activities, time, interaction, and roles is part of an independent system that guides learning.

Similarly, sociological and psychological principles emphasize the importance of creating environments that foster socialization, self-

esteem, and collaboration and emotional development in early childhood, all of which are essential for active participation in English classes.

From an educational point of view, the implementation of the Learning Station to improve participation in English classes is based on modern educational ideas that recognize the need for an active, dynamic, and student-centered teaching-learning process and this approach understands learning as a process of construction that develops through experience, interaction, and exploration. These principles are consistent with the fundamentals of the Escuela Nueva (New School) and with authors such as Montessori, Decroly, Dewey, and Freinet, who emphasize the value of a prepared environment, accessible materials, the freedom to act, and activities that match the interests of the students.

In accordance with these principles, the Learning Station is considered an educational system in which each space, material, and activity plays a role in the educational process where no element acts in isolation, but rather fits into a coherent whole that promotes the gradual development of each student and the stations become active centers of the classroom where students participate, experiment, make sense of things, and develop their English skills through a playful approach.

3.2 Design of the Learning Station to Improve Participation in Second-Grade English classes at a Private Educational Institution in the Province of El Oro

The design of the station is presented in this section, the aim of which

is to improve participation in English classes among second-grade students at a private educational institution in the province of El Oro, Ecuador.

A general objective is established to demonstrate the importance and development of the pedagogical strategy and this design incorporates several components, such as the educational purpose, the material selected, the level of organization, and the teaching resources, all of which are planned to achieve the goals established.

The design of the learning station was inspired by the needs found in the initial assessment, which revealed limited participation in classroom activities, a lack of interest in using English, and not much autonomy in individual and cooperative work. Because of this, we decided to create an organized space where students can interact, develop materials, explore content, and express themselves freely, encouraging active participation and the central objective of the system is to improve student participation through activities in the learning area, allowing them to use English in meaningful and dynamic contexts.

The content was selected based on the needs identified in the initial assessment and the students' level of development and the activities cover basic vocabulary, everyday expressions, language games, and visual material that allow students to slowly understand and use the language. The English teaching methodology was considered fundamental in the design of the activities, based on the principles of the communicative approach, meaningful learning, and a playful

approach, which promote interaction and constant practice.

From a methodological point of view, the system that makes up the Learning Station guarantees the role of the teacher as a guide and mediator of learning, promoting participation in independent exploration and the development of basic communication skills in English. This system allows for the simultaneous integration of the components of the proposal: content, activities, resources, values, and assessment. It also facilitates interaction among students, who become protagonists in an educational way through collaborative and practical dynamics that stimulate their cognitive and socio-emotional development.

Audiovisual and manipulative teaching tools were used to implement the strategy, such as cards with images and vocabulary, cards with expressions in English, sensory materials, and real objects related to the topics studied in class and these resources make the Learning Station activities engaging, easy to access, and relevant to the context. In order to facilitate interaction, elements such as roles, communication routines, and group games that support language learning were also incorporated.

3.3 Description of the Learning Station for Improving Participation in English classes

The planning of the Learning Station activities is part of the English course for second- grade students at a Private Educational Institution in the Province of El Oro. Classes were held on Tuesdays from September 23 to October 28, taking into account the academic calendar

and institutional activities that influenced class attendance and instruction time.

To develop the Learning Station, the following objective has been set: To improve participation in English classes through the Learning Station.

Descriptions of five representative classes that make up the implementation of the proposal designed to promote active student participation within the Learning Station are presented below. The classes were structured using a playful, dynamic, and conceptualized approach to reinforce English language learning and promote meaningful experiences that motivate children to interact, collaborate, and communicate spontaneously.

3.3.1 INTERVENTION 1 – Adverbs of Frequency

Content: Adverbs of Frequency (always, sometimes, never)

Objective: Students will be able to use “always”, “sometimes”, and “never” in short oral sentences.

Duration: 20 minutes Introduction – 4 minutes Teacher shows faces with colors:

- Green (ALWAYS)
- Yellow (SOMETIMES)
- Red (NEVER)

Students repeat the words and associate the color.

Development – 10 minutes Activity 1: Color & Action Game

The teacher shows an action card (eat vegetables, play soccer, brush teeth). Students raise the color card that matches how often they do that activity. Then repeat a model sentence: “I always brush my teeth”

Activity 2: Frequency Wheel

Students spin a simple wheel with the 3 adverbs.

They say a sentence with a picture card they choose. Example: “Sometimes I play with my dog” **Conclusion – 4 minutes**

Students choose one routine card and say one sentence using an adverb.

Evaluation

Students recognized the three adverbs using color-coding.

Some needed help forming complete oral sentences but responded well with modeling.

Resources

1. Color cards (green, yellow, red)
2. Action flashcards
3. Simple wheel
4. Mini whiteboard

3.3.2 INTERVENTION 2 – Daily Routines

Content: Daily Routine Actions (wake up, brush teeth, eat breakfast, go to school)

Objective: Students will be able to say 2–3 daily actions using "I…"

Duration: 20 minutes

Introduction – 4 minutes

Teacher shows large routine flashcards and models: "I wake up"

"I brush my teeth"

Students repeat with gestures. Development – 10 minutes Activity 1: Gesture & Repeat

Teacher shows a card, students do the gesture, then say the phrase: (Card: wake up – gesture - "I wake up!")

