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Best Practices for Implementing E-learning in times of COVID-19: An analysis of sixth graders from a public institution

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ABSTRACT

The pandemic situation due to COVID-19 pushed all the schools around the world to move their classrooms to a virtual environment. Public and private education changed their teaching methodology to avoid contagion among their students and teachers. For some students and teachers, this way of teaching and learning was something new, but for others was just part of their everyday life. In some schools, were already using platforms to complete the teaching-learning process with their students. This research is a case study that studies a teacher and her students in this new process there are facing due to the pandemic. This study investigates the best practices that teachers and students have adopted in this new teaching-learning situation, their adaptation and development during the pandemic situation. A small population of a public primary school in Puebla City in Mexico participated in this investigation.

KEY WORDS:

Teachers, E-learning, Coronavirus pandemic

RESUMEN

La situación pandémica que surgió debido al COVID-19 orilló a las escuelas alrededor del mundo a trasladarse a un ambiente virtual. La educación pública y privada cambiaron su metodología de enseñanza para evitar contagios de dicha enfermedad entre estudiantes y profesores. Para algunos maestros y estudiantes esta forma de enseñanza-aprendizaje fue algo nuevo, mientras que para otros fue parte común de su día a día. En algunas escuelas ya estaban listos para este tipo de enseñanza-aprendizaje. Este estudio investiga a una profesora y a sus estudiantes, y el proceso que enfrentaron durante la pandemia. También explora las mejores prácticas adoptadas por maestros y alumnos en esta nueva modalidad de enseñanza-aprendizaje, al

igual que su adaptación y desarrollo durante la pandemia. Una pequeña población de la ciudad de Puebla, México participó en esta investigación. Algunos estudiantes tuvieron la oportunidad de unirse a todas las sesiones en línea.

PALABRAS CLAVE:

Profesores de lenguas, aprendizaje virtual, Coronavirus, pandemia

Introduction

In December 2019 an emergency in Wuhan, China started to occur, the medical field was shocked by some strange pneumonia cases were found. Then, some news media started to mention that a new kind of virus had just appeared. Consequently, on January 30th Dr. Tedros Adhanom Ghebreyesus declared the situation was a public health problem. The novel coronavirus was declared as a new pandemic, meanwhile in CDMX, Mexico, by March 14th of 2020, the Board of Education in Mexico Esteban Moctezuma announced the unexpected news that due to the global pandemic of COVID-19, they would not return to school as planned after vacation. He explained that classes needed to be suspended from March 20th until April 20th as a preventive strategy to avoid a massive transmission of the virus. In fact, at the date of writing (29-June-2020), the students have not yet returned to school. That is the reason why several schools around the world declared virtual classes as mandatory to continue their teaching-learning process, this situation provided an opportunity to research several problems that popped out during the transition. However, the current study seeks to explore a public primary institution that managed this transition from traditional to distance-virtual learning in the midst of a global health crisis.

Origins of the study

On the one hand, in the regular face-to-face classes, students required a lot of communication in the classroom about every single feature of the learning process, as it is cited in Miliszewska (2007, p. 503) "the importance of direct group interaction is the community aspect of face-to-face contact (Chen, 1997). Chen found that dialogue not only allows students to assess their learning but also to develop a sense of community with other students; this sense of community can alleviate the problem of isolation often reported by distance students", as it is seen the importance the face-to-face interaction could be an important factor that could lead several constraints in this sudden and unexpected change of teaching-learning process. Also, as cited in Miliszewska (2007, p. 503) "Kirkup & Jones (1996) agree and state that students need dialogue with their teachers and with other students in order to consolidate and check on their own learning (p. 278)" these features of the face-to-face interaction probably are not going to be fulfilled due to the massive migration done because of the pandemic.

On the other hand, there is the online teaching-learning process, and in this virtual classroom Baghdadi (2011) explains that an online teacher is a provider that facilitates learning, and his role acquires more importance because of the lack of face-to-face interactivity. According to Baghdadi (2011), some essentials for online instructors include: the teacher must participate in all the aspects of the class, it follows an established schedule and he makes adjustments if it is necessary, contents and strategies are previously placed, a section of frequent questions is available for scholars, number of students should be enough to allow interaction, but at the same time able to allow an instructor to monitor them, the instructor should attend to the digital activities once per day and at least once per the weekend, and the feedback should be provided in the first 48 hours. Also, "In online learning, it is crucial to know whether the predominant focus should

be on virtual content or the virtually mediated process. Do keep in mind that technology is not a replacement for pedagogy if there is a choice; opt for learning rather than technology.

