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**ICT IN TEACHING ENGLISH: DEVELOPING AN INNOVATIVE
DIGITAL TOOLKIT FOR PRIMARY ENGLISH EDUCATORS.**

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TUTOR'S APPROVAL

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I CERTIFY

That this research work has been thoroughly reviewed, and I consider that it meets the necessary academic standards and merits to be submitted as a dissertation and evaluation by the Examination Board to be designated.

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DECLARATION OF AUTHENTICITY

I, the undersigned, hereby declare that the contents and results of this research work, submitted as a prerequisite for obtaining the Master's Degree in Pedagogy of National and Foreign Languages with a Mention in English Teaching, are entirely original, authentic, and personal, and are the sole academic and legal responsibility of the author.

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DEDICATION

I dedicate this work, first and foremost, to God, the wellspring of life, strength, and hope, for sustaining me through every step of his journey and allowing me to reach this special moment in my professional development.

To my parents, Magali and César, with all my life and profound gratitude. Thank you for being my greatest example, for patiently and tenderly teaching me value of effort, honesty, and faith. You have been my refuge during challenging days and my constant impetus to persevere.

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To my entire family, for being an essential part of my life, for celebrating my joys, easing my sorrows, and providing a love that transcends any distance or circumstance.

This achievement is as much yours as it is mine. Thank you for being part of my story.

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA
FACULTY OF EDUCATION SCIENCES
MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ABSTRACT

**ICT IN ENGLISH LANGUAGE TEACHING: DEVELOPMENT OF AN INNOVATIVE
DIGITAL KIT FOR PRIMARY SCHOOL ENGLISH TEACHERS**

In the context of 21st-century education, the integration of Information and Communication Technologies (ICT) has become essential, particularly in the teaching and learning of English as a foreign language (EFL). This research aims to design and propose an innovative digital toolkit based on ICT to support English teachers in improving their pedagogical practices. Using a qualitative case study approach, the study involved three primary school English teachers from the "Unidad Educativa de las Fuerzas Armadas FAE No. 5" school in Ecuador. Data were collected through interviews, surveys, and document analysis. The findings revealed that the use of digital tools such as interactive apps, multimedia resources, and online platforms enhances student motivation, promotes engagement, and facilitates personalized learning. The study also identified barriers, including limited infrastructure and digital inequality. As a result, the proposed digital toolkit was developed to address these challenges and support the effective integration of ICT in the classroom. This toolkit is presented as a practical, adaptable, and user-friendly resource for teachers, aligned with the demands of modern English language teaching.

KEYWORDS: digital toolkit, educational technology, EFL teaching, ICT integration, personalized learning, primary education.



Introduction

Today, technology has become an integral part of our lives and has significantly transformed education. The digital revolution has been democratized, access to information, enabling students around the world to access high-quality educational resources regardless of time or location. Within this context, the teaching and learning of English as a foreign language (EFL) have encountered both new challenges and unprecedented opportunities.

Integration of technology in education, particularly for teaching English as a foreign language (EFL) has become increasingly vital. Blake (2013) emphasizes that digital tools such as multimedia resources and interactive software, enhance student engagement and provide access to authentic materials- an elemental crucial for effective language acquisition. His research reveals that students exposed to digital environments demonstrate higher motivation and more active participation, especially in speaking and listening tasks. These findings are directly relevant to the challenges faced in traditional EFL classrooms, where lack of exposure to real-world language use and student disengagement are common barriers.

The transition from traditional book-based teaching methods to digital approaches in English language education has been a complex process. Teachers, students, and parents must adapt to new devices and technologies, necessitating proper training in the use of ICT. A significant challenge in this transition is the technological exclusion, where individuals are left out the digital world due to limited economic resources, insufficient preparation, or restrictive policies. This exclusion not only limits access to digital educational resources but also

exacerbates existing inequalities, negatively impacting students' academic performance and their development of core language skills.

On the other hand, it is important to point out that the knowledge and good use of ICTs allow progress and development in the educational field. The integration of ICT in education has shown significant positive impacts, especially in the teaching of English. Anggraini and Cahyono (2020), Blume (2019), and Lambton-Howard et al. (2020), have shown that the use of tools such as online learning applications, mobile apps, educational games, and social media platforms effectively contributes to the learning of English. These findings directly inform the present study by highlighting the pedagogical potential of specific digital tools to address common learning difficulties in the EFL context.

According to the studies mentioned, students using ICT-enhanced activities improve in analysis and synthesis, problem-solving, autonomous learning, time management, and creativity. This holistic development is particularly relevant in multilingual classrooms where learners progress at different paces and require personalized support. ICT has the ability to transform traditional teaching into an interactive and personalized experience, adapting to the needs and learning styles of 21st century students. ICT has been identified as a strength for student learning, allowing them to develop new skills while acquiring knowledge. These technological tools are beneficial in the educational setting, as they facilitate better English language acquisition by students.

The incorporation of ICT in the teaching of English as a foreign language (EFL) has become an imperative need in the digital age. Digital technologies not

only support knowledge acquisition but also reshape the learning process into a more participatory and motivating experience. The integration of digital resources in the classroom is crucial because it allows students to interact with content in new and engaging ways, fostering deeper and more effective learning. Digital resources facilitate the personalization of learning, adapting to the different styles and rhythms of each student, and promote a collaborative and participatory environment.

For teachers of English as a foreign language, integrating technology into daily practice is essential. Its thoughtful use has a significant impact on the teaching and learning of a new language, in addition to involving students actively in the educational process. Teachers play a fundamental role in guiding the use of ICT in a meaningful way by selecting reliable and pedagogically sound resources. However, this responsibility also highlights the need for adequate professional development that equips teachers with the skills to integrate technology effectively.

According to a Ministerio de Educación (MINEDUC) (2021) in Ecuador, one core competency for EFL teaching is the effective use of digital tools to support collaborative written production. The standard EFL 3.4.9. states:

“ Make effective use of a range of digital tools to write, edit, revise, and publish written work in ways that support collaboration, (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a wiki, etc.) CD.”

This competency not only emphasizes the skill of writing but also underscores the obligation to integrate ICT meaningfully into pedagogical practices. However, the use of technology must be present in the development of the four macro skills: listening, speaking, reading and writing.

In light of the above, the development of an innovative ICT-based toolkit for teaching English as a foreign language is an urgent need. This toolkit should be designed to address the specific needs and challenges of educators by providing resources and pedagogical strategies that facilitate the effective integration of ICT in the classroom. At the same time, it is essential to address digital exclusion and ensure that all students and teachers have access to the necessary tools and training to fully leverage the opportunities offered by ICT in education. According to UNESCO (2018), “the effective integration of ICT in education requires not only access to technology but also digital competencies and an inclusive approach to ensure that all students and educators can equally benefit from the educational opportunities offered by emerging technologies”

This research project aims to propose an innovative ICT-based toolkit to improve the teaching of English as a foreign language in the digital era. This toolkit will serve as a comprehensive resource for educators, integrating multimedia content, interactive software, and online platforms. By equipping teacher with dynamic resources, the project aims to improve the quality of English instruction while aligning with current demands for inclusive digital, and student-centered education.

Problem Statement

Despite technological advances and the widespread availability of digital resources, many English teachers still face considerable challenges when it comes to effectively integrating Information and Communication Technology (ICT) into their pedagogical practices. The barriers are multifaceted, including a lack of specific training tailored to their needs, insufficient access to adequate resources, and a general lack of institutional support. These challenges significantly limit the potential of ICT to enhance English language teaching. This study aims to address these issues by developing an innovative digital toolkit directed to teachers', designed specifically to facilitate the implementation of these technologies in their daily teaching.

By providing comprehensive support and practical resources, the toolkit will empower teachers to seamlessly integrate ICT into their lessons, ultimately improving the quality of English language education. This research will not only identify the key obstacles but also propose practical solutions, thereby bridging the gap between technology and pedagogy in English teaching.

Research Question:

How can an ICT-based toolkit be designed to potentially enhance the teaching of English as a foreign language, based on teacher needs in the digital era?

Research idea:

To explore teachers' perceptions and experiences in integrating an innovative ICT-based toolkit in teaching English as a foreign language.

Objectives

General Objective: To analyze the application of an innovative ICT-based toolkit to enhance the teaching of English as a foreign language in the digital age.

Specific Objectives:

- To determine the needs and challenges of teachers in the integration of ICT in English language teaching.
- To elaborate a toolkit that includes digital resources and innovative pedagogical strategies.
- To assess teachers' perceptions of the digital toolkit in integrating ICT into English language teaching.

Beneficiaries:

This research primarily benefits English language teachers at the *Unidad Educativa de las Fuerzas Armadas FAE N°5*, with a special focus on the three primary school teachers who participated directly in the study. As active collaborators in the research process, these educators will benefit from a deeper understanding of the opportunities and challenges involved in integrating ICT into EFL instruction. The study's findings, drawn from interviews, surveys, and document analysis, provide concrete insights into effective strategies, common obstacles, and practical solutions for digital tool implementation in the classroom. These insights are consolidated in the proposed ICT-based digital toolkit, a central outcome of this research, which is designed to support and enhance their pedagogical practices in a dynamic and accessible way.

Furthermore, primary school students at the same institution will indirectly benefit from the improved quality of instruction. As their teachers apply the toolkit, students will be exposed to more interactive, student-centered learning environments that incorporate multimedia, educational applications, and collaborative online activities. This enhanced approach aims to increase motivation, facilitate language acquisition, and develop digital competencies aligned with 21st-century educational demands.

In addition, educational authorities, curriculum planners, and teacher trainers may also benefit from this study by accessing a replicable model of ICT integration based on real classroom experiences. The research offers a framework that can be adapted to other contexts facing similar challenges in digital inclusion and instructional innovation. The toolkit—alongside the methodological design and reflective findings presented in Chapters Two and Three—serves not only as a resource for classroom application but also as a reference for institutional improvement and teacher professional development in the field of English language teaching.

Chapter One: Theoretical Framework

Previous Studies

The current era has given rise to new tools created to facilitate the teaching-learning process, and these tools are related to the use of technological devices that allow the creation of audiovisual resources with obvious benefits for groups of students who have implemented technological media support in their activities. As educators increasingly look for new ways to enhance language learning experiences and results, information and communication technology (ICT) technologies have been very helpful in integrating English language instruction. The potential of ICT tools to revolutionize established educational approaches and make language learning more dynamic, meaningful, and engaging is the reason for this increased interest in them.

Thus, in his study on the usefulness of ICT tools for enhancing English teaching and learning, Nami (2024) encouraged 50 students from a Japanese secondary school, ages 14 to 16, to regularly use ICT tools like online platforms, interactive software, and multimedia resources in the classroom to find out where English language learning differs or is similar. According to the study, reading comprehension and vocabulary improved after ICT was used. This suggests that ICT tools are useful for enhancing these abilities and for making the learning environment more dynamic and interesting for students learning English as a second language, which improves language application and retention. These results therefore support the idea of research into the use of ICT tools to improve English language teaching, focusing on their effectiveness in improving reading comprehension and vocabulary skills.

However, the implementation of ICT also presents challenges that require attention. In this same perspective, Arteaga and Valdiviezo (2022), in their research “Digital competence among students of pedagogy and EFL teacher-students in Ecuador,” evaluated the level of digital competence among future teachers of English as a foreign language (EFL) in Ecuador. The authors discovered a substantial gap in both the effective pedagogical integration of ICT and the mastery of advanced digital skills through surveys carried out in a variety of educational institutions. The study found that despite awareness of the value of technology, there are still barriers to its didactic use.

The findings underscore the need for specialized teacher training programs and resources adapted to current educational demands to close digital literacy gaps and ensure that future teachers are trained to use ICT innovatively and efficiently, in line with international standards such as the DigCompEdu framework.