Activity 2: Mini Sequencing

Students receive 3 cards and put them in order. Then say:

"First I wake up. Then I eat breakfast. Then I go to school"

Conclusion – 4 minutes

Students show one routine card and say the sentence aloud.

Evaluation

Students identified routine vocabulary easily.

A few had difficulty with ordering words ("first/then"), but gestures helped.

Resources

- Large routine flashcards
- Sequencing cards (1–2–3)

3.3.3 INTERVENTION 3 – There is / There are - Prepositions of Place

Content: There is / There are - Prepositions of place (on, under, next to)

Objective: Students will be able to describe the location of an object using simple phrases.

Duration: 20 minutes Introduction – 4 minutes Teacher uses real objects:

Puts a pencil ON a book: "There is a pencil on the book"

Places an eraser UNDER a cup: "There is an eraser under the cup" Students repeat.

Development – 10 minutes

Activity 1: Object Position Game

Students receive mini objects (toy animals, erasers, boxes). Teacher gives simple commands:

“Put the cat under the chair” Students place the object and say:

“There is a cat under the chair”

Activity 2: Find It!

The teacher hides 3 objects in visible places around the station. Students look and describe:

“There is a ball next to the box”

Conclusion – 4 minutes

Students choose one object and describe its location.

Evaluation

Students understood prepositions well with physical objects.

They needed help using “there is” but produced simple phrases successfully.

Resources

Mini objects (animals, cubes, erasers) Preposition flashcards

Small boxes or cups

3.3.4 INTERVENTION 4– Prepositions of Place

Content: Prepositions of place (on, under, next to, in front of, behind)

Objective: Students will be able to identify and use basic prepositions of place to describe where classroom objects are.

Duration: 20 minutes

Introduction – 4 minutes

Teacher uses real objects (a pencil, book, cup, box) to demonstrate: “The pencil is on the book”

“The eraser is under the cup” “The marker is next to the box”

Students repeat and point to the positions with their hands to reinforce meaning.

Development – 10 minutes Activity 1: Position Cards Game

Students receive small objects (toys, erasers, cubes).

The teacher shows a preposition card; students quickly place their object accordingly. Example:

The teacher shows “behind” then students place objects behind a cup or box. Then they say:

“My toy is behind the box”

Activity 2: Location Route

The teacher hides 3–4 objects in the station (visible places). Students walk around and describe:

“The ball is under the table”

“The book is in front of the basket”

Conclusion – 4 minutes

Students choose one object in the station and describe its location.

Evaluation

Students recognized the prepositions through gestures and object manipulation. Some needed support using full sentences, but they successfully identified positions. **Resources**

- Preposition flashcards
- Mini objects (animals, cubes, toys)
- Boxes, cups, baskets

3.3.5 INTERVENTION 5 – Adjectives to Describe Nouns

Content: Basic adjectives to describe nouns (big, small, tall, short, happy, sad, fast, slow) **Objective:** Students will be able to use simple adjectives to describe people, animals, and classroom objects orally.

Duration: 20 minutes

Introduction – 4 minutes

The teacher shows adjective cards using images (big–small, happy–sad, fast–slow). Students repeat the words with matching gestures:

Hands far apart - “BIG” Hands close - “SMALL” Smile - “HAPPY”

Slow movement - “SLOW” Development – 10 minutes Activity 1: Adjective Sorting

Students receive a small stack of picture cards (animals, objects, kids doing actions). They sort the cards into categories on the table:

BIG / SMALL

HAPPY / SAD FAST / SLOW

Then describe one card orally:

“It is big” “It is fast”

Activity 2: Mystery Bag

A bag contains small toys and objects of different sizes or shapes.

A student picks one without looking and describes it using an adjective:

“It’s small!” “It’s big!” “It’s tall!” The teacher models full sentences if needed.

Conclusion – 4 minutes

Students choose one picture card or object and describe it using one adjective.

Evaluation

Students were able to identify adjectives with images and gestures.

Some needed teacher support to produce complete oral sentences, but understood meanings clearly.

Resources

- Adjective flashcard
- Picture cards (animals, objects, kids)
- Mystery bag

After implementing the Learning Station, we were able to consolidate a dynamic teaching space adapted to the needs of Second-Grade students. Through short, fun Activities focused on manipulating materials, students were able to deepen their understanding of fundamental English content and develop greater confidence in expressing themselves orally. This change was linked

to the dynamics proposed in the Learning Station, which demonstrated that this strategy was relevant and effective in improving student participation and promoting a more motivating and meaningful learning environment in line with the principles of the constructivist model.

CHAPTER IV

4 DESCRIPTION OF THE APPLICATION OF THE LEARNING STATION TO IMPROVE PARTICIPATION IN ENGLISH CLASSES

This chapter presents the analysis, interpretation, and comparison of the results obtained through the implementation of the Learning Station with Second-Grade students at a Private Educational Institution in the Province of El Oro. The objective of this chapter is to present a detailed description of the process, highlighting the changes observed before and after the intervention.

