



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH REPORT

**“THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN
THE ENGLISH LEARNING PROCESS”**

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

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Furthermore, we certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

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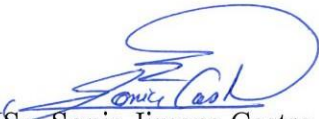
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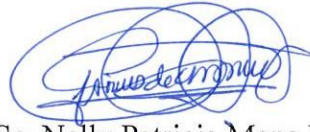
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Pujilí, March 2024

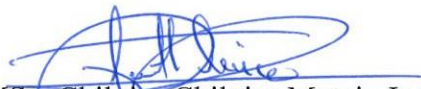
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UNIVERSIDAD TÉCNICA DE COTOPAXI
CAMPUS PUJILÍ
PROGRAMA DE PREGRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS INGLÉS

TEMA: El uso de las tecnologías de la información y la comunicación en el proceso de aprendizaje del inglés.

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RESUMEN

El uso de las Tecnologías de la Información y la Comunicación (TIC) en el ámbito educativo ha experimentado notables cambios debido a los constantes avances tecnológicos. El problema surge debido a la falta de información sobre la utilidad de las TIC en el ámbito educativo. Esta investigación tiene como objetivo analizar el uso de las TIC en el aprendizaje del idioma inglés en estudiantes de octavo nivel de la Carrera de Pedagogía Nacional y Lengua Extranjera del Campus Pujilí. Mediante la utilización de una metodología de enfoque cuantitativo, con un método descriptivo. Para la recolección de los datos se utilizó una encuesta compuesta por 10 preguntas relacionadas con el uso de las Tics para el aprendizaje del idioma inglés en 31 estudiantes de octavo nivel que fueron seleccionados mediante una técnica de muestreo no probabilístico. Además, para la encuesta se utilizó una técnica de tabulación porcentual en escala Likert. Los resultados muestran que las herramientas tecnológicas como las plataformas virtuales y las redes sociales tienen una gran aceptación en los estudiantes. De acuerdo con las respuestas de los estudiantes, estas herramientas son utilizadas para el proceso de adquisición del idioma inglés, ya que ofrecen contenidos muy atractivos que les permiten potenciar sus conocimientos y su vez la motivación. En conclusión, las Tics pueden proporcionar un aprendizaje significativo de la lengua inglesa.

Palabras claves: Lengua inglesa, TIC, aprendizaje, redes sociales, herramientas tecnológicas.

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ENGLISH MAJOR

THEME: The use of information and communications technology in the English learning process

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ABSTRACT

The use of Information and Communication Technologies (ICTs) in the educational field has undergone notable changes due to the constant advances in technology. The problem arises due to the lack of information about the usefulness of ICTs in the educational environment. This research aims to analyze the use of ICTs in the learning of the English language in eighth-level students of the Pedagogy National and Foreign Language Career of the Pujilí Campus. Through the use of a qualitative approach methodology, with a descriptive method. For data collection, a survey consisting of 10 questions related to the use of ICTs for English language learning was used in 31 eighth-level students who were selected through a non-probabilistic sampling technique. In addition, a percentage tabulation technique on the Likert scale was used for the survey. The results show that technological tools like virtual platforms and social networks have a great acceptance in students. According to the students' answers, these tools are used for the process of English language acquisition, because they offer very attractive content allowing them to enhance their knowledge and motivation. In conclusion, ICT can provide meaningful learning of the English language.

Keywords: English Language, ICTs, Learning, Social Networks, Technological Tools.

AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al Español del proyecto de investigación cuyo título versa: **“THE USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE ENGLISH LEARNING PROCESS”** presentado por: González Mena Bryan Josué y Jami Llumitasig Gloria Maribel egresados de la Carrera de: **Pedagogía de los Idiomas Nacionales y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo del 2024

Atentamente,



González Ortiz Olga Lorena, PH.D.

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TUTORA



INDEX

COVER PAGE	i
STATEMENT OF AUTHORSHIP	ii
ENDORSEMENT BY THE RESEARCH PROJECT TUTOR	iii
ENDORSEMENT OF THE DEGREE COURT	iv
RESUMEN	v
ABSTRACT	vi
AVAL DE TRADUCCION	vii
INDEX	viii
INDEX OF TABLES	ix
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT	2
3. OBJECTIVES	3
3.1 General Objective	3
3.2 Specific Objectives	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.	4
5. JUSTIFICATION	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION	5
6.1 Background	5
6.2 Theoretical Framework	7
6.2.1 Importance of English	7
6.2.2 English Learning Process	7
6.2.3 Learning Strategies	8
6.2.4 Information and Communication Technologies (ICTs)	9
6.2.5 ICTs in the education	10
6.2.6 Types of learning through technology	10
6.2.7 ICTs in Learning English	12
6.2.8 Technological tools for teaching English	12
6.2.9 Advantages and Disadvantages of ICTs in EFL Learning.	14
7. METHODOLOGY	15
7.1 Population and sample	15

7.2	Type of research.....	15
7.3	Research Approach.....	16
7.4	Research techniques.....	16
8	ANALYSIS AND DISCUSSION OF RESULTS	16
9	RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC).....	26
10	CONCLUSIONS AND RECOMMENDATIONS	27
10.1	Conclusions	27
10.2	Recommendations	28
11	REFERENCES	29

INDEX OF TABLES

Table 1: Activities and Task.....	4
Table 2: Learning.....	17
Table 3:Essential,Promotes, Outside the classroom, Improve.....	18
Table 4: Platform, Social Networks	21
Table 5: Reason	22
Table 6: Platform and social network	23
Table 7: Influence, Useful.....	221

1. GENERAL INFORMATION

Theme: The use of information and communications technology in the English learning process.

Starting Date: October 2023

Ending Date: March 2024

Place of Research:

Technical University of Cotopaxi – Pujilí Campus
Cotopaxi Province, Pujilí Canton.

Sponsoring Faculty: Pujilí Campus

Sponsoring Career: National and Foreign Language Pedagogy English

Macro project of the Career: Formative process in the learning of English as a foreign language in educational institutions in the Technical University of Cotopaxi

Research Group:

Project Coordinator: González Ortiz Olga Lorena Ph.D.

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Knowledge area:

Education

Research line:

Education, Communication and Design for Social human Development.

2. PROBLEM STATEMENT

Technological advances have had a significant influence, so much so that it is difficult to imagine an activity that does not involve the use of technology. Thus, education has been immersed in this reality, for this reason, the implementation of ICTs in the teaching of the English language has obtained importance in the face of growing digitalization. At the same time, innovative technological tools are appearing to facilitate the educational process. From this perspective, the correct use of ICTs favors the transmission of knowledge with which the teacher promotes the development of linguistic, communicative, and digital skills in students.

