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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
INSTITUTO DE POSTGRADO

TEMA

TECHNOLOGY HAS SIGNIFICANTLY TRANSFORMED ENGLISH EDUCATION

AUTOR

FREDDY JULIO MANOSALVA CONTRERAS

**TRABAJO DE TITULACIÓN EN MODALIDAD DE EXAMEN DE GRADO DE
CARÁCTER COMPLEXIVO**

**PREVIO A LA OBTENCIÓN DEL GRADO ACADÉMICO EN
MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION ENSEÑANZA DE INGLÉS**

TUTOR

DR. MIGUEL ÁNGEL MACÍAS LOOR

SANTA ELENA - ECUADOR

2026



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Lic. Miguel Ángel Macías Loor, PhD.
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Firmado electrónicamente por:
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C. I.: 1205603507

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DEDICATION

To my dear mother whom I miss for being my
inspiration to be a better human being,
I hope that wherever you are you will
feel proud of me.

ACKNOWLEDGEMENTS

I thank my fiancé who has been my constant support in the realization of this postgraduate course, thank you for understanding me and having patience.

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RESUMEN

La presente revisión bibliográfica demuestra cómo la evolución de las tecnologías informáticas ha transformado la forma de enseñar el inglés, modificando la pedagogía dinámica de interacción entre alumnos y profesores; el objetivo de este estudio es determinar las ventajas y desventajas del empleo de herramientas digitales de la implementación educativa, mediante una revisión bibliográfica que utiliza un enfoque metodológico fundamentado en comparaciones de teorías y estudios publicados durante los últimos cinco años. Los resultados obtenidos demuestran que las TIC contribuyen a fortalecer los ambientes de educación, debido a que brindan aprendizajes dinámicos, motivadores y personalizados; No obstante, también se evidencian retos como el acceso desigual a la tecnología, la formación insuficiente de los profesores en tecnología y la falta de conocimiento sobre el uso correcto de la inteligencia artificial.

Palabras clave: TIC, inteligencia artificial, brecha digital, gamificación, aprendizaje autónomo.

ABSTRACT

This literature review demonstrates how the evolution of computer technologies has transformed the way English is taught, modifying the dynamic pedagogy of interaction between students and teachers; The objective of this study is to determine the advantages and disadvantages of the use of digital tools for educational implementation, through a bibliographic review that uses a methodological approach based on comparisons of theories and studies published during the last five years. The results obtained show that ICTs contribute to strengthening education environments, because they provide dynamic, motivating and personalized learning; However, challenges such as unequal access to technology, insufficient training of teachers in technology and lack of knowledge on the correct use of artificial intelligence are also evident.

Keywords: ICT, artificial intelligence, digital divide, gamification, autonomous learning.

Topic:

Technology has significantly transformed English education.

Research line:

Information technologies and communication in education process.

Research sub-line:

Technological innovation in the teaching of English language.

INTRODUCTION

The constant development of ICTs has modified education, due to the expansion of digitalization and the daily use of devices powered by artificial intelligence, which have changed the way students and teachers interact and learn (Kung et al., 2024); in this sense, English language education has evolved, since learning this language requires constant practice and continuous interaction, allowing it to be energized and facilitated through the use of ICT (Mourad et al., 2024).

Technology has been constantly advancing, but in the past when there was no such advance, the teaching of English was based on methods such as memorization, repetition and learning grammar and with the appearance of new technologies, these approaches began to be replaced by communicative and participatory proposals on interactive platforms and collaborative tools. which have made it possible to renew pedagogical strategies and incorporate modalities such as computer-assisted learning, personalized classes and systems based on artificial intelligence, enabling different forms of teaching (Cruz, 2023).

There are several studies that show these changes and how they have affected education, since the adoption of educational technology presents challenges in regions of Latin America, where there are factors such as limited infrastructure, inequality in digital access and digital literacy gaps, which condition the results of technological integration processes (Canales et al., 2023). In Ecuador, there is a relevant scenario to analyze the relevance, impact, and limitations of these tools, given that its educational system has

promoted policies aimed at strengthening English as a foreign language, however, it also faces situations of technological inequality and access to digital resources.

In this context, it is important to carry out a critical review of the existing literature to understand how technology has transformed English teaching methodologies, what benefits and challenges emerge in different situations and contexts, what pedagogical implications arise for teachers, institutions and educational policy makers, in order to analyze the real impact of technology on pedagogical practices. student motivation and how it has evolved.

