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LearningApps Technological Platform to Strengthen Academic Performance and Interactive Learning in Language and Literature

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ABSTRACT

This study aims to assess the effectiveness of the LearningApps platform as a didactic resource designed to improve academic performance and promote more dynamic learning in Language and Literature. It seeks to analyze how the interactive and personalized activities offered by the platform contribute to the development of reading and writing skills, as well as to increased student participation. Additionally, the perception of teachers and students regarding the usefulness, ease of use, and interactivity of the tool will be analyzed.

Objective: To implement a technological strategy to strengthen interactive learning through dynamic and personalized activities among Basic General Education students at the Miguel Merchán Ochoa Educational Unit. This digital platform facilitates content creation, and its application serves to improve teaching and learning processes. Therefore, LearningApps promotes personalized learning by simplifying the creation and production of didactic resources adapted to students' needs, styles, and levels, achieving better content comprehension.

Methodology: A mixed approach was employed using qualitative and quantitative techniques with a descriptive and applied design. The total population consisted of 150 Basic General Education students; a sample of 100 participants was selected through non-probabilistic convenience sampling. Data were collected through surveys administered to students and teachers, direct observations, and analysis of diagnostic and final assessments. The initial evaluation (pre-test) showed that most students were at medium or low performance levels. Subsequently, after implementing the pedagogical proposal using the LearningApps platform, a significant improvement was recorded in the final exam results (post-test). Surveyed teachers stated that the use of this tool contributes to collaborative learning and promotes creativity and participation, especially in the Language and Literature area. In summary, LearningApps was consolidated as a useful didactic resource that favors interaction, cooperative work, and adapts to the teaching process and students' real needs.

Keywords: LearningApps, platform, performance, learning, interactive, language and literature.

INTRODUCTION

In recent years, the educational field has undergone significant transformations driven by technological advancement. Among these changes, the growth of virtual education platforms stands out, which have fostered a new teaching and learning method, enabling flexible access to didactic resources and real-time interaction between teachers and students. The COVID-19 pandemic accelerated the implementation of these digital tools across all educational levels. According to Álvarez & Jiménez (2022), "Technological innovation was fundamental in educational contexts in the development of new tools that contributed to society's faster access to knowledge" (p. 2).

"Tools such as online platforms, applications, and classroom strategies can effectively integrate gamification" (Acosta et al., 2024, p. 5). Gamification, when applied with pedagogical criteria and considering the student's context, can become a significant tool within the educational process. Digital platforms and applications are not an end but means that, when properly used, favor active learning. Platforms like LearningApps, Moodle, Educaplay, or Kahoot offer virtual spaces that allow us to organize content, promote student participation, and facilitate evaluation and feedback processes.

Benefits and Challenges of Technology in Teaching-Learning

Virtual education has profoundly modified teaching planning and classroom dynamics. Among its main benefits is flexibility, both for structuring content and managing time and activities. "Educational technology platforms have transformed the field of education by providing students and teachers with tools that facilitate teaching and learning in an innovative and accessible way" (Illescas et al., 2024, p. 18). However, this landscape brings certain challenges. Teachers need to

develop new pedagogical and technological skills to handle digital instruments, generate interactive content, and maintain continuous communication, requiring recurrent training and support from government institutions. For students, the challenge consists of fostering independent and responsible learning.

LearningApps as an Educational Resource in Interactive Learning of Language and Literature

As stated by De la Cruz et al. (2025), for the development of students' reading comprehension in the Language and Literature area, there are technological tools that have had a significant impact today; their use has facilitated the development of linguistic skills, referring to instruments such as audiobooks and interactive applications. This also implies significant challenges from teachers' perspective; the use of conventional techniques and the absence of training plans in technology management can restrict the implementation of effective strategies. Additionally, it is recognized that the absence of reading habits among students represents an additional obstacle for teachers.

Learning Apps is a free online digital platform, similar to Educaplay, but with a more visually attractive interface for students. Moreover, it stands out for its versatility in creating various types of educational activities and games, incorporating text, images, audio, and video. It also allows access to materials created by other users, organized by areas and educational levels. In this way, teachers can develop review exercises, auditory or visual recognition, and assessments in a playful manner, with the option to share activities through links or integrate them into platforms like Moodle.

