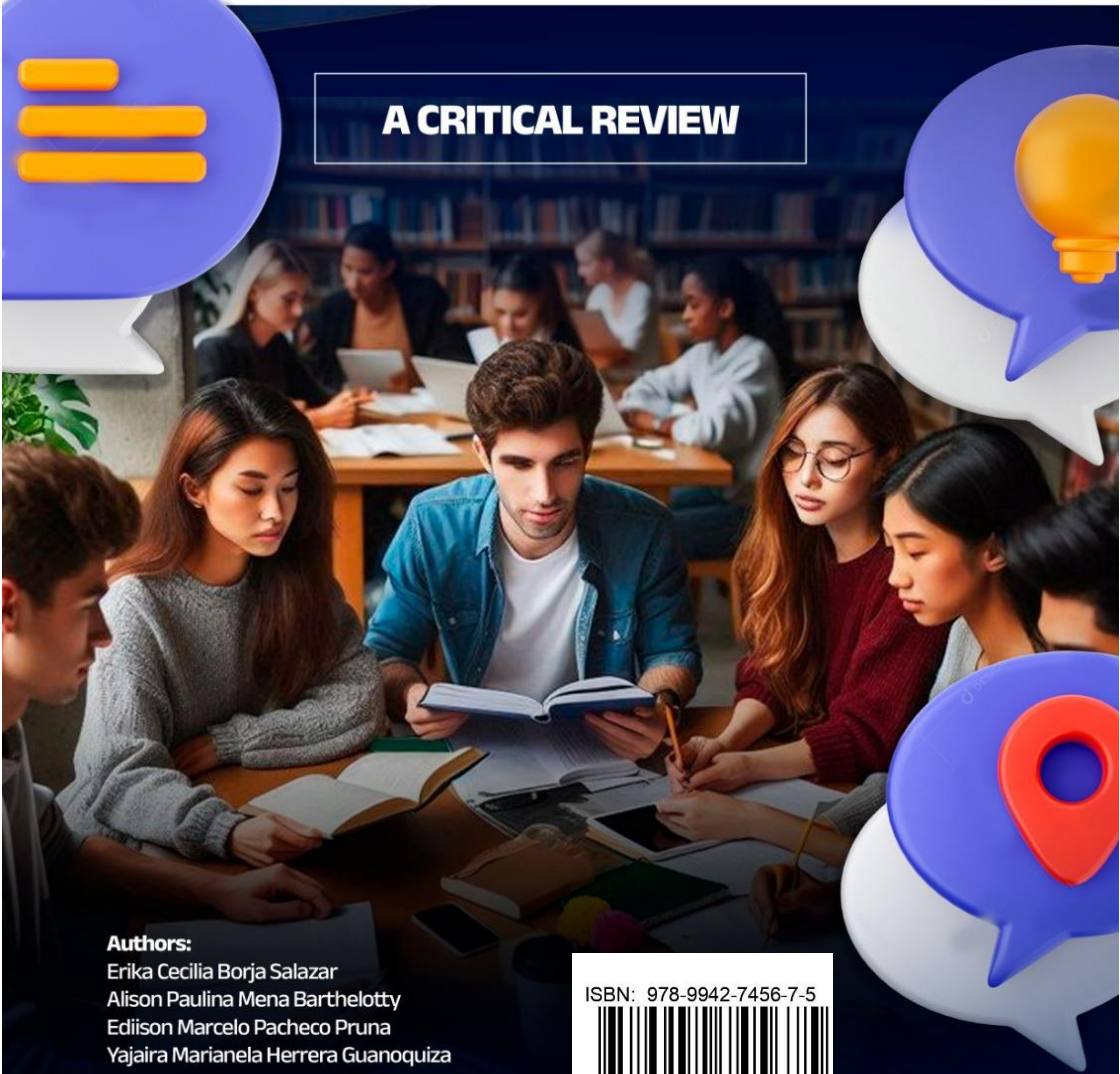




DIDACTIC AND PEDAGOGICAL RESOURCES FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES IN HIGHER EDUCATION:



A CRITICAL REVIEW



Authors:

Erika Cecilia Borja Salazar

Alison Paulina Mena Barthelotty

Edilson Marcelo Pacheco Pruna

Yajaira Marianela Herrera Guanoquiza

ISBN: 978-9942-7456-7-5



9 789942 745675

*Didactic and Pedagogical Resources for Teaching English for
Specific Purposes in Higher Education: A Critical Review*



Didactic and Pedagogical Resources for Teaching
English for Specific Purposes in Higher Education:
A critical Review

Autores:

Erika Cecilia, Borja Salazar

Orcid: <https://orcid.org/0009-0005-5584-6796>

correo: eborja86@hotmail.com

filial: Universidad Técnica de Cotopaxi

Alison Paulina, Mena Barthelotty

Orcid: <https://orcid.org/0000-0001-5956-1580>

correo: alipauli@icloud.com

filial: Universidad Técnica de Cotopaxi

Edison Marcelo, Pacheco Pruna

Orcid: <https://orcid.org/0009-0009-5961-5687>

correo: marcell7528@gmail.com

filial: Universidad Técnica de Cotopaxi

Yajaira Marianela, Herrera Guanoquiza

Orcid: <https://orcid.org/0009-0007-4751-5377>

correo: herrerayjaira@hotmail.it

filial: Instituto Cotopaxi

Editorial “ACACFESA SAS”

La presente obra fue revisada por 2 pares académicos externos ciegos conforme al proceso editorial de ACACFESA SAS.