The implementation of ICT in the classroom is beneficial as technological tools motivate students to acquire English, offer ample sources of information, and promote interaction and collaborative work (Yataco et al, 2023). In the same way, as mentioned 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).

On the other hand, in the 21st century, Ecuador has been a poor country in all language skills. This can be demonstrated with the PISA (Programmed for International Student Assessment) test, assessed by the National Institute for Educational Assessment. The country showed poor academic performance and developed reading comprehension during the tests, which can be seen as a concern given its informality, especially in English (Ministry of Education, 2021).

In this way, Núñez (2019), mentions that "in Ecuador, only 1.2% of the population speaks English and only almost 49% of them are certified" (p.10). Likewise, it can be recognized that at the lower levels, little work has been done on the comprehensive development of communication skills in educational institutions. This makes the use of ICT in the educational process increasingly focused and relevant. A space where students can express themselves, develop, communicate, and enjoy learning a new language such as English.

Therefore, the teaching of English has been revolutionized by the use of ICTs, thus providing students with unique opportunities and generating positive learning outcomes. Technological tools have been developed for different purposes, such as presentation, activity development, and assessment, which facilitate teaching and the achievement of learning objectives. According to (Luperdi, 2018) for ICT to be successfully implemented, it is necessary to take into account the availability of technological devices, teacher training, motivation to innovate,

and support from authorities. However, it should be noted that the implementation of ICT in English language teaching may face limitations and inefficiencies, proving to be a difficult task.

However, despite the advantages of using technology in English teaching, certain limits in implementing technological tools difficult in the Ecuadorian educational context. Therefore, the problem that is currently being explored is the influence of ICTs in learning English in eighth-level students of English language Career of the UTC, Pujilí Campus. There is no clear idea of the scope and effectiveness of how the use of technological tools contributes to the development of students in English language proficiency.

Therefore, it has been considered necessary to carry out this study to improve the perception of students regarding the influence of ICTs, as well as to show the challenges and limitations that could arise from the use of technological tools, and in turn the benefits that their correct implementation entails. Thus, the following research question arises:

Does the use of ICT help in the teaching-learning process of the English language at the higher education level?

3. OBJECTIVES

3.1 General Objective

To determine the influence of ICTs in the English learning process of the Pedagogy Foreign Career of the Pujilí Campus.

3.2 Specific Objectives

To establish the theoretical foundations of ICT in the English learning process.

To identify the use of ICTs in the English learning process of the Pedagogy of Foreign Career

To distinguish the usefulness of ICT in the English learning process of the Pedagogy Foreign Career.

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

Table 1.

Activities and task

Specific objective	Activities	Verification Means
<ul style="list-style-type: none"> To establish the theoretical foundations of ICT in the English learning process. 	<ul style="list-style-type: none"> Research information. Design the theoretical framework 	<ul style="list-style-type: none"> Theoretical framework
<ul style="list-style-type: none"> To identify the use of ICTs in the English learning process of the Pedagogy Foreign Career. 	<ul style="list-style-type: none"> Designing a survey Apply a survey 	<ul style="list-style-type: none"> Survey Questionary Analysis and Discussion of Results
<ul style="list-style-type: none"> To distinguish the usefulness of ICT in the English learning process of the Pedagogy Foreign Career. 	<ul style="list-style-type: none"> Analysis of data obtained from the survey 	<ul style="list-style-type: none"> Recommendations and conclusion.

Source: Eighth level PINE UTC

5. JUSTIFICATION

The purpose of this research is to highlight the use of ICT in the process of learning English by students. Since technological tools facilitate access to a large amount of information, optimizing the acquisition of knowledge, gives way to autonomous learning. Therefore, using ICT enhances the development of English language, linguistic, and communicative skills, fostering students' creativity and critical thinking. According to Poveda et al. (2020), the incorporation of technology in educational environments is very important, since it allows the establishment of tools that help improve the quality of education. Due to the technological advances and their introduction in all areas at a global level, it is very important to include ICT in education for English language learning.

The technological impact in the country aims to revolutionize education through the incorporation of essential materials that go beyond the traditional resources of the classroom. However, students are expected to use what they have learned for the benefit of others.

In this sense, the success of the research conducted validates the use of ICTs as a means to learn English. It is important to highlight how ICTs facilitate access to constantly updated information and material, such as e-books, audio, videos, images, or games, as all of this favors self-learning and the significant development of students' language skills.

In addition, ICTs promote communication and interaction between students inside and outside the classroom, allowing them to learn at their own pace and according to their needs and interests, without limitations of space or time, while providing dynamic activities within virtual environments. Macías et al. (2021), affirm that ICTs are competent and help a lot in the effective development of the student's knowledge, so with their implementation in education they are allied with teaching-learning and are inserted and adapted according to what is to be learned or updated, thus generating an increase in quality and surprising warmth for society. Thus, the use of ICTs can increase self-confidence and allow them to create their digital content in English, such as podcasts, blogs, or videos, through which they reflect on their experiences, opinions, and emotions, and exhibit their command of the English language. Finally, these technologies offer automatic feedback, from which learners can learn from their own mistakes.

It is possible to identify several advantages of the use of ICT in the process of learning English, based on the arguments mentioned above, carrying out this research project and thus being able to confirm that the information has been true.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Through an exhaustive analysis of bibliographic material obtained from many digital media and libraries such as the Internet, books, and journals, the researchers identified various international, national, and local research topics that are considered significant about the proposed topic, which help to contextualize the proposed problem and give theoretical support to its solution in an academic and scientific context.

Andrade (2019) conducted a study on the use of ICTs for English language learning in university students. The project is entitled "Use of ICTs in English Language Learning of

Students in Grade 4 of the School of the Universidad Pontificia Bolivariana" This research was conducted in Colombia; its main objective was to characterize the uses that students in grade 4 of the school of the Universidad Pontificia Bolivariana give to ICTs for English language learning. The researcher used the qualitative method for the data collection, and the results revealed that there is a difference between students who regularly use websites and students who do not, this allows them to recognize the potential of ICT for learning English. Finally, the use of ICT for knowledge of English in 4th grade students of the school of the Universidad Pontificia Bolivariana is mainly for searching, translating, playing online games, and watching videos or series. Therefore, the main advantage that both teachers and students point out regarding the use of ICT to learn English is how these tools encourage autonomy, motivation, class participation, and interest in the topics and activities that are developed.

