Revista Multidisciplinaria Perspectivas Investigativas
Multidisciplinary Journal Investigative Perspectives
Vol. 5(1), 1-11, 2025
https://doi.org/10.62574/rmpi.v5i1.253

Integrating technology into English language teaching

Integración de la tecnología en la enseñanza del idioma inglés

Nancy Jacqueline Cárdenas-Ramírez
nancyj.cardenas@quito.gob.ec
UEM Sebastián de Benalcázar, Quito, Pichincha, Ecuador
https://orcid.org/0009-0006-3350-0097

Clara Aurora Calupiña-Rivera
clara.calupina@quito.gob.ec
Secretaría de Educación, Recreación y Deporte del DMQ, UEM Rafael Alvarado, Quito, Pichincha, Ecuador
https://orcid.org/0009-0007-0862-508X

ABSTRACT

The integration of technology in educational processes has emerged as an important factor in transforming traditional pedagogical practices. The objective of this study is to analyse the integration of technology in English language teaching. The study was descriptive with a documentary design in a population of 17 scientific articles. The results were organised into documentary categories such as: 1) Learning styles and strategies 2) Use of technologies in teaching 3) Artificial intelligence and digital platforms 4) Technological and methodological innovations 5) Communicative approaches and hybrid methodologies. Innovations such as gamification, simulators and virtual environments have proven to be effective in motivating students and encouraging active learning, while communicative approaches and hybrid methodologies combine the advantages of face-to-face and virtual learning, offering greater flexibility and accessibility.
Descriptors: second language instruction; language instruction; bilingual education. (Source: UNESCO Thesaurus).

RESUMEN

La integración de la tecnología en los procesos educativos ha surgido como un factor importante para transformar las prácticas pedagógicas tradicionales. Se destaca como objetivo analizar la integración de la tecnología en la enseñanza del idioma inglés. De tipo descriptivo con diseño documental en una población de 17 articulos científicos. Los resultados se organizaron en categorías documentales tales como: 1) Estilos y estrategias de aprendizaje 2) Uso de tecnologías en la enseñanza 3) Inteligencia artificial y plataformas digitales 4) Innovaciones tecnológicas y metodológicas 5) Enfoques comunicativos y metodologías híbridas. Innovaciones como la gamificación, los simuladores y los entornos virtuales han demostrado ser efectivas para motivar a los estudiantes y fomentar un aprendizaje activo, mientras que los enfoques comunicativos y las metodologías híbridas combinan las ventajas de la enseñanza presencial y virtual, ofreciendo mayor flexibilidad y accesibilidad.

Descriptores: enseñanza de una segunda lengua; enseñanza de idiomas; educación bilingüe. (Fuente: Tesauro UNESCO).

Received: 21/09/2024. Revised: 03/10/2024. Approved: 05/11/2024. Published: 01/01/2025.
Research articles section

INTRODUCTION

The integration of technology in educational processes has emerged as an important factor in transforming traditional pedagogical practices, offering new opportunities to improve the quality of learning and adapt to the needs of 21st century learners. The incorporation of technological tools, such as e-learning platforms, mobile applications, Information and Communication Technologies (ICT) and, more recently, artificial intelligence, has made it possible not only to diversify teaching methods, but also to personalise learning, foster student autonomy and improve communicative competences in English.

Several studies have addressed the impact of these technologies on English language teaching, highlighting their ability to overcome the limitations of traditional methods. In this sense, Gómez-Domínguez et al. (2019), Ortiz-Rodríguez & Tejeda-Díaz (2023) have explored how ICT have transformed the teaching of English at basic and secondary educational levels, allowing for more interactive and accessible learning. On the other hand, research such as Herrera-Rojas et al. (2024) and Matos-Juarez et al. (2024) have analysed the use of advanced tools, such as artificial intelligence and ChatGPT, in university contexts, highlighting their potential to personalise instruction and enhance the learning experience. These innovations not only facilitate access to educational resources, but also promote student motivation and engagement, which are essential factors for successful foreign language learning.

Consequently, the use of e-learning platforms and virtual learning objects, as noted by Luna et al. (2023) and Parra-Diettes (2022), has proven to be an effective strategy for developing English language skills, especially in environments where access to face-to-face educational resources is limited. These tools allow students to learn at their own pace, access up-to-date materials and participate in interactive activities that reinforce their listening, reading, writing and speaking skills. Likewise, perspectives such as mobile learning, analysed by Soncco-Salinas (2022), and ICT-supported cooperative learning, studied by Torres-Cajas & Yépez-Oviedo (2018), have shown positive results in English language acquisition by fostering collaboration, interaction and autonomous learning.