Los rigurosos procedimientos editoriales de ACACFESA SAS garantizan la selección de manuscritos por sus aportes significativos al conocimiento y cualidades científicas.

Editorial: ACACFESA SAS.

Sello editorial: 978-9942-7456

Teléfono: (+593) 998955446

Web: <https://acacfesa.com/editorial/index.php/1>

ISBN: 978-9942-7456-7-5

Doi: <https://doi.org/10.70577/mqhvps78/ACACFESA.EDITORIAL/2025>

Año: Diciembre 2025

Aviso Legal

El contenido de esta obra, que incluye ilustraciones, textos, tablas, gráficos, cuadros y referencias bibliográficas, es responsabilidad única del autor o autores. Lo que se ha dicho, los criterios y los datos no reflejan necesariamente la posición institucional ni el pensamiento de la Editorial ACACFESA SAS.

Derechos de Autor ©

Este documento se publica conforme los términos y condiciones de la EDITORIAL ACACFESA SAS



Esta obra está bajo una licencia internacional [Creative Commons Atribución-NoComercial-CompartirIgual 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

La "Editorial ACACFESA SAS " y todos sus autores tienen la propiedad única de los derechos de autor y de propiedad intelectual e industrial relacionados con el contenido de esta publicación. La reproducción total o parcial de esta obra, su almacenamiento en sistemas informáticos, su tratamiento digital y cualquier tipo de distribución, transmisión o comunicación pública por medios electrónicos, ópticos, mecánicos, químicos, fotográficos o de grabación están prohibidos. Esto se encuentra bajo las sanciones que establece la legislación vigente a menos que se cuente con la autorización previa y por escrito de los titulares del copyright.

Queda excluido únicamente el uso con fines académicos o de investigación científica, siempre que no busque objetivos comerciales y se ejecute sin remuneración, debiendo mencionarse en todo momento a la fuente editorial correspondiente. Los autores son los únicos responsables de las opiniones expresadas en los diferentes capítulos, las cuales no

necesariamente representan el punto de vista institucional de la editorial.

Constancia de Arbitraje

La Editorial ACACFESA SAS, certifica que este libro es el resultado de un estudio llevado a cabo por los autores, el cual fue evaluado por jurados expertos bajo el sistema de Revisores por pares Externos, tanto en contenido como en forma. Asimismo, se llevó a cabo un análisis del método de investigación, paradigma y enfoque; a partir de la matriz epistémica adoptada por los autores, utilizando las normas APA, Séptima Edición y el proceso de antiplagio en línea turnitinedu para asegurar que la obra fuera científico.

Mishel Mariela Jimbicti Solórzano

Nombre del revisor/a

TABLE OF CONTENTS

Chapter I	xii
Didactic and Pedagogical Resources for Teaching English for Specific Purposes in Higher Education: A Critical Review	xii
Recursos didácticos y pedagógicos para la enseñanza de inglés con fines específicos en educación superior: una revisión crítica.....	xii
Resumen	xii
Abstract.....	xiv
Introduction	1
Conceptual Framework:	4

The Nature of ESP in the University Context	4
Characteristics of English for Specific Purposes (ESP) in Higher Education.....	9
Theoretical Principles Associated with ESP Instruction.....	12
Role of the Teacher and the Student in University Contexts.....	15
Pedagogical Resources for English Language Teaching	21
Conclusions	3
References	5

LIST OF TABLES

Table 1 Didactic Resources for English Language

Teaching----- 20

Table 2. Didactic Resources for English Language

Teaching----- 23

Chapter I.

Didactic and Pedagogical Resources for Teaching English for Specific Purposes in Higher Education: A Critical Review

Recursos didácticos y pedagógicos para la enseñanza de inglés con fines específicos en educación superior: una revisión crítica

Resumen

El éxito profesional y académico demanda el dominio de una segunda lengua, el inglés, en este caso, requiere de recursos didácticos y pedagógicos alineados con los objetivos comunicativos y disciplinarios, accesibles y adaptables, que fomenten la interacción, la retroalimentación formativa y la autonomía del estudiante, acompañados de formación docente e infraestructura institucional. Al respecto, este capítulo ofrece un análisis crítico de los recursos empleados en la enseñanza del inglés con Fines Específicos (IFE), con el propósito de examinar su aplicación, eficacia y retos en el contexto universitario. Se analiza, por medio de una revisión narrativa de la bibliografía especializada publicada entre 2020- 2025, los

principios teóricos del IFE; se organiza de manera sistemática los recursos que están disponibles, distinguiendo los recursos didácticos (plataformas digitales, aplicaciones móviles, herramientas de autor) de pedagógicos (metodologías activas, andamiajes, entornos virtuales) y se identifican brechas críticas como la formación docente, la brecha digital y la falta de pertinencia disciplinar. Los resultados subrayan que, si bien los recursos favorecen la autonomía y la práctica comunicativa auténtica, su impacto depende de un diseño instruccional contextualizado y de una capacitación docente continua en enfoques IFE. Se concluye que la integración efectiva de estos recursos exige un enfoque sistémico que articule infraestructura tecnológica, desarrollo profesional, diseño curricular flexible y políticas institucionales de apoyo.

