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Students' & Teachers' Voices

VALUES AND CULTURE

Personal Development and Growth



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Foreword

Classroom work for language teaching seems to be complex. Language professionals increasingly need to consider different learning factors for effective teaching. Consequently, it is not only knowledge of the teaching approach but learning with factors that favor it. Thus, the point is to find better strategies that promote English language learning.

Professors and language professionals have developed techniques and methodologies to make teaching and learning of target language effective. Hence, the success of those strategies in the classroom also depends on considering learners and their perceptions, attitudes, and behavior. Then, it is relevant to consider objective and subjective elements from participants in the English teaching and learning process.

After the COVID-19 pandemic, there are still English teaching experiences with important contributions. For instance, it is observed a major influence of technology in teaching, which means updating pedagogical principles. Thus, language professionals use their own creativity and available resources to develop lessons.

The exchange of research results helps in the development and improvement of language professionals. Because of this fact, CIEX Journal offers a free access space to publish studies realized in different contexts of language teaching and learning. Therefore, CIEX Journal invites specialists, scholars, researchers, and language professionals in Mexico and the world to submit proposals of research articles and values essays to enrich the language teaching community's knowledge and practice.

In this 18th issue of CIEX Journal, different and innovative topics are addressed. In the articles section, research results are presented, such as the Self-efficacy beliefs of EFL teachers when having transnational students in their classroom, The effectiveness of the processing instruction model, Ethics and English language classes, Best practices for implementing e-learning in times of COVID-19, and the essays section contains the paper entitled The importance of the values promoted by the values program at CIEX.

With this issue topics. and acknowledging the authors of the published works, this scientific research journal achieves its objective of providing a space for the promotion of research findings and values.

This 18th issue is the product of the effort of an entire editorial and referees' team. The members of both committees are researchers and specialists in language teaching, and each one contributed with their knowledge and professional experience in the evaluation, improvement,

and acceptance of the submissions. CIEX Journal gratefully acknowledges the collaboration by each member of the editorial and referees' committees.

The referees' board applies a rigorous evaluation process by analyzing and generating some recommendations to improve the submissions proposals in both content and format. In addition, all the articles are analyzed by computer software to detect any plagiarism and warrant the originality of the papers to be published in the journal.

Besides, it is necessary to observe that the content of all the articles and essays only symbolizes the authors' analysis, deliberations, and/or insights so that content does not certainly denote the viewpoints or examinations of the chief editor or the team of editors of CIEX Journal.

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Research Papers



Artículos de Investigación

Self-efficacy Beliefs of EFL Teachers when Having Transnational Students in their Classroom

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ABSTRACT

For many years, return migration from the United States to Mexico has been very present. According to Jacobo (2018), as cited in Despange and Manzano (2020), 1.5 million of these return migrants are school-aged children, meaning that every teacher will encounter at least one transnational student within their teaching career. Nonetheless, little do we know about how these transnational student teachers face the situation. The main objective of this study is to bring understanding to the self-efficacy beliefs EFL teachers present when receiving transnational students in their classes. For this purpose, a qualitative case study was conducted in which five EFL teachers at a public Mexican university were interviewed. Findings indicate that teachers' self-efficacy perception tends to be positive and enriching. Teachers reported not having problems when integrating these students into their classrooms. However, when facing obstacles, they have developed different strategies to overcome them. This brings forth new information that had not been presented before, with the intent of closing the gap in the transnational literature.

KEY WORDS:

Transnational, Teaching, Self-efficacy, Return migration

RESUMEN

Desde hace muchos años, la migración de retorno de Estados Unidos a México ha estado muy presente. Según Jacobo (2018), citado en Despange, Manzano (2020), 1.5 millones de estos migrantes de retorno son niños en edad escolar, lo que significa que cada maestro se encontrará con al menos un estudiante transnacional dentro de su carrera docente. Dicho esto, se espera mucho de los profesores que se encuentran con alumnos transnacionales en su aula. El objetivo principal de este proyecto de investigación es aportar comprensión a las creencias de autoeficacia que presentan los profesores de EFL cuando reciben estudiantes transnacionales en sus clases. Para ello, se llevó a cabo un estudio de caso cualitativo en el que se entrevistó a cinco profesores de EFL de una universidad pública mexicana. Se encontró que la percepción de autoeficacia que tienen los profesores con los estudiantes transnacionales tiende a ser positiva y

enriquecedora. Los profesores no presentan problemas a la hora de integrar a estos estudiantes en sus aulas y han desarrollado diferentes estrategias para superar estos obstáculos. Esto aporta nueva información que no se había presentado antes con la intención de cerrar la brecha en la literatura transnacional.

PALABRAS CLAVE:

Transnacional, Enseñanza, Autoeficacia, Migración de retorno

Introduction

About 5% of the student population in Mexico has ties to the United States (Jacobó & Jensen, 2018). These students come with distinct linguistic gifts and cultural diversity. Hamann and Zuñiga (2021) mention that teachers who are brought upon transnational students must learn how to understand what these students already know and how to welcome them into their classrooms. Nevertheless, although the student is of high importance and should be led in the best way possible to ease their integration process, it is also important to understand how having these students in the classroom can affect the teacher's perception of themselves during their class and their self-efficacy.

This investigation was a case study that was carried out through a qualitative approach under an interpretivist paradigm. The data collection instruments include semi-structured interviews while purposive sampling was used to choose the participants. There were 5 total participants who were teachers at a School of Languages who have had transnational students in their classrooms.

This research aimed to find answers to what factors affect teachers' self-efficacy perception and create a better understanding for both students and teachers of the reasons why certain attitudes and actions take place within the classroom after having transnational students integrate. This information could bring forward the different aspects institutions should consider for their teachers or the schooling teachers might need before encountering transnational students. There is no information regarding the self-efficacy beliefs of EFL teachers when presented with transnational students. This is the first research project of its kind.

1.1 Justification

The return migration phenomenon has become inevitable with time. Whether visible or not, Mexican citizens are returning to their home country more and more through the years. With these returned migrants come their families, which include school-aged children. It is inevitable to take into consideration the factors that come along with this return migration process, with school being the main one. However, there is a lack of information regarding how teachers perceive this phenomenon on their end. Most researchers have focused their work on explaining how migrating between countries can be overwhelming for both adults and children (Galicia Ramos, 2016). Other projects focused on the information teachers should take into consideration when teaching these students or comparisons within the two school systems and acknowledge to attend to the educational needs of transnational students (Hamann & Zuñiga, 2021). Nevertheless, there was no information regarding the feelings of self-efficacy professors presented when teaching these students, and much less on EFL teachers' beliefs. This led to an interest in being able to give these professors a voice, given that they were the ones at the forefront of this situation.

2. Literature review

As much as Mexicans have been leaving their home country to explore the American dream, there have also been many of them returning to their communities of origin back in Mexico (Jacobó & Jensen, 2018). The return migration process began with the economic recession of 2009. During this time, it was noticed that the number of Mexican migrants returning to Mexico was exceeding the amount that was migrating to the United States (Hamann & Zuñiga, 2021). The people returning to Mexico were not only those adults who had initially moved to the United States. They now brought along US-schooled children who needed to not only integrate into a new country but also integrate into a new school system. These students, who were children of immigrants and had transitioned between both the Mexican and the United States education systems at least once, were referred to as Transnational Students by Despange and Jacobó (2019). This term is now used to define these children who were part of the return migration process.

2.1 Transnational students

Within the last two decades, hundreds of thousands of children enrolled in Mexican schools were either born in the United States or had some sort of previous education in US schools (Hamann, 2021). However, these students do not represent an average monolingual person. Transnational students are distinguished for having different linguistic abilities and knowledge (Hamann, 2021). These aspects allow these students to be easily detected. Hamman (2021) states that although transnational students' linguistic gifts could be seen as an advantage, many times they are taken as a deficit. This may set the path to negative feelings for the transnational student who is trying to integrate into a Mexican classroom with little or no previous knowledge of the Mexican education system. All of these aspects are part of the problems these students present with integration.

2.1.1 Problems for integration

Despange and Jacobó (2019) mention an important aspect when speaking on the difficulties of integration for transnational students, and that is that they are part of such a recent phenomenon that teachers, and the Mexican school system in general, do not know how to effectively deal with the diversity they represent. Past research on return migration has demonstrated that feelings of frustration arise within the Mexican classroom for transnational students as they are made invisible by not understanding their specific stories or not recognizing the needs they present (Despange & Jacobó, 2019). The only way to facilitate their education needs is to receive proper instruction and attention on behalf of their teachers and school directives. This idea brings much pressure and expectation towards the main agents of change: teachers.