However, the integration of technology in English language teaching is not without its challenges, including the need to train teachers in the use of these tools, ensure equitable access to technology, and design pedagogical strategies that make the most of its potential. As Mourad et al. (2024) and Quispe-Vargas et al. (2024) point out, it is essential that educational institutions adopt innovative methodological models that combine technology with effective pedagogical practices to ensure that students acquire not only language skills, but also digital skills that enable them to function in an increasingly interconnected world.

From the above; it is highlighted as an objective to analyse the integration of technology in English language teaching.

METHOD

The research from a methodological context was framed within a descriptive research type with documentary design, supported by the application of the analytical-synthetic method. The analysis of information from 17 scientific articles was approached systematically with the purpose of describing, interpreting and synthesising the results related to the integration of technology in English language teaching, constituting documentary categories (see table 1).

Therefore, the information was organised into documentary categories such as: 1) Learning styles and strategies 2) Use of technologies in teaching 3) Artificial intelligence and digital platforms 4) Technological and methodological innovations 5) Communicative approaches and hybrid methodologies.

Subsequently, the analytical information was processed in the results section and as a theoretical synthesis, table 2 was developed, where a pedagogical proposal was designed as an integration objective for English language teaching based on ICT.

RESULTS

Once the 17 scientific articles that were used as the study population had been scrutinised, the generation of documentary categories was carried out in order to have a theoretical basis of the state of the art related to the integration of technology in the teaching of the English language:

Table 1. Documentary categories.

Category	Description	ICT-based teaching strategies	References
Learning styles and strategies	It focuses on the methods, styles and strategies students use to learn English and their relationship to academic performance and motivation.	- Use of interactive platforms to personalise learning according to students' learning styles. - Incorporation of digital tools to foster motivation and autonomous learning.	- Caicedo-Quinteros, Sara Ingrid (2023). - Cárdenas-Narváez, Juan-Carlos. (2019). - Muñoz-Jara, Rocío, & Correa-Pérez, Roxanna (2023).
Use of technology in education	Analyses the impact of technological tools, such as ICT, mobile learning and virtual objects, on the process of teaching and learning English at different educational levels.	- Use of mobile applications to practise vocabulary and grammar. - Creation of virtual learning objects (VLOs) for interactive activities. - Implementation of collaborative platforms such as Google Classroom.	- Gómez-Domínguez, Cristian Enrique, et al. (2019). - Meneses-Vásconez, Paulina del Rocío, (2018). - Ortiz-Rodríguez, H. G., & Tejeda-Díaz, R. (2023). - Parra-Diettes, Delcy Carolina (2022). - Soncco-Salinas, Romualdo Bryan (2022). - Torres-Cajas, Mónica, & Yépez-Oviedo, Danilo (2018).
Artificial intelligence and digital platforms	It explores the use of artificial intelligence tools, such as ChatGPT, and e-learning platforms to transform and improve English language learning in educational contexts.	- Use of ChatGPT to practise conversations in English and solve grammatical doubts. - Implementation of e-learning platforms for autonomous learning. - Analysis of learning data through AI for personalisation.	- Herrera-Rojas, M. del R., et al. (2024). - Luna, Evelyn Lourdes Asto, et al. (2023). - Matos-Juarez, Analy Solange, et al. (2024).
Technological and methodological innovations	It examines technological and methodological innovations that seek to improve communicative competence in English and transform classrooms through the use of technology.	- Use of simulators and virtual environments to practice communication skills. - Integration of multimedia tools (videos, audios) to improve oral comprehension and written. - Gamification of learning.	- Mourad, A. S., et al. (2024). - Quispe-Vargas, Miliam, et al. (2024). - Rengifo-Fernández, K. M., et al. (2024).
Communicative approaches and hybrid methodologies	It addresses communicative approaches and hybrid methodologies that have been implemented to improve English language learning, especially in post-pandemic contexts.	- Use of hybrid platforms to combine face-to-face and virtual classes. - Implementation of online communicative activities, such as forums and videoconferences. - Use of video-calling tools for oral practice.	- Quevedo-Arnaiz, N. V., et al. (2022). - Quevedo-Arnaiz, N., et al. (2021).

