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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

MODALITY: RESEARCH REPORT

**“CRITICAL ANALYSIS ABOUT THE USE OF ICTS IN THE ENGLISH
LANGUAGE LEARNING PROCESS”**

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major.

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AUGUST 2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Critical Analysis About the Use of ICTs in The English Language Learning Process", and researched by Almeida Burbano Samuel Esteban, ID number 1719687459, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023



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COMMITTEE APPROVAL

The research report entitled “Critical Analysis About the Use of ICTs in The English Language Learning Process”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

I would like to express my gratitude to God for giving me the power and wisdom to complete this great step in my professional career. I thank my parents for their support and help during this whole process. To my older sister, for inspiring me to follow this beautiful career in pedagogy. To my brothers for all the advice and encouragement they gave me not to give up. I want to thank my tutor Ph.D. Lorena González, for her patience and help in all this work. Finally, to my friends, the rest of my family specially my cousins for always being there when I need them, and my girlfriend my reason to be better every day.

Samuel

DEDICATION

I would like to dedicate this research work to my parents, Alfredo and Edith, for their unwavering patience, dedication, and boundless love I am forever grateful for. I extend this dedication to my sibling, who have exemplified the spirit of perseverance and bravery when dealing with difficulties, consistently placing their faith in God above everything. Furthermore, I wish to share this dedication with all those who have been part of my professional journey, offering their support and companionship throughout this process. I would also like to extend my dedication to my mentors, whose guidance and expertise have illuminated my path and enriched my understanding in immeasurable ways. Lastly, I dedicate this work to my loving girlfriend, whose unwavering belief in me and constant encouragement have been my driving force. Your presence in my life is a blessing I cherish deeply.

Samuel

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THEME: CRITICAL ANALYSIS ABOUT THE USE OF ICTS IN THE ENGLISH LANGUAGE LEARNING PROCESS

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ABSTRACT

The use of Information and Communication Technologies (ICTs) in the teaching-learning process has gained relevance due to the increasing digitization. The problem arises because it has not been possible to discern the type of use that ICTs have in the educational process. Therefore, this research aimed to analyze the use of ICTs in the English language learning process in second grade classes A, B, H, I and J at the IEF "Benito Juárez" during the 2022 academic year 2023. The use of a qualitative approach methodology and a descriptive method have been used. For data collection, an interview guide and a survey were designed, each with 10 questions related to the use of ICT for learning English. Likewise, 4 English teachers and 124 students participated in the study, who were selected using a non-probabilistic convenience sample. While for the analysis and discussion of the unstructured interview guide a Thematic Analysis method was applied. or the survey a technique of tabulating percentages on a Likert scale was obtained. The main results show that there are several challenges in the use of ICT, since teachers do not use the technology frequently due to the lack of technological resources, inadequate infrastructure, and little government investment in education. However, most of the participants agreed that it would be useful to use ICT to learn English. In conclusion, ICTs represent great opportunities to improve the teaching of English and at the same time a series of challenges that must be overcome to achieve meaningful learning in the digital age.

Keywords: Use, English Language, Learning, ICTs, meaningful learning

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS INGLÉS

TEMA: ANÁLISIS CRÍTICO SOBRE EL USO DE LAS TICS EN EL PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS

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RESUMEN

El uso de las Tecnologías de la Información y la Comunicación (TICs) en el proceso de enseñanza-aprendizaje ha cobrado relevancia debido a la creciente digitalización. El problema surge porque no se ha podido discernir el tipo de uso que tienen las TICs en el proceso educativo. Por lo tanto, esta investigación tuvo como objetivo analizar el uso de las TICs en el proceso de aprendizaje del idioma inglés en las clases de segundo grado A, B, H, I y J en el IEF "Benito Juárez" durante el año académico 2022/2023. Se ha recurrido al uso de una metodología de enfoque cualitativo y un método descriptivo. Para la recolección de datos se utilizó una guía de entrevista y una encuesta, cada una con 10 preguntas relacionadas con el uso de las TICs para el aprendizaje del inglés. Asimismo, en el estudio participaron 4 profesores de inglés y 124 estudiantes, quienes fueron seleccionados mediante una técnica de muestreo no probabilístico y por conveniencia para la selección de los participantes. Mientras que para el análisis y discusión de la guía de entrevista no estructurada se aplicó un Análisis temático, para la encuesta se utilizó una técnica de tabulación de porcentajes en escala de Likert. Los principales hallazgos muestran que existen varios desafíos en el uso de las TIC, ya que los docentes no utilizan la tecnología con frecuencia debido a la falta de recursos tecnológicos, la infraestructura inadecuada y la poca inversión del gobierno en educación. Sin embargo, la mayoría de los participantes coincidieron en que sería beneficioso utilizar las TIC para aprender inglés. En conclusión, las TIC representan grandes oportunidades para mejorar la enseñanza del inglés y a la vez una serie de retos que se deben superar para lograr un aprendizaje significativo en la era digital.

Palabras clave: Uso, Idioma Inglés, Aprendizaje, TICs, aprendizaje significativo.

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1. GENERAL INFORMATION

Theme: Critical Analysis About the Use of ICTs in The English Language Learning Process.

Starting Date: April 2023

Ending Date: July 2023

Place of Research:

Fiscal Educational Institution "Benito Juarez"

Pichincha Province, Quito Canton, La Magdalena Parish, Aushyris Oe3-207 and

Jacinto Collahuazo streets, Ecuador.

Sponsoring Faculty: Pujilí Campus

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Macro project of the career: Formative process in the teaching and learning of English as a foreign language in educational institutions in the Cotopaxi province.

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Knowledge area: Education

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Innovation in teaching and learning the English Language as a foreign language.

2. PROBLEM STATEMENT

Technological advances in the world have been very evident, so today it is very difficult to think of an activity that does not involve the use of technology for its development. The educational process is not oblivious to this reality, it is for this reason that the implementation of Information and Communication Technologies (ICTs) in the teaching of English as a foreign language (EFL) has gained relevance due to the growing digitization. At the same time, innovative technological tools appear that facilitate the educational process. In this sense, the creative and adequate use of ICTs can favor the quality of the information and improve the transmission of the knowledge with which the teacher can promote the development of linguistic, communication, digital, and collaborative skills in students (Mendo, 2021).

The implementation of ICTs in the classroom is beneficial since technological tools allow students to be motivated to acquire the EFL, offer extensive sources of information, and favor interaction and collaborative work (Yataco et al, 2023). Similarly, through interactive games, educational applications, or multimedia activities, it is possible to create dynamic learning environments that encourage students to get involved in the educational process (Parrado, 2020). Therefore, it is important to analyze key factors such as teacher training, support from educational authorities, or an appropriate infrastructure to understand how ICTs can be successfully integrated to complement EFL teaching in the classroom Luperdi (2018).

In this way, the use of ICTs has revolutionized EFL teaching, it can represent unique opportunities and cause a constructive outcome on students since technological tools have been developed for different purposes as the presentation, development, or evaluation of activities, which facilitates the work of the teacher and the achievement of learning outcomes. However, the implementation of ICTs in the teaching of EFL English can be limited and inefficient, which can become a great challenge because for its implementation to be successful it is necessary to take into account factors such as technological resources. appropriate, teacher training, motivation to innovate, or the support of the authorities (Luperdi, 2018).

So, despite the benefits represented by the use of ICTs in EFL learning, there are limitations that can hinder the implementation of technological tools in the Ecuadorian educational context in relation to the teaching of EFL English. Thus, the problem in the present study is that the

effect of the use of ICTs for learning EFL process in second high school classes A, B, H, I and J at "Benito Juárez" Fiscal Educational Institution (FEI) is unknown. Therefore, it is not possible to have a clear picture of the scope, effectiveness, benefits, and how the use of ICTs contribute to the progress of teachers and students in EFL mastering.