On the other hand, there is a body of research that cautions about the potential drawbacks of excessive ICT use. In their theoretical analysis "Influence of ICT on English language learning in children: a theoretical analysis from a neuropsycholinguistic perspective," Baño Lucio, González Quiñones, and Tarango (2023) emphasize that, even with the quick development of ICT and connectivity options, in-person social interaction is still vital for learning English and a second language because it activates important neurocognitive factors like mirror neurons. Their qualitative literature review highlights the usefulness of ICTs but cautions that they should be closely monitored because excessive use can limit children's language and metacognitive abilities, cause visual overstimulation, impair concentration, and impact long-term memory. They emphasize that face-to-

face interaction is necessary for the development of deep language skills and that screen time alone is insufficient for language acquisition or vocabulary memorization, arguing that technology should be used as a tool rather than as a goal in the learning process.

In their scoping review "Effects of excessive screen time on neurodevelopment, learning, memory, mental health, and neurodegeneration: A scoping review," Neophytou, Manwell, and Eikelboom (2021) explore the detrimental effects of excessive screen time in order to support this critical viewpoint. Their research discusses the detrimental effects of excessive exposure on neurodevelopment, learning, and memory skills, arguing that deep attention and memory consolidation are impacted by the disjointed and rapid-fire nature of digital engagement. Furthermore, they connect mental health issues including anxiety, despair, and technology addiction to excessive screen usage. The authors contend that excessive ICT use can change endogenous attention into exogenous attention by shortening attention spans and decreasing cognitive depth.

Many educational platforms are criticized from a neurolinguistic standpoint for depending on behaviorist repetition techniques without a tutor, which prevents students from developing sophisticated grammar skills or contextual language knowledge. Lastly, they stress that while face-to-face communication is essential for the development of profound language abilities, substituting digital engagement for in-person human interaction is detrimental to socializing and memory stimulation. In stark contrast to an entirely positive view of technology in education, this research supports the notion that, despite the fact

that ICTs offer a multitude of opportunities, excessive or uncontrolled use can result in serious hazards to cognitive development and general well-being.

Teaching and Learning English as a Foreign Language

Teaching and learning English as a foreign language (EFL) has been a subject of extensive research and discussion over the years. Theories and methodologies in EFL have evolved, reflecting changes in educational paradigms and technological advancements. This theoretical framework explores the traditional and contemporary approaches to EFL and highlights the role of technology in enhancing language learning.

Traditional Teaching Approaches to EFL.

Historically, EFL teaching has relied on several well-established methodologies, including the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method. These methods have emphasized different aspects of language learning, such as grammar, vocabulary, and pronunciation.

Grammar-Translation Method: This traditional method focuses on grammatical rules, memorization of vocabulary, and translation of texts. While it provides a strong foundation in reading and writing, it often lacks emphasis on speaking and listening skills (Richards & Rodgers, 2014).

Direct Method: In contrast to the Grammar-Translation Method: The Direct Method emphasizes direct interaction in the target language without translation. It focuses on oral communication, listening, and speaking, aiming to create a natural language learning environment (Larsen-Freeman & Anderson, 2011).

Audio-Lingual Method: This method arose from behaviorist theories of learning, emphasizing repetition and drills. It aims to develop language habits through structured practice and reinforcement (Richards & Rodgers, 2014)

Technology in English learning

The integration of technology in education, particularly in English learning, has revolutionized traditional pedagogical methods. This transformation has been driven by advancements in digital tools and the increasing accessibility of the internet. Technology provides diverse resources and interactive platforms that facilitate language acquisition, enhance learner engagement, and support personalized learning experiences.

The use of technology in education dates back to the early 20th century with the advent of radio and television as educational tools. However, it was not until the late 20th and early 21st centuries, with the emergence of computers and the internet, that technology became a pivotal component in language learning (Meskill, 1999). Early applications included language labs and multimedia CD-ROMs, which laid the groundwork for more sophisticated digital tools used today.

Digital Tools and Resources

Within the teaching-learning process, didactic resources, whether they are technological or concrete, facilitate the teacher an adequate and precise instruction of the contents so that the students are interested in and understand the subject. Hernandez (2017) mentions that “ICTs have been a great change in society, due to their content and effects on education”. In other words, ICT have been a great change for education, since teachers use dynamic resources that motivate the class and encourage learners’ concentration.

The correct use of ICT materials not only assist educators in clarifying prospective concepts, but also boost academic achievement. Technology-assisted learning enables learners to access supportive learning materials easily, enhancing their understanding and retention of subject matter. For instance, Hodgson and Shah (2017) argue that integrating technology into the learning process provides learners with immediate access to a wide range of resources, making it easier for them to grasp complex concepts and improve their academic performance. This approach is particularly beneficial in subjects like EFL, where interactive and multimedia resources can significantly enhance language acquisition and engagement.

Modern technology offers an array of digital tools and resources that aid in English learning. These include:

1. *Learning Management Systems (LMS)*: Platforms such as Moodle and Blackboard provide structured environments for course management, enabling instructors to distribute materials, assign tasks, and facilitate communication (Dudeney, G., & Hockly, N, 2012)
2. *Mobile Applications*: Apps like Duolingo and Babbel offer interactive language exercises, incorporating gamification to motivate learners and track their progress (Godwin-Jones, 2011).
3. *Online Dictionaries and Translators*: Tools like Google Translate and Merriam-Webster online dictionaries offer instant translations and definitions, aiding vocabulary acquisition and comprehension ((Brown, 2007)

4. *Video Conferencing Tools:* Applications like Zoom and Skype facilitate real-time communication, enabling immersive language practice through conversations with native speakers and virtual classrooms (Hampel, 2012)

Theoretical perspectives

Several theoretical perspectives underpin the use of technology in English learning:

1. *Constructivism:* This theory posits that learners construct knowledge through experiences and interactions. Technology supports constructivist learning by providing interactive and collaborative tools that enable learners to engage in meaningful tasks (Jonassen, 1994)
2. *Sociocultural Theory:* Vygotsky's theory emphasizes the role of social interaction in cognitive development. Technology facilitates social interaction through online forums, social media, and collaborative projects, allowing learners to engage in authentic communication (Vygotsky, 1978)
3. *Connectivism:* A theory proposed by (Siemens, 2005), connectivism highlights the importance of networks and connections in the learning process. Digital technologies enable learners to access and connect with vast amounts of information and diverse communities, fostering continuous learning.

The TPACK Framework in EFL Contexts

The integration of technology into English language teaching (ELT) requires not only technical knowledge but also pedagogical and content understanding. The TPACK (Technological Pedagogical Content Knowledge) framework, developed by Mishra and Koehler, provides a structured way to understand the complex interplay between these three components. According to Chai, Koh, and Tsai (2021), the TPACK model is essential in guiding teachers to effectively integrate digital tools while aligning them with content goals and sound pedagogical strategies. This model ensures that technology use is not isolated or arbitrary but rather serves a pedagogical purpose tailored to specific content.

For EFL teachers, the TPACK framework is particularly relevant because it facilitates a more deliberate and thoughtful integration of digital resources. Wang, Xu, and Lee (Bax, 2011) (2022) argue that applying TPACK in language teaching helps educators adapt technology to support the development of the four language skills-reading, writing, speaking, and listening-through targeted activities that respond to learners' diverse needs.

Moreover, Mahdum, Hadriana, and Safriyanti (2021) demonstrated that when preservice teachers received training based on TPACK principles, their ability to design meaningful and context-appropriate digital lessons significantly improved. This evidence suggests that the framework not only enhances the technical skills of educators but also boosts their confidence and creativity in using ICT for pedagogical innovation.

In the Ecuadorian context, the implementation of TPACK is vital for strengthening teacher education and professional development, particularly in settings where technological integration remains limited. Aligning ICT initiatives with the TPACK model ensures that technology serves as a strategic instrument to enhance teaching and learning outcomes.

Conditions for Effective ICT Integration in EFL

Several studies emphasize that the benefits of digital tools in EFL learning—such as increased engagement, autonomous learning, and skill development—only materialize under specific pedagogical and institutional conditions. As argued by Kessler (2022), meaningful integration depends not only on the availability of resources but also on teachers' competence in aligning technology with instructional goals, in line with the TPACK framework. Without clear objectives and contextual planning, digital tools risk becoming distractions rather than supports for learning (Wang, 2022)

Effective integration also requires supportive school leadership, collaborative planning, continuous professional development, and access to digital infrastructure. When these conditions are met, digital tools become powerful assets for enhancing the language learning process.

Benefits of technology in English learning

The integration of technology in English learning has revolutionized language education, offering numerous advantages. These benefits include enhanced accessibility, increased interactivity, exposure to authentic materials, immediate feedback, and personalized learning experiences. By leveraging digital

tools, learners can enjoy a more engaging, flexible, and effective approach to mastering English.

Accessibility and Flexibility.

Technology allows learners to access learning materials anytime and anywhere, accommodating different schedules and learning paces (Beatty, 2010). This flexibility is particularly beneficial for adult learners, professionals, and students with varying commitments who may not adhere to a traditional classroom schedule. Online platforms and mobile applications enable learners to engage with content at their convenience, fostering a self-directed learning approach. Additionally, cloud-based storage solutions and digital libraries ensure that educational resources are readily available, eliminating geographical and temporal barriers to learning.

Interactive Learning.

Digital tools offer interactive exercises, quizzes, and games that make learning more engaging and enjoyable, enhancing retention and motivation (Blake, 2013). Interactive learning leverages multimedia elements, such as audio, video, and animation, to create dynamic and immersive educational experiences. These tools not only make the learning process more enjoyable but also cater to different learning styles, thereby improving comprehension and retention. Gamified elements, such as rewards and leaderboards, further motivate learners to actively participate and achieve their learning goals.

Authentic materials.

The internet provides access to authentic English materials, such as news articles, videos, and podcasts, which expose learners to real-life language use

(Pegrum M. , 2009). Authentic materials offer contextualized language learning opportunities that textbooks often lack. By engaging with contemporary content created for native speakers, learners develop a more nuanced understanding of the language, including idiomatic expressions, cultural references, and varying dialects. This exposure helps bridge the gap between theoretical knowledge and practical application, preparing learners for real-world communication.

Immediate Feedback.

Many digital tools provide instant feedback on exercises and quizzes, helping learners to identify and correct mistakes promptly (Benson & Reinders, 2011). Immediate feedback is crucial for effective learning, as it allows learners to understand their errors and adjust in real time. This timely intervention aids in reinforcing correct usage and preventing the reinforcement of incorrect patterns. Moreover, automated feedback systems can handle large volumes of student work efficiently, ensuring that learners receive consistent and unbiased evaluations.

Personalized Learning.

Adaptive learning technologies tailor learning experiences to individual needs, strengths, and weaknesses, promoting more effective language acquisition (Chapelle, 2010). Personalized learning systems use algorithms to analyze learner performance data and adjust content delivery accordingly. This customization ensures that learners engage with materials that are appropriately challenging, avoiding both boredom and frustration. By addressing specific areas of difficulty and building on individual strengths, personalized learning enhances overall language proficiency and learner confidence.

Technology has significantly transformed the landscape of English learning, offering numerous benefits that enhance accessibility, interactivity, and personalized learning. While challenges remain, the potential for further advancements and the continuous evolution of digital tools promise to create more effective and engaging language learning experiences. The integration of technology, when carefully implemented and supported, can greatly enrich the process of learning English, preparing learners for the demands of a globalized world.

Educational Challenges Facing ICTs

Today, communication systems not only accelerate and expand the dissemination of information but are also fundamental in the education field. Their proper use allows for a more efficient transfer of knowledge, benefiting both teachers and students. Technological tools and online platforms facilitate access to educational resources, allow greater interaction among participants and promote more collaborative and personalized learning. This contributes to improving the quality of English language teaching and adapting educational processes to the individual needs of students. In this regard, Cabero and Martinez (2021) mention that ICTs expand formative spaces, promote new forms of interaction between students and teaching staff and favor the development of more personalized teaching.

