

## Digital Strategies and Their Efficiency in English Language Teaching and Learning

### Estrategias digitales y su eficiencia en la enseñanza aprendizaje del Idioma Inglés

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## Resumen

La adopción de la tecnología en la educación no es solo una respuesta a la era digital en la que vivimos, sino también una necesidad para mantener la relevancia y eficacia de los métodos de enseñanza. Las investigaciones muestran que las estrategias digitales, como el uso de redes sociales, la gamificación y la narración de historias, pueden mejorar significativamente las habilidades comunicativas y el rendimiento académico de los estudiantes de inglés.

A pesar de estos beneficios, persisten desafíos significativos. Uno de los principales obstáculos es la brecha en la formación digital de los profesores. Muchos educadores pueden carecer de las habilidades necesarias para usar eficazmente la tecnología en el aula, lo que puede limitar el potencial de estas herramientas. Por lo tanto, es crucial invertir en programas de formación continua que ayuden a los profesores a desarrollar fuertes competencias digitales e integrar eficazmente la tecnología en su enseñanza.

Además, la disponibilidad de una infraestructura tecnológica adecuada también es esencial. No todos los entornos educativos tienen acceso a la misma cantidad de recursos tecnológicos, lo que puede crear disparidades en el aprendizaje. Es importante abordar estas inequidades y asegurar que todos los estudiantes tengan un acceso equitativo a las herramientas digitales necesarias para su educación.

**Palabras clave:** Tecnología; Educación; Estrategias digitales; Formación docente; Aprendizaje del inglés



## Abstract

The adoption of technology in education is not only a response to the digital age we live in but also a necessity to maintain the relevance and effectiveness of teaching methods. Research shows that digital strategies, such as the use of social networks, gamification, and storytelling, can significantly improve the communicative skills and academic performance of English students.

Despite these benefits, significant challenges persist. One of the major obstacles is the gap in teachers' digital training. Many educators may lack the necessary skills to effectively use technology in the classroom, which can limit the potential of these tools. Therefore, it is crucial to invest in continuous training programs that help teachers develop strong digital competencies and effectively integrate technology into their teaching.

Additionally, the availability of adequate technological infrastructure is also essential. Not all educational environments have access to the same amount of technological resources, which can create disparities in learning. It is important to address these inequities and ensure that all students have equitable access to the digital tools necessary for their education.

**Keywords:** Technology; Education; Digital strategies; Teacher training; English learning



## Introduction

The application of new technologies in the diversification of educational methods represented an opportunity for educators to adjust pedagogical strategies to the needs of students, especially considering the changing reality of generations born in the digital age. According to Méndez and Morales (2022), it was considered crucial to address image, sound, and video processing skills, which were perceived as more effective than text comprehension, as well as the competence to interact in digital environments, from a pedagogical perspective to enhance the educational process.

Martínez-Bahena et al. (2020), suggested that it was necessary to analyze social changes, including educational ones, due to notable differences in students' abilities to absorb content, focusing more on the use and possibilities of technology. Educational technology not only needed to address needs, but also students' interests and preferences, which could enhance their skills, abilities, and attitudes towards learning in a way that promotes meaningful understanding. Furthermore, a relationship has been established over time between various theories exploring brain functions and human learning processes, and the opportunities that technology offers in this field.

Lion (2019), states that teachers recognize that technology offers opportunities to adapt pedagogical strategies to students' needs, especially those who have grown up in the digital age. Therefore, in a virtual environment, teachers express concerns about assessment due to challenges associated with its implementation and organizing various activities online, aiming to achieve a specific learning outcome. The skills to process images, sounds, and videos are crucial, as many students have a greater ability to understand and learn through these means than through traditional text (Cabero & Palacios, 2021).

Learning and understanding the English language has become one of the crucial challenges today, where the globalization of knowledge, competition, and rapid scientific and technological advancement are predominant. Therefore, the teaching of English has become widespread in compulsory education in numerous countries. In the Latin American educational systems, English has become mandatory since the 2000s, benefiting 69% of students and integrating educational policies where English is adopted as a compulsory subject from the early school years, with the goal of students entering university with basic skills in comprehension and oral communication skills. (Guerrero, Pérez, Dajer, Villalobos, & Méndez, 2022).

In Colombia, the National Bilingualism Program has been promoted since 2004 (MEN, 2020), while in Chile, English is taught as a second language from the fifth grade, promoting listening comprehension, reading, oral and written production skills. In Ecuador, the Ministry of Education has developed an English curriculum for foreign languages from the second grade of basic education, focusing on communicative learning and Content and Language Integrated Learning (CLIL) (Cárdenas & Soto, 2022). Currently, educational reforms have become more significant due to the COVID-19 pandemic. There is a recognized urgent need to make substantial changes in the primary, secondary, and higher levels of the education



system, transitioning from a predominantly face-to-face approach to a virtual one. This implies the integration of technologies that facilitate both student learning and teaching, as well as the implementation of new curricula and assessment systems that consider the foreign language as an integral part of the educational process.

