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**Incidence of ICT in the Learning of English by means  
Virtual Course of Reinforcement and Consolidation  
Knowledge English World**

Incidencia de las TIC en el aprendizaje del inglés mediante cursos  
virtuales de refuerzo y consolidación del conocimiento en inglés a  
nivel mundial

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## **Incidence of ICT in the Learning of English by means Virtual Course of Reinforcement and Consolidation Knowledge English World**

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### **Abstract**

The modern educational landscape often faces significant friction when integrating specialized technological tools into traditional curricula. This project explores a successful intervention designed to overcome systemic hurdles through a synergistic approach involving school administration, academic authorship, and classroom practitioners. While initial phases presented substantial challenges, the collective efforts of the coordination team and the teaching staff ensured that these obstacles were transformed into catalysts for academic excellence. At the heart of this project's success was the development and deployment of two critical instructional anchors: the Teacher's Planning Card and the Student's Manual. These resources served as comprehensive navigational guides, effectively addressing technical queries and streamlining the practical application of digital tools. By providing a structured framework for both instruction and autonomous study, these instruments ensured that the technology remained a secondary support to the primary goal of pedagogical growth. A defining characteristic of this initiative was its commitment to inclusive


instructional design. Recognizing that students possess unique cognitive profiles and varying degrees of digital fluency, the project intentionally moved away from a "one-size-fits-all" methodology. By acknowledging and accommodating diverse learning styles, the material was rendered more accessible and impactful. Ultimately, this collaborative framework not only resolved the immediate implementation issues but also yielded superior results, demonstrating that technical integration is most effective when paired with human-centric planning and a deep respect for student diversity.

*Keywords:* pedagogical innovation, inclusive education, student-centered learning, professional development, collaborative leadership

## Resumen

El panorama educativo actual suele enfrentar roces significativos al intentar integrar herramientas tecnológicas especializadas en los currículos tradicionales. Este proyecto explora una intervención exitosa diseñada para superar obstáculos sistémicos mediante un enfoque sinérgico que involucra a la administración escolar, la autoría académica y los docentes en el aula. Aunque las fases iniciales presentaron desafíos sustanciales, el esfuerzo colectivo del equipo de coordinación y el personal docente garantizó que estos obstáculos se transformaran en catalizadores de la excelencia académica. El núcleo del éxito de este proyecto radicó en el desarrollo y despliegue de dos pilares instruccionales críticos: la Ficha de Planificación Docente y el Manual del Estudiante. Estos recursos sirvieron como guías de navegación integrales, abordando eficazmente las dudas técnicas y optimizando la aplicación práctica de las herramientas digitales. Al proporcionar un marco estructurado tanto para la enseñanza como para el estudio autónomo, estos instrumentos aseguraron que la tecnología se mantuviera como un soporte secundario frente al objetivo primordial del crecimiento pedagógico. Una característica distintiva de esta iniciativa fue su compromiso con el diseño instruccional inclusivo. Al reconocer que los estudiantes poseen perfiles cognitivos únicos y diversos niveles de fluidez digital, el proyecto se alejó intencionalmente de una metodología de "talla única". Al valorar y adaptarse a los diferentes estilos de aprendizaje, el material resultó más accesible e impactante. En última instancia, este marco colaborativo no solo resolvió los problemas inmediatos de implementación, sino que también generó resultados superiores, demostrando que la integración técnica es más efectiva cuando se combina con una planificación centrada en el ser humano y un profundo respeto por la diversidad estudiantil.

*Palabras clave:* innovación pedagógica, educación inclusiva, aprendizaje centrado en el estudiante, desarrollo profesional, liderazgo colaborativo

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## **INTRODUCTION**

The use of technology in EFL classes enables a new way to make progress in the target language, exposing students to oral communication as in real life through the interaction among classmates proposing solutions to certain problems raised by the teacher. The Bicentenario D7 is a public High School in the city of Quito where the authorities along with the teachers have always worked hard to improve the English learning process. They have agreed that the students have always struggled to develop their language skills in the target language; consequently, the students fail to use the foreign language when they graduate from High School. Therefore, this project attempts to improve the level of English of the students of the first year BGU during the school year 2025 - 2026. The students are divided into four different classes A, B, C and D. Furthermore, this project aims to collaborate with the teachers of the foreign area by providing them with strategies, techniques, and new material based on what they need.

This research applies both a qualitative and quantitative approach. This project has taken into consideration the descriptive method which involves observing and describing the population's behavior without influencing them to obtain accurate statistical data. The researchers applied a questionnaire to obtain information. This questionnaire can be easily used in large groups with the application of the Linker scale to indicate the level of agreement or disagreement in each question. Moreover, the researcher applied the Task-Based Learning methodology. The Information and Communication Technologies (ICTs) have an important role in Education. People around the world regularly make use of technology for several purposes such as doing research, finding new music, or keeping in touch with either friends or family.

The use of technological resources such as cell phones, tablets, computers, internet, among others. ICTs have gained a lot of space in diverse fields such as sports, health, education, etc. "There are several definitions of ICTs, but all agree that they are part of society's development. ICT's are important in the process of globalization of the economy, society, and knowledge" (Mukerji, 2013). ICT's allow the process of learning a second language to be quicker and more effective. The "ICT's have a positive effect on the development of learning a foreign language" (Sanders & Morrison-Shetlar, 2001, p. 35).

## **Objectives**

### **General objective**

- To create material by means of ICT's to accomplish an innovative way to strengthen the English Language skills mentioned in the Ecuadorian National Curriculum.

Similarly, the way to get positive final results fulfilling the principal purpose of the project will be accomplished by means of the Aims of the study: to design a reinforcement course based on parameters of the Ecuadorian National Curriculum.