Source: Own elaboration.

The categories set out in Table 1 reflect complementary visions that address both learning styles and innovative teaching strategies, highlighting the impact of technological tools in the educational process. The theoretical contributions of each category are discussed below:

Learning styles and strategies

Personalisation of learning is a key pedagogical principle that is strengthened by the use of ICT, especially in English language teaching. According to Caicedo-Quinteros (2023), interactive

platforms allow activities to be adapted to the predominant learning styles of students (visual, auditory or kinaesthetic), which optimises the educational experience and fosters autonomy, which is in line with constructivist theories that emphasise the importance of adapting teaching processes to the individual characteristics of learners. Cárdenas-Narváez (2019) highlights that learning strategies, such as repetition, association and the use of digital resources, are directly related to academic performance in English language teaching students; these strategies, when integrated with technological tools, enhance learning by offering personalised and accessible resources, promoting meaningful learning.

On the other hand, Muñoz-Jara & Correa-Pérez (2023) highlight that motivation is a determining factor in learning English, while ICT can act as a catalyst to maintain students' interest; it is necessary to involve tools such as mobile applications and gamified platforms, as they not only encourage autonomy, but also allow students to learn at their own pace, which reinforces their commitment to the educational process. Thus, it is presented:

Pedagogical implications:

a) The integration of ICT in English language teaching allows for the diversity of learning styles to be catered for, promoting an inclusive and personalised approach.
b) ICT-based strategies foster autonomy and self-regulated learning, key competences in today's educational context.

Challenges:

a) Teacher training is essential to identify learning styles and design activities that effectively integrate ICT.
b) In resource-constrained contexts, lack of access to technologies may limit the implementation of these strategies.

Use of technology in education

The use of ICT in English language teaching has transformed pedagogical practices, allowing greater interaction and access to educational resources, therefore, Gómez-Domínguez et al. (2019) highlight that ICT, such as mobile applications and collaborative platforms, are especially effective at basic levels, such as primary education, where students can practice vocabulary and grammar in an interactive way. These tools promote active learning, where students become agents of their own learning process. While Meneses-Vásconez (2018) highlights the impact of Web 2.0 tools, such as blogs and wikis, in English language teaching, as they foster collaboration and meaningful learning, allowing students to interact with their peers and with the content in a dynamic way, which improves their understanding and retention of the language.

A prominent strategy in this category is the creation of virtual learning objects (VLOs), as Parra-Diettes (2022) mentions, these resources, designed with a pedagogical approach, allow students to interact with multimedia content that develops specific language competences. Likewise, Soncco-Salinas (2022) emphasises the role of mobile learning, which facilitates access to educational materials at any time and place, promoting flexibility and continuity of learning. In this sense, they synthesise:

Pedagogical implications:

a) ICT facilitates the implementation of active methodologies, such as collaborative learning and project-based learning, which promote the development of communicative competences in English.
b) Digital resources allow students to access high quality educational materials regardless of their geographical location.

Challenges:

a) The digital divide remains a major obstacle, especially in rural communities or communities with limited internet access.
b) The implementation of these technologies requires significant investment in infrastructure and teacher training.

Artificial intelligence and digital platforms

Artificial intelligence (AI) and digital platforms are transforming English language teaching by offering personalised and adaptive solutions, in this order, Herrera-Rojas et al. (2024) highlight that tools such as ChatGPT allow students to practice communication skills in a safe and pressure-free environment, which is especially useful for those who experience anxiety when speaking in public, these tools align with the principles of adaptive learning, which seeks to adjust content and activities to the individual needs of learners.

On the other hand, Luna et al. (2023) explore the use of e-learning platforms, which not only facilitate autonomous learning, but also allow teachers to monitor students' progress in real time; these platforms integrate multimedia resources, such as videos, audios and interactive exercises, which enrich the learning experience and encourage active participation. It is important to bear in mind:

Pedagogical implications:

a) AI makes it possible to personalise learning to the individual needs of learners, improving their performance and motivation.
b) Digital platforms offer a flexible and accessible environment, which adapts to the demands of 21st century learning.

Challenges:

a) Over-reliance on AI tools could limit the development of critical skills in students, such as problem solving and creative thinking.
b) Ensuring the privacy of student data on digital platforms, especially those that collect personal information, is crucial.