2.2 Expectations on teachers

Teachers are those who have the most direct communication and contact with these transnational students, and in some instances, they are very welcoming towards the different skills these students have. However, it is most commonly seen that teachers fear or ignore the linguistic abilities that these students possess (Hamann & Zuñiga, 2021). Hamann (2021) mentions that schooling cannot be the same for transnational students as it would be for mononational students. Jensen and Jacobó (2019) express that Mexican educators need to go beyond the "we are all equal" mindset in their classrooms, both for teaching and learning. Overall, the most important factors for successful teaching quality regarding these transnational students not only comes from the knowledge teachers possess and their abilities but also from the support and

resources they offer (Jensen & Jacobo, 2019). However, the amount of preparation teachers have and receive is the key aspect to understanding why these factors are being addressed or not.

2.3 Teachers' preparation for transnational students

What has been done, and how well prepared are these professors to tackle the transnationalism phenomenon? Despange and Jacobo (2019) mention a key aspect: Mexico does not have integration programs or language teacher training the way they do in the United States. Galicia (2016) explains that there is a need for schools to reorganize their curriculum to take into account the specific needs these students possess. Sánchez (2021) states a similar matter, mentioning that teachers are not prepared to tackle diversity in their classrooms nor have they received any sort of training regarding transnationalism, and they lack information on how to work with heterogeneous groups in Mexican schools. This lack of information and burden of expectations could lead to a low sense of self-efficacy for teachers.

2.4 Defining self-efficacy

In order to understand the self-efficacy beliefs that teachers may present, it is important to know what self-efficacy is. Balci, Sanal and Durak (2019), define self-efficacy as the belief a person has regarding themselves. Mirmojarabian and Rezvani (2021) narrow it down to teachers by stating that a teacher's self-efficacy belief is defined as how a teacher perceives their abilities to tackle tasks and challenges effectively in order to help their students learn. They add that these self-efficacy beliefs are attitudes teachers take regarding their abilities to support students' learning. Shah and Bhattarai (2023) define teachers' self-efficacy as their belief in how capable they are when handling work-related tasks successfully. Orakci, Yuregili and Karagoz (2023) define a teacher's self-efficacy perception as how self-efficient teachers consider themselves when their teaching profession is taking action. Depending on how strong a teacher's self-efficacy is, is the amount of effort they will bring to the table (Balci, Sanal & Durak, 2019). This means that a teacher's perception of their self-efficacy can greatly influence the motivation and actions they take in their classrooms. That is why it is important to understand the effect high and low self-efficacy beliefs have on teachers' performance.

2.4.1 Effects of self-efficacy

Balci, Sanal and Durak (2019) mention that the self-efficacy beliefs one has can affect different aspects. For example, they affect when and how a person initiates a certain behavior. This aspect also influences how much effort a person is willing to make as well as how long they have decided to maintain that effort when they find themselves facing a certain obstacle. When a teacher has high self-efficacy perceptions of themselves, their performance and motivation are both positively affected. In this matter, when they are faced with problems, they will have the capability to deal with the issues and develop new coping techniques (Orakci, Yuregili & Karagoz, 2023). Low self-efficacy beliefs lead to a negative impact within the teaching context. Those who have low self-efficacy perceptions tend to visualize scenarios where failure is the main component; this then affects their performance within their classrooms in a negative way (Balci, Sanal & Durak, 2019). Within the English Language Teaching (ELT) context, there could be a negative impact on teachers' self-efficacy when they are non-native speakers and they are required to demonstrate competence within the language they are using to teach. On many occasions, small errors can be amplified, thus embarrassing the professor (Hoang & Wyatt, 2020). All of the factors mentioned above are the reason why teachers' self-efficacy beliefs are highly important and should be taken into account when researching what is taking place within the learning classroom. Before

burdening professors with all of the expectations they have of them, they must first consider how they are feeling and why they are acting the way they are.

2.5 EFL teachers' self-efficacy beliefs

Teachers are known to be the most crucial actors when it comes to making enhancements to the quality of education that is made available to students. In order to create changes within the classroom dynamic and offer the correct orientation for those who are not motivated or even students who are hard to work with, a teacher's self-efficacy belief is the ultimate aspect that determines success (Shah & Bhattarai, 2023). Institutions ask teachers to identify transnational students' needs, treat them ethically, and offer safe spaces for them to receive a positive learning environment (Orakci, Yuregili and Karagoz, 2023); however, the main factor that is needed for that to take place is having teachers possess high self-efficacy levels. There is plenty of information on the transnationalism phenomenon and also on self-efficacy perceptions; however, information is scarce regarding EFL teachers' self-efficacy beliefs when presented with transnational students. Balci, Sanal and Durak (2019) state: "In order to determine the way teachers understand and organize instruction, research on teachers' beliefs, one of which is teachers' sense of efficacy, is essential (p. 44)." This research aims to fill this gap of information, shedding light on the feelings that are presented by teachers when confronted with these students.

3. Methodology

3.1 Research paradigm

The interpretivist paradigm is known for opposing one single, objective truth. It instead argues that the social world and everything that is known about it are created through social construction (Takashi & Araujo, 2020). In this sense, researchers use the data they collect to interpret everything that is known because it is a product of human experience (Landi, 2022). For the interpretivism paradigm, the primary data sources are interpretations and perceptions, as well as meaning and understanding (Narvaez et al., 2017). Taking these aspects into consideration and understanding that, according to Loan Nguyen (2019), the interpretive paradigm allows researchers to understand the life experiences of teachers within their classrooms, it was found to be the most appropriate paradigm when analyzing teachers' beliefs.

3.2 Research approach

The qualitative approach aims to research aspects in their natural settings. Through this, it aims to interpret phenomena through the meaning a person gives them and describe them through narration (Narváez et al., 2017; Dewi, 2021). Since the purpose of the inquiry is to provide detailed and extensive knowledge of how EFL teachers perceive themselves when they are confronted with transnational students in their classroom, in-depth interviews with five participants informed the study. Dewi (2021) mentions that data for qualitative studies is best collected through semi-structured interviews.

3.3 Research design

For the purpose of this study, a case study was chosen as they are known for exploring single or multiple cases and seeking an understanding of a phenomenon through its natural context in order to obtain rich, detailed data (Creswell, 2018). The cases to be taken into account would be those of the teachers at the school of languages at a public university.

3.4 Sampling

The sample for this research was chosen through purposive sampling. Purposive sampling is defined by Narváez et al. (2017) as selecting a number of people who can offer information that is relevant to the study at hand. This means the participants are chosen on purpose, depending on the information that the researcher wishes to obtain. As this research focuses on the self-efficacy beliefs of EFL teachers with transnational students in their classrooms, the main characteristic that the participants were required to have was that they had had or had at the time of the investigation at least a transnational student in their class. These professors share different career paths, years of experience, or schooling; however, the main aspect to take into consideration is the experience they present with these specific types of students.

3.5 Participants and context

For this research, five EFL teachers who currently work at the site of the investigation were chosen. These five professors were advised of the recording of their interviews beforehand so as to protect their rights. They also received a debriefing regarding what the interview was about and a definition of transnationalism, in case they were not aware of the term. When the transcriptions were made and the data analysis was presented, each participant received a pseudonym so as to protect their identity.

3.6 Data analysis

Once all the interviews were recorded and transcribed, the data analysis process was conducted through open coding. Open coding was used as it allows the researcher to describe what is happening within the data while creating categories (Albine & Korstiens, 2018). During the coding process, different categories arose within the data. Those categories were then used as topics and subtopics. Regarding the validity and reliability of the information, peer debriefing was implemented in order to assure that the inquiry was taking place in an objective manner.

4. Findings

4.1 Detecting transnationals

When it comes to having transnational students, the first part of the process is being aware that they are there. When teachers have the ability to detect transnational students, it facilitates the entire integration process. Through the various participations, it became clear that some people have an easier time detecting transnational status than others. Teachers mentioned being able to detect these students due to their accents, the proficiency they demonstrated in their classwork, or simply because their students wanted to express their status to them. In this respect, Rosa mentions: "The accent... the accent, the fluency, like... the speed? No, the speed rate." This allows to understand that most teachers are aware of these students' situation and their existence within the classroom. In this sense, teachers are also able to detect where these students may need more help.

4.2 Difficulties transnational students face

When taking English courses, it may be easy to assume transnational students will not present any problems as they are considered to be most proficient in that language. Many of these students might even have English as their first language. However, that is not always the case.

On many occasions, transnational students lack certain aspects that may be important for their professional development, and teachers detect the areas in which they might need assistance. The participants of this research mentioned that among the main difficulties they perceived were both Spanish and English grammar. Spanish grammar became difficult as they were not used to it; however, they also did not present a high command of English grammar and did poorly in written exams. Gustavo states:

“Yeah, for speaking I guess obviously not, because that’s the first thing you learn how to do, like even like Spanish speakers, but for grammar, sometimes they’ve had, like, I remember one student, he had a very good level of spoken English, but I gave him an exam and he did very poorly.”

