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ICT INTEGRATION IN ENGLISH TEACHING: ANALYSIS OF DOCUMENTS AND SYLLABI

**INTEGRACIÓN DE LAS TIC EN LA ENSEÑANZA DEL
INGLÉS: ANÁLISIS DE DOCUMENTOS Y PROGRAMAS DE
ESTUDIO**

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ICT Integration in English Teaching: Analysis of Documents and Syllabi

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ABSTRACT

This research analyzes the national and international regulations for integrating Information and Communication Technology (ICT) in English Language Teaching (ELT) and the digital tools educators at the Language Center of Universidad Nacional de Educación (UNAE), Ecuador, include in the syllabi for language skill development. This qualitative study uses thematic content analysis to explore ICT integration in ELT. Researchers manually coded selected national and international regulations for ICT in ELT, as well as the UNAE Language Center syllabi. Open and axial coding were used to identify key themes related to ICT's role in language skill development. Findings show that official documents emphasized policy frameworks for inclusive ICT education, ICT's role in quality education, and language inclusion. Syllabi analysis revealed the use of LMS platforms like UNAE EVEA and digital tools like TED Talks, Quizlet, Zoom, and Padlet for language skill development. It is concluded that the UNAE Language Center program shows strong policy support for ICT integration in ELT. Syllabi include various digital tools for language skills development. Further research should examine syllabus implementation and learner experiences.

Keywords: english language teaching, ICT, legal documents, policies, syllabi

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Integración de las TIC en la enseñanza del inglés: Análisis de documentos y programas de estudio

RESUMEN

Este estudio examina la normativa nacional e internacional sobre la integración de las Tecnologías de la Información y la Comunicación (TIC) en la Enseñanza del Inglés (ELT) y las herramientas digitales incluidas en los programas del Centro de Idiomas de la Universidad Nacional de Educación (UNAE), Ecuador. A través de un análisis cualitativo de contenido temático, se codificaron manualmente regulaciones y sílabos, aplicando codificación abierta y axial para identificar temas clave sobre el papel de las TIC en el desarrollo de habilidades lingüísticas. Los hallazgos destacan que los documentos oficiales enfatizan políticas de educación TIC inclusiva y su impacto en la calidad educativa. Además, los sílabos del Centro de Idiomas reflejan el uso de plataformas LMS como UNAE EVEA y herramientas digitales como TED Talks, Quizlet, Zoom y Padlet. Se concluye que el programa del Centro de Idiomas sigue las regulaciones TIC en ELT y que sus sílabos incorporan diversas herramientas digitales. Se recomienda investigar la implementación de los sílabos y la experiencia estudiantil.

Palabras Clave: documentos legales, enseñanza del inglés, políticas, sílabo, TIC.

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INTRODUCTION

The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2024a) considers education to be a human right that all individuals possess throughout their lives. It asserts that member countries worldwide must provide access to various levels of instruction for their inhabitants and, above all, ensure a quality education. To achieve quality education, UNESCO (2023) advocates for the use of information and communication technologies within the classroom, as they are essential for creating a sustainable future for all. However, UNESCO not only refers to the use of information and communication technologies in the classroom but also emphasizes that its member states should include the teaching of at least two languages, apart from the mother tongue, in their curricula UNESCO (2022). This is to ensure an inclusive, equitable, and high-quality education and to promote lifelong learning opportunities for all.

In this regard, in accordance with the Constitution of the Republic of Ecuador, LOES (Organic Law of Higher Education (LOES, 2018), and Academic Regime Regulations (CES, 2022) states in its Chapter III, Article 61, the inclusion and use of Information and Communication Technologies (ICT) within the teaching-learning process in higher education to ensure high-quality higher education. Similarly, Chapter V, Article 64 of the same Academic Regime Regulations indicates that undergraduate students must present a certification of proficiency in English at level B1, following the Common European Framework for Languages, as a graduation requirement.

Based on the mentioned regulations, the educational-pedagogical model of UNAE establishes that educators should use Information and Communication Technologies (ICT) as an interactive tool to address content and achieve learning outcomes set in the syllabi. It recognizes the importance of analyzing and reflecting on what, how, and why to use ICT in the teaching and learning processes as a complement to integrate theory and practice. Under this panorama, the UNAE Language Center, created in 2019, plays a fundamental role given the fact that it provides structured language instruction, and enhances learners' proficiency, communication skills, and cultural understanding in the English language (UNAE, 2019).

