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The Use of Technology with Activities to Promote English Learning in Elementary Education

Recibido: Mayo 5, 2024

Aceptado: Julio 3, 2024

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ABSTRACT

This research article seeks to demonstrate how technology with activities enhances students' English learning by developing the four main macro skills. This investigation was conducted at a public elementary school in Chilpancingo de los Bravo, Guerrero, Mexico. The study was performed through a qualitative approach and action research method, which included the teacher-researcher, administrative staff, and sixth-grade students as participants. Data was collected using semi-structured interviews, the teaching narrative, observation, and a questionnaire with the help of didactic treatments to analyze the integration of Edtech apps to implement teaching activities and enhance the target language learning. The results indicated how the use of Edtech apps and digital tools provided students the opportunity to explore new ways of learning entertainingly through gamification, online assignments rich in multimedia, and live interactive tasks, which consequently attracted their attention and improved their language performance in developing reading, listening, writing, and speaking skills.

KEY WORDS:

Applied linguistics, teaching and learning English, developing English skills, education technology, digital applications.

RESUMEN

Este artículo de investigación busca demostrar de qué manera la aplicación de la tecnología con actividades mejora el aprendizaje de Inglés de los estudiantes al desarrollar las cuatro macro habilidades principales. Esta investigación se llevó a cabo en una escuela primaria pública, ubicada en Chilpancingo de los Bravo, Guerrero, México. El estudio se realizó a través de un enfoque cualitativo y método de investigación acción, que incluyó a el docente-investigador, personal administrativo y a estudiantes de sexto grado como participantes. Los datos se recolectaron mediante entrevistas semi estructuradas, narrativas, observación y un cuestionario junto con propuestas didácticas para analizar la integración de aplicaciones de tecnología educativa a través de actividades de enseñanza y fortalecer el aprendizaje de la lengua meta. Los resultados indicaron cómo el uso de las aplicaciones de tecnología educativa y herramientas digitales brindaron a los estudiantes la oportunidad de explorar nuevas formas de aprender de manera

entretenida a través de la gamificación, tareas digitales con multimedia, y ejercicios interactivos en vivo, por tanto, atrajeron su atención mejorando su rendimiento en el idioma desarrollando habilidades para leer, escuchar, escribir y hablar.

Palabras clave:

Lingüística aplicada, enseñanza y aprendizaje de Inglés, desarrollo de habilidades en Inglés, tecnología educativa, aplicaciones digitales.

Introduction

In today's world, technology plays a critical role in education because it offers a variety of technological tools that can help the teaching-learning process become more efficient. The new era assigns new challenges and duties to the modern teacher. As Pourhosein (2017, cited in Ahmadi, 2018) claims, teachers need to understand the use of technology to teach language skills effectively. The tradition of English teaching has been drastically changed with the remarkable entry of technology. For that reason, English teachers should adapt to this new lifestyle and must find methods for implementing this new form of technology in their classes. Teachers should consider including technology as part of an integrated learning experience for students (Eady & Lockyer, 2013). The use of technology to learn a foreign language in Mexican public elementary schools has become a significant problem for many teachers and students due to a diverse range of social, economic, and political factors. This was the case for the participants of this research; students from the Revolución Public Elementary School located in Chilpancingo de los Bravo, Guerrero; who study in the afternoon shift and lack the opportunity to explore technology as part of their academic lives since there are not enough technological resources, training, and comfort conditions to carry out activities with technology inside the classroom. Thus, this study aimed to understand how educational technology can be beneficial for teaching and learning English by proposing some activities including technology for promoting English learning for public elementary school students. The findings of this investigation indicated that the use of technology with activities had a positive impact on students' learning; even though there were some favorable outcomes in integrating and promoting educational technology in the classroom, new challenges arose to continue learning with digital technology.

1.1 Research questions

To better understand how the use of technology can be applied in English teaching activities, the main research question is stated as follows:

- What activities with technology can teachers implement to promote English learning in sixth-grade students at "Revolución" Public Elementary School?

The subsidiary questions that complement and support the main research question are the following:

- How can technology affect in positive or negative ways the English learning process of students?
- How is the student's performance using technology in teaching English inside the classroom?
- How can students use technology to their advantage outside the classroom?
- What are some technological strategies to develop the four macro skills in young learners?
- What are the difficulties that students face with Information and Communication Technologies and how do they become strengths during the learning process?

