

Pedagogical Tools in Action: Female Voices in Qualitative Research for Language Teaching

Autor:

Dr. Fernando Manuel Peralta Castro - peralta@ucol.mx
Universidad de Colima

BIOGRAPHY:

Fernando Manuel Peralta Castro, Ph.D.

Fernando Peralta-Castro is a professor of the Bachelor's Degree in Foreign Languages Teaching at the University of Colima. His areas of interest are undergraduate research, language teaching methodologies. He has published more than twenty manuscripts and coordinated the publication of books. He is a member of the National System of Researchers.

ABSTRACT

This study examines the perspectives of female language student-teachers on constructing qualitative research knowledge using pedagogical tools. Using a social constructivist lens, it highlights the role of context in shaping reality perceptions. Semi-structured interviews were conducted with four female student-teachers. Findings reveal the effectiveness of gamification, experiential learning, reflective thinking, and the case method in promoting collaboration, linking theory to practice, and facilitating personal and professional development. The study contributes to literature by demonstrating how innovative pedagogies can address the complex nature of knowledge construction in qualitative research.

KEYWORDS:

Preservice, teacher, language education, qualitative, research

SUMMARY:

The construction of knowledge is a domain that has been explained from individual or collaborative positions. This study examines the perspectives of female student-teachers involved in the construction of qualitative research knowledge through pedagogical tools. The research approaches the subject of study through a social constructivist lens, highlighting the importance of context in understanding individuals' perceptions of reality. Semi-structured interviews are used to gather information from a group of four female student-teachers because they enable a comprehensive examination of the participants' viewpoints and understanding. Findings reveal how participants perceive the effectiveness of gamification, experiential learning, reflective thinking, and the case method. Their insights demonstrate how each approach promotes

collaboration, links theory to practice, and facilitates personal and professional development. This study enhances the body of knowledge by examining the viewpoints of female student-teachers, a relatively underexplored demographic, while also investigating the utilization of pedagogical tools and their influence on knowledge construction within qualitative research in language education, both individually and collectively.

REFERENCES:

- Barry Levin, B. (1989). Using the case method in teacher education: the role of discussion and experience in teachers' thinking about cases. *Teaching and Teacher Education*, 11, 63–79. <http://www.elsevier.com>
- Bingham, A. J. (2023). From data management to Actionable findings: a five-phase process of qualitative data analysis. *International Journal of Qualitative Methods*, 22, 1–11. <https://doi.org/10.1177/16094069231183620>
- Busarello, R. I., Ulbricht, V. R., Fadel, L. M., & de Freitas e Lopes, A. V. (2016). Gamification Approaches to Learning and Knowledge Development: A Theoretical Review (pp. 1107–1116). https://doi.org/10.1007/978-3-319-31232-3_105
- Charmaz, K. (2014). *Constructing grounded theory*. Sage.
- Christopoulos, A., & Mystakidis, S. (2023). Gamification in education. *Encyclopedia*, 3(4), 1223–1243. <https://doi.org/10.3390/encyclopedia3040089>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Dewey, J. (1933). *How we think: a restatement of the relation of reflective thinking to the educative process*. Heath & Co Publishers.
- Disch, L., Fessler, A., Franza, S., Kimmerle, J., & Pammer-Schindler, V. (2023). Using knowledge construction theory to evaluate learning processes: a randomized controlled trial on showing gradually built-up concept maps alongside a scientific text. *International Journal of Human-Computer Interaction*, 1–17. <https://doi.org/10.1080/10447318.2023.2289296>
- Ede, S. (2022). Gamification and motivation. *Issues and Trends in Learning Technologies*, 10(1), 23–32. <https://doi.org/10.2458/itlt.4872>
- Fajrin, M., Purwantono, P., Irzal, I., Rahim, B., & Zaus, A. A. (2023). The effectiveness of the case method to improve student learning outcomes in the SMAW subject. *Journal Pendidikan Teknologi Kejuruan*, 6(4), 270–277. <https://doi.org/10.24036/jptk.v6i4.34723>
- Gartland, M., & Field, T. (2004). Case-method learning: online exploration and collaboration for multicultural education. *Multicultural Perspectives*, 6(1), 30–35. https://doi.org/https://doi.org/10.1207/S15327892mcp0601_6