The investigation conducted by Hernandez, Garcia, Ochoa, and Sang (2017) analyzed the use of technology in learning a second language, the principal aim was to understand the extent to which students use technology for educational purposes and engage in language learning. To conduct the research, twenty-five percent of English language learners (375 students) were surveyed, with the average age of the students being 18 to 25 years old. Two tools were used to collect data: the first was a questionnaire designed for this purpose, and the second one was an interview to find out what kind of tools students use to learn English in higher education and how these technologies are used in language learning in the classroom. The results obtained by the researchers show that the technological tools most used by students are cell phones and laptops, for surfing the Internet and discussing non-school topics on social networks, as well as laptops and desktops to run various software for school work.

On the other hand, Franco and Garcia (2019), evaluated the use of a free virtual educational platform for English language learning in a language center of the Technical University of Babahoyo, the research was descriptive and followed a mixed approach, the sample was 100 individuals (considering teachers and students). The results obtained showed that 80% of the sample liked the interactions of the study center's platform, while 20% disliked it. The ratings of the platform are, 85%, excellent, 10% poor, and, finally, 5% rate it as good. The authors conclude that the Live Worksheets platform is an interactive and useful tool for learning since it uses Web 2.0 technology.

Finally, Almeida (2023) in his study called "Critical analysis about the use of ICTs in the English language learning process" investigated the use of ICTs in the educational environment,

the main objective was to analyze the use of ICTs in the process of learning the English language in second-year high school students of classes A, B, H, I and J of the IEF "Benito Juárez" during 2022 the academic year 2023. The research was a qualitative approach, the sample covered 128 participants, including 4 teachers and 124 students. The results show that there are several challenges in the use of ICT since teachers do not use technology frequently due to a lack of technological resources, inadequate infrastructure, and low government investment in education. However, most of the participants agreed that it would be useful to use ICTs to learn English. In conclusion, the author concludes that ICTs represent great opportunities to improve English language teaching and at the same time many challenges to overcome to achieve meaningful learning in the digital age.

6.2 Theoretical Framework

6.2.1 Importance of English

The importance of the English language is given by the fact that it is one of the most widely spoken languages worldwide. As Musyaffa (2021) explains, it is considered the “international language”, one that is commonly used for communication in any country (p.2). In such a way English has taken on an important role in the personal and professional aspects. Rossignol (2020) mentions that “the language of science, aviation, computing, diplomacy and tourism. Last but not least, it is the language of international communication, of the media and the internet” (p.2)

English is considered a global language, as it facilitates communication, as well as numerous activities that revolve around technological or digitalized media involving the language, resulting in many people choosing to study English as a second language because it offers greater opportunities for personal and professional development that ultimately contributes in the workplace providing more possibilities (Guano, 2021).

6.2.2 English Learning Process

The English language has played an important role in being known and spoken worldwide. Since human activities are largely related by technology in the context of globalization, the English language is fundamental to diminish digital imperfection taking into account that it is used worldwide, allowing communication, interaction, or cultural exchange. Therefore, many people choose to learn English as a second language due to the opportunities to own and master the English language (Tosuncuoğlu & Kırmızı, 2019). The process of learning and knowledge

transfer is characterized by the exchange of information between teachers, learners, and contexts within an organization. It is a social process that encompasses all areas of knowledge. As a foreign language, the process of teaching English is part of the educational process by imparting knowledge about how it functions as a 'communicative tool' and adapts to the needs of society (Sevy-Biloon, 2021).

Therefore, the process of teaching and learning English is necessary for proper language acquisition and overcoming communication barriers to help countries communicate. Therefore, the method of teaching English is based on the student's understanding and mastery of the language. Thus, it is the teacher's responsibility to create a pleasant environment where students can interact freely and fairly. In addition, to ensure proper language acquisition, teachers should promote continuous practice and feedback. This will enable students to acquire new vocabulary and use English with confidence. Therefore, teachers and students should collaborate to achieve success in learning English (Weixuan, 2014).

6.2.3 Learning Strategies

Learning strategies are a method that allows students to learn, remember, and apply information using skills that the student has acquired and used as a tool to learn and solve problems. In a study by Durand (2008), he mentioned that "teaching strategies based on providing students with specific reworkings of general conceptual frameworks, judgment, and creativity are considered appropriate from a critical perspective." Finding appropriate strategies and achieving meaningful learning for EFL learners depends on the teacher's ability to plan in an organized and creative way.

To improve educational activities and achieve meaningful learning, several types of strategies have been presented, including the following:

Cognitive strategy: they are used to absorb and process information easily and efficiently.

Repetition strategy: based on memorized knowledge for short-, medium- and long-term memorization, their techniques can be written or spoken, repeated, copied, etc.

Development strategies: control of cognitive structural processes; this means understanding the information, taking into account the context and the volume required to carry it out. His technique can be rhyme, refrain, selection, etc.

Organizational strategy: selecting the necessary information or classifying the information according to its importance, thus the techniques used can be mentioned: graphic organizers, underlining, etc.

6.2.4 Information and Communication Technologies (ICTs)

Information and communication technologies (ICTs) refer to the set of technological resources and tools whose purpose is communication or knowledge acquisition since they facilitate access to information of all kinds at any place or time. In this way, ICTs have gained significant relevance in the current field of education, since they allow the creation of new ways of acquiring knowledge due to their easy access, so it is necessary to emphasize their influence on social development (Lamos, 2020).

The expansion of innovative technologies in education has progressively changed the perspective of the educational system, and as a result, we can speak of two types of classes: one before and the other after the diffusion of media and digital communication technologies (Macias et al., 2021). On the other hand, it should be emphasized that ICTs have been continuously present in teaching to facilitate the presentation of information. In this way, it is essential to highlight that, comparatively with the classical spaces of English language teaching, the recent computerized laboratories offer learners a richer environment for language acquisition (Quiroga et al., 2019).

However, the implementation of ICT in education remains a challenge for most teachers because, to achieve satisfactory results, it is essential to make important pedagogical changes and approve digital content. In addition, the continuous technological advances nowadays require teachers and students to adapt to technological development, taking into account the likelihood of using technology as a tool for learning (Aguar et al., 2019).

In the situation of language teaching, specifically English, the modern technologies existing today can be great allies, since they provide educational practices integrated with certain media, making the subject much more interesting for the student. (Luperdi, 2018). Regarding this, Aguilar et al., (2019) confirm that, when emphasizing any educational advancement, it is necessary to determine preconditions for analyzing and integrating ICT in teaching.

6.2.5 ICTs in the education

Information and communication technologies (ICTs) are tools that are used as resources for the process of administration and distribution of information through technological elements, such as laptops, mobile devices, televisions, etc. In addition, the Universidad Latina de Costa Rica, (2020) mentions that in today's world ICTs are very useful due to the increase of technologies in all areas since they provide daily use services such as e-mails, search for a variety of information, downloading of important materials for any field, among others. It also indicates that the main function of ICTs is the ease and agility of access to the content they provide, all thanks to their ability to share information instantaneously.

