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Abstract

This article analyzes the use of Information and Communication Technologies (ICTs) as a didactic strategy for teaching English. Starting from the increasing digitalization of education and contemporary demands for more dynamic methodologies, it investigated how digital tools such as videos, educational games, interactive platforms, and pronunciation apps can enhance student engagement, autonomy, and meaningful learning. The research adopts a qualitative approach, based on a literature review and analysis of teaching experiences, observing how ICTs contribute to the development of the four language skills: listening, speaking, reading, and writing. The results demonstrate that, when used in a planned way, ICTs broaden access, motivation, and cultural contextualization of English, reinforcing their relevance to current pedagogical practice.

Keywords: ICTs; English teaching; educational technologies; active learning; digital didactics.

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Introduction

Technological advancement has profoundly changed the ways we communicate, interact, and... Learning. In the educational field, Information and Communication Technologies (ICTs) They have become indispensable tools, especially in language teaching, where exposure to Culture, orality, and linguistic diversity are a fundamental part of the process. In this context, English language teaching has benefited from digital resources that expand possibilities. pedagogical, offering new learning experiences and bringing students closer to the use real social interaction of language.

Thus, this article investigates the use of ICTs as a didactic approach for English classes. analyzing how these technologies can improve the teaching-learning process. The starting point is the problem: How can ICTs contribute effectively to the teaching of English in Contemporary education? The guiding hypothesis argues that the planned use of these tools



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It enhances students' engagement, autonomy, and language performance.

The general objectives include understanding the importance of ICTs for teaching English and To identify pedagogical practices that promote learning. The specific objectives involve Analyze technological resources applicable to the four language skills, examine experiences. teachers as reported in the literature and reflect on their impacts in the school context.

The methodology is based on a literature review of authors in the field and analysis of studies. Recent studies on educational technologies and qualitative research on pedagogical practices already exist. used in English classes.

Development and Demonstration of Results

ICTs in the contemporary educational context

The presence of ICTs in schools is associated with broader movements of transformation. According to Kenski (2012), technology, when integrated into the curriculum, expands possibilities. Methodological approaches promote active learning. In English language teaching, this statement becomes particularly relevant. because it allows for real contact with the language, whether through media, games, apps, or interaction. online.

The BNCC reinforces this perspective by indicating that the student should be able to communicate- whether in different languages, including digital ones, highlighting the importance of digital culture in student training.

ICTs as a tool for mediating English language teaching.

Language teaching requires constant contact with cultural, social, and linguistic elements. Tools such as YouTube, Duolingo, Kahoot, Google Classroom, and conversation platforms They represent a significant advance. According to Moran (2015), "technology expands the forms to learn, providing richer and more meaningful experiences.

These tools: stimulate listening with authentic videos, music, and podcasts; They develop their speaking skills using recordings, pronunciation apps, and simulated conversations; they strengthen Reading with multimodal texts and interactive activities; they favor writing with platforms. Collaborative and digital publishers.

Active learning mediated by ICTs

Active methodologies such as flipped classrooms, gamification, and digital projects make... More participatory English classes. By using educational games, quizzes, and online challenges, the Students take on a leading role, developing autonomy and motivation.

Bacich and Moran (2018) emphasize that active methodologies create learning environments.



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more open, collaborative and creative, which applies directly to the teaching of English, a language alive and present in the daily lives of young people.

Results observed in the literature

Analysis of studies reveals common points: Greater motivation and engagement when...
Lessons incorporate music, videos, games, and apps; They closely resemble real-world language use, because...
Students experience communicative situations similar to those of native speakers;
Development of autonomy, since the use of digital platforms allows for study.
Individualized; Improvement in language skills, especially listening and speaking, thanks to
Exposure to multimedia resources.

Thus, it is evident that ICTs, when applied judiciously and in a planned manner,
They improve the quality of learning and make teaching English more meaningful.

Conclusion

It can be concluded that Information and Communication Technologies represent an alternative.
Efficient and innovative for English classes. They broaden access to the language and facilitate contact.
cultural and linguistic aspects strengthen student leadership. The initial hypothesis was that the use of
ICTs enhance the teaching-learning process, as confirmed by theoretical analysis and...
pedagogical experiences observed.

It is recommended that teachers explore these tools in an ongoing, creative and...
aligned with learning objectives, ensuring that technology is a means, not an end.
within educational practice.

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