Technological and methodological innovations

Technological and methodological innovations, such as gamification, simulators and virtual environments, are redefining English language teaching, therefore, Mourad et al. (2024) highlight that these tools not only improve communicative competence, but also increase students' motivation by providing immersive learning experiences, in this sense, simulators allow students to practice real-life situations, such as job interviews or everyday conversations, in a controlled environment.

Consequently, Quispe-Vargas et al. (2024) emphasise that the integration of multimedia tools, such as videos and audios, improves oral and written comprehension, as it exposes students to different accents and cultural contexts, taking into account that gamification, which incorporates game elements in learning, has proven to be effective in maintaining students' interest and fostering healthy competition. Considerable consideration should be given to:

Pedagogical implications:

a) Technological innovations can transform classrooms into dynamic, interactive spaces that promote meaningful learning.
b) Gamification and virtual environments foster intrinsic motivation and active learning.

Challenges:

a) The implementation of these innovations requires significant investment in technological infrastructure and teacher training.
b) In institutions with limited resources, these tools may be inaccessible, leading to inequalities in access to educational opportunities.

Communicative approaches and hybrid methodologies

Communicative models and hybrid methodologies have become relevant in the post-pandemic context, where flexibility and accessibility are essential, while Quevedo-Arnaiz et al. (2022, 2021) highlight that hybrid platforms, which combine face-to-face and virtual classes, allow students to develop communicative skills in English more effectively, these platforms integrate activities such as forums, videoconferences and interactive exercises, which encourage active participation and collaborative learning. Taking into account the following:

Pedagogical implications:

a) Hybrid methodologies offer flexibility and accessibility, adapting to the needs of learners and current educational contexts.
b) Video-calling tools enable online speaking practice, connecting learners with native speakers or peers from different regions.

Challenges:

a) The lack of preparation of some teachers to handle digital tools and design effective activities in hybrid environments.
b) The need to ensure quality education in both face-to-face and virtual environments.

From the above, a pedagogical framework is presented that connects categories for teaching English, highlighting the personalisation of learning, the use of information and communication technologies (ICT), artificial intelligence (AI) and hybrid and innovative methodologies, being student-centred, promoting autonomy, motivation and meaningful learning through strategies such as gamification, simulators, e-learning platforms and virtual learning objects (VLOs).

From a pedagogical perspective, the importance of addressing the diversity of learning styles, implementing active methodologies and fostering communication skills in dynamic and inclusive contexts is emphasised. However, challenges are identified such as the digital divide, the need for teacher training and investment in technological infrastructure, which must be addressed to ensure an equitable and effective implementation of these strategies in diverse educational contexts. This seeks to transform classrooms into interactive and flexible spaces, adapted to the demands of the 21st century, where students can develop language skills in an autonomous and collaborative manner. In this way, table 2 presents the pedagogical proposal for an ICT-based didactic approach to teaching English:

Table 2. Pedagogical proposal for ICT-based didactics for teaching English.

Didactic Axis	Pedagogical basis	Teaching strategies	Didactic Application	English-related OVA
1. Didactics based on learning styles and strategies	The diversity of learning styles (visual, auditory, kinaesthetic) requires strategies that personalise the educational process. ICT allows for the design of activities adapted to the individual characteristics of students.	- Apply initial diagnostics to identify learning styles. - Design personalised activities: - Visual: infographics, concept maps, interactive videos. - Auditory: podcasts, songs, active listening exercises. - Kinaesthetic: practical activities on platforms such as Kahoot or virtual simulators. - Encourage autonomy with applications such as Duolingo or Busuu.	- Create a digital portfolio where students record their progress and reflect on the most effective strategies. - Design activities that combine visual, auditory and practical resources, ensuring that all learning styles are represented.	- Learn Vocabulary with Images': OVA using interactive images to associate words with visual objects (ideal for visual learners). - Listening Practice: Everyday Conversations': OVA with audio and listening exercises. - Interactive Grammar Games': OVA with practical activities to reinforce grammatical structures through simulations.
2. Didactics of the use of technology in education	ICT enriches pedagogical practices by providing interactive and collaborative resources that foster active learning.	- Use collaborative platforms such as Padlet or Jamboard for group projects. - Create blogs or wikis in English for collaborative writing. - Design virtual learning objects (VLOs) with interactive exercises and multimedia. - Promote mobile learning with applications such as Quizlet or ubiquitous activities such as recording audios in English and sharing them on Flipgrid.	- Design didactic sequences that combine individual and collaborative activities, using digital tools to encourage interaction. - Promote the use of digital resources outside the classroom, integrating learning into students' daily lives.	- Collaborative Writing in Wikis': OVA that guides students in the creation of collaborative texts in English. - Grammar and Vocabulary Builder': OVA with interactive exercises to reinforce grammar and vocabulary. - Speaking Practice with Flipgrid': OVA that includes guides and examples for recording and sharing videos in English.
3. Didactics of artificial intelligence and digital platforms	Artificial intelligence (AI) makes it possible to personalise learning and provide immediate feedback, while digital platforms facilitate the management of	- Use virtual assistants such as ChatGPT to practise conversations in English. - Implement e-learning platforms such as Moodle or Canvas for access	- Design activities that combine the use of AI with communicative tasks, such as writing emails or participating in simulated conversations. - Incorporate	- AI-Powered Conversation Practice': OVA that uses AI to simulate conversations in English with immediate feedback. - Interactive Learning