### **Specific objectives**

This search pretends to:

- Evaluate the process to know if the material helps accomplish the objectives specified in each level according to the Ecuadorian National Curriculum. By doing so, it will be easier to design digital material for the use of students ranging from 12-16 years old.
- Assess the students' current level of English by means of test on students of Bicentenario D7 public High School, First Year BGU, classes A, B, C and D. Academic Year 2025 - 2026, located in Quito – Ecuador.

- Collect and analyze information about the effects of using ICT's in the learning English process on students of Bicentenario D7 public High School, First Year BGU, classes A, B, C and D. Academic Year 2025 - 2026, located in Quito – Ecuador.

Develop creativity, critical thinking, and linguistic intelligence skills by means of Virtual Course of Reinforcement and Consolidation Knowledge called English World.

## **METHODOLOGY**

### **Explanation of the type of research**

This piece of search is a Social & Educational project. It refers to the elaboration of a feasible proposal, or a possible solution to a practical problem. This research project follows both a qualitative and quantitative approach. These two approaches are both intermingled and combined in the whole research process, or at least in most of their stages.

The qualitative and quantitative approach is focused on comprehension and explanation of changes in some designs and collecting data. Added to that, this project is developed with applied research also called "practical or empirical research", characterized to seek the application or use of the acquired knowledge, while others are acquired, after implementing and systematizing research-based practice. The use of knowledge and research results in a rigorous, organized and systematic way of knowing reality.

Similarly, the descriptive method is applied in this piece of work. For this reason, the type of study used in this work is considered with a descriptive level. It consists of describing, analyzing, and interpreting systematically a set of facts related to other variables. The descriptive method aims to study the phenomenon in its present state and in its natural form; thus, the possibilities of having direct control over the study variables are minimal, so their internal validity is debatable.

### **Sample**

The Ecuadorian public institution Bicentenario D7 High School is located in an urban place called El Beatero. It is located 10 kilometers from the downtown of Quito which is the capital of Ecuador. The school has 1200 students in different levels. The students of First Year BGU are divided into three classes A, B and C. During the school year 2025 - 2026, the students are between 14-16 years of age and their first language is Spanish. In addition, their English Proficiency is at A1, basic users of the language according to the Common European Framework of References.

Each class has 36 students. The institution has a laboratory with 25 computers, a projector, speakers on the wall, and a sophisticated internet free connection. The Foreign Language Area of the school has designed to teach 3 classes a week in each classroom. The distribution of the teachers' schedule is made by the authorities. Moreover, the students have enough motivation to learn another language because they want to get an international scholarship. Therefore, the learners want to interact with people from other countries through social networks improving their listening and speaking skills.

### **Measurement instrument and dimensions**

The Descriptive Research is focused on the identification of attitudes and preponderant circumstances through effective and accurate description of objects, people or activities. Added to that, the technique applied in this work was a questionnaire. The aim is to collect data by means of pre-designed instruments which do not modify the environment. The data could be obtained by performing a set of structured questions using a questionnaire.

Surveys are a very traditional way of conducting research. They are particularly useful for non-experimental descriptive designs that seek to describe reality. So, for instance, a survey approach may

be used to establish the prevalence or incidence of a particular condition. Likewise, the survey approach is frequently used to collect information on attitudes and behavior (Mathers, Fox and Amanda. 2009, p. 5).

In other words, the questionnaire is an instrument that has a series of questions in order with the aim of obtaining information.

### **Data collection procedure**

The use of a questionnaire facilitates the administration of large groups and standardization. For this reason, this research will be applied to a survey because it is important to know the opinion of teachers about their experience with the ICT's in the English learning process. Furthermore, the surveys will have structured questions. The Likert Scale will be used to grade from 1 – 4 (e.g. 1= Never, 2= rarely 3= Ever One in a While, 4= Sometimes, 5= Almost Always), also called an evaluation method; which indicates the level of agreement or disagreement in an item or question.

### **DEVELOPMENT**

In this part, the authors connect the theoretical knowledge existing in previous information. The English Language curriculum in Ecuador and levels of proficiency branching approach - Communication and Cultural Awareness, Oral Communication (Listening and Speaking), Reading and Writing and Language Through the Art.

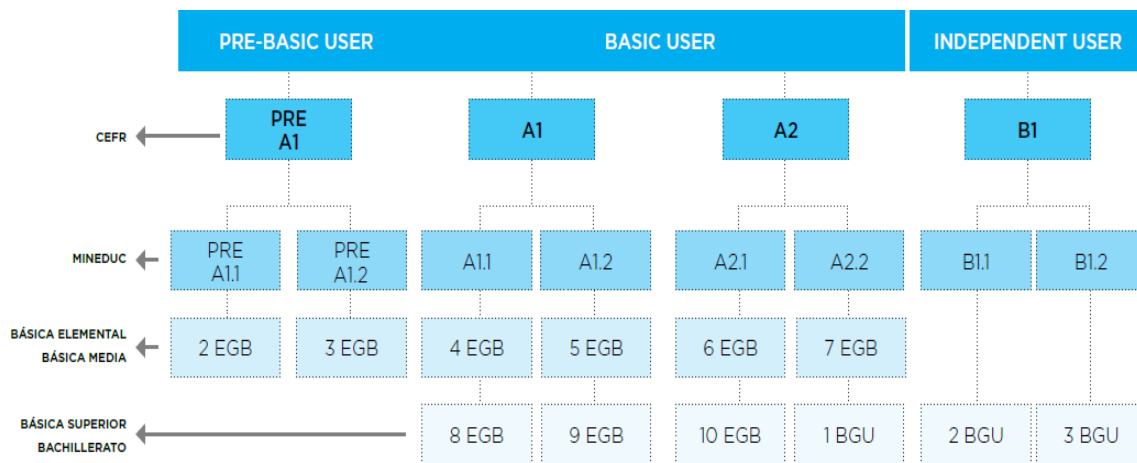
Further, the authors mention the Second Language Acquisition main theories, the Content and Language Integrated Learning, Critical thinking skills. On the other hand, the technology and education by means of the digital revolution with the advantages of ICT in the classroom. It is important to know the process to learn about ICT's in education with Interactive Programs.