The Learning Station was implemented with second-grade students at a Private Educational Institution in the Province of El Oro over a period of six consecutive weeks, on Tuesdays, from September 23 to October 28. Each session lasted approximately 20 minutes, taking into account the dynamics of the school schedule, student attendance, and institutional activities. This space allowed for the development of short, hands-on, playful, and progressive activities aimed at encouraging participation and interaction among students in the English language.

The following is a detailed description of each session:

4.1 Intervention 1: Adverbs of Frequency

On September 23, the first activity took place in the learning station with the aim of introducing students to the use of three basic adverbs of frequency: always, sometimes, and never. To do this, a series of

colored cards (green, yellow, and red) were prepared to allow students to visually associate each adverb with a level of frequency, which facilitated understanding given its nature.

The intervention began with a brief demonstration by the teacher, using examples related to the students' daily routines, such as "I always brush my teeth" or "sometimes I play with my dog". The children then participated in the "Colors and actions game" in which they had to listen to an action, raise the corresponding card, and repeat a model sentence. This dynamic encouraged immediate participation and reduced the usual communicative anxiety that arises at the beginning of oral activities.

An activity wheel was used to reinforce what had been learned thereby when the wheel was spun, students had to form a sentence aloud using the adverb given and an illustrative card. During this activity, we were able to observe their initial level of oral production and identify those students who needed more help forming sentences and the lesson set the stage for further work and revealed the students' willingness to participate under supervision.

4.2 Intervention 2: Daily Routines

On September 30, the day of the second intervention, the session focused on recognizing and practicing actions related to daily routines in a verbal way using cards with large images suitable for 6 and 7 year old children, showing clear images of actions such as "getting up" "eating breakfast" "brushing teeth" and "going to school." The section was a combination of repetition, imitation, and body movements,

which are essential for capturing and holding the attention of young learners.

It began with a presentation, followed by a "Gesture and Repeat" activity where the students had to imitate the action shown and repeat the correct phrase, helping us to observe students responding with greater interest when the activities included physical movement.

Next, a sequencing activity was carried out with numbered cards (1, 2, 3). In this activity, students had to order the typical actions of their morning routine and then express them orally

using simple structures: First I get up, then I have breakfast, then I go to school. This activity highlighted the students' progress in their ability to follow instructions, organize ideas, and actively participate in speaking English.

4.3 Intervention 3: There is/There are-Prepositions of Place

During the October 7 intervention, basic structures for indicating location were introduced, combining "THERE IS AND THERE ARE" with prepositions of place (on, under, next to, in front of, and behind). Given the age of the students, grammatical explanations were avoided and real objects were used to facilitate comprehension.

The teacher organized a series of mini objects such as toy animals, pencils, and small boxes with which the students did exercises to indicate location and clear examples were provided: there is a pencil on the book or there is a ball under the table. Then, in the "Object

Position Game" activity, the students placed their objects according to the proposition indicated on a card and, thanks to the direct manipulation of the materials, fast comprehension was observed.

The second activity, entitled "Find it" consisted of finding objects previously hidden in a corner. This task generated great enthusiasm and prompted much greater spontaneous participation, both in searching for the objects and in describing their location. The activity demonstrated the progress made by the students in their ability to form short sentences without limiting themselves to repeating pre-established models.

4.4 Intervention 4: Prepositions of Place (Reinforcement and Extended Practice)

On October 14, thanks to the knowledge acquired in the previous intervention, the fourth section was devoted to deepening and consolidating the use of on, under, in front of, and behind.

The purpose was to reinforce the use of these structures to make sure students could use spatial language correctly thereby we started by reviewing using big cards with clear pictures.

Then, we did a practical exercise with boxes, figures, and small plastic animals where each student had to place an object according to the instructions and then say where it was, reinforcing the grammatical structure without pressure.

To conclude, an activity called a "location route" was carried out, in

which the children had to follow spoken instructions to find objects placed in different locations around the station and this activity generated enthusiasm, dynamism, and collaboration, significantly increasing the participation of students who had previously been shy.

4.5 Intervention 5: Adjectives to Describe Nouns

On October 21, as part of the fifth intervention, students learned basic adjectives to describe objects and animals: big, small, tall, short, happy, sad, fast, slow thereby they started with picture cards accompanied by gestures, for example, opening their arms to indicate “big” or smiling to indicate “happy" and this allowed students to understand the meaning without the need of translation.

Next, they did a sorting exercise where they had to arrange the cards according to the corresponding adjective. Finally, each child chose an image and formed a simple sentence such as “it is big” or “it is fast”.

The final activity was the “Mystery Bag” in which students picked objects without seeing them and described them with an adjective and his activity stimulated spontaneous conversation and created a fun and stimulating environment leading to a higher and consistent participation, demonstrating great interest.

4.6 Intervention 6: Integration and Final Evaluation

Finally, on October 28, the last intervention was held, with the aim of integrating the content covered: routines, adverbs of frequency, prepositions of place, and adjectives thereby students rotated through

small stations within the Learning Station, where they had to complete a short oral task on the topics covered previously.