That is why the research question arises:

How has the integration of technology transformed teaching methodologies and learning outcomes in English language education, and what are the critical implications of this transformation, in Latin American contexts?

Therefore, the objectives established for this research are:

General Objective:

- To critically analyze the transformative impact of digital technologies on English language teaching and learning through a comprehensive review of contemporary scientific literature.

Specific Objectives:

1. To examine the roles, levels of participation, and digital competence of teachers and students involved in technology-mediated English language teaching and learning, as reported in the literature.
2. To identify and analyze the technological tools and digital resources described in the reviewed studies, evaluating their pedagogical contributions to the development of listening, speaking, reading, and writing skills.
3. To compare traditional pedagogical practices with technology-supported methodologies, identifying key differences, advantages, challenges, and opportunities for improvement in English language education.

4. To analyze the main limitations, challenges, and barriers associated with the integration of ICT in English language learning, including issues related to access, motivation, training, digital literacy, and technological dependence.

In addition, this review addresses a contemporary discussion, where technology alone does not guarantee educational improvements, this is supported by the fact that numerous studies highlight that the determining factor is not the sophistication of the tool, but the pedagogical intentionality with which teachers integrate it into their practices.

In this sense, this bibliographic review is formulated as a contribution to understand the current dynamics of the use of ICT in the teaching of English and to offer perspectives that guide teaching practice to future lines of research. This review focuses on studies published between 2000 and 2025, with emphasis on research developed in educational contexts in Latin America and particularly in Ecuador, solely related to the use of ICT in the teaching of English.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Background

According to Thomas (2024), technological environments facilitate autonomous practice and expand the student's exposure to the language, something that in the past was difficult to achieve with traditional methodologies; proposing digital tools that can offer ease when learning English by providing feedback and opportunities for its use. On the other hand, García et al. (2023) argue that the incorporation of technological resources has been transforming learning dynamics over time, favoring personalized experiences and raising the roles that students and teachers assume within the classroom.

Hernández (2023) states that the integration of technology into education implies rethinking the methodology, redefining the forms of interaction and the way in which learning is evidenced. Likewise, Fontecha (2024) analyzes the growth in the use of mobile tools and highlights that ubiquitous learning allows students to participate and practice English in real situations and outside the classroom. When relating these two studies, it can be observed that they emphasize the initial benefits and introduce an analytical perspective, focused on the quality of integration and not only on its presence.

More recent research, such as that of Trujillo and Ormeño (2024), has shown that the benefits of technologies depend on the pedagogical approach and digital competence that the teacher has. In contrast, Pérez and Rodríguez (2021) propose that any technological tool, even if it is used in a basic way, can bring improvements to education if it is aligned with the needs of the student.

In summary, the background shows that research on technology and English teaching has diversified over time, coinciding that technologies have a transformative potential, but not everyone agrees on the mode of implementation, since some prioritize pedagogical planning, others accessibility and some more experimentation based on innovation, justifying the need for an analytical review, since the topic still presents debates, contradictory results and theoretical gaps that can be examined.

In this way, the studies reviewed agree that the integration of digital technologies in the English teaching process transforms the traditional roles of teachers and students, since

before with conventional approaches the teacher assumed the role of transmitter of knowledge and the student was a receiver of knowledge, but with technological progress digital environments favor a more participatory pedagogical model focused on the learning process.

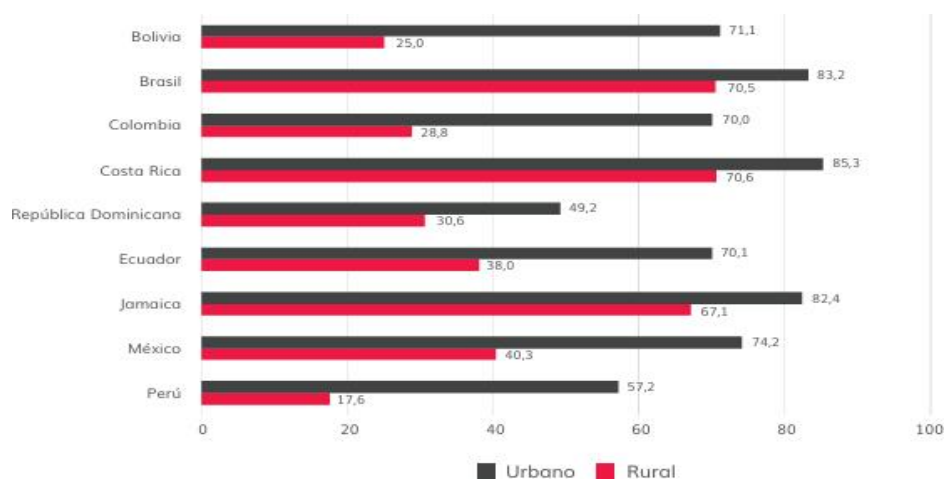
Studies such as those by García et al. (2023) and Trujillo and Ormeño (2024) indicate that the teacher begins to play the role of mediator, counselor and designer of the learning process, and the student assumes a more autonomous and interactive role, being the protagonist of his or her training process; however, this transformation is conditioned by the level of digital literacy of both actors, accompanied by the institutional capacity to implement these methodological changes.