This new curriculum was designed for students in General Basic Education (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), taking into consideration their linguistically and culturally diverse populations. The population of this search does not show any problem with multilingual learners. The innovative curriculum reflects four important skills to engage (Listening, Speaking, Reading, and Writing). The Global Engagement refers about the culture and world understanding to create communication by means of the English language. The social and thinking skills will help the learner's personal and intellectual skills.

The Foundation for lifelong learning mentioned about the internal and external motivation in the students where they have the opportunity to learn another language and continue with the same motivation. It is worth mentioning that this should be implemented at an early age. Furthermore, learners will have different levels where they must apply their grammar and vocabulary knowledge in context. The Levels of Proficiency: Branching Approach illustrates the English levels that are expected from learners in Bachillerato General Unificado (BGU).

Figure 1

Levels of Proficiency Branching Approach



**Source:** MEC (January 30th, 2016). Introduction, English as a Foreign Language. Recovered on August 16th, 2019 from Ministerio de Educación Ecuador: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf>

The constructivist approach was applied in the epistemological foundations of the English as a Foreign Language (EFL) curriculum, taking in consideration that under percent of learners will use their mother tongue and motor skills to facilitate communication. The previous knowledge has an important role in the learning process. The knowledge and meaning will get if the learner applied through language.

This curriculum is created on a language driven CLIL approach where the student will learn with contents from other disciplines. The integration of critical thinking skills as defined in Bloom's Taxonomy to develop the communicative linguistic competences. Furthermore, this document mentioned the necessity to integrate five curricular threads: Communication and Cultural Awareness, Oral Communication (Including Listening and Speaking), Reading, Writing, and Language through the Arts.

All of them support the CLIL component of the curriculum by providing written and oral texts, authentic content-based and cross-curricular materials, Information and communications Technology (ICT), and the learners' social, cultural, and epistemological knowledge.

### Curricular threads

The EFL curriculum has three main goals: 1. - To develop learners' understanding of the world of other cultures and their own and to communicate. 2. – To develop the personal, social, and intellectual skills and 3. – To create a love of learning languages starting at a young age. All of these will change the learning process in the classroom at all levels. The goals are organized in five sections: 1) Communication and Cultural Awareness, 2) Oral Communication (Listening and Speaking), 3) Reading, 4) Writing, and 5) Language through the Arts. In Figure 4.2. The Curricular Threads and Sub-Threads according to each thread are presented.

### **Curricular Thread 1: Communication and Cultural Awareness**

The culture around the world has an important function to learn another language outside the mother tongue. “To communicate internationally inevitably involves communicating interculturally as well” (Çakir, 2006, p. 1).

When learners connect the learning process with their own culture, they open doors to link new knowledge with familiar concepts, traditions, and even well-known figures. This cultural connection makes it easier to communicate and understand a second language. At the same time, it broadens their perspective, strengthens social skills, nurtures values, and builds the ability to communicate in a more appropriate and meaningful way.

### **Curricular Thread 2: Oral Communication (Listening and Speaking)**

Listening and Speaking were considered within the same curricular thread. These skills could be developed gradually. “Listening and speaking are skills that should be seen as a holistic process” (Richards, 2006, p.36).

In EFL teaching, both play a central role in building communicative competence. As shown in Figure 4.2, the Oral Communication thread is organized into three sub-areas: (1) Listening Skills, (2) Spoken Production, and (3) Spoken Interaction. The way tasks and structures are designed allows learners to work with the most appropriate skills for their level, adapting to their needs and interests, and ultimately achieving meaningful and positive learning outcomes.

### **Curricular Thread 3: Reading**

The Reading curricular thread aims to strengthen students’ autonomy as readers and communicators. Through it, learners can access information from around the world while engaging with diverse cultural perspectives. To guide this process, the thread is organized into four sub-threads, each supporting different aspects of reading development.

#### **Literacy-rich Environment**

It creates easy access to keep in touch with the different cultures perceived by means of written language with a social practice. The literacy-rich environment is a way where the learner can acquire the language quickly in a cultural environment “print- oriented societies are engaged, from very early in their lives, in making sense of the printed word, in figuring out the symbolic nature of print, in discovering that print may serve a variety of functions” (Hudelson, 1994, p. 131).

#### **Reading Comprehension**

An effective way to strengthen critical thinking is through reading. For this reason, it is essential to encourage the development of reading skills both inside and outside the classroom, using articles, texts, and a wide range of information sources. Reading is a complex cognitive process in which the reader constructs and interprets meaning in context. In EFL, reading becomes a doorway to the writer’s message without the need for constant translation. Recent studies show that students who build strong reading skills not only improve in learning a second language but also perform better in other subjects, since they develop the ability to compare and contrast their L1 and L2.

#### **Use of Resources and Study Skills**

This component guides learners to use resources effectively—whether ICT tools, libraries, or internet access. In today’s world, reading is still one of the most powerful ways to learn, which is why it remains a key element of the curriculum.

## **Cross-curricular Content**

The goal of this sub-thread is to create learning environments where students feel the need to express their ideas in L2. By motivating them to go beyond the curriculum, it also shapes their perspectives on life and broadens their horizons.

## **Curricular Thread 4: Writing**

Writing is presented in the curriculum as a highly cognitive and metacognitive activity. Through it, learners communicate, share ideas, and reflect on their experiences. Although the curriculum organizes skills into four separate threads, in practice they converge in the classroom. Writing, in particular, has been divided into two dimensions: Initial Literacy and Text Production.

### **Initial Literacy**

This stage raises awareness of everyday forms of written communication—reading an email, a book, or even a birthday card. These real-life examples help learners absorb and internalize the language naturally.

### **Text Production**

A holistic approach is applied through stories and themes, which serve as literacy sources. This gives learners opportunities to build coherence and meaning in their writing. Stories, in particular, inspire imagination and allow students to pursue their own interests while practicing L2.

