

**(Mis)conceptions in the usage of Digital Resources in the ESL
Classroom At New York School**

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Abstract

The current research project analyzes the conceptions of high school students and their teachers towards the usage of digital resources in the ESL classroom at New York School in Bogotá. The problematic is that, despite the availability of digital resources, they are often used with limitations to evaluate or complete tasks, without taking advantage of the potential in English learning and teaching. Findings show how students conceive digital resources mainly as a source of passive entertainment, demonstrating difficulties to create original content for academical purposes, and sometimes using artificial intelligence as a substitute for academic responsibilities. On the other hand, teachers perceive digital resources as a valuable tool to foster interaction, personalize classes, automatize processes and connect with newer generations. However, it is recognized for its risk of distracting.

Key words: Digital resources, technology, Artificial intelligence, ESL, Education.

Resumen

El presente trabajo de investigación analiza las concepciones de estudiantes de secundaria y sus docentes sobre el uso de recursos digitales en el aprendizaje del inglés como segunda lengua en el colegio Nueva York de Bogotá. La problemática es que, pese a la disponibilidad recursos digitales, estos suelen emplearse de forma limitada para evaluar o completar tareas, sin aprovecharse plenamente para potenciar procesos de enseñanza-aprendizaje. Los hallazgos evidencian que los estudiantes conciben los recursos digitales principalmente como una fuente de entretenimiento pasivo, mostrando dificultades para la creación autónoma de contenido académico y recurriendo en ocasiones a la inteligencia artificial como sustituto de procesos cognitivos. Por su parte, las docentes los perciben como recursos útiles para fomentar la interacción, personalizar la enseñanza, automatizar procesos y conectar con las nuevas generaciones, aunque reconoce falta de formación y riesgos de distracción.

Palabras clave: Recursos digitales, tecnología, Inteligencia artificial, ESL, educación.

Introduction

In recent decades, Education and the digital era have become increasingly intertwined. Nowadays, discussing the educational field implies the concept of digital resources, which in this paper refers to any set of tools and channels to treat, manage and spread information in the classroom or at school. This trend was accelerated by the rapid expansion of the internet, and particularly due to the COVID-19 pandemic in 2020, which led to the sudden change from face-to-face classes to virtual education and online resources in schools, which proposed a solution to the infrastructural difficulties. However, this would bring certain issues related to the implementation of technologies in teaching and learning processes mostly in English classes, such as the challenge of gathering different pieces of digital information (videos, games, websites) and getting adapted to the virtual environments (Google Classroom, Zoom, Microsoft Teams). Nevertheless, integrating digital resources into English teaching presents much more challenges for both teachers and students. As Kui Xie (2018) states, two main obstacles arise: people's beliefs and expertise in using technology, and the effective evaluation of digital resources given their volume and diversity. This suggests that teachers have to overcome what they conceive as the usefulness of digital resources to teach English before implementing them in class.

Developing a more appropriate sense of incorporating digital resources in education is key for improving teaching and learning. To avoid reinforcing teachers' and students' misconceptions of the use of those resources in the classroom means to avoid spreading the misconception that implies digital resources as a replacement for meaningful interactions between teachers and students or as a mere evaluation method.

Now, one of the most impacted fields by the combination of the digital resources and education is ESL, particularly because nowadays it is a difficult task to navigate over the internet without understanding English. However, schools are still assuming digital resources from a perspective in which teachers oversee controlling, managing and finding them, while students only receive the result of that. To understand this phenomenon, teachers should consider why digital resources are considered essential and think about the horizontal implementation and usage of technologies in class. This conception leads the system to focus mainly on teaching practices but avoids the need of professional development regarding how to use these resources effectively, and students' conceptions and experience in this field. This research aims to explore the perceptions, attitudes and conceptions of middle school students and their English teacher regarding the use of digital resources in language learning. By identifying the challenges and misconceptions associated with their implementation, this research seeks to provide insights that can contribute to a more effective and meaningful integration of technology in ESL education.

Context

The technology boom¹ meant a significant change for humanity in many aspects, such as communication, security, health, and education. Nowadays it is implicitly necessary to have a certain domain of technology, as explained by Harwati Hashim (2018) “The fact that technology plays a much larger role in the digital era than it did for previous generations has made today’s generation have a high level of technological literacy.” (Hashim, P.1). This high level of digital literacy means not only have to understand how to use digital resources in their daily life but also how to integrate them in teaching.