While the center aims to develop language skills through its programs, it is unclear how effectively official documents and English language teaching syllabi address the practical integration of ICT for



this purpose. Furthermore, considering the global disparities in access to technology and the specific challenges faced by communities with limited resources (as highlighted by the UN's Sustainable Development Goals report) (UN, 2023) a question raises: How do official documents and English language teaching syllabi at the UNAE Language Center address ICT integration for language skill development? In this context, it is of tremendous importance to analyze in depth the national and international regulations for using ICT in ELT and the digital tools educators include in the syllabi at the Language Center for language skill development.

This research contributes to the field of ICT and language education by critically analyzing the alignment between national and international ICT integration policies and ELT practices at the UNAE Language Center. Examining ICT integration in English language syllabi offers valuable findings for improving curriculum design, teacher training, and institutional strategies to enhance digital literacy and language proficiency.

Literature Review

Theoretical and Pedagogical Frameworks for ICT in ELT

Several learning theories provide a foundation for understanding the role of ICT in ELT. Constructivism of Piaget and Vygotsky emphasizes active learning and knowledge construction through interaction and collaboration. Then ICT tools can facilitate collaborative projects, online discussions, and authentic communication, fostering learner autonomy and critical thinking (Charania, 2021). Connectivism of Siemens highlights the importance of networks and connections in learning. ICT enables learners to connect with resources, communities of practice, and native speakers beyond the traditional classroom, promoting continuous learning and knowledge sharing (Dziubaniuk, 2023). Social Cognitive Theory emphasizes the role of observation, modeling, and self-efficacy in learning. ICT can provide access to diverse models of language use, facilitate self-assessment through feedback tools, and boost learner confidence through personalized learning experiences (Schneider et al., 2022).

Building on theoretical foundations, several pedagogical frameworks guide ICT integration in ELT. Task-Based Learning (TBL) focuses on meaningful tasks that encourage communicative interaction, with ICT tools supporting access to authentic materials, collaborative task completion, and online publication (Lopes, 2022). Project-Based Learning (PBL) immerses learners in extended, inquiry-driven



projects, fostering critical thinking, problem-solving, and real-world application through ICT-supported research, collaboration, and project management platforms (Williamson, 2023; Meng, 2023). Flipped learning reverses traditional classroom models by using ICT tools like YouTube and Khan Academy for self-paced learning, LMS (Learning Management System) platforms for material organization, and interactive tools like Padlet and Flipgrid for collaboration. These approaches enhance engagement and facilitate personalized and active learning (Sumadevi, 2023). Clear instructions and integration of flipped learning principles in course syllabi are essential for its success (Kim et al., 2021).

ICT on English Language Skill Development

Studies increasingly emphasize the significant influence of Information and Communication Technology (ICT) on English Language Teaching (ELT). Sibi (2020) highlights ICT's potential to enhance all four language skills—listening, reading, writing, and speaking—suggesting the use of syllabus-related videos and readily available resources like TED Talks and subtitled English movies to engage learners and foster proficiency. Sibi underscores the importance of consistent practice and learner motivation for effective language acquisition. Focusing on classroom practices, Adeliyani (2021) explored the specific ICT tools used in ELT, revealing the prevalent use of PDF readers for reading activities, E-learning platforms for writing, YouTube for listening comprehension, and zoom for speaking practice. Interestingly, writing enhancement tools like Grammarly and collaborative platforms such as Google Drive were less frequently utilized across the observed classes. Similarly, Martyushev et. al (2021) examined the integration of ICT among teachers in an English language program, finding that tools like Skype, Zoom, WhatsApp, and other interactive technologies were employed to support students' language development. Zoom emerged as a particularly popular platform due to its advanced features, including a built-in interactive whiteboard and commenting tools, facilitating dynamic and engaging lessons.

Official Documents related to ICT in ELT

Hafifah and Sulistyo (2020), in their study *Teachers' ICT Literacy and ICT Integration in ELT in the Indonesian Higher Education Setting*, emphasize that ICT literacy and the consistent integration of technology into English language teaching are essential for a meaningful teaching-learning process. This study was done in Indonesia where Indonesia's education policy includes digital literacy in the national



curriculum. However, despite having this policy, there is a gap between Indonesian EFL teachers' positive attitudes toward ICT and their actual classroom practices. While many educators acknowledge the benefits of ICT in language teaching, they often lack the necessary pedagogical skills for effective implementation due to limited training. Therefore, the research indicates that professional development programs, including ICT training, can enhance teachers' technological competence and instructional effectiveness, which means to improve ICT literacy and pedagogical application in the English language education.