The teacher's role is redefined according to current digital environments: it ceases to be

solely a transmitter of content to become a facilitator of autonomous and meaningful learning. In turn, the student assumes a more participatory role, managing their own learning process and strengthening their communicative and critical competencies. In this process, teachers seek to incorporate various strategies designed to optimize teaching and especially student learning. These strategies include varied pedagogical methods, didactic resources, and even specific methodologies (Guallan, 2024).

Various authors, such as Merino et al. (2023), warn that the traditional educational system has lost attractiveness and that many students prioritize grades over meaningful learning. In this context, Learning Apps offers alternatives that stimulate creativity and critical thinking through interactive and accessible activities. Its ease of use, along with the ability to monitor student progress, make this tool a valuable resource for Language and Literature teachers.

Twenty-first-century teaching demands innovative pedagogical strategies that promote active and comprehensive learning. In this sense, Learning Apps is established as a tool capable of making Language and Literature teaching more dynamic, favoring participation, motivation, and the development of communicative skills in students.

The analysis of the impact of gamification resources offered by the Learning Apps platform shows that its use increases motivation, participation, and content comprehension by students. To successfully apply this tool in Language and Literature teaching, it is essential that teachers know its functions and adapt them to their students' level and learning pace. In line with this perspective, the main hypothesis maintains that Language and Literature learning is favored by digital technologies such as the Learning Apps platform. According to Reinoso et al. (2024), studies on recreational and creative activities in the Language and Literature area show certain limitations in

their effectiveness, which reinforces the need to incorporate gamification-based strategies that stimulate interest and promote more meaningful learning.

MATERIALS AND METHODS

A mixed approach was employed, combining quantitative and qualitative techniques, to analyze the impact of using Learning Apps on Language and Literature learning. A mixed research method combining qualitative and quantitative techniques becomes an effective strategy for analyzing the effect that technology has on education (Bagur & Verger, 2021).

Qualitative methods were applied through surveys to teachers and students to understand their level of motivation, perception of interactivity, and usage experiences. The design was of applied type and descriptive scope, which allowed characterizing the pedagogical strategy implemented with the platform.

A document review was also conducted to contextualize the incorporation of gamification and educational technology in the classroom, based on current scientific literature.

The study was developed in three phases:

1. **Initial Diagnosis:** A survey and a pre-test academic assessment were administered to students to determine their prior knowledge level. Teachers were also surveyed to collect qualitative information about their experience with the platform. The instruments were validated by specialists to ensure their relevance.

2. **Proposal Design:** A learning strategy was implemented using the Learning Apps platform in the Language and Literature subject. At this stage, teachers were trained in using the tool, and a survey was administered to 10 Basic General Education teachers to identify their

challenges and perceptions about the platform's pedagogical usefulness.

3. **Application and Empirical Evaluation:** The activities were implemented with students on the Learning Apps technological platform. Subsequently, empirical data were collected to analyze its impact; this was done through a survey and a post-test, which allowed comparison between the results obtained and those from the diagnostic phase.

POPULATION AND SAMPLE

The study population consisted of 150 students, from which a sample of 100 Basic General Education students from the Miguel Merchán Ochoa Educational Unit was taken. Ten teachers from the same institution were also surveyed to obtain their perspective on platform implementation.

Student Survey and Pilot Test: A survey and test were administered to 100 students before and after implementing the Learning Apps platform.

The survey was prepared with closed questions using a Likert-type scale, while the academic evaluation instrument was conducted with structured-based questions. The purpose was to measure variables such as: students' level of acceptance, motivation, participation, and interest toward the platform, as well as its impact on comprehension of Language and Literature content.

Teacher Survey: In the survey conducted with 10 Basic General Education teachers, questions were addressed about the impact of LearningApps on participation, competency development, frequency of use, main benefits,

and most effective activities applied to students.

Direct Observation: Student interaction during platform use was recorded to complement survey data and qualitatively assess the level of interactivity and active involvement in activities.

RESULTS

The findings indicate that using traditional teaching methods fails to maintain student interest or promote class participation. The diagnostic evaluation demonstrated medium or low performance in most students. After applying Learning Apps, a significant improvement was observed in results, both in final tests and in their participation and motivation.