Due to the expansion of the digital era, the Colombian government has sought to enhance the educational sector, integrating initiatives aimed at integrating education and digital resources. In this order of ideas, Law 31 from July the 30th 2009, represents a clear effort from the government institution to foster the use of digital resources. Also, Plan Nacional de Desarrollo 2018-2022, Pacto por Colombia, pacto por la equidad and Conexión Total program, are meant to ensure that educational institutions have access to different technological resources, such as the internet and computers. In addition, national policies determine the impact of technology and innovation in order to guide Colombian society towards knowledge and sustainable development (National Council for Economic and Social Policy [CONPES], 2021). Within this framework, information and communication technologies (ICTs) have been introduced into the educational field, directly supporting

¹ Technology boom: the historical event or moment in which digital resources increased exponentially its development and interconnection during 1900’s

bilingualism policies by integrating ICT-based programs into English teaching and learning, the government seeks to enhance classroom practices and strengthen students' second language skills.

Institutional

New York School is a bilingual institution located on Street 227 #49 64 in Bogotá. The campus is divided in Elementary, Middle and High school. It is a private school that educates students with an international perspective through autonomy, assertiveness, respect, and creativity. On the other hand, despite the school being a private institution, it is still guided by different standards from the national ministry of education (MEN) and international guidance from the International Baccalaureate (IB), which implies that the curriculum is based on both perspectives, national and international. Since New York School is a bilingual school, it has a strong focus on developing communicative skills in English, being taught as a second language, which implies that, not only the students, but the whole educational community is involved in English.

In terms of technology, the institution provides access to digital resources to enhance teaching and learning practices; Despite having access to technological resources such as internet connection, iPads and smart TVs, the predominant use of these tools for assessment rather than active learning, that suggests a gap between the intention of enhancing learning processes and actual classroom practices, such as using digital resources to present information in a traditional manner by using PowerPoint, instead of encouraging an active practice of looking for knowledge all over the internet, which was evidenced during the class's observations.

Population

The expected population is 25 teenagers from 12 to 14 from the institution New York School from 7th grade and 2 of their teachers. Hence, the research focuses on both teenagers, who are considered digital natives², who are taking Middle school English, as well as their English teachers who are teaching in a Middle school English class during the current digital era that demands integration of education and digital resources in the current educational landscape. In addition, the school is ruled under the international baccalaureate (IB) in which it is intended to educate a generation ready to deal with world-wide situations based on values such as reasoning, inquiry, integrity and solidarity that will be helpful in a globalized society.

Diagnostic

Based on the *Sekolah Ciputra MYP Handbook* (2023), MYP Year 2 corresponds to Grade 7, which confirms that seventh-grade students are generally placed in the second year of the Middle Years Programme. This grade level aligns with Language Acquisition Phases 3 and 4, as outlined in the *MYP Language Acquisition Global Proficiency Table* (n.d.). At this stage, students are expected to “understand and respond to a limited variety of spoken and written texts” (Phase 3) and progressively develop their language skills to comprehend and produce more complex texts and interactions as defined in Phase 4 (*MYP*

² “Digital natives” is a concept proposed by Prensky (2001) that defines all the new generations, born surrounded by technology, and therefore, they think and process information in a different way, highly affected by digital resources in their life.

Language Acquisition Global Proficiency Table, n.d.). According to the International Baccalaureate, the phases 3 and 4 are A2 and B1 correspondingly.

Based on the school guidelines, it was mentioned that the usage of digital resources at school was a strong aspect of this institution. However, digital resources are mainly used as a tool to support assessment, such as administering tests. It was observed that in class practices were mainly focused on practicing the language by completing online exercises and creating online presentations instead of actively using digital resources as a source of information, mainly because students tend to become distracted and fail to focus on the main task, This can be evidenced in the diary entry 1, in which it was observed that:

“Students are constantly asking questions about how to use different tools. The teacher tries to answer their questions with clear instructions. Students need constant supervision to avoid off-task behaviors when using the iPads. They don't really know how to use the internet to look for information. Most of the time they are asking ChatGPT to give them an answer instead of searching on their own. These kinds of activities are called “misbehaviors” since they are not using digital resources to enhance their learning process but actually replace students’ own thinking for an AI”

This provides a first insight regarding students’ perceptions towards digital resources in the EFL class. It suggests that students may not be familiar with collaborative online tools, and that they do not know how to use digital resources to improve their learning process on their own, which represents a gap between their familiarity with technology and their actual skills and management.