Technologies have had a significant impact on education by accelerating their incorporation and causing a fundamental shift throughout the educational system. Now, they not only play a role as providers of knowledge but also as collaborators in creating information, mentors, and evaluators, thus simplifying students' lives through the use of portable devices and stimulating their interest in research. Therefore, the use of technologies in education has become indispensable nowadays, as they facilitate access to information, reduce paper consumption to combat pollution, and improve the educational process as a whole.

The inclusion of technology in the English language educational field provides students with an engaging learning experience, allowing them to maintain a higher level of interest in the material without becoming distracted. The use of projectors, computers, and other advanced technological devices in the classroom can turn the study process into something fascinating and enjoyable for students (Peñafiel, Anchundia, JMarcillo, & Ramirez, 2013).

The main aim of digital strategies and their effectiveness in English language teaching and learning is to enhance the educational experience by leveraging available technological tools. These strategies seek to optimize the acquisition of language skills in students, promote interactive, dynamic learning tailored to individual needs, facilitate access to diversified educational resources, encourage active student participation, and strengthen their communicative competence in the English language (Pressley, 2020)

## Previous Studies

Within virtual strategies are the development of digital platforms designed for learning English. Their main goal is to use technological resources to develop educational programs that can be implemented in face-to-face, blended, or distance learning modalities, thus promoting dynamic interaction between classroom and virtual learning. These platforms provide exclusive content adapted to different topics and levels, thereby constituting a powerful tool for education.

Martínez (2023) argues that these platforms present themselves as a highly practical alternative to the traditional method, allowing each student to progress at their own pace and level, accessing comfortably from a cell phone or a computer. In the current globalized context, technology is exerting an increasingly accelerated influence on the lives of young students. Digital platforms emerge as tools that facilitate various processes, such as time management, information retrieval, task completion, entertainment, and connection with others through social networks. Consequently, the use of these digital tools provides truly useful elements that foster significant interaction between teachers and students. Therefore, it is imperative that foreign language teachers stay updated and immerse themselves in this digital environment to fully harness its potential (LLano, 2022).



This situation has created an urgency for educators to innovate, seeking to optimize the teaching and learning process of English by leveraging Information and Communication Technologies (ICT). In response to this need, the main goal of a research project has been established: to design a didactic strategy that uses virtual environments for English language teaching (LLano, 2022).

### **Innovation, teaching and learning of English.**

Innovation in the educational field manifests when new approaches are introduced in the classroom to enhance a student's cognitive development through cooperative and communicative learning, thereby facilitating skill development during the teaching and learning process (Alvarez-Bell, 2018). Adopting a renewed perspective on the teaching-learning approach involves implementing creative processes that significantly optimize the learning process, leveraging technological support to make academic activities more engaging and effective in achieving desired objectives (Fidalgo & Sein, 2018). These innovative orientations require the adoption of constructivist and creative behaviors by both teachers and students in the development of original and useful teaching materials, contributing to a renewal of the educational process (Ucus & Acar, 2018).

Innovation also entails the deliberate application of technologies that enable teachers to plan, design, and execute educational strategies that better fit students' needs, addressing and resolving traditional pedagogical problems to transform the classroom into a more dynamic and favorable learning environment (Nguyen, 2020). The planned integration of technologies in the educational sphere facilitates the strengthening of students' inherent digital skills and competencies for their academic development.

Innovation becomes apparent when the student is placed at the center of the learning process, allowing them to construct knowledge through interaction with peers and teachers in more familiar environments where difficulties affecting their learning process can be identified and constructively addressed (Flores, Ortega, & Sánchez, 2021). By focusing the educational process on the individual, new strategies aim to develop the knowledge, skills, and attitudes necessary to face challenges posed by the digital society and make autonomous decisions (Henry, Korp, & Sundqvist, 2023).

A strategy is deemed innovative when it enhances the interaction between teacher and student, fostering clear and friendly communication in an atmosphere of trust and mutual respect. This provides students with the security and confidence to learn, express their ideas, and showcase their progress, emphasizing the significance of a positive bond between both educational actors for quality learning development. This bond can facilitate cognitive learning improvements by reinforcing affective and socioemotional mastery, shaping individuals to be more confident, assertive, creative, and investigative (Pressley et al., 2020).

### **Justification**



Digital strategies encompass a set of resources used to achieve various objectives in different areas, both professional and academic (Bernedo & Murillo, 2022). In the context of research, it focuses especially on the educational field, specifically in the learning of the English foreign language. Given the importance of learning and mastering a foreign language, as well as the relevance of this process, the use of digital strategies in a more friendly, efficient, and meaningful environment to meet academic needs is promoted. Some of the most effective digital strategies include mobile applications, online platforms, multimedia resources, social networks, and online communication aimed at enhancing the learning experience and facilitating language mastery. These digital strategies become useful tools to facilitate meaningful interaction between students and teachers.