Significance of the study

A trend to have online courses in the education field has been developing around the world. It is explained that in the online sessions “The online instructor’s role can be viewed under four categories: pedagogical, social, managerial, and technical. Pedagogical role revolves around educational facilitation while the social role is creating a friendly social environment necessary for online learning. The Managerial role includes agenda setting, pacing, objective setting, rulemaking, and decision making while the technical role depends on the instructors first becoming comfortable with the technology being used and then being able to transfer that level of comfort to their learner” (Keengwe & Kidd, 2010, p. 536). This means that online teachers should adapt themselves to be more than just simple instructors.

“Online learning is focused not only on the online contexts but also includes a full range of computer-based learning platforms and delivery methods, genres, formats and media such as multimedia, educational programming, simulations, games and the use of new media on fixed and mobile platforms across all discipline areas” (Keengwe & Kidd, 2010, p. 534). These features of online learning gave the reason why the current study seeks to contribute and to verify how are developed these principles of ‘best practices’ for on-line teachers and its practices in the virtual classroom within the Mexican context by exploring the perceptions of students and the teacher about the most effective strategies to promote meaningful learning in the virtual classroom during the SARS Cov-2 pandemic emergent.

As a consequence, this study will allow teachers to understand and acquire the best practices in the online teaching used by a teacher in a public primary school during the COVID-19 pandemic situation throughout the 2020-2021 quarantine period.

Finally, Students and instructors could report which activities help them in their knowledge development, and this could help teachers to tune their best practices. For these reasons, this research is important because it will help students and teachers find different strategies used during the current pandemic global situation. Also, the research contributes to improving the perspectives about the best practices in the virtual classroom, and to the field of E-teaching and information teaching technology.

Research questions

This study aims to answer the following questions:

- RQ1: What do teachers and learners from sixth grade from a public school report that are the ‘best practices’ regarding e-teaching in the virtual classroom during the Covid-19 pandemic?
- RQ2: What are the best practices implemented during the use of digital resources with sixth-graders from a public school?
- RQ3: What are the best practices implemented regarding the use of pedagogic digital or non-digital materials with sixth-graders from a public school?
- RQ4: What are the best practices regarding the promotion of student-teacher digital interaction with sixth-graders from a public school?

Best practices of E-learning in language courses in pandemic “situations”

It is well known that E-learning has been used more and more in teaching and learning processes since the 20th century, however the pandemic has forced teachers of various levels to migrate to digital platforms or simply used mobile phones to send and received academic activities.

On the one hand, according to Khatoony & Nezhadmehr (2020), the results of their research indicate that one aspect that should be considered is that teachers should have training about how to integrate technology into their classes, to create a cooperative atmosphere. Course books should have more motivational and self-regulated activities. The results of this research mentioned more technical aspects to provide better and functional E-learning classes.

On the other hand, there are technical aspects that, according to Sathishkumar, Radha, Mahalakshmi, & Saravanakumar (2020), should be taken into account. Students and teachers must have a strong internet connection with a high band, colleges should plan towards E-learning, develop competitive evaluations, use of mock test because they are a fast method, encourage students to use e-sources to improve their skills by themselves. Finally a good E-learning technology should provide equal opportunities to learn without discrimination. It is difficult to establish the minimum requirements due to the different kinds of contexts.

Now referring to the role of students and teachers role during the pandemic situation, Radcliffe (2020) mentions that teacher’s role should be to provide topics as it was planned, have the same teaching and content quality as in the classroom, explore possible tools to use in class, exchange materials or techniques with colleagues; try to reduce classes time to 45 or 75 minutes; if possible, invite speakers, provide downloadable videos, give written, audio, or video feedback, be flexible, and find ways to have fun. While the student’s role, according to Girik (2020), students should be willing to learn new vocabulary, how to use the technology or devices for the E-learning classes. and ask questions if they have questions using the different tools for the course.