In the same vein, the significance of ICT is highlighted as a valuable educational tool, particularly in English language teaching and learning. Recognizing this, the government of Nepal has recently emphasized the need for ICT integration to enhance the overall quality of education across all subjects, especially in English. The implementation of ICT in education within developing countries remains slow, and in Nepal, its integration in higher education, including English language teaching, is still in its early stages. Thus, these technologies support educators in sourcing teaching materials, designing and delivering lessons, enhancing student engagement, fostering interactive learning environments, and providing timely feedback. Similarly, ICTs benefit students by facilitating access to learning resources, promoting interaction and collaboration, increasing exposure to the English language, and fostering learner autonomy. Through these contributions, ICT integration plays a crucial role in improving both teaching effectiveness and student learning experiences in the higher education context (Poudel, 2022). In a similar way, according to Tessema (2024), the government of Ethiopia has been working on an effort to expand the use of ICTs in Education by supporting teachers and investing in infrastructure at the universities. In fact, English language teachers are required to develop proficiency in integrating ICT into their classroom practices to create an authentic learning environment and incorporate real-life contexts through multimedia applications. Additionally, universities must offer both technical and pedagogical support to help teachers effectively implement their positive attitudes toward ICT use in English language teaching (ELT). Collaborative efforts between the English department and university administration should focus on providing continuous, hands-on training to enhance teachers' ICT competencies, enabling them to utilize available resources such as: Learning Management Systems (LMS) and digital language laboratories.



Syllabi Design and ICT Integration

Technology integration on the syllabi requires a stronger emphasis on experiential learning cycles and continuous reflective practices. Ultimately, a balanced approach that combines autonomous exploration with structured training is essential for effective ICT implementation in the English language teaching (Haerazi, 2023). Indeed, syllabi must be well structured when the ICT is integrated. So, a focus must be placed on modern teaching principles, where holistic approaches, learner-centered instruction, and social interaction are emphasized, all of which are enhanced by ICT tools such as computers, whiteboards, and tablets. In other words, these technologies improve students' linguistic and communicative competencies, motivation, and engagement. ICT fosters interactive, flexible learning, benefiting both students and teachers by enhancing professional competence and lesson effectiveness (Lameshchenco-Lagoda et al., 2020).

Research Design

This qualitative study explores the integration of Information and Communication Technologies (ICT) in English Language Teaching (ELT) within the English Language Program at the *Universidad Nacional de Educación* (UNAE) in Ecuador. The research focuses on analyzing key documents, including 2023 Sustainable Development Goals Report - Objective 4 (UN, 2023); UNESCO issues urgent call for appropriate use of technology in education (UNESCO, 2023); Why does UNESCO consider multilingual education and multilingualism so important? (UNESCO, 2024b); European Parliament fact sheet on language policy (EU, 2024); Trends in Educational Policies in Latin America: A Comparative Overview (SITEAL, 2021); Ecuadorian Constitution (2008); Organic Law of Higher Education (LOES, 2018); Academic Regime Regulations (CES, 2022); UNAE Educational-Pedagogical (UNAE, 2024); UNAE Language Center Resolution (UNAE, 2019). Documents were selected based on their relevance to ICT integration, availability, and role in shaping ELT practices at UNAE. The study employs thematic content analysis, utilizing manual coding to identify recurring themes and categories within the documents (Delve y Limpaecher, 2023). This manual coding process involves open coding followed by axial coding to group codes into broader themes. Manual coding was chosen to allow for a more nuanced and flexible interpretation of emerging themes (Williams y Moser, 2019). The researchers knew they might have biases about technology in English language teaching. They thought about their own views



during the research to reduce their effect on the analysis. Ethical considerations were carefully addressed, including securing permission from the UNAE English Language Center director to analyze institutional documents and ensuring the confidentiality of sensitive information.

RESULTS AND DISCUSSION

This analysis examines official regulations related to ICT integration and English as a foreign language (EFL) instruction, focusing on their relevance to ICT integration, accessibility, and influence on ELT practices.

