

## The Use of ICT Apps and Resources to Improve English Grammar in A2+ Students

*El uso de las aplicaciones y recursos de las TIC para mejorar gramática del inglés en estudiantes A2+*

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### ABSTRACT

Information and Communication Technologies (ICT) have increasingly shaped contemporary language learning practices, offering learners a variety of digital tools to support the development of linguistic skills. Within this broader context, the present study investigates how undergraduate ELT students at a public university in Veracruz integrate ICT applications and resources into their grammar practice routines. Focusing on learners enrolled in an A2+ course, the research determines how these students employ ICT tools to enhance their grammatical competence. The study adopts a mixed-method design, although the findings presented here derive exclusively from the qualitative component. Data were collected through semi structured interviews conducted with selected participants to gain deeper insights into their experiences regarding ICT mediated grammar learning. Results suggest that students perceive these tools as effective instruments for improving grammar understanding, with apps and digital platforms helping students visualize and internalize grammar rules through immediate feedback, interactivity, and multimedia explanations.

### KEY WORDS

Language teaching, English grammar, ICT, self-learning, Artificial intelligence

### RESUMEN

Las Tecnologías de la Información y la Comunicación (TIC) han transformado progresivamente las prácticas contemporáneas de aprendizaje de lenguas, proporcionando a los estudiantes diversas herramientas digitales para desarrollar habilidades lingüísticas. En este contexto, el presente estudio analiza cómo estudiantes universitarios de la Licenciatura en Lengua Inglesa en una universidad pública en Veracruz incorporan aplicaciones y recursos TIC en sus rutinas de estudio para practicar gramática. La investigación se centra en alumnos inscritos en un curso de nivel A2+ y examina cómo emplean estas herramientas para fortalecer su competencia gramatical. El estudio adopta un diseño mixto; sin embargo, los hallazgos presentados

corresponden exclusivamente al componente cualitativo. Los datos se recopilaron mediante entrevistas semiestructuradas aplicadas a participantes seleccionados. Los resultados indican que los estudiantes consideran las TIC como instrumentos eficaces para comprender, visualizar e interiorizar reglas gramaticales mediante la retroalimentación inmediata, la interactividad y las explicaciones multimedia durante sus procesos de aprendizaje.

## **PALABRAS CLAVE:**

Enseñanza de lenguas, gramática del inglés, TIC, aprendizaje autónomo, inteligencia artificial

## **INTRODUCTION**

In the current era of Information and Communication Technology (ICT), learning processes are increasingly mediated by digital tools (Dhamayanti, 2021). As digitalization continues to reshape educational environments, it is essential to examine how student engagement might be affected (Bergdahl et al, 2020). According to Hafifah and Sulisty (2020), education in the 21st century demands that teachers and learners be digitally literate or Tech-Savvy, able to use ICT applications and procedures as teaching and learning tools. They further argue that ICT fosters more dynamic and efficient learning activities, thereby enhancing achievement in English.

In the context of English as a Foreign Language (EFL), ICT can provide English language learners with opportunities for interaction with native speakers through ICT tools such as e-mail, social networking, and video-based communication like Skype (Hafa & Moubtassime, 2021). Furthermore, ICT-based instruction has been identified as an effective approach to achieving language learning standards (Al Arif et al., 2023). Previous studies suggest that tools such as presentation software, email, CD-ROM-based programs, and online resources significantly contribute to the development of learners' linguistic and communicative competence, such as the one by Hafa and Moubtassime (2021), who claim that these ICT tools enable students to use the language to create, explore, and discover while producing content and learning performances.

The present study seeks to investigate how undergraduate ELT students use ICT applications and resources to improve their grammatical competence. Although the incorporation of technology and ICT resources is a constant tool in English language curricula, the use of these resources outside the classroom to practice and improve English grammar proficiency is still a matter of study. It is precisely the use of ICT as a tool to learn grammar that is the main objective of this paper.

The research problem lies in the lack of systematic evidence regarding how and to what extent ICT language learning applications and resources contribute to students' progress in English proficiency, in this case, among students who use these tools outside the classroom as a way of reinforcement and personal interest. This study was conducted at an English Language BA program at a Mexican public university. This paper aims to explore students' progress and the time they spend using ICT applications and resources in a study routine to improve their grammar. The findings of this study may inform other learners seeking to incorporate ICT resources into their independent learning practices.