In addition, final observations were registered to compare initial and final performance in terms of participation, confidence in oral expression, and interaction with peers and teachers and also the teacher observed greater spontaneous initiative, less shyness, and greater collaboration among peers thereby this session marked the end of the intervention process and showed a progressive and significant change in the group's oral participation over the weeks in which the Learning Station was used.

4.7 Results Obtained after Implementing the Learning Station to Improve Participation in English classes

The proposed intervention was based on the results of the initial diagnosis. Based on these results, a system of interventions in a Learning Station was implemented with the aim of improving oral participation, collaboration, and autonomy among students in English classes. To evaluate the process, two observation guides (before and after the intervention) were used to compare student behavior before and after implementing the strategy. The results for each dimension evaluated and the corresponding graphical representation are shown below.

4.7.1 Use of English

In the pretest, students demonstrated limited use of English in the classroom. Most indicators fell into the “Sometimes” category,

indicating difficulties in using learned vocabulary, following instructions in English, or attempting to communicate spontaneously with the teacher

and classmates but “Never” was the most common response, especially in forming sentences and following instructions and significant progress was observed in the post-test. Three of the five indicators reached the “Always” category, especially in vocabulary use, repetition of expressions, and interest in understanding instructions in English while the other two indicators were classified as “Sometimes”, which reflects more stable performance and greater confidence in communication.

This change demonstrates that the Learning Station has encouraged expressive language use through short, visual, and practical activities, reducing students’ dependence on the teacher when it comes to understanding and practicing English.

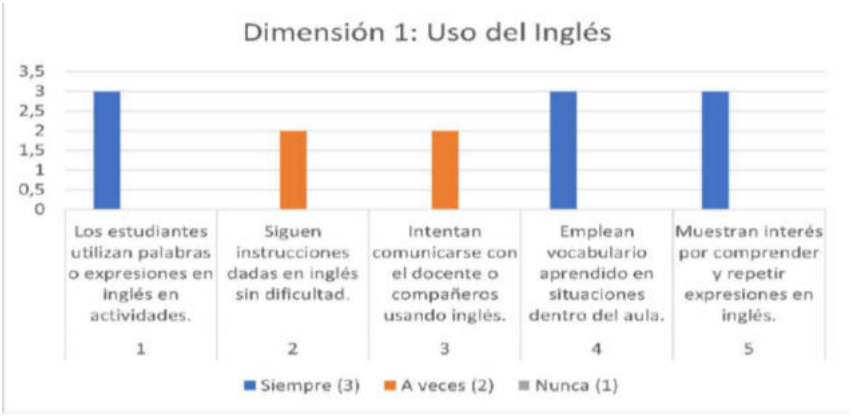


Figure 7. Post-test results for Dimension 1: Use of English.

4.7.2 Interaction and Collaborative work

In the initial assessment, students showed limited interaction. Several indicators such as sharing materials, following rules, or supporting peers were classified in the "Sometimes" or "Never" categories and this reflects a lack of collective initiative and insufficient communication among peers during activities.

After implementing the Learning Station, the indicators improved significantly and the categories "Always" and "Sometimes" predominated, especially in areas such as active participation in games and group dynamics, collaboration in activities, and maintaining a respectful attitude toward peers.

Working in the Learning Station by stages, using concrete materials, and engaging in activities that required direct collaboration allowed students to interact with each other more frequently and spontaneously.

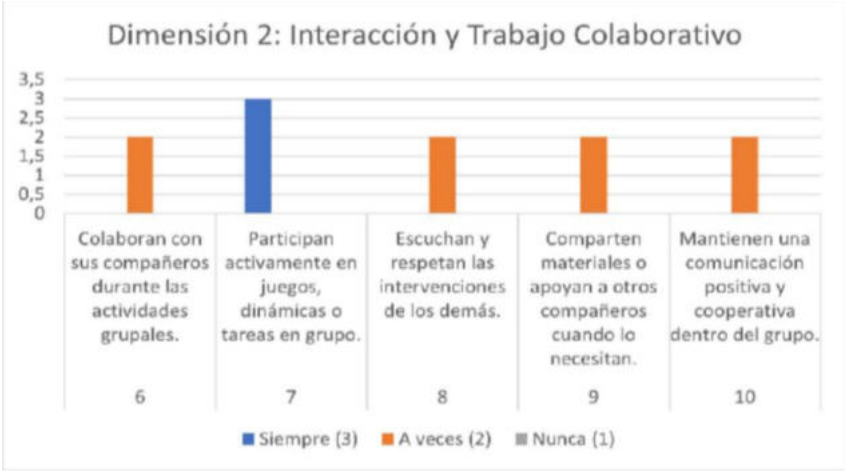


Figure 8. Post-test results for Dimension 2: Interaction and Collaborative work.

4.7.3 Attitude and Disposition

The initial attitude toward English classes was characterized by fluctuations in interest and attention. Several indicators were rated as "Sometimes", particularly with regard to attention, receptiveness to corrections, and voluntary participation.