Palabras claves: Inglés con fines específicos, recursos didácticos, educación superior, TIC, Ecuador, formación docente, revisión crítica.

Abstract

Professional and academic success demands the mastery of a second language, English, in this case, requires didactic and pedagogical resources aligned with communicative and disciplinary objectives, accessible and adaptable, which promote interaction, formative feedback and student autonomy, accompanied by teacher training and institutional infrastructure. In this regard, this chapter offers a critical analysis of the resources used in the teaching of English for Specific Purposes (IFE), with the purpose of examining their application, effectiveness and challenges in the university context. Through a narrative review of the specialized literature published between 2020-2025, the theoretical principles of the IFE are analyzed; The resources that are available are systematically organized, distinguishing didactic resources (digital platforms, mobile applications, authoring tools) from pedagogical resources (active methodologies, scaffolding, virtual environments) and critical gaps such as teacher training, the digital divide and the lack of disciplinary relevance are identified. The results underscore that, although resources favor autonomy and authentic communicative practice, their impact depends on a contextualized instructional design and continuous teacher training in IFE

approaches. It is concluded that the effective integration of these resources requires a systemic approach that articulates technological infrastructure, professional development, flexible curricular design and supportive institutional policies.

Keywords: English for specific purposes, didactic resources, higher education, ICT, Ecuador, teacher training, critical review.

Introduction

English language proficiency has become an essential skill in higher education, serving as a key tool for accessing knowledge, conducting research, and enhancing employability. However, in Ecuador, limitations in students' command of the language are still evident, highlighting the need to strengthen teaching processes through updated didactic resources. In this context, the use of digital materials and technological strategies promotes more autonomous, engaging, and meaningful learning—provided they are implemented with an appropriate pedagogical approach (Párraga et al., 2022).

Consequently, the integration of Information and Communication Technologies (ICT) has revitalized English language teaching, positioning it as the quintessential international language. An increasing number of educators are moving away from traditional models to adopt various technological resources that foster interaction with knowledge and respond to the demands of digital natives. In this regard, as noted by Martel et al. (2022) The Internet has become the primary resource for locating and utilizing didactic materials. However, to ensure that their implementation has a positive impact on language

learning, it is essential to conduct an “efficiency assessment of didactic resources.” (p. 173).

Moreover, the COVID-19 pandemic accelerated the shift toward distance education, compelling both students and educators to rapidly adapt to the use of multimedia tools. This experience highlighted the crucial role that Information and Communication Technologies (ICT) play in foreign language instruction, particularly in graduate programs, where ensuring the continuity and quality of the educational process is paramount (Alonso et al., 2022).

Nevertheless, within the Ecuadorian context, challenges persist regarding student motivation and the perception of English as an unappealing subject. This limits the effectiveness of technological resources when their design fails to address the real interests and needs of learners (Alvarado et al., 2021). Without didactic interventions that connect content to students’ experiences and expectations, the mere incorporation of ICT does not guarantee sustainable improvements in language proficiency.

In addition, there is a gap in teachers’ pedagogical training: while many educators possess linguistic competence, they often lack methodological

preparation to contextualize the language within specific disciplines. For virtual tools to fulfill their empowering role, it is necessary to combine relevant digital resources with teacher training in ESP methodologies and instructional designs that address both student motivation and discipline-specific communicative requirements.

Likewise, over the past decade, the use of technology in education has opened new possibilities for language learning. However, in many university contexts, its application remains limited or focused on entertainment, without being fully leveraged to foster autonomy and communicative fluency. Incorporating appropriate technological tools—such as virtual platforms, audiovisual resources, simulators, or interactive applications—can significantly enhance English language learning and better align it with students' current needs.

Given this scenario, it is essential to conduct a critical review of the didactic and pedagogical resources available for teaching English for Specific Purposes (ESP) in higher education. The aim of this chapter is to examine the most relevant theoretical frameworks and synthesize the evidence regarding the didactic and pedagogical resources employed, identify the

challenges associated with their design and implementation, and, based on this analysis, propose concrete recommendations aimed at the continuous improvement of English language teaching and learning processes.

Conceptual Framework:

The Nature of ESP in the University Context

English as a Second Language

Second language instruction has demonstrated numerous advantages within the educational process. In particular, when learning begins at an early age, children possess an innate ability to acquire languages, which facilitates the acquisition of a second language. Moreover, mastering a second language during childhood can have a positive impact on students' cognitive and academic development (García, 2024).