So, in the field of education, ICTs have been increasing the possibilities of inquiry and information for students, who, with these new tools, activate learning and become the protagonists of the educational process as they are a fundamental factor. According to the authors (Macías et al., 2021), ICTs are competent and help a lot to the effective development of knowledge of the student, so with their implementation in education they are allied with teaching and learning and are inserted and adapted according to what will be learned or updated, thus generating an increase in quality and warmth amazing for society.

The use of ICT in the development of education has proven to be very efficient and has been interfering with the educational process because new practices lead to new knowledge, and this has great growth (Aguiar et al., 2019). In addition, the author states that the use of these innovative technologies implies a new way of thinking, acting, and learning. For these tools to be taken advantage of in a positive way in education they must be used correctly. These creations have to be taught and demonstrated in terms of their use, so it is necessary that the student is guided from their first moments of interaction with digital media as to how to perform certain activities, where to start when to go further, and the analysis of other occupations through what has been studied so that they can acquire constructive and favorable knowledge. These forms of learning allow the development of different styles of acquiring new innovative knowledge, which in the past was a simple collection of information and storage of files that now, thanks to technological advances, are data collected, analyzed, and processed to be used in a meaningful way.

6.2.6 Types of learning through technology

The different types of technology-enabled learning are those distinct ways of learning, including online learning, adaptive learning, mobile learning, and game-based learning, which

facilitate and enhance the knowledge acquisition process and are common types of technological learning. Each has different characteristics, as detailed below:

1. **Online learning or e-learning:** is a type of knowledge that takes place through online platforms, where students can access educational materials and participate in learning activities. According to (Shah et al., 2021) online learning is a method by which students learn, making use of virtual media that provide access to the Internet, and it is also a type of learning that takes place through online platforms, where students can access educational materials and participate in learning activities. Thus, facilitating the acquisition of knowledge anywhere with the simple fact of having access to connectivity, promotes education, as it allows the student to get involved with online educational resources and tools.
2. **Adaptive learning:** refers to those resources that are adapted to students from different platforms that provide personalized teaching (Veliz et al., 2021). This type of learning is that which uses technology to provide students with their own experience according to their needs and according to the skills that each student possesses.
3. **Mobile learning or m-learning:** This refers to learning that takes place through mobile devices, such as smartphones or tablets. Reina et al. (2022) state that m-learning is an excellent availability available to students, which allows them to broaden the learning experience since students can continue learning while traveling thanks to the use and ubiquity of mobile devices. In other words, this type of learning adapts to the lifestyle of today's learners, since they have at their fingertips any type of technological tool that helps them acquire knowledge at any time and place, making them independent or autonomous in their learning.
4. **Game-based learning or gamification:** this method allows students to acquire knowledge through online games and technological platforms intended for this purpose that help in the learning process. According to, (Silva & Villacis, 2021) learning through games allows learners to solve activities in a fun way making them feel motivated, it also helps in the commitment of students to acquire new experiences turning learning into an efficient practice. This in turn allows students to expand their creativity and imagination, thus being creators of their knowledge.

These are just some of how technology is transforming learning, offering new opportunities for personalization, accessibility, and the active participation of students in their educational process.

6.2.7 ICTs in Learning English

The implementation of ICT in the English classroom represents great importance as it intervenes in the construction of strategies that help in the strengthening of existing language skills thus making learning flexible. In addition to developing a global cultural vision, technology helps students learn English and emphasizes the use of authentic materials to promote communication. It also allows students the possibility of opening spaces in which knowledge can be shared and acquired, thus, ICTs are considered instruments that facilitate access to knowledge, as part of a reflective perspective on the value of communication and interaction in teaching and learning processes (UNESCO, 2012).

Therefore, it has been observed in recent years, especially during the health emergency (COVID-19), that virtuality such as online classes is an example of how technological tools can help the comfort of students in the acquisition of English language skills. But as we well know certain traditional activities do not work in this context as they disrupt the effective learning process. An example of this is text and song translation exercises, which can be easily done with applications such as Deepl Translator, where students can simply copy and paste the text and translate it without having to reflect on the content or context of these texts which prevents the language from being reflected upon using both their receptive (listening - reading) and perceptual (writing - speaking) skills and being fully understood. (Guacho,2020).

6.2.8 Technological tools for teaching English

ITCs for teaching English refer to the collection of technological tools that educators can employ to enhance the EFL English teaching process. Therefore, teachers can use a variety of technological resources that are freely available to improve their professional practices (Amalia, 2020). Currently, it is possible to choose from a variety of technological tools that best suit the educational purpose or to improve specific language skills as there are a myriad of them and they are increasing over the years. Therefore, many applications are available for download and use as an alternative to free education, but they usually have certain restrictions or are paid which becomes a limitation. The essential thing is always to find an application that the student identifies with and can relate to in a way that is easy for them to use and enjoy. Therefore, it is important to point out some interesting tools that can be used in EFL teaching-learning.

Duolingo: is an innovative virtual learning platform created in 2011 by Luis von Ahn and Severin Hacker, (Gavarri, 2016) In his research mentions that Duolingo has about 70 million users who claim that this app allows them to stay motivated because thanks to its availability can be downloaded on any electronic device such as cell phone or tablet allowing them to learn at all times. That is why it is one of the most used platforms for learning the English language thanks to its free use, where anyone can access and learn the language you want autonomously, which includes videos, readings, audio, and writing paragraphs aimed at developing communication skills.

Quizizz: is a virtual platform that allows to creation of questionnaires in which students can interact in a kind of quiz game, was created by Ankit Gupta and Deepak Joy Cheenath in 2015 to facilitate the work of teachers in the direct evaluation of their students, according to (Trejo, 2019) Quizizz it is a perfect tool for teachers in the introduction of new topics and feedback of the class, so it is very useful in the classroom. This platform helps students to interact by answering questions either in live games, as homework, or individually.

Moodle: is a virtual platform created mainly for teachers and students, where they can create learning environments through an integrated system, was created by Martin Dougiamas in 2001, according to (MoodleDocs, s.f) this platform aims to break barriers to access to education, creating an alternative where quality education is provided for all through online learning.

Open English: is an online English language learning school, founded in 2007 by Andres Moreno, Open English (2021) in his learning guide states that this digital platform offers the teaching of English in the virtual mode where their classes are interactive because they apply innovative teaching methods that combine classroom exercises with online tools.

Memrise: is an online learning tool created by Ed Cooke, Ben Whately, and Greg Detre in 2010, it focuses on teaching languages through courses, (Zambrano et al., 2017) their research indicates that Memrise is an application similar to Duolingo as it offers different types of content, where you get rewards and incentives for having performed the action that is required to achieve in a given time.