Digital strategies in English teaching provide a variety of benefits, including access to diverse educational resources, personalized learning, instant practice and feedback, promotion of collaborative learning, and flexibility and accessibility for students. These benefits significantly contribute to enhancing the learning experience and the progress of students in mastering the English language.

### **Method and materials**

The present study is a systematic review with a qualitative approach because it is necessary to integrate significant and current data that support its analysis. This was achieved through an exhaustive review of the literature addressing themes related to digital strategies that play a fundamental role in the teaching and learning of the English language.

The research is conducted through an applied research approach, which evaluates and provides a deeper theoretical understanding of the strategies available for studying digital strategies in the context of English language teaching. This is accomplished by collecting relevant information on the topic, allowing for the presentation of such knowledge in a structured and organized manner. Additionally, the study adopts a descriptive approach by detailing each of the fundamental digital strategies for teaching and learning the English language in research contexts on the characteristics of English as a foreign language (EFL) and second language (ESL), based on studies published in recent years.

In the development of this article, scientific research published or shared within a period not exceeding five years has been selected, considering the current year (2024). This has been done using a series of criteria applied to studies presented in high-impact journals, accessible through the internet via various databases or specialized search engines such as Google Scholar, Scielo, Elsevier, Redalyc, and Dialnet, which indicate their scientific value and reliability. Each of the selected researches is directly related to the fundamental digital strategies for teaching and learning the English language. To locate these documents, specific terms such as "digital strategies", "Teaching and Learning", "English", "Virtual learning



environments" were used. This search produced a series of studies, but criteria of inclusion and exclusion were applied to select the sample.

In the inclusion criteria, articles published since 2019 in indexed journals on digital strategies and the teaching and learning of the English language in both EFL and ESL settings are considered. The articles available in specialized search engines Google Scholar, Scielo, Elsevier, Redalyc, and Dialnet. Additionally, these articles must integrate all or most of the keywords in their subject or abstract.

In the exclusion criteria, articles published in unreliable databases that do not provide information contributing to the development of this research will be excluded, as well as articles published before 2019. Thesis works to obtain third and fourth level degrees available in university repositories will also be excluded as they may lack the required academic rigor or focus on areas not directly related to reading comprehension strategies in EFL and ESL.

The method to be used applies the PRISMA approach, which allows for the analysis of information contained in the collected documents, evaluating them one by one. These documents were selected according to the criteria described above, with the objective of building a bibliography that demonstrates digital strategies and the teaching and learning of the English language. The process carried out through the selected method is detailed in the following table:

Table 1. PRISMA Method Schema

Sección	Ítem
<b>Selection parameters</b>	Inclusion and exclusion criteria
<b>Data sources</b>	Google Scholar, Scielo, Elsevier, Redalyc, and Dialnet
<b>Search system</b>	((Digital strategies) AND (English teaching) AND (English second language) OR (management strategies) OR (English learning)) Filters: Randomized Controlled Trial, from 2019 – 2024. ((Educational technology) AND (Digital tools) AND (Pedagogical innovation) AND (Teaching methods) AND (Digital resources) AND (Technological integration) (Digital literacy) AND (Online education) AND (Technology-mediated learning)) Filters: Research articles, from 2019 – 2024.
<b>Information gathering</b>	Duplicate works and those lacking relevance to the topic at hand are excluded. The content and synthesis of each article are individually examined. Data from the selected studies are collected through a comprehensive review of their content from beginning to end.