In this way, there are some factors that make it difficult the use of ICTs in classroom. So, the low interest of the state authorities in investing in the necessary technological resources that favor the use of ICTs in EFL learning. Consequently, the use of limited or old devices hinders the proper functioning of the use of innovative technologies in education, especially in the field of English language teaching (Lamos, 2020). Likewise, the lack of internet connectivity can limit interaction in English classes using of ICTs, turning applications into obsolete resources. Therefore, the use of ICTs represents a significant challenge since the lack of financial resources, improper infrastructure, or inadequate technological skills can limit some students' access to ICTs, resulting in exclusion and widening the gap of linguistic inequality.

In the same way, another of the causes that make it difficult to demonstrate the effectiveness of the use of ICTs in EFL learning is the elimination of the subject of computing from the national education curriculum during the academic period 2015 - 2016 since from the perspective Of the authorities, it was not considered that technological learning was limited to knowing how the computer works, therefore, they decided that school subjects should dedicate time to technology education in their students (Espinoza, 2015). This decision may have a negative effect since eliminating a subject dedicated to teaching how technology works has not allowed students to develop skills in the use of ICTs, diminishing the opportunity to exploit the maximum potential of technological tools.

Likewise, it can be highlighted that another of the causes of the problem in the use of ICTs is due to the lack of teacher training in the use of ICTs since when withdrawing the computer subject, the teacher was responsible for their self-training in the matter. technology and guide their students through the EFL learning process using technology. Consequently, educators have not received adequate guidance on the use of ICTs, so they have had to learn to use them empirically, making a series of errors at the time of their application and not obtaining the expected results, they have been motivated to resort to traditional teaching methods in their classrooms, which can cause a negative outcome on students (Lamos, 2020).

In this sense, it has been considered necessary to hold this study to carry out a critical analysis about the effect that the use of technological tools has on EFL learning produce, taking into account both the pedagogical strategies and the ITCs that have been used in the teaching implementation of ICTs in the FEI "Benito Juárez" and based on the results obtained, to publicize the perceptions of students and teachers regarding the effectiveness. As well as showing the challenges and limitations that the use of ICTs represents and, above all, the benefits that its proper implementation entails, thus encouraging English teachers to train to improve their professional practice and help their students develop language skills using technological resources.

So, based on the analysis of the different causes of the problem in the successful implementation of ICTs in EFL learning, it can be mentioned that the present research aims to answer the following research question. What is the use of ICTs in the English language Learning process among second-year high school students in classes A, B, H, I, and J at the "Benito Juárez" FEI during the 2022/2023 academic year?

3. OBJECTIVES

3.1. General Objective

To analyze the use of ICTs in the English language learning process in second-year high school students of the "Benito Juárez" FEI classes A, B, H, I, and J during the 2022/2023 academic year.

3.2 Specific Objectives

To establish theoretical foundations about the use of ICTs in the English language learning process.

To analyze the English teachers' perceptions about the use of ICTs in the English language learning process.

To identify students' opinions about the use of ICTs produce in the English language learning process.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1:

Activities and tasks

Specific objective	Activities	Verification Means
To establish theoretical foundations about the use of ICTs in the English language learning process.	<ul style="list-style-type: none"> - Research information - Write relevant information to the theoretical framework. 	<ul style="list-style-type: none"> - Background. - Theoretical Framework.
To analyze the English teachers' perceptions about the use of ICTs in the English language learning process.	<ul style="list-style-type: none"> - Design, adaptation, and application of the interview guideline. 	<ul style="list-style-type: none"> - Interview
To identify students' opinions about the use of ICTs produce in the English language learning process.	<ul style="list-style-type: none"> - Design, adaptation, and application of the option survey. 	<ul style="list-style-type: none"> - Survey.

Note. In this table the activities related to the specific objectives are shown

5. JUSTIFICATION

Notably, the use of ICTs in the English language learning process has been acquiring great relevance in the current Ecuadorian educational context. Above all, since ICTs are tools that

facilitate access, communication, interaction, and the creation of digital content through different media, then, the information stored digitally favors self-learning. Therefore, the use of ICTs empowers the development of English language and communication skills and also promotes the motivation, creativity, and critical thinking of students.

For this reason, the purpose of this study is to analyze the use of ICTs and their effects on the English language learning process in second-year high school students of the "Benito Juárez" FEI classes A, B, H, I, and J during the 2022/2023 academic year, in Quito city. Thus, through the critical analysis of the perceptions of teachers and students regarding the application of teaching tools in the teaching-learning process, it has been possible to identify the benefits and challenges of their implementation.

In this sense, the development of this research has been considered a success, where the use of ICTs in learning English is justified. It can be noted that ICTs facilitate access to information and content that is constantly updated such as e-books, audio, videos, images, or games, which promotes self-learning and the development of student's language skills in a significant way. Besides, ICTs favor communication and interaction inside and outside the classroom so that the student can learn at their own pace, according to their needs or interests, without space or time limits, with dynamic activities, and in virtual environments. In addition, it can improve self-confidence in students since ICTs allow them to create their own digital content in English, such as podcasts, blogs, or videos. So, they can reflect on their experiences, opinions, and emotions, as well as demonstrate their proficiency in the English language. Moreover, they provide automatic feedback, with which students can learn from their own mistakes.

Based on the arguments previously described, it is possible to identify a series of benefits that the use of ICTs implies in the process of learning the English language, it can be mentioned that the development of this research study has been viable.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

During the exhaustive review of bibliographic sources retrieved from the different digital repositories and libraries, including the internet, books, scientific journals and degree theses, divers research topics were identified at a national and international level that are considered relevant background to address the educational problem object study. This background contributes to theoretically support the problem and to contextualize it in the academic and scientific field.

Guillen (2020), conducted a study about “The influence of Information and Communication Technologies on English language learning at the secondary level of the Rafael Loayza Guevara Educational Institution”. The main objective of this study was to recognize and value the importance of the influence of the use of (ICTs) in the learning of the English language in first-year secondary students, through the use of Software XO-Peru Learns English (PLE), developed by the Ministry of Education. The methodology used includes a quasi-experimental design supported by the scientific method, in order to analyze specific events, subject to verification and empirical observation. The research included the participation of two study groups: a control and an experimental group. Moreover, the use of observation, the courtship list, the survey, and the written exam were used for data collection. The analysis of the information was given by frequency distribution tables and statistical graphs. The results of the investigation after the application of the test and post-test show significant differences between the average scores obtained from the experimental group using the ICTs and the control group without the use of the ICTs. Therefore, it was possible to determine that ICTs positively influence the learning of the English language. In conclusion, the use of ICTs in the classroom is feasible, since the student, when interacting with technology, can develop their own knowledge, which contributes to improving the quality of education.

Urrea & Arboleda (2018), developed the study “The relationship between oral communication in English and autonomous learning mediated by ICTs”. The purpose of the research was to analyze the relationship between oral communication in English and the development of learning autonomous through the use of ICT. Thus, a qualitative methodology was used

following a descriptive method based on documentary information. Then, the collection of information was given through a thorough literature review to identify some approaches, theories, and strategies proposed by different authors which allow us to have a clear idea of oral communication and the autonomous learning of the English language with the use of ICTs. Furthermore, a critical analysis of the gathered information was conducted to classify and ensure its relevance to the present study. The main findings of this research highlight the advantages of autonomous learning for students, such as assuming leadership in the learning process or the development of critical thinking skills through oral presentations. The study also understands the significant role of ICTs as an essential tool in the development of oral proficiency in the English language. However, specific results regarding oral communication in English and autonomous learning are not explicitly mentioned in the research paper.

Tamayo et al., (2020), conducted the research study “Influence of learning strategies with ICT Tools in the competence of reading comprehension in English”. The study was addressed to determine the results of the evaluation of the influence of the use of ICTs for the development of reading comprehension in English in students of levels 1 and 2 of the Financial Administration program of the TDEA at the Technologic of Antioquia -University Institution. A methodology with a quantitative approach with a descriptive scope based on the pre-experimental design was used. The study included the participation of 92n students from the TDEA program, 22 men and 70 women in an age range of 17 to 25 years, selected by intentional or convenience sampling. For data collection, a pre-test and a post-test were used, which sought to evaluate or measure the skill of reading comprehension in English before and after a pedagogical intervention. The results obtained showed that after performing the post-test, it shows a 52.5% (level 1) and 60% (level 2) accuracy, which shows that the use of ICTs influenced the development of reading comprehension. Therefore, the use of games, web pages, and electronic devices allow to improve the academic performance of students, increasing motivation and interest in learning English. In conclusion, the results of the study suggest that the use of ICTs tools can be an effective strategy to improve students' English reading comprehension proficiency.