Social media- networks: thanks to the advances in technology and the increase of these virtual media, social networks are part of platforms for learning the English language, being so that YouTube and TikTok are the media most used by the community for the practice and acquisition of the language for its ease of use and free access. Research conducted by (Navarro,

2013) argues that both Tik Tok and YouTube serve as didactic tools in the English classroom since YouTube contains a myriad of channels that offer English teaching, regardless of the level, age, and the topics you want to learn or reinforce, as well as Tik Tok since they have profiles that are intended for English teaching where you can find specific videos with clear and precise explanation.

Each of these platforms allows the development of communication skills in English, regardless of the user's desired ability.

6.2.9 Advantages and Disadvantages of ICTs in EFL Learning.

Advantages of ICTs in EFL Learning

Referring to the use of ICT Luperdi (2018) suggests that the tools can play a significant role in the development of various skills related to language teaching and learning. Yataco et al. (2023), also mention the benefits of ICTs in everyday learning, arguing that these tools foster the desire to learn English as a second language through access to genuine resources, interaction, and cooperative learning. In addition, the use of information and communication technologies (ICTs) facilitates students' autonomous learning. As a result, ICTs allow students to practice individually, access interactive materials, and receive instant feedback, which fosters independence and improvement of their language skills (Jimenez, 2018).

Therefore, it is recognized that information and communication technologies (ICT) have the potential to spark students' interest and keep them motivated to study English. Parrado (2020) in his study mentioned that ICT makes learning more dynamic and attractive through interactive games, educational applications, and multimedia activities, which makes students more involved in the language learning process.

Disadvantages of ICTs in EFL learning

On the other hand, despite the benefits that ICT can provide, some detrimental effects must be taken into account for the successful implementation of these tools in classrooms. These detrimental effects include teacher training, school administration support, and adequate infrastructure, among others (Luperdi, 2018). Therefore, despite having good infrastructure and technological devices, the lack of teacher training may cause students to lack confidence in using ICT in English classes. Teachers are trained to use ICT, but some still do not use them in

their classes. This situation has caused most teachers to question how to work with and create lessons using ICT. However, the excessive use of ICT can be another problem because it may generate dependency, instead of active and meaningful learning. In addition, due to the wide variation in the quality and reliability of online resources, selecting appropriate and reliable content can be challenging (Almeida & Moya, 2019).

7. METHODOLOGY

The research approach used in this study was qualitative with a descriptive character because it was focused on determining the influence of ICT in the English learning process, taking into account the student's answers. Thus, the descriptive method allowed the collection of quantifiable information which was analyzed statistically, permitting to determine the validity of different technological tools used by the participants. As for the process of analysis and results of the survey applied, questions 2, 3, 4, 5 and, 9, 10 were joined together for the interpretation of the questions due to their similarity and approach for better understanding. Therefore, it has been possible to evaluate systematically and structurally the use of technologies in English learning, which allowed the researchers to have a clear understanding of the benefits and problems of ICTs. Thus, this research contributes to a critical analysis of the use of ICT in the English learning process in students of the eighth level of pedagogy of national and foreign languages Career from Technical University of Cotopaxi, Pujilí Campus during the academic cycle October 2023- March 2024.

7.1 Population and sample

This study was conducted with eighth-cycle students of the PINE course at UTC Pujilí Campus. A total of 31 students participated in the development of this research, as they provided relevant information on the use of ICTs through a survey. To obtain better results, this survey was developed under the guidance of the Likert scale.

7.2 Type of research

The type of research used in this study is descriptive because it allowed the collection of quantifiable information that was statistically analyzed, making it possible to determine the validity of the technological tools by the participants systematically and structurally. Olasile (2020) supports that the way survey research works is that data are collected from a subset of individuals that accurately represents the total population, to make generalizations about all respondents. In this way, a meaningful topic is selected by collecting data to represent samples.

7.3 Research Approach

To carry out the research, this study used a descriptive qualitative approach, which focused on examining the use of ICTs by students in the English language learning process. The qualitative research approach focuses specifically on the collection of quantifiable or numerical data to be analyzed to achieve the stated objective based on the results obtained. For this purpose, it is of utmost importance to make use of the structured method since it allows the researcher to intervene and directly manage the variables, which can be descriptive, correlational, experimental, comparative, or causal. This is found in data collection strategies such as questionnaires, surveys, and interviews, among others, which can be represented graphically or in tables for their respective analysis and understanding (Sarduy, 2007). Thus, the use of the descriptive method with a qualitative approach has allowed to obtain a broad vision with which it has been possible to determine in a structured way the critical analysis of the use of ICT in the process of learning English in eighth-level students of the Pedagogy Foreign Career in national and foreign languages of the Technical University of Cotopaxi, Pujilí Campus during the academic period October 2023 - March 2024.

7.4 Research techniques

The research technique used was the survey because it contributed to the collection of essential information for the development of this study. The survey as a means of research is applied to a group of people who are taken as the object of study, to obtain information through a questionnaire which allows collecting data about the reasons, effects or possible solutions to be found for the analysis of a study problem (Avila et al., 2020). Thus, this technique is that which is carried out from a survey applied to a specific group of individuals so that they provide relevant information to help interpret a research question.

8 ANALYSIS AND DISCUSSION OF RESULTS

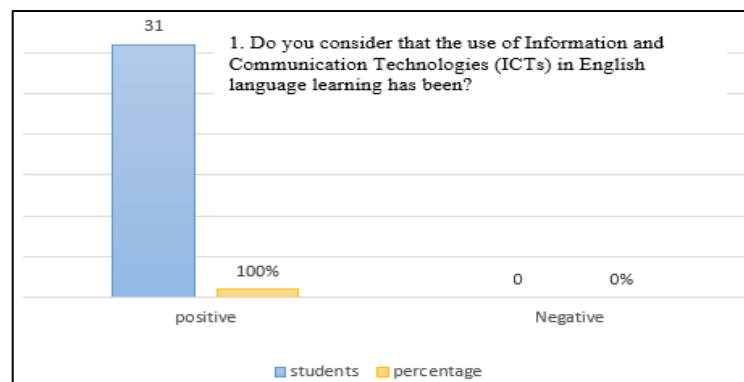
Survey

To meet the objective of identifying the use of ICTs in the English learning process of the pedagogy foreign program at the Pujilí Campus, the survey data was analyzed and applied to 31 eighth-semester students.

Table 2.

<i>Learning</i>				
N.	Question	Scales	Students	Percentage
1	Do you consider that the use of Information and Communication Technologies (ICTs) in English language learning has been?	Positive	31	100%
		Negative	0	0%

Source: Eighth level PINE UTC

Figure 1.