As it is seen according to the authors quoted in this segment of the research, the roles of students and teachers have not changed too much through time and through the pandemic. Furthermore, the roles have become in a dichotomy in which both parts should be flexible between each other.

Towards a definition of best practices in E-learning in language contexts during pandemic times

Some previous research has started to coin what best practices in the E-learning context during pandemic times should be. According to Khatoony & Nezhadmehr (2020), the best practices of E-learning are to integrate digital technology into the teachers’ common practice as part of their syllabus and to take advantage of it. Furthermore, Sathishkumar, Radha, Mahalakshmi, & Saravanakumar (2020), mention that E-learning should facilitate students’ performance, teachers should increase students’ positive attitude; and finally, contents should be available for students’ convenient time and comfort.

Obrad (2020) mentions in his research that in his Rumanian educational context, he suggests increasing the funding, the government should provide the same opportunities to access the internet to avoid discrimination, train teachers to improve their digital skills, revision curricula, reform the educational system and to avoid overstressing teachers to give the chance to perform

in the best way, as this author mentioned, best E-learning practices are based in the tools that teachers and students have to perform their tasks.

Mahyoob (2020) found in his research that technical support should be given to teachers and students to have complete reliability in online learning; to have a mobile phone to take their courses is enough most of the times. Lectures can be recorded and students can check them any time, saves a lot of time because teachers and students do not commute, and as a result, money is saved too. The preparation for the recordings could improve a lot the quality of the courses because teachers prepare the content and the strategies to be seen class in advanced.

Girik (2020), found in his research that some good practices on E-learning are: the materials and assignments must be explained previously, voice notes should be effective to give directions. These recommendations should be useful in the new virtual classrooms and lots of problems could be avoided, but at the same time, it is difficult to find this advice due to this emergency is still happening around the world and rush of covering classes and students sometimes does not allow teachers to research about it. As it is seen, all the authors agree with some points like the tasks that teachers should be trained to provide and to have a better practice on E-learning, but this process is not only up to the teachers there are several factors involved like government, educational system, and students.

Research methodology

The current research used a case study. According to Creswell (2009), the tradition of the case study is used to go in-depth with the object of study, with the aim to obtain very detailed information using several procedures to gather data.

Also, Stakes (1995) mentions that a case study is a way to understand how different and unique is an object of study which could help to compare and understand different characteristics and what makes it particular. This research explored in depth what the students' and teachers' perceptions were about what the best practices of E-learning is in COVID-19 pandemic times.

This study was carried out in one primary school in the city of Puebla, Mexico. The object of study is a public sixth grade in a primary school located in the south of the city. The school has a very different range of social statuses population.

The participants of this research were the teachers and students from the sixth grade from a public primary school. In this research, on the one hand, there are six teachers, they are 2 women and 4 men, their age range goes from 30 to 60 years old, and they have more than ten years working with primary students in the SEP system. Finally, they are in charge of the six grades in the primary school.

On the other hand, there is a group with a nominal number of 29 sixth graders whose range of age is between 11 to 12 years old, and they are 12 females and 17 males. They are Spanish speakers that were forced to take and give online classes respectively due to the high risk of getting contaged with the novel coronavirus. In the next section the design for this study is presented.

Data collection

In the first stage, the applied instruments were two surveys; one for the senior teachers from the 1st to the 6th grade in the primary school and another for the students of the sixth grade.

Those instruments were adapted and translated to Spanish from the study conducted in India by Sathishkumar, Radha, Mahalakshmi, & Saravanakumar (2020). Some questions were added and arranged according to the literature reviewed used for this research (see appendixes 1 and 2). Also, the surveys applied were adapted to have qualitative data, as Jansen (2010) mentions, the characteristic of a qualitative study is to establish the diversity in a specific topic with a given population. The surveys were sent through WhatsApp.

Then in the second stage of this study, two semi-structured interviews were administered. These instruments were applied to one teacher and four volunteer students from the sixth grade and their senior teacher, these instruments were also adapted and translated into Spanish from a previous study done by Khatoony & Nezhadmehr (2020) in Iran during the global contingency. These instruments were arranged based on the literature reviewed for this research and in the information of the questionnaire applied in the first stage (see appendix 3 and 4).

Third, all the data gathered was transcribed, analyzed, and classified into pertinent categories to answer the research questions of this study which will be explained in the next section.