This study is guided by the following research question:

- How do A2+ students at the English BA at the School of Languages use the ICT applications and resources to improve their grammar?

The main objective of this study is:

- To analyze how A2+ students use ICT applications and digital resources to improve their grammar

## **Literature Review**

The literature review addresses the theoretical and empirical foundations underlying the use of ICT applications and resources for English grammar learning beyond the classroom. It first considers Connectivism and E-learning, which explain how digital networks and technological environments support knowledge construction. It then examines ICT and autonomous language learning, focusing on how students use digital tools to regulate their learning. Finally, the review addresses ICT and English grammar development, highlighting mobile learning and gamified applications as resources that can support engagement, autonomy, and grammatical performance.

### **The Connectivism Learning Theory and E-Learning**

The present study is grounded in Connectivism, a learning theory that emphasizes the role of digital networks and technological environments in knowledge acquisition. As digital technologies increasingly influence learning processes, ICT integration has become essential for developing language skills (Al Arif et al., 2023). According to Dziubaniuk et al. (2023), Connectivism conceptualizes learning as a process facilitated by connections among individuals, information sources, and digital technologies, emphasizing the importance of accessing, evaluating and integrating information from interconnected networks to construct knowledge.

The previous theory leads to E-learning, which has had a great impact on various fields, so that complex work can be easily completed in a short time (Astrini et al., 2024). According to Dhamayanti (2021), in the field of English language learning, e-learning can be used through learning media that can benefit learning activities and increase students' enthusiasm. She argues that the use of technology in the teaching of English in school brings a lot of benefits to increase the students' participation and motivation, especially during the e-learning classes.

In summary, Connectivism provides a valuable theoretical framework for understanding how learners engage with digital technologies to construct knowledge through interconnected networks and technological resources. The principles of autonomy, accessibility, and continuous interaction supported by ICT applications and resource environments align with contemporary approaches to language learning, where students increasingly rely on digital applications and online resources to enhance their linguistic competence, in this case, grammatical competence.

### **ICT and Autonomous Language Learning**

Autonomous learning refers to a learner's ability to effectively manage and regulate their own learning process, which is considered essential for learning to occur (Tyas, 2022). Regarding the English language, Brega and Kruglyakova (2022) claim that the concept of "self-learning" is an additional activity for students to improve their English language proficiency, rather than completing homework received during classroom training.

Yu (2022) claims that technology offers learners innumerable opportunities for autonomous learning through online resources, a variety of educational software programs, mobile devices, and social networking services. Students are encouraged to take the initiative in incorporating

technology into their learning and to choose learning activities of their interest, thus extending their learning opportunities outside the classroom (Yu, 2022).

A study conducted by Daeli and Santosa (2025) highlights YouTube's capacity to provide authentic language exposure, foster learner motivation, and cater to varying proficiency levels and interests through strategies such as note-taking, pausing, and the use of subtitles that enhance engagement and comprehension, while interactive features like comments promote active language practice. Regarding an emerging resource, Reyes Galindo et al. (2025) explain that the integration of Artificial Intelligence (AI) into language learning has gained attention for its ability to provide personalized instruction, improve assessment, and facilitate interaction. In addition, Thanks to chatbots like ChatGPT or Gemini, EFL learners are able to practice the language not only inside but also outside the classroom, increasing their language exposure (Huang et al., 2022).

Overall, literature underscores the significant role of autonomous learning in fostering language development through the effective use of technology, which is the main component of this study. ICT tools provide learners with opportunities to engage in self-directed learning, personalize their learning experiences, and extend language practice beyond the classroom environment. These technological affordances not only promote learner autonomy but also facilitate continuous exposure to the target language, which is essential for language acquisition. In this context, investigating students' use of ICT applications for grammar improvement is particularly relevant, as grammar constitutes a fundamental component of language proficiency that can be strengthened through regular, independent practice.

