

ENGLISH TEACHING AND THE USE OF ICT IN THE LEARNING PROCESS IN LATIN AMERICA

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Abstract

A documentary review was carried out on the production and publication of research papers related to the study of the variables English Teaching and ICT. The purpose of the bibliometric analysis provided in this paper is to know the main characteristics of the volume of publications registered in the Scopus database during the period 2017-2022, achieving the identification of 30 publications. The information provided by the said platform was organized through figures and tables categorizing the information by Year of Publication, Country of Origin, Area of Knowledge, and Type of Publication. Once these characteristics were described, a qualitative analysis was conducted on the position of different authors in relation to the proposed topic. Among the main findings of this research, it is found that Colombia, with 11 publications, was the Latin American country with the highest scientific production registered under the name of authors affiliated to institutions of that country. The area of knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the applicability of ICT in English teaching processes in Latin American institutions was Social Sciences with 25 published documents, and the most used type of publication during the above-mentioned

period was journal articles with 77% of the total scientific production.

Keywords: English Teaching, ICT, Learning Processes, Latin America, Education.

1. Introduction

In recent years, the teaching of English has become a fundamental aspect of Latin America's educational systems. The recognition of the importance of English as a global language has led to an increase in the demand for English language skills. As a result, teachers have sought new ways to enrich the English learning process, and this is where Information and Communication Technologies (ICT) come into play.

ICT have revolutionized the way people communicate, interact and access information. In the educational context, their incorporation has provided unprecedented opportunities to improve the teaching and learning of different subjects, including English. ICT provides teachers with a wide range of tools and resources to enrich classes, encourage active student participation and improve student motivation. In Latin America, the use of ICT in English language teaching has experienced significant growth in recent years. Governments and educational centers have implemented policies and programs that promote the integration of ICT in the teaching and learning processes of English as a second language. These initiatives seek to equip students with the language skills necessary to function in an increasingly globalized and connected world.

ICT offers a variety of resources and tools that can be used in the English learning classroom. For example, online learning programs, mobile applications, and interactive platforms allow students to practice English autonomously, access authentic materials, perform interactive exercises, and receive immediate feedback. In addition, videoconferencing and social networking provide opportunities to establish connections with native English speakers and engage in virtual cultural exchanges. Despite advances in the use of ICT in English language teaching in Latin America, some challenges remain to be addressed. The digital gap, the lack of access to devices and reliable connectivity, as well as inadequate training of teachers in the use of ICT, are obstacles that limit their effective implementation in many contexts. Continued efforts are needed to ensure equity and access to ICT opportunities for English language learning.

English language teaching in Latin America has undergone a significant change with the incorporation of ICT in the learning process. ICT provides tools and resources that enrich classes, motivate students, and prepare them to face the challenges of a globalized world. Although challenges remain, the use of ICT in English language teaching in Latin

America has the potential to improve the quality and effectiveness of education in the 21st century. For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables English Language Teaching and ICT, as follows. As the description of the position of certain authors affiliated to institutions, during the period between the years 2017 and 2022.

2. General objective

Analyzing the development of papers on the variables English Language Teaching and ICT published in high impact journals indexed in Scopus database during the period 2017-2022 in Latin America from a bibliometric and bibliographic perspective.

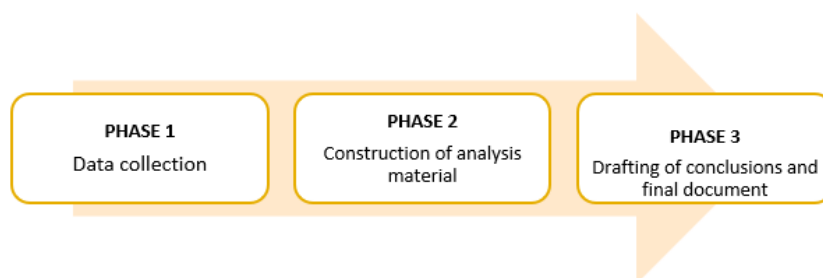
3. Methodology

This study is carried out through research with a mixed orientation that combines quantitative and qualitative approaches.

On the one hand, a quantitative analysis of the information selected in Scopus is carried out under a bibliometric scope on the scientific production corresponding to the study of English Language Teaching and ICT.