In recent decades, English has become a globally dominant language, with over 1.4 billion speakers. Of these, approximately 379 million are native speakers, while the rest have acquired English as a second language. Thus, second language acquisition enables learners to use the new language in much the same way as they do their first (Suárez, 2022).

Furthermore, in today's globalized environment, second language instruction has become increasingly important. To access employment opportunities, engage in international communication, and foster cultural enrichment, English has become an essential tool (Haro & Yépez, 2023). Its status as a lingua franca and its influence in science, economics, and diplomacy reinforce the need for educational systems to promote its learning in coordination with other competencies, such as digital and intercultural skills (Calderón & Cordova, 2020).

Ultimately, English is a globalized Germanic language that serves as a vehicle for international communication across academic, scientific, technological, commercial, and cultural domains. Its role as a lingua franca and its widespread presence in scientific publications, digital platforms, and labor markets make it a strategic tool for accessing knowledge, facilitating professional mobility, and enabling transnational interaction (Valera et al., 2023).

Therefore, educational policies and programs that promote early instruction in English as a second language not only support students' individual growth, but also enhance their ability to use academic and

digital resources globally and to integrate into transnational contexts

Definition of Didactic and Pedagogical Resources

Pedagogical and didactic resources are the means, materials, and tools that educators intentionally use to present information in ways that are engaging and suited to students' needs. Their purpose is to facilitate the creation and transmission of knowledge while eliminating ineffective teaching methods (Suárez, 2022). These resources serve defined functions: representing content, activating the senses and prior knowledge, promoting practice and skill transfer, and providing methods for assessment and feedback.

Guano et al. (2021) Technological tools are categorized into three main types according to their functionality and virtual modality.

a. *Resources* are computer programs used to store and distribute content such as images, texts, sounds, and animations.

b. *Applications* are computer programs with interactive and collaborative features that enable the search, exchange, creation, and modification of content.

c. The purpose of *support systems* is to guide individuals' behavior in carrying out various pedagogical tasks throughout the teaching-learning process in virtual environments. Support systems are designed to guide individuals' behavior as they engage in various pedagogical tasks throughout the teaching-learning process within virtual environments.

In this regard, didactic resources are defined as “everything that supports teaching and learning and is commonly used throughout the educational environment to foster the acquisition of attitudes, skills, competencies, and concepts” (Martel et al., 2022, p. 176). Resources, whether physical or virtual, function as a bridge between reality and the teaching-learning process by replacing and representing it in the most appropriate way to facilitate understanding.

English language didactics have evolved to leverage digital platforms and emerging technologies in order to increase the effectiveness of instructional processes and enrich the learning experience. Mobile applications, interactive games, and multimedia resources expand practice opportunities, promote meaningful repetition, and support immediate

feedback—key elements for the development of communicative competence (Haro & Yépez, 2023).

Likewise, digital resources combine hardware and software—from projectors and speakers to design platforms such as Freepik and Canva—to produce engaging visual and auditory materials that enhance motivation and facilitate memorization and comprehension (Alonso et al., 2022).

For these resources to achieve their pedagogical potential, they must be integrated into coherent instructional designs: selecting materials aligned with communicative objectives, organizing activities that foster authentic practice, and establishing formative assessment methods. In this way, subtitled videos, presentations, creative platforms, and memory games are not ends in themselves, but instruments that enable reflective and contextualized education for effective English language learning as a second language.

Pedagogical resources, as broadly defined by Palacios & Bravo (2022) encompass all instruments, materials, and didactic media designed and selected with a clear educational purpose to facilitate and guide the teaching-learning process. They include both physical materials (whiteboards, posters, flashcards, books) and

digital ones (platforms, educational software, audiovisual sequences), and are used to support learning objectives, organize instructional activities, and foster interaction between teacher and student.

They serve specific functions: representing content (e.g., flashcards, posters), activating prior experiences and sensory input (images, audio, videos), facilitating practice and skill transfer (exercises, simulations, online tasks), and supporting assessment and feedback (digital rubrics, formative tests). Their effectiveness depends on alignment with curricular objectives, the students' context, and the methodological strategy employed by the teacher (Palacios & Bravo, 2022).

Characteristics of English for Specific Purposes (ESP) in Higher Education

English is considered the second most spoken language in the world and one of the most widely spoken in terms of population and native speakers. Its learning should be grounded in the levels of competence that a student may possess, along with the knowledge they are capable of developing—building upon what has already been acquired to construct learning enriched with innovative and useful knowledge (Alvarado et al., 2021).

In this regard, its instruction is oriented toward academic, professional, and vocational situations, according to the specific needs of learners. ESP, as proposed by Hutchinson and Waters (1990) and referenced by Cruz et al. (2021) in their ELT Tree model, is divided into fields such as science and technology, commerce, and the social sciences. It is further subdivided into specialties such as medicine, economics, psychology, and air traffic control. This categorization demonstrates that ESP does not conform to a single structure, but rather adapts to the disciplinary content and the context in which the language is used.