1.2 General research objective

The general research objective of this study is to propose some activities, including technology, to promote English learning for elementary school students.

1.3 Specific objectives

- To demonstrate the positive or negative effect of technology on the English learning process of students.
- To identify the students' performance using technology in teaching English inside the classroom.
- To explain how students can use technology to their advantage outside the classroom.
- To identify some technological strategies, including the four English macro skills.
- To examine the difficulties that students face with the use of Information and Communication Technologies (ICTs) and develop strengths during the learning process.

1.4 Justification

This research sets out different barriers when learning English, in which the role of young learners and teachers is involved. That is the reason this study becomes overriding because of its significance in the English area, where there has been a growing interest in the integration of technologies to enhance the acquisition of knowledge.

Nowadays, education systems worldwide are faced with the challenge of using Information and Communication Technologies (ICTs) to provide their students with the necessary tools and knowledge required in the 21st century. The use of technology in classrooms for teachers and learners has become essential in this globalized world. This study is necessary due to the expectations that are principally for students to be prepared to develop their abilities in the technological field.

Concerning this, it is fundamental for teachers to learn new ways of using technology as a helpful tool in the classroom to strengthen and improve teaching methods with the help of technology.

2. Literature review

2.1 Education in the Digital Age

New generations have emerged with contemporary technologies from an early age, having a different vision of the world. There is absolutely no doubt that technology is part of children's lifestyles; they are the ones who are familiar with it and can manage it easily, becoming, according to Prensky (2001a, 2001b, cited in De Florio, 2018), digital natives, although some people who were born in the technological era may not be qualified as digital natives. On the other hand, people who were born before the digital revolution were considered digital immigrants who had to learn to use technology to their advantage. Prensky (2001, cited in Harmer, 2015) claims that "digital immigrant instructors, who speak an outdated language [...] are struggling to teach a population that speaks an entirely new language" (p. 2). This could mean that the terms "digital natives" and "digital immigrants" are questionable in today's present because age is not a factor that can be divided into these two categories, it is completely based on cultural and contextual features.

The Digital Education Revolution is something that is happening in diverse countries around the

world. Reinhardt (2019, cited in Lutge, 2022) states that digital technology has been domesticated since it takes place everywhere and at any time, becoming part of the habitus of people's lives with digital connections to media. Students as well as teachers have been heavily influenced by digitalization. It is not possible to imagine schools as places free from electronic technology. Nonetheless, Bennett et al (2008, cited in Eady & Lockyer, 2013) mention that despite the technological era that digital natives are involved in, not all of them are proficient in developing digital skills. For that reason, being part of a digital environment is not just enough to possess one or more technological devices; it is also the way students and teachers can achieve significant growth based on technology to reinforce their abilities. As Morrison et al. (2019) claim "Schools must do a better job of reaching the current generation of students; making technology available to students at school helps educators respond to and address students' unique learning needs" (p. 9).

Language learning and technology exist in various contexts around the world, resulting in each learner having a unique experience with technology. What matters in terms of technology, according to Cummins et al. (2007, cited in Farr & Murray, 2016), is not how schools are equipped with technological devices, but how teachers develop their technological skills effectively. In addition, Egbert and Yang (2004, cited in Farr & Murray, 2016) mention that the key distinction in language learning environments is not who owns the greatest hardware and software, the real question is whether or not language teachers have access to professional development opportunities to support students by using technology. Thus, it is clear that every school, every teacher, and every learner have a variety of causes, but what they have in common is that these challenges can be converted into rich opportunities.

2.2 Teacher education and technology

The role of teacher preparation is a theme that is gaining importance in terms of the academic and skillful development of professional language teachers in our digital world. Establishing some technology standards for language teachers will allow them to keep up and maintain a strong relationship between the use of technology and students as well. According to Kessler (2006, cited in Farr & Murray, 2016), the purpose of developing standards is to evaluate the teacher's abilities with technologies and pedagogical aspects of learning and teaching. The ISTE (International Society for Technology in Education) and NETS (National Educational Technology Standards) are organizations to support and guide teachers. Thus, besides the fact that there are enough organizations in charge of this topic, many teachers present a lack of preparation in the technology field.