Another limitation that was mentioned was the feeling of awkwardness they presented regarding the way schools worked in general in Mexico in comparison to the United States. Finally, it was mentioned that these students tend to participate less in class as they do not want to be seen as showoffs by their classmates. Through these participations, it is possible to identify that teachers notice the different problems these transnational students are having. However, there are also advantages to having these students in class.

4.3 Advantages of having transnational students

The participants of this research mentioned finding advantages such as seeing these students as cultural and linguistic resources, helping assist in the class, or simply finding no type of advantage to their presence in the classroom. As cultural and linguistic resources, these students present an advantage as they have lived the customs, traditions, holidays, or cultural aspects of the United States firsthand. They can give their testimony to the different topics that are being taught by the teacher. Laura mentions:

“Well, for anecdotes. I have this because I like to tell the students like some kind of cultural aspects, so they have like this vision or wide vision about some customs or traditions (...) so I asked them to talk about, a little bit about the things that they used to do over there.”

Linguistically, these students represent an advantage in class as they can help assist the class, have their classmates listen to them and how they speak, or be paired with those who are less proficient in order for them to help those who need it the most. There were also occasions in which teachers preferred not to get involved with their students, for reasons they may find pertinent, and they did not find these advantages for their class.

4.4 Making changes in classes

Once teachers are aware of transnational students’ existence in their classroom and their difficulties as well as their virtues are detected, they can then decide whether they want to make changes to their lesson plans or their classes. When asked if they made any changes or special arrangements, all of the participants mentioned they made none. Some teachers made no changes as their lessons were already personalized; others mentioned no changes were made as they always assumed all of the students were on the same level. All five participants responded that their institutions had not asked them to make any changes for these students. They also stated they were impressed that many institutions or directives had no idea of the presence of these students, as there were too many to keep track of those who presented different profiles. Laura expresses: “No, actually and I think that they, well, I don’t know, but I have the perception that they had not detected this type of student.”

4.5 Teacher training

An important factor to take into consideration regarding the aspects that are requested from the teachers that have transnational students in their classes is that many of them if not all, have not had any type of formal training or instruction to teach this type of student. It is not commonly seen that institutions dedicate teacher training courses to help those professors who may encounter transnational students in their classrooms. This means that, although teachers do want to help these students, on many occasions they do not know how to do it or that they will even have them there. The participants of this study mentioned having no previous training for these types of students and that they would have liked to at least be told beforehand of their presence in their classes. Rosa shares: "I would have liked to be told that I was going to have these students because it was like suddenly I had them. Like I wasn't ready, maybe prepared, to have them there."

4.6 Transnational students and EFL teachers' self-efficacy beliefs

When asked about their self-efficacy beliefs when having transnational students in their classroom, all of the participants stated there have only been positive experiences and feelings. They expressed that they have never felt negative intentions from the students towards them, and there has never been a situation in which they have tried to belittle them, intimidate them, or have a negative attitude toward their classes. Through the different interviews, it was possible to notice how the five participants in this study mentioned that their self-efficacy beliefs were affected only in positive ways. They mention learning from the different transnational students they have encountered and feeling much more prepared for them now compared to when they had their first student of this sort. They also mentioned feeling humbled, and understanding they were not going to be the most proficient speaker in the room all the time. Angel shares:

"I always tell them, you know more things than I do in some aspects, so we gotta work together of course, and when they know that you have this... mentality, this perspective of the way they have learned, there is greater communication and I really like that."

Others also mentioned that their confidence is what allows their self-efficacy perceptions to be high, as they simply try to be the best teacher they can. Finally, participants mentioned that these students have never made them lose face or tried to embarrass them in front of other students. Contrary to what the literature implies, these teachers present no negative self-efficacy perceptions because of these students. They express having nothing but positive outcomes and feelings in their classes.

5. Main limitations

A number of important limitations need to be considered. First, the number of participants was limited because, contrary to what was expected, there are a number of teachers who have not had transnational students or have not been able to detect them. This reduced the number of possible participants for the study. Secondly, this study only presented participants who are in the higher education field. The participants of this study mentioned that the transnational students they encountered were mainly at the university. It may be possible that in basic education, with younger students, there might be greater difficulties for teachers, as teaching adults is much different than teaching children. These, along with the lack of availability on behalf of the professors to provide an interview, were the main limitations of this study.

6. Main application and impact of the research

This research was found to be important as it fills a gap in the literature on transnational investigations. Although there is much information on the cultural impact of return migration and transnational education, there is no information regarding how this process affects teachers. As mentioned before, teachers are one of the main components of this process, and there was no information on how they perceive this phenomenon. It is now possible to understand their perspectives and create empathy from parents, transnational students, and administrators towards them. This research could also be part of a larger project where a comparison is made between the perception teachers have and the perception students have of what is happening in the classroom. In conclusion, this could provide a better image of how this return migration process is being tackled within the education sector and what changes are still to be made.

7. Conclusions

The evidence of this study suggests that transnational students are not invisible to teachers, and teachers are not always intimidated and made less by these students. Although it might be considered that transnational students could be difficult to teach when the class revolves around a language that they already know and use, these students are very respectful towards their teachers. This does not suggest that there are no problematic students of this kind; however, it contrasts with what the literature suggests. The literature also suggests that the reason for teachers not making the necessary changes to their classes for these students is due to a lack of recognition of their presence. Nevertheless, the findings of this research indicate that the problem does not come from a lack of knowledge on behalf of the teachers, as they are very aware of the presence of these students. The problem comes from a lack of knowledge on behalf of the schools and a lack of support for these teachers. It is important to develop courses on how to ease the integration process for transnationals and give comparisons between American and Mexican school systems. It may be highly beneficial for teachers to understand how these students have been taught, what information they possess, and also what information they lack. Although this information and support have been missing, teachers have been able to find strategies on their own to cope with the welcoming of these students, and they have tried to find ways to have them involved.

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The Effectiveness of the Processing Instruction Model

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ABSTRACT

The purpose of this study is to verify the efficiency of VanPatten's (1996) Processing Instruction model in the teaching of English relative clauses in two different groups of participants: an intervention group and a traditional group. These two groups of students were enrolled in a BA in ELT. This study was conducted online due to the pandemic of Covid-19, where a pre-test and a post-test were administered to the intervention group, and only the post-test was administered to the traditional group. The statistical analysis shows a significant difference between the intervention group scores on the pre-test and post-test as well as a significant difference between the traditional group and intervention group. For the qualitative part of the study, the intervention group completed a feedback questionnaire, and the results show that most students consider that employing this model for language teaching is an effective approach in the teaching of relative clauses.

KEY WORDS:

PI group, traditional group, relative clauses, processing instruction, structured input activities

RESUMEN

El propósito de este estudio es verificar la eficiencia del modelo de Instrucción de Procesamiento de VanPatten (1996) en la enseñanza de las cláusulas relativas en inglés en un grupo de intervención y un grupo tradicional, los cuales estaban inscritos en una licenciatura en enseñanza del inglés. Este estudio se llevó a cabo en línea durante la pandemia de la Covid-19. El grupo de intervención contestó un pre-test y un post-test y el grupo tradicional contestó sólo el post-test. Los resultados arrojaron una diferencia significativa entre el pre-test y post-test del grupo de intervención y una diferencia significativa entre el grupo de intervención y el grupo tradicional. En el aspecto cualitativo, el grupo de intervención completó un cuestionario de retroalimentación, y

las respuestas de los participantes muestran que la mayoría de ellos consideran que al emplear este modelo de enseñanza es un enfoque efectivo en la enseñanza de cláusulas relativas.

PALABRAS CLAVE:

Grupo PI, grupo tradicional, cláusulas relativas, instrucción de procesamiento, actividades de entrada estructuradas

Introduction

It is known that some learners who want to learn and use a foreign language either for work, travel, or academic reasons do so by enrolling in face-to-face classes, and other learners who are more autonomous choose to study on their own or register for online classes (Bowles & Montrul, 2008). In relation to the latter, all teachers and students around the world had to give and take classes online when the pandemic Covid-19 started. Similarly, researchers started or continued developing their research projects online. It was during this pandemic crisis that the present descriptive study took place following the Processing Instruction model (PI) designed by VanPatten (1996) for teaching grammatical structures of a foreign language in an offline modality. Two groups of student participants from a BA in ELT in Mexico were recruited: An intervention group and a traditional group.