In this context, disciplinary orientation aligns with the principles of second language instruction, which emphasize the development of communicative skills through active practices focused on speaking and listening comprehension. The goal is to equip students to interact effectively in diverse and real-world contexts (Haro & Yépez, 2023). The combination of the communicative methodology and the ESP approach enables the creation of tasks and resources that integrate technical knowledge and linguistic skills, thereby facilitating the transfer of learning to specific professional contexts.

Specifically, in the Ecuadorian context, the teaching of English as a foreign language is based on three core objectives established in the national education policy, as cited Párraga et al. (2022):

- To develop in students an intercultural understanding of the world that enables them to effectively communicate their perspectives through the foreign language.
- To foster personal, social, and intercultural competencies that allow students to reach their full potential and participate productively in a globalized environment.
- To cultivate a positive attitude toward language learning from an early age, through meaningful educational experiences that motivate students to continue their linguistic development throughout life.

However, there is a significant gap between these general objectives and the specific needs faced by university students, which justifies the implementation of English for Specific Purposes (ESP) in higher education as a complementary and necessary approach.

Consequently, ESP in higher education aims to develop communicative competence by prioritizing the needs

of professionals who require English to work in specific fields such as health, sports, or engineering. Moreover, the integration of digital technologies into English language instruction has proven to be an effective strategy. As Alonso et al. (2022) affirm, in postgraduate programs it is possible to provide “effective, innovative, and motivating digital materials, previously selected by the facilitator based on the stated objectives” (p. 34). This approach makes it possible to account for individual differences among students and optimize their learning.

Theoretical Principles Associated with ESP Instruction

Basically, knowledge is a human construct: each individual perceives and organizes reality, assigning meaning to it through constructs, thanks to the functioning of their central nervous system. This process contributes to the creation of a coherent whole that provides meaning and uniqueness to reality (Suárez, 2022).

Moreover, to teach English for Specific Purposes, teachers must possess both linguistic proficiency and didactic competence, enabling them to design authentic tasks that are relevant to the students’ professional

fields. Therefore, teacher training should combine knowledge of the language, analysis of genres and disciplinary registers, as well as skills for creating instructional materials and sequences within concrete contexts.

Following this line, Cruz et al. (2021) propose that the implementation of ESP should be coordinated through: a needs analysis to identify authentic communicative skills; the development of content based on real tasks aimed at professional practice; the selection of materials relevant to disciplinary discourse; and formative assessment that provides feedback on communicative processes and products. They also suggest close collaboration between field professionals and language teachers to ensure coherence between disciplinary knowledge and linguistic goals.

In addition, it is essential to incorporate learner-centered methods, task-based instruction, and multimodality, as these facilitate the simultaneous practice of communicative, technological, and procedural competencies. Therefore, instruction must promote the resolution of real-world problems, the use of authentic materials, repeated practice in real or simulated contexts, and metacognitive reflection on educational strategies.

Additionally, emphasis is placed on the development of communicative competence, which is structured into five sub-competencies: linguistic, sociolinguistic, discursive, cultural, and strategic. This approach promotes active and meaningful learning, grounded in personal, creative, global, and cyclical construction processes, closely aligned with students' interests, needs, and cognitive structures. Consequently, instructional resources should provide opportunities for learners to face and solve problems similar to those they will encounter in their professional practice (Martel et al., 2022, p. 177).

Moreover, Alvarado et al. (2021) point out that English acquisition is structured as a feedback cycle that includes the skills of speaking, listening, reading, and writing—commonly referred to as listening, speaking, reading, and writing. To support this process, creativity and interaction should be promoted through pedagogical strategies such as workshops, debates, brainstorming sessions, and forums. In this way, the organization of information and the effective learning of linguistic knowledge are facilitated.

Role of the Teacher and the Student in University Contexts.

In the process of teaching and learning English, a redistribution of roles takes place in which the resources used to teach and learn the language must be designed and implemented in alignment with prior approaches, aiming to promote the development of communicative competence. In this regard, the teacher acts as a facilitator and guide, while the student assumes a more active and autonomous role in their educational process, cultivating attitudes and values that foster self-determination, self-regulation of learning, and self-assessment of instructional processes.

As Suárez (2022), aptly states, “the teacher’s task is to guide and optimize the English teaching-learning process by using a multitude of strategies focused on developing the student’s communicative competence.” Likewise, the student’s role is to take greater participatory initiative in the classroom than the teacher, with the aim of improving linguistic skills.

Furthermore, the idea implies that activities and materials should foster behaviors and values that promote self-determination and self-regulation of

learning, as well as self-examination of one's own educational processes (Martel et al., 2022, p. 177). Therefore, it is essential to include in the instructional sequence tools that enable metacognitive reflection (such as rubrics, learning journals, and self-assessment tasks), along with opportunities to receive formative feedback that supports continuous improvement in student performance.