6.2. Theoretical framework

6.2.1. English teaching learning process

At the beginning of this century, the English language gained relevance since being considered a universal language plays a crucial role in a globalized world. Taking into account that human activities revolve around technology in globalization, the English language has made it possible to shorten the digital divide since being a widely spoken language in the world facilitates communication, interaction, or cultural exchange. For this reason, a large number of people decide to study English as their second language due to the personal and professional opportunities that come with having a good command of the English language (Tosuncuoğlu & Kırmızı, 2019).

The educational process refers to the process of acquisition and transmission of knowledge through interaction, be it between teachers, students, and the context. This process can be understood as a social phenomenon that involves all areas of knowledge. In this sense, the teaching–learning process of English as a foreign language is part of the educational process, since in it knowledge related to the functioning and production of the language is shared as a communication tool that constantly evolves to adjust to the needs and requirements of society (Sevy-Biloon, 2021).

Therefore, the English teaching-learning process has been necessary to guide the adequate acquisition of the language and overcome communication barriers allowing countries to be in contact. Thus, the educational process of the English language is based on the acquisition and understanding of the language by the learners. So, the teacher is in charge of creating a pleasant environment where students can interact freely, on equal terms. In addition, for an adequate acquisition of the language, it is necessary for the teacher to promote constant practice and the transmission of information so that students can add new vocabulary and gain confidence to use the English language. Therefore, the teacher and students must work collaboratively to ensure success in learning English (Weixuan, 2014).

6.2.2. English teaching methods

The teaching of the English language, mainly as a foreign language or as a second language, has been part of a process of historical evolution in which it has sought to develop effective strategies that allow the transmission and acquisition of the English language. This is how the need arose for the creation of teaching methods and approaches. Also, they have a parameter to propose new ideas that favor the development of English skills in all areas. So, English teaching methods seek to meet the needs of learners or develop certain skills. Therefore, the teaching methods can change depending on the purpose, the mother tongue, and cultural background. That is, teaching methods are the different ways of teaching through a procedure that allows learning objectives to be achieved (Jeya, 2012).

For this reason, depending on the purpose or the ability that the teacher seeks to develop in their students, there are several teaching methods, among which the Grammar-translation method stands out, which prioritizes the study of the elements of the sentence and grammatical structures (Jeya, 2012). The Direct method was developed with the intention that the student acquires the target language in the same way as her mother tongue, thus prioritizing oral communication emphasizes oral (Larsen-Freeman & Anderson, 2011). On the other hand, the Audio-lingual method is focused on interaction and communication through the use of English in short conversations (Jeya, 2012). While, the Suggestopedia suggests learning the target language through breathing techniques or relaxing students through music, favoring listening skill development (Kharismawati, 2014). In turn, Total physical response (TPR), is a method that responds to physical stimuli for language acquisition where that comprehension is the first step to acquisition, without understanding there is no acquisition and communication, so the classroom environment it is important to create positive stimuli (Asher, 1977).

6.2.3. English skills

A skill can be defined as the set of skills or knowledge that people possess and that allows them to carry out an activity easily and simply. An ability is developed through constant practice which helps the individual gain experience in carrying out the activity (Herrity, 2022). In this sense, listening, speaking, reading, and writing are four basic skills that allow us to interact

socially through language. In other words, they are the linguistic skills that individuals develop when interacting and communicating with others.

The four skills can be grouped into two categories: receptive skills and productive skills. Receptive skills, according to Roldán (2018), are responsible for providing the necessary knowledge for students to understand the foreign language, represented through reading, and listening comprehension skills. Productive skills are related to the opportunities students must produce sentences and communicate through speaking and writing. In the process of learning a language, the four skills are nurtured and developed, and students gain increasing confidence and competence to understand, speak, read, and write what they learn, thereby developing their fluency.

Productive skills

The productive or active English skills are in charge to the language production. They are speaking and writing.

Speaking skill

Speaking skill is when the people to produce sounds to communicate each orally. fluent oral expression is seen by many as the greatest proof of language proficiency. Mainly because it requires learning new phonemes and an extensive vocabulary (Dávila, 2019). The ability to speak fluently is not only based on knowledge of language characteristics but also on the ability to process information. For some individuals, speaking is the most challenging aspect, as it requires being prepared to process language and make everyone's brain interpret and identify the meaning of each word (Almeida & Moya, 2019).

Writing skill

Writing is the communication skill that refers to writing in English. It allows individuals to express themselves in the language by writing texts in English. Writing plays an especially

significant role for literate individuals as it enables communication and understanding of word meanings and contexts.

Therefore, the relevance of teachers working with their students in learning the English language, considering the teaching of language skills: reading, speaking, listening, and writing, becomes evident. It is the combination of these skills that will provide students with the broad ability to understand, speak, and engage with the topics addressed by the teacher. Considering this, it is believed that a difference can be made, and often this does not happen due to a lack of theoretical knowledge on the part of the educator and undefined objectives (Sadiku, 2015).

Receptive skill

Listening and reading are considered receptive skills, as they are the means through which students assimilate information and language structures.

Reading skill

The communicative skill of reading allows individuals to read texts in English. It is highly sought after by people who work with written documents in the language and by professionals dealing with international sources, which require extensive research in foreign articles and publications. Reading expands access to knowledge as it provides the opportunity to read articles and documents even before they are translated (Riva & Companioni, 2018).

Listening skill

This skill refers to the ability to understand spoken English, that is, the listening comprehension of what is being said. Those who develop this skill not only identify words and phrases but also quickly grasp their meaning. Individuals who master this skill can listen and decode the language rapidly as if they were listening to it in their native language (Riva & Companioni, 2018).

6.2.4. Technology

Technology refers to the system of digital techniques created by human beings that uses the knowledge and organization of elements that allow them to achieve specific objectives. (Volti, 2017). In this sense, it is possible to mention that electronic devices such as smartphones, a television, or a computer can be classified as technological resources. In addition, at present, technological resources can be defined as the set of software and applications designed for the correct functioning of the aforementioned electronic devices (Carroll, 2017). Then, technology has a certain amount of material or physical or abstract that has been developed through scientific experiments aimed at carrying out specific activities that are present in the physical world that surrounds us.

6.2.5. Information and communication technologies (ICTs)

Information and communication technologies (ICTs) refer to the set of technological tools used for communication or the acquisition of knowledge because they facilitate access to information at any time and place. In this way, the ICTs have gained significant relevance in the current education, so, it is necessary to highlight their importance for social development (Lamos, 2020).

The diffusion of innovative technologies in education has been gradually changing the landscape of the education system and, consequently, it is possible to speak of two types of classes: one before and one after the dissemination of the media and digital communication technologies. (Macias et al., 2021). Recently, the discussion around exclusion/inclusion involves scientific and technological advances. On the other hand, ICTs have always been present in education to facilitate the presentation of information. Thus, it is important to highlight that, in comparison to traditional spaces for English language teaching, current computerized laboratories bid learners a richer environment for language acquisition (Quiroga et al., (2019).

However, the implementation of ICTs remains a challenge for most teachers because to achieve successful results, important pedagogical changes and acceptance of digital content must be made. In addition, the constant technological advances currently require teachers and students

to adapt to technological development, taking into account the possibility of using technology as a tool for learning (Aguiar et al., 2019):

In the case of language teaching, especially English, modern technologies can be great allies, providing integrated educational practices with some means, making the subjects much more attractive for the student. (Luperdi, 2018). On this relationship, Aguiar et al., (2019) states that, when reflecting on some educational innovation, we must identify preconditions for reflecting on and integrating ICTs in education. (Büyükkarci, 2009; Celik, 2017).

6.2.6. ICTs in education

ICTs has multiplied the possibilities of research and information for students, who, armed with these new tools, activate learning, and become protagonists of the educational process. According to the authors Macias et al., (2021), ICTs are effective and help school development a lot, so with their use in education they are allied with teaching and learning and are inserted and adjusted according to what will be learned or updated, generating quality growth and excellent value for society.