1.2 Technology

The technological advances of recent decades have modified the ways in which information is accessed, processed and produced, generating changes in the educational field, through the development of smart mobile devices, expansion to the internet, digital platforms, interaction with AI and immersive environments have made it possible to create learning experiences that were previously complicated (Izquierdo et al., 2024).

In the case of learning English, these advances have allowed access to resources such as podcasts, videos, digital texts and translators, turning them into tools that facilitate autonomous practice, expanding the possibilities of expansion and practice of the English language. In addition, to understand the real impact of technology on education within the region, it is important to consider the differences in access to connectivity, in which there is a digital divide as a determining factor that conditions the reach and effectiveness of technological tools.

Figure 1 *Latin American households with internet access.*



Note: Image obtained from Canales et al. (2023, p. 50).

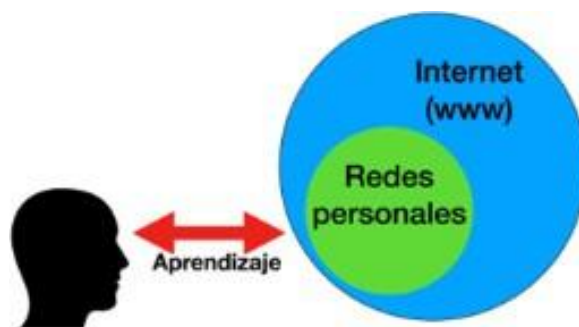
Based on the illustration proposed, it can be determined that the gap in internet access in urban and rural areas in Ecuador is a determining factor to understand the inequalities in the teaching of English through technology, placing approximately 70% of urban households with access to the internet and only about 38% of rural households have this resource. which directly affects learning possibilities, since rural households face digital divides that limit their learning.

1.2.1 Evolution of technology and education.

The incorporation of technology into the educational field has been changing with the arrival of the personal computer and digitalization, the first educational programs and systems emerged, opening new forms of autonomous practice and allowing the student to interact with multimedia exercises, obtain feedback and experience more dynamic learning, representing the transition from static resources to interactive resources.(Sordo, 2024).

Later, with the expansion of the internet, a change in education was generated, which began to incorporate virtual platforms, online videos, email, forums and work materials, being a support tool in the teaching of English, benefiting from the possibility of accessing real content and communicating with speakers from different places (García et al., 2023).

Figure 2 Learning.



Note: Image obtained from (Sordo, 2024).

Currently, the use of mobile devices, educational applications and artificial intelligence has supported education so that students can learn at any time, adapting their digital resources to their pace and need.

Table 1 *Technological evolution, characteristics and educational impact.*

Stage	Characteristics	Impact
Analogue stage	<ul style="list-style-type: none"> • Visual and auditory resources • Repetitive practice • Complementary support 	Strengthening pronunciation and listening with structured learning.
Digitalization	<ul style="list-style-type: none"> • Basic interactivity • Multimedia exercises • Automatic feedback 	Greater autonomy, through guided individual practice.
Internet	<ul style="list-style-type: none"> • Material auténtico • Global Interaction • Collaborative work • Expanded Access 	Real communication, through participation and diversity of linguistic resources.
Mobile technologies and AI	<ul style="list-style-type: none"> • Ubiquitous learning • Customization • Intelligent feedback 	Total flexibility, with the personalized support of AI.

-
- Immersive experiences
-

Note: Adapted from Rueda et al. (2025), Castro & Córdoba, (2022), and Pineda, (2025).

The table shows how technological evolution has progressively transformed educational processes, from the analog stage, where the resources were mainly visual and auditory, allowing basic skills to be reinforced through repetitive practices, but with digitalization, multimedia exercises and interactivity are incorporated that favor the autonomy of the student, expanding access to internet materials that promote communication and collaborative work.