Results

The current study seeks to contribute to these principles of “Best practices” for online teachers within the Mexican context by exploring the perceptions of students and teachers about the most effective strategies to promote meaningful learning in the virtual classroom during pandemic times.

Student’s context

According to the collected data, it could be said that the of students count with a Wi-Fi connection at home, while the other half use a limited plan for their devices. This school population shows the different economic statuses that could be found in this school population. While the half of students claim more time for their classes, the other half reported that it is not possible to attend more online sessions due to this situation. Another important factor that stops them to take more sessions was the lack of access to another device to use in their classes because in some cases the device is used by two or more members of the family.

Teacher’s context

The information obtained from the survey and the interview showed that the teacher was willing and able to learn how to use the tools for the new modality of classes. Also, the teacher reported that she had at least two devices to give the class, the spot for doing it, the materials like the whiteboard, and a Wi-Fi connection to accomplish and cover the content for every class. However, the teacher was available, she took into account that it was not possible for her complete classroom to attend their sessions, so she gave personal classes when students asked for them, or she made some phone calls or video calls to the students with more questions.

Similarities of context

To finish with the context, some similarities were found between students and teacher, the most important one was the fact that both actors of the research agreed that a better class would have more online sessions and more time to be very clear and to cover all the content to have more opportunities to learn. Also, a good class should be the one that sends the material in

advance to let students have an overview of the content to be seen.

Research questions' answers

In this section, the research questions of this study are answered. The RQs are mentioned again; thus, the reader can see the answers eventually. This paper sets out to answer the following research questions.

- RQ1: What do teachers and learners from sixth grade from a public school report are the 'best practices' regarding e-teaching in the virtual classroom during the Covid-19 pandemic?
- RQ2: What are the best practices implemented during the use of digital resources with sixth graders from a school?
- RQ3: What are the best practices implemented regarding the use of pedagogic materials with sixth graders from a public school?
- RQ4: What are the best practices regarding the promotion of student-teacher interaction with sixth graders from a public school?

The first question related to best practices for implementing E-learning in times of COVID-19: What do teachers and learners from sixth grade from a public school report are the 'best practices' regarding e-teaching in the virtual classroom during the Covid-19 pandemic?

In order to answer this question, it is necessary to state that the information was analyzed from the survey applied in Google forms and the interviews' transcriptions done in Google meet, making a comparison between what Baghdadi (2011), states as basics of E-learning and what best practices and students' and teacher's opinions and points of view, the next Table (Table 1) presents the comparison between them.

Baghdadi (2011)	Teacher's point of view	Students' point of view
Teachers' participation in all class' aspects.	They have control over the activities in class.	Teachers always participate in all activities.
Establish a schedule.	The teacher did not have a schedule due to the lack of contact with students.	At the beginning they did not have a schedule.
Make adjustments if necessary.	The "titular" teacher agreed a schedule with the school's principal then with the students' parents.	Parents and students agreed with the schedule.
Contents and strategies are previously placed.	At the beginning, the titular teacher sent the lesson plans weekly.	Students did some of the activities.
A section of frequent questions is available.	This was not considered by the teacher.	Students asked questions about technical aspects trough the semester.
Number of students should be enough to allow interaction.	The teacher reported just 50 % of attendance, and low interaction due to problems like lack of participation or technical problems.	They tried to participate, but they report some technical problems with Wi-Fi or problems with the microphones.

The instructor should attend to the digital activities once per day and at least once per the weekend.	The teacher reported that she covered every class on time sending material like videos or google surveys.	Students reported that they do digital activities.
Feedback should be provided in the first 48 hours.	The teacher mentioned that at the beginning of the quarantine she did not have control over the activities, but after four months she started to check activities when students labeled properly.	Students report that the teacher always checked their homework on time.

Table 1. Best practices and students' and teacher's opinions and points of view

According to the information that was collected from the students and teacher of this public sixth grade group, it is seen that she covered what are consider the basics in a virtual class, and with time both teachers and students improve their performance in these areas.

To answer the second question: What are the best practices implemented during the use of digital resources with sixth graders from a public school? The same procedure to answer the second question is used, according to Khatoony & Nezhadmehr (2020), best practices with the use of digital resources, students' and teacher's point of view are compared on the Table 2.