## **Curricular Thread 5: Language through the Arts**

Traditional education often delivers knowledge in a linear way. In contrast, learning through art opens new pathways, offering more creative and engaging ways to encourage learning. This thread is divided into three sub-threads: Literary Texts in Context, Creative Writing, and Creative Thinking Skills.

### **Literary Texts in Context**

Stories and thematic texts are used as literacy sources that help learners construct coherence and meaning. Through them, students are motivated to imagine, create, and explore personal interests while practicing their second language, about language acquisition:

Most people don't care about language acquisition. For most people, it's the story and/or the ideas that count. Instead of trying to motivate our students by urging them to work hard and reminding them how important it is to know English, let's take advantage of the natural process, and make sure they have access to input that they find compelling, in class and outside of class (Krashen, 2015, p. 28).

### **Creative Writing**

Creative writing gives learners the chance to invent stories and share human experiences, such as love, conflict, or everyday emotions. Through poetics and storytelling, writers aim to capture truths about humanity. It's worth noting that not every type of writing falls into this category—for instance, a news article focuses on facts and avoids personal feelings, so it cannot be considered creative writing.

This thread emphasizes the important role writing has always played in human history: words have been used to recount both positive and negative aspects of life. In the classroom, however, creative writing goes a step further, building a bridge between learners and literary texts. Teachers act as guides, designing activities that invite students to express themselves and offering feedback along the way. Ultimately, creative writing allows learners to share their own ideas, feelings, and experiences in a second language.

## Creative Thinking Skills

For learning to be meaningful, students need to be stimulated and motivated with techniques suited to their needs and classroom context. Developing creative thinking is not only valuable in language learning but also equips students with life-long skills. These abilities help them unlock their full potential and communicate more effectively in the target language.

The process of creative thinking involves several elements: a creative state of mind, emotional self-management, practical techniques, the ability to combine logic with imagination, and habits like keeping an “ideas book.”

**State of mind:** Confidence is key. Learners may generate suggestions that aren’t always “right,” but creativity thrives in this space. Overly rigid or purely logical teaching approaches can stifle this growth.

**Creative emotions:** At times, learners may feel frustrated, but self-management helps them stay in the creative flow.

**Techniques:** There is no fixed recipe; methods can be adapted to fit the class and its needs.

**Analytical + creative thinking:** A balance between logic and imagination leads to stronger results.

**Ideas book:** Teachers (and students) should record new ideas as they emerge. This habit encourages lateral thinking—the ability to see connections and patterns that aren’t immediately obvious.

## Stage of SLA – Speech Emergence

The speech emergence stage requires careful attention from teachers. Here, learners begin to expand both the quantity and quality of their spoken language. As they link words together, they start communicating more independently. This growth gives them confidence in expressing their own ideas.

From our shared experience, we recognize that this stage presents significant challenges. Many of us studied English in public high schools where resources and institutional support were limited. As a result, we often lacked a strong language foundation; while some of us found these challenges motivating, many of our peers felt discouraged by the difficulty.

In our professional practice, we observe that teachers frequently struggle with students who resort to copying work, avoid homework, or harbor a dislike for the subject, viewing English merely as a mandatory obligation.

In our view, we must approach this stage with patience and flexibility. By adapting our methods to our students’ actual proficiency levels and fostering a more relaxed, supportive atmosphere, we can help our learners feel more secure. Over time, this collective shift in confidence allows them to improve naturally and gradually refine their language skills.

## Instructional Planning for CALP Development in L1 and L2

In the process of teaching and learning English, it is essential to begin by gathering information about students. This allows them to use their cognitive skills to build knowledge meaningfully. One of the main influences here is Krashen’s Monitor Hypothesis, which emphasizes the importance of monitoring to correct errors and refine language use. Student experiences are also key: when teachers incorporate them into lessons, learners become more aware of their own progress and more engaged in class. We live in a time of educational change, and even small efforts to adopt these approaches can bring positive results in the future.

## Second Language Acquisition: Main Theories

Second Language Acquisition (SLA) is explained through a range of theories and hypotheses that describe how learners acquire an additional language. These theories are commonly grouped into three main categories: Sociolinguistic Models, Linguistic Models, and Cognitive Models.

### Sociolinguistic Model

This model explores how language varies according to social factors such as religion, ethnicity, education, gender, or status. It examines how these variables influence speech patterns and how adherence or creativity within these rules reflects group identity and social class.

### Linguistic Model

The linguistic model focuses on the systematic study of language itself. It examines how humans develop and use languages across contexts. As Richards (1999, p.215) explains, "Linguistics is the scientific study of language as a system of human communication." In practice, this model helps learners understand the structures and phenomena of language.

### Cognitive Model

This model emphasizes the role of mental processes in language learning. It views learning as a process of internal change, where learners build mental representations of language through images, sounds, and contexts. In this sense, the cognitive model presents language acquisition as a natural and adaptive process shaped by thought and experience.

### Output Hypothesis

Swain's Output Hypothesis highlights the role of "pushed output." Learners don't just passively absorb language; they need opportunities to produce it. Through speaking and interaction, they notice gaps in their knowledge and make progress.

**Noticing function:** learners realize what they can or cannot express.

**Hypothesis-testing function:** they experiment with forms, even if grammar is not always correct.

**Metalinguistic function:** feedback from teachers helps refine their grammar and expression.

This process helps learners regulate their own output and internalize new structures. By focusing on communication, they gradually expand their ability to express meaning accurately and appropriately.

### Input Hypothesis

One of Krashen's most influential contributions is the distinction between language acquisition and language learning. Acquisition refers to the natural process—similar to how children learn their first language—through interaction and meaningful communication. Learning, by contrast, is linked to formal instruction and explicit grammar study, which Krashen considered less central.