Complementarily, second language teaching methodology, by promoting the development of autonomous learning skills in students, seeks to empower them as active protagonists of their own learning process. Autonomous learners are capable of seeking out and making use of additional resources beyond the classroom to strengthen their language proficiency (Haro & Yépez, 2023).

Additionally, the teacher must employ methods that enable students to acquire the competencies and knowledge that provide the basic tools for carrying out the language learning process. Students, in turn, need to “use the language to communicate,” which represents the goal to be pursued during the learning stage (Alvarado et al., 2021, p. 9).

Likewise, the teacher must foster interaction skills such as debate, initiative, and attentiveness to peers, in contrast to the traditional model focused on unidirectional transmission of knowledge. Furthermore, it is essential for the teacher to possess basic technological competencies and the ability to diagnose students' learning needs, thereby ensuring that the resources and strategies employed are relevant and effective (Alonso et al., 2022).

In summary, for English instruction in higher education to be effective, a coherent articulation between the teacher's role as facilitator and the student's active engagement is essential. Only in this way can pedagogical interventions successfully transform resources and technologies into communicative competencies transferable to academic and professional contexts.

Study Methodology

This research employed a narrative critical review, complemented by an empirical component of a qualitative nature. Specific inclusion and exclusion criteria were defined to ensure the relevance and currency of the analysis; therefore, priority was given to studies focused on the use of digital educational

resources for teaching English in higher education, published between 2020 and 2025.

Conversely, studies published prior to that period were excluded unless they were deemed to provide significant insights, as well as those that did not focus on higher education or were not available in full-text format.

To identify relevant literature, searches were conducted in academic databases such as Dialnet, Redalyc, SciELO, ERIC, Web of Science, and Scopus. Keywords in both English and Spanish were used, including “recursos didácticos digitales,” “teaching English language,” “educación superior,” and “Ecuador.” As a result of this procedure, 13 studies were meticulously examined.

In this way, each of the selected studies served as a foundation for the critical analysis presented in the following section. The analysis is based on a detailed examination of existing evidence, which makes it possible to identify trends, gaps, strengths, and limitations in the use of pedagogical and didactic resources for teaching English for Specific Purposes in higher education.

Critical Analysis of Available Resources for ESP

Didactic Resources for English Language Teaching

In the current context of higher education, the integration of technologies—accelerated by the COVID-19 pandemic—has transformed methodologies for language teaching. In this regard, digital didactic resources have been incorporated as support tools for the development and enhancement of learning processes, creating flexible, ubiquitous, and personalized learning environments (Párraga et al., 2022).

For instance, platforms that facilitate collaboration and the sharing of digital content—such as YouTube, WhatsApp, and Moodle—have been identified. However, Fundora et al. (2023) point out that there are recurring access issues with these resources, and that students show a strong preference for WhatsApp, mainly due to its simplicity and ease of use.

Moreover, incorporating multimedia resources and games into the learning process makes the experience more enjoyable and playful; therefore, it increases students' motivation to learn English, which translates into more active participation and more effective learning (Haro & Yépez, 2023).

Table 1 below presents a summary of didactic resources useful for English language teaching, representative examples, and key considerations.

Table 1

Didactic Resources for English Language Teaching

Category	Examples	Key Features	Role in Learning
Digital Platforms	Moodle, YouTube, WhatsApp	Accessible; facilitate collaboration and content distribution.	Flexible and ubiquitous support for learning.
Multimedia Resources	Videos, podcasts, interactive games	Increase student motivation and participation	Create a playful environment that enhances retention.
Mobile Applications	Duolingo, Quizlet, Kahoot!	Offer interactive practice and immediate feedback.	Personalization and autonomous language practice.
Authoring Tools	Canva, Genially, Nearpod	Enable easy creation of visual and	Design of engaging and meaningful

		interactive materials.	activities by the teacher.
Simulators and Virtual Reality	Language immersion platforms (e.g., Immerse)	Simulated real-life contexts for oral practice.	Development of fluency and confidence in a controlled environment.

Source: Authors' elaboration based on Párraga et al. (2022) and Haro & Yépez (2023).

Finally, to ensure the proper use of these resources, instructors must incorporate strategies that foster interaction, immediate feedback, and individualized learning. Such actions will enhance the effectiveness of English language instruction in contemporary university settings.

Pedagogical Resources for English Language Teaching

The use of ICT has emerged as one of the most effective pedagogical strategies for correcting inaccuracies in oral language development and for increasing motivation, autonomy, and a positive attitude toward language learning (Cruz & Ávila, 2018, as cited in Alfonso et al., 2022, p. 33). Accessible and commonly used tools, such as social media—

particularly WhatsApp—facilitate the exchange of recordings, applications, and playful activities that enable frequent practice and immediate feedback, thereby supporting the consolidation of communicative competence.

In parallel, active methodologies integrated with digital environments—such as the flipped classroom and Virtual Learning Environments (VLEs)—enhance cognitive and linguistic abilities by shifting direct content delivery outside the classroom and dedicating face-to-face time to practical application and feedback. Recent studies show high levels of student engagement and effective use of digital platforms when these methodologies are implemented coherently and with guidance, demonstrating their efficacy for English language learning (Fundora et al., 2023).