Figure 1. Pre-test of Learning Apps platform use in Language and Literature teaching

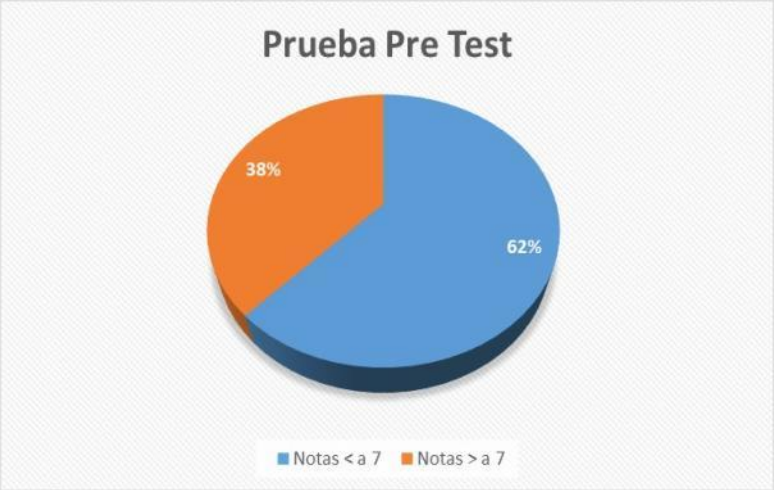


Figure 1 presents the results obtained in the diagnostic test (pre-test) applied before the educational intervention. As observed, 62% of students obtained grades lower than 7, while 38% achieved scores higher than 7.

These data show that, at the beginning of the process, most students presented a medium or low grade range, which suggests the need for pedagogical strategies to strengthen their learning.

Table 1. Validation and reliability table using Cronbach's Alpha, to apply pre-test and post-test on the Learning Apps platform

IVC GLOBAL	0,82

Reliability Statistics	
Alfa Cronbach	Number of Items
,959	29

The pre-test and post-test assessments to strengthen academic performance and interactive learning in language and literature have been subjected to the Validity and Reliability procedure. Regarding Validity, the Content Validity Index (CVI) was applied, resulting in 0.82; this value is higher than the minimum considered for 12 evaluators, which is 0.56; this means the instrument has been optimally validated.

On the other hand, the LearningApps platform emerges as an effective educational resource for transforming the teaching-learning process, as it incorporates creative activities, fosters teamwork, and significantly increases student motivation and engagement.

Table 2. Results of student survey after applying the LearningApps platform

Questions	Totally disagree	Disagree	Don't know/No opinion	Agree	Totally agree
Q1: Do you know or have you ever used a technological platform at school?	2	5	1	17	75
Q2: Did you like playing and learning with technological tools (computers, tablets)?	0	0	0	37	63
Q3: Did you like using technological platforms to learn Language and Literature?	3	0	1	5	91

Q4: Do you think using technology helped you better understand Language and Literature classes?	0	2	0	58	40
Q5: Did you like working in teams with your classmates?	2	1	0	29	68
Q6: Do you think learning with digital educational games motivates you to create and learn more?	1	3	2	41	53
Q7: Do you think that using technology helped improve your learning?	0	0	0	22	78
Q8: Do you consider that technology motivated you to improve reading and writing?	4	1	0	74	21
Q9: Did the use of digital educational games help you better retain what you learned?	0	0	0	52	48
Q10: Would you like your teachers to use the LearningApps technological platform more frequently?	1	3	3	37	56
Q11: Do you consider that activities performed on the LearningApps platform helped you learn new content?	3	4	2	72	19
Q12: Did you like working on the LearningApps platform, and the rewards achieved through your participation?	0	0	1	18	81

The following table summarizes student responses in terms of mean and standard deviation. Numerical indicators represent the scale from "totally disagree" (1), "don't know/no opinion" (3), to "totally agree" (5).