### **ICT and English Grammar Development**

In contemporary educational contexts, the proliferation of wireless networking technologies has facilitated the extensive integration of mobile devices within EFL pedagogy, particularly in the domain of grammatical instruction (Wang et al., 2021). Given these affordances, EFL practitioners have increasingly integrated mobile technologies into their pedagogical frameworks, facilitating autonomous language acquisition beyond the formal classroom, with a particular emphasis on grammar and vocabulary development (Wang et al., 2021). According to Wang et al. (2021), a mobile application called "Grammar Clinic" helps EFL students at the tertiary level to improve the grammar accuracy of their writing, identifying and correcting sentence-level grammatical errors.

Purgina, Mozgovoy, and Blake (2020) claim that in the twenty-first century, the gamification of language acquisition has ascended as a significant pedagogical trend within global higher education, propelled by the ubiquity of smartphone technology and the integration of m-learning, enabling application developers to capitalize on the wide accessibility of their products alongside an increasing learner receptivity toward ludic elements within instructional design. Waluyo et al. (2023) assert that gamified grammar instruction improves students' experiences, motivation, enjoyment, and engagement while reducing anxiety, as well as better learning outcomes compared to traditional methods. They also state that the incorporation of gamification leads to more dynamic and engaging grammar lessons, contrasting with traditional methods that often rely on static textbooks and monotonous drills.

Overall, the integration of mobile learning and gamified applications has demonstrated considerable potential for enhancing grammar instruction in EFL contexts by promoting learner autonomy, engagement, and improved grammatical performance. The present study benefits

from examining how students at a public university utilize ICT applications and resources to improve their English grammar.

## **Methodology**

In order to explore how A2+ students use ICT English language learning applications and resources to improve their grammar, a mixed-research case study was designed. The first stage involved a Likert questionnaire administered to 75 undergraduate ELT students. The purpose of this questionnaire was to know students' perceptions regarding ICT applications and resources' effectiveness, usage, and practicality. After that, the most skillful students were selected for stage two. The data collection instrument for the qualitative phase (phase two), that is, the interview protocol for the semi-structured interview, was designed to address key aspects of ICT use in language learning, including study routines, time investment, perceived effectiveness, and the use of artificial intelligence tools, with 9 of the 75 undergraduate ELT students. The aim was to obtain comprehensive insights into students' experiences and perceptions regarding their use of ICT applications and resources. The results presented in this paper are qualitative data only.

The context of the study is a BA in English Language and English Language Teaching offered by a public university in south-east Mexico. The study explored the undergraduate students' perceptions regarding ICT English language learning applications and resources for improving grammar, as well as how they apply them to their English language learning. The 9 participants selected after the administration of the Likert questionnaire were students who use technology and applications to practice grammar outside their classroom as helpers in pre-intermediate courses at the School of Languages. The students' level is an A2+ according to the CEFR. To ensure confidentiality, the participants were assigned pseudonyms.

Data analysis was conducted using thematic analysis to identify recurring patterns and meanings within the collected data. Initially, the responses were organized to gain a comprehensive understanding of participants' perspectives. Subsequently, the data were segmented into smaller, meaningful units, allowing specific ideas to be isolated for closer examination. These chunks were then assigned initial codes that represented relevant concepts emerging from the data. Then, similar codes were compared and grouped into broader categories according to shared characteristics and patterns. From these categories, overarching themes were developed to capture the central ideas reflected throughout the dataset. Finally, the selected themes were systematically analyzed and described to provide an in-depth understanding of the findings.

## **Results**

The present results provide robust qualitative evidence about the use of ICT applications and resources among EFL students to improve their English grammar. Students reported that ICT apps and resources enhanced their motivation, enabled them to monitor their progress, and to integrate grammar practice into their study routines. These findings are highly consistent with current research in mobile-assisted language learning (MALL), computer-assisted language learning (CALL), and AI-supported language learning.

### **ICT English language learning apps and resources as a motivation to continue learning**

Grammar progress using ICT apps and resources was one of the main aspects mentioned by the participants:

One app provides or shows me my score, and... After two months, I obtain... I don't know how to explain... My progress. (May)

I think when I have a test, like my final exams or something like that, I can see it on my score and my results. And when I'm also studying for that exam, I can see if I'm learning about the grammar topic. (June)

I'm making progress, but I don't know how to use some words that I'm learning. I can see the progress when my activities get easier for me to do. (April)

As a result of the nature of ICT apps and resources' elements and characteristics, some students identify their grammar progress through rewards and achievements provided by the apps. Similarly, another way to identify grammar progress by students is through their exam and test results at the B.A. This finding aligns with Self-Determination Theory (Deci & Ryan, 2000), which posits that learners are more intrinsically motivated when educational environments satisfy their needs for competence, autonomy, and relatedness.