Khatoony & Nezhadmehr (2020)	Teacher's point of view	Students' point of view
Integration of technology as a common practice.	The teacher reported that at the beginning it was difficult to use technology as a common practice, she had to take courses to integrate technology.	Students reported that they learned with the help of their teacher and parents to use technology as a common practice.
Facilitate students' performance.	The teacher reported that at the beginning students' performance was difficult and her own performance because the first intends were trough live transmissions on Facebook and the interaction was difficult.	Students mention that students' performance was difficult at the beginning, but with their teacher's help it was easier to improve faster.
Teachers increase students' positive attitude.	The teacher did not mention how she did something with the students' attitude, but it is inferred that they have a positive attitude with their online classes.	They mentioned that they enjoy their online classes and they would like to have more time connected with their teacher.
Contents should be available for students' convenient time and comfort.	As was mentioned previously, the teacher sent the plans for the class weekly and the content is available for students any time before the current weekend finishes.	Students mentioned that if they did not know something or if they do not have the material they could ask the teacher for it.

Table 2. The use of digital resources students' and teacher's point of view

As it is seen with the information gathered it could be said that some of the best practices implemented during the use of digital resources were covered by the teacher when she started to take the courses to improve her teaching practice, she covered some aspects in a conscious way, but in other opportunities, it is inferred that she covered some features just being empathic with her students.

To answer the third question: What are the best practices implemented regarding the use of pedagogic materials with sixth graders from a public school? To answer the third question as to what Radcliffe (2020) states as best implementation regarding the use of pedagogic materials, they are compared with students' and teacher's points of view in Table 3 are compared with students' and teacher's point of view.

Radcliffe (2020)	Teacher's point of view	Students' point of view
Provide topics as it was planned.	The teacher sent the plan in a weekly way through e-mail and handed in a printed plan next to the school in a local store.	Students received an email or picked up printed material.
Have the same teaching and content quality as in the classroom.	The teacher reported that she tried to cover all the content during her sessions, but sometimes the time was not enough to do it.	Students reported that sometimes the teacher was not very clear with her explanations and the time was not enough.
Explore possible tools to use in class.	Teacher reported that she used the platforms or checked the links before the class.	Students reported that they did not check the platforms or links, but they tried to learn fast during the class.
Exchange materials or techniques with colleagues.	The teacher reported that they receive advice from the school's principal and other colleagues.	Students reported that they received advice just from their teacher and sometimes from their brothers, sisters, or their parents.
Try to reduce classes time to 45 or 75 minutes.	The teacher reported that she had only 45 to 50 minutes to have her class. This time set by the principal due to the problem of students' limited access.	They reported that they had only a class of 50 minutes. The opinions were divided into two, the ones that wanted more time because they had Wi-Fi at home and the other half that had just limited access.
If possible, invite speakers.	This was not done by the teacher.	They mentioned that the class was only her teacher.
Provide downloadable videos.	She sent videos or links related to class.	They reported that the teacher sent enough material for them.
Give written, audio, or video feedback.	She reported that the first part of the pandemic was not possible because of her organization, but for the second scholar year she did it on time.	Students did not mention receiving any of these ways of feedback, but it could be inferred that they received it from their teacher.

<p>Be flexible and find ways to have fun.</p>	<p>She reported that she always tried to find ways to help the students in a group class or individual classes, and she was always trying to be relaxed to have a fun class.</p>	<p>Students mention that they received a lot of help, from her teacher and she was always able and willing to help them.</p>
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Table 3. Best implementation regarding the use of pedagogic materials

According to the information presented in Table 3, it could be seen that the teacher covered the best practices implemented regarding the use of pedagogic materials, she did it mostly in an unconscious way, but with the aim to help students. Also, the help of the school’s principal was a very important factor to cover the correct use of pedagogic materials.

Finally, to answer the fourth research question: What are the best practices regarding the promotion of student-teacher interaction with sixth graders from a public school? To answer the present question, the process is the same as what Ni (2013) presents, some differences between face-to-face classes and online classes. This research presents and interprets these findings as best practices regarding the promotion of student-teacher interaction and students’ and teacher’s points of view in Table 4.