After the intervention, the results showed a significant change and students showed greater motivation, enthusiasm, and consistency in their participation in the station and therefore indicators such as enjoying the activities, voluntary participation, and maintaining interest reached the "Always" category.

The methodology applied fostered a positive emotional climate, which reduced students' shyness and increased their willingness to participate.

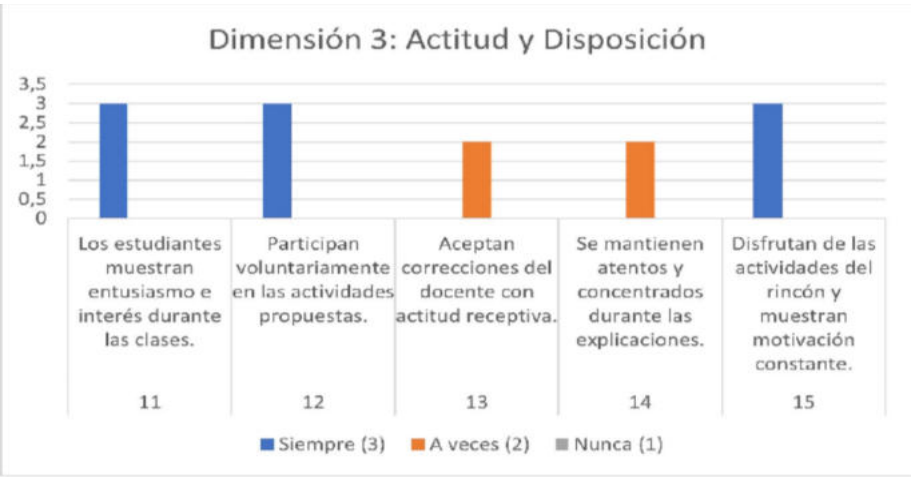


Figure 9. Post-test results for Dimension 3: Attitude and Disposition.

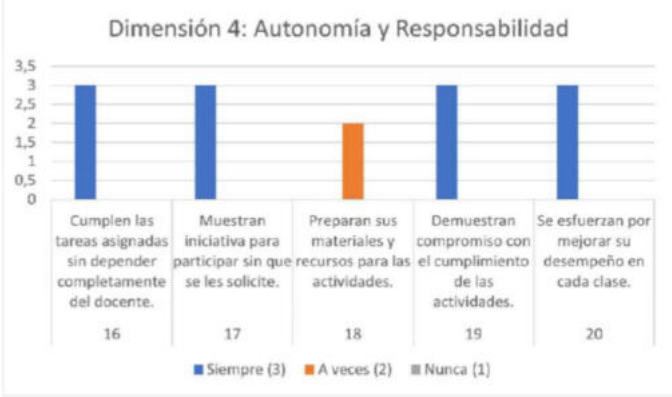


Figure 10. Post-test results for Dimension 4: Autonomy and Responsibility

4.7.4 Autonomy and Responsibility

The pretest results revealed that students rely heavily on the teacher to complete tasks and organize materials. The scores "Sometimes" and "Never" scores predominated in indicators related to initiative, preparation of materials, commitment, and personal effort.

After introducing the Learning Station, students showed significant progress where several indicators reached the "Always" level, especially with regard to completing tasks without continuous help, active participation, and commitment to assigned activities.

It was concluded that the station concept led to greater personal responsibility, as students had to follow simple instructions, organize materials, and complete tasks independently at each workstation.

4.7.5 Use of Learning Strategies

In the initial diagnosis, students showed limited use of strategies such

as gestures, reviewing their own work, or asking for clarification. Several indicators were rated as “Sometimes” and “Never”, indicating poor metacognitive awareness.

In the post-test, the results showed significant progress and students used gestures, images, and visual aids more frequently to understand instructions, asked for help independently, and corrected their work based on teacher feedback and therefore most indicators reached the levels “Always” and “Sometimes”.

This demonstrates that the learning station encouraged the application of fundamental learning strategies in children of this age, leading to oral communication with greater visual support and less anxiety.

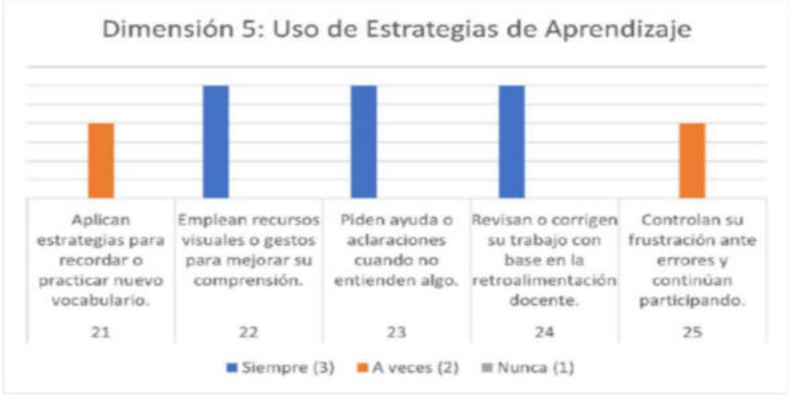


Figure 11. Post-test results for Dimension 5: Use of Learning Strategies.