The use of ICTs in the educational process has proven to be very efficient and has been solidifying within the educational scenario, since new habits lead to new cultures, and this has grown a lot. (Aguiar et al., 2019). The author also states that the use of these innovative technologies implies a new way of thinking, acting, and learning. For this education to take place, all these tools must be used properly. These innovations must be taught and demonstrated as to their use, how to proceed in certain cases, where to start, when to go further and the exploration of other activities through the studied. (Aguiar et al., 2019).

All these forms of learning result in new knowledge and innovations, which were simple data collected, now processed, reaching a new field of understanding and information. There is no doubt that current information and communication technologies have brought considerable and positive changes to education and will help to find new paths and help improve the process and quality of education.

6.2.7. ICTs in learning English.

The English language has a role in the integration of all nations, as speakers use it all over the world. It is so important that the National Educational Curriculum (CEN) addresses the approximation of foreign language teaching at all levels of the equation, placing a study base that allows everyone to adapt their native language a foreigner, in this case English. The educational curriculum addresses the nuances of the linguistic dimension, the reading dimension, the auditory dimension, and the written dimension, all being elaborated in parallel with discursive practices and the daily life of the student. The axes proposed by the CEN involve practices using ICTs (Ministry of Education, 2022).

Thus, in recent years, especially in the health emergency, it has been noted that online classes are an example of how technological ease can result in the accommodation of students in relation to the search for knowledge of the English language. Therefore, some traditional activities are not effective in this situation. An example of this are the exercises of translation of texts, songs, which can be easily done in applications such as Google Translate, in which the student can simply copy and paste the text and translate it without having to reflect on the content treated, to the context of these contents (Guacho, 2020).

6.2.8. Technological tools for teaching English

ITCs for teaching English refer to the set of technological tools that educators can access to improve the EFL English teaching process. That is, teachers can make use of various technological resources to improve their professional practice (Amalia, 2020). At present it is possible to choose from among a diversity of technological tools that best suit the educational purpose or to develop specific linguistic skills. Thus, many applications are available to download and use as an alternative to learning for free, but with some limitations most of the time or paid. The idea is to always look for an app with which the student identifies, which is easy to use so that he enjoys dedicating that little time a day to study.

In this way, it is possible to highlight some interesting tools that can be used according to a specific purpose in EFL teaching-learning.

ICTs for interaction

These kinds of technological tools facilitate interaction between teachers and students, either through conversations through written messages, voice notes, or by simulating face-to-face interaction in virtual environments (Morrison, 2020). Among the most outstanding ICTs used for interaction, it is possible to mention WhatsApp, Telegram, Zoom, Google Meet, and Microsoft Teams.

ICTs for presentation

The presentation of the contents is a very important step in the EFL teaching-learning process since the success of the class lies in capturing the attention of the students and keeping them motivated (Mena & Terán, 2023). So, it is important to make creative presentations for which you can use tools like Prezi, Cava, PowerPoint, and even YouTube.

ICTs for collaborative learning

Collaborative work is important for the development of English language skills and linguistics since a person does not learn only from what the teacher teaches but also from classmates and the context in which learning takes place, therefore that group activities such as writing a report, completing puzzles and so on can be carried out (Sanmugam et al., 2019). So, there are several tools that facilitate collaborative work such as Nearpod, Coogle, Flipgrid, Padlet, Word, or Google Docs.

ICTs for English learning assessment

The assessment stage is another important moment of the educational process since through it the progress of the student in the development of the linguistic abilities of the English language can be measured. In this sense, there are digital platforms for the evaluation of academic progress that are out of the traditional and allow the evaluation experience to be pleasant and fun, in addition, once the student completes the activity, this kind of ICTs provides instant

feedback. Popular assessment apps include Kahoot, Quizzes, WordWall, and Liveworksheets (Plump & LaRosa, 2017).

ICTs for English self-learning

There is a wide variety of applications developed so that the student can learn the English language at their own pace and thus become a self-taught person. Thus, through the use of these tools, students will be able to develop linguistic skills, either individually or comprehensively (Mena & Teran, 2023), So the most recommended for these purposes are Duolingo, Linguee, Google Translate, Grammarly, Lyrics training, and so on.

6.1.1. Advantages and disadvantages of use ICTs in EFL learning

Advantages of use ICTs in EFL learning

Regarding to the use of ICTs, Luperdi (2018), suggests that these tools can play a significant role in the development of different skills involved in teaching and learning a foreign language. Yataco et al. (2023), adds that the positive effects of ICT in everyday learning, arguing that these tools enhance motivation to learn English as a second language through access to authentic resources, interactivity, and collaborative learning. Furthermore, the use of ICT facilitates autonomous student learning. Thus, The ICTs enables students to practice individually, access interactive materials, and receive immediate feedback, thereby fostering independence and improving their language skills (Jiménez, 2018).

On this way, it is recognized that ICTs also has the potential to arouse students' interest and keep them motivated to learn English. Parrado (2020) mentioned in their study that ICT create a more dynamic and engaging learning environment through interactive games, educational applications, and multimedia activities, which help students become more involved.

Disadvantages of use ICTs in EFL learning

On the other hand, despite the benefits that ICT can provide, certain negative effects must be considered for the successful integration of these tools in classrooms, as noted, these considerations include teacher training, support from school administration, and appropriate infrastructure, among others (Luperdi, 2018). Thus, despite having an infrastructure and technological devices in good condition, the lack of teacher training can create distrust to apply ICTs in English classes. Teachers have received training in ICT use, but some still do not incorporate these tools into their classes. This situation has led to most teachers hesitating to work on and develop lessons involving information and communication technologies.

In this sense, there is the concern that excessive use of ICTs may generate dependency, replacing active and meaningful learning obtained through face-to-face interaction with teachers and peers. Additionally, selecting appropriate and reliable content can be a challenge due to significant variation in the quality and reliability of online resources (Almeida & Moya, 2019). Furthermore, it is important to highlight that the existence of the digital divide among students, may represents a significant challenge since the lack of financial resources, insufficient infrastructure, or inadequate technological skills can limit some students' access to ICTs, resulting in exclusion and widening the gap of linguistic inequality (Mendo, 2021).

7. METHODOLOGY

The present study resorted to the use of a qualitative approach with a descriptive character to carry out this research, which was focused on examining the use of ICT in the English language learning process, considering the experiences of English teachers, and his students from him. In addition, the use of the descriptive method has allowed for obtaining a broad overview with which it has been possible to identify the particularities of learning English and detail the reality of the academic progress that the use of tics has meant from the perceptions that the participants. For this reason, it has been possible to determine the use of technologies on learning the English language in a systematic and structured way, allowing to get a clear understanding of the benefits and challenges associated with these. So, this research contributes to holding a critical analysis of the use of ICTs in the English language learning process in second high school classes A, B, H, I, and J at the "Benito Juárez" IEF during the academic year 2022/2023.

7.1. Population and Sample

The present study carries out an interview applied to 4 English teachers were selected for the study following the criteria that by being immersed in the teaching-learning process of English, they can provide important information about the use of ICTs has had on their professional practice. Thus, the 4 teachers are women who have obtained their bachelor's degrees at the Central University of Ecuador and have extensive experience in teaching EFL in educational institutions in the city of Quito. These teachers are identifying with codes to protect their identity.

Table 2:

Participants codes

Degree	Code	Genre	Age
PhD	AW05	Female	51
Lic	BD06	Female	42
Lic	VS16	Female	41
Lic	GP22	Female	40

Note. In this table are represented the different codes assigned to the participants

Thus, AW05 is 51 years old and has a PhD degree. GP22 is 40 years old and has worked in fiscal institutions such as the "Amazonas" National College. On the other hand, VS16 is 41, and BD06, is 42 years old, both of them are currently studying for a master's degree in learning a second language at the State University of Milagro (UNEMI). Besides, BD06 has worked for more than 15 years at the "Benito Juarez" FEI and currently works occasionally at the Language Center of the Army Polytechnic School (ESPE).