1.3 Traditional and technological approaches.

The teaching of English was generated by traditional methods focused on the transmission of knowledge, repetition and memorization of linguistic structures, with the teacher as the main source of information and in printed materials and physical dictionaries, so that, for decades, this type of teaching prioritized grammatical analysis, translation, repeated pronunciation.(Aguayo & Figueroa, 2024)

However, with the incorporation of educational technologies, dynamic and interaction-focused approaches emerged, allowing the teaching of English to become a flexible and collaborative process, developing in digital platforms and interactive tools that have facilitated the creation of environments where the student participates, develops speech and listening, through interaction with real content.

Table 2 *Past vs Present.*

Aspect	Traditional approaches	Technological approaches
Pedagogical model	<ul style="list-style-type: none"> • Teacher-centered • Streaming content 	<ul style="list-style-type: none"> • Student-centered • Active Learning
Materials	<ul style="list-style-type: none"> • Books • Notebooks • Slates 	<ul style="list-style-type: none"> • Videos • Apps • Platforms

	<ul style="list-style-type: none"> • Limited recordings 	<ul style="list-style-type: none"> • Simulators • AI
Language practice	<ul style="list-style-type: none"> • Repetition • Written exercises • memorization 	<ul style="list-style-type: none"> • Multimedia interaction • Oral practice • Adaptive activities
Student Role	<ul style="list-style-type: none"> • Passive receiver of information 	<ul style="list-style-type: none"> • Active participant
Evaluation	<ul style="list-style-type: none"> • Written tests 	<ul style="list-style-type: none"> • Immediate feedback • Dynamic assessments
Flexibility	<ul style="list-style-type: none"> • Fixed schedule • Uniform rhythm 	<ul style="list-style-type: none"> • Personalized Learning

Note: Prepared by the author with information obtained from (Morales & Lopez, 2025).

The table compares traditional educational practices with current approaches mediated by technology, where the traditional method was teacher-centered, company materials and activities based on repetition and memorization, making the student assume a passive role and the evaluation was carried out through written tests at specific times; With the advent of technology, active and student-centered learning was promoted through the use of videos, applications, platforms, and artificial intelligence tools.

From this comparison, it is understood that traditional approaches and those mediated by technology respond to different pedagogical logics, since while traditional methods prioritize memorization and repetition, technological methods promote interaction and autonomy, but the literature agrees that technology does not replace the teacher, but changes his role to a pedagogical guide.

1.4 Technological literacy.

Technological literacy within contemporary education is important as it allows teachers and students to use technology appropriately and effectively, allowing them to interact in digital spaces responsibly and safely (Palacios & Campos, 2024).

Figure 3 *Components of technology use*



Note: Authors.

1.5 Technology and development of English language skills.

The learning of English has been transformed with technological advances, as it has allowed it to adopt new forms of interaction and linguistic production through the use of multimedia platforms and intelligent tools, the development of essential skills such as listening, speaking and writing has been enhanced, increasing access to practices and providing autonomy and feedback from the student (Pineda, 2025).

According to Cárdenas et al. (2024), digital tools strengthen skills such as listening, speaking, writing, and reading, below are these tools and their benefits:

1.5.1 Listening

Listening is a skill that benefits from the use of digital resources, before the student depended exclusively on the audio provided in class, but today they have access to a variety of authentic sound material, allowing them to control the speed, repeat segments, activate subtitles and work on listening comprehension from multiple real contexts such as in interviews, international conversations or news.

Proceeds:

- Constant exposure to varied accents.
- Interactive videos with playback controls.
- Podcasts segmented by levels of comprehension.
- Automatic comprehension activities.
- Contact with real language.

The studies reviewed agree that the use of digital resources for the development of listening comprehension has a positive impact when integrated into classes, pointing out that exposure to technological teaching materials improves students' ability to improve accents, intonations and language structures.

1.5.2 Speaking

Technology has facilitated the practice of speaking, overcoming the traditional limitation of not having someone to practice with, to be able to generate the use of voice recognition tools and language exchange platforms, allowing the student to practice her oral production in controlled environments and without pressure.

Proceeds:

- Voice recording for self-assessment.
- Pronunciation correction tools.
- Conversation simulators.

Regarding the development of oral expression, the literature shows that technological tools reduce communicative anxiety and increase confidence in language practice, in this way Mourad et al. (2024) highlight that voice recognition platforms and conversation simulators favor fluency and pronunciation when used constantly.

1.5.3 Writing

English writing has become a simple way to learn thanks to various apps that provide grammar correction and vocabulary suggestions.