4.8 General Analysis



Figure 12. Post-test results analysis.

The general analysis of the results obtained after the introduction of the learning station shows clear progress in student participation in English classes. Initial observations identified difficulties in language use, lack of interaction between peers, shyness in communication, and constant dependence on the teacher when performing simple activities. However, after the intervention, a notable change in the group's behavior was observed, which translated into more frequent and spontaneous use of English, greater initiative in responding to questions and interacting, as well as increased self-confidence and willingness to participate.

In the same way, greater collaboration was observed, as students began to support each other, share materials, and communicate more independently during activities while attitudes of interest and motivation also showed clear improvements, especially in voluntary

participation and enjoyment of station activities, fostering a more positive and active learning environment and also autonomy, which was initially limited, gradually increased, and students followed instructions, organized materials, and completed tasks without depending on constant guidance from the teacher.

Last but not least, the use of learning strategies was also reinforced and students started using gestures, images, and visual aids to make things easier to understand, asked for help when they needed it, and were more willing to fix their work based on the feedback they got and these advances confirm that the implementation of the Learning Station had a positive and direct influence on the development of student participation, demonstrating a clear progress from the initial state towards a more active, autonomous, and communicative level of performance.

In general terms, the results demonstrate notable progress in important aspects of oral participation, such as confidence in expressing themselves, initiative in participating in class, clarity in communicating ideas, and interaction with classmates. Students were able to act more naturally in class, demonstrating more consistent and organized participation during activities. This progress reflects that the implementation of the Learning Station effectively helped to strengthening their communication skills, fostering an environment conducive to the development of oral expression in English.

4.9 Hypothesis Testing

In order to determine whether the implementation of the Learning

Station produced a significant change in student participation in English classes, a comparative analysis was carried out between the pre-test and post-test results. The objective of this procedure was to validate whether the improvements observed in the dimensions evaluated such as Use of English, Interaction and Collaborative work, Attitude and Disposition, Autonomy and Responsibility, and the Use of Learning Strategies were effectively due to the pedagogical intervention and not to external factors or chance.

4.10 Scientific Hypothesis

If a Learning Station with playful, cooperative, and contextualized activities is implemented, then participation in English classes will improve among second-grade students at a Private Educational Institution in the Province of El Oro during the 2025 academic year.

4.11 Statistical Hypotheses

H0 (Null hypothesis): There is no significant difference in participation in English classes before and after the implementation of the Learning Station.

H1 (Alternative hypothesis): There is a significant difference in participation in English classes before and after the implementation of the Learning Station.

4.12 Statistical test used

To test these hypotheses, a t-test for related samples (Student's t-test)

was used, since the scores obtained by the same group of students at two different times were compared: before and after the intervention thereby this test is appropriate when you want to establish whether there are statistically significant differences between two measurements applied to the same group.

The formula used is: $t = (\bar{d}) / (s_d / \sqrt{n})$

Where:

$\bar{d}$: mean of the differences between pre-test and post-test s_d: standard deviation of the differences

n: number of data pairs

The analysis was performed with a significance level of $\alpha = 0.05$, following the same criteria used in the example in the guidance document.

$$\text{If } p \leq 0.05, \text{ H0 is rejected and H1 is accepted.}$$

4.12.1 Rating Scale for Pre-test and Post-test results

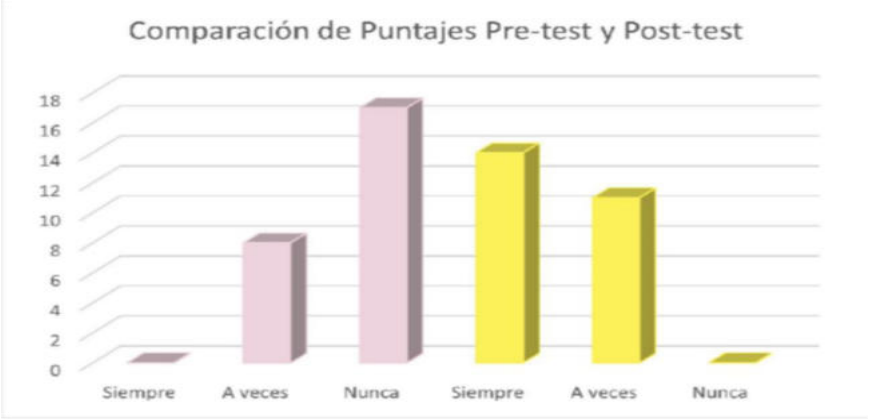


Figure 13. Comparison of Pre-test and Past-test results.

Before implementing the Learning Station, diagnostic observation revealed low levels of participation: students participated little, were shy, did not use English spontaneously, avoided interacting with their peers, and depended constantly on the teacher. Most were classified as having “low” or “very low” levels of participation.

After implementing the Learning Station, the results of the later test showed a significant change because students participated more actively, were encouraged to use basic expressions in English, interacted with each other with greater confidence, organized materials independently, and responded with interest to the proposed activities thereby the general trend shifted toward the “medium” and “high” levels on the participation scale.