In this way, the personal information of the participants was encrypted in order to protect their integrity and maintain their identity in anonymity under the principle that the data collected will be used only for research purposes. Therefore, the code will be the means of identification of the participants in the investigative process. (See Table 2).

Furthermore, this study included 124 second-year high school students distributed in 5 classes A, B, H, I, and J, of which 71 female students and male 53. Participants were selected by non-probability and convenience sampling. In this way, the selection of the participants occurred at the convenience of the researcher since he had prior knowledge of the population. That is, the participation of the study subjects was considered important because they are the ones who use ICTs in learning English and therefore contributed significantly to the development of the research. (Borda et al., 2014) in this sense, the sample is a representation of the total population of the "Benito Juárez" FIE who participated in the study (See Table 3).

Table 3:

Sampling of students

Participants	Genre	
Students	Male	Female
124	53	71

Note. In this table the participants are distributed according to gender

7.2. Data collection and procedures

The unstructured interview was carried out in face-to-face way, used the phone recorder to capture the teachers' opinions, in an estimated time of 10 minutes, for each 4 teachers. In addition, following the ethical research processes, informed consent was extended to each of the participants in which the reasons and purposes of the research were explained, and the free and voluntary participation of each teacher was important to achieve the objectives set. Likewise, it was explained that the participation of teachers would be anonymous, so their data would be protected and used only for research purposes.

The survey was conducted online, using the Google Forms Tool, a web-based application that allows the integration of surveys directly within email communications. However, one notable restriction is that this functionality is limited to situations where email is accessed from a Gmail server (Florence, 2016). So, the survey link was sent to the English teachers' mails, and they were asked the students to complete it within two days. The students were informed that this survey is strictly anonymous, so their names will never be revealed and if they did not wish to carry out the activity, they were free not to.

7.3. Data analysis method

To analyze data from the unstructured interview, thematic analysis technique was used since this facilitates the identification, classification, and analysis of the data collected through unstructured open questions (Braun & Clarke, 2006). This technique was very important to collect accurate information related to the teachers' perceptions of ICTs on learning English directly from the participants who, being immersed in the educational process become a reliable source of information (Gomez, 2006). Thus, it was possible to critically analyze the different points of view of teachers regarding the use of ICTs on EFL learning in "Benito Juarez" FEI. As a first step, the familiarization of the information was done by transcribing the interviews. Next, the information was codified considering key aspects and linking similar meanings. Then, specific primary categories were generated by recognizing similar patterns and grouping various codes. Later, the topics were reviewed in order to eliminate redundant information. After that, the most relevant topics were listed according to the meaning of each one. Finally, the writing-up step was developed to organize the categories and subcategories that facilitated the analysis of the topics and therefore achieve the objective of this study, concluding what is the use of ICTs in the process of learning English.

On the other hand, the survey was based on a tabulation technique with 10 closed questions. Tabulation involves systematically organizing numeric data into rows and columns, creating a structured format that simplifies comparisons and aids in statistical analysis. By grouping related information about students' opinions of the use of ICTs in the English language learning process. Together, it streamlines the process of comparing data and enhances the ability to perform statistical analysis and draw meaningful and clear interpretations (Kumar 2019). At the beginning, the familiarization with the information was develop by transcribing the statistical data with the use of Microsoft excel. Then, the information was codified, considering the main findings that the study needed. After that, Review and eliminate unnecessary and repetitive data, and for this reason, 5 question were selected with relevant information. Finally, categorize, organize, and expose the main findings to achieve the objective of identify students' opinion about the use of ICTs in learning English.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1. Interview

In order to fulfill the objective about analyzing the English teachers' perceptions about the use of ICTs in the English language learning process, data from the interview was analyzed. To do so the most relevant topics in categories and subcategories were presented (see table 4).

Table 4:

Categories and subcategories about the use of ICTs

Themes (categories)	Subcategories
Advantages of the use of ICTs	Motivation
	Collaborative learning
	Linguistics skills
	Educational resources using ICTs
Challenges of the use of ICTs	Teaching training
	Social Networks

Note. In this table categories and subcategories are organized.

8.1.1. Category: Advantages of the use of ICTs

This section was divided into four subcategories that allowed identifying the advantages of the use of ICT in "Benito Juarez" FEI.

Subcategory: Motivation

Regarding the use of ICTs in the classroom as a means of the motivation that ICTs produce in the students learning process, the following opinions have been collected.

"Sí, ... pues es algo novedoso o algo que les motiva a ellos para estar más activos, en la clase".

[Yes... well, it's something new or something that motivates them to be more active in class]

(AW05).

“Claro, nosotros sabemos que ellos no están acostumbrados a ... poner atención a las clases, pero si se usan las tecnologías adecuadas, ellos pueden interesarse durante toda la hora”.
 [Sure, we know that they are not used to... paying attention to classes, but if the appropriate technologies are used, they can be interested in the whole hour] (BD06).

“Sin duda que sí. Ellos se incentivan bastante. Inclusive tú puedes descubrir que los chicos no les gusta la gramática, pero por medio de crear ellos de algún tipo de dibujo, pueden desarrollar algún writing, una descripción, entonces ellos son visuales y si se usa la tecnología de mejor manera, yo creo que sería increíble”. [Certainly yes. They do get quite motivated. Even you can discover that the kids do not like grammar, but by creating some kind of drawing, they can develop some writing, a description, so they are visual and if technology is used in a better way, I think that would be amazing] (GP22).

“Así es, como estamos en una era de la tecnología. Es lo más llamativo y también las clases didácticas son excelentes para ellos”. [This is how we are in an age of technology. It is the most striking, and also the didactic classes are excellent for them] (VS16).

Based on what was mentioned by the participants, it can be seen that from their point of view, they all agree that the use of ICTs in the teaching of the English language can motivate students to learn since, being in the technological age, the classes become more appealing to them. Therefore, keeping them motivated to interact in class and since ICTs are more visual help to capture their attention more easily. It should be noted that most of the teachers mention that the application of ICTs in the classroom would be a good alternative.

The benefits of ICT in everyday learning, arguing that these tools enhance motivation to learn English as a second language (Yataco et al., 2023). In this regard, modern technologies can be great allies in the English teaching processes, since they offer a number of means that can be used helping the content to be much more attractive for the student. (Luperdi, 2018). Furthermore, the presentation of the contents is essential in the EFL teaching-learning process since the success of the class lies in capturing the attention of the students and keeping them motivated (Mena & Terán, 2023).

Thus, it can be added that another point in favor of the use of ICTs in everyday learning is that they promote motivation to learn in students through access to authentic resources, interactivity, and collaborative learning (Yataco et al., 2023). Likewise, the use of ICT promotes autonomous learning since students can practice individually, develop novel activities, interact, and receive immediate feedback, thus promoting independence and improving their language skills (Jiménez, 2018). Must be considered for the successful integration of these tools in classrooms, as noted, Luperdi (2018). These considerations include teacher training, support from school administration, and appropriate infrastructure, among others.

Subcategory: Linguistic skills

This category describes the different perceptions of the use of ICTs in the development of language skills since these are very important for the effective use of the English language, so technological tools have a significant effect.

“Bueno, yo pienso que sí, pero siempre y cuando los estudiantes hagan un trabajo consciente donde no se use primero, el traductor para salir del apuro... que se haga un apoyo...para ver ciertos errores o dudas...pero no para como lo hacen habitualmente los estudiantes escogen textos y lo traducen literalmente, entonces ahí no nos está sirviendo, como en todo hay el bueno y el mal uso de la tecnología”. [Well, I think so, but as long as the students do conscious work where the translator is not used first to get out of trouble... that support is made... to see certain errors or doubts... but not how they do it students usually choose texts and translate them literally, so it is not serving us there, as in everything there is a good and bad use of technology]. (AW05)

“Definitivamente, el uso de los TICs es una gran herramienta, ya que los jóvenes están muy familiarizados con la tecnología ... especialmente en las habilidades que son reading and listening, ya que hay una gran variedad de actividades que pueden realizar, de una manera más fácil para ellos y siendo interactivos”. [Definitely, the use of ICTs is a great tool, since young people are very familiar with technology... especially in the skills that are reading and listening since there is a great variety of activities that they can carry out, in an easier way and being interactive] (BD06).