Issues in teacher education with the use of technology are something that is happening in every part of the world. Research by Kessler (2012, cited in Soleimani, 2021) shows that the first obstacle is that teachers need to adapt to different situations and be prepared for random changes in the classroom. One of the biggest problems with teachers' preparation is that they are trained superficially, whereas technology training has to do with teaching the basic uses of technological devices instead of making a deep analysis of what resources can be used to the maximum with the technological devices given and how they can be helpful for learners in class. Healey (2011, cited in Farr & Murray, 2016), realized that "teacher educators themselves may be slightly technophobic and may in fact resist technology, or they may feel that the rising generation of digitally adept new teachers may not need technology education" (pp. 143-144). For this reason, to get good professional development, teachers have to keep going with their technology training and make good use of technology, not only by knowing how to turn on and off a device but also by being aware of the maximum potential of the information that the device can give them.

The deficiency of educational technology in schools leads to the necessity of looking into the need for coaching to help teachers provide support for professional learning. Usually, schools focus more on getting new hardware and software instead of giving importance to teachers' training and support. McBride (2021) affirms that "In truth, the most influential factor a school can invest in is the teacher because technology alone changes nothing" (p. 24). In this sense, educational technology coaching takes on relevance due to its main aim being to guide and support teachers as well as the school in technology practices. In addition, having decided to have an ed tech coach in school could make it easier to see how technology is used in every place, and that will allow the best teaching practices because teachers will now know how to deal with technology thanks to the support of educational technology coaches (Liu et al., 2017; Inan & Lowther, 2010, cited in McBride, 2021). Hence, as technology development continues to increase and spread with new technologies around the world, teachers must take responsibility to assume their role as new digital teachers with constant training about the subject with the help of professional coaches.

2.3 ICTs used in language teaching

The integration of ICT into the teaching and learning environment demonstrates its power to support teaching strategies and reinforce knowledge given in class. Patel (2013, cited in Arifah, 2014) mentions that "Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement" (p.116). A highly qualified teacher understands that every group of students has different learning styles. In that way, it implements a variety of teaching techniques to get students visually, auditorily, and kinesthetically involved in all the activities. Kalas et al. (2014) argue that the impact provoked by ICT in the language teaching and learning process is significant because teachers and students use ICT for different purposes. Additionally, Chapelle & Sauro (2017) identify that the best way to encourage and motivate students is by assessing them through automated writing evaluation, automated speaking evaluation, and using social networking as part of integration to communicate and learn. Hence, the variety of learning activities integrating ICT will depend on the teaching and learning styles of teachers and students, maintaining a balance among them.

2.4 Educational technology tools for teaching and learning

The integration of educational technology strategies in the teaching and learning context is key for educators and learners when doing activities with digital tools to develop competencies for a digital world. Burns (2021) mentions the importance of including Edtech skills and strategies as indispensable tools for creating learning experiences to lead students on their path with technology; she also points out the teacher's role as a guide and helper to support student's needs while working on tech-friendly tasks to collaborate and interact in digital spaces. Thus, learning environments using technology have become significant in recognizing the importance of having plans of action for technology integration in the classroom.

Edtech tools and digital resources can serve as a catapult to enhance students' learning with technology. Burns (2021) provides a variety of digital tools to work with, focusing on developing specific characteristics to acquire knowledge through mind mapping, podcast and video platforms, virtual and augmented reality, audio recording, movie making, polling, interactive presentations, quizzing, and LMS, among others. However, Hamilton (2018) mentions that the excessive use of digital resources can reduce the students' engagement, and therefore, their academic performance will decrease. Considering the previous information, Edtech tools help create and enhance the students' digital learning experience, but it depends on the educator to

use the most adequate digital tools by thinking about what their needs are.

The growing use of Edtech as a learning tool has changed the paradigm for teachers, forcing them to rethink how students can learn more enjoyably and efficiently by using educational technology. According to Atherton (2018), some digitally available resources can be helpful to develop technology-enhanced learning (TEL, hereafter) through emerging tech: AI and VR in education; assessment tools: GoFormative, Nearpod, VoiceThread; videos and audio tools: Edpuzzle, Podcasting; collaborative working: Padlet, Popplet, Notability; and games, polls, and student response system; Slido, Plickers, Quizlet, and ClassDojo. Thus, the selection of each digital technology will depend on the teacher's lesson and content to create learning scenarios with the implementation of technology.