Table 3. Validation and reliability table using Cronbach's Alpha, for surveys after applying the LearningApps platform

IVC GLOBAL	0,82

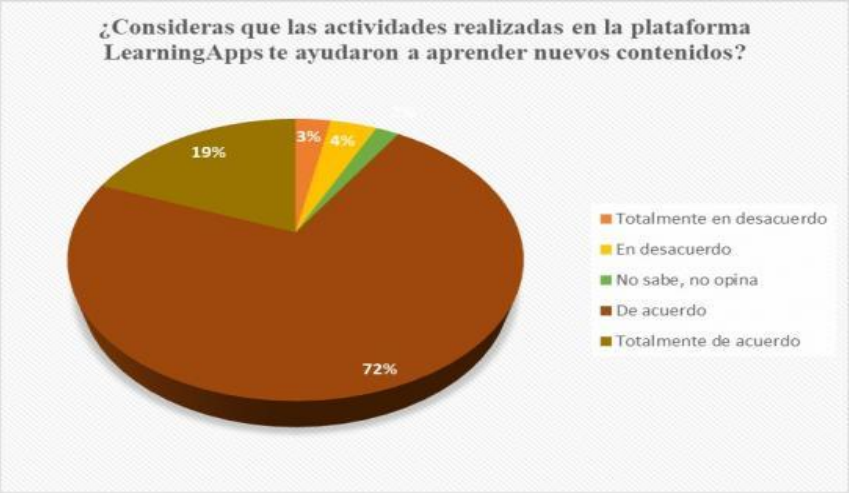
Reliability Statistics

Alfa Cronbach	Number of Items
,955	12

The survey instrument to measure competence in using technological tools to improve learning in the Language and Literature subject was subjected to the Validity and Reliability procedure. Regarding Validity, the Content Validity Index (CVI) was applied, resulting in 1.00; this value is higher than the minimum considered for eight evaluators, which is 0.99; this means the instrument has been optimally validated.

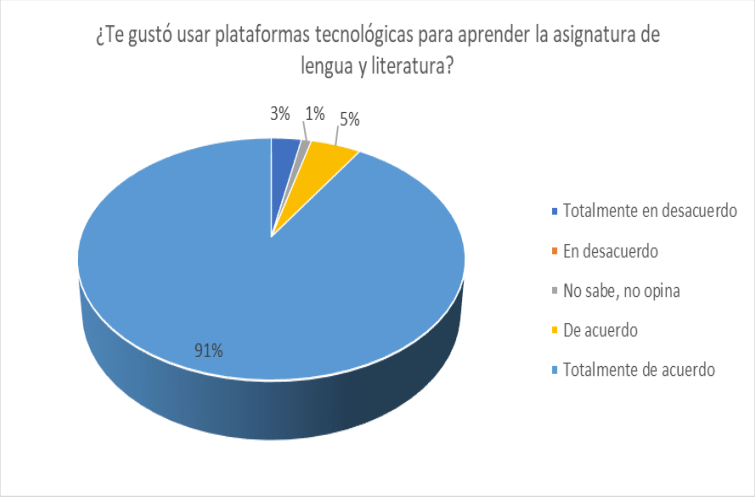
A survey was conducted among students at the Miguel Merchán Ochoa Educational Unit in the city of Cuenca, to evaluate how the use of LearningApps as a tool to facilitate learning and the design and implementation of interactive didactic activities impacts them.

Figure 2. Effectiveness results in applying the LearningApps Platform to learn new content



According to the information collected, 72% of surveyed students expressed being **in agreement** that tasks performed through this **LearningApps** platform simplify learning new topics, while 19% stated being **Totally in agreement**. This means that **91% of students** consider that this tool effectively contributes to the teaching- learning process, strengthening content comprehension through the use of interactive and dynamic resources.

Figure 3. Preference for using the LearningApps platform in Language and Literature teaching



91% of participants stated that using the **LearningApps** technological platform in **Language and Literature** teaching was a satisfactory and motivating experience, effectively integrating learning with technological resources. This result demonstrates that incorporating digital strategies can strengthen student interest and participation in the educational process.

The analysis of responses indicates that students show great acceptance toward using the digital platform. These results support the proposed hypothesis, which suggests that this platform significantly promotes the teaching- learning process at the Basic General Education level at the Miguel Merchán Ochoa Educational Unit.

The diagnosis was fundamental to establish a baseline on which the effects of the applied intervention were subsequently evaluated.