<p>Ni (2013)</p>	<p>Teacher’s point of view</p>	<p>Students’ point of view</p>
<p>Online assessment should have the same quality as face to face does.</p>	<p>The teacher reported that she gave a pertinent assessment to each activity done by the students. Also, she mentioned that they were together since the fifth grade which helps to know how the teacher works.</p>	<p>Students did not mention anything about it, but it could be inferred that they received it because they mentioned they received more explanations about difficult topics.</p>
<p>Programs should fit according to the context.</p>	<p>The teacher reported that the program for the sixth grade did not fit sometimes due to the short time for her sessions.</p>	<p>They reported that the content sometimes was very extended and they needed more than one session to cover it.</p>
<p>Programed sessions to avoid the isolation sensation.</p>	<p>The teacher reported that scheduling sessions were very useful to have this sensation of not being alone besides the pandemic situation.</p>	<p>Some students mentioned that they did not have this sensation of isolation due to their classes.</p>
<p>Teachers should include other spaces to interact, not only virtual sessions to avoid invasion to students’ intimacy.</p>	<p>The teacher reported that the principal proposed something called “Tertulias” that was a space to share time with other and teacher and students from different grades.</p>	<p>They did not mention about other spaces to interact, but the teacher mentioned it.</p>
<p>Teachers must be well trained to take advantage of their online courses.</p>	<p>The teacher mentioned that she took some courses that were provided by SEP and it was very useful to improve her practice.</p>	<p>Students reported that the teacher always helped them with the platforms or the usage of resources for their classes.</p>

Table 4. Best practices regarding the promotion of student-teacher interaction and students’ and teacher’s points of view

As it is seen on this gathered information, the teacher covered all the aspects to have a good interaction with the students, but most of the times the time was the factor that provoked this sensation of not having a complete interaction, most of the times they felt comfortable with the relationship they had between each other, because they were together since the fifth grade in the face-to-face modality which helped a lot to have a good relation in these online sessions.

Discussion

On the one hand, students showed a preference for face-to-face classes due to some factors that they mentioned like: more time for explanations about different topics, instant interaction with their teacher, and finally the interaction with classmates in and out of the classroom. On the other hand, the teacher reported and agreed with the students' point of view of having more time for their classes and more interaction that helps to learn. Also, the senior teacher mentioned that this pandemic situation helps her to understand and recognize that the emotional part counts too, she mentioned that now she appreciates more her home, her job, and her students.

Limitations of the research

This section presents the limitations of the present research. Firstly, the number of participants was small, so the findings could not be applicable for a long school population or generalizable. Secondly, the number of instruments could be applied in a longer period of time to obtain more data and also, if possible, to add at least one more instrument. Finally, the actual pandemic situation due to the COVID-19 emergency was a factor for not having more interviews or for having more interactions with the participants to obtain more information.

Further research

It is recommended to develop another study involving more participants from private and public schools. Another possible research could explore how to have face-to-face classes with the proper conditions and to follow the "New normality". Moreover, in another study. More instruments with more items could be implemented in order to explore more aspects of E-learning considering the emotional aspects generated by emergencies like the sanitary one. Also, another research could be applied in the new tendency that could be lived in the next scholar term which might use a Blended Education Method. Finally, another study with students from other levels could be developed to obtain different perspectives and points of view.

Conclusions

At the beginning of this study, the researchers intended to know what the students' point of view about the best practices in online teaching during pandemic times was, but when they started to apply the instruments, they noticed that the emotional part is very relevant. Through the process of collecting data and knowing what the participants' concerns and limitations were, helped the researchers to understand how a public school and its population is. Also, knowing what teachers do in public schools is very remarkable, they are aware of their context and their students' context; it is very important to know what steps to follow to accomplish the syllabus content. Finally, this research helped the researchers to understand and to have a clearer point of view that this kind of situation affects in a deeper way to some specific social spheres. It also, helped to understand that the scholar system and model was not ready to face an extreme situation like this one. Teachers need to be constantly updating to help their students with the aim to improve themselves to overcome any possible situation. Finally, we understand that the best way to be a

better teacher is to be human, to understand the students' and parents' situation; because for some of them the pandemic has been difficult and there are some children that want to continue studying and doing their best.