3.1. Methodological design

Figure 1. Methodological design



Source: Own elaboration

3.1.1 Phase 1: Data collection

The data collection was executed from the Scopus web page search tool, where 30 publications were obtained by choosing the following filters:

TITLE-ABS-KEY (teaching AND english, AND ict) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017)) AND (LIMIT-TO (

AFFILCOUNTRY , “Colombia”) OR LIMIT-TO (AFFILCOUNTRY , “Ecuador”) OR LIMIT-TO (AFFILCOUNTRY , “Brazil”) OR LIMIT-TO (AFFILCOUNTRY , “Mexico”) OR LIMIT-TO (AFFILCOUNTRY , “Peru”) OR LIMIT-TO (AFFILCOUNTRY , “Chile”) OR LIMIT-TO (AFFILCOUNTRY , “Costa Rica”) OR LIMIT-TO (AFFILCOUNTRY , “Cuba”))

- Published papers whose study variables are related to the study of English Language Teaching and ICT.
- Limited to the years 2017-2022.
- Limited to Latin American countries.
- No limit to the area of publication.
- No distinction of publication type.

3.1.2 Phase 2: Construction of analysis material

The information collected in Scopus during the previous phase is organized and subsequently classified by means of graphs, figures and tables as follows:

- Cooccurrence of words.
- Year of publication.
- Country of origin of the publication.
- Area of knowledge.
- Type of publication.

3.1.3 Phase 3: Drafting of conclusions and final document.

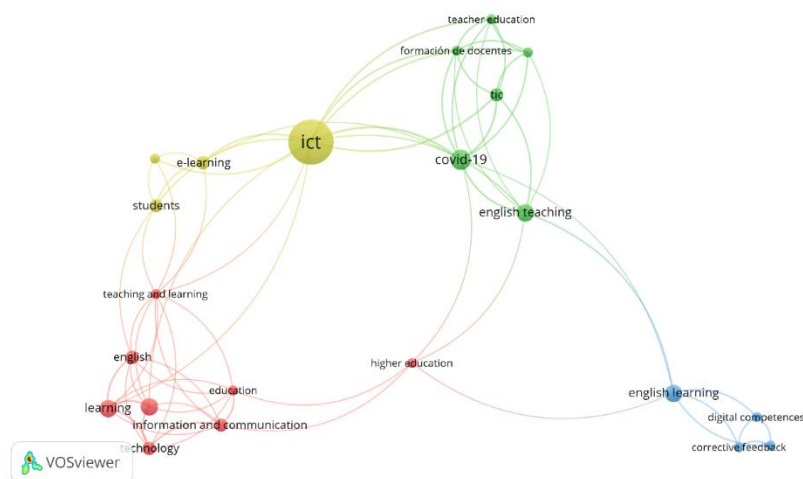
In this phase, the results previously obtained are analyzed, resulting in the determination of conclusions and, consequently, in obtaining the final document.

4. Results

4.1 Co-occurrence of words

Figure 2 shows the Co-occurrence of keywords found in the publications identified in the Scopus database.

Figure 2. Co-occurrence of words



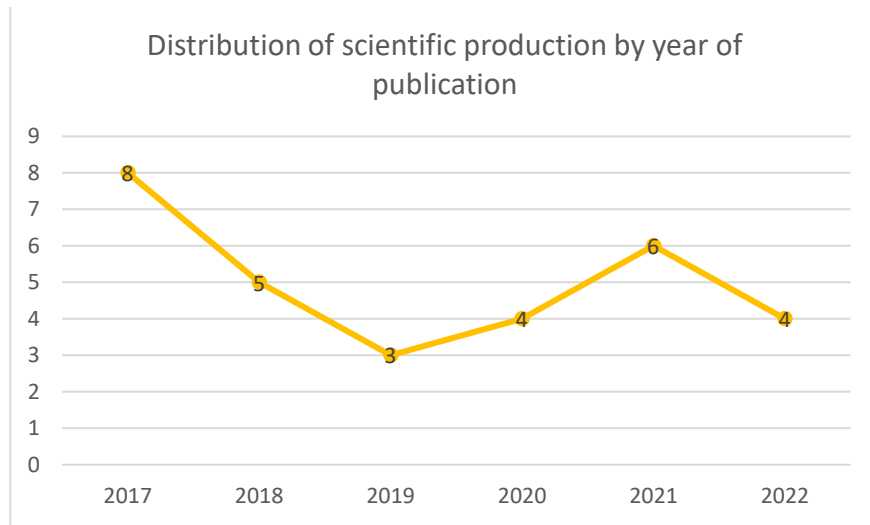
Source: Own elaboration (2023) based on data exported from Scopus.

ICT was the keyword used most frequently within the studies identified through the execution of Phase 1 of the Methodological Design proposed for the development of this article. E-Learning is also among the most frequently used variables, associated with variables such as Student, English Teacher, Covid-19, Education, Information and Communication. From the above, the relationship between English language teaching and Information and Communication Technologies (ICT) has experienced a great synergy in recent years. ICT provide a variety of tools and resources that can significantly improve the way English is taught and learned. Here are some ways in which ICT can be used to improve English language teaching: access to online resources, online communication and processing, educational applications and software. In summary, English language teaching in Latin America has undergone a significant change with the incorporation of ICT in the learning process. ICT provide tools and resources that enrich classes, motivate students and prepare them to face the challenges of a globalized world. Although challenges remain, the use of ICTs in English language teaching in Latin America has the potential to improve the quality and effectiveness of education in the 21st century.