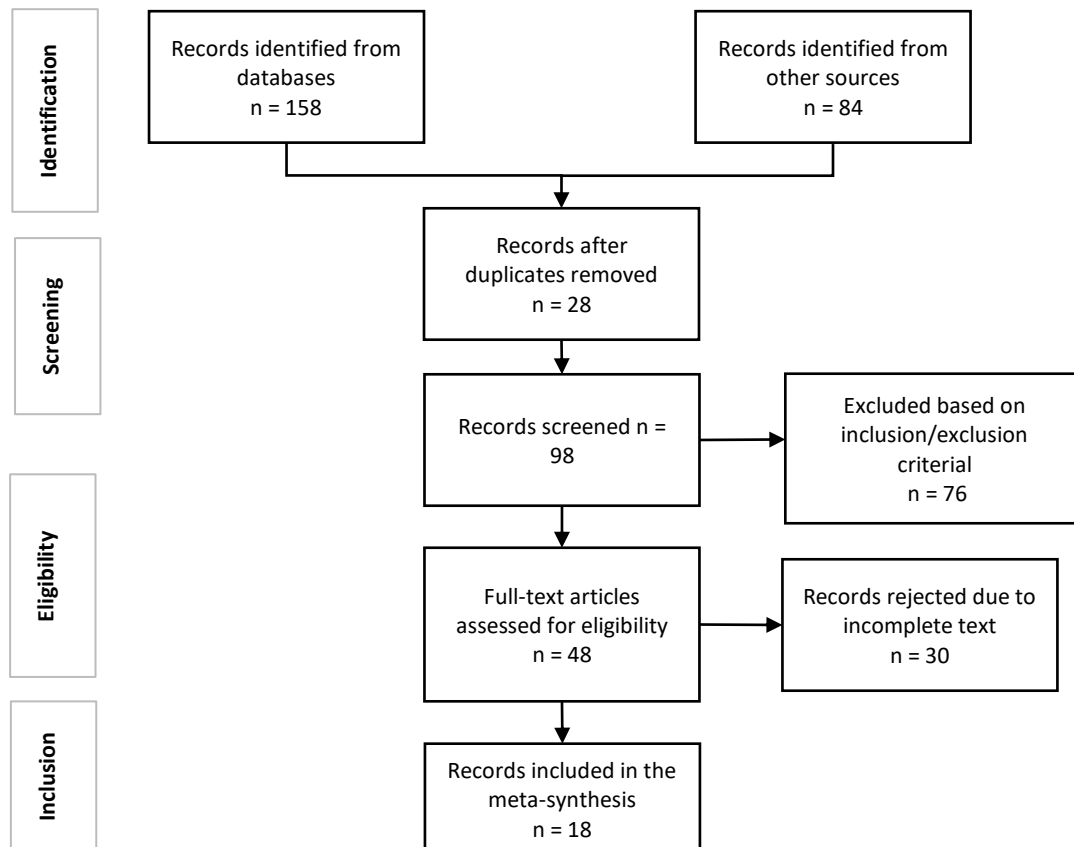


<b>Information gathering procedure</b>	Scimago was implemented to access data to encourage a diversity of journals with scientific significance.
<b>Keywords</b>	English language didactics, educational platforms, Virtual learning environments.
<b>Synthesis mechanism</b>	All discoveries from the systematic review are presented in tables to facilitate a clear and comprehensive understanding for the reader.

**Source:** Developed by the author

The data was extracted following the PRISMA method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), as shown in Figure 1, which serves as a standard guide for conducting and reporting systematic reviews and meta-analyses in scientific literature. Following the initial search and application of inclusion and exclusion criteria, titles and abstracts of the identified articles were examined to determine their relevance. During this process, a total of 18 potentially relevant articles were selected, which underwent thorough review and comprehensive evaluation.

Figure 1. Article selection diagram using the PRISMA method



**Fuente:** Borja, Erika M. (2024)

Using the synthesis of the collected information, the article is developed following the standard format of a systematic review. The following section presents the results in a clear and concise manner, emphasizing interventions in digital strategies and the teaching and learning of the English language.

## **RESULTS**

Next, the action plan for the systematic review of the most relevant articles on the topic of digital strategies and English language teaching and learning is carried out, following the PRISMA method, offering a comprehensive and enhanced perspective of the obtained results.



Table 2. Results

N°	Author/Year	Type of study	Sample	Intervention	Results
1	(Martínez P. M., 2023)	Literature Review	An analysis is conducted on 40 digital tools for learning the English language.	Social media platforms are highlighted as useful tools for communication and practice of the English language. It is mentioned that there is a variety of digital platforms available for different levels and types of students, thus adapting to their individual needs.	The use of digital platforms for educational purposes is essential for learning English; it allows the use of many learning tools that complement what is taught in the classroom. It is crucial for teachers to find the best techniques and applications of didactic strategies to effectively develop the four language communication skills. Teaching a foreign language involves not only enhancing students' communication skills to achieve fluent communication in a second language but also using active methodologies that fit students' needs and interact with them to promote balanced and motivating learning.
2	(González, 2020)	Systematic review with meta-analysis of randomized controlled trials (RCTs)	The selected sample population consisted of 50 undergraduate students from the fourth and sixth semesters, aged between 19 and 23 years old.	The focus is on conducting research to determine the influence of digital resources on the teaching and learning of the English language in the Teacher Training Schools of Valles Centrales in the state of Oaxaca, Mexico. A survey methodology is employed to establish the connection between education and digital resources, aiming to enhance language learning processes. The intervention targets the implementation of innovative language teaching practices that foster reflection, enrichment, and quality education.	The lack of training for teachers to integrate digital resources into the teaching process and the scarcity of suitable methodological proposals hinder the effective implementation of these resources in the classroom. Most students show initiative in learning the English language, utilizing available resources and seeking information on their own. This suggests that students are willing to learn, but it also underscores the need to support them with appropriate resources and methodologies. It indicates a lack of innovation and adaptation to the changing needs of students in the digital environment. Issues in learning and teaching English stem from deficiencies in teaching methodology, the lack of systematization and practice, and the disconnect between educational levels. This highlights the need to improve coordination and coherence across different educational levels to ensure effective English language teaching.
3	(Vera, Villao, & Granados, 2020)	Systematic Review	Fifteen (15) scientific documents were analyzed, focusing on topics related to digital competencies, digital tools, and English language learning using the Word Cloud method.	Intervention in digital competencies and English language learning within the current educational context must be comprehensive and focused on equipping students with the skills and knowledge necessary to succeed in an increasingly globalized and digital society. This demands ongoing commitment from educational institutions, teachers, and policymakers to ensure that education remains relevant and effective in a constantly changing world.	Based on the results of the analysis conducted, it can be inferred that English language learning has gained increasing relevance for researchers since 2016, who choose to approach it from both a formal education perspective and the language itself. Regarding the topic of digital tools, there is an observed increase in its importance since 2018, with authors addressing it in collaborative groups due to its breadth; furthermore, it is closely linked with the use of ICT (Information and Communication Technologies), and most documents associate it with the educational process.
4	(Solórzano & Gómez, 2022)	Systematic review with meta-analysis	The interview method was used with 7 English	In this study, the use of didactic resources in the teaching of the English language is analyzed,	The research at Universidad Estatal Península de Santa Elena in Ecuador concluded that fully integrating digital resources into English language teaching is crucial due to high learning demands at the university and nationwide. While some teachers