Table 1: Regulations of ICT Implementation and Foreign Language Teaching

Official Documents Analyzed	Open codes	Axial codes
2023 Sustainable Development Goals Report - Objective 4 UNESCO issues urgent call for appropriate use of technology in education Why does UNESCO consider multilingual education and multilingualism so important? Educational Trends Information System in Latin America European Parliament fact sheet on language policy SITEAL (Information System on Educational Trends in Latin America)	- Legal Frameworks for ICT in ELT - Policy Implementation Digital Inclusion - Equity - Accessibility - Teacher Training in ICT for ELT	Policy and Legal Frameworks for Inclusive Education
Ecuadorian Constitution LOES (Organic Law of Higher Education - Ecuador) Academic Regime Regulations (Reglamento De Régimen Académico)	- ICT Implementation - Resource Diversification - Teaching-Learning Process - Pedagogical Model - Learning Styles - Innovation - Quality Education	ICT Integration for Quality Education
UNAE Educational-Pedagogical Model UNAE Language Center Resolution	- Language Inclusion - Ancestral Languages - Interculturality - Multilingualism - English Proficiency - Language Skill Development - Language Center	Language Inclusion and Proficiency.
	- Relevance: - National Science and Technology Policies Innovation - Sustainable Development - Lifelong Learning	Higher Education's Role in Ecuadorian National Development

Source: Elaborated by the authors

The table above presents the results of a thematic content analysis of official documents related to ICT integration, language inclusion, and higher education. Using open and axial coding, the analysis revealed several interconnected themes. Open coding initially identified specific concepts such as: ICT implementation, ICT teacher training for ELT, and lifelong learning. Axial coding then explored the relationships between these codes, leading to broader, overarching themes. As Hafifah and Sulistyono

(2020) suggest, professional development in ICT enhances teachers' technological competence and positively impacts its application in English language education.

One fundamental theme is "Policy and Legal Frameworks for Inclusive Education." This theme encompasses several key documents and initiatives, including the 2023 Sustainable Development Goals Report - Objective 4, UNESCO Regulations, SITEAL, the Ecuadorian Constitution, the LOES, Academic Regime Regulations, and UNAE statutes. These sources collectively establish a robust legal and policy framework to guide ICT integration and language inclusion in higher education. For example, the Ecuadorian Constitution emphasizes education in one's own language and cultural context, while the LOES emphasizes interculturality. Furthermore, CES regulations mandate ICT integration and English proficiency requirements. This aligns with Poudel's (2022) argument that ICT integration in English language teaching fosters learner autonomy and contributes to English proficiency, thereby supporting the government's guarantee of quality education.

Another key theme is "ICT Integration for Quality and Relevant Education." The documents emphasize ICT as a crucial tool for enhancing the quality and relevance of education. SITEAL's focus on aligning ICT policies with the Education 2030 Agenda and sustainable development goals underscores the broader societal implications of ICT integration. UNAE's pedagogical model exemplifies this theme by highlighting the use of ICTs as interactive tools to enrich the teaching-learning process, diversify resources, and cater to diverse learning styles. This integration is supported by constructivist learning theories (Charania, 2021) which emphasize interaction and collaboration, connectivism (Dziubaniuk, 2023) which highlights networks and knowledge sharing, and social cognitive theory (Schneider et al., 2022) which emphasizes observation, modeling and self-efficacy.

A third emergent theme is "Language Inclusion and Proficiency." The documents emphasize the importance of language inclusion, not only in preserving ancestral languages as mandated by the Constitution and LOES, but also in promoting English proficiency as a necessary skill for higher education graduates. The establishment of UNAE's Language Center demonstrates a concrete commitment to achieving this goal by providing targeted English language programs and ensuring students reach the required B1 level. This supports Tessema's (2024) view that English departments must provide resources and recognize multilingualism as a valuable asset in our interconnected world.



The theme of "Higher Education's Role in National Development" highlights the LOES's mandate for universities to align their programs with societal needs and national development goals. This involves fostering innovation, supporting research, and promoting lifelong learning. Critically, the integration of ICT and language learning is considered essential for preparing graduates to contribute to Ecuador's social, economic, and cultural progress in a globalized world. These findings demonstrate a comprehensive approach to educational development, emphasizing policy, ICT, language inclusion, and higher education's vital role in national advancement.

Using open and axial coding, thematic content analysis of the English Language Center syllabi from first to sixth semester at UNAE revealed key themes related to digital tool integration in language teaching. Open coding identified specific digital tools and platforms, representing the raw data of digital tools employed by educators. Axial coding then grouped these individual tools into broader categories based on their function and purpose within the language learning process, leading to the emergence of several key themes.