4.2 Distribution of scientific production by year of publication

Figure 3 shows the distribution of scientific production by year of publication.

Figure 3. Distribution of scientific production by year of publication.



Source: Own elaboration (2023) based on data exported from Scopus.

Among the main characteristics evidenced by the distribution of scientific production by year of publication, it is noticeable that the number of publications registered in Scopus was in 2021, reaching a total of 6 documents published in journals indexed in this platform. The above can be explained based on articles such as “diagnosis of the efficiency of didactic resources in the teaching of English” (Falcón, 2022). The objective of the study is to diagnose the efficiency in the use of didactic resources used for the teaching of English, taking as a case study the perception of the level of language learning by the students of the Faculty of Medical Sciences. The processing of the information obtained from the surveys allows concluding that the preferred didactic resources are those supported in digital formats, including those available in cell phones and Internet. The skills acquired are mostly perceived at an intermediate level of competence, with better results in reading and comprehension, presenting gaps in the formation of skills for oral and written expression.

4.3 Distribution of scientific production by country of origin

Figure 4 shows the distribution of scientific production according to the nationality of the authors.

Figure 4. Distribution of scientific production by country of origin.



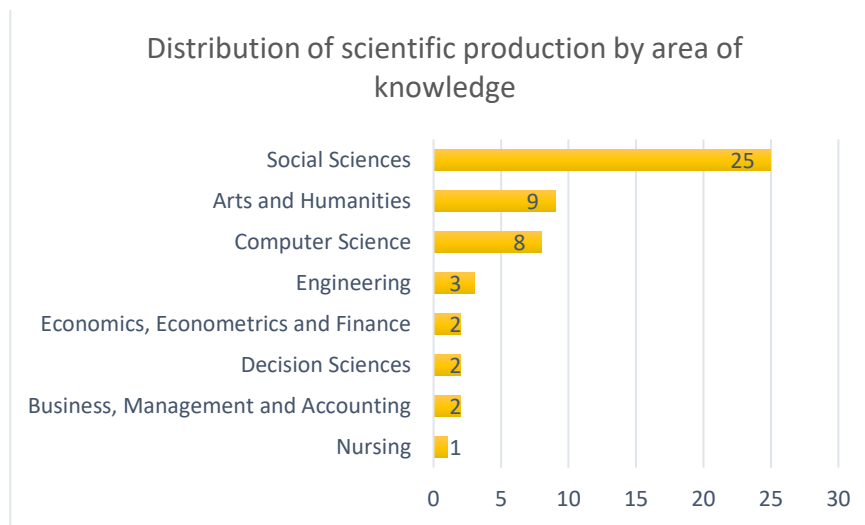
Source: Own elaboration (2023) based on data provided by Scopus.

Within the distribution of scientific production by country of origin, the records coming from institutions were considered, establishing Colombia, as the country of the said community, with the highest number of publications indexed in Scopus during the period 2017- 2022, with a total of 11 publications. In second place is Ecuador with 7 scientific papers, and Brazil occupying the third place presenting to the scientific community a total of 4 papers among which is the article entitled “teaching competencies in English language teaching in a university context during the covid-19 pandemic” (Vera Balderas, 2022). This document reports the findings obtained through a group interview with university English teachers about the problems they faced and the strategies they adopted to face the challenges brought about by the health contingency caused by the COVID-19 pandemic. More than a year after the establishment of virtual classes in the country, the results show an advance in the digital literacy and competence of teachers. However, the importance of strengthening their training in the use of ICT with a significant sense of pedagogical use, as well as the development of skills such as self-regulation and metacognition in students, which will allow them to learn the language in different contexts and with different resources, is highlighted.

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows the distribution of scientific publications according to the area of knowledge through which the different research methodologies are implemented.

Figure 5. Distribution of scientific production by area of knowledge.