Proceeds:

- Automated grammar and style correction.
- Platform that guides writing step by step.
- Academic vocabulary resources.
- Instant feedback.

Cruz (2023), from my party, said that technological tools allow us to identify recurring errors and expand each person's academic vocabulary, but warns that the risk of technological dependence can increase if correct use is not promoted.

1.5.4 Reading

Technology has made it easier to read in English, because on the internet they find articles or stories adapted to their educational level.

Proceeds:

- Access to readings according to their level.
- Dictionaries and textual translations.
- Interactive texts with stand-alone activities,
- Authentic readings.
- Audio readings.

Fontecha (2024) argues that the use of digital resources allows the student to select the level of difficulty and offer support at that time, such as dictionaries and translations, but its effectiveness depends on activities that promote inference and content analysis.

1.6 Gamification

Gamification in English learning was born as a strategy to increase student motivation and engagement, transforming traditional speaking, writing, listening, and reading activities into dynamic experiences (Cárdenas et al., 2024).

Table 3 *Gamification of English.*

Tool	What is it for?	Ability
Duolingo	Activities with points, streaks and leagues to advance through levels.	Reading, Writing, Listening
Kahoot!	Real-time competitive quiz games.	Listening, Vocabulary
Quizizz	Gamified quizzes with rankings and power-ups.	Vocabulary, Reading
Memrise	Learning based on repetition and memorization.	Listening, Vocabulary
Classcraft	Roles, missions and rewards in class.	Speaking, Collaboration
Wordwall	Games such as roulettes, anagrams and pairings.	Reading, Vocabulary
Blooket	Competition games while answering questions.	Vocabulary, Listening
Mondly	Interactive conversations.	Speaking

Note: Authors.

Currently there are different gamification tools applied to learning and each one stands out for its different game dynamics that strengthen the linguistic skills of students, turning the content into interactive challenges that keep participation high, in such a way that the use of these applications transforms learning into a dynamic experience. motivating and adapted to the pace of each student.

CHAPTER II

METHODOLOGY

This research was carried out through a bibliographic review, focused on analyzing and comparing information on the impact of technology on English teaching; According to Sampiere (2014), a qualitative review is a process that seeks to understand trends, approaches, and conceptual relationships present in the literature; therefore, the methodological design focused on determining significant theories and arguments from the fields of technology and education.

Search Protocol

In order to ensure the legitimacy of the literature, a protocol of academic databases, university repositories and search platforms was established.

Table 4 *Search Protocol*

Element	Description
Databases	<ul style="list-style-type: none">• Google Scholar• Scopus• Dialnet• SciELO• University repositories
Type of study	Qualitative bibliographic review.
Search period	Between the years 2000 to 2025.
Search languages	Spanish and English.
Search terms	<ul style="list-style-type: none">• Educational Technology• Teaching English• Language learning• Digital platforms• Mobile Apps• Artificial intelligence• Learning English

	<ul style="list-style-type: none"> • Gamification. • TIC
Geographical coverage	International studies with an emphasis on Latin America and Ecuador.
Types of documents included	<ul style="list-style-type: none"> • Scientific articles • Thesis • Reports • Books • Academic Chapters

Note: Authors.

This table summarizes the search protocol used to compile the information for this study, specifying databases consulted that include academic repositories and scientific platforms, covering publications between 2000 and 2025 in Spanish and English; It also details the terms used to locate relevant research related to educational technology, English learning, digital platforms, mobile applications, artificial intelligence and gamification.

Inclusion criteria

Studies were selected that met the following characteristics:

- Publications between 2000 and 2025.
- Scientific articles, theses, books, reports or chapters with academic review.
- Studies related to the use of ICT in English teaching, impact of digital tools, digital literacy and education.
- Emerging technologies applied to English learning.
- Research carried out in formal educational contexts such as schools or universities.