The use of Edtech tools has to lead to all students being part of learning experiences, no matter their abilities, backgrounds, or preferences. Ardies et al. (2015, cited in Ankwicz, 2017), who claim that factors such as technology education at home and school, gender differences, the age of students, and technological resources to play with will determine the positive or negative effect on the attitude of students. Additionally, Bugaj et al. (2021) reflect on the integration of an inclusive mindset to provide students with a diversity of options to build a learning environment where each learner has a voice and rights when using digital technology. The integration of inclusive practices helps expand language learning through the use of digital tools such as Flipgrid, Animaker, Slidesmania, Bookcreator, Speakflow, Quizziz, Merge Cube, Brainscape, Cospaces, Pixton, Screencastify, and WeVideo, among others. In that sense, it would help learners personalize their learning according to their learning styles and improve their skills while they are using them.

3. Research methodology

3.1 Research approach and method

Regarding the methodology, the research approach in this study is qualitative, which has been chosen because of the type of study implemented in which people's experiences and perceptions take on relevant status. The qualitative research approach is focused on the examination and understanding of people's perspectives through their experiences based on data analysis, which represents the reflection of individuals (Creswell, 2012). The action research method is also selected to evaluate activities with technology that can be beneficial or that can be improved for learners to achieve the main academic program objectives. This method identifies a specific educational issue and is in charge of solving it through an action plan to obtain meaningful solutions for people who are involved with it (Creswell, 2012).

3.2 Participants

The participants of this study are the teacher-researcher, administrative staff, and the students. The participants were children whose ages ranged between eleven and twelve years old. The selection of students to carry out this study was for those with their own devices to work in class. Regarding their academic background, these children have previously studied English since they started their first grade of school; however, none of them have taken extra English courses outside of school. Aside from being considered "digital natives" due to their advanced technological development, not all of them have the opportunity to explore technology as part of their academic lives, using technology mostly for recreational purposes rather than educational purposes.

The administrative staff played a crucial role in the process of this investigation due to their expertise in the teaching and learning field, their willingness and interest to make real changes in education helped to recollect data from the school and those who were involved.

The teacher-researcher is a 22-year-old enthusiast and hardworking man who finished his Bachelor's degree in English and studied another major in Architecture and Urbanism. Also, he has taught English at different levels, from basic to advanced, to kids and teenagers for three years. His interest in the role of technology in the teaching and learning environment has led him to look for innovative and attractive activities using digital technologies as part of a complement for effective, enjoyable, and engaging learning to connect with students.

3.3 The context of the research

This study takes place at "Revolución" public elementary school, located in the center zone of Chilpancingo de los Bravo, Guerrero. Students take the English subject three times per week for 50 minutes in each lesson. It seems that the level of English they have is basic. In terms of technology, the school is equipped with one technology room with three obsolete computers connected to an unstable Wi-Fi service. It also has one media projector for the whole institution that teachers do not use. The majority of students have cell phones, some of them both cell phones and computers; however, they do not have access to the internet or present some Wi-Fi service limitations when using them in the school.

3.4 Data collection techniques

The different techniques to guide the data collection to answer the main research question and the subsidiary questions of this research are the following:

- **Teaching narrative:** Researchers compose narratives of personal experiences, gather, and narrate anecdotes about people's lives, and describe the lifestyles of specific individuals (Connelly & Clandinin, 1990, cited in Creswell, 2012).
- **Interviewing:** Interviews are defined by Kvale (1996, cited in Cohen, Manion & Morrinson, 2007) as "an exchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data" (p. 14).
- **Observation:** The essential purpose of observation is to describe societies, circumstances, or places as well as the actions that occur there, the individuals who perform those activities, and the meanings associated with them. (Patton 2002, cited in Hernandez et al. 2010).
- **Questioning:** The questionnaire is a popular and effective tool for gathering survey data since it provides organized, frequently numerical data, can be given without the researcher's presence, and is quite simple to analyze. (Wilson and McLean, 1994, cited in Cohen, Manion & Morrinson, 2007). To carry out the investigation the questionnaire was used to evaluate the perceptions of the students of the learning improvement using the EdTech, since their experience using technology was unique and different from each other. This demonstrates that with the involvement of digital technologies in learning English, every student had diverse results depending on factors like motivation, training in using technology, and the disposal of technological devices.

These techniques were applied before and after the application of this study to comprehend how the use of technology was involved in teaching and learning practices.