According to this approach, ICTs contribute significantly to the development of the learning process, since they introduce innovative methodologies that facilitate the use of technology as didactic resources. These resources are extremely useful for the consolidation and acquisition of a new

language. In addition, ICTs promote interactive and collaborative learning, allowing teachers and students to access a wide variety of educational materials at any time and place. This not only improves the understanding of content, but also fosters the development of essential digital skills for the 21st century.

Challenges in the Integration of Digital Tools in ELT

Despite the documented advantages of ICT in language education, multiple barriers hinder its effective integration in the classroom. Ulla and Perales (2021) highlight that one of the major challenges is the lack of institutional support, particularly the inadequate availability of reliable internet connections, digital devices, and updated educational software. In rural or under-resourced schools, these deficiencies impede the sustained and equitable use of technology.

Moorhouse and Kohnke (2021) emphasize the issue of digital competence, noting that while many teachers possess basic digital skills, they often lack the ability to use these tools in pedagogical meaningful ways. This gap is frequently attributed to insufficient training opportunities and the absence of peer collaboration platforms for exchanging effective practices.

Another significant issue is the problem of student access and equity, Klimova (2022) points out that digital exclusion continues to be a pressing concern, especially in Latin American countries, where socioeconomic disparities limit students' access to devices and stable internet. Such inequalities create inconsistent learning environments and restrict the inclusive application of ICT.

Furthermore, teacher workload and time constraints are substantial deterrents. According to Tang, Miao, and Liu (2021) educator often perceive ICT

integration as an additional demand on their already overloaded schedules, specially when required to design or adapt digital content outside of regular working hours without institutional incentives.

Lastly, resistance to change and technophobia continue to affect a considerable number of educators, particularly those less familiar with digital environments. As Kessler (2022) notes, ongoing professional development programs that provide continuous, hands-on training tailored to the local teaching is crucial for overcoming such barriers and cultivating a sustainable culture of digital innovation.

Educational Resource to Teach English as Foreign Language

An educational resource is any material that supports teachers in the teaching-learning process, helping them to clarify and transmit knowledge effectively to students. Hilton (2020) mentions that “educational resources enhance communication, simplify the acquisition of knowledge, and reinforce learning providing more practical examples of the subject matter.”

In this sense, didactic resources promote the acquisition of knowledge through practical examples, in addition to achieving a better understanding a consolidation of the subject that the teacher presents in the class.

Any educational resource used by the teacher must be presented in a clear and direct way, since the information is intended to be summarized to ensure a complete understanding of the subject. In this regard, Bax (2011), expresses that “teaching resources must be transmissive, that is, we must send the message or information to the sender in an effective and direct manner”,

From this approach, it is necessary to emphasize that educational materials must be specific and accurate, since they guide the teaching and learning process effectively and facilitate the assimilation of the information provided by the teacher in class.

The methodology presented in a resource should contribute to the teaching and learning process through the presentation of content. Hernández (2017) defines that “digital educational resources utilize active methodologies, fostering in student’s skills of autonomy, teamwork collaboration, participatory attitude, cooperative abilities, and communication skills”.

Based on the above quotation, it is mentioned that educational resources always have a methodology, which manages to facilitate an active integration of the participants in the classroom. In addition, it provides an effective exchange of concepts and ideas to subsequently ensure that the learner generates the appropriation of knowledge.

The didactic resources should be appropriated to the educational level and age of the level and age of the learner since, by being according to the learner’s needs, it will result in optimal learning. In this sense, Hernández (2017) mentions that technological resources “are important and wide-ranging sources of learning and information that meets the specific needs of students”.

In this context, didactic or technological resources must meet the requirements of the students, that is, the content of the same must specify relevant aspects, with images, appropriate and understandable language for those for whom the resource is intended.

Audiovisual resources are important in the progress of the class, since they should maintain the motivation and concentration of the students, sustaining the interest of the learners in the content presented. Thus, Vargas (2017) mentions that the resources are designed by the teachers responding to the requirements, motivating, and awakening the interest of the students to strengthen the teaching and learning process, allowing the articulation of the theoretical contents of the subjects with the practical classes.

Based on this, resources should always be designed with the student's concentration in mind, since this way, it will be possible to obtain a meaningful learning of the subject matter. This is why the teachers should propose resources with contents that are pleasing to the eye and eye-catching for a better understanding of the class.

Within the different stages of the teaching-learning process, the application of didactic resources, both technological and concrete, since they make it easier for the teacher to offer a more interactive and dynamic class, thus strengthening student learning. In the same vein. Abreu (2018), mentions that the resources within the teaching and learning processes are integrated to represent a unit, focused on contributing to the integral formation of the student's personality and in favoring the acquisition of different knowledge: knowledge, skills, competencies, skills and values.

Based on this approach, it is established that the application of the didactic resources in the different stages of the teaching-learning process are transcendental, since they facilitate the teacher's work, the class is didactic and

interactive, making it possible for the student to be motivated to learn, generating favorable results in the academic development.

The didactic resources must be innovative for better teaching since something different from the traditional is presented in this way. This way, teachers get the students' attention and understand the content presented, which leads to complete learning. Ortega (2017), mentions that didactic resources, being innovative, can enhance the incorporation of new content into the school curriculum and the identification of training needs of both communicators and educators. According on the concept of Ortega, the innovation of technological resources, when integrated with the teaching-learning process, achieves the motivation and captures the attention of the learners guaranteeing the appropriation of the knowledge required by the student.

The didactic resources must be attractive and creative, since they must attract the students' attention for a better understanding of the content. Thus, Monsalve and Valderrama (2022) conclude that, the content of didactic resources can be presented in a creative, dynamic, friendly, and interactive way. In this way, educational resources have to be dynamic and creative to keep students entertained by pictographs, games, etc. that are presented and can interact while the class is being taught.

Nowadays, the didactic resources have been revolutionized since new teaching methods have been incorporated for a better comprehension of the content and in this way the students facilitate their knowledge. Commenting on didactic resources, Area (2019), argue that "didactic materials or objects present

well-differentiated features or characteristics that are well differentiated both in their technological and pedagogical dimension from traditional or analogical materials”. According to the author, the difference between traditional resources and technological resources, since the resources currently used in the classroom are dynamic and allow teacher-student interaction, which contributes to the teaching-learning process.

Didactic Strategies for English Teaching and Learning in Primary Education

The effective teaching of English as a Foreign Language (EFL) in primary education fundamentally relies on the implementation of didactic strategies meticulously tailored to the unique cognitive, emotional, and social characteristics of young learners. These strategies must be inherently dynamic, profoundly engaging and unequivocally centered on the student’s active participation to foster genuine language acquisition, moving beyond mere rote memorization. The Ecuadorian National Curriculum for English Basic General Education (EGB), particularly for the Elemental subnivel, implicitly and explicitly advocates for approaches that prioritize communicative competence, foster intercultural awareness and integrate the development of essential 21st- century skills (Ministerio de Educacion del Ecuador, 2016). This curricular emphasis necessitates the process of learning and meaningful and enjoyable endeavor for children.

Core to effective primary EFL instruction are child-centered approaches that acknowledge the distinctive pathways young learners navigate during language acquisition. Strategies such as Total Physical Response (TPR), pioneered by Asher, remain highly effective for introducing new vocabulary and structural

patterns. By requiring children to respond to commands through physical actions before verbal production, TPR significantly reduces affective filters, promotes deep comprehension, and caters to kinesthetic learning styles (Ashton, 2021). Similarly, storytelling acts as a powerful pedagogical tool, captivating young minds by providing rich linguistic input within inherently meaningful and memorable contexts. This approach aids in vocabulary acquisition, develops narrative comprehension, and stimulates imagination. When amplified with visual aids or digital tools, storytelling becomes an even more immersive and impactful experience (Davies & Pearson, 2020).

Game-based learning strategically leverages children's natural inclination towards play, transforming otherwise mundane language practice into an enjoyable and intrinsically motivating activity. This methodology fosters spontaneous communication, consolidates learning, and allows for repeated exposure to target language in low-stakes, engaging environment, thereby enhancing learner motivation and engagement (Lin, Chiang, & Chen, 2023). The rhythmic and repetitive nature of *song-based learning* and chants provides systematic exposure to language, demonstrably improving pronunciation, intonation, and facilitating the retention of vocabulary and common phrases (Davies & Pearson, 2020).

Furthermore, *role-playing and dramatization* offer invaluable opportunities for meaningful interaction and authentic language practice within simulated real-life scenarios. These strategies are crucial for developing communicative confidence, enhancing fluency, and fostering pragmatic language use (Pérez-Vallejo, Rodríguez-Medina, & García-Sánchez, 2022). All these strategies are deeply rooted in the principles of *Communicative Language Teaching (CLT)*, adapted

specifically to suite the cognitive and emotional developmental stages of primary students, consistently prioritizing meaningful communication over a premature or excessive focus on grammatical perfection.

The strategic integration of Information and Communication Technology (ICT) plays a transformative role in augmenting these fundamental didactic strategies, rendering them more dynamic, interactive, and universally accessible. For instance, interactive whiteboards can profoundly enhance TPR activities by displaying vivid visuals or animated commands, allowing for a more dynamic and engaging response. Digital storytelling applications (e.g., Storyjumper, Book Creator) empower children to create and share their own multimodal narratives, integrating recorded voices, illustrations, and simple animations. Educational games, whether deployed on tablets or desktop computers, offer sophisticated features such as personalized feedback, adaptative difficulty levels, and gamified reward systems that sustain learner engagement and motivation (Rodríguez-Pérez & Hernández-Calleja, 2023). Language learning applications frequently incorporate song-based activities, interactive role-play simulations, and authentic audio-visual content, providing rich listening experiences and structured opportunities for spoken practice. Moreover, judicious ICT integration profoundly supports *differentiation* within the classroom. Digital tools enable teachers to precisely tailor activities to meet the diverse needs of primary students, accommodating varied learning styles, differing paces of acquisition, and a wide spectrum of English proficiency levels. For example, many digital platforms offer tiered difficulty levels for reading comprehension or listening tasks allowing each student to engage with content at their appropriate challenge point. This seamless

technological integration not only enriches the intrinsic learning environment but also proactively prepares students for the indispensable digital competencies vital for the 21st century, a core tenet explicitly articulated by the Ecuadorian curriculum (Ministerio de Educacion del Ecuador, 2016).

The thoughtful application of these didactic strategies, synergistically amplified by judicious ICT integration, lays a robust foundation for effective English language acquisition in primary education. This approach directly supports communicative, holistic, and competency-based goals enshrined within the Ecuadorian National Curriculum.

Table 1:
Core Didactic Strategies for Primary EFL

Strategy	Brief Description	ICT Enhancement Examples	Key Benefits for Young Learners
TPR (Total Physical Response)	Physical response to commands	Interactive visuals, educational videos, digital flashcards.	Reduces anxiety, builds comprehension
Storytelling	Narratives for language input.	Digital story apps, animated videos, interactive e-books.	Expands vocabulary, fosters imagination.
Game-Based Learning	Language practice through games.	Educational apps, online quizzes (Kahoot!), virtual activities.	Increases motivation, reinforces learning.
Song-Based Learning	Using songs and chants	Educational music videos, karaoke, interactive song apps.	Improves pronunciation, aids memorization
Role-Playing	Acting out real-life scenarios.	Virtual scenarios, video recording tool, online communication apps.	Develops communicative confidence and fluency.

Differentiation	Adapting teaching to individual needs.	Adaptive learning platforms, personalized learning paths, varied digital resources.	Caters to diverse learners, promotes autonomy.
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The English Area within the EGB curriculum (MINEDUC) and its Application Process

The English language curriculum for the Basic General Education (EGB) Elemental subnivel (grades 2,3 and 4) in Ecuador is a fundamental component of the national educational framework, designed to foster global citizenship and prepare students for an increasingly interconnected world. The ‘Curriculo de los Niveles de Educación Obligatoria- Subnivel ELEMENTAL’ (Ministerio de Educacion del Ecuador, 2016) clearly delineates the pedagogical principles, structural organization, and specific content that guides English language instruction at this crucial developmental stage.