On the other hand, students have constant access to personal iPads during classes to facilitate in-class activities, oral presentations, and evaluations. Moreover, teachers have unrestricted access to use the iPads for any activity they consider might be useful in class, teachers can ask the institution to download certain software on the iPads if they consider it is necessary. Also, the institution is equipped with many technological rooms and devices; There is one TV per classroom, and the school has an internet connection that provides connectivity through the whole institution.

Challenges of digital resources

Although digital resources are promoted as a tool for improving second language teaching and learning, their implementation has posed significant challenges. Due to the lack of teacher training in educational technology and students' disjunction between digital resources and education, these tools are often limited to assessments or the digitalization of traditional worksheets, rather than fostering interactive and meaningful learning experiences.

Furthermore, the current educational landscape does not take into account learning processes, ignoring the fact that nowadays students are digital natives and that they owe knowledge and experience using technologies in their own way, which can be recognized as a valuable perspective and useful knowledge to enrich their learning process, which represents a gap between teachers' practices and students' experience using digital resources.

A significant issue in the English classroom is that most of the time, the usage of ICTs in the class is something that teachers can not decide on because there are many policies, standards, and laws are supposed to foster and shape the implementation of digitality behind; despite it is not mandatory, it is implicitly established and guided by the government. Teachers are provided with a long variety of digital resources for them to enhance their classes, yet there is no consideration regarding teachers' experience and knowledge about how to use and apply those instruments since it is not reflected in the creation of standards and rules that give a form to the phenomenon of including digital resources in class. In this sense, the entire task of developing a digitally enriched class lies

on the teacher, therefore, students' role in this process is passive, since, as mentioned before, most of the digital resources in class are meant to evaluate them, which implies that they are not part of the process but of the results. Aside from this, related to the ESL, teachers have a bigger weight since English is the language of development and technology: the lingua franca in which most of the internet content and digital resources are produced, and there are high expectations of English teachers regarding digital resources in class. Therefore, not only the entire educational panorama, but the English as a Second Language field has been indirectly influenced by the inclusion of technologies in learning and teaching processes.

Research Question

How do teachers' and students' conceptions of digital resources influence their utilization and classroom practices in the English language learning context?

Objectives

General

- To understand how teachers' and students' attitudes and intentions towards digital resources shape their conceptions and practices in the English classroom.

Specific

- To analyze students' attitudes towards the use of digital resources in English learning, considering their engagement and challenges.
- To examine the relationship between teachers' attitudes and practices when implementing digital tools in English instruction.
- To determine how the use of digital resources impacts students' language learning process and classroom interaction.

State of art

The following documents are examined from the perspective of EFL and the integration of digital resources in education. For this research, there are different sources of information and documents, ranging from essays to research projects, that will analyze the implementation of technologies in education. The importance of these documents lies in the definition of digital resources in education and in showing how perspectives and experiences from various cultures help to delve into the understanding of this phenomenon.

International

In this paper, Serhat Akyuza and Fatih Yavuza (2015) explore the concept of digital resources in EFL classrooms and clarify the concept of digital learning. They define digital learning as any practice carried out by an educational institution that effectively uses technology to enhance students' learning processes. Furthermore, it explains how education and technology are converging in a modern and evolving society that is constantly innovating with new digital resources.

As previously mentioned, in a world in constant development with new technologies emerging every day, keeping abreast of these changes has become a significant challenge for teachers, particularly when it comes to integrate digital resources in education, according to Akyuza and Yavuza (2015): "The rapidly changing technological innovations about education make it harder for the teachers" (Akuz & Yakuz, P. 1). Which highlights how technology in classrooms has become a challenge for educators who are adapting to the rhythm of technological development.

Now, regarding EFL classrooms and the usage of digital resources, it is mentioned that despite the integration of these resources in theory, the practice shows that it is not guaranteed implementation, considering aspects such as the acceptance of technology from teachers and learners' conceptions. Therefore, one of the most important findings in this research paper is that to evaluate the utility of digital resources, it is first necessary to receive instructions on the proper usage of these tools to have a wider picture of how to implement technology in classrooms. However, it does not guarantee its employment because it depends on teachers' and learners' perspectives regarding its utility, as observed: "only a fraction of faculty professors is motivated to use tablet technology and generally, participating faculty did indeed use tablet functionality in their classes and were convinced that this use resulted in a meaningful impact on teaching and learning." (page2) This shows that after a short instruction about the use of Tablet PCs in class, teachers still consider that digital resources do not have an impact on education. This explains that, if there is no professional development or guidance, the task of implementing technologies in class will fail.

The educational landscape is expected to be constantly changing and innovating to have an updated educational system. In this context, it is understandable that to improve teaching and learning processes, technologies are integrated into education to promote modernized methodologies and approaches. This paper defines educational innovation and explores its relationship with digital resources and its constant development.