		of randomized controlled trials (RCTs)	teachers, organized around 10 specific points.	considering the Universidad Estatal Península de Santa Elena in Ecuador as the primary source.	already use digital tools, their usage is sporadic and lacks systematic evaluation to determine effectiveness. There was emphasis on the need for ongoing training for teachers, particularly in dialects, as lack of practice can limit mastery of the English language.
5	(Valera, Torres, Vásquez, & Lescano, 2023)	Systematic Review	Through analysis of 14 scientific articles published in high-impact journals, it was demonstrated that digital tools promote learning, contributing to the development of oral, writing, and listening comprehension skills.	The study focuses on the importance of mastering English in today's global context, particularly in professional and educational settings. Given that many universities offer this subject to meet the demand for necessary language skills in the contemporary world, the specific investigation centered on the use of digital tools for learning the English language in higher education. The aim is to enhance students' oral, written, and listening comprehension skills.	The research confirms the benefits of using digital tools in higher education and English language learning. These tools have enhanced students' oral, written, and listening comprehension skills, energizing educational processes. Platforms like Kahoot, Moodle, Freerice, and Voki stand out for their ability to create motivating experiences tailored to students' cognitive levels. Instant messaging platforms have also been well-received, promoting communication and interaction. It is crucial to select tools that avoid monotony and meet expectations for interactivity and motivation. Integrating these tools into pedagogical strategies, not only in language instruction but across the curriculum, is essential for improving academic performance.
6	(Fundora, Rodríguez, & Yaumary, 2023)	Documentary literature review	The population and sample consisted of 25 students from the Foreign Languages Pedagogy, English program at the Faculty of Social Sciences and Humanities (FCSH) of the University of Artemisa.	The use of digital platforms has transformed teaching towards a more active, constructivist, and collaborative approach. Teachers need to develop competencies in their students that align with contemporary social demands, and the integration of ICT (Information and Communication Technologies) requires greater training. Despite recognizing deficiencies in training for digital media use, virtual education has revitalized the teaching processes of English as a foreign language. The proposal aims to demonstrate the advancement of English language learning through digital platforms in the training of Foreign Language teachers at the University of Artemisa.	The article analyzes theoretical and methodological references for learning English through digital platforms in education. It is based on dialectical and historical materialism, as well as a psychological approach to the integral development of personality. The importance of planning, organization, and evaluation in the use of these platforms is emphasized, along with the ongoing training of students. These platforms offer various opportunities that, when effectively utilized by teachers, enhance student learning.
7	(Vera & Moreno, 2022)	Systematic Review	The participants were three English teachers from the Bachelor's program in Educational Sciences at the Autonomous University of the State of Hidalgo (UAEH).	Through a group interview with university English teachers, it reveals the progress in digital literacy and technological competence of educators during the period of virtual classes due to the COVID-19 pandemic. However, it emphasizes the need to strengthen teachers' training in the pedagogical use of information and communication technologies (ICT), as well as the promotion of skills such as self-	During the period of virtual classes due to the COVID-19 pandemic, teachers have gained experience in teaching English in digital environments, but they need formal training to strengthen their digital competencies. The importance of developing skills such as self-regulation in students for adaptive learning is highlighted. Additionally, the need to address connectivity issues is underscored, as it affects online learning for both students and teachers.