The purpose of this study was to measure the intervention group performance (henceforth processing instruction (PI) group) on relative clauses and compare their pre-test and post-tests results as well as the post-test results of the PI group and the traditional group. A further purpose was to find out which factors helped the PI group have a better performance on the post-test in comparison to the pre-test.

Literature review

The PI model includes both the deductive approach and the inductive approach for the teaching of grammatical structures. VanPatten (1996) designed this teaching model for the instruction of grammatical structures proposing a manipulation to the processing of the input that learners are exposed to in contrast to a traditional approach, that is, by altering the processing of input, learners may be able to make form-meaning connections that could facilitate the acquisition of grammatical structures. He proposed this PI model arguing that “the grammar that has been taught and the manner in which it has been taught do little to affect the processes that underlie acquisition” (VanPatten & Cadierno, 1993, p. 45). Figure 1 shows that the emphasis of the traditional approach is in the output practice, which in most cases, after the presentation of the topic and controlled practice, the teacher provides students communicative activities that provides learners real-life language use.

Figure 1. Traditional explicit grammar instruction in foreign language teaching

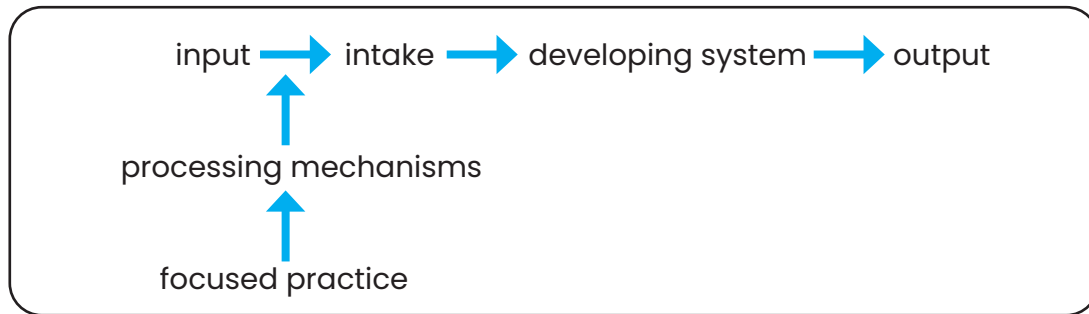


(Adapted from VanPatten & Cadierno, 1993, p. 47)

Unlike the emphasis placed on the type of output that learners are asked to produce in the

traditional approach, the PI model places emphasis on the type of processing mechanisms and focused practice that learners are advised to follow as indicated in Figure 2.

Figure 2. Processing instruction in foreign language teaching



(Adapted from VanPatten & Cadierno, 1993, p. 47)

As posited previously, VanPatten and Cadierno (1993) argue that by manipulating the input learners are exposed to, they make form-meaning connections and these connections may have an effect in the internalization of grammatical structures, or as VanPatten and Cadierno (1993, p. 47) state, “altering input processing should have a significant impact on changing the internalized knowledge”.

The input is altered by making learners aware of the strategy they need to use in order to process the input properly, that is, the PI model comprises explicit information and structured input activities. In the former, all the explicit information on the grammatical structure to be taught is provided to the learners in written form and explained by the teacher. This explicit information not only contains the detailed information and examples of the grammatical structure but also the strategy or strategies that learners are advised to follow to avoid misconstructions while using the grammatical structure in real-life communication. In the latter, the structured input activities contain referential and affective activities. Referential activities, as the name indicates, are activities that involve the use of the grammatical structure in written sentences in which learners are asked to choose the correct grammatical structure or sentence from two or more options. The instructions to complete the activities are given to learners in written and aural form. In contrast to the referential activities, even though the affective activities have the same format as the referential activities, there are no right or wrong answers because the purpose is that the learners focus on meaning and not on the form of the grammatical structure. The structured input activities follow VanPatten’s guidelines (Benati, 2010, p. 37), which do not include writing or speaking activities. These guidelines are listed below.

1. Present one thing at a time.
2. Keep meaning in focus.
3. Move from sentences to connected discourse.
4. Use both oral and written input.
5. Have the learner do something with the input.
6. Keep the learner’s processing strategies in mind.

Relevance of the study

To date, little research has been conducted on the PI model, particularly in a Mexican context. The purpose of this study is to see the role of explicit instruction as an independent variable in second language instruction (VanPatten, et al., 2013).

Research questions

1. How did the PI group perform on the post-test after the instruction of relative clauses?
2. From the students' perspective in the PI group, what factors determined their performance on the post-test?

Research Methodology

This cross-sectional research presents a mixed approach and is a conceptual replication of Lee's (2019) study. Unlike experimental designs, the present study follows a comparative design of two groups of participants in which one group is the PI group and the other one the traditional group.

Participants

The participants of this study included 71 Spanish-speaking Mexican English language learners who were enrolled in a BA in ELT in a state university in Mexico. This university program, which starts in the month of August each year includes a propaedeutic year (henceforth Prope) for those learners who enter the university with a TOEFL score of less than 480, which is designed to assist the English language learner to obtain a B1 level according to the Common European Framework of Reference (CEFR) by offering 30 hours per week of English courses in listening and speaking (ten hours per week), writing (five hours per week), reading (five hours per week), grammar (five hours per week), and English culture (five hours per week) for two consecutive semesters to reinforce their language skills, so they can cope with the content courses starting in the first semester of the BA in ELT. On the other hand, those students who enter the university with a TOEFL score of 480 or more points can start taking content courses such as Introduction to Linguistics and Morphology, English Communicative Skills, Classroom Observation, Teaching Approaches, and Lesson Planning in the first semester of the program.

Of the 71 participants, 35 students took the Prope course and 36 started in the first semester of the BA in ELT. In the Prope group, 13 were men and 22 were women with an average age of 17.14 ranging from 17-21. In the first semester group, 7 were men and 29 were women with an average age of 20.83 ranging from 17-22. The level of proficiency of all participants taken from their TOEFL scores ranged from A2-C1, according to the CEFR.

In order to select the first group of participants from the Prope course, we administered a pre-test on restrictive relative clauses, and those students who obtained less than 60% on the pre-test were included in the study; only one student obtained more than 60%. Therefore, the students who started the first semester of Prope in August-December, 2021, were classified as the intervention group or PI group while the students who started the first semester with content courses were classified as the traditional group. Here it is important to clarify that from the 50 students who entered the university for the period August-December 2021, 35 went to Prope and 15 went to the first semester. The latter students joined the 26 students who passed the two semesters of Prope in the previous year. All the students signed a consent form agreeing to participate in the present study.

Grammatical structure (target structure)

The criteria followed to use restrictive relative clauses as the grammatical structure in the current study were (1) it is a complex structure to learn and use considering that it is inserted as part of an independent clause, (2) Mexican English learners have a tendency to translate this grammatical

structure and, (3) there is an L1-L2 distance concerning the relative pronouns; namely, there is no equivalence in the Spanish language of the relative pronouns whom and whose.

Instrumentation

All the instruments used in the study were administered online due to the pandemic of Covid-19. A pre-test was administered one day before the intervention. The intervention comprised the explicit instruction and the structured input activities, which are further subdivided into referential and affective activities. This intervention lasted for six days. A post-test was administered one day after the intervention. Both tests included the same content for the purpose of comparing the students' knowledge of relative clauses before and after the intervention. Furthermore, a feedback questionnaire was also administered to find out students' impressions on the type of intervention they received in comparison to the way they were usually taught.

The pre-test and post-test were adopted from Alsadi's (2013) study, which are composed of four sections each: two comprehension sections and two production sections. Each section has five items. The items contain relative pronouns as subjects, as objects of verbs, as objects of prepositions and as possessive pronouns.

The comprehension section of the pre-test and post-test includes two parts with a score of five points each one. In a similar fashion, the production section of both tests involves two parts with a score of five points. The total score for each test is 20 points (10 points for the comprehension section and 10 points for the production section).

With regard to the explicit instruction, we wrote and designed a document containing descriptions and examples of relative clauses; some of the examples were taken from Eastwood (1999) and Murphy (2012). The document was uploaded to the platform of Microsoft Teams and shown to the students in the first day of the intervention.

In relation to the structured input activities, we used Alsadi's (2013) instrument. The referential activities do not require students to produce the grammatical structure in oral or written form; instead, learners performed reading and listening exercises only. On the other hand, the affective activities request students to perform exercises based on their opinions about the topic; the intention of the latter activities is for the students to focus on the meaning of the sentences. The qualitative instrument, namely, the feedback questionnaire was also adapted from Alsadi (2013).