He also proposed five key hypotheses: the acquisition–learning hypothesis, the monitor hypothesis, the natural order hypothesis, the affective filter hypothesis, and the input hypothesis. The input hypothesis, in particular, emphasizes comprehensible input: learners progress from their current level  $i$  to the next level  $i+1$  when they understand messages that contain slightly more complex structures (Krashen, 1985, p.22).

This explains phenomena such as overgeneralization—for example, a child saying mouses instead of mice. Errors like this show how learners actively test rules while acquiring language.

### **Content and Language Integrated Learning (CLIL)**

Globalization and linguistic diversity have increased the need for effective communication in a second language. CLIL addresses this by integrating content learning with language learning. It is considered a key tool in curriculum design, as it enhances both subject knowledge and language competence.

Despite its benefits, CLIL has been criticized. Some argue it can serve political or ideological purposes—promoting certain languages, particularly English, at the expense of others (the “Trojan Horse” argument). Still, its practical advantages are clear: CLIL improves communication skills and gives learners an edge in academic and professional contexts.

Ellis (1994, p.388) compares language learning to acquiring any skill, such as driving or playing tennis. It requires practice that transforms declarative knowledge (what we know) into procedural knowledge (what we can do automatically and efficiently).

### **Critical Thinking Skills**

Communicative approaches in ELT emphasize real-life contexts that encourage learners to think critically while using language. CLIL, in particular, draws on Bloom’s Taxonomy, which organizes learning objectives into six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

These levels move from basic to higher-order thinking. By integrating critical thinking into language teaching, learners not only develop linguistic competence but also strengthen cognitive skills such as problem-solving, reasoning, and creativity. In the classroom, this leads to richer interaction, deeper understanding, and more meaningful use of L2.

### **Technology and Education**

In language learning, many factors influence the process—such as context, culture, and age. However, one element consistently present across all these variables is assessment and testing, which play a crucial role in the teaching–learning process. Even within communicative language teaching, it is still common to rely on summative, objective tests to measure achievement and proficiency.

A decade ago, access to technological resources was far more limited, especially in disadvantaged areas. Today, however, the situation has changed. For example, research in Iran explored how smartphones can support reading development in EFL classes. As Gheytsi, Azizifar, and Gowhary (2015) observe, “smartphones have turned into an everyday object for teenagers and many believe that these can be used to facilitate the language learning process.” Similarly, in Turkey, studies on blogging in EFL contexts have shown that “the use of blogs in EFL writing in a process-based approach positively affects writing achievement” (Özdemir & Aydın, 2015).

In Ecuador, some private schools have already incorporated smartphones into their classrooms. While certain teachers support this practice, others remain skeptical. Gheytsi et al. (2015) highlight concerns such as classroom interruptions and misuse of devices during lessons, emphasizing that “technology does not work alone; students must be observed and supervised at all times” (p.90).

The influence of technological progress in education reflects the demands of today’s competitive and unequal society. Technology can enhance learning, but only if institutions provide adequate infrastructure and if school leaders and teachers are open to learning how to use it flexibly and effectively. ICT tools bring new challenges for teachers, but also new opportunities to guide, motivate, and adapt lessons. As Legutke and Thomas (1991) note, teachers are key in ensuring the appropriateness of tasks, monitoring deadlines, supporting project work, and keeping learners engaged.

ICT use in the classroom allows students to connect anytime and anywhere, often through collaborative work. This enables them to interact with people from other countries, share experiences, and build a more diverse learning environment. In doing so, learners gain opportunities to express themselves, reflect on their progress, and broaden their perspectives.

### **Education through ICT**

ICT plays an increasingly important role in education, which is why many professionals now see it as an effective support in the classroom. When technology is introduced into a community with a clear vision for the future, the responsibility does not fall only on teachers. School authorities must also create pathways to provide sufficient resources and materials. One of the most valuable contributions of ICT is its ability to foster innovative learning environments where students can easily connect with their teachers and wider community. In addition, the integration of ICT in the learning process involves working across four key areas of competence: Pedagogy, Collaboration and Networking, Social Issues, and Technical Issues.

According with the Frameworks for ICTs in Teacher Education image, the pedagogy part refers about the teacher's instructional practices and knowledge curriculum within their disciplines to create material and apply the ICT's correctly in the classroom. Khvilon mentioned about the adaptation of technology in the classroom. "The adaption of ICTs by teachers should (and does) challenge and support changes in teaching practice, building upon individual pedagogic expertise. As teachers' pedagogical practices with new technologies continue to develop, and organizational support and access to ICTs grow." (Khvilon, 2002, p.42).

An essential role of the teacher in the learning process is to create an environment where learners feel comfortable and supported. Collaboration and networking help identify ways to share information while respecting the intercultural context of the community. These practices also open opportunities for innovative projects. As Khvilon (2002, p.43) notes, "Through collaboration and networking, professional teachers promote democratic learning within the classroom and draw upon expertise both locally and globally."

Equally important are the social and health aspects of ICT use. This includes promoting ethical behavior, such as respecting copyright and intellectual property, and encouraging moderate and responsible use of technological devices. Khvilon (2002, p.43) also highlights that "hazards of electricity and other power sources require care and the modeling of safe practice, the technology standards for students and teachers from the International Society for Technology in Education (ISTE)."

Finally, the dimension of technical issues emphasizes the need for teachers to continually update their skills in both hardware and software as technology evolves. For example, the use of laptops in the classroom offers teachers a practical and efficient way to access and present information. In this sense, technology becomes not just a tool, but part of an ongoing professional lifestyle.

### **Change in the Development of Education**

ICT has significantly transformed the way learners interact with content, tasks, classmates, and teachers. This reflects the broader development of education alongside technology in today's society. In 1994, the European Community recognized the emergence of the information society, a new model of economic, social, political, and cultural organization. This society brought with it new ways of working, communicating, learning, thinking, and living.

The internet provides a clear example of ICT's impact on society. Beyond being a tool for communication, information search, and data processing, the internet has created a complex global space for social interaction and learning. In education, this means that learners can engage with

knowledge, collaborate, and participate in learning communities in ways that were previously impossible, reshaping both teaching and learning processes.