The MINEDUC English curriculum, explicitly aligned with the Common European Framework of Reference for Languages (CEFR), provides a clear, progressive path for language acquisition. For Elemental EGB, students are expected to gradually develop proficiency from pre-A1 (beginner) to a foundational A1 (breakthrough) level. This CEFR alignment ensures that learning objectives are internationally recognized and systematically build upon prior knowledge. The curriculum emphasizes a communicative and action-oriented approach, where the primary goal is not merely linguistic accuracy but effective use of language for meaningful interaction in various contexts (Ministerio de Educacion del Ecuador, 2016). This entails engaging students in real-life tasks and scenarios where they actively produce and comprehend language. Furthermore,

the curriculum is deeply committed to integrating 21st-century skills. Such as critical thinking, collaboration, creativity, and digital literacy. These skills are woven into the fabric of language learning activities, recognizing that language is a tool for broader cognitive and social development (OECD, 2018).

Process for Applying the English Curriculum in the Classroom

The successful application of the English curriculum in the primary EGB classroom is a dynamic pedagogical process that requires both adherence to MINEDUC's guidelines and adaptative flexibility to cater to diverse learning contexts. The curriculum consistently advocated for student-centered, active learning methodologies, positioning the teacher as a facilitator who guides students through discovery-based learning and cultivates an environment conducive to communicative experimentation (Ministerio de Educacion del Ecuador, 2016). This aligns with modern pedagogical paradigms that emphasize learner autonomy and engagement (Hiver, Al-Hoorie, & Mercer, 2021).

The curricular application process typically encompasses the following interconnected phases:

Curricular Planning: MINEDUC provides multi-tiered planning frameworks (macro-curricular, meso-curricular, and micro-curricular). For daily classroom instruction, micro-curricular planning (e. g., unit or lesson plans) is paramount. In this phase, teachers meticulously translate the broad curricular objectives and specific performance criteria from the national document into concrete, measurable learning objectives. Subsequently, they design appropriate, varied, and engaging activities, strategically select relevant teaching and learning resources (both traditional and digital), and plan integrated assessment strategies.

This meticulous planning is crucial for ensuring coherence and vertical alignment with national standards, ensuring classroom activities directly contribute to the broader curricular goals (Ortiz & Velázquez, 2021). The deliberate integration of ICT resources during this planning phase is critical for selecting and designing digital activities that directly support specific curricular objectives and enhance student learning outcomes.

Methodological Principles and Classroom Practice: Beyond specific didactic strategies, the curriculum strongly encourages overarching pedagogical principles that underpin effective language instruction:

Active Participation: Fostering student-centered activities where learners are actively engaged in problem-solving, task completion, and authentic linguistic interaction shifting from teacher-fronted instruction.

Contextualization: Presenting new language within meaningful and relevant contexts that resonate with students' real-life experiences and interests, make it more memorable and applicable.

Differentiation: Systematically adapting teaching methodologies, materials, and assessment to cater to diverse learning styles, unique needs, and varied support levels, or adjusting task complexity, which ICT tools can significantly facilitate through adaptive features (Almaraz & Gómez-Cama, 2023).

Interdisciplinary Connections: Explicitly linking English language learning to other subject areas (e.g., Natural Sciences, Social Studies) to enhance relevance, consolidate knowledge across domains, and provide richer contexts for language use.

Use of Authentic Materials: Introducing simple, authentic English material (e.g., short children’s stories, songs, videos) whenever developmentally appropriate, to expose students to real-world language and cultural nuances.

Resource Selection and Integration: Teachers are guided to select appropriate teaching and learning resources that align with the curriculum’s objective and students’ developmental stages. This explicitly includes the judicious use of digital tools and platforms that enhance engagement, facilitate communicative practice, and provide interactive learning experiences (Rodríguez-Pérez & Hernández-Calleja, 2023). The proposed toolkit aims to streamline this critical section.

Assessment for Learning: The curriculum advocates for continuous, formative assessment, deeply integrated into the learning process. This provides ongoing feedback to guide instruction and inform student progress, rather than solely focusing on summative evaluation. This includes observation, performance tasks, self-assessment, and peer-assessment, many of which can be effectively supported by digital tools that offer immediate feedback or progress tracking capabilities.

The successful application of the curriculum fundamentally depends on the teacher’s ability to interpret these comprehensive guidelines and creatively translate them into effective, student-centered classroom practice. This is precisely where an ICT-based toolkit becomes an indispensable asset, providing practical support for streamlining lesson planning, optimizing resource selection, facilitating diverse activity design, and even supporting formative assessment, all directly aligned with MINEDUC’s pedagogical expectations.

Table 2:

Cycle of Curricular Application in the EGB English Classroom (Adapted from MINEDUC Guidelines)

Phase	Key Process	Components
1. Curriculum Basis	MINEDUC/CEFR framework	-EGB English learning goals -CERF proficiency targets
2. Micro-curricular planning	Contextual adaptation	-Needs analysis -Content sequencing
3. Objective Setting	Alignment with standards	-Observable performance criteria -Competency indicators
4. Didactic Design	Instructional strategies	-Active learning methods -ICT integration -Differentiation
5. Resource Preparation	Material development	-Digital tools -Traditional materials -ADA accommodations
6. Classroom Implementation	Lesson delivery	-Student-centered activities -Contextualized practice
7. Formative Assessment	Progress monitoring	-Multimodal feedback . -Diagnostic tools
8. Reflection & Adjustment	Continuous improvement	-Data analysis -Plan refinement

Note: The cyclical process returns from phase 8 to phase 2 for interactive optimization. Adapted from national English Curriculum Standards for EGB, by Ministerio de Educación (MINEDUC), 2016.

Blocks of English Content

The Ecuadorian National Curriculum for EGB English meticulously organizes language content into five distinct blocks, or macro-skills, which represent fundamental areas of language use and development. These blocks are designed to ensure a comprehensive and balanced approach to language acquisition, covering both receptive (passive) and productive (active) skills, as well as broader communicative and cultural competencies. For primary EGB Elemental (grades 2-3), these blocks provide the fundamental structure for lesson planning and material development, offering clear learning objectives and performance criteria aligned with CEFR (Ministerio de Educacion del Ecuador, 2016).

The main content blocks defined by MINEDUC for English are:

- *Communication and Cultural Awareness (CCA)*: This block focuses on developing students' socio-cultural understanding and ability to interact appropriately in various social contexts. It encompasses basic social expressions, greetings, introductions, requests, apologies, and understanding simple cultural differences and norms within English-speaking contexts and globally. The emphasis is on building a respectful and empathetic approach to diverse cultures through language.
- *Oral Communication - Spoken Production (OC-SP)*: This block specifically targets the ability to produce spoken English. For primary learners in the Elemental subnivel, this involves articulating simple words, common phrases, and basic sentences. It includes asking and answering simple personal questions, describing familiar objects or people, and

participating in short, predictable conversations. Emphasis is on intelligibility and conveying simple messages, recognizing that early oral production may not be grammatically flawless.

- *Oral Communication - Listening Comprehension (OC-LC)*: This is a crucial receptive skill block that focuses on understanding spoken English. At the primary Elemental level, this means comprehending simple instructions, short stories, songs, chants, and basic conversations on familiar topics (e.g., family, school, animals). Learners develop the ability to identify main ideas and specific details in age-appropriate audio input. This block is a direct and central focus for the proposed ICT toolkit, given its capacity to provide varied, authentic, and engaging listening materials, thus directly supporting the development of crucial passive skills.
- *Written Communication - Reading (WC-R)*: This receptive skill block deals with understanding written English. For young learners in Elemental, this involves recognizing familiar words and phrases, reading very simple sentences, comprehending short texts with strong visual support, identifying main ideas in age-appropriate materials, and making simple inferences. Developing early literacy skills in English is paramount, bridging phonological awareness with visual recognition. This block is also a central focus for the proposed ICT toolkit, which can offer interactive e-books, leveled readers, digital comprehension exercises, and visual word recognition tools.

- *Written Communication - Writing (WC-W)*: This productive skill block develops the ability to produce written English. At the primary Elemental level, this includes writing simple words, labels for pictures, short sentences about self or familiar topics, completing basic personal information, and filling in simple forms. The emphasis is on clear, basic written expressions, often supported by models or templates.

These content blocks are not designed to be taught in isolation but are intrinsically interconnected, reflecting the integrated nature of authentic language use.

Developing strong listening comprehension, for instance, significantly facilitates and supports effective spoken production, just as robust reading skills underpin coherent writing. An effective ICT toolkit must therefore offer resources that foster this natural interrelation, rather than treating each skill as a separate, unrelated entity, thereby promoting a holistic approach to language acquisition.

General and Fundamental English Content.

Beyond the overarching skill blocks, the Ecuadorian National Curriculum for English at the primary EGB Elemental subnivel specifies the general and fundamental content areas that serve as the linguistic and thematic foundation for language acquisition. These elements constitute the core vocabulary, grammatical structures, phonological features, and functional language essential for early communication and are systematically introduced to ensure a robust base for progressive learning (Ministerio de Educación (MINEDUC), 2021)

The English curriculum for the Primary Elementary level is structured around key pillars to ensure comprehensive and communicative learning. Fundamentally, it seeks to develop a robust and expanding vocabulary, vital for

both language comprehension and production, by prioritizing terms relevant to children's immediate environment and daily experiences. Grammatical structures are introduced implicitly and contextually, emphasizing their communicative function for natural use in meaningful exchanges. Concurrently, great emphasis is placed on developing clear pronunciation, correct intonation, and appropriate rhythm from the earliest stages, including the recognition and production of basic English sounds, word stress in common vocabulary, and sentence stress and intonation patterns in simple phrases. Functional language, necessary for everyday and classroom communication tasks, is also addressed. Finally, the curriculum actively promotes intercultural understanding and respect for diversity, integrating this aspect through materials and activities that expose students to traditions and ways of life from various English-speaking and global cultures, seeking to broaden their perspectives and foster empathy for respectful interaction.

Fundamental lexical sets for Elemental EGB, as outlined by MINEDUC, typically.

Table 3:

Fundamental Contents Implied in the English Curriculum for Primary Education.

FUNDAMENTAL CONTENTS IMPLIED IN THE ENGLISH CURRICULUM	
Vocabulary Development	Prioritizes the acquisition of relevant and contextualized vocabulary focused on children's immediate environment and everyday experiences.
Communicative Use of Grammar	Grammatical structures are introduced implicitly and in context, emphasizing their role in meaningful communicative exchanges.
Pronunciation and Intonation	From the earliest stages, clear production of basic English sounds,

	word stress, sentence stress, and intonation are emphasized.
Functional Language	Focuses on every day and classroom expressions that enable students to engage in practical communication tasks.
Intercultural Competence	Integrates materials and activities that expose students to diverse English-speaking cultures, fostering respect, empathy, and global awareness.

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Chapter Two: Methodological Design

The primary objective of this chapter is to elucidate the methodology employed in the research aimed at developing an innovative ICT-based toolkit for English language educators in the digital age. This chapter includes a comprehensive description of the research design and approach, the sample and context of the research, the data collection process, validity and reliability, and the procedures for data analysis.

Research Approach and Design

This study embraces a qualitative research approach, a choice supremely apt for a deep exploration on the nuanced experiences and distinct needs of English teachers as they weave Information and Communication Technology (ICT) tools into their pedagogical methods. Qualitative inquiry, as articulated by Creswell (2018), offers a robust framework for investigating and comprehending the profound significance that individuals or groups attach to a particular social or human challenge. This methodological stance proves indispensable for unearthing the varied perceptions, underlying convictions, intricate thought processes, and rich, lived encounters of participants.

This depth of understanding directly informs the development of the ICT-based toolkit, ensuring that the final products are not only theoretically sound but also responsive to the practical realities and challenges faced by teachers.