Table 2: Digital Tools employed by Language Center teachers

Axial Codes	Language Learning Digital Platforms:	Digital Tools for listening	Digital tools for Reading	Digital tools for Writing	Digital Tools Speaking
Open codes	UNAE EVEA Headway Platform Google classroom Schoolology Edmodo	TED Talks Podcasts YouTube Channels Audiobooks News Websites Radio Garden	Quizlet ReadTheory CommonLit ReadWorks Newsela Epic! Reading Socrative Quizlet Memrise Kahoot	Padlet Linoit OneLook Thesaurus ProWritingAid Jamboard Genially Slick Write Daily Grammar Perfect English Grammar Khan Academy Grammar Grammar Bytes LearnEnglish Grammar GrammarFlip Grammar Monster	Zoom Talk and commnet Speechling ELSA Speak FluentU HiNative Vocaroo Anki

Source: Elaborated by the authors

The first prominent theme is Learning Management Systems (LMS) and Platforms. These platforms, shown above, serve as the central hub for online learning, providing a structured environment for delivering content, managing assignments, and facilitating communication between teachers and students (Sumadevi, 2023). This structured approach aligns with the need for well-structured syllabi when integrating ICT, emphasizing modern teaching principles like holistic, learner-centered instruction, and social interaction (Haerazi, 2023). The frequent use of UNAE EVEA and the Headway Platform across all English levels indicates their importance as foundational tools in the program's online learning strategy.

A second major theme is digital tools for Listening. These digital tools, shown above, provide authentic listening materials, exposing students to diverse accents, language styles, and real-world contexts. The prevalence of podcasts and TED Talks suggests a focus on engaging and informative content that can enhance students' listening skills and cultural awareness. This is in line with Sibi (2020), who claims that while TED focuses on listening, it also fosters overall language proficiency.

The theme of digital tools for reading emerged. These tools, shown above, offer a variety of reading materials and activities designed to improve reading comprehension skills, vocabulary acquisition, and critical thinking. The inclusion of platforms like Quizlet and ReadTheory, which offer interactive exercises and assessments, highlights the focus on active learning and personalized feedback. This result

contrasts with Adeliame (2021), who suggests that PDF readers are effective for improving reading skills. However, PDF reader tasks are not included by UNAE educators.

Digital tools for writing constituted another key theme. In contrast to Adeliame (2021), whose study did not find Grammarly or Google Docs used for writing instruction, the present results also do not include these tools. However, as shown in the table above, Padlet and Linoit are included in the syllabi, likely because they support various aspects of the writing process, from brainstorming and drafting to editing and revising. These collaborative platforms suggest an emphasis on peer feedback and collaborative writing activities.

Digital tools for speaking, including the prominent use of Zoom (Martyushev et al., 2021) offer UNAE students opportunities to practice. Effective ICT integration, however, requires a balance of autonomous exploration and structured training, emphasizing experiential learning and reflection (Haerazi, 2023; Lameshchenko-Lagoda et al., 2020). This approach enhances students' linguistic and communicative skills, motivation, and engagement, fostering interactive and flexible learning.

CONCLUSION

In conclusion, based on the analysis conducted, this study has drawn several key conclusions regarding the critical need to examine both national and international regulations surrounding ICT use in ELT, as well as the specific digital tools incorporated into the Language Center's syllabi for language skill development.

This study explored the integration of ICT in English Language Teaching (ELT) at UNAE's Language Center through an analysis of official documents and syllabi. The findings reveal robust policy support for ICT integration, evidenced by international regulations, the Ecuadorian Constitution, the LOES, and UNAE's statutes, all emphasizing ICT's importance in enhancing ELT.

Syllabi analysis highlighted the use of various digital tools, such as LMS platforms like UNAE EVEA, TED Talks for listening, Quizlet for reading, Padlet and Linoit for writing, zoom for speaking, and many other digital tools that educators include in their planning. However, similar to previous research (Adeliame, 2021), the study identified gaps, such as the underutilization of advanced writing tools like Grammarly and Google Docs.



Despite gaps in the use of specific tools, UNAE's Language Center syllabi align with national and international policies that emphasize the role of ICT in English language teaching, fostering quality education for national development in a globalized world.

Future research should investigate both the implementation of the analyzed syllabi and learners' experiences with the incorporated digital tools. This will provide valuable insights into the effectiveness of ICT integration at UNAE and inform continuous improvement of language teaching practices.

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