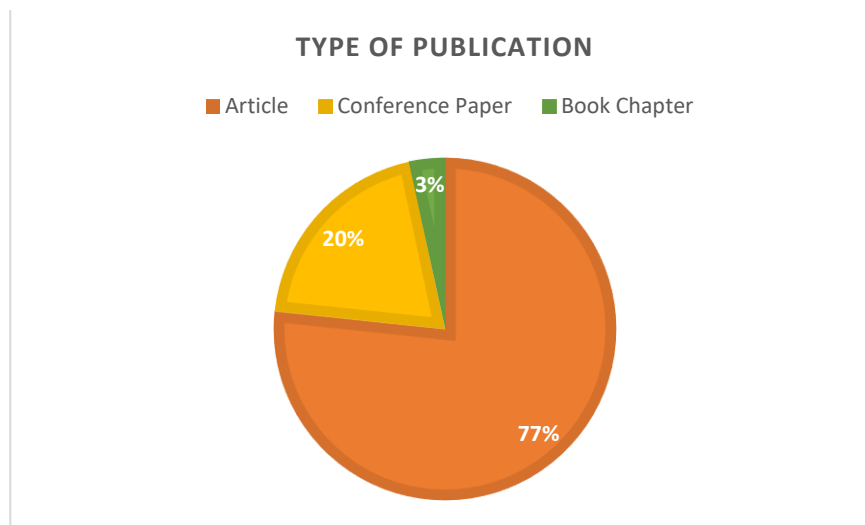
Source: Own elaboration (2023) based on data provided by Scopus.

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus with a total of 25 documents that based their methodologies Teaching English and ICT. In second place. Arts and Humanities with 9 articles and Communication Sciences in third place with 8. The above can be explained thanks to the contribution and study of different branches. The article with the greatest impact was registered by the area of Social Sciences entitled “Teaching and student implications in the use of new ICT in the teaching-learning process of the English language” (Mendes Brandão, 2018). This study analyzes the implications that teachers and students have in the teaching-learning process of English. To this end, the use made by English teachers of video materials, music, among other media provided by the new ICTs, both in public and private schools, was evaluated based on the perceptions of teachers and students. As a research procedure, a multiple-item questionnaire was applied to teachers and students from six schools in the neighborhood of Barreiro, in Belo Horizonte - Minas Gerais (Brazil). The responses showed a low rate of exploration of the potential of new ICTs, especially in public schools, but also in private schools.

4.5 Type of publication

The following figure shows the distribution of the bibliographic findings according to the type of publication made by each of the authors found in Scopus.

Figure 6. Type of publication.



Source: Own elaboration (2023) based on data provided by Scopus.

The type of publication most frequently used by the researchers referenced in the body of this document was the Journal Article with 77% of the total production identified for analysis, followed by Conference Articles with 20%. Book Chapters are part of this classification, representing 3% of the research papers published during the period 2017-2022 in journals indexed in Scopus. In this last category, the paper entitled “Curricular proposal from a bimodal approach and an informative multimedia for the course Didactic Resources for the Teaching of English” (Saborío-Taylor, 2019) stands out. This research was conducted in order to design a curricular proposal for the subject Didactic Resources for the Teaching of English, based on a semi-presential approach and informative multimedia. The methodology was structured in two stages: the construction of a new curricular proposal for a blended learning course based on the conceptualization and design of technological resources; also, the production of informative multimedia for the implementation of didactic technological resources according to the curricular proposal. An evaluative research process was carried out to validate the proposal and evaluate the multimedia; therefore, an analysis of Strengths, Weaknesses, Opportunities and Threats (for students currently enrolled in the course) and two questionnaires (for teachers of English and Graphic Arts) were used for data collection. The analysis identified that the curricular proposal has a series of strengths and opportunities. Also, the multimedia material is considered a relevant didactic tool for the inclusion of ICT in the teaching of English. Therefore, the research process showed the realization of an effective new design for a curricular proposal based on a blended approach; it also showed that multimedia represented a form

of innovation for the didactic resources implemented in the English learning process.

5. Conclusions

The bibliometric analysis carried out in this study established that Colombia was the country with the largest number of published records on the variables English language teaching and ICT with a total of 11 publications in the Scopus database. It was also possible to establish that the application of theories framed in the area of Social Sciences were the most frequently used in measuring the impact generated by the implementation of English language teaching and the use of Information and Communication Technologies (ICT) in Latin America have experienced significant progress in recent years, driven by the need to acquire language skills in a globalized world.

ICTs have proven to be valuable tools for enriching learning processes, promoting students' active participation and enhancing their motivation in English language study. The integration of ICT in English language teaching has provided a wide range of resources and tools for teachers and students. Online platforms, mobile applications, videoconferencing, and social networking have transformed the way information is accessed, language skills are practiced, and connections are made with native English speakers. In addition, ICTs have fostered learner autonomy, allowing them to learn individually and at their own pace. Authentic materials, interactive activities and immediate feedback have enriched English learning, making it more dynamic and meaningful.

However, there are challenges to overcome in the use of ICTs in English language teaching in Latin America. The digital gap, lack of access to devices and reliable connectivity, as well as inadequate training for teachers, are obstacles that persist in many parts of the region. It is essential that governments, educational institutions, and teachers continue to work on reducing the digital gap, providing access to technology and connectivity, as well as offering training programs in the effective use of ICTs. In addition, educational policies should be promoted to ensure equity and access to these tools for all students, regardless of their location or socioeconomic level.

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