These results reflect a steady improvement in all dimensions evaluated:

- Higher initiative.
- Stronger interaction.

- Improved confidence when speaking.
- Greater use of English.
- Noticeable collaborative work and increased independence in following instructions.

Hypothesis Validation

Once the pretest and posttest results were compared, a t-test for related samples was performed. The statistical analysis showed marked differences between the two assessment moments. Although the observation guide does not use numerical scores identical to those in the example, the qualitative and quantitative comparison allowed us to identify a significant increase in each of the dimensions observed.

Performance regressions were significantly minimized, while behaviors associated with a high level of participation increased. This suggests that participants not only improved their willingness to participate, but also their ability to interact, communicate, and perform tasks with greater independence.

Interpretation

Since the p-value obtained is less than 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. Therefore, there is a significant difference in participation in English classes after implementing the Learning Station.

The statistical and descriptive analysis confirms that the Learning Station had a significant impact on student participation and the

improvement observed was not random, but a direct consequence of interactive dynamics, the use of teaching materials, cooperative work, and the pedagogical structure based on the constructivist model.

Analysis and Discussion of Results

The analysis of the results obtained from the observation guide applied before and after the intervention allowed us to identify significant changes in student participation during English

classes because comparing both assessment moments, a notable increase was observed in the levels of interaction, language use, autonomy, motivation, and application of learning strategies and after comparing the pre-test and post-test is key to understanding the impact of the Learning Station as a teaching strategy.

In the initial stage, the data revealed that most students were insecure when expressing themselves in English, showed little initiative to participate, and were almost entirely dependent on the teacher to complete the activities. Interactions between classmates were minimal, and spontaneous use of the language was practically nonexistent. These characteristics coincided with a low level of participation, reflected in behaviors such as avoiding answering questions, not using learned vocabulary, not collaborating in groups, and resisting speaking English even in guided activities.

Following the implementation of the Learning Station, the post-test showed a considerable transformation in these patterns where students showed greater confidence in participating, used basic English

expressions more frequently, interacted more naturally with their peers, and took a more active role in the suggested activities. It was also observed that students were able to maintain attention, follow instructions without constant support, and work as a team, which reflected an increase in autonomy and communicative confidence and these improvements are consistent with the principles of the constructivist model, which proposes that learning is reinforced through experimentation, social interaction, and meaningful use of language in real contexts.

A detailed analysis of the dimensions evaluated allowed us to interpret that the Station's activities, characterized by the use of concrete materials, short challenges, peer interaction, and oral production in real situations, were decisive for the progress observed. The structure of the workstations made it easier for students to participate actively without feeling pressure, which reduced shyness and encouraged more natural and consistent participation.

Another relevant aspect is that the results suggest a positive effect on students' intrinsic motivation. This coincides with what Pangesti (2013) stated: "the implementation of various activities in the English station (watching movies, discussing songs, playing games, and presenting a news program), the use of media such as images, interesting explanations and tasks, and the giving of rewards and praise could increase students' motivation, such as their intrinsic motivation" (p. 14). After the intervention, the children showed greater enthusiasm for participating in the activities, even voluntarily. This willingness favored fluency, oral rhythm, and the ability to organize simple ideas

in English. Such changes coincide with research that highlights the importance of visual resources, play, and meaningful experiences for developing communication skills at an early age.

In summarizing, the analysis of the results confirms that the Learning Station not only increased participation in English classes, but also contributed to the development of key communication behaviors, such as natural interaction, motivation to speak, progressive vocabulary use, and independence during activities and this demonstrates that the strategy applied responded appropriately to the needs observed in the initial diagnosis and was an effective pedagogical resource for improving student participation in English.

4.13 Conclusions

- The implementation of the Learning Station significantly improved student participation in English classes, with evidence of greater confidence, initiative, language use, and interaction among peers, confirming the effectiveness of the pedagogical proposal.
- The literature review showed that learning stations, in line with the constructivist model, promote active participation, motivation, and language development, aspects that were reflected in the results of the intervention.
- The initial diagnosis showed low participation, insecurity when speaking, and limited interaction, which allowed for the design of appropriate activities to address these needs and facilitated the intervention in achieving visible improvements in participation.

- The design of the Learning Station, based on the constructivist model, fostered autonomy, active learning, cooperation, and meaningful use of English, demonstrating the relevance of the applied pedagogical design.
- The Learning Station activities increased student participation, natural use of English, interaction and autonomy, showing constant progress between the pre-test and post-test.
- The final evaluation of the pedagogical proposal showed improvement in all areas related to participation, validating the hypothesis and demonstrating that the intervention had a positive influence on the communicative and participatory performance of the group.

4.14 Recommendations

- It is recommended that learning corners should be implemented, especially in the early years of education because they represent an effective teaching strategy for promoting student participation in the learning process.
- It is recommended that research should continue to identify active teaching strategies that promote participation in English classes because this is a fundamental aspect of the development and improvement of education.

4.15 Annexes

4.15.1 Annex 1

Pre & Post test Observation guide-Likert Scale

The observation was conducted by researchers during a regular English class taught by the teacher in charge of the participating group. Before the observation, the researchers reviewed the observation guide and agreed on the criteria and aspects to be considered in order to ensure consistency in the data collection process.