	the educational process.	to materials and personalised feedback. - Analyse learning data with AI tools to identify patterns and design specific activities.	formative assessments into digital platforms, using the data generated to adjust teaching strategies.	Dashboard': OVA that allows students to monitor their progress on platforms such as Moodle. - Writing Feedback with AI': OVA that teaches students how to use AI tools to improve their English writing.
4. Didactics of technological and methodological innovations	Technological innovations, such as gamification and virtual environments, transform pedagogical practices, fostering motivation and active learning.	- Design gamified activities on platforms such as Classcraft or Kahoot, with levels, rewards and challenges. - Use simulators to practice real-life situations (ordering food, job interviews). - Create avatars on platforms such as Second Life for communicative activities. - Incorporate multimedia resources (videos, podcasts) to develop oral and written comprehension.	- Design gamified projects that integrate reading, writing, listening and speaking activities, using digital tools. - Incorporate simulations and virtual environments in communicative activities, encouraging linguistic immersion.	- Gamified Grammar Challenges': OVA that includes interactive games to reinforce grammatical structures. - Virtual Role-Playing Scenarios': OVA that simulates real-life situations such as interviews or restaurant conversations. - Cultural Immersion through Virtual Reality': OVA which uses virtual environments to explore English-speaking cultures.
5. Didactics of communicative approaches and hybrid methodologies	Communicative approaches and hybrid methodologies combine the best of face-to-face and e-learning, enabling the development of communication skills in a flexible and accessible way.	- Design online communicative activities, such as discussion forums in English in Google Classroom or Edmodo. - Use video conferencing in Zoom or Microsoft Teams to practise speaking. - Create hybrid projects combining face-to-face and virtual activities, such as multimedia presentations or blogs in English.	- Design hybrid teaching sequences that combine synchronous and asynchronous activities, encouraging interaction and autonomy. - Promote the use of digital tools to practice oral and written expression in real contexts.	- Online Discussion Forums for Fluency': OVA that guides learners in participating in forums in English. - Hybrid Learning Project Planner: OVA that organises hybrid activities to develop communication skills. - Virtual Speaking Clubs': OVA that connects students with peers to practise English online.

Source: Own elaboration.

From table 2, we highlight the didactic axes that have pedagogical foundations, such as methodological strategies and practical applications, which are articulated to enhance the learning of English, integrating ICT and technological innovations as key tools in the educational process.

Therefore, didactics based on learning styles and strategies emphasises the need to cater for the diversity of students (visual, auditory, kinaesthetic) through personalised activities that promote autonomy, such as the use of infographics, podcasts and interactive simulators. In the field of technology use, active and collaborative learning is highlighted through platforms such as Padlet, blogs, wikis and mobile applications, which allow learning to be extended beyond the classroom.

The incorporation of artificial intelligence and digital platforms facilitates the personalisation of learning, immediate feedback and educational management through tools such as ChatGPT, Moodle and Canvas, promoting a learner-centred approach. Technological innovations such as gamification and virtual environments transform pedagogical practices by fostering motivation and linguistic immersion through interactive activities and simulations of real-life situations. Consequently, communicative approaches and hybrid methodologies integrate the best of face-to-face and virtual learning, fostering the development of communicative competences through synchronous and asynchronous activities such as forums, videoconferences and hybrid projects. Virtual Learning Objects (VLOs) are presented as essential resources to diversify teaching strategies, personalise learning and motivate students, adapting to their needs and learning styles.