Procedure

Following Lee's (2019) study, the PI group completed both the pre-test and the post-test, and the traditional group only completed the post-test. Regarding the scoring of the tests, we followed Alsadi's (2013, pp. 130-131) scoring procedure; namely, the raw scores of both tests were calculated by assigning one point for each correct response and zero points for each incorrect response in the sections of comprehension and production; no points were assigned for those responses that were partially correct. Spelling and grammatical errors related to verb tenses were not penalized because these were not part of the purpose of the study. The pre-test was administered to the PI group one day before the intervention with the PI model; the intervention lasted six consecutive days (45 minutes per day) instead of three days as indicated by Alsadi's procedure. The reason for the longest length of time was due to the pandemic Covid-19, which made the process slower for the students to develop the activities, considering that learners had problems with electricity, internet connection, and the devices used to connect to the platform.

During the first two days of the intervention, the document containing the explicit information on relative clauses was shown to the students. The document contains the explanation of types of relative clauses, the definitions of dependent and independent clauses, examples of complex sentences with the relative pronouns *who* and *which* as subjects, *whom* and *which* as objects, *whom* as object of a preposition and the possessive pronoun *whose* as well as the explanations of typical errors in the use of each type of relative pronoun that the students need to avoid along with their corresponding sentence example.

The following two days, the students completed five referential activities, and on the last two days of the intervention, they completed the three affective activities. The main researcher was always available to clarify any doubts about any of the activities.

Once the results of the PI group on the post-test were analyzed, there was a focus group with nine students who obtained the same score (two students) or lower score (seven students) on the pre-test. In this feedback session, the students expressed their reasons for not obtaining a higher score after the intervention.

Quantitative analysis

The results of the students' performance on the two tests were analyzed statistically. Table 1 shows the means and standard deviations of relative clauses on the pre-test and post-test for the PI group, and the same descriptives for the traditional group.

Table 1. Descriptive statistics of the performance of the two groups on the pre-test and post-test.

	PI group (intervention group)		Traditional group
	Pre-test	Post-test	Post-test
Mean	29	48	58
Standard deviation	15.67	23.49	18.34

The PI group had a mean of 29 points on the pre-test and 48 on the post-test, which shows a difference between the two tests. Table 1 also shows a mean of 58 points on the post-test for the traditional group. These last scores might be an indication that when students dedicate more time to studying and using the English language, that is, when students have greater experience in learning and using the language, the means tend to be higher (48% and 58% respectively) and the standard deviations smaller (23.49% and 18.34%, respectively).

A parametric paired-samples t-test was used for the pre-test and the post-test scores of the PI group. Meanwhile, an independent-samples t-test was used for the traditional group as well as the PI group. These t-tests were used to check whether the differences were significant between the PI group pre-test and post-test scores, as well as to compare the outcomes of the post-tests of the traditional group to the PI group. The results indicate that there was a significant difference between the pre-test and the post-test as well as a significant difference between the post-tests as can be seen in Table 2.

Table 2. Students’ performance on the pre-test and post-tests

Pre-test and post-tests	t	df	Sig.
PI pretest vs PI posttest	-3.826	58	0.000323
PI posttest vs Traditional	-2.0765	62	0.04197

Qualitative analysis

Regarding the results of the background questionnaire, what follows are the students’ responses in section two and three of the instrument because the information in these two sections answers the second research question.

Section two

The second section of the questionnaire includes only question six and asks students about the importance of several English activities that the teacher may use in class. Students were requested to complete a table by using a 5-point scale to rate the different English activities; students’ responses are shown in Table 3.

Table 3. Students’ ratings about the importance of class English activities

	Class activities	Extremely important	Important	Neutral	Not important	Not important at all
1	Explicit explanation	27	6			1
2	Explanation of difficulties	14	11	8		1
3	Examples after instruction	27	6			1
4	Practice after instruction	20	9	4		1
5	Oral practice	29	3			2
6	Written feedback	25	5	2		2
7	Feedback	28	4			2

It can be seen in Table 3 that most students responded that all the class English activities were extremely important, followed by the second option. What we found surprising in these results were some of the students’ responses disregarding the value of the class English activities. In these ratings, although the activities 1 to 4 were rated only by one student and the activities 5 to 7 by two students, these results were not expected taking into account that all the students were motivated to learn English according to their responses in the first question of this questionnaire. Therefore, most of the students’ responses were positive, that is, they considered the class activities during the intervention important for their learning of the English language. Only one or two students considered the class activities not important at all.

Section three

The third section of the questionnaire comprises questions 7 to 18. We concentrated on questions 8, 10, 14, and 17 to answer the second research question. The results and analysis for these questions are included in the Discussion section.

Discussion**Research question 1**

The first research question, "How did the PI group perform on the post-test after the instruction of relative clauses?" is answered by looking at the low average of the PI on the pre-test (29 points) and the score on the post-test (48). This low score was expected taking into account that relative clauses is a difficult structure to learn and use.

Another possible explanation of such low score on the pre-test is that not all students have the same explicit knowledge of relative clauses in order to use this grammatical structure in a fluent way during a conversation. In addition to this, the learners' developmental stage may have also influenced in their performance, that is, learners at this early stage may have contributed to the difficulty learners had in completing the exercises on the pre-test. On the other hand, learners had an average of 48 points on the post-test, which shows a better performance than on the pre-test possibly due to the referential and affective activities of the PI model, which might have helped learners internalize the relative clauses.

By comparing the results of the PI group with the traditional group on the post-test, the traditional group had a better performance. A possible explanation of the lower performance on the post-test of the PI group was probably due to the technical problems learners had during the intervention and the completion of the test considering that everything took place online because of the pandemic Covid-19. Some of the technical problems that the students reported during the focus group were poor internet connection, the use of old hardware, power cuts, a lot of noise in the house, among other distractions.

Research question 2

The second research question, "From the students' perspective in the PI group, what factors determined their performance on the post-test?" is answered by the students' responses in section 2 (Students' ratings about the importance of certain activities in an English lesson) and section 3 (Students' feedback about the lessons they had on relative clauses) of the feedback questionnaire. The former comprises one question which asked learners to what extent they thought the seven items in Table 3 in the qualitative analysis section were important in an English lesson. The first four items are more related to the PI model and the responses indicate that all items are considered by the students to be the most important and useful activities of an English lesson.

With regard to the third section of the feedback questionnaire on the students' feedback about the lessons they had on relative clauses, we selected questions 8, 10, 14 and 17. Question 8 asked the students to explain the differences between the PI model and the way they were usually taught. The students posited the following differences:

1. Relative clauses were explained more clearly this time in contrast to previous classes with other teachers

2. Relative clauses were explained with many examples and each doubt had a concrete answer
3. We had a more explicit explanation and we were motivated to participate but we were also afraid of making mistakes
4. We worked on more passive skills
5. We are not used to this way of learning English which makes it a bit difficult to learn

It is interesting to note that despite the online teaching modality and language proficiency in the PI group, most of the students coincide that the PI model is an effective model for language learning.

Question 10 asked students whether they thought that the production practice they were used to was more useful for them; 21 students in the present study responded negatively while in Alsadi's (2013) study all responses were negative. Alsadi argues that this negative response is related to students' anxiety. The negative responses in the present study might also be connected to this same factor, but they might also be connected to the different teaching approaches they were exposed to in the past.

Question 14 asked students whether they thought that the teacher's explanation of the problematic strategies used normally by them in processing English relative clauses was helpful. Seventeen students in the present study responded positively, while in Alsadi's group, all students responded positively. As Alsadi (2013, p. 154) stated, "anxiety is not a main point in Processing Instruction, but it seems that it has a significant role for some students", in this case, younger students. In contrast to Alsadi's students' responses, the students in the present study may have in mind other factors besides anxiety that somehow hinder their linguistic behaviour.

As can be seen in the Mexican learners' responses, there is a positive attitude toward the Processing Instruction model. Moreover, the significant difference in scores between the pre-test and the post-test in the present study indicates that this teaching model is an effective approach to language teaching.

Conclusions

According to the results of the PI group, even though the average of the post-test (48 points) is lower than the average of post-tests of other studies (VanPatten & Cadierno (1993), 85 points; Alsadi (2013), 65 points; Lee (2019), 85 points;), a significant difference was found between the pre-test and post-test score as discussed in the previous paragraph. This means that the PI intervention, even when conducted online, shows a learning progress in relation to relative clauses. In VanPatten's (1996) claim, this progress is possible because when learners alter the input they receive, it is processed in their working memory, and this processing of information is an action that is probably not exploited sufficiently in a traditional model, and this input processing allows learners to be selective in the information they want to internalize and later retrieve and use to communicate with others. The superiority of the PI group over the traditional group is somewhat surprising considering that the PI model does not have oral nor written activities.