Figure 4. Post-test of LearningApps platform use in Language and Literature teaching

Figure 4 shows student results in the final test (post-test). As observed, 82% of participants achieved grades higher than 7, while only 18% remained with grades lower than 7.

This change in score distribution reflects a significant improvement in the group's academic performance. In contrast to the pre-test results, where medium or low grades predominated, in the post-test most students were located at a high performance level. This trend suggests that the applied educational innovation had a positive impact on the learning process, raising not only the grade average but also the number of students with satisfactory academic achievements.

The Learning Apps platform is useful in the educational field; teachers currently apply it in developing their distance classes, as well as using it in-person. Among this platform's impacts is the ease of positively adapting to current society's characteristics and needs, students' learning styles and rhythms, it generates favorable learning environments, influences motivation, participation, increases student autonomy, allows active learning, enhances creativity, imagination, promotes

collaborative work, and develops social skills (Sánchez, 2022). The teacher not only imparts knowledge but also motivates, inspires, and promotes curiosity; their task consists of awakening in students the desire to learn and explore the world around them, as each student is unique and learns at their own pace.

In this context, the survey's objective was to verify the impact of the Learning Apps technological platform in the Language and Literature subject.

Table 4. Teacher survey results matrix

Questions

Q1: How frequently do you use the LearningApps platform in your Language and Literature classes?	Never	Occasionally	Frequently
	0%	69.2%	30.8%
Q2: What do you consider the main benefit of the LearningApps platform in Language and Literature teaching?	Increased student motivation	Improved academic performance	Social skills development
	61.5%	23.1%	15.4%
Q3: What type of gamified activities do you find most effective in your classes?	Question/answer games	Creating interactive narratives	Writing and reading challenges
	69.2%	15.4%	15.4%
Q4: How do you evaluate the impact when using the LearningApps platform on student participation?	Very satisfactory	Regular	Poor
	92.3%	7.7%	0%
Q5: Do you believe working with the LearningApps platform facilitates comprehension of complex concepts in Language and Literature?	Yes	Sometimes	No

	92.3%	7.7%	0%
Q6: Which of these digital gamification platforms have you used in your classes?	Educaplay	LearningApps	Others
	30.8%	69.2%	0%
Q7: Do you consider the LearningApps platform fosters student creativity in text production?	Yes	Sometimes	No
	92.3%	7.7%	0%
Q8: How does the platform influence the development of students' reading competence?	Positively	Doesn't influence	Negatively
	100%	0%	0%
Q9: What challenges have you faced when implementing LearningApps in your classes?	Lack of time to design activities	Student resistance	Difficulty handling it
	92.3%	0%	7.7%
Q10: Do you believe the LearningApps platform allows adapting teaching to different learning styles?	Yes	Partially	No
	84.6%	15.4%	0%
Q11: How do you evaluate LearningApps' impact on students' collaborative work?	Very good	Regular	Poor
	84.6%	15.4%	0%
Q12: Would you recommend using the LearningApps platform to other teachers?	Yes	Maybe	No
	100%	0%	0%

The following table presents data obtained from 12 questions applied in a survey directed at 10 Basic General Education teachers from the Miguel Merchán Ochoa Educational Unit.

The findings indicate that most teachers perceive the LearningApps platform as a valuable interactive digital resource that has significantly contributed to strengthening the teaching process. Among the most highlighted aspects, they point out its capacity to adapt to different learning

rhythms and styles, foster collaborative work, and stimulate students' participation, curiosity, and creativity during classes.

Student curiosity and interest in learning will increase considerably if they have fun and enjoy themselves in the classroom. Therefore, games possess all the required characteristics to become a very valuable motivating component in teaching (Rodríguez, 2021). We all possess that little child who gets enthusiastic when something is fascinating and fun, and it's true, when we have fun, we are more willing to acquire knowledge; things are memorized more easily.

Table 5. Relevant survey results according to teachers' perception

Relevant Questions	Yes	Maybe	No
Use of LearningApps for Language and Literature classes	100%	0%	0%
LearningApps influence on Language and Literature competency development	100%	0%	0%
LearningApps platform impact on student participation	Very satisfactory	Regular	Poor
	92.3%	7.7%	0%

This table shows a very positive evaluation about the use and impact of Learning Apps in Language and Literature classes taught by a group of 10 teachers. Statistical data show that Learning Apps is a platform with great impact on skills development and highly effective for encouraging student participation in Language and Literature classes.