3.5 Data collection instruments

Four instruments were used to conduct the present study:

- **Teacher–researcher narrative:** it contains the teacher researcher’s reflections to describe how an activity is carried out and explain the effectiveness of using technology with classroom activities to promote English learning.
- **Interview guide:** to obtain in–depth personal responses from the students’ experiences and administrative staff perceptions, through a semi–structured interview that contains a set of open–ended questions focusing on how technology is used in teaching and learning practices in the institution.
- **Observation field notes:** to obtain information by observing in detail how the student performs with the activities given and to realize if they are helpful for their learning.
- **Questionnaire for the evaluation of the teaching activities:** the type of questions used is closed–ended questions to evaluate the teaching activities with the use of technology proposed for the teacher–researcher to learners, taking into account their perception of the use of digital technologies integrated into class, and to find out if that technology contributes to enhancing their English language learning process through the design and application of new technologies with activities never applied before.

4. Findings

This study analyzed the results from the information and data gathered from the research instruments before and after the proposal’s implementation. The results were obtained from students, teacher researcher, and administrative staff. Additionally, the didactic treatments helped to analyze the integration of Edtech apps to implement teaching activities and enhance the target language learning through four main activities that were focused on developing a particular skill—reading, writing, listening, and speaking—even so, most of the activities involved two or more skills.

The application of each activity with technology was required to be carried out in the computer room and outside of the school to examine and comprehend how the use of technology with activities can promote English learning in elementary school students.

- **Activity 1 “Places in the City”:** It consisted of developing gamified questions, multimedia exercises, fun, competitive quizzes, and interactive presentations to practice and reinforce vocabulary and grammar related to the topic while performing mainly the reading macro skill as well as writing, through the use of Blooket, PearDeck, and Quizizz to assess, monitor, and give feedback to students.
- **Activity 2 “What’s your profession?”:** It consisted of presenting interactive slides with live polls, trivia, and multimedia to introduce and learn more about jobs and occupation vocabulary using Ahaslides. The teacher–researcher made use of Plickers and GoFormative to collect formative assessment data from what students worked on, using QR code cards and “live” assignments by providing them timely feedback and identifying students learning weaknesses and strengths. The main skills developed were writing, reading, and listening skills.
- **Activity 3 “Let’s go shopping”:** It consisted of presenting some interactive online videos related to the topic by adding questions, images, and annotations to spark critical thinking with built–in questions using Edpuzzle, as well as LingoClip to increase engagement by playing videos and lyrics of students’ favorite songs. Additionally, students worked with Classkick based on digital assignments using multimedia and online tools through their devices at their own pace to enhance their listening comprehension, expand their

vocabulary, and boost their grammar. The teacher could observe students' progress in real-time and provide them immediate feedback through a digital formative assessment to reinforce the students' knowledge about previous topics, including vocabulary and grammar related to asking about prices.

- **Activity 4 "Shopping for clothes":** It was designed to practice and perform mainly English-speaking skills by doing role-play, video discussions, and working on dialogues through the use of Speakflow, Flipgrid, and YouTube, where students could write scripts, collaborate in teams, give speeches, and create personalized videos explaining the topic and sharing their experiences with their peers. It was focused on building and strengthening a social learning community by improving their oral skills and having a nice time while they were learning.

Once the activities with technology were applied, the following main findings can be emphasized:

1. **The student's attitudes and perspectives on using technology in their English learning process.** Although students had a different experience learning with digital tools since their conditions were not equal, all of them affirmed that they felt fascinated to be involved in a new experience to learn through various digital technologies, which had impacted positively on their learning in a simple way.
2. **The student's performance using technology in learning English inside the classroom.** The implementation of digital technology in activities caused an improvement in developing more confidence to perform the language among them. The previous knowledge that they had about English content and the management of some technology helped them to be more adaptable to work, practice, and reinforce their English skills. Besides the fact that their contact with technology was varied, they all collaborated to expand and grow their knowledge.
3. **The advantages of using technology outside the classroom.** Making appropriate use of the technology at their disposal, students can practice at home with a diverse set of edtech apps and digital assignments to reinforce the topics addressed in the classroom. It can be such a great opportunity to take advantage of whether students dedicate part of their time to interacting more with digital technology for academic purposes by continuing to pursue improvements in their learning skills.
4. **The technological strategies to develop the four macro skills in young learners.** Teaching and technological strategies are fundamental to implement during the learning-teaching process in the English language. The most significant technological strategy is to design activities with digital tools rich in multimedia in which two or more skills can be developed that allow students to perform the language. Considering that working with edtech apps is important for students to get immersed in improving their productive and receptive skills. Additionally, implementing teaching strategies such as creating a variety of tasks according to the way they like to learn and promoting collaborative work to share technological equipment would be good for developing teamwork skills and digital proficiency in their academic performance.
5. **The students' difficulties in using ICTs and how they become strengths during the learning process.** There are always some challenges that can be managed, while others are out of the teacher's control when using technology during the teaching and learning process. Three main difficulties were reflected in this research: comfort conditions and the lack of sufficient and qualified technological equipment that the school presented, which were solved with the help of teacher researchers to provide technological sources to students, like free internet service and devices to work in the classroom. Then, the lack of teacher training and enthusiasm for using technology to teach provoked the continuous