Concerning the students' responses on the feedback questionnaire, most students considered that this teaching model has the elements they need for a more effective way to learn the language (i.e. grammatical structures). The age, gender, teaching modality and language proficiency of the participants may have influenced in the students' positive impressions of the effectiveness of the PI intervention. This conclusion was possible once the students' opinions were compared to

the opinions of the students in Alsadi's (2013) study. The results of these two studies are in line with Modirksamene, Poyan, and Alavinia's (2018) results. In this study, learners were asked about the effectiveness of the PI model through an attitude questionnaire, and they positively responded that the model contains clear and easy instruction, effectiveness of strategy explanation, and effectiveness of PI activities. To sum up, students in the present study seem to embrace this teaching model as a model that can help them learn explicitly and implicitly.

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Ethics and English Language Classes: Experiences among undergraduate students

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ABSTRACT

The purpose of this research is to know the frequency and opinions about fraudulent behavior among undergraduate English language learners. Facts were collected through a survey designed to gather data, analyze it in terms of severity levels, and name the most common ones. Preliminary results show that 32% of students said that behaviors such as copying exam answers or bribing are minimal, while only 19% consider them to be of maximum severity. However, 67% admitted to never having committed such behaviors, while 15% admitted to having committed these acts one to ten times. Finally, only 3% accepted having committed this type of irregularity. In conclusion, the results were favorable since the majority did not practice these behaviors. However, it is necessary to pay attention to the minority that carries out this type of academic fraud, which is why the analysis concludes with suggestions to reduce these actions.

KEY WORDS:

Academic dishonesty, academic misconduct, cheating practices, plagiarism, higher education

RESUMEN

El propósito de esta investigación es conocer la frecuencia y opiniones sobre conductas fraudulentas entre estudiantes universitarios del idioma inglés. Los hechos se recopilieron mediante una encuesta diseñada específicamente para reunir datos y analizarlos en términos de niveles de gravedad e identificar los más comunes. Los resultados preliminares muestran que 32% de los estudiantes afirmó que conductas como copiar respuestas de exámenes o sobornar son de mínima gravedad, mientras que sólo 19% las considera de máxima gravedad. Sin embargo, 67% admitió nunca haber cometido tales conductas, en cambio, 15% admitió haber cometido estos actos de una a diez veces. Finalmente, sólo 3% aceptó haber realizado este tipo de irregularidades. En conclusión, los resultados fueron favorables ya que la mayoría no practica estas conductas, pero es necesario prestar atención a aquella minoría que realiza este tipo de

fraudes académicos, por ello el análisis concluye con sugerencias para reducir estas acciones.

PALABRAS CLAVE:

Deshonestidad Académica, mala conducta académica, prácticas de trampa, plagio, educación superior.

Introduction

Almost ten years ago, a BBC investigation revealed thousands of people had allegedly cheated in an English language test needed for a student visa. Consequently, “2,500 people were deported, and at least 7,200 were forced to leave Britain after ETS accused them of cheating in an exam it set and marked” (Main & Watson, 2022). Back in 2014, UK’s Home Secretary Theresa May said more face-to-face interviews should be introduced and urged the educational sector to do more to tackle fraud (Watson, 2014).

Evidently, this problem arose due to the poor levels of English proficiency students have, which do not meet the minimum entry requirements set by universities. But is having poor English a factor that can lead to cheating? In an academic context, is cheating considered misconduct? How common is academic dishonesty?

As fraud practices among students are increasing within the online modality and in the classroom, educational institutions face an ever-growing challenge when evaluating students since there is no 100% reliable method demonstrating whether students apply their knowledge. Furthermore, there is a relationship between academic dishonesty and professional dishonesty. Studies such as those of Comas et al., (2021) show students who have acted fraudulently in academic environments are more likely, in the future, to perform dishonest behaviors in their professional workplace. They have suggested that “educational institutions are the first test bed of corruption and dishonest behavior.” So, these institutions should be doing something to reduce this trend.

First, it is important to understand how serious fraud is in order to reduce corruption and dishonest behaviors. In this descriptive research, we discuss the occurrence of academic dishonesty among undergraduate students enrolled in English language courses. They will either become language teachers or work as translators and interpreters. So that means that all of them are required to be proficient in English. If international students lie to get a visa to go to the UK, how honest are the undergraduate students at a public university in the south of Mexico?

Literature review

Academic dishonesty (AD) encompasses the various forms of copying, cheating, or cheating and committing plagiarism or fraud used by students to give or receive help that has not been cleared in academic assignments with the intent to receive credit, a qualification, or benefit (Medina & Verdejo, 2021).

Existing literature suggests that academic integrity or honesty is based on 3 axes linked with academic management: teaching, research, and learning and study (Comas, 2009). In the third group, in which this work is circumscribed, there are, according to Comas et al., (2011), various conducts and/or behaviors that are considered to threaten the principles of integrity: on the one hand, those derived from improper conduct in the development evaluation tests and work preparation (copying in written tests, plagiarizing work totally or partially, falsifying data in papers,

allowing others to copy another's projects and written tests, etc.).

Assessment fraud (AF) is one of dishonesty's most visible and widespread manifestations. International works analyze the relationship between the existence and severity of academic regulations regulating sanctions for dishonest practices and the percentage of this behavior among students.

In 2002, (Medina & Verdejo, 2005) conducted a survey with 791 undergraduate students from the University of Puerto Rico, Río Piedras Campus. They investigated the following institutional factors: (a) the establishment, knowledge, and application of an academic integrity policy; (b) the reactions of the faculty and administration to incidents of academic dishonesty; and (c) the possibility of discovering acts of academic dishonesty. Between 5% and 75% of the student body admitted that they had committed, at least once since they entered the university, one of the 42 behaviors included in the administered Academic Honesty Questionnaire. (Medina & Verdejo, 2005).

Two years later, Mejía & Ordóñez (2004) published an article about a study of academic fraud at the Universidad de Los Andes, Colombia. One thousand one hundred ninety-four students from 50 courses and 64 teachers took part. The students identified the severity of 14 fraudulent behaviors and whether they had ever carried them out at the university. In addition, they selected the reasons for committing them and for abstaining. They found that approximately 94.4% and 36.6% of the male and female students admitted that they had engaged in at least one of the 14 behaviors in college and in the past semester, respectively. More than 70% had let their classmates copy their answers on a test, and 50% admitted that they had cheated on a test at some point in college. A similar percentage had let an assignment be copied, and close to 30% had copied the homework of a partner (Mejía & Ordóñez, 2004).

While there is already a tradition of research on the phenomenon in the United States, academic fraud at the university level has received little attention in Colombia and Latin America. In the United States and Europe, there are studies on the matter, different from Colombia or even Latin America, where not many works and interventions deal with the phenomenon of (AF). The research covered the topics of prevalence and depth of the phenomenon, causes, profile of offenders, and detection intervention of the phenomenon.

The frequency with which copying/cheating cases occur is one of the aspects that has the most interested researchers, with very different results. Authors (Burling et al., 2001, as cited in Mejía & Ordóñez, 2004) reviewed fraud frequencies identified in several studies. They concluded that 75% and 98% of American university students have been involved at least once in academic misconduct. (Mejía & Ordóñez, 2004).

McCabe et al., (2001), fraud is widely spread in universities and is increasing, as indicated by Becker, Davis, Grover, and McGregor record dramatic increases. For example, in 1941, it was reported that 23% of students committed fraud at North American universities. However, recent studies show rates greater than 80% (Becker et al., 1992, as cited in Mejía & Ordóñez, 2004).

In general terms, it is concluded that, on the one hand, the existence of regulations that include sanctions for proven academic fraud behaviors reduces the commission of this type of acts by students, and on the other, the stricter the regulation, the less practices against academic integrity that occur in the institution will be committed (McCabe et al., 1993; McCabe et al., 1999; Turner et al., 2003; Ercegovic & Richardson, 2004; LoSchiavo et al., 2011).

Conditioned by this general framework, Spanish universities have faced the problem of fraud under various types of standards and provisions for all students: evaluation standards, general student standards, and ethical codes. In addition, there are unique rules for a center, a school, a faculty, and even a department, ranging from ethical codes to specific regulations.

Finally, there are isolated cases of teaching guides for subjects in which references to fraud are incorporated when presenting the evaluation criteria.

Even so, the existence of a regulation does not guarantee anything: for it to take effect, it must be known by both teachers and students, and, above all, this type of situation must not be overlooked; that is, it must be applied. (Comas, 2009).

In Antioquia, in 2013, within the framework of the social development program "Antioquia legal," a campaign was carried out to identify and address the phenomenon of fraud in universities; 5944 students from 15 public and private institutions in the department were surveyed where the following figures were obtained: 80% admitted to having let a classmate copy them on an exam; 56% said they had copied answers from a classmate; 9% confessed to having presented a false medical certificate to justify an absence; more than 75% of the students accepted having committed some type of fraud; 11% showed as their authorship a work that they copied from the internet and 3.2% took an exam for a classmate (Martinez & Ramírez, 2018).