Furthermore, Braun and Clarke (2022) underscore the particular efficacy of qualitative methods when the objective is to forge a rich, context-driven understanding of a phenomenon from the direct vantage point of those who experience it. Their work champions moving beyond mere quantification to truly

capture the ‘why’ and ‘how’ of human behavior and perception. This depth of understanding is not just an academic nicety; it is critically important for crafting solutions that genuinely respond to the real-world complexities educators face. By adopting a qualitative lens, this investigation aims to construct an empathetic and exhaustive portrayal of the current landscape of ICT integration in English language instruction, thereby laying the groundwork for targeted and impactful interventions.

The research design for this study centers on a case study employing an inductive approach. This specific design offers particular strength for a focused, in-depth examination of the unique environment English teachers navigate and their specific encounters with ICT integration. As Sampieri, Collado, and Lucio (2014) contend, a case study design facilitates a thorough, multifaceted investigation of complex issues within their authentic, real-life contexts. Through the lens of this case study, the insights obtained directly shaped the design of the digital toolkit, allowing the research process to feed organically into the development of the final product. It aims to meticulously explore the lived experiences and distinct requirements of English teachers as they interact with ICT tools, with the explicit purpose of guiding the creation of a practical toolkit.

This inductive path means the study will generate insights and understanding directly from the collected data, rather than starting with a pre-defined theory to test. Through interviews and surveys, this inductive approach allows for the collection of rich, qualitative data directly from the teachers. This yields granular detail regarding the obstacles they face and the innovative strategies they employ. Yin (2018) further champions the utility of case studies,

emphasizing their inherent capacity to preserve the holistic and meaningful characteristics of real-life events. This becomes especially relevant when the boundaries between a phenomenon such as ICT integration and its encompassing context (the classroom, school culture, teacher training) are not sharply delineated. This detailed, immersive approach, driven by qualitative data from interviews and surveys, ensures that the resulting toolkit does not rest on theoretical assumptions or abstract models. Instead, it builds upon the empirically practical, and directly applicable for deployment in diverse educational environments. This ultimately promises a tool that genuinely addresses the needs of its users by building solutions from their lived realities.

Participants

For this research, participants will be selected using a purposive sample. This method ensures that the chosen individuals can offer the most relevant and insightful information regarding the research question. Specifically, the study will involve three primary school English teachers from the “Unidad Educativa de las Fuerzas Armadas FAE N°5”. These participants are between 25-30 years old and possess a B2 level of English proficiency, indicating a solid foundation in the language. The selection of three teachers from a specific primary school provides a focused context for the case study, allowing for an in-depth examination of ICT integration within a particular educational setting. This careful selection of participants within a defined context is crucial for generating rich, context-specific data essential for an inductive qualitative inquiry.

Data Collection Process

The data collection process is a crucial phase of this research, designed to gather comprehensive and insightful information about experiences and needs of English teachers. Following the guidance of renowned researchers such as Sampieri, Collado, and Lucio (2014), a combination of interviews, documental analysis, and surveys will be employed. This multifaceted approach ensures a holistic understanding of the subject matter, leveraging the strengths of each method to provide a rich, triangulated dataset.

Data was primarily gathered through interviews, which allow for a deep exploration of the distinct needs and perspectives on ICT use in English language teaching. The interviews used a list of open-ended questions, designed to elicit detailed narratives about teachers' experiences with technology in the classroom and their knowledge regarding implementing ICT tools in English language instruction. The answers provided by the teachers were instrumental in helping the researcher understand the specific challenges they face and the various digital tools that could be effectively applied in the teaching process.

The interviews were conducted at the beginning of March. During these interviews, open-ended questions were used to elicit detailed narratives about teachers' experiences with technology in the classroom and their knowledge regarding implementing ICT tools in English language instruction. As Patton (2015) emphasizes, interviews provide depth and flexibility, enabling the researcher to probe deeper into specific areas of interest as they naturally emerge during the conversation.

Following the analysis of interview responses, the digital toolkit proposal was presented in April to the same group of teachers. This stage allowed research to transition from problem identification to solution prototyping. During the first two weeks of May, the toolkit was applied by the participating teachers during their English classes. This phase allowed for real-time testing and feedback collection. At the end of May, a post-application survey was conducted. This survey collected structured feedback on the effectiveness, usability, and perceived impact of the toolkit.

Complementary data was collected via surveys, which allowed for broader insights into common practices, challenges, and preferences across the participant group. Furthermore, document analysis was employed, using a dedicated documental analysis chart. This method provides a crucial theoretical foundation for the toolkit by synthesizing existing research on effective ICT practices and relevant tools. It also allows for the examination of school policies, curriculum guidelines, or teaching training materials related to ICT, offering contextual data that enriches the understanding derived from interviews and surveys.

The collected qualitative data was rigorously analyzed using triangulation, a robust method that significantly helps minimize potential weaknesses in the final analysis by combining multiple perspectives and data sources. According to Donkoh and Mensah (2023), triangulation is particularly effective in qualitative research for substantially applied to comprehensively analyze interview notes, the insights derived from documental analysis, and the responses gathered from surveys. Triangulation involves using multiple data sources, methods, investigators, and theories to cross-check data and ensure the robustness of the

findings, as comprehensively discussed by Denzin and Lincoln (2018). In practice, this meant comparing and contrasting themes emerging from interviews with patterns identified in survey responses and corroborating these with information extracted from relevant documents, thereby building a more reliable and holistic understanding.

The entire analytical process unfolded over approximately eight weeks, beginning with transcription and coding in mid-March and concluding in early June. The use of matrices was central to this analysis process, providing a structured way to organize, categorize, and synthesize data from the various sources, facilitating the identification of overarching themes and critical insights.

Validity and Reliability

To ensure the accuracy and consistency of the research findings, a meticulous audit trail was maintained throughout the study. This involved keeping detailed records of every step in the research process, from initial conceptualization and instrument design to data collection and analysis decisions. Participants had full access to all necessary documents, techniques, and instruments used during the research, promoting transparency and trust. Upon completion of the initial analysis, the provisional results were presented to the participants for their review and validation. This member-checking process is crucial for enhancing the reliability and trustworthiness of the findings, as it allows participants to confirm that their perspectives and experiences have been accurately represented. Ensuring the validity and reliability of the research instruments and the overall findings is paramount for the credibility of any study. As by Creswell and Clark (2017) emphasized, maintaining rigorous standards in

qualitative research-such as thorough documentation and member-checking- helps significantly to enhance the trustworthiness and dependability of the insights gained.

Analysis of the Results

Interview Results:

The results in the section are presented with caution by triangulated data from multiple sources. This multimethod approach, through the convergence of multiple data collection approaches and analytic viewpoints, greatly increases the credibility, validity, and depth of the study results (Morgan, 2024). Specifically, the discussion synthesizes insights derived from the interviews, the information processing matrix (see Appendix 1), and the established theoretical framework. It is important to note that the interviews were done before the suggested digital toolbox was presented and used. Prior to exposing the primary English teachers to the new plan, this temporal sequencing was purposefully used to collect baseline perceptions, initial expectations, and any issues they may have had integrating digital tools. In order to ensure that the toolkit's development was based on the real needs and contexts of the target users, this initial data collection helped to guide the toolkit's subsequent design and improvement.

Teacher Training in ICT and Its Impact on Teaching Practices.

The data revealed that teachers acquired ICT training through formal university education, supplementary courses, and autonomous learning such as tutorials and articles. From the participants' perspectives, this diverse training has been fundamental to strengthening of their digital competences, enabling them to use technological tools critically and contextually. This finding aligns with Cabero-Almenara et. al. (2021) who affirm that ongoing and diversified professional development enhances effective pedagogical integration of digital technologies by preparing teachers not only for technical use but also their

didactic application aligned with educational needs. Likewise, the participants emphasized that their digital competences promoted pedagogical innovation and student motivation, consistent with Rubio-Gragera, Cabero-Almenara, and Palacios-Rodriguez (2023) who state that there is a strong correlation between teachers' digital competence and the implementation of active methodologies that foster engagement and meaningful learning.

Digital Tools: Use, Preferences, and Pedagogical Applications.

Triangulated data showed that while teachers are aware of a wide range of digital tools, they favor those that promote interactivity and gamification. According to the interviewees, these tools attract students' attention, generate motivation, and facilitate more dynamic learning experiences. This is in line with Cabero-Almenara et al. (2021), who argue that educational technologies function best when included into active learning strategies because they enable tailored learning experiences and collaborative knowledge production. Teachers also talked about using specific technologies to assist students improve particular language skills, like gamified grammar apps and video-based pronunciation aids. These approaches align with task-based language training, which emphasizes that technology use should be guided by communicative and skill-based objectives. Rubio-Gragera et al. (2023) reinforce this view by asserting that teachers must connect digital resources to well defined learning objectives in order to promote contextualized and meaningful language acquisition when using ICT in language instruction.

Benefits and Challenges: Tensions in ICT Integration.

Among other pedagogical benefits, the participants reported that the use of digital tools had enhanced students' writing, vocabulary, pronunciation, and listening comprehension. Digital learning environments offer multimodal, genuine, and interactive experiences that boost student performance and engagement, claim Cabero-Almenara et al. (2021). These results are in line with their study. However, there were also significant issues identified, including inadequate internet connectivity, restricted device access, and low levels of digital literacy among families. In line with UNESCO (2018) which cautions that unequal access to digital technology remains a structural barrier in many educational environments, limiting pedagogical innovation and inclusive learning opportunities, these challenges show the persistence of the digital divide.

Pedagogical Strategies and Ideal Digital Tools: Toward Meaningful Integration.

Participants reported adopting various pedagogical strategies to overcome barriers, such as selecting tools based on instructional goals and implementing differentiated instruction. These actions reflect Bax's (2011) concept of normalization, which posits that technology is truly integrated when its use becomes natural, frequent, and pedagogically driven, rather than being motivated solely by novelty. Teachers also described the characteristics of ideal digital tools, including interactivity, user-friendliness, gamification, real-time feedback, and multiplatform compatibility. These preferences align with the European Commission's DigCompEdu framework (2017), which asserts that teachers'

digital competence must focus on creating accessible, inclusive, and pedagogically relevant learning experiences, thereby maximizing the educational potential of technology.

Students' Perceptions and the Need of Institutional Support.

Interviewees perceived students as motivated, confident, and autonomous when using digital tools. These perceptions align with Rubio-Gragera et al. (2023), who highlight that digital resources not only enhance academic outcomes but also promote learner autonomy and responsibility, encouraging students to take an active role in their own learning process. However, the findings also revealed that ICT integration largely depends on the individual efforts of teachers, who expressed the need for greater institutional support, ongoing professional development, and equitable access to resources. This call is supported by Cabero-Almenara et al. (2021), who argue that successful digital transformation in education depends not only on teacher competencies but also on robust institutional policies that offer support, training, and adequate resources. Similarly, UNESCO (2021) emphasizes that educational systems must establish structured support mechanisms to ensure that digital integration is sustainable, inclusive, and impactful.

Survey Results:

In this section, the key findings from the survey that was purposefully sent to primary English teachers who participated are summarized. This study's main goal was to carefully assess participants' opinions on the effectiveness and possible influence of the suggested digital toolbox. This extensive survey was conducted after a preliminary data gathering phase, after which the suggested

digital toolbox was presented and used. Critical insights into the perceived efficacy, usability, and impact of the digital toolkit in a real-world classroom setting are provided by the critically interpreted empirical results, which represent the teachers' opinions and experiences following their direct involvement with the intervention. This post-application data is essential for assessing the observable results of the suggested solution and for guiding the digital resources' iterative improvement.

The analysis provides empirical evidence about the toolkit's immediate usefulness and potential for wider implementation within the pedagogical framework of English language education by gathering direct feedback from educators who have actively used it. All of this information is critically interpreted in light of the most recent literature regarding the complex integration of Information and Communication Technologies (ICT) within the pedagogical framework of teaching English as a foreign language (EFL). This thorough analysis clearly highlights how crucial these digital innovations are to supporting the creation of genuinely creative and revolutionary educational materials for elementary schools.