“Estoy de acuerdo en eso, pero la realidad institucional fiscal sí sería que cambie, porque si es que nos dan un laboratorio dotado, yo creo que todos usaríamos el laboratorio ... Nosotros somos latinos, somos hispanos, no somos hablantes de del idioma inglés, entonces listening es nuestra debilidad, entonces sí considero que mejoraríamos mucho”. [I agree with that, but the fiscal institutional reality would be for it to change because if they give us an equipped laboratory, I believe that we would all use the laboratory... We are Latinos, we are Hispanics, and we do not speak English, so Listening is our weakness, so I do think that we would improve a lot] (GP22).

“Claro que sí, los resultados son muy buenos, y existen varias herramientas en este caso el traductor...pero los estudiantes deben verificar en contexto las adaptaciones y utilizar la gramática en donde ellos emplean los conocimientos adquiridos en el colegio y ... lo aplican en la casita. De igual manera al momento de estar escuchando varias canciones, varios diálogos, ellos van perfeccionando la pronunciación y el aprendizaje del idioma inglés”. [Of course, the aids are very good, and there are several in this case of the translator... but the students must verify the adaptations in context and use the grammar where they use the knowledge acquired at school and... apply it at home. In the same way, when listening to various songs, various dialogues, they are perfecting their pronunciation and learning the English language] (VS16).

It can be clearly identified that teachers have a positive attitude towards the use of ICTs to develop the linguistic skills of the English language where listening, reading, and writing stand out, as well as grammar through the use of Google Translate or pronunciation through songs. However, they agree that there are a number of factors that hinder the use of ICTs, such as the lack of infrastructure or the misuse that can be given to ICTs due to the conformism of students to carry out tasks consciously.

The use of ICTs can mean a great benefit for learning English since by implementing these kinds of tools it is possible to promote the development of English language skills (Luperdi, 2018). For this reason, Mena & Teran, (2023), highlight that there is a wide variety of apps developed so that the student can learn the English language at their own pace in any place and in any time. Thus, through the use of these tools, students will be able to develop linguistic skills, either individually or comprehensively such as Duolingo, Google Translate, Grammarly,

Lyrics training, and so on. Nevertheless, the infrastructure is not the only obstacle. It is crucial to evaluate how these technologies affect the development of specific language skills because not all digital activities promote authentic and meaningful language practice, which has led some critics to argue that excessive use of ICTs can have a negative outcome on these skills (Guacho, 2020).

Subcategory: Collaborative learning

Collaborative work is essential for interaction, communication, and knowledge acquisition, for this reason, this subcategory includes the main perceptions of teachers using ICTs to promote collaborative learning.

“Por supuesto, ... cuando trabajamos... con las TICs es más fácil, si no estamos de manera presencial podemos compartir la información”. [Of course,... when we work... with ICTs it is easier, if we are not in person we can share the information] (AW05).

“Sí, definitivamente sí, muy importante el uso de las TICs...nos facilita eh bastante el trabajo En grupo”. [Yes, definitely yes, the use of ICTs is very important...it makes group work much easier for us] (BD06).

“Sí, considero que sí, aunque bueno, los profes que ya tienen más edad... no les gusta la tecnología. de hecho, son más por libros con cosas así”. [Yes, I think so, although hey, older teachers... they do not like technology. In fact, they are more put books with things like that] (GP22).

“Claro, nos ayuda bastante. Nosotros como área trabajamos a través de con los módulos del Ministerio de páginas web en las cuales obtenemos ... listening, diálogos, los cuales aplicamos a nuestros estudiantes y como área también estamos a la vanguardia”. [Sure, it helps us a lot. We as an area work through the modules of the Ministry of web pages in which we obtain... listening, and dialogues, which we apply to our students, and as an area we are also at the forefront] (VS16).

Based on the teachers' perceptions related to collaborative learning, it can be mentioned that they all agree that the use of ICTs for this purpose is beneficial. This is how they try to update themselves, to better manage technological resources such as the digital modules of the Ministry of Education, share information among themselves, and thus facilitate the work. However, one of the weaknesses is that older teachers lean towards traditional methods due to lack of training, so it can be difficult to include them in teamwork.

In this sense, the positive effects of the use of ICTs to promote collaborative learning can be highlighted. About. Sanmugam et al., (2019). They mention that collaborative work is important for the development of English language skills since a person does not learn only from what the teacher teaches but also from classmates and the context in which learning takes place. However. Mendo (2021) states that the lack of financial resources, insufficient infrastructure, or inadequate technological skills can limit the access and use of ICTs, resulting in exclusion and widening the gap of linguistic inequality.

Subcategory: Educational resources

This section describes the main thoughts of teachers in relation to the effect of use of ICTs as teaching and evaluation resources.

Regarding the use of ICTs as didactic resources (AW05) state *“Sí, cuando es posible, especialmente para hacer los listening, usamos el teléfono con los speaking y bueno, en lo que se pueda”*. Yes, when it is possible, especially to do the listening, we use the telephone with the speaking and well, in what is possible. On the other hand, according the use of ICTs for assessment, (AW05) adds, *“habitualmente ya no porque estamos en manera presencial y el trabajo se lo realiza más aquí en la clase, en vista de que la mayoría de estudiantes tienen problemas de conexión a internet y así entonces es muy difícil enviar en línea. Como docente, el rato de ... evaluar, calificar los trabajos en líneas es más fácil”*. Usually, not anymore because we are in person and the work is done more here in the class, given that most students have internet connection problems and thus it is very difficult to send online. As a teacher, the time to... evaluate, grade the work online is easier.

With respect to the use of ITCs as educational resources, (BD06) express “*Debido a la limitante que existe dentro de la institución fiscal “Benito Juárez”, ya que los estudiantes no tienen el acceso a internet y tampoco a las a los celulares...no tenemos un laboratorio, es casi nula el uso de las TICs dentro del aula*”, [Due to the limitations that exist within the “Benito Juárez” fiscal institution, since students do not have access to the internet and neither cell phones... we do not have a laboratory, the use of ICTs in the classroom is almost nil]. Whereas as evaluations tools. “*Generalmente se usan vídeos. Y en los que ellos tienen que contestar de manera interactiva por medio de un link*”. [Videos are generally used. And in which they have to answer interactively through a link].

On the other hand, (GP22) mentions “*Sí, pero no siempre ... no tenemos en la institución lo necesario... tenemos un laboratorio ...pero no tiene electricidad, entonces no podemos conectar las computadoras...Sin embargo, de vez en cuando sí se hace por medio del infocus, se trata de darle algún tipo de clase dinámica a los estudios*”. [Yes, but not always... we don't have what is necessary in the institution... we have a laboratory... but it doesn't have electricity, so we can't connect the computers... However, from time to time it is done through the infocus, it's about giving it some type of dynamic class to studies]. Regarding evaluation ICTs. “*Actualmente ya no, anterior en la pandemia sí... en realidad, las plataformas ...que tenemos es solamente para calificaciones y asistencia. Currently no longer, earlier in the pandemic yes... actually, the platforms... we have been only for grades and attendance*”. [Actualmente ya no, anterior en la pandemia sí... en realidad, las plataformas ...que tenemos es solamente para calificaciones y asistencia. Currently no longer, earlier in the pandemic yes... actually, the platforms... we have been only for grades and attendance]. (GP22)

“*Claro que sí. Sí, utilizamos muchas veces a los estudiantes, se les pide que nos envíen audios que desarrollan varias actividades en casita, obviamente, ya que el colegio no dispone de todos los medios como el internet*”. [Of course. Yes, we use the students many times, they are asked to send us audios that they develop various activities at home, obviously, since the school does not have all the means such as the internet]. On the other hand, assesmen tools. “*Ya en este caso nosotros sí, pero no con continuidad, debido a que ya estamos de manera presencial, pero es muy importante el uso, ya que los estudiantes manejan el celular, el uso del traductor de manera continua*”. [In this case, we do, but not continuously, because we are already in person,

but the use is very important since the students handle the cell phone, and the use of the translator continuously]. (VS16).