Research on this matter in Mexico is scarce in specialized literature. For example, Diez (2014) conducted research whose objectives consisted of analyzing some of the dishonest practices in educational institutions among students and teachers and determining if these practices enhanced situations concerning a sensible problem in our society, that of corruption and the moral disengagement it involves. A questionnaire was applied to a sample of 208 high school and university students living in Queretaro, Mexico. Data show significant frequencies of academic dishonesty behaviors among students and professors. (Diez, 2014).

Academic performance is another variable that has also been associated with AD. A study conducted with 315 students secondary and university students (Finn & Frone 2004 as cited in Vaamonde, 2008) found that AD acts are more frequent among students with depressed school performance and little identification with their institution, as well as among students with good performance but reduced academic self-confidence. Also, Individual perceptions of students with respect to personality and the behavior of the teacher seem to influence the execution of AD. In this sense, it has been observed (d, 2001) that if students negatively perceive their teachers, they are likely to be actively engaged in dishonest academic acts, unlike those who evaluate them positively, who will show marked respect for institutional norms and rules (Vaamonde, 2008).

The institution must support teachers in acting and intervening in such situations and following up on the problem instead of letting it go unnoticed. As for academic management, the proper thing would be to propose activities such as programs, seminars, and courses where that integrate practices of ethics and honesty.

Finally, focused on learning during the evaluations, the objective should be for students to develop their ideas and reason from the questions that are asked, so the questions should be presented in a way that makes students reflect and analyze.

Research Methodology

A descriptive investigation with a quantitative approach was designed to collect information about students' position toward academic dishonesty and how often these dishonest situations take place. This methodology, according to Sampieri (2006, p.103), "seeks to specify the properties, characteristics, and profiles of people, groups, communities, or any other phenomenon that is subjected to analysis."

We began this investigation by posing the following questions:

1. What are the behaviors students evaluated as dishonest?
2. What are the most common acts of academic fraud among students?
3. What kind of behaviors do teachers grade as the most dishonest?
4. What dishonest behaviors have teachers detected the most?

I. Participants

The participants are undergraduate students enrolled in a BA in languages at a public university in the south of Mexico. All the students take ten English language courses during their studies. By completing their BA, they must have reached a B2 level in English, French, or Italian. Taking an English test is not compulsory, but students are encouraged to take one. There are two courses where they are trained to present one English language exam: Academic English I and Academic English II.

II. Sample

During the semester of August 2023-January 2024, there were 10 English Language groups. Teachers in charge of those courses were contacted to invite them and their students to participate in the research. So far, five teachers have accepted and collaborated in sharing the survey among their students, so these five groups represent 50% of the universe.

III. Instruments

A survey was chosen to get the information needed for the research. It included 38 questions organized in three sections. The first section aimed to get some general information about the participants, whereas the second and third sections were devoted to academic dishonesty.

In the second section of the survey, the students were asked to evaluate the degree of severity of eighteen behaviors considered to be dishonest. Each item was evaluated using a Likert scale with six levels ranging from minimum severity to maximum severity. The last section of the instrument was designed to determine the frequency at which each of the eighteen behaviors occurs.

The survey was produced in Microsoft Forms and requested through Microsoft Teams.

IV. Procedure

Data collection was carried out in Villahermosa, Tabasco in a public university in the south of Mexico and occurred over two months, September and October 2023. The platforms that were used to share this survey were WhatsApp, Teams, and Gmail.

The collection of information was divided into two phases:

- Phase 1: The first part of this project was carried out with students who are enrolled in Academic English I and Academic English II to know their opinion regarding dishonest academic behaviors and in the second part to know whether they had committed any of them or not.
- Phase 2: The second part of this research was focused on teachers who are teaching English subjects and were asked to give their opinions from their own experience, mainly to know how frequently they found fraudulent behavior in their classes.

Data was analyzed using descriptive statistics methods to summarize and describe the main characteristics.

Results

The preliminary results presented in this paper include data related to students, and only two professors were interviewed.

General data of participants

96 students have participated in the study so far. Their ages range from 19 to 38 years old, with an average of 21.93 and a mean of 21 years of age. The majority of them are women (69%). Most of the participants do not work (71%). Most of the students who do work are men.

Regarding their academic level, they are enrolled in the 5th (29%) and 6th (30%) semesters, and a large part of them are taking the English 5, English 6, and Academic English 1 courses. They seem to be studying the English course that corresponds to the cycle they are taking. So, they are likely to have an adequate academic performance, although this aspect should be verified in the following stage of the research.

A relevant piece of information was obtained, a minimum number of students have completed a certification in English (Table 1). Among the tests mentioned, we could find those offered by Cambridge English Qualifications (KET and PET), ETS (TOEFL ITP), and IELTS. However, most of them reported that they had taken the free tests offered by EF (EFSET). Fortunately, most students have plans to take one English Test in the future.

Table 1. Certifications

Answers	Frequency	Percentage
Yes	14	14%
No	82	86%
Total	96	100%

Contrasting severity vs. frequency

The first behavior that was evaluated was “copying answers from a classmate on a test,” which resulted in behavior judged as one with a “minimum or very low severity” by half of the students. However, this consideration contrasts with the frequency of the behavior, like a minimum part of them affirming that they frequently and always copy. There are also those who point out that they have never cheated, with an almost similar percentage of those who have rarely done it, which is a pretty positive result.

Does that mean that students try to analyze and reason the questions on the exam and obtain a grade on their own merits without copying them?

In related misconduct, “giving the answers to a classmate,” participants consider it an act of minimum severity, but when they were asked if they had done it, most of them said that rarely (less than five times) and never.

Table 2. Giving answers to a classmate on an exam

Answers	Percent	Percent	Answers
Minimum severity 0	25.8%	0%	Always
1	28.9%	6.2%	Frequently (more than 10 times)
2-3	18.6%	23.7%	Occasionally (5 to 10 times)
4	15.5%	38.1%	Rarely (less than 5 times)
Maximum severity 5	11.2%	32%	Never
Total	100%	100%	

So, regarding copying, it seems that they do not want to copy, but they do accept giving a copy, perhaps because they think it will not have a consequence. Another analyzed behavior in which most of the students remained neutral, saying that it is not of maximum severity but not of minimum severity either, is to copy an assignment from a classmate. Despite having assured that, there was a positive response to this behavior since the majority of them said they had never presented a work that was not theirs.

Table 3. Copy an assignment from a classmate

Answers	Percent	Percent	Answers
Minimum severity 0	22.7%	1%	Always
1	23.7%	0%	Frequently (more than 10 times)
2-3	40.2%	4.1%	Occasionally (5 to 10 times)
4	5.2%	9.3%	Rarely (less than 5 times)
Maximum severity 5	8.2%	85.6%	Never
Total	100%	100%	

Information is provided about other fraudulent conduct; Table 4 shows that 35% of students think that “presenting a work downloaded from the internet” is a behavior of maximum severity, and it contrasts with 33% of those who consider it to be of minimum severity. However, most of them (75%) have not presented internetwork as their own.

Table 4. Present internet work as your own

Answers	Percent	Percent	Answers
Minimum severity 0	33%	1%	Always
1	11.3%	2.1%	Frequently (more than 10 times)
2-3	15.5%	4.1%	Occasionally (5 to 10 times)

4	5.2%	17.5%	Rarely (less than 5 times)
Maximum severity 5	35%	75.3%	Never
Total	100%	100%	

Due to the use of modern technologies within the academic field, it was decided to include this behavior in which contradictory, but nevertheless positive results are presented since they have never used any electronic device in an exam, although the majority of students said that using unauthorized tools during an exam is not that serious.

Table 5. Use of electronic devices in exam

Answers	Percent	Percent	Answers
Minimum severity 0	39%	0%	Always
1	9%	1%	Frequently (more than 10 times)
2-3	17%	3%	Occasionally (5 to 10 times)
4	8%	8%	Rarely (less than 5 times)
Maximum severity 5	27%	88%	Never
Total	100%	100%	

Finally, relevant information about another demeanor is shown but in a positive way, as shown in Table 2. According to these responses, students think that bribing a teacher to get a passing grade is not considered so serious, but a favorable result was obtained because 88% of them affirmed they have never committed this type of fraud.

Table 6. Bribing teachers

Answers	Percent	Percent	Answers
Minimum severity 0	40%	0%	Always
1	10%	1%	Frequently (more than 10 times)
2-3	17%	4%	Occasionally (5 to 10 times)
4	9%	9%	Rarely (less than 5 times)
Maximum severity 5	27%	88%	Never
Total	100%	100%	

In these types of situations, it can be seen both the ethics and professionalism that teachers have and the honesty and values that students must share to avoid committing this type of fraud, which is considered one of the most serious and should have profound consequences for those who do it.