Exclusion Criteria

The following were excluded:

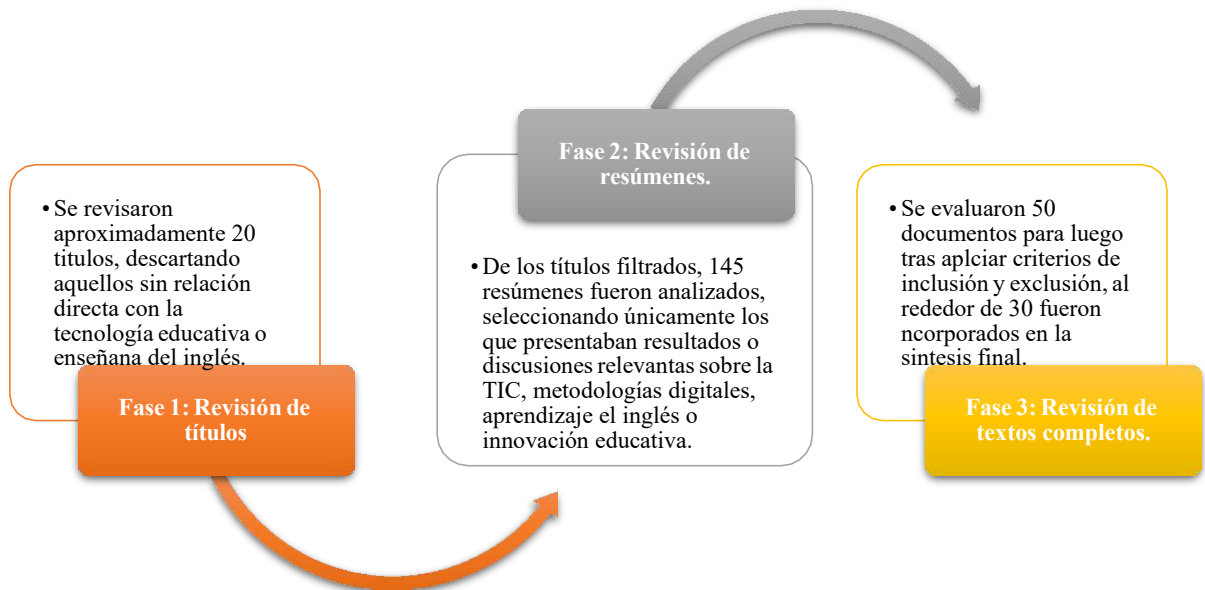
- Publications prior to the year 2000.
- Studies focused on a language other than Spanish and English.
- Document without academic validity.

- Studies whose full text could not be retrieved.

Study selection procedure

The selection procedure was carried out in three phases, following the methodological recommendations of qualitative literature review.

Figure 4 *Study selection procedure*



Note: Authors.

The diagram shows the three phases of the selection process of the literature used in this research; In the first phase, around 20 titles were reviewed to discard those that were not directly related to educational technology or the teaching of English; in the second phase, 145 summaries of the documents were analysed to select only those that represented important results; Finally, 50 full texts were evaluated and then inclusion and exclusion criteria were applied to incorporate approximately 30 documents into the final synthesis.

Instruments and tools for data extraction

To organize and synthesize the information, the following were used:

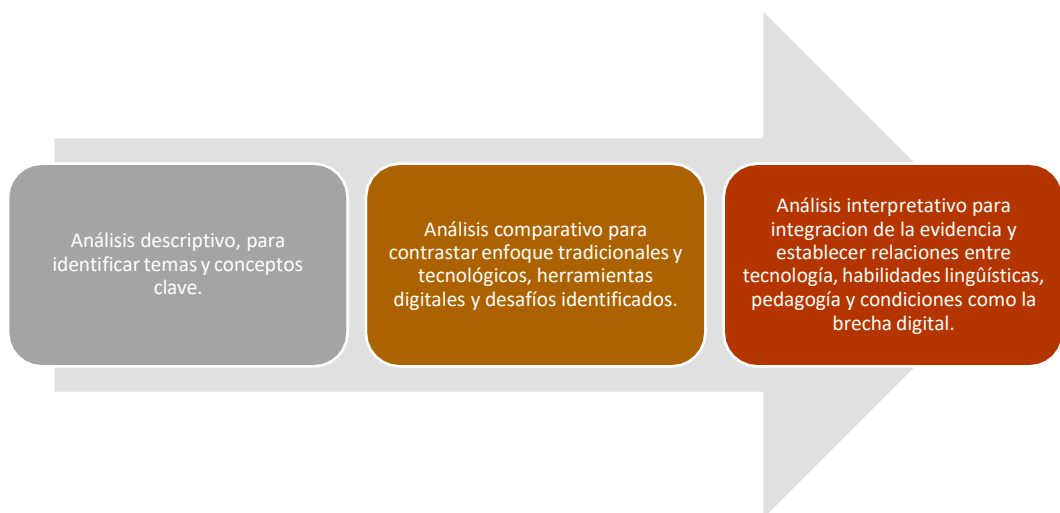
- Bibliographic records, where the following were recorded:
 - Authorship year.
 - Theme.
 - Main findings.