Based on what was expressed by the teachers, it can be distinguished that they have a positive attitude towards the use of ICTs in their professional practice since they try to implement the technological tools in the classroom according to their possibilities, trying to provide meaningful learning to their students. However, they all conclude that there are limitations to using ICTs effectively since they agree that the government does not provide the necessary technological resources and that, working in a fiscal educational institution, they have a laboratory, but they cannot use it due to the lack of electricity or internet access. In the same way, they are limited to sending homework because they are in face-to-face classes.

There is a wide variety of technological tools for teaching which facilitate the presentation of content, making it more attractive to students, and making it easier to capture their attention. In the same way, the evaluation becomes a fun moment for the students due to tools such as Kahoot, Quizzes, Wordwall, or Liveworksheets (Mena & Terán, 2023). In addition, it can be noted that technological tools not only support the teaching of English with specific activities but also for other purposes such as class organization and the selection of didactic resources (Sevy-Biloon, 2021). However, Luperdi (2018) emphasizes the importance of examining how these tools are successfully integrated to complement language teaching in classrooms. Key aspects to consider include teacher training, support from school administration, and adequate infrastructure.

8.1.3 Challenges of the use of ICTs

In this category, fundamental issues related to the effect of use of ICTs in the teaching-learning process of the English language are addressed, such as teacher training and the use of social networks, in this way, the challenges of the use of ICTs have been divided into two subcategories.

Subcategory: teaching training

This subcategory addresses the effect of teacher training for the successful implementation of ICTs in the English teaching-learning process.

“Bueno, sí, pero. Siempre es bueno seguir preparándonos, ... porque cada vez se va innovando las diferentes metodologías se a través de los TICs”. [Well, yes, but. It is always good to continue preparing ourselves, ... because each time the different methodologies are innovating, it is not through ICTs]. *“Todos debemos estar preparados Sí, porque si uno no está acorde de la tecnología, si los estudiantes no están acordes o la institución no cuenta con eso, va a haber un desequilibrio”*. [We must all be prepared Yes, because if one is not aware of the technology, if the students are not in agreement or the institution does not have that, there will be an imbalance] (AW05).

“Siento que sí, estoy capacitada, pero siempre es necesario actualizarse, ya que es la tecnología avanza y con el avance de la tecnología, muchas herramientas que dan obsoleta”. I feel so, I am qualified, but it is always necessary to update, since technology advances and with the advancement of technology, many tools become obsolete. *“No se capacita a los profesores constantemente, sino que uno debe capacitarse por su cuenta, ...si nos dan capacitaciones, pero considero que se debería más adecuadas al nivel de tecnología que manejamos hoy en día”*. [Teachers are not trained constantly, but rather one must train on their own, ...if they give us training, but I think that it should be more appropriate to the level of technology that you handle today] (BD06).

“Considero que sí, ... sí, hay cursos gratuitos de en la plataforma del Ministerio de educación, entonces sí he hecho algunos cursos, me gusta la tecnología y me gustaría tomar un poquito más de cursos”. [I think so... yes, there are free courses on the Ministry of Education platform, so I have taken some courses, I like technology and I would like to take a few more courses]. *“Yo creo que primero los materiales, o sea estoy en orden. Primero tendría que tratar de materiales todo lo necesario, luego capacitar a los docentes y al final nosotros llegamos con ese conocimiento”*. [I think that first the materials, that is, I am in order. First, they would have to deal with all the necessary materials, then train the teachers, and in the end, we arrive with that knowledge] (GP22)

“Sí, claro que sí, los docentes estamos al día, estamos en capacitaciones continuas, pero en este caso, por ser un colegio tipo fiscal, hay varios limitantes que nos impiden trabajar...desearíamos... que los estudiantes alcancen una enseñanza significativa. [Yes, of course, we teachers are up to date, and we are in continuous training, but in this case, because it is a public school, there are several limitations that prevent us from working... we would like... that the students achieve a meaningful education]. “Bueno sería excelente que todos tengamos acceso a la pizarra didáctica, ...el cual el gobierno o nos provee de todo lo que necesitamos...para poder tener una educación de calidad”. [Well, it would be excellent if we all have access to the didactic blackboard...which the government provides us with everything we need...in order to have a quality education] (VS16).

It can be noted that all teachers agree on the need to be trained to properly use ICTs in the classroom. Hence, many have resorted to courses given by the Ministry of Education and have even sought to train on their own, since the training received has not been sufficient or is not at the level that technological advances currently require. Thus, a negative effect on the use of ICTs can be noticed since the lack of training does not allow the development of the technological skills required for the correct use of ICTs. Therefore, it is notable that the authorities should worry about training teachers, as well as providing the necessary materials so that they can transmit knowledge to their students, thus achieving a balance in learning English. In this sense, teachers needed to get trained in order to learn about how to use technological tools that allow them to adapt the contents using online platform and thus, getting new ways of assessment (Sevy-Biloon, 2021).

Subcategory: Social Networks

“Bueno son canales, que se pueden utilizar porque los estudiantes... a la edad que están, pues son las redes sociales los que más usan”. [Well, they are channels, which can be used because the students... at their age, well, the social networks that they use the most] (AW05).

“Se puede decir que no son necesarias, pero sí son muy útiles ya que, por la sociedad con el desarrollo de las tecnologías, está más orientada a las redes sociales... entonces los chicos podrían realizar talks del vocabulario o a escuchar videos...pronunciaciones, entonces todo eso les ayudaría muchísimo a los jóvenes”. [It can be said that they are not necessary, but they

are very useful since, due to the development of technology, society is more oriented towards social networks... then the boys could... do vocabulary talks or listen to videos...pronunciations, then all of that would help young people a lot]. (BD06).

“No, yo creo que no. Las redes sociales no son para aprender inglés. Yo creo que las redes sociales para otro tipo de situación me enfocarían más por apps”. [No, I think not. Social networks are not for learning English. I think that social networks for another type of situation would focus me more on apps] (GP22).

“Las redes sociales en sí también es un arma de doble filo...Lo que tenemos que hacer es guiar a nuestros estudiantes para que tengan un aporte positivo de las redes sociales”. [Social media itself is also a double-edged sword...What we have to do is guide our students to have positive input from social media] (VS16).

Based on what was mentioned by the participants, it can be understood that most of them have a negative attitude towards the use of social networks for learning English since they consider that although using them responsibly, they can favor the acquisition of language. However, considering that this type of technology was not developed for this purpose but for social interaction, Therefore, Mena & Teran, (2023) express their concern about the inappropriate use of technology since the use of social networks such as Facebook can easily distract students, interrupting the English learning process.

Mendo (2021) regarding the existence of the digital divide among students, which represents a significant challenge. There is the concern that excessive use of ICTs may generate dependency, replacing active and meaningful learning obtained through face-to-face interaction with teachers and peers. Additionally, selecting appropriate and reliable content can be a challenge due to significant variation in the quality and reliability of online resources (Almeida and Moya, 2019). The implementation of ICTs remains a challenge for most teachers because to achieve successful results, important pedagogical changes and acceptance of digital content must be made (Aguar et al., 2019).