Recent studies strongly support this interpretation. Zhang and Hasim (2023), in their systematic review of Gamification in EFL instruction, concluded that game-based elements such as points, badges, leaderboards, and progress tracking consistently enhance motivation and learner engagement. Similarly, Zeng and Fisher (2024) found that students' intrinsic motivation while using Duolingo, together with satisfaction of autonomy and competence needs, could transfer to their broader intrinsic motivation for learning English.

Finally, the progress of grammar through ICT apps and resources reflects the transformation of education in the new digital era. While technology alone cannot replace good teaching or a genuine interest in learning, it has undeniably made grammar more approachable, customizable, and effective for learners of all backgrounds. The key lies in using ICT apps and resources, balancing automation with reflection, and convenience with comprehension.

### **Immediate Feedback and Grammar Development**

That both give me results immediately, I just do the exercise and the online page, the testEnglish shows the correct answers and explanation about the grammar. For boxy, the app gives me two opportunities to respond well, and if I answer... I respond the wrong way, it gives me an explanation. (May)

I think the websites are very quick. I mean, you can check your answers very quickly with just one click. You can search more information on platforms like YouTube to understand more the topic. (June)

As the scripts show, students believe the ICT apps and resources have characteristics that are useful and helpful for them. In different answers, students agree that these characteristics make them improve their grammar, as the apps and resources provide the correct answers through immediate feedback that instantly highlights errors and suggests corrections that facilitate this cognitive process. This finding corroborates a substantial body of literature demonstrating that immediate corrective feedback enhances noticing, which is essential for second language acquisition.

In a recent systematic review, Al-Jarf (2026) reported that mobile applications and AI-driven

language tools significantly improved learners' grammar accuracy because they provided individualized, real-time feedback and opportunities for repeated practice. Thus, the findings of the current study reinforce the growing consensus that feedback-rich digital environments are particularly effective for grammar learning, where precision and repeated correction are critical.

### **ICT and the Development of Learner Autonomy**

The following scripts display some students' opinions about the time they spend using ICT to improve their grammar.

I think it depends because sometimes I just have a doubt. I just said, like, I don't know, five minutes or ten minutes to search for a word. And in the case of YouTube, it depends on... on the... on the video because sometimes they can last, like, I don't know, man. Ten minutes, fifteen minutes, or three minutes. (March)

I usually practice in the afternoons, when I need more explanation about the topic. (July)

Some students agree that the correct use of apps and resources can facilitate grammar understanding. While others say that it is thanks to the apps and resources' practicality, it is easy to incorporate them as a tool to reinforce previous information. Participants described independently selecting resources, determining how much time to dedicate to practice, and consulting digital tools whenever they encountered grammatical difficulties.

Recent empirical work has repeatedly linked technology use with increased learner autonomy. For example, Wang *et al.* (2021) report that AI-enhanced language learning environments significantly improved students' self-regulation and willingness to learn beyond formal instruction. Likewise, Al-Jarf (2026) concludes that mobile applications encourage learners to assume greater control over the content, pace, and goals of their language study.

This shows that ICT apps and resources can suit students' needs, which could be why they choose these resources to practice grammar by themselves. These apps and resources may offer different activities and materials that may be interesting and useful for different learning styles among students. Another factor could be the students' schedules. This may be taken into consideration when practicing outside the classroom, as not all the students have the same amount of time for further practice, so the time they spend on these apps may be meaningful.

### **The Use of ICT in a Study Routine**

The next category presents the students' answers on how they incorporate the use of ICT language learning apps and resources into their study routine.

I practice grammar online in the afternoons, after school... Usually, from 6 to 8 pm. (May)

When I don't know a lot about a difficult topic of grammar when I'm studying some topics in school, and I see that they're difficult. (June)

I usually practice in the afternoons, when I need more explanation about the topic. (July)

Participants reported incorporating ICT applications and resources into their daily routines, often after class or while studying difficult topics. This could indicate that in the classroom, there is not enough practice, or that students require more exercises to identify grammatical structures and how to use them. As a result, some students feel the need to reinforce grammatical topics as they

are being taught.