DISCUSSION

This study's results show that traditional teaching methods fail to attract student interest or their participation in the educational process. In this context, "The rise of online education platforms has brought significant technological and pedagogical innovations that are reshaping teaching on a large scale" (Tacuri et al., 2024, p. 3). This fact has not only facilitated access to

education in various economic and geographic contexts but has also fostered the development of new teaching-learning strategies centered on students. Therefore, LearningApps is consolidated as an effective resource that fosters creativity, collaborative work, and student commitment.

According to Zambrano et al. (2024, p. 4), "Digital technologies, when properly used, can democratize access to knowledge and foster pedagogical innovation, even in adverse contexts." From this perspective, incorporating tools like LearningApps contributes to more equitable, dynamic learning adapted to each student's pace. This approach promotes student-centered teaching and provides the possibility of rethinking the teacher's role as guide and mediator of the educational process.

PROPOSAL

Description of the solution proposal

This educational proposal aims to incorporate the free LearningApps technological platform into the teaching- learning process in the Language and Literature area, with the purpose of improving academic performance and promoting interactive learning in Basic General Education students at the Miguel Merchán Ochoa Educational Unit.

Today, digital technologies are rapidly transforming educational processes and teaching practice. These tools not only support learning but also strengthen the construction of new knowledge by offering innovative and participatory environments. Among the most relevant trends are educational robotics, mobile learning, digital content platforms, artificial intelligence, augmented and virtual reality, automated assessments, and cloud computing, all with high potential to strengthen the teaching and learning process (Pincay-Chiquito et al., 2024).

From a pedagogical perspective, LearningApps presents itself as an accessible and practical tool, as it only requires Internet connection, a free account, and a basic device, such as a computer

or mobile phone. This makes it a viable alternative for institutions with different levels of technological infrastructure. Additionally, this platform transforms the teaching process into a dynamic and attractive experience, allowing each student to advance at their own pace and develop more autonomous study habits.

According to Mayorga-Ases (2025), one of the main advantages of educational platforms lies in their ability to adapt to users' time and space. In this sense, LearningApps stands out by providing teachers with the possibility of creating playful activities aligned with curricular content and students' competency level. This type of activity allows teachers to continuously evaluate student progress, detect difficulties, and reinforce learning in a timely manner.

Likewise, the platform fosters the creation and reuse of didactic resources, facilitating collaboration among teachers and the exchange of educational materials. Its integration with other tools like Canva, Kahoot, or Educaplay expands possibilities for designing interactive and motivating learning environments. Additionally, it contains an extensive database with resources created by other users, organized by topics and levels, which facilitates finding suitable materials without needing to create them from scratch. According to Balseca- Castellano (2022, p. 15), "the application of gamification has given good results in different educational areas, both national and international, which gives us a good guideline to implement in our context."

On the other hand, in the Language and Literature field, the LearningApps platform provides multiple benefits within the classroom. After a class or as reinforcement at home, students can interact with activities in a playful manner, reinforcing their learning through games and digital exercises. These experiences, besides being motivating, can be used as a form of formative assessment, allowing teachers to observe their students' progress without having to resort to traditional methods that usually generate pressure or anxiety. In face-to-face contexts, applications

can be used on digital whiteboards or tablets, both in group and individual work, promoting more meaningful participation. At initial levels, the use of visual and sound elements is valuable, as it stimulates multisensory learning and supports cognitive development.

Finally, the teacher's role and the incorporation of technological tools in the classroom are vitally important. According to Condor (2025, p. 12), "it has been evidenced that teachers do not act as mere technology consumers, but as critical agents who reinterpret their practices and generate contextualized, creative, and reflective proposals for the development of literary competencies in their students." In this sense, the use of LearningApps not only modernizes language teaching but also stimulates didactic innovation and teacher commitment to more participatory and contextualized education.