With an emphasis on the digital toolkit's usefulness and influence on incorporating information and communication technologies (ICT) into English language instruction, this investigation specifically attempts to evaluate how primary English teachers view it. This examination was conducted based on a previously structured information matrix, which facilitated the results for each question has been approached from a qualitative perspective, prioritizing the identification of emerging trends, patterns, and underlying meanings in teacher

perceptions, rather than numerical quantification to gain a profound and nuanced understanding of educators’ experiences and valuations. (see table 4).

Table 4:

Results Matrix on Teachers’ Perceptions of the Digital Toolkit for English Language Teaching

Survey Question	Evaluated Criterion	Main Result	Key Observation
1. What is your level of proficiency in using digital tools?	Teachers’ digital competence	Most reported an intermediate level	Continuous training in ICT is needed
2. How often do you use digital tools in your classes?	Frequency of digital tool use	Balanced between occasional and frequent use	Strategic use in assessments and interactive tasks
3. In what contexts do you use digital tools to teach English?	Contexts of toolkit use	Assessment and dynamic activities	Encourages active student participation
4. How easy was it to use the digital toolkit?	Ease of use	Rated as “very easy” or “somewhat easy”	Some suggestions for navigation and interface improvements
5. Is the toolkit content relevant to your teaching practice?	Content relevance	High relevance	Aligned with curricular and pedagogical needs
6. What features of the toolkit did you find most useful?	Toolkit strengths	Interactive resources and design	Improves student engagement and autonomy
7. What aspects of the toolkit could be improved?	Suggestions for improvement	Navigation, design, integration	Enhance usability and compatibility with platforms
8. Is the toolkit accessible to teachers with varying tech skills?	Accessibility across tech skill levels	Fully accessible	Inclusive for teachers with diverse digital skills

9. Did the toolkit support English teaching in virtual or hybrid environments?	Adaptability to digital contexts	Very effective	Enabled continuity of learning post-pandemic
10. Do you plan to use the toolkit in your English classes?	Implementation intention	Positive disposition	Teachers willing to adopt the tool
11. How did the toolkit impact student motivation?	Impact on student motivation	Increased motivation	Visual and interactive features raise engagement
12. What challenges did you face when integrating the toolkit?	Implementation challenges	Lack of technology access	Tech infrastructure gaps remain an issue
13. What student learning benefits have you observed?	Perceived student benefits	Higher participation and autonomy	Encourages active and independent learning
14. What additional support would help you optimize use of the toolkit?	Requested support	Workshops, tutorials, technical support	Need for continuous and flexible training
15. What training format do you prefer to learn more about the toolkit?	Preferred training modality	Face-to-face preferred; also virtual	Hybrid training formats recommended
16. What improvements would you recommend for the toolkit?	General recommendations	Better design, more instructions, platform integration	Support teacher autonomy and broader adoption

Analysis Results:

Functionality of the Proposed Digital Tool:

Teachers expressed strong approval of the toolkit's technical performance among educators, who endorse its operational capabilities as a fundamental pillar for the successful adoption and effective utilization of digital educational resources. This robust functionality is perceived to reduce technical barriers, thereby fostering teacher confidence and enabling a focus on pedagogical application, consistent with the vision of effective technological integration in language education (UNESCO, 2021).

Intuitiveness and Ease of Use of the Digital Toolkit's Interface:

Overall, participants agreed that the digital toolkit was easy to navigate which demonstrated the effectiveness of the design. This simplicity of use is perceived as a decisive factor for widespread acceptance and sustained integration of technological innovations in education, particularly considering the diverse digital competencies among teaching staff. This intuitive interface is seen as facilitating interaction, reducing cognitive load, and enabling seamless incorporation without extensive training, thereby optimizing teaching-learning processes and aligning with contemporary educator digital competencies as emphasized by the (OECD, 2023) and (European Commission, 2021), while serving as a critical factor in teacher technology acceptance (Saif M. K., 2024).

Relevance of the Digital Toolkit's Content for Primary English Language

Teaching:

The relevance of the toolkit's content for primary English language teaching objectives garnered substantial affirmation from participants. This finding holds immense significance, given that direct alignment of educational materials with specific curriculum requirements and pedagogical needs of English as a Foreign Language (EFL) teachers is an indispensable prerequisite for the overall effectiveness of any digital educational resource. This validation by direct users unequivocally confirms that the toolkit is not only operationally viable but, more importantly, delivers tangible and directly applicable pedagogical value, which is essential for ensuring that the toolkit functions as a genuinely effective support mechanism and facilitates the advancement of teachers' TPACK (Technological Pedagogical Content Knowledge) competency (Adipat, 2023), further aligning with the (Ministerio de Educación, 2024) national curriculum guidelines that prioritize the development of core competencies.

Promotion of Active Student Participation by the Proposed Digital Tool:

Empirical data concerning the digital tool's promotion of active student participation is notably optimistic. Educators perceived that the digital tool actively incentivizes greater student involvement, validating a primary and critical objective embedded in the toolkit's design: to fundamentally transform the traditional classroom environment into a more dynamic, interactive, and learner-centered space. The incorporation of technologies that intrinsically stimulate active participation is recognized as vital in language acquisition, as it enhances

intrinsic motivation and facilitates deeper knowledge acquisition (Al-Nabhani & Al-Maani, 2024), and proactively prepares students for an increasingly technology-mediated educational landscape and for new generations of digital learners (Navarro & Tudge, 2023).

Contribution of the Digital Toolkit to Improving English Language Students' Academic Performance:

In relation to the toolkit's perceived contribution to academic performance, participant perceptions are overwhelmingly positive. A vast majority consistently observed that the toolkit favorably influences student achievement, indicating a beneficial effect on learning outcomes. Although a small proportion maintained a neutral stance, the clear positive trend suggests that educators perceive the toolkit as optimizing student accomplishments. This perception is of paramount importance, as the ultimate goal of any educational resource is to optimize student learning trajectories, and the demonstrable capacity of digital tools to positively influence academic performance is a recurring theme in contemporary research on ICT application in education (ResearchGate, 2025).

Willingness to Recommend the Digital Toolkit to Other Primary English Language Educators:

The strong inclination to recommend the digital toolkit to other educators stands as a fundamental indicator of its perceived success and considerable potential for widespread adoption within the educational community. The high recommendation rate serves as a powerful endorsement of the toolkit's overall utility and effectiveness, suggesting that it meets and often exceeds user

expectations. Peer recommendation is consistently recognized as an exceptionally potent force for the dissemination and successful integration of pedagogical and technological innovations, as (Saif M. K., 2024), and this result validates the toolkit's design and implementation, anticipating its potential for broader acceptance and technological integration in language education (Frontiers, 2025).

Facilitation of Language Skill Development (Listening Comprehension, Speaking, Reading Comprehension, Writing):

Comprehensive results regarding the digital toolkit's facilitation of language skill development are highly encouraging, indicating its multifaceted utility. An impressive majority of respondents explicitly perceived that the tool contributes significantly to this vital objective. This strong conviction underscores the widespread perception that the toolkit offers comprehensive and substantial support for mastering the four fundamental macro-language skills (Grabe & Stoller , 2019). The effective and strategic integration of ICT in language learning has been shown to be crucial for enhancing these skills (Shadiev , Chen, & Wang, 2022), and the toolkit's ability to holistically address these diverse skills validates its transformative potential in contemporary English pedagogical practice.

Adaptation of Content to Different Student Learning Levels by the Proposed Digital Tool:

Concerning the adaptability of the content to accommodate diverse student learning levels, the collected data consistently reflects a predominantly positive perception. This finding holds considerable importance, as pedagogical differentiation remains a substantial challenge in diverse classrooms. The inherent

capacity of a digital tool to facilitate personalized learning experiences is paramount, empowering educators to effectively meet each student's individual needs. This capability is widely recognized as a critical factor for designing effective and genuinely student-centered instruction, thereby reinforcing the toolkit's utility as an inclusive didactic resource that enables differentiation and personalization (eSchool News, 2025).

Promotion of Collaborative Learning Among Students by the Digital Toolkit:

Survey results unequivocally indicate a strong consensus that the digital toolkit actively promotes collaborative learning. This overwhelming agreement underscores the widespread perception that the tool effectively facilitates interaction and teamwork among students, crucial aspects for the holistic development of communicative and social skills within the context of language learning. Modern digital platforms possess vast potential to create highly engaging and socio collaborative learning environments (Chen & Yang, 2019). The toolkit's design skillfully capitalizes on this capability, enriching the learning experience and proactively preparing students for the complexities of an interconnected global society (ResearchGate, 2023).

Ease of Integration of the Digital Toolkit into the English Language Class for Teachers:

Regarding the perceived ease of integrating the toolkit into English language classes, collected data reveal a predominantly favorable perception among educators. This result is of vital importance, as implementation complexity is consistently identified as a significant barrier to widespread technology

adoption by educators. The inherent simplicity in integration minimizes the time and cognitive effort required by teachers to effectively incorporate the toolkit into their daily practices, enabling them to primarily dedicate their attention to core pedagogical considerations. Seamless and straightforward integration indicates that the toolkit has been meticulously designed with classroom realities and potential adoption barriers in mind (Saif, Khan, & Ahmad, 2024).

Provision of Instant Feedback to Students by the Digital Toolkit:

An in-depth analysis of the instant feedback functionality provided by the digital toolkit demonstrates a significantly positive perception. Educators perceived that the tool effectively offers this feature, which is crucial for effective learning. Timely and immediate feedback is widely recognized as a fundamental and crucial pedagogical component for effective learning, as it enables students to promptly correct errors, consolidate understanding, and reinforce newly acquired knowledge in real-time (ResearchGate, 2024). Digital technologies are particularly efficient in delivering such immediate feedback, which can significantly accelerate progress in language learning.

Utility of the Digital Toolkit for Formative Assessment of English Language Learning:

Concerning the toolkit's utility for formative assessment, a substantial proportion of participants expressed a positive perception. This remarkable finding emphatically underscores the widespread perception that the tool not only comprehensively support the teaching process but also provides invaluable mechanisms for continuously monitoring student strengths and areas for

improvement (Frontiers, 2025), and the strategic integration of digital tools demonstrably enhances both the efficiency and overall quality of this critical educational component by providing real-time data on student performance (ResearchGate, 2024).

Reduction of Teacher Workload Through the Use of the Digital Toolkit:

In relation to the crucial aspect of teacher workload reduction, the results are more varied, yet predominantly positive. While a notable proportion maintained a “Neutral” stance, the clear majority perceived that the toolkit contributes to alleviating some of the inherent pedagogical tasks. Technology, when meticulously designed and strategically implemented, possesses the inherent potential to automate repetitive processes and optimize classroom management functions. However, the perception of a mixed benefit implicitly suggests that the adoption, a well-documented challenge in widespread ICT integration (Saif, Khan, & Ahmad, 2024).

Visual Appeal of the Digital Toolkit for Primary Students:

The visual appeal of the digital toolkit for primary students received strong endorsement. An overwhelming majority of participants found it highly engaging in this particular aspect. This result is of paramount importance in primary education, where a visually stimulating and attractive design is fundamental for effectively capturing and sustaining young learners’ attention (Chen & Yang, 2019). A well-designed and aesthetically pleasing digital environment has the proven capacity to significantly enhance student motivation and overall engagement, which, in turn, directly contributes to more effective learning

outcomes. The toolkit's inherent ability to generate visual excitement substantially amplifies its pedagogical impact.

