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English Learning and Teaching Experiences in Face-to-Face Online-adapted Modality and Online Modality

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Norma Murga, M.A.

Holds a BA in Economics by the University of Guerrero, and a BA in English Letters by CIEX. Also, she holds a Master's Degree in English Language Teaching and Applied Linguistics and the Master's Degree in Business Administration. She is an English teacher and a professor of the Bachelor of Arts and the Master's Degree programs, and the general director of CIEX. In addition, she has worked in research, especially in the areas of Foreign Language Teaching Methodology, English Teachers' Competences, Business Management, and Leadership.

Ximena Ríos, B.A.

Born and raised in Zumpango del Río, Guerrero. Ximena studied the Bachelor of Arts in English at CIEX. In the same institution she worked as an English teacher focused on teaching children.

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Born and raised in Chilpancingo, Guerrero. Johselyne studied a technical career in singing performance in the state music school, studied the Bachelors of Arts in English program and the Master in English Teaching and Applied Linguistics at CIEX, while working as an English teacher for basic and children's levels in the same institution. At the same time, recorded institutional audio prompts for exams and books. Currently studying the second bachelor in Drama and Musical Theatre by BUAP-ARTEAC in Puebla.

José Martínez, M.A.

José Martínez has worked as a teacher for four years. He has been teaching in CIEX in face-to-face classes and online classes since the pandemic began. He has participated in the development of didactic materials for the school and contributed to the development of future books. Furthermore, he has worked as a High School English teacher in the State of Sonora. In that same period, he worked as a freelance interpreter and translator.

This research emerged during the COVID-19 pandemic, which started in Mexico on March 2020, the Government and the Secretaría de Educación Pública (SEP) in view of an increased risk of infection of the virus, sent all students to a quarantine which was planned for 40 days, but it was extended until October 2021 when students could come back to schools in a face-to-face modality. During the Pandemic, "Ignacio Manuel Altamirano" foreign language center (CIEX) changed the presential classes to an online modality, besides that, it opened online courses in the next immediate semester; and this research began, with the main objective to analyze the subjects' perceptions and opinions about the effectiveness of English learning and teaching processes in the face-to-face online-adapted modality and in the online modality.

KEYWORDS:

Language teaching, online modality, face-to-face online-adapted modality.

SUMMARY

In the world and in México, many institutions had to stop their face-to-face classes and move to an online modality and many others had to stop completely due to their lack of adaptation to a distance teaching to avoid the increase of active cases of COVID-19 Pandemic. Online education has been active for many years; however, this pandemic demanded the development of online resources, tools, activities, materials, language teaching approaches, and much effort and adaptation in little time.

CIEX had to move all its language courses to an online modality and it was necessary to research about what the students, parents, teachers, and the administrative staff thought about the language teaching methodology implemented and how it was adapted to this new modality, how the materials and the activities were accepted by students and teachers, and what the subjects perceived about the online learning system and the administrative service offered by the staff of this language school.

The online modality is a wonderful way to learn new things. The reason for this is that it is accessible for anyone, no matter where they are from. As Massie (2021) says, learning should be taken to people and its society and not the way around. Online language teaching is the resource to learn a language using the internet. As emphasized by Batuto (2021) using computers, learning a language can be a more personalized process where students can work with materials that are relevant to their individual needs and goals.

However, online teaching must consider many aspects to be successful, such as technological resources and tools, activities, and materials. Mayo (2019) states that messaging platforms, PowerPoint presentations, video calls, video, audio lectures, social networks, emails, iPads, tablets, laptops, etc., are some technological resources used in the online teaching modality.

Other important aspect to consider is the implemented teaching approach. Language classes in this school are taught through CIEX's methodology which is known for its effectiveness in the language courses offered in this foreign language school. It emphasizes that anyone wanting to learn a foreign language can achieve it with the implemented methodology. This methodology is designed with the main purpose of facilitating the students' language acquisition and learning, so they do not feel that learning a foreign language is complicated or complex. Murga (2012, as cited in Murga, 2012) states that language should be taught gradually, from the easiest to the most complex structures.

This round table presents the results of a research called "English learning and teaching experiences in face-to-face online-adapted modality and online modality" applied to four different groups of participants of different English level courses and different teaching modalities.

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**FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN ITS SIXTEENTH ISSUE OF THE CIEX
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"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED NOW ALSO IN
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This call is addressed to: Professors – Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any researcher and scholar who wish to publish research articles, research essays, or thesis results, all related to the main topic of the Journal: Language, Culture and Teaching. The sections of the Journal are:

- a) Students' & teachers' voices: National and International Research Articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture.

The guidelines to write and present the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and in Spanish, 100 words), containing the following aspects:

- a) Introduction:** This section describes the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
- b) Purpose:** Here the writer states and explains the research objectives, intentions, questions or hypothesis.
- c) Research method:** In this part, the author mentions and justifies the research method that was selected, describes briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
- d) Product:** Here, the writer presents the main findings, the degree to which the research objectives were reached and the answers to the research questions.
- e) Conclusion:** This section suggests the importance of the findings, considering the contribution to the theory, the research area and professional practice and suggest practical uses as well as possible applications for further research.

3. Body of the article:

- a) Key words:** Five, in English and in Spanish.
- b) Introduction:** Present the research topic area, studied theme, and the research study, mentioning if it is: descriptive, explanatory, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem or topic.
- c) Literature review:** Present the main terms, concepts, and theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years old.
- d) Research methodology:** Describe the research approach: qualitative, quantitative or mixed.
- e) Describe the research method:** Case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc. Describe the **data type** (describe

and justify the data base, or universe, or sample, etc.) Characterize the **subjects** (describe the participants in the research). **Context** (describe the geographic and the institutional context where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

- f) Main findings.** Synthesize, present, interpret and argue the most significant results found.
- g) Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
- h) Main applications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.
- i) Conclusions.** Describe the main conclusions generated from the answers to the research questions.

Topics for the articles:

1. Language learning and teaching processes.
2. Professional competencies development.
3. Teaching methodology based on constructivist principles.
4. Alternative language learning theories.
5. Curriculum design: design of language programs or language courses.
6. Design, selection and adaptation of language teaching materials.
7. Language learning evaluation.
8. Language and culture.
9. Research and professional development.
10. Educational technology in languages.

Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 12 pages containing text (from 3000 to 5000 words approximately)
- 1-2 pages containing references (using the American Psychological Association APA format)

Languages: The articles can be written in English or Spanish.

The editorial process includes a rigorous academic review by a strict pair of “blind” reviewers and the use of **Plagius software** to verify that ethical standards are respected and that there is no plagiarism in any of the documents.

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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA
INGLÉS Y LINGÜÍSTICA APLICADA



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