- Golich, V. L., Boyer, M., Lamy, S., & Walsh, E. A. (2000). *The ABCs of case teaching: pew case studies in international affairs*. <http://ecase.georgetown.edu>
- Huang, Y.-C. (2021). Comparison and contrast of Piaget and Vygotsky's theories. In J. Wang, B. Achour, & C. Y. Huang (Eds.), *Proceedings of the 7th international conference on humanities and social science research (ICHSSR 2021)*. Atlantis Press. <https://doi.org/10.2991/assehr.k.210519.007>
- Jonathan, L. Y., & Laik, M. N. (2019). Using experiential learning theory to improve teaching and learning in higher education. *European Journal of Social Science Education and Research*, 6(1), 123–132. <https://doi.org/10.26417/ejser.v6i1.p123-132>
- Kolb, A. K., & Kolb, D. A. (2005). Learning styles and learning spaces: enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212. <https://psycnet.apa.org/record/2007-00824-007>
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Prentice Hall. <http://www.learningfromexperience.com/images/uploads/process-of-experiential-learning.pdf>
- Lin, M. T. P., & Jain, D. J. (2019). *Reflective practice: an approach to developing self-knowledge*. Taylor's 11th Teaching & Learning Conference. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.researchgate.net/profile/Mindy-Tay/publication/332409418_Reflective_practice_An_approach_to_developing_self-knowledge/links/5cb344c94585156cd796b7b0/Reflective-practice-An-approach-to-developing-self-knowledge.pdf
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research* (5th ed.). Sage.
- McDonald, B. (2020). *Improving teaching and learning through experiential learning*. Cambridge Scholars Publishing. <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.cambridgescholars.com/resources/pdfs/978-1-5275-4384-3-sample.pdf>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative data analysis: a methods sourcebook* (4th ed.). Sage.
- OpenAI. (2024). ChatGPT (versión 22 de abril). [Modelo de Lenguaje Amplio]. <https://chatgpt.com/>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (Fourth). SAGE.
- Reay, T., Zafar, A., Monteiro, P., & Glaser, V. (2019). Presenting findings from qualitative research: One size does not fit all! In T. B. Zilber, J. M. Amis, & J. Mair (Eds.), *The Production of Managerial Knowledge and Organizational Theory: New Approaches to Writing, Producing and Consuming Theory* (Vol. 59, pp. 201–216). Emerald Publishing Limited. <https://doi.org/10.1108/S0733-558X20190000059011>

- Reeve, J. (2022). A brief but comprehensive overview of Self-Determination Theory. In J. Mynard & S. J. Shelton-Strong (Eds.), *Autonomy support beyond the language learning classroom: a self-determination theory perspective* (pp. 13–30). *Multilingual Matters*. <https://doi.org/10.21832/MYNARD9042>
- Reyes, E., Gálvez, J. C., & Enfedaque, A. (2021). Learning Course: Application of Gamification in Teaching Construction and Building Materials Subjects. *Education Sciences*, 11(6), 287. <https://doi.org/10.3390/educsci11060287>
- Rodgers, C. (2002). Defining reflection: another look at John Dewey and reflective thinking. *Teachers College Records*, 104(4), 842–866. chrome-extension://efaidnbmnnnibpcaglgclefindmkaj/https://www.canr.msu.edu/bsp/uploads/files/Reading_Resources/Defining_Reflection.pdf
- Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. Basic Books.
- Seidman, I. (2019). *Interviewing as qualitative research: a guide for researchers in education and the social sciences* (Vol. 5th). Teachers College Press.
- Sharma, R., & Shukla, C. S. (2023). Constructivist approach in education: projecting the insights of Piaget and Vigotsky into future. *International Journal of Research Cultures Society*, 7(3), 79–84. <https://doi.org/10.2017/IJRCS/202303016>
- Shulman, J. (1992). *Case method in teacher education*. Teachers College Press.
- Thurairasu, V. (2022). Gamification-Based Learning as The Future of Language Learning: An Overview. *European Journal of Humanities and Social Sciences*, 2(6), 62–69. <https://doi.org/10.24018/ejsocial.2022.2.6.353>
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.



Este texto está protegido por una licencia [Creative Commons 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Usted es libre para Compartir —copiar y redistribuir el material en cualquier medio o formato— y Adaptar el documento —remezclar, transformar y crear a partir del material— para cualquier propósito, incluso para fines comerciales, siempre que cumpla la condición de:

Atribución: Usted debe dar crédito a la obra original de manera adecuada, proporcionar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que tiene el apoyo del licenciante o lo recibe por el uso que hace de la obra.

[Resumen de licencia](#) - [Texto completo de la licencia](#)

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:

- Research Papers: Graduates' & teachers' voices – National and international research articles.
- Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- 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.
- 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.

The proposals are uploaded to the platform in Word format without the authors' names.

The proposals need to be sent with an attached Word file containing a 100-word authors' biodata.

In addition, authors need to add the declaration of originality in Word format and signed.

Please upload the articles on the CIEX JOURNAL

WEBSITE: <http://journal.ciex.edu.mx>

Deadline to send the proposals: July 31st, 2025.

Editor: Hugo Enrique Mayo Castrejón, M.A. - ciex.journal@gmail.com

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 2026, 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).

Informes:

Teléfono: 747 49 4 79 73

WhatsApp: 747 108 1203

Página web: www.ciex.edu.mx

Correo electrónico: info@ciex.edu.mx

CONVOCATORIA

CIEX JOURN@L

INNOVATION AND PROFESSIONAL DEVELOPMENT

No. 21

RESEARCH PAPERS

Students' & Teachers' Voices

VALUES AND CULTURE

Personal Development and Growth

CIEX SYMPOSIUM SUMMARIES

Updating Language Teaching Professionals