First, educational innovation consists of any process that improves teaching and learning performance, which includes the usage of digital resources in education, as According to the OECD (2010) "Technology can provide the necessary tools for improving

the teaching and learning process, and for opening new opportunities and avenues. In particular, it can enhance the customisation of the learning process, adapting it to the particular needs of the student." (OECD, p. 14) This suggests that the inclusion of technology-based innovations in schools will contribute to a significant development of educational practices, enhancing aspects such as accessibility, collaboration, and resources creation.

To understand this phenomenon, it is necessary to understand four axes. These are: Policies, which contains all policy decisions that facilitate educational innovation; Pedagogy, that refers to teaching and learning strategies that incorporate technology and discuss highlight contributions to education; Technology, that focuses on the infrastructure as a facilitator for accessibility and equity in the fields of education and technology, improving communication, collaboration and autonomy for both teachers and students; knowledge, which encompasses the fundamental bases to understand and apply technology in education.

In his paper *ICT in Education: Possibilities and Challenges*, Martin Canoy (2004) reflects on the incorporation of digital resources in class. Analyzing this phenomenon from a historical perspective, considering that the implementation of these resources has been often seen as a challenge rather than an opportunity to innovate education.

At first, the author discusses the impact of ICT on areas such as the economy, and business from a global perspective, considering the importance of digital resources and their implementation in a world in constant development. It explains how organizations and practices changed due to technology influences across the world.

Then, he explains the relationship between education and ICTs, then he draws some lines regarding how educational institutions should let technology change their organization; Considering that technology has affected the way other types of institutions are managed nowadays, helps to analyze how they have been established thanks to the influence of digital resources, which explains how schools can be improved alike other sectors. In Canoy's (2004), words "Likewise, in schools, one of the most important ways that ICT changes student and teacher work is by creating new networking possibilities directly with other schools or, indirectly, to informational databases on the World Wide Web." (Canoy, P. 7) presenting how educational processes changed because of these resources due to the technological development regarding systematization and multimedia resources. Understanding that thanks to the creation of digital tools and the integration of internet and virtual processes in school, that helped not only to store information but facilitated its access, both learning and teaching processes become simpler in terms of managing information.

National

The research document *Understanding Beliefs, Teachers' Beliefs, and Their Impact on the Use of Computer Technology* aims to explain the conceptions of education in English as a foreign language and the effect of technologies on teachers' and students' conceptions regarding the use of digital resources in class. To do so, Galvis revises different studies carried out in public schools to determine the effect and review the *Computadores para educar* program in Colombian education.

Since the use of computers and the internet has increased, in education it has had a clear impact because has changed different perspectives, as the author mentions “Computer technology in education is a new trend that seems to offer many advantages compared to traditional instruction” (Galvis, 2012), explaining how the usage of digital resources fosters interaction among students and enhances language.

However, the usage of computers in classrooms is sometimes an unfulfilled aspiration because it does not happen as expected. Although programs exist that aim to reduce the gap between public and private education sectors, for low-income and rural areas this task has failed. On the other hand, the only reason for this implementation's failure is not only economic aspects but also the educator's profile and how it fits into this adaptation. There is a relation between traditional and low-use, and constructivist and high-use computers: “In fact, teachers' beliefs have proved to be able to challenge government and school efforts to implement computer technology” (Galvis, 2012) considering that some teachers can be reluctant when using digital resources in class because of their lack of proficiency, which explains how teacher's conceptions can be against the use of technologies in classrooms and policies effort to make this a reality.

Furthermore, in Muñoz and Gonzales' Project, it is explored the impact of distance web-based courses to analyze its influence on reading comprehension. The importance of this study, explained by Hugo Muñoz and Adriana González, lies in the fact that “Some empirical studies claim the effectiveness of web-based teaching and learning because students' satisfaction, performance, attitudes and scores are similar to a traditional classroom environment.” (Muñoz and Gonzales, 2010) Considering that one of the most updated expressions of digitality is virtual courses.

It is considered that the use of the internet and other ICTs redefines reading and reading instruction (Muñoz and Gonzales, 2010) which means that, due to the impact of the internet and digital resources, aspects such as literacy have changed its meaning. However, as incorporating technologies in class has represented a challenge, it is evident that instructing students and teachers could be a difficult task. This project will guide some students and teachers through this hard process.