CONCLUSION

The analysis shows that personalisation of learning, based on students' styles and strategies, together with the use of technological tools such as artificial intelligence and digital platforms, favours the development of autonomy, improves communicative skills and enriches the learning experience. Innovations such as gamification, simulators and virtual environments have proven to be effective in motivating students and fostering active learning, while communicative approaches and hybrid methodologies combine the advantages of face-to-face and e-learning, offering greater flexibility and accessibility. However, weaknesses are also identified, such as the need to train teachers, ensure equitable access to technology and overcome the digital divide. Despite these difficulties, the pedagogical proposal presented highlights innovative strategies and concrete practices, highlighting the value of Virtual Learning Objects (VLOs) as fundamental resources to diversify methodologies, personalise learning and motivate students, promoting a more meaningful, autonomous and collaborative educational process.

FUNDING

Non-monetary

CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions involved in research.

ACKNOWLEDGEMENTS

To teachers who are motivated to overcome pedagogical adversities in order to develop meaningful English language teaching.

CONTRIBUTION OF THE AUTHORS

Nancy Jacqueline Cárdenas-Ramírez: Participated in the methodological design of the study, data collection and analysis, and initial drafting of the manuscript. **Clara Aurora Calupiña-Rivera**: She was in charge of the literature review, the interpretation of the results and the drafting of the conclusions. She also participated in the final editing of the manuscript.

REFERENCES

Caicedo-Quinteros, Sara Ingrid (2023). Learning styles for English language improvement [Estilos de aprendizaje para mejorar el idioma inglés]. *Revista Arbitrada Interdisciplinaria Koinonía*, *8*(Suppl. 2), 788-805. Epub 19 July 2024.https://doi.org/10.35381/r.k.v8i2.2970

Cárdenas-Narváez, Juan-Carlos (2019). Relationship between learning strategies and academic performance in English language teaching students [Relación entre estrategias de aprendizaje y rendimiento académico en alumnos de pedagogía en inglés [Relación entre estrategias de aprendizaje y rendimiento académico en alumnos de pedagogía en inglés [Relationship between learning strategies and academic performance in English language teaching students]. *Revista iberoamericana de educación superior*, *10*(27), 115-135. https://doi.org/10.22201/iisue.20072872e.2019.27.343

Gómez-Domínguez, Cristian Enrique, Ramírez-Romero, José Luis, Martínez-González, Oscar, & Chuc-Piña, Ismael (2019). El uso de las TIC en la Enseñanza del Inglés en las Primarias Públicas [The Use of ICTs in English Language Teaching in Public Primary Schools]. *Journal of Studies and Experiences in Education*, *18*(36), 75-94. https://dx.doi.org/10.21703/rexe.20191836gomez4. https://dx.doi.org/10.21703/rexe.20191836gomez4

Herrera-Rojas, M. del R., Amador-Basilio, M. del P., Fernández-López, G., & Bravo-Cruz, A. (2024). The Age of Artificial Intelligence: Transforming the English Language Learning Experience in the University Context [La Era de la Inteligencia Artificial: Transformando la experiencia de aprendizaje del inglés en el contexto universitario]. *Conrado Magazine*, *20*(100), 366-376.

Luna, Evelyn Lourdes Asto, Vargas, Isabel Menacho, Espinoza, Patricia Emperatriz Chávez, Cruz, Yessikha Orielle Taber De la, & Eléspuru, Jeanina del Carmen Jáuregui (2023). E-learning platforms in English language learning [Las plataformas e-learning en el aprendizaje del inglés [E-learning platforms in English language learning]. *Horizontes Revista de Investigación en Ciencias de la Educación*, *7*(27), 62-76. Epub 28 February 2023.https://doi.org/10.33996/revistahorizontes.v7i27.497

Matos-Juarez, Analy Solange, Rivera Rojas, Claudia Noemi, Salazar Zavaleta, Jesika Ruby, & Chiri Saravia, Paulo Cesar (2024). Uso del ChatGPT y aprendizaje de inglés en estudiantes universitarios [Use of ChatGPT and English language learning among university students]. *Horizontes Revista de Investigación en Ciencias de la Educación*, *8*(33), 834-842. Epub 02 April 2024.https://doi.org/10.33996/revistahorizontes.v8i33.766