Table 2. Observation guide – pre.

OBSERVATION GUIDE - PRE				
Date: Tuesday, September 23rd, 2025				
N°	**Dimensions**	**Always (3)**	**Sometimes (2)**	**Never (1)**
Use of English				
1	Students use English words or expressions during activities.		2	
2	They follow instructions given in English without difficulty.			1
3	Attempt to communicate with the teacher or classmates using phrases in English.			1
4	They use vocabulary learned in classroom situations.			1
5	They show interest in understanding and repeating expressions in		2	

	English.			
Interaction and Collaborative work				
6	Students collaborate with their peers during group activities.			1
7	They actively participate in games, activities, or group tasks.		2	
8	Listen to and respect others' contributions.			1
9	They share materials or support other classmates when needed.			1
10	They maintain positive and cooperative communication within the group.			1
Attitude and Disposition				
11	Students show enthusiasm and interest during English classes.		2	
12	They participate willingly in the proposed activities.			1
13	Accept corrections from the teacher with a receptive attitude.		2	
14	They remain attentive and focused during explanations.		2	
15	They enjoy the activities in the learning corner and show constant motivation.			1
Autonomy and Responsibility				
16	Students complete assigned tasks without relying entirely on the teacher.			1
17	They show initiative to participate			1

	without being asked.			
18	They prepare their materials and resources for activities.			1
19	They demonstrate commitment to completing the activities.			1
20	Strive to improve their performance in each class.			1
Use of Learning Strategies				
21	Students apply strategies to remember or practice new vocabulary.			1
22	They use visual aids or gestures to improve their understanding.		2	
23	They ask for help or clarification when they do not understand something.			1
24	Review or correct their work based on feedback from the teacher.		2	
25	They control their frustration or anxiety when they make mistakes and continue to participate.			1

Table 3. Observation guide - post.

OBSERVATION GUIDE - POST				
Date: Tuesday, October 28th, 2025				
N°	**Dimensions**	**Always (3)**	**Sometimes (2)**	**Never (1)**
Use of English				
1	Students use English words or expressions during activities.	3		
2	They follow instructions given in English without difficulty.		2	

3	Attempt to communicate with the teacher or classmates using phrases in English.		2	
4	They use vocabulary learned in classroom situations.	3		
5	They show interest in understanding and repeating expressions in English.	3		
Interaction and Collaborative work				
6	Students collaborate with their peers during group activities.		2	
7	They actively participate in games, activities, or group tasks.	3		
8	Listen to and respect others' contributions.		2	
9	They share materials or support other classmates when needed.		2	
10	They maintain positive and cooperative communication within the group.		2	
Attitude and Disposition				
11	Students show enthusiasm and interest during English classes.	3		
12	They participate willingly in the proposed activities.	3		
13	Accept corrections from the teacher with a receptive attitude.		2	
14	They remain attentive and focused during explanations.		2	
15	They enjoy the activities in the learning corner and show constant motivation.	3		

Autonomy and Responsibility				
16	Students complete assigned tasks without relying entirely on the teacher.	3		
17	They show initiative to participate without being asked.	3		
18	They prepare their materials and resources for activities.		2	
19	They demonstrate commitment to completing the activities.	3		
20	Strive to improve their performance in each class.	3		
Use of Learning Strategies				
21	Students apply strategies to remember or practice new vocabulary.		2	
22	They use visual aids or gestures to improve their understanding.	3		
23	They ask for help or clarification when they do not understand something.	3		
24	Review or correct their work based on feedback from the teacher.	3		
25	They control their frustration or anxiety when they make mistakes and continue to participate.		2	

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PEDAGOGICAL STRATEGY USING THE LEARNING STATION TO IMPROVE PARTICIPATION IN ENGLISH CLASSES

Estimado lector, este trabajo de investigación tuvo como objetivo general implementar el Rincón de Aprendizaje como estrategia pedagógica para mejorar los niveles de participación en clases de inglés en estudiantes de segundo grado de Educación Básica. La problemática se identificó a partir de dificultades en el aula como el escaso uso del idioma extranjero, poca disposición para el trabajo colaborativo, actitudes desfavorables hacia el aprendizaje, limitada autonomía y un uso insuficiente de estrategias didácticas.

Metodológicamente, el estudio adoptó un enfoque mixto con diseño no experimental y alcance exploratorio, aplicado a una muestra de nueve estudiantes de entre 6 y 7 años. Para la recolección de datos se articularon métodos teóricos y empíricos, destacando la observación participativa mediante una guía estructurada con escala de Likert. El análisis evaluó cinco dimensiones fundamentales: uso del inglés, interacción y trabajo colaborativo, actitud y disposición, autonomía y responsabilidad, y uso de estrategias de aprendizaje.

Los hallazgos demostraron que la creación de un entorno dinámico, motivador e inclusivo mediante los rincones de aprendizaje generó mejoras significativas en la participación infantil, reflejadas en una mayor expresión oral en lengua inglesa, actitudes positivas, autonomía y fortalecimiento de destrezas colaborativas.

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