				regulation and metacognition in students. These competencies are fundamental for students to effectively learn the English language in various contexts.	
8	(Cango & Bravo, 2020)	Systematic review and meta-analysis	The current study was conducted using a descriptive approach and involved the participation of 17 teachers working in three different educational institutions located in the city of Loja.	The article aimed to assess how ICT (Information and Communication Technologies) are being used in teaching English in public schools in Loja to enhance the quality of education in the digital era. However, the lack of technological resources, such as the absence of electrical infrastructure in some classrooms, hinders the adoption of new technologies. This leads to less dynamic classes with limited digital interaction between students and teachers.	The findings of this research in three educational institutions in Loja indicate that few teachers are using new technologies to teach English. The lack of technological equipment such as internet access, projectors, and virtual platforms limits the use of digital tools to enhance educational quality. Additionally, one of the institutions lacks electrical installations, which impedes the integration of new technologies into the teaching process. Most teachers continue to focus on a traditional approach, primarily using physical materials like textbooks, chalkboards, and posters. The lack of technological implementation is resulting in teaching methods anchored in the past. In summary, the absence of technology confines the educational process to physical classrooms and traditional resources, thereby excluding the use of digital tools to improve English language teaching.
9	(Quiñonez, 2020)	Systematic review and meta-analysis	The final sample consisted of 167 primary school English teachers, of whom 76% (n = 127) were women and 24% (n = 40) were men.	Education is adopting innovative pedagogical models that integrate technology into the teaching of the English language. This article presents the results of a survey on the digital competence of primary school English teachers, exploring various dimensions.	The survey results revealed that a concerning 81% of teachers have a low level of digital competence. This finding underscores the urgent need to address technical, pedagogical, and communication dimensions through basic training courses. Additionally, it was observed that teachers' age and highest educational attainment influence their digital competence. The importance of Information and Communication Technologies (ICT) in English language teaching lies in tools that not only engage students' interest but also foster an interactive environment, provide a wide range of supportive resources, and contribute to making classes more engaging and innovative.
10	(Calebe, Montanher, & Monteiro, 2021)	Systematic literature review	N/A	La feasibility of creating a digital game for teaching English as a foreign language with a pedagogical focus. The secondary questions address current strategies for developing digital games for language teaching and the viability of using chatbots as valid interlocutors. A three-step plan has been designed to address these questions: a review of the theoretical foundation, a systematic analysis of existing literature, and the development of a prototype based on the information gathered in the previous stages.	The study proposed a prototype of a digital game based on the pedagogical approach of complex thinking for language teaching, following an extensive literature review. It was found that few educational games for language teaching focus on this pedagogical approach. Drawing from the principles of complex thinking, a RPG-style game was developed where students actively participate in the narrative and can choose their own gameplay path. The use of a chatbot as a character and interlocutor enriched the gaming experience, allowing students to develop language skills in all modalities.



11	(Rodríguez & Cedeño, 2020)	Systematic Review	N/A	The pedagogical approach of the flipped classroom, or Flipped Classroom, is an effective way to innovate in educational planning. It promotes autonomous learning by allowing students to review content outside the classroom using digital applications recommended by the teacher. This methodology motivates students and increases their interest in the English class by incorporating innovative educational activities.	The study addresses the shift in educational paradigms, focusing on the pedagogical strategy of the flipped classroom, which encourages more active interaction between students and teachers. This methodology involves students reviewing content at home and engaging in practical activities in the classroom, optimizing class time for cognitive processes. It is expected that this technique will facilitate meaningful learning of the English language by promoting students' autonomy and self-awareness. The study is based on exploratory and bibliographic documentary methods, concluding that the flipped classroom pedagogical model is advantageous for meaningful English language learning.
12	(Bravo & Viguera, 2021)	Systematic review and meta-analysis	The population comprised 165 high school students from the Educational Unit, with a sample of 56 students selected from the three parallel groups of third-year high school.	The purpose of this study was to examine how the implementation of active methodologies affects the teaching and learning process of the English language among high school students at a school located in a rural area of Pichincha district, Manabí province.	The current educational environment seeks to actively engage participants in the teaching-learning process through the use of simultaneous methodologies, aligning with societal demands in this digital era. The purpose of this research was to examine how the implementation of active methodologies affects the teaching and learning process of the English language among high school students at an educational unit in the rural area of Pichincha district, Manabí province. The application of active methodologies benefits the teaching-learning process. Although students did not reach the required level, which requires continuous work, this methodology motivated their creativity and changed their perception regarding the importance of the English language for their professional development.
13	(Tigua, Sanlucas, Játiva, & Parrales, 2022)	Systematic review and meta-analysis	N/A	The purpose of this study is to demonstrate the relevance of gamification as a teaching strategy. There has been a noticeable lack of interest among students in the English subject, possibly due to activities that do not consider individual performance and motivation of each student. Therefore, the objective of this research is to discover a way to engage students and promote active attention and continuous participation during the learning process.	The effectiveness of gamification in the learning process is confirmed, as this technique has a positive impact on students' knowledge acquisition. New generations, characterized by short attention spans, show little interest in listening to a teacher for long periods, preferring more engaging stimuli like those offered on social media. Teachers acknowledge that they successfully capture their students' attention through gamified experiences in the classroom, which helps motivate them and sparks their interest in learning. The results of these gamified practices are positive and satisfying, achieving the initial goal of making the learning process less conscious and more productive by creating a sensation of playing rather than studying. Consequently, students better understand the subject matter when it is linked with gamification.