Meneses-Vásconez, Paulina del Rocío (2018). Web 2.0 technology tools in the teaching and learning process [Herramientas tecnológicas de la web 2.0 en el proceso de enseñanza y aprendizaje]. *Revista Científica UISRAEL*, *5*(1), 41-52. Epub 08 April 2018.https://doi.org/10.35290/rcui.v5n1.2018.63

Mourad, A. S., Sánchez Pérez, L. M., Campuzano Díaz, J. M., & Terán Molina, D. V. (2024). La integración de la tecnología en la enseñanza del inglés como lengua extranjera para mejorar la competencia comunicativa en estudiantes de una universidad ecuatoriana [The integration of technology in the teaching of English as a foreign language to improve communicative competence in students of an Ecuadorian university]. *Revista Científica Multidisciplinar G-Nerando*, *5*(2). https://doi.org/10.60100/rcmg.v5i2.348

Muñoz-Jara, Rocío, & Correa-Pérez, Roxanna (2023). Relationship between motivation and academic performance of English language learners [Relación entre motivación y rendimiento académico de estudiantes en el idioma inglés]. *Logos (La Serena)*, *33*(2), 490-509. https://dx.doi.org/10.15443/rl3326

Ortiz-Rodríguez, H. G., & Tejeda-Díaz, R. (2023). Using ICTs for English language learning for secondary school students [Uso de las TIC para el aprendizaje del idioma inglés para

estudiantes de secundaria [Uso de las TIC para el aprendizaje del idioma inglés para estudiantes de secundaria [Using ICTs for English language learning for secondary school students]. *Revista Cognosis*, *8*(EE1), 127-142. https://doi.org/10.33936/cognosis.v8iEE1.5301

Parra-Diettes, Delcy Carolina (2022). Creation of virtual learning objects for the development of technological competences and the learning of English as a foreign language [Creación de objetos virtuales de aprendizaje para el desarrollo de competencias tecnológicas y el aprendizaje del inglés como lengua extranjera]. *Íkala, Journal of Language and Culture*, *27*(2), 527-546. Epub June 21, 2022.https://doi.org/10.17533/udea.ikala.v27n2a14

Quevedo-Arnaiz, N. V., García-Arias, N., Cañizares-Galarza, F. P., & Paronyan, H. (2022). Post-pandemic communicative approaches to English language learning. *Conrado Journal*, *18*(S3), 249-257.

Quevedo-Arnaiz, N., García-Arias, N., & Cañizares-Galarza, F. P. (2021). Methodological procedure for developing speech in English using the hybrid modality [Procedimiento metodológico para desarrollar el habla en inglés con la modalidad híbrida]. *Revista Conrado*, *17*(82), 418-426.

Quispe-Vargas, Miliam, Chura-Quispe, Gilber, Chariarse-Alvarado, Dany Alejandrina, & Puño-Quispe, Lucy (2024). El Impacto de las Herramientas Tecnológicas en la Competencia Comunicativa en Inglés en Estudiantes Universitarios [The Impact of Technological Tools on Communicative Competence in English in University Students]. *Luz*, *23*(1).

Rengifo-Fernández, K. M., Flores-Vaca, K. del B., Herrera-Vela, A. E., & Portilla-Sierra, D. T. (2024). Technological Innovations in English Language Teaching: Transforming the Classroom [Innovaciones tecnológicas en la enseñanza del inglés: Transformando el aula]. *Revista Multidisciplinaria Perspectivas Investigativas*, *4*(especial), 65-72. https://doi.org/10.62574/rmpi.v4iespecial.248

Soncco-Salinas, Romualdo Bryan (2022). Mobile learning and English language competences in higher education [Aprendizaje móvil y las competencias del idioma inglés en la educación superior]. *Comuni@cción*, *13*(2), 138-148. https://doi.org/10.33595/2226-1478.13.2.571

Torres-Cajas, Mónica, & Yépez-Oviedo, Danilo (2018). Aprendizaje cooperativo y TIC y su impacto en la adquisición del idioma inglés [Cooperative learning and ICTs and their impact on English language acquisition]. *Revista mexicana de investigación educativa*, *23*(78), 861-882.