Source: Eighth level PINE UTC

Based on the results of the first question, of 31 students surveyed, all gave a positive answer, which represents 100%, arguing in a general way that technological tools are very useful for the improvement of language skills. Ahmadi (2018) highlights the importance of incorporating technology for the acquisition of a new language, in addition to the fact that its use enriches the linguistic abilities of students, allowing the creation of innovative teaching strategies. In this way, it would be innovative and interactive didactic resources that facilitate the learning of the English language.

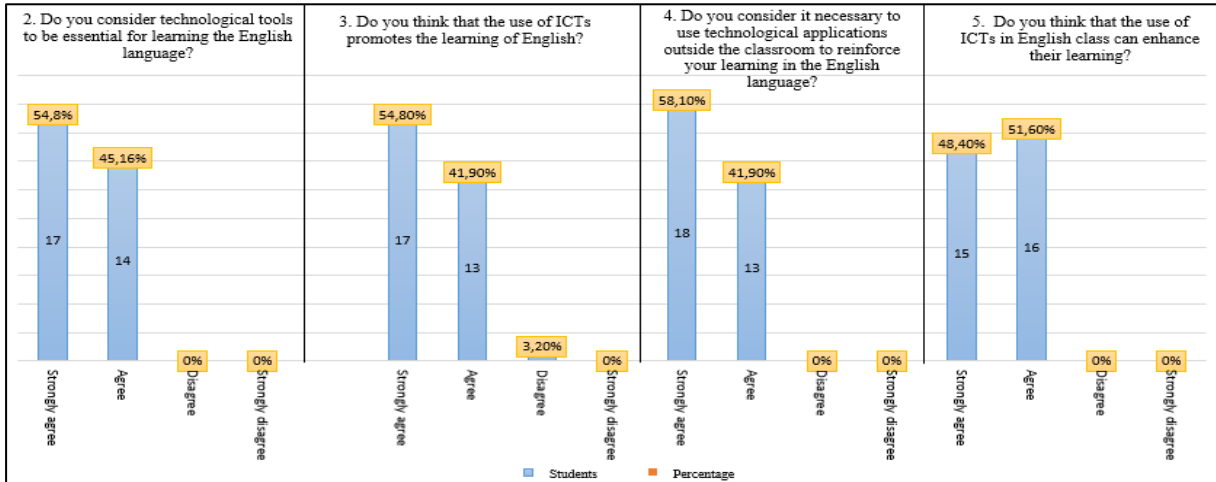
Table 3.*Essential, Promotes, Outside the classroom, Improve.*

N.	Question	Scales	Students	Percentage
2	Do you consider technological tools to be essential for learning the English language?	Strongly agree	17	54,8%
		Agree	14	45,2%
		Disagree	0	0%
		Strongly disagree	0	0%
		Total	31	100%
3	Do you think that the use of ICTs promotes the learning of English?	Strongly agree	17	54,8%
		Agree	13	41,9%
		Disagree	1	3,2%
		Strongly disagree	0	0%
		Total	31	100%
4	Do you consider it necessary to use technological applications outside the classroom to reinforce your learning of the English language?	Strongly agree	18	58,1%
		Agree	13	41,9%
		Disagree	0	0%
		Strongly disagree	0	0%
		Total	31	100%
5	Do you think that the use of ICTs in English classes can improve your learning?	Strongly agree	15	48,4%
		Agree	16	51,6%
		Disagree	0	0%
		Strongly disagree	0	0%
		Total	31	100%

	Total	31	100%
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Source: Eighth level PINE UTC

Figure 2.



Source: Eighth level PINE UTC

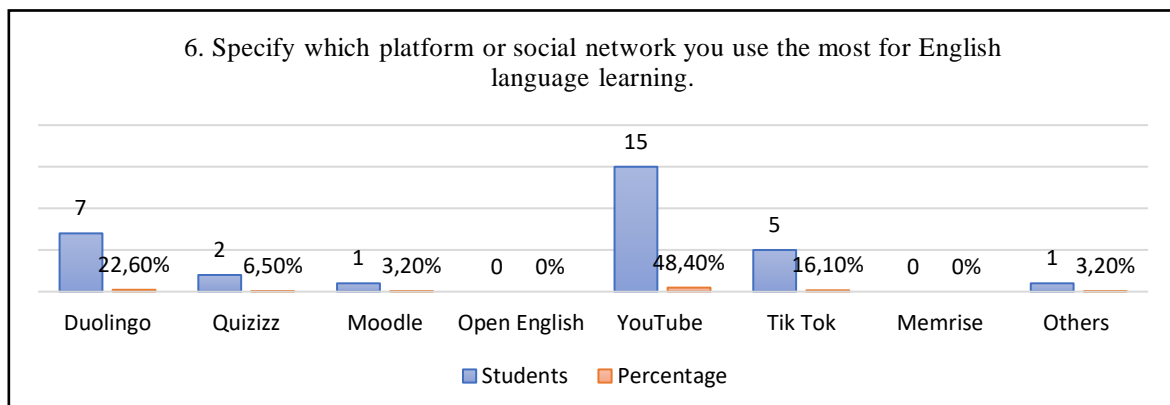
According to the second question, a survey was conducted with 31 students of which 17 of the respondents said they strongly agree that ICT is essential in the process of English language acquisition, which represent 54.8%, likewise, the remaining 14 consider that they only agree on the essentials of ICTs, which represents 45.2%. Similarly, in the third question, 17 students representing 54.8% indicated that they strongly agree that the use of ICTs promotes English learning and only 1 student said he disagrees, which represents 3.2%. On the other hand, regarding the fourth question, it was obtained that 58.1% corresponding to 18 students strongly agree with the use of technological applications outside the classroom to reinforce English language learning, while 13 students consider they only agreed, which represents 41.9%. Finally, according to the analysis made to the fifth question it was found that 16 students surveyed agree that the use of ICT can improve English language learning, representing 51,6%, while 15 students surveyed said that they strongly agree with the improvement of their English learning through ICTs, who represent 48,4%. This shows that the use of ICTs favors English language learning, in such a way that this helps students to reinforce their learning outside the classroom allowing them to improve their knowledge, therefore technological platforms for most students are essential material in their language learning process. As Luperdi (2018) points out, the integration of technological tools can play a crucial role in improving the various skills

involved in English language teaching and learning. Thus, it is necessary to take into account that the incorporation of technology in English language teaching can foster an enjoyable learning environment for students, thus considering ICT as a crucial element that favors English language learning. Furthermore, Malagón and Pérez (2017) state that, by employing modern and innovative ways of teaching and learning a second language, students can develop autonomous work, regardless of time and place. In such a way, the importance of using technological applications to reinforce English language learning outside the classroom is highlighted, being this an extra support for the development and strengthening of their knowledge.

Table 4.