Shayon and Cols (2007, p. 187) consider ICT's as a "new social forms in which people are not obliged to live, meet or work face to face to produce goods, offer services or maintain meaningful social relationships."

This highlights the significant role ICT plays in society. Its application in education goes beyond simply using technological tools—it also involves investing in infrastructure and communication networks to ensure broad and effective access.

Digital convergence allows written text, audio, video, and animations to be combined in a single document, creating richer and more engaging learning materials. Alongside the pressures of the market for faster, more efficient, and reliable data exchange, this has accelerated the development of new applications that make learning more innovative and motivating for students. By integrating these tools thoughtfully, educators can achieve positive and meaningful learning outcomes.

### Learning about ICT

Virtual classrooms and ICT tools are increasingly important for educational development worldwide. It is not enough to know the theory behind ICT; teachers must also be proficient in using these tools in the classroom. Familiarity with computer programs, word processing, databases, and interactive platforms—along with understanding their functions for communication and information management—forms the foundation for the effective use of ICT in education.

### Use of Technologies in Education

ICT plays a vital role in modern education and can be applied in various ways:

**Learning Object:** Students develop essential computer skills, using technology as a practical tool for their studies, future workplace tasks, and lifelong learning.

**Medium for Learning:** Technology serves as a vehicle for learning in different settings—face-to-face, distance education, and self-directed study—through virtual courses, exercises, video conferences, and simulations. In traditional teaching, these tools complement and reinforce content.

**Support for Learning:** ICT acts as a pedagogical aid integrated into daily learning. It supports both personal and professional growth and promotes the idea of learning to learn.

In handling information, ICT tools are central to effective strategies, enabling students to work efficiently, clearly, and creatively. Common tools include databases, word processors, spreadsheets, educational software, HTML editors, presentation software, discussion forums, digital cameras, and video conferencing platforms. These tools support tasks such as research, video production, project creation, and virtual classrooms.

In today's information-driven society, pedagogy must evolve. True intelligence is demonstrated by students who ask meaningful questions and can answer them. Technology alone cannot replace teaching; it should enhance traditional pedagogy, not substitute for it.

### Computer Programs

Computer software is designed to make tasks easier and more efficient. Unlike systems software, programming languages, or utility programs, software provides practical solutions for specific problems. Hardware refers to the physical components of a computer, while software is its logical

system. Operating systems act as a bridge between the two. Programs can be developed for particular needs or as integrated packages that address multiple tasks simultaneously.

### Text Processing

Word processing software allows students to create, edit, format, and print documents of any size or complexity. Programs range from basic to functional to advanced, giving beginners a structured way to learn progressively.

**Basic Features:** Writing and editing were once done on typewriters. Modern software, like Microsoft Word, makes it easy to correct documents, move quickly between sections, and insert or delete text. Functions like copy-and-paste allow users to reuse text efficiently, store documents for future sessions, and create multiple versions.

**Functional Characteristics:** Advanced features differentiate word processors from typewriters, including tabulators for columns, alignment options, line spacing, margins, styles, and numbering. These tools allow precise and organized document creation.

**Interactive Programs:** Interactive programs require continuous input from users, unlike batch processing where instructions are given upfront. They are useful for learning and practicing tasks that require feedback and adaptation.

For educators, ICT facilitates interaction with extensive knowledge and makes learning environments more engaging. Teachers can adopt different levels of technology in the classroom depending on the tasks, while balancing ease of use with efficiency. Not every feature needs to be mastered; tools should save time, reduce fatigue, and avoid unnecessary repetition.

### E – Learning

The terminology refers to the learning process by means of electronic devices. This one is considered around the world as a business, industry and education, it is a form to learn in an autonomous form. Anderson mentioned the e –learning:

ICT provides the vehicle, e-learning can be described as the journey, with increased knowledge, understanding and skills as the destination. In other words, we use ICT'S to participate in various electronic learning activities. Underlying these activities are all the electronic devices that enable learners to connect to networks – the World Wide Web or simply the web – and associated web technologies like browsers and search engines that allow learners to interact with content on the web. (2010, p. 38)

It is universally acknowledged that browsers are a common web tool to find information - web pages, images and videos- as well as the search engine helps the user to find information in an easy way. The most popular around the world is Google or Mozilla.

### Virtual Classrooms

The alternative of teaching and learning applying the ICT'S in education has given way to the creation of virtual classrooms which plays a very important role as an educational model of pedagogical innovation at the present time. The face-to-face education or the interaction between teacher and students directly in the classroom is related to ambiguous education.

Currently, the spaces designed for the student are well known as virtual classrooms, and they are constituted in the new learning environment becoming powerful devices of communication and distribution of knowledge. In addition, they offer a space to attend, guide, and evaluate the participants.

### **Moodle**

Moodle is considered as an essential virtual tool in education where the teacher can create a virtual class with opportunities for rich interaction and collaboration with their students. Moodle has different options in its design aspects; the student and teacher have an easy way to keep in touch.

Furthermore, this Virtual Educative Environment web application manages courses helping educators create online learning communities. This type of technology platform is also known as LMS.

### **Dokeos**

It is a content management application and creation of online courses. It is free software and is under license, development is international and collaborative. It can be used as a content management system for educators and educators. It is possible to build visual learning without graphical expertise.

### **Claroline**

It is asynchronous and collaborative groupware free software. It is written in the programming language PHP and follows SCORM specifications. It is available for platforms (Linux) and free browsers (Mozilla, Netscape). In this collaborative eLearning and eWorking platform, the learner and teacher can submit or publish documents in different formats – text, PDF, HTML, video among others-. The educator can create groups of users, public or private forums, compose exercises, View statistics of attendance and completion exercises.