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This call is addressed to: Professors – Researchers, graduate students from any Bachelor of Arts in English Letters and Masters in Language Teaching and Applied Linguistics programs, and any researchers and scholars who wish to publish research articles, research essays, or thesis results, all related to topics of the Journal: Language Teaching and Learning, Applied Linguistics, Values, and Culture.

The sections of the Journal are:

- a) Research Papers: Graduates' & teachers' voices – National and international research articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture Essays.

The guidelines for writing and presenting the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and Spanish, 150 words), containing the following aspects:

- a) Introduction:** This section describes the context where the research was carried out, the reason why the research was carried out, and the importance of the study.
- 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 approach and method that were selected, briefly describes the subjects, the context, and the research procedures, as well as the instruments that were used for the data collection.
- d) Results:** 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 presents the main conclusions, the importance of the findings, considering the contribution to the theory, the research area, or professional practice, and suggesting practical uses of the results, as well as possible applications for further research.

3. Body of the article:

- a) Key words.** Five, in English and Spanish.
- b) Introduction:** It presents the research topic area, and the research topic, mentioning if it is descriptive, explanatory, evaluative, correlational, interpretative, etc. Also, it emphasizes the research problem.
- c) Literature review:** It presents the main terms, concepts, 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 after their publication, except from those classical research works.
- d) Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
- e) Describe the research method:** case study, phenomenology, action-research, classroom research, longitudinal research, transversal research, experimental research, cause-experimental research, etc.
 - Describe the **data type** (describe and justify the data base, universe, or sample, etc.)
 - Characterize the **subjects** (describe the participants in the research).
 - **Context** (describe the geographic and institutional context where the research was carried out).
 - **Instruments** (describe the research instruments used to collect information and data).
 - **Data analysis** (explain the way the data was systematized and analyzed).
- f) Main findings.** Synthesize, present, interpret, and argue the most significant results found and the proposal, if the case of developing one.

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- g) Conclusions.** Describe the main conclusions generated from the answers to the research questions.
- h) Main limitations of the study** (related to the geographical or institutional context, or knowledge area and the research process).
- i) Main implications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.

Topics for the articles:

Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

1. Language learning and teaching theories
2. Language professional competencies
3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
5. Curriculum design: design of language programs
6. Design, selection, and adaptation of language teaching materials and activities
7. Language learning evaluation
8. Language and culture
9. Human values in language teaching
10. Personal development and growth in language professionals
11. Research and professional development
12. 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 15 pages containing text (from 3000 to 5000 words approximately)
- Containing 20 to 40 references (using the American Psychological Association APA format)

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

The editorial process includes a review by a strict pair of “blind” reviewers and using **Plagius software** to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

The evaluation of submissions starts in the editorial process, which may end in declining submissions if they do not match the call and format requirements. When the editorial board accepts a submission, it continues to the double-blind peer review process as the final evaluation with the following results:

- A. Accept Submission or Accept Submission with Modifications
- B. Revisions Required or Resubmit for Review
- C. Decline Submission

It is important to mention that if a blind reviewer declines the article or essay it will not be accepted.

Please upload the articles on the CIEX JOURNAL WEBSITE: <http://journal.ciex.edu.mx>

Deadline to send the proposals: July 31st, 2024.

Editor: Hugo Enrique Mayo Castrejón, M.A. - journal@ciex.edu.mx

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LICENCIATURA EN INGLÉS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA
INGLÉS Y LINGÜÍSTICA APLICADA



El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** (Modalidades: Presencial y/o en línea) o la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada** a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2024-2025, presentando el examen de admisión que se realizará mediante previa cita hasta el 30 de agosto de 2024, conforme a los siguientes:

REQUISITOS

Los interesados en participar deben realizar todos los trámites y procedimientos institucionales, además de cumplir con los requisitos descritos en el cronograma y el instructivo correspondiente a esta Convocatoria, los cuales son:

- » Leer y aceptar los términos y condiciones de la convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la institución para realizar una cita para el examen de admisión.
- » Pagar el derecho de examen de selección.
- » Presentar el examen de selección y una evaluación de valores y actitudes en el lugar, día y hora señalados, mediante previa cita.
- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
- » En caso de ser seleccionado en la **Licenciatura en Letras Inglesas**, contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados en la institución.
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