8.2 Survey

The data related to the objective about identifying students' opinions about the use of ICTs produce in the English language learning process, was collected by means of an opinion survey. The researcher represents percentages of the most relevant data in a Likert scale resented them in a table. In this way, the main findings are described below according to the questions (See table 5)

Table 5:

Survey results percentages

Questions	Totally agree	Agree	Neither agree nor disagree	Disagree	Totally disagree
Do English teachers use technological tools to develop the class?	4%	16,1%	47,6%	19,4%	12,9%
Do you think that the use of collaborative tools such as Zoom, Meet, Google Docs, YouTube, among others, can help learn English?	50%	41,1%	8,9%	0%	0%
Do you consider that using the technological resources offered by your teacher to reinforce your writing, listening, and speaking skills helps you in your learning?	43,5%	46,8%	6,5%	3,2%	0%
Do you think that using ICTs would affects your motivation to learn English?	49,2%	31,5%	16,1%	3,2%	0%
Do you think that the lack of use of ICTs in the classroom affects your learning in English?	60%	0%	0%	0%	40%

Note. In this table are shown the average of percents to the students' answers

Only 4% of the students totally agree that English teachers use technological tools to develop the class. This could mean that teachers do not use technological tools in the classes. In addition, the English teacher's opinion in the interview matches with these results, because they don't have the adequate materials and infrastructure to develop the English classes with the use of ICTs, only a poor laboratory with ancient computers, and they prefer to teach without this useless tool. In spite of the challenges, teachers are proactive in leveraging the available technology. A significant number of the teachers employ InFocus systems to screen videos,

play music, and facilitate discussions. Nevertheless, it's worth noting that there is a segment of teachers who lag behind in technological proficiency; they neither make an active effort to embrace technology nor strive to stay current. Thus, teacher training is important for successful implementation in learning English. Thus, despite having an infrastructure and technological devices in good condition, the lack of teacher training can create distrust to apply ICTs in English classes. Teachers have received training in ICT use, but some still do not incorporate these tools into their classes. This situation has led to most teachers hesitating to work on and develop lessons involving information and communication technologies (Luperdi, 2018).

The 50% of the students totally agree that the use of collaborative tools such as Zoom, Meet, Google Docs, YouTube, among others, can help learn English. This would refer when they have the opportunity to use technological tools, they learn more than usual classes. That was reflected in the English teacher's survey because they say that technological tools avoiding social networks, motivate the student to learn English. Luperdi (2018), suggests that these tools can play a significant role in the development of different skills involved in teaching and learning a foreign language.

The 46% of the students agree that using the technological resources offered by their teacher to reinforce their writing, listening, and speaking skills helps their learning. It suggests that the students can learn and enhance all four language skills by using technological resources. The teachers, as per the interview, mentioned that they attempt to use technological resources, but primarily for their homework assignments, as that's where they have access to the necessary technology. Thus, the ICTs enables students to practice individually, access interactive materials, and receive immediate feedback, thereby fostering independence and improving their language skills (Jiménez, 2018).

The 49,2% of the students are totally agree that using ICTs would affects their motivation to learn English. When the students do not employ ICTs, they experience a notable lack of motivation during their English classes. Yataco et al. (2023), adds that the benefits of ICT in everyday learning, arguing that these tools enhance motivation to learn English as a second language through access to authentic resources, interactivity, and collaborative learning.

The 60% of the students think that the lack of use of ICTs in the classroom affects their learning in English. If there existed the possibility to have ICTs in the English classes, the students are confident that they would enhance their English language learning.

9 RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC)

The present study related to the use of ICTs within the learning of the English language at "Benito Juárez", FEI impacts positively in the social field because it shows how ICTs affect the learning of the English language, which allows society to benefit from this information to put it into practice in their daily lives or in their professional practice. Furthermore, it has an educational impact, since it allows students and teachers to benefit from information as a basis for innovative studies, and teachers as an opportunity to apply more of these modern technologies within the classroom, to improve student learning.

10 CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

The main findings highlight that, when analyzing teachers' perceptions, the limited use of ICTs in learning English generates students' disinterest and hinders the development of essential language skills, particularly in oral communication, such as speaking and listening. This is mainly attributed to the inadequate use of ICT within the institution and the insufficient training and interest of some of the English teachers, all of which contribute to the exacerbation of this situation. On the contrary, according to the opinion of the teachers who do everything possible to implement the technological tools, according to what is within their reach, satisfactory results are achieved. Students demonstrate the ability to acquire and improve all four language skills when using technology resources. They exhibit self-motivation and active engagement, often resulting in better performance and grades on related tasks.

In conclusion, based on the students' perspectives on the use of ICTs in the English language learning process at FEI "Benito Juárez", it is evident that the integration of ICTs faces important

challenges. Despite preparing students for technology-related classes, the practical application of technology tools is lacking in their English language curriculum, allowing traditional methods to persist. Consequently, students' motivation to engage in learning English appears to be waning, and the knowledge they acquire is perceived to be of no substantial relevance to their real-world needs.

10.2 Recommendations

It can be recommended that teachers from public institutions investigate more information about the use of ICTs and how to apply it in classrooms, so that they can benefit from their use and optimize their professional practice, as well as the transmission of knowledge to their students through the creative presentation of the content.

In addition, it is recommended that educational and government authorities need to invest in education, especially in the field of EFL, providing to educational institutions with the infrastructure and technological resources necessary for the successful implementation of ICTs in the teaching-learning process.

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12 ANNEX

Annex 1: Data collection instrument

Students' surveys

1. ¿Sabe usted qué son las TIC?

Si

No

2. ¿Considera usted que el uso de herramientas colaborativas como zoom, Meet, Google Docs, Youtube, entre otras, pueden ayudar al aprendizaje del inglés?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

3. ¿Está de acuerdo con que utilizar tecnologías en la clase de inglés puede ayudar en su aprendizaje?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

4. ¿Considera usted que utilizar los recursos tecnológicos ofrecidos por su profesor para reforzar el idioma inglés les ayuda en su aprendizaje?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

5. ¿Considera que utilizar la tecnología le facilita la comprensión del idioma?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo

- En desacuerdo
- Totalmente en desacuerdo

6. ¿Cuenta con los recursos necesarios para el uso de las TIC (conexión internet, dispositivos - computadora, celular, laptop-, aplicaciones, etc.)?

- En su hogar
- En su institución educativa
- En el aula

7. ¿Usted cree necesario el uso de tecnologías fuera del aula de clase para reforzar su aprendizaje?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

8. ¿Los profesores de inglés utilizan herramientas tecnológicas para desarrollar la clase?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

9. ¿Considera usted el uso de las redes sociales podría apoyar con su aprendizaje en el idioma inglés?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

10. ¿Considera que el uso de videos correcto para el aprendizaje del idioma inglés?

- Totalmente de acuerdo
- De acuerdo
- Ni en acuerdo ni en desacuerdo
- En desacuerdo
- Totalmente en desacuerdo

Entrevista

Utilidad general percibida de las TIC en el aprendizaje del idioma inglés

1. ¿Qué es para usted las TIC?
2. ¿Considera usted que está capacitado para usar las TIC para la enseñanza del inglés?
¿Porque?
3. ¿Utiliza usted las herramientas TIC como recurso didáctico en la enseñanza de inglés en el aula? Si su respuesta es afirmativa, díganos cómo afecta esto en sus estudiantes:
4. ¿Usas la tecnología habitualmente para enviar tareas a tus estudiantes?
Si su respuesta es afirmativa describa como afecta en el desempeño de sus estudiantes al realizar dichas tareas.
5. ¿Considera usted que el uso de las TIC afecta positivamente las habilidades de writing, listening y speaking de sus estudiantes? ¿Porque?
6. ¿Las clases donde se usan aportes tecnológicos, tienen efectos positivos en la motivación del estudiante? ¿Porque?
7. Podría usted enumerar 3 puntos fuertes de las nuevas tecnologías. ¿Por qué?
8. ¿Considera usted que el uso de aplicaciones e instrumentos TIC le ayuda a colaborar con sus colegas y mejorar el desarrollo de las clases de inglés? ¿Porque?
9. ¿Usted cree que el uso las redes sociales como Facebook, instagram, youtube, etc., tienen un impacto positivo, para que sus estudiantes aprendan inglés? ¿Porque?
10. ¿Dónde crees que se debería poner más esfuerzo para llevar a cabo la práctica de la escuela 2.0? ¿Alumnos, materiales o profesorado?

Annex 2: Informed consent

Consentimiento Informado

Quito, 13 de mayo de 2023

Yo....., profesor de la asignatura de inglés en la Unidad Educativa Fiscal “Benito Juárez”, voluntariamente he decidido colaborar en el estudio realizado por el estudiante Samuel Almeida de octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros. En tal sentido doy mi consentimiento para ser entrevistada y así dar a conocer mi punto de vista acerca del tema de investigación “Critical Analisis about the Use of ICTs in the English Language Learning Process”.

Estoy informado sobre el carácter estrictamente confidencial de la entrevista de modo que mi identidad como entrevistada no será revelada, al mismo tiempo mi participación es estrictamente voluntaria.

Firma