- Recipients.
- Bibliographic reference manager APA seventh Word.
- Digital tools.
 - ChatGPT for support in sintering ideas.
- Coding criteria.
 - Impact on language skills.
 - Pedagogical approaches.
 - Digital divide.
 - Digital literacy.
 - Gamification.
 - Artificial intelligence.

Information analysis procedure.

Because this research is qualitative in nature, a content analysis was used that included three movements:

Figure 5 *Information analysis procedure.*



Note: Authors.

This diagram summarizes the phases of the analytical process applied in this study in order to obtain the relevant information that will be captured and apply an interpretative analysis to integrate the evidence and establish connections between technology, language skills, pedagogical approaches and contextual factors such as the digital divide.

CHAPTER III

RESULTS

The selected studies show in detail that the integration of digital technologies has modified the processes of teaching and learning English, allowing new forms of interaction, personalization and access to authentic resources, it also reveals that there are inequalities, methodological variations and differences in teacher training that influence the results obtained.

From this analysis, 3 main trends emerge:

- Technology strengthens the development of language skills such as listening, speaking, reading and writing, through interactive resources, feedback and autonomous practices.
- Technological effectiveness depends on pedagogical integration and digital literacy, where the role of the teacher is important to guide the appropriate use of emerging platforms and tools.
- Branching and artificial intelligence become emerging resources that increase motivation, interaction and personalization, albeit with challenges related to the digital divide and technological dependence.

Peer-reviewed studies

The studies analyzed cover research carried out between 2000 and 2025, with an emphasis on Latin America, especially in Ecuador, Colombia and Mexico, with a predominance of qualitative and mixed designs aimed at examining the use of ICTs, digital platforms, mobile devices and artificial intelligence within educational settings, with the majority concentrated on secondary and higher education students.

Key trends and findings

From the studies reviewed, it was possible to identify a set of trends that are constantly repeated in the literature on the use of digital technologies in the teaching of English, allowing us to understand how technology influences the development of language skills and the role of teachers.

Table 5 *Trend of main findings.*

Tendency	Main finding	Educational involvement
Improved language skills	Improvements in listening, speaking, reading and writing, with the use of interactive resources and immediate feedback.	Technology generates autonomous, flexible and contextualized learning.
Increased motivation	Gamification, apps and platforms that increase student interest and participation.	It increases consistency and reduces anxiety in language learning.
Importance of the pedagogical approach	Effectiveness depends on the teacher and the tool used.	Teacher training in ICT is important to integrate technology.
Use of AI	Chatbots, voice analytics, and adaptive personalization show positive results.	It allows feedback and experiences adjusted to the student's level.
Persistence of the digital divide	Differences in access and digital skills limit the effectiveness of ICTs.	Equity policies and institutional support are required, so that there are no digital divides.

Note: Authors.

In this way, the results of the literature review show that the integration of digital technologies in the teaching of English is a process that is continuously transforming and enhances learning when applied correctly; although its impact continues to depend on the conditions in which it is developed, the digital divide and the pedagogy with which it is incorporated into the classroom.

Despite the benefits identified, the studies reviewed agree that the integration of ICT in the teaching of English has limitations, such as the digital divide that conditions access to technological resources and affects the continuity and quality of learning, in addition to the insufficient teacher training that limits the pedagogical use of these tools.

CHAPTER IV

DISCUSSION

The results obtained during this literature review show that the integration of digital technologies in the teaching of English has changed pedagogical practices, since in relation to the first objective, an evolution in the roles of teachers and students is observed; In the second objective, technological tools show positive contributions to the development of language skills when integrated with pedagogical intention; Regarding the third objective, the comparison between traditional and technological approaches reveals that there is a methodological evolution in the teaching process and finally, the limitations identified confirm that the impact of technology depends on contextual and formative factors.