use of traditional teaching classes, and finally, students were not prepared to work with technology, as well as the lack of their cellphones some of them, which was solved by the teacher-researcher by helping them to use digital tools, making the clearest explanations of the activities, monitoring and giving feedback in and outside the class, and providing them the necessary digital equipment.

5. Main limitations of the study

To carry out this study, many limitations and difficulties were faced, especially about three important agents in education: the elementary school, and the students. The Revolución Public Elementary School located in the center zone of Chilpancingo de los Bravo, Guerrero presents a lack of services to provide students with a qualified education to students, although the school is located in the center of the city, Chilpancingo being a governmental, educational, business, and service place, it does not have all the services; one of them is, for example, an excellent connection to the internet and the lack of technological equipment.

Regarding the sixth-grade students, aside from being considered “digital natives” due to their advanced technological development, not all of them have the opportunity to explore technology as part of their academic lives. Using technology mostly for recreational purposes and little for educational purposes. This demonstrates that students do not dedicate time to do English homework since the teacher in charge of the group does not assign it.

The mostly limitations presented in this study that impacted are related to creating a collaborative and enjoyable environment among students, making students aware that they are capable of working with technologies that they have at their disposal, and taking advantage of the infinity of opportunities to work with them out the class, by using technology for academic purposes. Finally, reflect on the importance of technology in education and continue working with it once the investigation has come to an end.

6. Applications and impact of the research

The outcomes provided by this research give detailed information on how the use of technology with activities enhances students’ English learning with the four main language skills. So, there are several benefits for the English language professors who work at public schools to have a better comprehension of the learning process where technology is involved. Now it might be a good idea to add the use of educational technology apps for students to increase and develop their skills in English and other subjects in elementary education.

7. Conclusions

This research has demonstrated that the implementation of activities with the use of Educational Technology Apps to promote English learning provides sixth-grade students the opportunity to explore new ways of learning in an entertaining manner, which consequently attracts their attention and improves their language performance. EdTech Apps are one example in this research of how ITCs play a crucial role in the implementation of activities with technology. Concerning this, it can be stated that the objectives of the research were successfully obtained because it shows not only the relevance of using digital technologies with activities to enhance the student’s English learning but also presents the challenges in learning with technology that can become strengths during the teaching and learning process.

The outcomes provided by this research affirm that the use of digital technologies with a learning and enjoyable focus allowed the development of interactive activities by enhancing the four macro skills and making their process of constructing meaningful knowledge. The English learning experience using technology is unique for each student, depending on the target language involvement and digital background, as well as how adaptable students are to change. Context is important when developing activities with technology, considering the technology at their disposal may allow them to look for the appropriate teaching strategies according to students' needs to solve technological challenges and make it easier for them to learn the target language.

Having technological resources is not what defines technology at all, it is how educational agents are knowledgeable and prepared enough to work with digital skills while they are learning the target language. The use of technology for learning goes beyond the four walls of the classroom, working with digital technologies in and out of the classroom will allow students to practice and reinforce their English language learning and it will help teachers monitor and assess how technology is used to develop English learning and digital skills. Technology never stops progressing, and challenges never disappear, there are always technological barriers and other conditions that are perhaps not in the teacher's hands but it depends on being adaptable and trained to take advantage of technology and provide students with an innovative learning experience.

The broad extent of technology in education allows to continue searching for discoveries and contributions in the teaching and learning field. Therefore, some recommendations for future research with topics connected to other areas of this study can be made in light of the findings and limitations of this study, including game-based learning in and outside the classroom, the study of edtech coaches, also known as instructional technology facilitators in a learning environment, and the implementation of augmented reality and virtual reality for learning English.

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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: January 31st, 2025.

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 2025-2026, presentando el examen de admisión que se realizará mediante previa cita hasta el 29 de agosto de 2025, 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.
- » En caso de ser seleccionado en la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**, contar con Título de Licenciatura, Cédula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

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