### **Jimdo**

Free web editor based on its own content management system for creating web pages without needing HTML knowledge. It is characterized by its speed, free and ease of use. To use this page, it is not necessary to know the HTML language to create a free website. Jimdo has three option or services accounts JimdoFree, JimdoPro, and JimdoBusiness.

### **Wiziq**

It is a cloud-based learning with a suite of integrated features including teleconferencing service that allows the creation of virtual courses and online classes by applying the videoconference in addition it allows similar results as in Windows Live Meeting or Elluminate.

### **Google Drive**

Its synchronization service was developed by Google but the user should have created an account in Gmail to use all the benefits. The principal benefit is the option to create word documents in groups or submit file formats in different formats – text, PDF, HTML, video among others-. Google Drive offers 15 gigabytes of free storage and also offers 100 gigabytes but it is not free.

### **Skype**

It is considered as a telecommunication application that provides video chat and voice conference with different people at the same time by means of computers, tablets, mobile devices, the Xbox One console, and smart watches via the Internet.

### **Schoology**

This website is focused on K12 School and it is designed for district success or keeps in touch with the community creating in the students by means of their option different values. It is important to mention that this website is free. They have different option and resources like videos, Webinars, Presentations, Best Practices, Research, Stories and Professional Services.

## RESULTS

In this section, the information obtained through the application of collection tools has been processed to carry out an extensive analysis to verify how it is related to the specific objectives. It is of utmost importance to mention that the application of ICT's in the classroom was performed as a process of adaptation; for this reason, the results were obtained progressively.

The teacher's survey was applied to collect information about the teacher's experiences using technological resources in the classroom by means of a reinforcement course of English Learning Process. In addition, questionnaire two aimed to find out the students' attitude towards this innovative form of ITC's. It is necessary to mention that questions were graded by means of the Likert Scale which grades from 1 – 5 (e.g. 1= Never, 2= Rarely 3= Every Once in a While, 4= Sometimes, 5= Almost Always).

### Questionnaire, questions and answers

The teacher's survey was applied to two educators of the school; and the information was analyzed by means of the following tables.

**Table 1**

*Result question 1. Teacher' survey.*

1	Question	Teacher	Answer
	How often do you use ICT's in the classroom?	1	4
		2	4

**Source:** Author's own creation (2026).

According to table 1, the teachers sometimes use technological resources in the classroom; therefore, the Virtual Course of Reinforcement and Consolidation Knowledge English World does not show any problems to be applied in the learning process with the students in order to consolidate knowledge. Khvilon (2002, p.43) mentioned "The adaptation of ICTs by teachers should (and does) challenge and support changes in teaching practice, building upon individual pedagogic expertise."

**Table 2**

*Result question 2. Teacher' survey*

2	Question	Teacher	Answer
	Did you get enough information about the use of ICT's in the classroom?	1	4
		2	5

**Source:** Author's own creation (2026).

In table 2, the results show that the teachers know about the use of ICT's in the classroom. They are aware of how useful the technological tools can be to support, enhance, and optimize the teaching experience in the classroom. I can conclude that the teachers know the correct use of the Virtual Course of Reinforcement and Consolidation Knowledge English World in the learning process by means of ICT's. Khvilon (2002, p.75) stated about the importance of professional development "Professional development is not a one-time event it should be focused on the needs of the faculty member, teacher, or administrator and sustained through coaching and periodic updates."

**Table 3**

*Result question 3. Teacher' survey*

3	Question	Teacher	Answer
	Have you considered having enough information about use of Jimdo?	1	4
		2	5

**Source:** Author's own creation (2026).

The website Jimdo was easily applied in the classroom by the teachers; it is a tool, therefore, which can help enhance communication between teachers and students. The results in table 3 showed positive results. The Jimdo Website is a communicational channel between teachers and students that encourages interaction out of the classroom at any time and at any place. Khvilon (2002, p.43) mentioned about the use of the ICT's tools in the classroom, "It is important for teacher education institutions to understand the knowledge and skills necessary for teachers to effectively use ICTs in their instruction."

**Table 4**

*Result question 4. Teacher' survey*

4	Question	Teacher	Answer
	Did the use of the ICT's help accomplish the objectives of the planning in the classroom?	1	4
		2	5

**Source:** Author's own creation (2026).

According to table N° 4, the teachers agreed that the technological resources applied in the classroom helped accomplish the objectives of the planning. The Virtual Course of Reinforcement and Consolidation Knowledge English World is a support tool in the classroom for the teachers as a way to improve the learning and teaching process. This virtual course follows the Ecuadorian English Language Curriculum and works hand in hand with the Curricular Threads of Communication, Cultural Awareness, Oral Communication (Listening, Speaking, Reading, and Writing) and Language through the Arts.

**Table 5**

*Result question 5. Teacher' survey*

5	Question	Teacher	Answer
	Was data of the English Learning Process evaluation easy to collect and submit through Jimdo?	1	5
		2	5

**Source:** Author's own creation (2026).

According to table 5, the teachers mentioned that gathering information through the use of Jimdo was easy. This free web editor is based on its own content management system for creating web pages even if you do not have any knowledge to operate HTML content. It is characterized by its speed. It is free and easy to work in case you want to further use it. In addition, it is not necessary to know the HTML language to either upload or download information.

**Table 6**

*Result questions 6. Teacher' survey*

6	Question	Teacher	Answer
	How would you grade the Virtual Course of Reinforcement and Consolidation Knowledge English World in the classroom?	1	5
		2	5

**Source:** Author's own creation (2026).

Evaluation is an important part in the learning process. According to table N° 6, the teachers are satisfied with the use of the Virtual Course of Reinforcement and Consolidation Knowledge English World in the classroom. They believe it is a useful tool in order to work with the students. These results affirm the importance of working with technological resources in the classroom. Furthermore, the predisposition of teachers for the use of technological resources is quite acceptable.