Below is a comparative matrix that summarizes the bibliographic review:

Table 6 *Synthesis of the objectives.*

Objective	Description	Objective fulfillment
To critically analyze the transformative impact of digital technologies on English language teaching and learning through a comprehensive review of contemporary scientific literature.	This objective is aimed at analysing how digital technologies have transformed the teaching and learning of English based on recent scientific literature.	The literature review shows that digital technologies have transformed pedagogical practices in the teaching of English, promoting dynamic, interactive and student-centered methodologies; however, the impact of this transformation depends on pedagogical, contextual and formative factors.
To examine the roles, levels of participation, and digital competence of teachers and students involved in technology-mediated English language teaching and learning, as reported in the literature.	This objective analyzes the participation of teachers and students in digital environments, as well as the evolution of their digital roles and competencies in technology-mediated English teaching.	The studies reviewed show that teachers assume a role of mediators and guides of learning, while students participate more actively and autonomously; however, the effectiveness of this participation is conditioned by the level of

		digital competence and institutional pedagogical support.
To identify and analyze the technological tools and digital resources described in the reviewed studies, evaluating their pedagogical contributions to the development of listening, speaking, reading, and writing skills.	This objective focuses on identifying the technological tools used in the teaching of English and evaluating their pedagogical contribution to the development of language skills.	The literature reviewed shows that digital tools contribute positively to the development of listening, speaking, reading and writing skills, by facilitating autonomous practice, immediate feedback and access to authentic resources, but their effectiveness depends on a planned pedagogical integration.
To compare traditional pedagogical practices with technology-supported methodologies, identifying key differences, advantages, challenges, and opportunities for improvement in English language education.	This objective compares traditional pedagogical practices with technology-supported methodologies in English language teaching.	The comparison shows that technology-supported methodologies offer greater opportunities for interaction, flexibility and personalization of learning compared to traditional approaches.

Note: Authors.

Through the studies reviewed, it is observed that the integration of digital technologies in the teaching of English does not work uniformly, but depends on how teachers and students participate in the educational process, demonstrating that teachers face the challenge of adapting their strategies and strengthening their digital competence, while students benefit from more dynamic and autonomous environments. but also conditioning the quality of their learning, since the use of ICT makes them more dependent on technology and limits their learning and search criteria.

CHAPTER V

PROPOSE SOLUTION

The literature review shows that the integration of technologies in the teaching of English offers important benefits such as more dynamic learning, greater autonomy and immediate feedback, however, it also reveals challenges related to the digital competence of teachers, the adequate selection of tools and the balance of the use of ICTs.

Table 7 *Action plan.*

Objective	Activity	Managers	Time	Expected Results
Strengthen teachers' digital competence to improve their participation in the English teaching process.	<ul style="list-style-type: none">• Conduct training workshops on digital platforms, AI and tools for listening, speaking, reading and writing.• Train in digital activity design and technology-mediated feedback.	Academic coordination, English teachers, ICT specialists.	4 weeks	Teachers capable of integrating technologies in a pedagogical and coherent way.
Guarantee the planned and pedagogical use of technological tools in the classroom.	<ul style="list-style-type: none">• Develop plans with clear linguistic objectives.• Select digital tools according to the objectives of each language skill.• Implement pilot sessions of technological activities.	English teachers, academic department.	6 weeks	Technological activities aligned with learning goals and efficient use of tools.

Accompany the educational process to transform the role of the teacher without replacing it with technology.	<ul style="list-style-type: none"> • Establish pedagogical accompaniment with class observations. • Provide individual feedback to adjust digital strategies. • Create spaces for teacher exchange. 	Area coordination, mentor teachers.	2 months	Continuous improvement of teaching practices and strengthening of the guiding role.
Promote autonomous learning without generating technological dependence in students.	<ul style="list-style-type: none"> • Design digital activities that include self-assessment, critical analysis, and responsible use of AI. • Implement hybrid tasks that integrate technological resources and reflective activities without devices. 	English teachers.	4 weeks	Students who are more autonomous, critical and with a balanced use of technology.

Note: Authors.

CONCLUSIONS

1. It is shown that teachers and students participate differently in the process of teaching and learning English, intervened by technology, because while students benefit from dynamic and autonomous environments, teachers face challenges to adapt their methodology and strengthen their digital competence.
2. The technological tools described in the studies bring benefits to the teaching of English, by facilitating the exposure of the language and offering immediate feedback.
3. The comparison between traditional practices and methodologies supported by ICTs reveals differences, since digital approaches allow greater interaction and flexibility in language learning, but this cannot replace the role of the teacher, rather it transforms it by turning it into a pedagogical guide.

RECOMMENDATIONS

1. Because teachers and students participate differently in technology-mediated processes, it is recommended to implement training spaces that strengthen teachers' digital competence and promote practices that balance student autonomy with teacher accompaniment.
2. Technological tools facilitate immediate exposure to the language and feedback, therefore, it is proposed to select applications and platforms that respond directly to the learning objectives.
3. Because traditional methods and those used by ICT present differences in interaction and flexibility, it is recommended to change digital pedagogical strategies with face-to-face or teacher-guided activities.

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