Preparation of students for Digital Literacy Through the Use of the Digital Toolkit:

The findings concerning the toolkit's role in preparing students for digital literacy are conclusive and highly significant. An impressive majority of respondents perceived that the toolkit contributed substantially to this vital objective. This finding validates a crucial cross-cutting benefit of the toolkit, extending beyond mere language instruction. In the contemporary era, the holistic development of digital competence is considered as fundamental as traditional literacy (European Commission, 2021). Through direct interaction with the toolkit, students not only acquire essential English language knowledge but also simultaneously cultivate critical skills in the proficient handling of digital tools, proactively preparing them for future academic and professional demands in an increasingly digitized global landscape (Navarro & Tudge, 2023)

Suggestions for Improving the Digital Toolkit:

Suggestions for improving the digital toolkit, gathered through an open-ended question, yielded a rich and diverse range of qualitative insights. Responses consistently converged on several recurring themes: a strong desire for content expansion (specifically, request for more activities and a broader range of difficulty levels), technical enhancements (such as optimizing connectivity and ensuring broader device compatibility), a greater degree of customization (allowing teachers more flexibility to tailor content to specific classroom needs),

and seamless integration with existing educational platforms. This type of qualitative feedback is of immeasurable value for the toolkit's iterative development process (Creswell & Creswell, Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.), 2018), as it directly provides concrete and actionable insights from the end-users themselves. The collected suggestions collectively reflect a genuine and deep interest in further optimizing the tool to make it even more versatile and efficient, which is fundamental for its continuous evolution and for ensuring that the toolkit remains highly responsive to the evolving needs of educators and their students.

Chapter Three: Proposal

The effective integration of digital tools in English language teaching is no longer merely beneficial; it is fundamental for cultivating interactive and engaging learning experiences. However, many educators grapple with the challenge of identifying and skillfully employing suitable technological resources to genuinely enhance student's language proficiency. Traditional teaching methods, while providing a necessary foundation, frequently struggle to fully capture the attention of today's digitally native learners, who thrive on dynamic and customized content. This chapter directly addresses these critical needs by introducing the **TeachTech Tool**, a comprehensive digital toolkit crafted to empower teachers in seamlessly weaving Information and Communication Technology (ICT) into their pedagogical approaches. This proposal meticulously details the toolkit's strategic framework, clarifies its nature as a product and its core objectives, and provides a thorough, step-by-step guide for its implementation. Furthermore, it introduces specialized modules dedicated to developing crucial passive language skills- listening and reading comprehension- alongside a robust suite of supplementary resources for both formative and summative assessment, as well as innovative strategies to maximize classroom engagement. This holistic design ensures the toolkit's practical utility across diverse educational settings, aiming to transform conventional classrooms into vibrant, technologically enriched learning environments where students actively drive their linguistic development rather than passively receiving information.

Name of the proposal:

ENHANCING MY ENGLISH TEACHING PRACTICES WITH MY DIGITAL TOOLKIT ” TEACHTECH TOOL”: A SET OF PLATFORMS DESIGNED FOR DEDICATED EDUCATORS.

Type of the product:

This research centers on a digital toolkit. Fundamentally, such a toolkit is a meticulously organized collection of tools that structures and systematizes high-quality resources, practical templates, and proven strategies to optimize specific educational processes. Within the contemporary educational landscape, digital toolkits have become increasingly vital assets, providing educators with an extensive and easily accessible repertoire of technological aids specifically engineered to elevate the teaching-learning process. Their strategies deployment directly facilitates deeper technological integration into the classroom, thereby fostering more dynamic, interactive, and deeply personalized pedagogical experiences that genuinely resonate with modern learners.

The U.S. Department of Education (2023) highlights that digital toolkits equip educators with essential information, effective pedagogical models, valuable support mechanisms, access to current research findings, and opportunities to participate in thriving professional communities. This comprehensive support significantly aids in developing teaching strategies that are finely tuned to accommodate student diversity, addressing individual learning styles and needs effectively. These cutting-edge digital resources do more than simply complement existing educational materials; they actively open doors to innovative platforms and methodologies that fundamentally improve teaching practices. In this context,

Pinto and Leite (2020) compellingly argue that digital technologies, ranging from sophisticated educational platforms to engaging interactive games, have profoundly reshaped education. They accomplish this by encouraging greater student autonomy and by substantially enhancing collaborative learning environments, consequently evolving the teacher's role from a mere dispenser of facts to a facilitator of discovery and growth.

Moreover, the widespread and judicious integration tools in language instruction has been consistently shown to “promote a social learning environment in which students feel motivated, confident, and engaged in their linguistic development” (Mosquera Gende, 2023). This heightened interaction is indispensable, as it significantly elevates the learning of English as a Foreign Language by offering methodologies that are not only more appealing and stimulating but also more accessible and adaptable to a wider array of learner profiles. Considering these compelling attributes, the digital toolkit stands out as the most suitable proposal for this research. Its inherent design and functionalities collectively enhance educational quality by fostering increased student autonomy, considerably streamlining lesson planning, and actively championing innovative teaching strategies that prepare students for success in a globalized, digitally-driven world.

The Teach Tech Tool: A Web- Based Digital Toolkit for Enhanced Accessibility and Dynamic Content

To ensure maximum accessibility and broad usability, the TeachTech Tool digital toolkit has been carefully designed as a dedicated website. This web-based format represents a deliberate and critical design choice, as it completely bypasses

traditional barriers like software installations, cumbersome downloads, or complex technical configurations. Educators can simply navigate to the website using any internet-connected device- whether a classroom computer, a tablet on the go, or even a smartphone during lesson preparation- and instantly access its rich and dynamic content. This universal accessibility is paramount, ensuring the toolkit is readily available to teachers across diverse educational settings, from bustling urban centers with robust infrastructure to more remote communities where resources might be limited, thereby actively bridging potential digital divides.

The website functions as a central, user-friendly hub, offering an intuitive and visually appealing interface that allows teachers to effortlessly explore various modules, thematic resources, and innovative pedagogical approaches. What truly distinguishes this design and makes it exceptionally valuable is its intelligent and extensive reliance on hyperlinks for seamless redirection to specific external resources. Instead of attempting to house all content directly, which would inevitably result in a cumbersome, quickly outdated, and potentially copyright-problematic platform, the TeachTech Tool wisely operates as a highly curated gateway. It thoughtfully links to a vast and constantly evolving array of high-quality, existing digital platforms, interactive exercises, immersive multimedia content (including videos, audio, and simulations), and readily available open educational resources. This strategic approach offers several significant advantages that directly benefit the end-user.

Firstly, it ensures the toolkit itself remains remarkably lightweight and incredibly efficient, loading quickly and consuming minimal bandwidth-a crucial

consideration in areas with inconsistent internet connectivity. Secondly, and arguably most importantly, it facilitates continuous updates and immediate access to the most current and effective digital tools available online. The digital landscape, particularly in educational technology, undergoes rapid transformation, with new and improved platforms. AI-powered tools, and research-backed methodologies emerging constantly. By primarily linking to external, frequently updated resources, the TeachTech Tool can easily adapt and integrate these innovations without requiring a complete overhaul of its own infrastructure. This means teachers are consistently directed to the latest versions of platforms, cutting-edge Ai functionalities for language practice (e.g., personalized feedback, pronunciation analysis), and the most recent research-backed tools, ensuring their instructional practices remain current and impactful (Li & Chen, 2022). This not only saves teachers invaluable time often spent searching for reliable resources but also guarantees the pedagogical relevance and technological currency of their lessons.

By leveraging this sophisticated system of hyperlinks, the TeachTech Tool transcends being merely a static collection of materials; it transforms into a powerful, dynamic, and expertly curated ecosystem of digital learning opportunities. It drastically streamlines the process for English language teachers to discover, evaluate, and seamlessly integrate a wealth of valuable technological resources into theory daily lesson plans, fostering a more engaging, effective, and future-ready language learning environment. This forward-thinking approach ensures that the TeachTech Tool is not just a temporary solution, but living, evolving, and indispensable asset that genuinely empowers educator in the

challenging yet rewarding field of English language teaching, ultimately benefit student outcomes significantly.

Objective of the proposal:

To enhance English language teaching practices through a digital toolkit that integrates innovative and dynamic resources based on educational platforms.

Structure of the proposal:

The digital toolkit “TeachTech Tool” proposal is structured into three main sections. The Home Section introduces the toolkit and its purpose, the About page explains its structure, benefits, usage guidelines, and the importance of digital tools in English language teaching. The Modules Page is divided into two passive language skills (listening, listening and vocabulary) each containing descriptions, selected digital platforms, step-by-step usage guides, and suggested activities. Finally, the Tips for teachers additional teaching tips and assessment platforms, activities for ensuring comprehensive support for educators.

TABLE OF CONTENTS

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- Vocabulary and Grammar
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3. Tips for teachers

- Practical Tips for a Great Teaching Experience
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- Teacher Motivation and Mindset
- Free Resources & Templates

Implementation Guidelines and Pedagogical Orientation

To ensure that the TeachTech Tool would be not only a theoretical product but also a truly practical and helpful resource, a collaborative orientation workshop was held with a group of dedicated English teachers. This gathering served as a space for professional reflection, exploration, and shared dialogue, where teachers could interact with the digital toolkit, understand its purpose, and begin to envision how it might support their everyday classroom work.

In order to become acquainted with the platform's different modules, recommended activities, and easy-to-use structure, the teachers first took part in this session. The goal of the session was to give instructors the confidence to take charge of the toolkit, viewing it as a flexible companion that they could modify to fit their own particular teaching philosophies and classroom conditions rather than as a strict curriculum.

Following this first introduction, the three primary teachers spent three weeks implementing the TeachTech Tool in their classrooms. They experimented with various tactics, modified resources, and watched how their pupils reacted to the suggested exercises during this period. Real classroom experiences were able to influence how the toolkit was used during this brief but significant implementation period, offering insightful information and reinforcing its usefulness relevance.

Throughout this process, teachers were invited to approach the toolkit with flexibility. While the platform offers structure and guidance, the way and moment

of application were left to each teacher's professional judgment, respecting the diversity of educational contexts and learner needs. However, during the workshop, several suggestions were made for how the tools could be used at different points in a lesson:

As a warm-up: Tools like Wordwall, Educaplay, or Baamboozle proved excellent for starting a class with energy and creativity, helping students activate prior knowledge and get involved from the beginning.

During development: Platforms such as Liveworksheets, ESL Fast, or LyricsTraining supported students' listening and reading comprehension while offering opportunities for more independent or collaborative practice.

At the end of a lesson or for evaluation: Digital tools like Kahoot and Wayground were ideal for review or informal assessment, giving learners a fun, interactive way to reflect on what they had learned.

A particularly engaging feature of the toolkit is the intentional inclusion of gamification elements. Many of the platforms used (Kahoot, Baamboozle, Educaplay, etc.) offer points, time limits, leaderboards, and badges, all of which bring a game-like spirit to learning. Far from being superficial, these elements help build confidence, increase motivation, and make classroom experiences more enjoyable and memorable for students. Gamification, while not a methodology in itself, has become a powerful strategy to revitalize traditional tasks and encourage deeper engagement.

In addition, the TeachTech Tool aligns naturally with Communicative Language Teaching (CLT)—a methodology that places communication and

meaningful interaction at the heart of language learning. This strategy is supported by the toolkit's materials, which promote student involvement, provide realistic language input, and offer activities that simulate real-world conversation. The objective is the same whether students are playing vocabulary games, listening to music, or doing interactive readings: to use English in ways that seem genuine and purposeful.

It is also critical to note that the subjects and materials included in the toolkit weren't chosen at random. Teachers were consulted regarding the difficulties they encounter and the subjects they believe are most pertinent prior to the platform's development. Their opinions played a key role in the design process, guaranteeing that the materials are recognizable, practical, and based on actual classroom requirements.

Lastly, the structure of <https://teach-tools-app.netlify.app> served as a visual and organizational guide for designing a user-friendly and modular layout, which in turn served as inspiration for the toolkit's design.

In conclusion, the TeachTech Tool is a dynamic, ever-evolving resource created for teachers, by teachers, and is far more than a collection of platforms or links. It supports language instruction in a fun, contemporary, and humane approach by combining useful digital tools, gamified experiences, and a communicative learning philosophy. Most significantly, it acknowledges the ingenuity, knowledge, and enthusiasm that educators contribute to their profession and aims to enhance rather than replace their crucial role in the classroom.