14	(Mora, 2022)	Systematic review and meta-analysis	Students enrolled in primary education levels (first, second, third, fourth, and fifth grade), with an average of 10 students per classroom, were part of the academic workload assigned to the teacher.	The purpose of this study is to examine and describe the process of teaching English language to elementary students at Liceo Semillas de Fe in Sesquilé. An exhaustive analysis will be conducted on the effects of integrating digital tools and technological devices in the educational context at national, departmental, and local levels. Additionally, the research will investigate how the use of educational technology currently impacts the development of the four fundamental language competencies, including oral and written comprehension and production.	This study highlights the benefits of didactic intervention using digital tools in English language learning among elementary students. It emphasizes how these tools enhance communicative competencies and academic performance by decoding linguistic signs. Additionally, it delves into understanding the concept of technology and its impact on language teaching. The study underscores how technological tools, such as gamification, support learning from oral to post-typographic stages, promoting the development of grammar skills and student motivation. It concludes that these tools facilitate improvements in English language communicative skills, stimulating oral production, reading comprehension, and written expression. Furthermore, it emphasizes the importance of further exploring learning and teaching processes in diverse sociocultural contexts.
15	(Chávez, García, Castro, & Erazo, 2020)	Systematic review with non-experimental cross-sectional data analysis.	The sample group was randomly selected from five educational institutions. This group included 25 English teachers and 170 students in upper basic education.	The purpose of the research was to examine the impact of Storytelling as a strategy to enhance English language proficiency. The introduction of this digital resource, known as Storytelling, in the English class was significant and stimulating, as it sparked renewed interest among students in learning and improving their English pronunciation, dispelling their fears of speaking in front of their peers.	The study highlights the importance of Storytelling as a digital tool in the English pronunciation learning process. It was carried out in educational establishments in Biblián and Azogues, in the province of Cañar, where both teachers and elementary school students recognized the need for this resource to enhance classroom communication in a direct, motivational, and creative way. The introduction of Storytelling sparked notable interest among students in improving their English pronunciation and helped them overcome their fears of public speaking. Teachers also positively valued the use of digital tools to enrich the teaching and learning process. Although most participants showed interest in digital tools and interactive methodologies for phonetic and phonological learning of English, a small proportion expressed doubts or disagreement with this proposal. Nevertheless, the study's author maintains that improving English pronunciation through digital applications can have a significant impact on 21st-century students.
16	(Escobar, Barragán, Yáñez, & Taco, 2021)	Literature review	N/A	The study aims to describe how technology, used as a combined tool, enhances the process of teaching the English language. It seeks to establish the relationship between technology and English language teaching, emphasizing its importance for effective learning and the development of communicative skills in students. By analyzing this interaction, the study aims to provide a deeper understanding of how integrating technology in education can enhance language proficiency and essential communication competencies.	It is evident that the teaching of the English language has undergone significant changes in its methods, transforming into a more dynamic learning process. Teachers recognize the positive value of employing a variety of tools in English language teaching, understanding that professional development in this field can significantly enhance students' academic performance and skill development. The primary goal is to motivate and inspire students to use these technologies both inside and outside the classroom, aiming to foster continuous learning that strengthens their linguistic skills in a socially relevant context.



17	(Calero, Mera, Larrea, & Rojas, 2022)	Systematic review and meta-analysis	The sample was defined as consisting of 38 first-year military students.	The study is aimed at finding a didactic strategy to improve the deficient English language learning process among native Shuar and Kichwa-speaking students at the School of Iwias. The main objective is to design didactic strategies to enhance this learning process. To achieve this goal, a literature review was conducted, and a methodology with a mixed approach was established, allowing for thorough investigation of both literature and learning strategies. The research is based on the pedagogical theory of constructivism, where the teacher provides the means and tools necessary for students to construct their own knowledge.	Storytelling emerges as an educational strategy aimed at enhancing English language proficiency among Shuar and Kichwa-speaking students. This proposal is theoretically supported as a viable solution. A diagnostic analysis revealed deficiencies in English comprehension and production skills among these students, which are attributed to their socio-cultural context at the School of Iwias. The introduction of digital narratives in the classroom aims to foster creativity, imagination, and motivation, allowing students to become protagonists in their own learning process and develop the necessary skills to acquire English as a foreign language. Experts consider storytelling to be an effective strategy aligned with the objective of improving English learning among Shuar and Kichwa students. This approach, grounded in constructivism, empowers the student as an active agent in their education by integrating theory with practice.
18	(Vigil, Acosta, Andarcio, & Dumpierrés, 2020)	Systematic review and meta-analysis	Students in the 5th year of the Foreign Language Education program at the University of Pinar del Río "Hermanos Saiz Montes de Oca," Cuba.	The study aims to demonstrate how the use of WhatsApp impacts the English learning process, especially during periods of social isolation where conventional educational methods have become less effective. Its purpose is to highlight how this platform can enhance the development of communicative, interactive, and intercultural skills, taking into account the socio-cultural context in which students are situated.	The study has yielded significant results in the development of metacommunicative and metalinguistic skills among students. Additionally, it facilitates cultural transmission within the group, helping students overcome their fears related to using the language in social communication contexts. This approach also motivates students in language learning, drawing on the psychology of success. Moreover, it presents itself as a viable alternative for language teaching in non-face-to-face and distance learning modalities, offering an effective solution tailored to current educational needs.