In summary, LearningApps represents a useful alternative for applying new pedagogical strategies in different curriculum areas, especially in language and literature. This platform offers a wide variety of activity formats that can be adapted to all ages and topics. Some examples include:

- Multiple choice questions: To assess concept comprehension
- Fill in the blanks: To practice vocabulary and complete sentences
- Crosswords and word searches: To reinforce spelling and lexicon
- Matching (text, images, audio): To associate ideas, words, or sounds
- Classification: To group elements into categories according to their relationship
- Sequencing (timelines, process steps): To understand the order of events or procedures
- Riddles or short answer questions: To stimulate critical thinking
- Interactive maps: To learn geography, locate

elements on a plane, etc. • Memory games: To improve information retention

• Audio/Video with interactive questions: Educators can upload YouTube videos or their own and add questions at specific points to verify comprehension

• Horse races (interactive quiz): A game format that adds a fun competitive element • Password: Similar to the well-known word game, ideal for practicing vocabulary • And other creative and playful activities

Exemplification of the Proposal in LearningApps Illustration 1. LearningApps interactive learning platform

Source: https://learningapps.org/

Table 6. Kolmogorov-Smirnov test for one sample

	Pre Test	Post Test
N	100	100
Normal parameters^a,b^ Mean	7.14	8.97

Standard deviation	1.166	.740
Maximum extreme differences	.166	.085
Absolute		
Positive	.166	.082
Negative	-.154	-.085
Test statistic	.166	.085
Asymptotic sig. (bilateral)	.000	.071

Normality Analysis

In order to evaluate the normality assumption in variables corresponding to the pre-test and post-test, the K-S test for one sample (N = 100 in both cases) was applied.

Pre-test results reflected a mean of 7.14, while in the post-test the mean was 8.97, which shows improved performance after the pedagogical intervention.

This change in distribution suggests not only an improvement in student performance but also a possible stabilization in results after implementing educational innovation, which is consistent with the observed increase in mean and reduction in data dispersion

According to these results, it is concluded that the score distribution has a normal distribution because its significance was greater than 0.05. This means that the corresponding hypothesis test is parametric; therefore, the Student's t-test was chosen.

Table 7. Paired samples test

	Paired Differences					t	df	Sig. (bilateral)
	Mean	Standard deviation	Standard error mean	95% confidence interval of difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-1.836	1.011	.101	-2.037	-1.636	-18.174	99	.000

Mean Difference Analysis

To evaluate whether significant differences existed between scores obtained in the pre-test and post-test, a **paired samples t-test** was applied, since post-test data met the normality assumption (K-S, p = .071).

Results showed an average difference of **-1.84 points** between both measurements, indicating a significant increase in scores after the intervention.

The Student's t-test for related samples had a significance of 0.000; this value is less than 0.05. These results support the hypothesis that the intervention had a positive effect on student performance, and there is statistically significant evidence to indicate that grades obtained after the innovation differ from those obtained previously.

CONCLUSIONS

This research's results show that the LearningApps platform constitutes an innovative educational resource of great pedagogical value, capable of transforming traditional teaching methods into more dynamic and interactive learning experiences. Its implementation fosters

motivation, commitment, and active student participation, thus contributing to strengthening their knowledge, skills, and abilities.

This research maintains that both theoretical analysis and practical application allow us to compare traditional teaching methods with implementing the LearningApps platform as an innovative pedagogical resource.

Findings show that integrating didactic activities with playful components awakens student interest and favors the development of creative and communicative competencies. Thus, it is confirmed that these strategies contribute to generating a more meaningful and dynamic learning environment.

However, for the results of these practices to be effective, it is necessary for teachers to design activities that align with curricular objectives and foster critical reflection. In this context, LearningApps offers a wide diversity of options that can be adapted to different educational levels and topics, facilitating personalization of the teaching process.

Therefore, it is recommended to continue with applied research that deepens the incorporation of digital tools in the classroom, in order to analyze their direct impact on academic performance and student participation.

Equally, it is essential to examine how teachers can effectively implement these strategies, taking into account their pedagogical experiences, training, and possible technological limitations in different educational contexts.

Finally, it is vitally important to continue strengthening the use of innovative technologies, such as LearningApps, in real teaching situations. Its adequate integration will allow progress toward

more digital, participatory education oriented to 21st-century demands.

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