Innovative Proposal Evaluation

The selected strategy to assess the effectiveness of the digital toolkit in integrating ICT into English Language Teaching is the implementation of a survey aimed at teachers.

The survey will serve as a validation tool to measure the progress achieved by teachers following the implementation of the digital toolkit. A group of three teachers will participate as a single sample group. The survey will provide a tangible measure of teacher's perceptions about the digital toolkit regarding the integration of technological tools in the classroom. Furthermore, it will identify whether there has been meaningful enhancement in English Language Teaching as a result of the toolkit's implementation.

Validation of the Proposal

According to the Thesis Manual of Indoamérica University, there are three recognized methods for proposal validation. For this study, the most relevant and reliable method is "METHOD 2: User Evaluation."

This method includes all the necessary components to assess the perceptions of the beneficiaries. In this case, a group of three English teachers will participate in the validation process. Initially, they will attend a workshop where they will receive and explore the digital toolkit. Subsequently, they will implement the resource in their classrooms over a predetermined period (3 weeks)

Following the implementation phase, a survey will be administered to the participating teachers to collect their evaluations of the toolkit. This assessment will provide critical insights into its effectiveness and its potential to enhance English Language Teaching practices.

Conclusions and Recommendations

Conclusions

- This study indicates that integrating an ICT-based digital toolkit significantly enhances English language classroom experiences. Interactive platforms and active methodologies foster more engaging, learner-centered environments. Digital tools improve content delivery and increase student participation, motivation, and autonomy, contributing to more effective teaching and learning and positioning technology as a catalyst for pedagogical transformation in EFL contexts.
- The research identified several limitations to the effective integration of digital tools. Prominent challenges include restricted access to technology, unstable internet, and insufficient institutional support. Many educators also expressed a need for professional development focused on the pedagogical application of digital tools, rather than solely on their technical operation. Addressing these infrastructural and human capacity factors is crucial to realizing the full potential of ICT in EFL education.
- Participating teachers generally perceived digital resources positively those incorporating gamification, instant feedback, and skill-specific applications. These features were valued for supporting student engagement and targeting key language competencies (pronunciation, vocabulary, grammar). The toolkit's structure and usability were appreciated for their flexible adaptation to classroom needs. This suggests educators are receptive to digital strategies that enhance English

instruction, provided such tools are accessible and aligned with curricular goals.

Recommendations

- It is essential that teacher professional development programs prioritize not only technological literacy but also the pedagogical integration of ICT in English language teaching. These programs should provide sustained, hands-on training that connects digital tools with established language. By focusing on the practical application of ICT in real classroom scenarios, such programs can enhance teachers' confidence and capacity to adapt digital resources to meet the students' diverse needs. Furthermore, continuous support and reflective practice opportunities are essential to ensure long-term impact and effective transfer of translating training into effective practice.
- Educational institutions must assume a proactive role in fostering the meaningful and sustainable use of digital technologies. This includes ensuring the availability of adequate infrastructure such as stable internet connections, up-to-date technological equipment, and access to quality digital resources, as well as providing ongoing technical and pedagogical support to teachers. Institutional commitment is indispensable for addressing systemic challenges and promoting a digitally competent teaching workforce.
- The implementation of the proposed digital toolkit is highly recommended as a complementary instructional resource. Its modular design, user-friendly interface, and focus on essential language skills offer practical

solutions for effective lesson planning and delivery. Integrating the toolkit can help teachers diversify instruction, enhance student engagement, and foster autonomous learning. The toolkit's adaptability to various teaching contexts makes it a valuable asset for educators seeking to align their methodologies with 21st-century education.

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Appendixes:

Appendix 1: Information Processing Matrix

<i>Main Category</i>	<i>Subcategory</i>	<i>Information Units</i>	<i>Textual Evidence</i>
Teacher Training in ICT	Type of training received	University education, courses, tutorials, articles	“University education and active methodology courses”; “Tutorials and articles during their training”
	Impact on teaching practice	Integration of digital tools, improvement in motivation and student participation	“It allowed them to integrate tools such as online games”; “They started using Google Classroom and Kahoot”
Digital Tools	Tools known	Canva, Genially, Prezi, Kahoot, Quizlet, Google Classroom, among others	“They know Canva, Genially, StoryJumper, Padlet...”
	Tools used	Kahoot, Quizlet, Google Classroom, Wordwall, Youtube	“They frequently use Kahoot, Wordwall, Google Slides”
Learning Benefits	Skills developed	Improvement in listening comprehension, vocabulary, writing, pronunciation	“Improvement in pronunciation, listening comprehension, writing”; “Increase in vocabulary and grammar”
	Student Motivation	Greater participation, interest, classroom dynamism	“Greater motivation”; “They find the experience fun and dynamic”
Challenges in ICT integration	Technical and contextual barriers	Connectivity, devices, constant guidance, low digital literacy in families.	“Technical problems”; “Parents with low digital knowledge”.
Pedagogical Strategies	Skill-based application	Use of specific tools for each skill: Kahoot	“Uses YouTube, Elsa speak for pronunciation”;

		(grammar), Youtube (pronunciation), Padlet (writing)	“Kahoot and Quizziz for grammar”
Ideal Tools	Expected characteristics	Interactivity, easy of use, gamification, immediate feedback, multiplatform	“Ease of use, interaction, immediate feedback, collaboration”
Recommendations	Improvement proposals	Continuous training, equitable access, workshops, institutional support	“Continuous training”; “Resources for students”; “Institutional workshops”
Student Perception	Students’ opinions	Dynamism, enthusiasm, confidence in using apps	“They are enthusiastic about using games, videos, and songs”; “They feel more confident using apps”
Teaching improvements	Perceived changes	More interactive classes, access to innovative resources, immediate feedback	“More motivating classes”; “Real-time feedback”; “Differentiated instruction”

Validation of the Instrument by Experts

Evaluator's name: _____

Specialty: _____

Academic degree:

Author:

- Katerin Dayanara Falcón Prieto

Title of the research:

ICT IN TEACHING ENGLISH: DEVELOPING AN INNOVATIVE TOOLKIT
FOR DIGITAL ERA ENGLISH EDUCATORS.

Objectives

General Objective: To analyze the application of an innovative ICT-based toolkit to enhance the teaching of English as a foreign language in the digital age.

Specific Objective:

- To determine the needs and challenges of teachers in the integration of ICT in English language teaching.
- To elaborate a toolkit that includes digital resources and innovative pedagogical strategies.
- To assess teachers' perceptions of the digital toolkit in integrating ICT into English language teaching.

INSTRUMENT: INTERVIEW

Objective: The purpose of this interview is to gather information on the needs and challenges that teachers face when integrating ICT into English Language Teaching. This research aims to provide valuable insights into the various factors influencing ICT integration in ELT, offering perspectives for the development of teaching resources and support strategies to enhance its effective implementation.

INSTRUMENT TO VALIDATE THE INTERVIEW

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Cuestionario dirigido a docentes del Unidad Educativa de las Fuerzas Armadas
FAE N°5

Estimado/a docente:

This interview aims to:

Provide information on the needs and challenges of teachers in integrating ICT into English language teaching.

Introduction

Thank you for participating in this interview! We want to understand how the needs and challenges of teachers in the integration of ICT in English language teaching. Your responses will be anonymous and will help us improve educational practices.

Instructions:

- Please provide detailed responses for each question based on your experiences and observations.
- Feel free to elaborate on your answers with specific examples or anecdotes to support your points. Your insights will help us better understand your perspectives and experiences.

Questions:

- How long have you been teaching English?

-
- At what educational level do you currently instruct? (Primary, secondary, higher education, others):
-

- Have you received formal training on the use of ICT for teaching English? If "Yes", what kind of training have you received and how has it impacted on your teaching practice?
-
-
-

1. Which technological tools do you know for teaching English?

2. Which digital tools do you use most frequently in your English classes?

3. What are the main challenges you face in incorporating ICT in your English classes?

4. What kind of support, training or resources do you consider necessary to improve the integration of ICT in your teaching?

5. How do you perceive specific improvements in your students' learning when applying ICT in the classroom?

6. What strategies do you use to integrate ICT into the teaching of specific English language skills (grammar, pronunciation, listening, writing, etc.)?

7. What are your main concerns regarding the use of ICT in English Language Teaching?

8. What characteristics should an ideal digital tool for teaching English have?

9. What strategies would you recommend for a more effective integration of ICT in English language teaching?

10. How do your students perceive the use of ICT in English language learning?

11. In your experience, in what ways has ICT improved or could it improve English language teaching?

Thank you for your participation!

Adapted by Katerin Falcón from Cazco Carrazco, Z. E., & Chunata Vallejo, D. A. (2016).

INSTRUMENT: SURVEY

Objective: The purpose of this survey is to evaluate the application of the toolkit for the integration of ICT in English language teaching. This research aims to gather information on its effectiveness, the challenges encountered and its impact on teaching practices. The result will contribute to improve the toolkit and to develop more effective support strategies for the seamless integration of ICT in the teaching of English as foreign language.

INSTRUMENT TO VALIDATE THE SURVEY

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA (UTI)

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCION INGLÉS

Cuestionario dirigido a docentes del Unidad Educativa de las Fuerzas Armadas
FAE N°5

Dear Teacher,

This survey aims to:

Identify the usefulness, challenges, and improvements of the toolkit to optimize its integration into English language teaching.

Introduction

Thank you for using the innovative toolkit for English language teaching in the digital era. Your feedback is essential to improving and adapting this tool to the real needs of the classroom. We kindly ask you to answer the following survey sincerely. Your responses will be confidential and used for research and continuous improvement purposes.

Questions:

1. At what level do you consider yourself in using digital tools for English teaching?

- Low
- Medium
- High

2. How often do you use digital tools in your classes?

- Always
- Frequently

Occasionally

Never

3. In which contexts do you use digital tools in English teaching? (Check all that apply)

Development of interactive activities

Student assessment

Communication with students

Other:

4. How would you rate the ease of use of the toolkit?

Very easy

Somewhat easy

Difficult

Very difficult

5. Is the toolkit content relevant to your teaching practice?

Very relevant

Somewhat relevant

Slightly relevant

Not relevant

6. Which toolkit features did you find most useful? (Check all that apply)

Interactive resources

Digital assessments

Integration with educational platforms

Other:

7. Which aspects of the toolkit could be improved?

Design and navigation

Quantity of resources

Ease of integration with other tools

Other:

8. Do you consider the toolkit accessible for teachers with different levels of technological experience?

Yes

No

9. Has the toolkit facilitated English teaching in virtual or hybrid environments?

- Yes, a lot
- Yes, partially
- No impact
- I have not used the toolkit in these environments

10. Do you intend to implement the toolkit in your English classes?

- Yes, frequently
- Yes, occasionally
- Not sure
- No

11. How has the use of the toolkit impacted student motivation?

- Significantly increased
- Moderately increased
- No change
- Decreased

12. What challenges do you face when integrating the toolkit into your teaching? (Check all that apply)

- Need for additional training
- Lack of access to technology in the classroom
- Student resistance
- Time constraints
- Other:

13. What benefits have you observed in students' learning after using the toolkit? (Check all that apply)

- Increased class participation
- Improved language comprehension
- More autonomous learning
- Greater use of English in interactive activities
- Other:

14. What additional support would you like to receive to optimize the use of the toolkit?

- Additional training
 - Video tutorials
 - Manuals or written guides
 - Technical support
 - Other:
-

15. What type of training format do you prefer to learn more about the toolkit?

- In-person workshops
 - Online courses
 - Webinars
 - Other:
-

16. What improvements would you recommend for the toolkit?

Thank you for your time and participation.

Adapted by Katerin Falcón from Cazco Carrasco, Z. E., & Chunata Vallejo, D. A. (2016).

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The instrument's items can elicit stable, definite, consistent, and not conflicting responses.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

✓ **What items would you add or erase?**

✓ **What other suggestions would you make to improve this instrument?**

Evaluator's Names: _____

ID: _____

Academic Degree: _____

Signature: _____