Through digital platforms, websites, apps, and resources, grammar has become more accessible, interactive, and personalized, shifting from traditional rote memorization to more dynamic and student-centered learning. With apps, websites like TestEnglish, Perfect English Grammar, apps and AI tools like Grammarly, students may not be restricted to classroom hours or physical textbooks because students can practice grammar anytime, anywhere. This pattern resonates with ecological perspectives on language learning, which view learning as the result of interactions among learners, tools, and contexts (van Lier, 2004). Recent studies suggest that such habitual engagement is associated with stronger learning outcomes because it supports continuity between formal and informal learning environments (Godwin-Jones, 2022).

The findings also underscore the complementary relationship between classroom instruction and digital learning. Students appeared to use ICT to reinforce content introduced by their teachers, indicating that technology was most effective when aligned with curricular goals. This supports blended learning models, in which digital resources extend and personalize classroom instruction rather than replacing it. This may be an important reason to incorporate ICT apps and resources into the curriculum, so teachers and students can take advantage of them. This could be possible as technology is integrated into their teaching context.

## **Limitations**

Several important limitations need to be acknowledged. First, the study concentrates on a single institution and a small group of A2+ English students. As a result, the findings might not apply to learners at different proficiency levels, educational settings, or cultural backgrounds. Additionally, the study measures perceptions at only one point in time and does not evaluate long-term retention or ongoing grammar improvement. Future research could incorporate pre- and post-tests to more objectively assess progress over time.

## **Applications**

These findings suggest several courses of action for English grammar understanding and practice. Based on the findings and conclusions of this study, some recommendations are proposed for teachers, students, and academic institutions. These recommendations aim to enhance the effectiveness of ICT English language learning apps and resources in grammar instruction and to foster their appropriate and strategic integration into English language education.

First, teachers can incorporate ICT-based grammar activities into lessons to supplement traditional teaching. Simultaneously, they can offer orientation sessions or short workshops on how to use ICT apps effectively for grammar learning. As for students, they could adopt ICT apps and resources as daily study aids. They can make consistent use of apps and digital resources for self-study, aiming for short but regular practice sessions to strengthen grammatical understanding.

## **Conclusions**

In conclusion, the study revealed that most students rely on ICT not only for class-related study but also for self-directed learning. Then, in terms of practicality and efficiency, students reported that ICT apps and resources are easy to use and efficient for grammar practice, with different exercises and features that allow them to identify errors and to understand grammar rules

instantly through further explanations.

Regarding motivation, confidence, and engagement, many students indicated that, as a result of gamified environments, reward systems, and progress tracking features, ICT tools encourage continuous learning. In addition, the enjoyable and flexible nature of these tools allows students to practice grammar without the stress of formal classroom settings, helping them develop motivation and a more positive attitude toward grammar learning, as they can make use of these tools anywhere and anytime, adapting study sessions to their personal schedules and learning styles. This accessibility promotes independent learning and supports the development of autonomy, a key competency in modern education.

Ultimately, the data of this research support the idea that ICT language learning apps and resources are supplementary tools that could also be formally integrated into the English Language B.A. curriculum. Structured incorporation could ensure that all students, regardless of resources or technological familiarity, have access to effective, varied, and up-to-date grammar learning experiences. These findings also add to a growing body of literature on self-learning. Findings suggest that ICT apps promote autonomy and self-directed learning. Students can practice grammar at their own pace, access feedback instantly, and integrate learning into their daily routines. This aligns with contemporary student-centered and constructivist learning theories, where learners actively construct knowledge rather than passively receive it.

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  - **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:

- 18 to 55 pages, including references (from 3000 to 5000 words approximately).
- Containing at least 20 references in APA 7th edition.

**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:** February 28<sup>th</sup>, 2027.

**Editor:** Hugo Enrique Mayo Castrejón, M.A. - [ciex.journal@gmail.com](mailto: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 2027-2028, presentando el examen de admisión que se realizará mediante previa cita hasta el 31 de agosto de 2027, 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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