Finally, these results contrast with the frequencies of fraud identified in various studies, as the undergraduate students involved in our research do not commit fraud as the students from American colleges, where between 75% and 98% of them have been involved at least once in situations of academic fraud (Burling et al., 2001 as cited in Mejia & Ordóñez, 2004).

Main findings

In summary, the findings of the reviewed studies do not show that acts of academic dishonesty are more likely to occur in online courses than in face-to-face ones. They certainly occur in both modes and may be more challenging to detect or monitor in online courses. Among the possible reasons for engaging in these acts are the following: easy access to information through technology and the Internet (Espiñeira-Bellón, 2021) the notions of ownership, authenticity, and student collaboration (Blum, 2009; Evering & Moorman, 2012, as cited in Medina & Verdejo, 2008) and the lack of knowledge of institutional policies and personal contact with professors and Adzima professors (2020). It should be noted that, in general, the teacher is responsible for attending to and reporting the acts that occur in the courses. However, managing them informally or even ignoring them seems to be a common practice due to personal and institutional factors (Medina & Verdejo, 2008) To deal with acts of academic dishonesty, universities have resorted to three main strategies: defense, detection, and prevention.

For this reason, a multidisciplinary intervention is of the utmost importance, mainly both to the institution and the professors, in reiterating to the students that learning and the skills acquired and developed during the degree are more valuable than qualifications.

In addition, not ignoring this type of situation and enforcing the sanctions imposed in the regulations is necessary. Otherwise, there will be a rise in fraud detections, where not only students and teachers in one institution are involved, but greater frauds planned overseas affecting people, institutions, and governments.

Main limitations

The main limitation of this study was based on the implementation of the survey because it was developed in a short period of time for the availability of some professors and learners to respond since they were carrying out some other type of activity during class time but the most difficult fact regards to limitation was to find the characteristics of the group which was needed to perform the research; however, these limitations can be avoided in other future research projects.

Main applications and impact of the research

Thanks to the results and discoveries that were made, other works can be generated that complement and enrich this study. As well as addressing issues such as implementing solutions that help to avoid dishonest behavior in future professionals. In the academic field, what is fair is to have equity by holding responsible both those who commit an offense and those who allow them to execute it. Within the regulations of the University where the study was carried out, the rights and obligations of both teachers and students are marked, and their main norm is to respect the legislation of the institution, such as discipline, conduct, and ethics. Otherwise, anyone who breaks the established rules will be punished. The fundamental basis to prevent development in the professional field from being affected in the future is to raise awareness, promote a culture of honesty and integrity within the learning-teaching processes, develop habits and customs, and guide students in certain situations.

Conclusion

Studies from different countries have demonstrated that academic dishonesty is common. However, the perception and frequency of fraud varies. As mentioned in the previous section, a set of positive and negative aspects were detected in the behaviors and perceptions of the participants in this research.

To address and reduce the incidence, that is, the number of students who admitted to having practiced any of these dishonest behaviors and measure the impact that this type of behavior has had to get a passing grade, both teachers and institutions must get involved.

The problem is that if students do not learn and therefore do not manage to develop the necessary skills society is demanding because, during their studies, they presented a false medical certificate, copied answers during an exam, or even something as simple as answering the attendance list on behalf of a colleague, the behavior is likely to prevail when they go out into the working world. If they lack ethics and professionalism from their academic training, they may be prone to commit this type of offense.

Therefore, a multidisciplinary intervention is of utmost importance, regarding both the institution and the teachers, by reiterating to students that the skills obtained and developed during their studies are more valuable than the one number in the school record.

Given this problem, it would be reasonable not to overload students with an excessive number of tasks or topics that are irrelevant to the aim or learning that they are intended to achieve, moreover than to complete not only individual activities but also group activities where they can share different points of view on any topic. To promote peer work where feedback from students who have better performance can help classmates who have fallen behind and thus obtain better learning and understanding.

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

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ABSTRACT

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

KEY WORDS:

Teachers, E-learning, Coronavirus pandemic

RESUMEN

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

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

PALABRAS CLAVE:

Profesores de lenguas, aprendizaje virtual, Coronavirus, pandemia

Introduction

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

Origins of the study

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

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

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

Significance of the study

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

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

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

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

Research questions

This study aims to answer the following questions:

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

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

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

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

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

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

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

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

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

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

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

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

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

Research methodology

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

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

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

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

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

Data collection

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

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

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

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

Results

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

Student’s context

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

Teacher’s context

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

Similarities of context

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

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

Research questions’ answers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Discussion

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

Limitations of the research

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

Further research

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

Conclusions

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

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

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Values and Culture



Valores y Cultura

The Importance of the Values Promoted by the Values Program at CIEX

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Values are beliefs, are principles that help us to decide what is wrong and what is right, according to different contexts, and in different situations. We can say that people know about values, and students can give their conception about what those mean, but it might not be assumed that they know how to put their values into practice. We are always learning from each other; every day is a new opportunity for putting values into practice.

Values are essential to have a good organization in our society. Kelum *et al.* (2021) claim that “Values are the fundamental beliefs, behaviors and attitudes that have been approved and accepted as what is good by society for a long time” . After the previous explanation, values refer to people’s performances in different situations in their lives. Values also help people to differentiate between good and bad actions. Kelum *et al.* (2021) explain that value is also a societal system that emphasizes human activities through education and a professional environment. Those values are a fundamental part of the results of culture management and organization. Each value plays an important role in the humanity.

As part of my own experience as a student, it is important and always necessary to review what we know about values and keep in mind our expectations, ideas, and conceptions about what each value is about. As a student, we need to know the way we act in different situations. And how we can improve those skills to communicate effectively and efficiently with people.

During my classes in CIEX, we learned and discussed about many values that were part of our program. Every month we learned about one different value, we talked about it and we shared our ideas and beliefs about that. It was an introductory activity before we started the topic, and also was a very good opportunity to reflect and think about the daily opportunities we have to put it into practice. We shared ideas with a partner, we shared ideas with the group. We practiced English, and little by little we developed our speaking skills, too.

I would like to mention that CIEX has a program about values. Some values seem to have been chosen to learn in each month at different levels. Each month has one value that reinforces students’ culture, beliefs, and aspirations to continue working on their tasks to achieve their goals or a global goal. Remembering that they are also studying a new language, languages allow them

to work with culture. According to Potowski (2010, cited in Karlık, 2023), language is a reflection of the people's cultural values, practices, and ideas (beliefs). So, every language works with cultural differences, rules, and attributes. Those characteristics help and contextualize students' learners to use the language appropriately.

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

The sections of the Journal are:

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

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

1. Title: in English and in Spanish.

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

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

3. Body of the article:

- a) Key words.** Five, in English and Spanish.
- b) Introduction:** It presents the research topic area, and the research topic, mentioning if it is descriptive, explanatory, evaluative, correlational, interpretative, etc. Also, it emphasizes the research problem.
- c) Literature review:** It presents the main terms, concepts, theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years after their publication, except from those classical research works.
- d) Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
- e) Describe the research method:** case study, phenomenology, action-research, classroom research, longitudinal research, transversal research, experimental research, cause-experimental research, etc.
 - Describe the **data type** (describe and justify the data base, universe, or sample, etc.)
 - Characterize the **subjects** (describe the participants in the research).
 - **Context** (describe the geographic and institutional context where the research was carried out).
 - **Instruments** (describe the research instruments used to collect information and data).
 - **Data analysis** (explain the way the data was systematized and analyzed).
- f) Main findings.** Synthesize, present, interpret, and argue the most significant results found and the proposal, if the case of developing one.

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

Topics for the articles:

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

1. Language learning and teaching theories
2. Language professional competencies
3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
5. Curriculum design: design of language programs
6. Design, selection, and adaptation of language teaching materials and activities
7. Language learning evaluation
8. Language and culture
9. Human values in language teaching
10. Personal development and growth in language professionals
11. Research and professional development
12. Educational technology in languages

Format:

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

Length of the articles:

- 8 to 15 pages containing text (from 3000 to 5000 words approximately)
- Containing 20 to 40 references (using the American Psychological Association APA format)

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

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

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

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

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

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

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

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LICENCIATURA EN INGLÉS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA
INGLÉS Y LINGÜÍSTICA APLICADA



El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

CONVOCA

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

REQUISITOS

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

- » Leer y aceptar los términos y condiciones de la convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la institución para realizar una cita para el examen de admisión.
- » Pagar el derecho de examen de selección.
- » Presentar el examen de selección y una evaluación de valores y actitudes en el lugar, día y hora señalados, mediante previa cita.
- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
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