<i>Platform, Social Networks.</i>				
N.	Question	Options	Students	Percentage
		Duolingo	7	22,6%
		Quizizz	2	6,5%
		Moodle	1	3,2%
		Open English	0	0%
6	Specify which platform or social network you use the most for English language learning.	YouTube	15	48,4%
		Tik Tok	5	16,1%
		Memrise	0	0%
		Others	1	3,2%

Source: Eighth level PINE UTC

Figure 3.

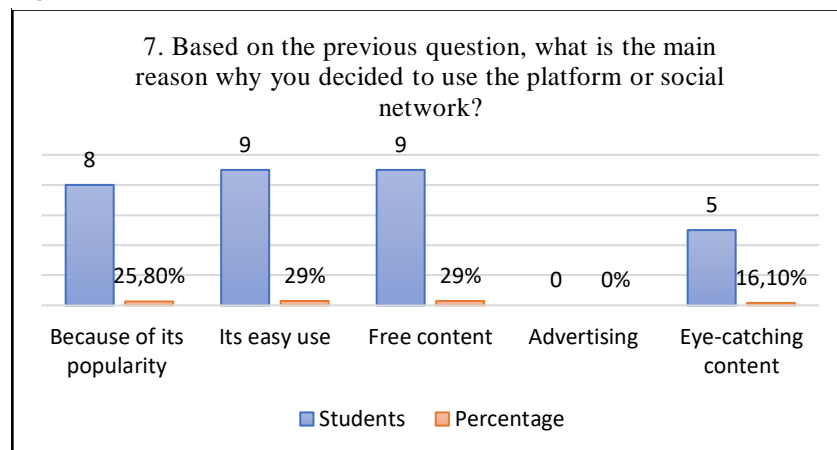
Source: Eighth level PINE UTC

Regarding the question about the use of the platform or social network they use the most to learn English, it was found that 48.4% of respondents use YouTube. Followed by Duolingo with 22.6%, Tik Tok, with 16.1%, Quizizz with 6.5%, Moodle and "Others" share 3.2%, and the results show that Open English has 0% usage as well as Memrise. Research conducted by Navarro (2013) argues that both virtual platforms and social networks serve as learning tools, one of them is YouTube as it contains an endless number of channels that offer content on learning English, regardless of level, age, and topics, as they have profiles that are intended for teaching English where you can find specific videos with clear and precise explanation.

Table 5.

<i>Reason</i>				
N.	Question	Options	Students	Percentage
		Because of		
	Based on the	its popularity	8	25,8%
	previous question,			
	what is the main	Its easy use	9	29%
7	reason why you	Free content	9	29%
	decided to use the	Advertising	0	0%
	platform or social	Eye-		
	network?	catching	5	16,1%
		content		

Source: Eighth level PINE UTC

Figure 4.

From the results obtained from the seventh question, of the 31 students surveyed, it was that the main reason why the student decides to use the platform or social network is because of the ease of use and the free content, with 29% being that shares the results, whereas 25.8% of respondents use the platform or social network due to its popularity, 16.1% use the platforms for their attractive content, and 0% dismiss adversity. Thus, Rezabala (2023) pointed out that students choose social networks and virtual platforms mainly because of the flexibility and accessibility they offer since they can find educational content of their preference about the English language that adapts to their time and place. According to their needs in a way that facilitates learning. Consequently, in most cases, the platforms that students choose are because of their free access and ease of use.

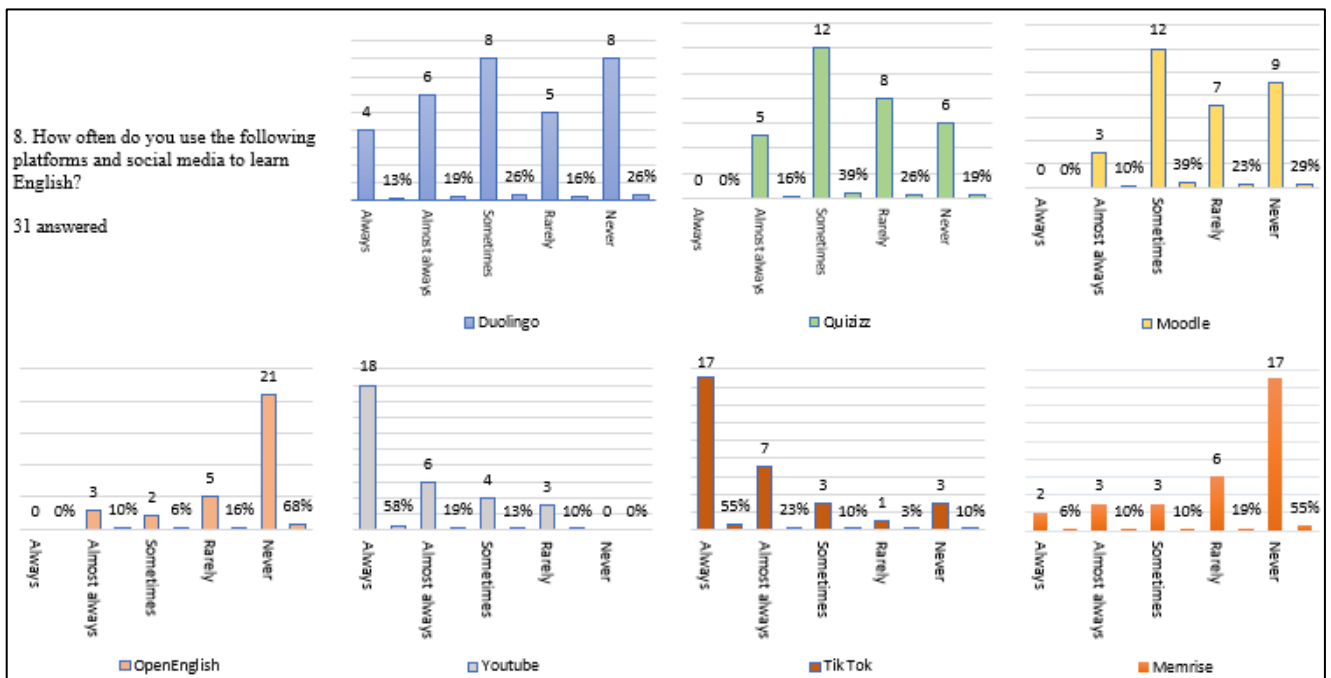
Table 6.

Platform and social network

N.	Question	Options	Always	Almost always	Sometimes	Rarely	Never
8	How often do you use the following platforms and social media to learn English?	Duolingo	4	6	8	5	8
		Quizizz	0	5	12	8	6
		Moodle	0	3	12	7	9
		Open English	0	3	2	5	21
		YouTube	18	6	4	3	0
		Tik Tok	17	7	3	1	3
		Memrise	2	3	3	6	17

Source: Eighth level PINE UTC

Figure 5.