Source: Developed by the author





## Results

The reviewed studies indicate a consensus on the importance of integrating digital tools in English language teaching. Digital platforms and methodologies such as social media, Storytelling, gamification, and flipped classrooms have shown benefits in improving students' communicative skills and academic performance. However, there is also a critical need identified for ongoing teacher training and adequate technological infrastructure to ensure the effectiveness of these tools. The combination of innovative methodologies with digital technologies is considered key to more motivating and effective learning in diverse and evolving contexts.

## Discussion

In the study by Martínez P. M. (2023), a literature review of 40 digital tools was conducted, highlighting the importance of digital platforms to complement classroom teaching and recommending that teachers seek the best tools and strategies to develop effective communication skills. On the other hand, González (2020) investigated the influence of digital resources on 50 undergraduate students in Oaxaca, Mexico, finding that while students show initiative, there is a lack of teacher training and adequate methodologies.

Vera, Villao, and Granados (2020) analyzed 15 scientific documents and observed an increase in the relevance of using digital tools since 2018, closely related to ICT in education. Solórzano and Gómez (2022) emphasized the need to fully integrate digital resources and provide continuous training to teachers in Ecuador. Additionally, Valera, Torres, Vásquez, and Lescano (2023) confirmed the benefits of digital tools in higher education, highlighting platforms such as Kahoot and Moodle. Fundora, Rodríguez, and Yaumary (2023) analyzed the impact of digital platforms on 25 Foreign Language students, highlighting the need for continuous teacher training to foster more active and collaborative approaches in teaching. Vera and Moreno (2022) identified the need for formal training in the pedagogical use of ICTs to enhance the experience in digital environments during the pandemic.

Cango and Bravo (2020) found that the lack of technological resources limits the adoption of new technologies in English language teaching in public schools in Loja. Quiñonez (2020) highlighted that 81% of primary school English teachers show a low level of digital competence, emphasizing the need for technical and pedagogical training. Calebe, Montanher, and Monteiro (2021) developed a pedagogical digital game with a chatbot to improve English teaching, based on complex thinking.



Rodríguez and Cedeño (2020) implemented flipped classrooms, motivating students and facilitating meaningful and autonomous learning of English. Bravo and Viguera (2021) used active methodologies in a rural area, although continuous work is needed to reach the required level. Tigua, Sanlucas, Játiva, and Parrales (2022) found that gamification motivates students and improves their understanding of English. Mora (2022) integrated digital tools in English teaching in elementary school, improving communicative skills and academic performance.

Chávez, García, Castro, and Erazo (2020) used Storytelling to improve pronunciation and confidence in speaking English. Escobar, Barragán, Yáñez, and Taco (2021) described how technology enhances English teaching, making teaching dynamic and improving students' motivation and skills. Calero, Mera, Larrea, and Rojas (2022) used didactic strategies for Shuar and Kichwa-speaking students, improving their English learning through Storytelling. Finally, Vigil, Acosta, Andarcio, and Dumpierrés (2020) used WhatsApp during social isolation, improving students' communicative and intercultural skills.

## Conclusions

The reviewed studies in this analysis underscore the growing importance of integrating digital tools in English language teaching. It is observed that digital platforms can effectively complement classroom teaching, providing opportunities for the development of effective communication skills. However, there is also significant mention of a gap in teacher training and the implementation of appropriate methodologies to fully leverage these tools.

There is consensus on the benefits of digital tools in higher education, with platforms like Kahoot and Moodle highlighted for their effectiveness. Nevertheless, challenges persist in environments with limited technological resources, where infrastructure deficits can hinder the adoption of new technologies.

The importance of continuous teacher training in the pedagogical use of ICTs is emphasized, as well as the implementation of more active and collaborative approaches in English language teaching. Strategies such as flipped classrooms, gamification, and Storytelling show promising results in enhancing student motivation and competencies.

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