**Table 7**

*Result questions 7. Teacher' survey*

7	Question	Teacher	Answer
	Was there enough time to apply the reinforcement material using the ICT's tools in the classroom?	1	4
		2	5

**Source:** Author's own creation (2026).

In Table 7, the English teachers of Bicentenario D7 high school stated that there was enough time to apply the reinforcement material. This answer shows that the use of technological resources is very effective in the process of Reinforcement and Consolidation Knowledge for both the students and the teachers. Therefore, the students feel comfortable using technological resources in their learning process because these materials give them the opportunity to practice more easily with a lot of information provided by the student's manual in an autonomous education process.

**Table 8**

*Result questions 8. Teacher' survey*

8	Question	Teacher	Answer
	Do you feel comfortable with the activities of Virtual Course of Reinforcement and Consolidation Knowledge English World applied in the classroom?	1	5
		2	5

**Source:** Author's own creation (2026).

According to Table 8, the teachers feel comfortable with all the activities applied in the virtual course. This creates, therefore, a more innovative and motivating environment between teachers and students. Ball mentioned about the motivation:

There is internal motivation, or push. It's an internal state that impels one to act towards achieving a certain goal. Then there is external motivation, or pull. It's when an external goal influences one's behaviour towards them. Behaviour is a complex blend of internal pushes and external pulls. (2012 p. 65)

The influence of innovative activities in the teaching and learning process could trigger internal motivation to learn a second language. This motivation will certainly help the students achieve their learning goals.

**Table 9**

*Result, questions 9. Teacher' survey*

9	Question	Teacher	Answer
	Did you receive enough advice from the autor about the use of reinforcement material applying the ICT's tools?	1	4
		2	4

**Source:** Author's own creation (2026).

The teachers did not have enough information to apply the new material, so it was a challenge to apply it. The school coordination, however, with the help of the author and the teachers were able to overcome this problem, so that excellent results were achieved at the end of the process. The teachers' planning card and the student's manual helped to answer all the questions about the correct use of the technological tools. Moreover, it is of paramount importance to mention that the students have different ways of learning and using the material.

**Table 10**

*Result questions 10, Teacher' survey*

Question	
As a way to improve the content, could you please give us your suggestions or comments about this material?	
10	<b>Teacher 1:</b> This reinforcement course is a useful material in which the students can work with interactive activities using some technological resources inside or outside the classroom. I suggest that you store all the information on a CD-ROM because it is sometimes difficult to download the information off the Jimdo web page.
	<b>Teacher 2:</b> I have already applied this material with my students, and they now feel more motivated to learn English. I would like to suggest an evaluation rubric for each speaking activity because each activity and topic has different goals to accomplish in the classroom.

**Source:** Author's own creation (2026).

At the end of the survey, the teachers answered an open question in which they wrote suggestions and comments about the material. They mentioned the importance of having all the information stored on a CD ROM because they think it is an easier and faster way to have access to the information. The teacher 2 mentioned that the material has helped in the classroom with the students. Motivation is a fundamental part of learning a second language.

The assimilation of this Virtual Course of Reinforcement and Consolidation Knowledge by the teachers has been amazing. The educator suggested the option to develop different rubrics for the speaking section taking into consideration both the topic and the grammar content.

## **CONCLUSIONS**

The conclusions and recommendations are grouped by dimensions, based on the interpretation of the results. The conclusions are elaborated in a hierarchical order of directional form based on the results obtained in the diagnostic and the feasibility study.

As a conclusion, the use of the ICT's in the classroom by the teachers and the students can help improve the learning experience due to the fact that education and technology are now working hand in hand. This material was designed according to the class environment and the students' needs as an innovative way to learn.

The results analyzed in the Results and Discussion section show the students' perceptions towards the use of ICT's tools to develop a second language in class. It is worth mentioning that the use of technological tools has brought about positive results. The use of technology as a teaching tool in an EFL class has a great potential in the development of the four language skills. The cutting-edge technology has provided learners with innovative opportunities to develop their second language skills even out of the classroom. Likewise, this material provides the students with autonomy to learn at their pace and at any place they want to. It is important to know that the teachers have more tools in the classroom to develop the students' skills in the learning process. In the same way, the teachers have to be eclectic to know how to choose their material, but there are some schools that force teachers to use some textbooks that, in fact, they are not useful for the group they have.

In the final project, the different cases of Learner Self-Reports give important information about the process of language learning. In the classroom, therefore, we have to take into consideration the different students' needs to learn a second language. Some of them will learn fast and other students will learn slowly. Moreover, there are some students who will learn the language through the observation of some pictures or listening to sounds such as songs, chants, rhymes, etc. In summary, the learning process needs special attention if we want to achieve positive results at the end of the instruction. Besides, some authors mentioned the influence of aptitude on the learning process because there are some students who are not interested in learning a new language. I disagree when the teacher avoids taking responsibility for giving a clear and concise explanation of his or her class. The classroom is an amazing place where the teacher can interact, or apply new strategies and methodologies to improve the learning process; and, the ICT's allow the teachers to communicate with the students at any time.

The socio-cultural factor has some influence on the teaching-learning process. Furthermore, linguistic and cognitive information will help me improve the process. It is then very important to create a class environment in which the students can express or share their background information with other peers. In the same way, the teachers have to take into account the students' learning styles when preparing their classes. I read about Krashen's Natural Order Hypothesis, and I was able to understand the students' natural process of learning a second language.

The teachers should be careful with the use of the seven steps of this virtual course of Reinforcement and Consolidation Knowledge English World. (1. - Warm up activity 2. - Presentation 3. - Process 4. - Production. 5. - Assessment 6. - Follow up 7. - Feedback) the use of the virtual course will help me achieve good results throughout the school year. First, the Speech Emergency should be applied to create a comfortable class environment. Second, the teachers must be aware of the students' L1 and L2. This knowledge will help teachers make connections between the students' background knowledge and the new instruction. For example, some of the students love playing some sports, so that the teachers could include some information about sports in their lesson plans. Finally, the students will be able to create a class environment in which they can discuss and share their ideas.

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