Source: Eighth level PINE UTC

As for the question regarding the use of the platform or social network they use most to learn English and the frequency with which they use it, it was found that 48.4% of those surveyed always use YouTube, likewise with Tik Tok 16.1% indicate that they always use this social

network for learning English, followed by Duolingo with 7 students who say they use it sometimes, as well as Quizizz with 6.5%, Moodle and "Others" share 3.2%, while the results show that Open English has 0% use, as well as Memrise where respondents indicate that they never use it. In addition, Moodle and "Others" share 3.2%, while the results show that Open English has 0% usage, as well as Memrise, where the respondents indicate that they never use it. Thus, arguing that YouTube and TikTok are some of the platforms that most allow students to learn English. The research conducted by Navarro (2013) mentions that both virtual platforms and social networks serve as learning tools, as well as YouTube and TikTok are the media most used by the community for the practice and acquisition of the language since they contain an endless number of educational channels that offer content on learning English, regardless of level, age, and topics, since they have profiles that are intended for teaching English where you can find specific videos with a clear and precise explanation. This suggests that virtual platforms and social networks such as YouTube 48.4% and TikTok 16.1% are platforms that have a great influence on everyday life and have taken a crucial role in the educational field and turn in English language learning.

Table 7.

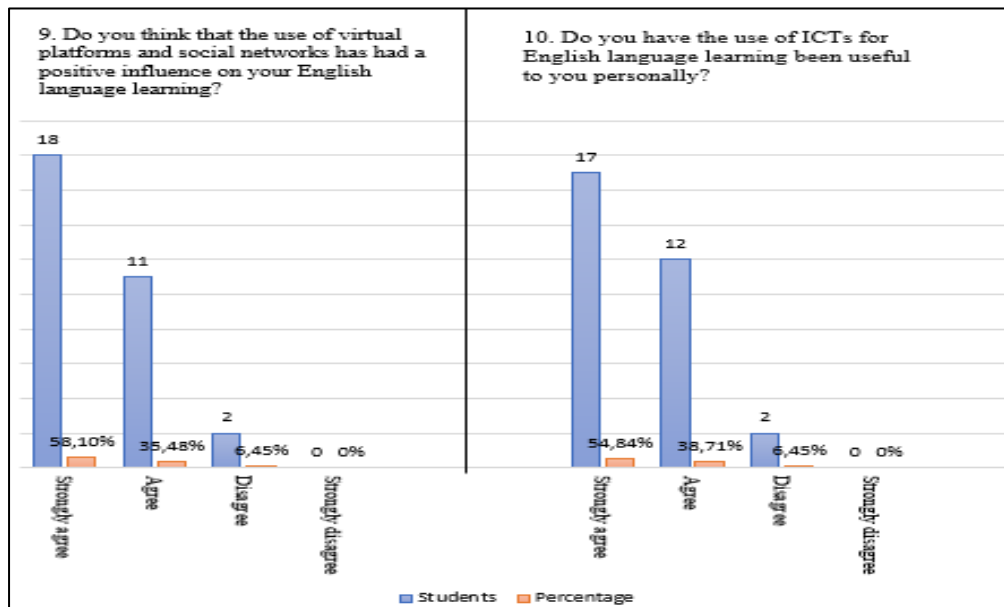
Influence, Useful.

N.	Question	Scales	Students	Percentage
9	Do you think that the use of virtual platforms and social networks has had a positive influence on your English language learning?	Strongly agree	18	58,1%
		Agree	11	35,5%
		Disagree	2	6,5%
		Strongly disagree	0	0%
		Total	31	100%
10	Do you have the use of ICTs for English language learning been useful to you personally?	Strongly agree	17	54,8%
		Agree	12	38,7%
		Disagree	2	6,5%

Strongly disagree	0	0%
Total	31	100%

Source: Eighth level PINE UTC

Figure 6.



Source: Eighth level PINE UTC

The results obtained from the survey show that 18 of the students strongly agree that the use of virtual platforms and social networks positively influences their learning of the English language, corresponding to 58.1% of the respondents, however, a low percentage of 6.5% involving 2 students disagree with this. Thus, social networks and virtual platforms contribute positively to English language learning, since they allow the student to consolidate the acquired knowledge. Likewise, the last question indicates that 54.8% of the students surveyed strongly agree that the use of ICT is useful for learning English. On the other hand, only the remaining 6.5% disagreed. This shows that the use of ICT is important in English language learning as it helps a lot in that process. As Andrade (2019) points out in her research, the use of ICT for English language learning is a source of help for students in the construction and acquisition of knowledge in an autonomous and meaningful way, allowing students to become their own instructors and learning guides with the help of technological resources, since ICT are tools that are present in their daily activities at all times and places.

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

The present study on the use of ICTs in English language learning at the Technical University of Cotopaxi, Pujilí Campus. It aspires to generate a positive impact in both social and academic aspects through the results derived from the use of virtual platforms and social networks. The results can be beneficial for future students and could help identify the most efficient tools to improve learning and support teachers. Thus, this research aims to provide a clear understanding of the correlation between ICTs and language learning, as well as to contribute to future research related to the topic.

10 CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

Information related to the topic was compiled based on the most relevant theoretical concepts, establishing the importance of technological resources incorporation into education. This study can have substantial benefits for students when they are learning English. It was paramount to investigate these fundamental concepts to identify the best digital resources used by students to acquire knowledge in an autonomous and meaningful way.

The use of ICTs for English language learning is reflected as a fundamental tool for the development and improvement of the acquisition of knowledge related to English, facilitating learning through its extensive content, applications, accessible websites, and interactive and innovative resources, it is noteworthy that digital platforms and social networks have had a positive impact on students to improve English proficiency.

The usefulness of ICTs has generated a positive impact on students, this has allowed them to know the most favorable resources in the process of learning a foreign language. For this reason, according to the answers obtained from the survey, it was determined that social networks and virtual platforms are really useful in the learning of a second language, giving greater recognition to the social network YouTube as the most used platform by students, for its easy accessibility, and also because it provides detailed information about any specific topic.

10.2 Recommendations

Students benefit enormously from the valuable knowledge and utilities provided by ICTs. Therefore, it is essential to provide more theoretical information about their proper use.

ICTs offer a wide range of resources for the learning process, in particular digital resources that can improve and reinforce English language skills. Students must have adequate guidance to know the most effective tips that can help them achieve their academic goals.

The study reveals that YouTube is one of the most popular online platforms used by students to acquire and reinforce the English language, so it is important for students to explore the benefits of this digital tool, in addition to channels that offer content about English language learning.

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