Table 2 below presents a summary of didactic resources useful for English language teaching, representative examples, and key considerations.

Table 2.
Didactic Resources for English Language Teaching

Category	Examples	Key Features	Learning Function
Active Methodologies	Flipped Classroom, Project-Based Learning	Shift content delivery outside the classroom.	Promote autonomy and practical language use.
Communicative Approaches	Role-play, debates, situational tasks	Prioritize interaction and oral production over grammatical accuracy.	Development of communicative competence.
Pedagogical Scaffolding	Rubrics, learning guides, modeling	Support comprehension and production processes.	Facilitate students' gradual transition toward autonomy.

Virtual Learning Environments (EVA)	Moodle, Google Classroom, Edmodo	Organize content and activities in a guided, sequential manner.	Sustain structured blended or virtual teaching processes.
Feedback Strategies	Peer correction, automated feedback, formative returns	Improve linguistic accuracy and motivation.	Correct errors constructively and reinforce learning.

Source: Own elaboration based on Fundora et al. (2023) and Suarez (2022).

Therefore, digital pedagogical resources must be selected and integrated with a clear instructional purpose: to promote authentic communicative practice, provide scaffolding for student autonomy, and enable ongoing formative assessment. Technology itself does not guarantee learning; its impact depends on the relevance of instructional design, teacher training, and alignment with students' individual and contextual needs, in order to foster more meaningful and sustainable learning.

Challenges and Gaps Identified in the English Language Teaching Process

Although teachers devote considerable time to lesson planning, there are process-related issues that directly affect students' progress. In this regard, Suárez (2022) identifies several

challenges: limited time for practice, difficulty understanding spoken English, reliance on memorizing expressions and vocabulary, lack of consistent practice, insufficient knowledge of sentence structure, fear of mispronunciation, and anxiety about learning quickly—all of which tend to hinder the acquisition of the target language.

Camacho (2006) as cited by Alfonso et al. (2022), points out that the digital divide—reflected in disparities in access, usage, and quality of technology—represents one of the main challenges for English language teaching. This structural issue is compounded by the need for ongoing teacher training to effectively and pedagogically integrate multimedia resources into instructional practice. In many university contexts, infrastructure is insufficient, connectivity is unstable, and available digital materials do not always align with disciplinary demands or students' actual proficiency levels, which diminishes the effectiveness of technological interventions.

Moreover, Haro & Yépez (2023) emphasize that sociocultural factors play a significant role in second language acquisition; for instance, they can influence students' attitudes toward the language and hinder their communicative development. Additionally, some

learners face motivational obstacles related to feelings of identity loss or cultural conflict when using a foreign language. Therefore, effective integration cannot be ensured merely by offering digital resources, but also through strategies that address these socio-emotional elements.

Another aspect to consider is highlighted in the study by Guano et al. (2021) which revealed a low level of ICT acceptance among teachers; 70% of those interviewed perceived the integration of new technologies as a significant challenge, linked to a lack of training, time, and institutional support. Teachers reported experiencing stress, discouragement, and a lack of motivation to explore and master digital tools, partly due to administrative and academic overload that limits their availability. These conditions lead to a fragmented and superficial implementation of ICT, which tends to reproduce traditional practices on a new digital platform rather than truly transforming teaching and learning processes.

In addition to gaps in access and teacher capacity, other critical challenges have emerged: low digital preparedness among students in vulnerable contexts, limited cultural and disciplinary relevance of many resources, lack of formative assessment strategies

adapted to digital environments, and the absence of clear institutional policies to support long-term innovation. Overcoming these gaps requires comprehensive approaches that address infrastructure, training, instructional design, and institutional support.

Conclusions

Based on the review and critical analysis developed in this chapter, it can be concluded that the effectiveness of English language teaching largely depends on the strategic and contextualized integration of pedagogical and didactic resources. In this regard, tools such as virtual platforms and interactive applications are digital resources with the potential to enhance motivation, autonomy, and authentic communicative practice. However, their actual impact relies on the teacher's ability to act as a facilitator and designer of educational experiences—a role that requires specific methodological training in English for Specific Purposes (ESP)IFE.

In addition, ongoing challenges continue to undermine the effectiveness of these tools, including resistance to change, excessive administrative workload for faculty, the digital divide in terms of connectivity and access, the limited cultural and disciplinary relevance of many

materials, and the need for institutional policies that support long-term innovation. Therefore, a systemic approach is required—one that coherently integrates technological infrastructure, continuous teacher training, active and independent student leadership, and curricula adaptable to specific professional demands.

Based on the previous conclusions, it is recommended that universities implement continuous professional development programs for faculty, focusing on English for Specific Purposes (ESP) methodologies and the pedagogical use of ICT—thus going beyond mere digital literacy. Additionally, it is proposed to create and curate institutional repositories of digital educational resources that are culturally and disciplinarily relevant to the diverse academic programs.

At the classroom level, it is recommended to implement instructional designs that integrate active methodologies—such as project-based learning and the flipped classroom—alongside pedagogical scaffolding that fosters self-regulation and student autonomy. Furthermore, governments are urged to promote policies that ensure robust technological infrastructure and equitable access to the Internet, as well as to

incorporate formative assessment and continuous feedback as fundamental components of the English language teaching and learning process.

Finally, it is proposed that case studies or action research be conducted to examine the impact of ESP teacher training programs on classroom practices and students' linguistic performance in specific university settings in Ecuador. There is also a recognized need to investigate the design, implementation, and validation of digital teaching materials developed specifically for disciplines that demand a high level of English proficiency, such as engineering or health sciences.

References

- Alonso, G., Figueroa, A., & Cruz, Y. (2022).
Utilización eficiente de las nuevas tecnologías
en los cursos de inglés en la Filial
Universitaria Municipal Baraguá. *Revista de
Investigación Cañetana*, 1(1), 32-36.
<https://doi.org/10.60091/ric.2022.v1n1.07>
- Alvarado, P., Delgado, N., Velásquez, T., & Sánchez,
S. (2021). Metodología cuantitativa en como
las herramientas digitales mejoran el
aprendizaje de ingles en universidades

públicas del Ecuador . Caso Guayaquil. *Polo del Conocimiento: Revista científico - profesional*, 6(8), 939-959.
<https://dialnet.unirioja.es/servlet/articulo?codigo=8094470>

Calderón, B., & Cordova, D. (2020). B-learning en la enseñanza del idioma inglés como segunda lengua: una revisión sistemática de la literatura. *EduTec Revista Electrónica de Tecnología Educativa*(73).
<https://doi.org/10.21556/edutec.2020.73.1745>

Cruz, L., Matos, E., & Marriot, H. (2021). La metaenseñanza-aprendizaje del idioma inglés con fines didácticos. *Dilemas contemporáneos: educación, política y valores*, 8(3).
<https://doi.org/10.46377/dilemas.v8i3.2640>

Fundora, P., Rodríguez, L., & Reiné, Y. (2023). La enseñanza del inglés a través de las plataformas digitales en la Universidad de Artemisa, Cuba . *Revista Científica de FAREM-Esteli*, 12(46).
<https://doi.org/10.5377/farem.v12i46.16484>

- García, E. (2024). Las Plataformas Digitales como Recurso Didáctico para Reforzar el Aprendizaje del Inglés en Educación Primaria. *Ciencia Latina: Revista Multidisciplinar*, 8(1), 3006-3022.
<https://dialnet.unirioja.es/servlet/articulo?codigo=9430116>
- Guano, D., Herrera, Z., Cazar, S., & Quinaluiza, J. (2021). La inserción de herramientas tecnológicas en el proceso de enseñanza-aprendizaje de inglés en la modalidad de educación virtual. *Polo del conocimiento*, 6(8), 418-433.
<https://doi.org/10.23857/pc.v6i8.2948>
- Haro, R., & Yépez, G. (2023). Didáctica de la enseñanza de una segunda lengua: un enfoque innovador para el inglés. *Revista Conrado*, 19(93), 582-590.
<http://scielo.sld.cu/pdf/rc/v19n93/1990-8644-rc-19-93-582.pdf>
- Martel, J., Blanco, L., Abensur, C., Inga, M., & Silva, B. (2022). Diagnóstico de la eficiencia de los recursos didácticos en la enseñanza del inglés. *Revista Universidad y Sociedad*, 14(S2), 172-

184.

<https://rus.ucf.edu.cu/index.php/rus/article/view/2779>

Palacios, J., & Bravo, S. (2022). Materiales didácticos para la enseñanza del idioma inglés en los estudiantes de cuarto de educación básica de la unidad educativa libertad 2021 . *Polo del conocimiento*, 7(5), 40-52.

<https://doi.org/10.23857/pc.v7i5.3943>

Párraga, R., Vargas, J., Solórzano, E., & Gómez, I. (2022). Recursos didácticos digitales en la enseñanza del idioma inglés. *Universidad, Ciencia y Tecnología*, 26(116).

<https://doi.org/10.47460/uct.v26i116.647>

Suárez, W. (2022). *Análisis de estrategias de enseñanza- aprendizaje del inglés como lengua extranjera*. Monografía, Universidad Nacional Abierta y a Distancia - UNAD.

<https://repository.unad.edu.co/bitstream/handle/10596/51122/WJSUAREZG.pdf?sequence=3>

Valera, P., Torres, M., Vasquez, M., & Lescano, G. (2023). Aprendizaje del idioma inglés a través de herramientas digitales en educación superior: revisión sistemática. *Horizontes*

*Didactic and Pedagogical Resources for Teaching English for
Specific Purposes in Higher Education: A Critical Review*

*Revista de Investigación en Ciencias de la
Educación*, 7(27).

<https://doi.org/10.33996/revistahorizontes.v7i27.507>