Among the findings of this research, it was evident the lack of “training” that some teachers have regarding digital resources: “The lack of preparation to play those roles may originate in lack of knowledge, lack of skills, limited experience or insecurity, among others.” (Muñoz and Gonzales, 2010) Since teachers have no professional development in the usage of digital resources, they may feel lost in this process. This explains why some teachers have difficulties implementing these resources in class.

On the other hand, *Technologies for EFL Beginners* is a research Project intended to analyze digital resources in class by using videos as material that enhances learning processes, carried out in Prado Veraniego School. The employed materials are videos and TV shows from children’s context; after applying her technique, the author will explain a relationship between using videos and improving learning processes based on a constructivist and communicative pedagogy.

Since learning English has become a necessity in today’s world, the government and teachers have tried to improve the educational environment to have an updated class that responds to the global necessities, one of those necessities is learning through digital resources. However, as the author mentions, using technologies in class does not have to be

a way to call students' attention but: "to help students learn English in a way that they get engaged by the use of videos and technological tools, but also that the use of them has a specific purpose for each lesson." (Cruz, 2014) which explains what teachers should do when implementing digital resources in class to have a better impact on education.

After implementing her strategy, the findings and students' opinions show that the use of videos in class improved kids' interest and attention to class, furthermore, it helped them to learn faster due to the images, movement, and color that the videos usually have. The author concludes by saying that, the material creation is more successful because students tend to retain more information and as a consequence, implementing multimedia materials in class enhances the English learning process.

The main criteria for choosing the previous documents were considering their conception of technology or digital resources from the perception of its utility and considering different perspectives for the appliance such as multimedia, digital devices. This process was guided by the distinction of national and international perspectives that are significant to understand what is going on in Colombia and abroad to enrich the notion of the usage of digital resources in educational environments.

The reviewed studies highlight the increasing role of digital resources in education, particularly in English language teaching. Internationally, researchers such as Akyuza and Yavuza (2015) and Canoy (2004) emphasize how digital tools have the potential to enhance learning but also pose challenges in implementation due to teacher readiness and pedagogical strategies. Similarly, Pandolfini (2016) discusses the importance of digital literacy and the need for structured integration of technology in classrooms.

In the national level, Galvis (2012) explores the Computadores para Educar program, revealing that, despite governmental efforts, there is a gap between policy and practice. His study aligns with Muñoz and González (2010), who found that Colombian teachers struggle with professional development in digital education, leading to ineffective use of technology. Likewise, Cruz (2014) demonstrates how multimedia tools, such as videos, improve student engagement but require adequate instructional design to maximize their benefits.

Theoretical framework

The following section presents a variety of definitions to land the research project in a determined perspective. The concepts below are relevant to familiarize and understand the meaning of different concepts that will be used in this paper, and therefore, will also enhance the interpretation of the collected data.

Technology

Among the diverse spectrum of significance that the word technology may have, the most accurate definition is that one related to the digital era that implies the creation of new communicative environments, constant development in the digital field. New devices and technologies such as the internet fit into this definition of technology.

In recent times, emerging technologies have had an important impact on education in different aspects such as facilitating access to a variety of resources that back in the past would be otherwise difficult, such as books, maps, audio, and more digital resources that are now stored in the world wide web. As presented by Cabero (1996), who refers to it as a set of tools and channels for the access and management of information, as well as its spread and store trough digital channels, which explains the concept of technology as a tool that is helpful to manage information of different types through the media. To answer to global necessities, changes, and development, English teachers have been asked to teach English using technological resources. Understanding the different types of technologies that are nowadays available to be used in the English classes is important to respond to the current globalized society that is in constant development assuming the English language as a lingua franca in which most of technological resources are meant to be.

Digital resources

Due to the constant expansion, and innovation of new technologies, resources, and tools that are mainly connected through the internet, and the educational necessity of following the steps of technological development, both teachers and institutions had to change their concepts regarding resources in education to a more extended meaning, this being related with a new concept: digital resources, which are difficult to define, as they are not tangible, nor observable or even touchable because they include websites and digital addresses. However, Harley, Henke, and Lawrence (2006) in their book *Use and Users of Digital Resources* define:

“Resources of digital information that are freely and publicly accessible via the World Wide Web, such as mixed media (encoded texts, images, sound files, video, etc.) as well as metadata. Such resources proliferate in digital libraries (which have for some years now been digitally reformatting materials in special, archival, print, photographic, and other resources), museums (which create and distribute digital surrogates for artifacts and works of art in their resources), and archives.” (P. 25)

These resources are not only created by anonymous internet users but by institutions, teachers, students, and individuals who are considered users³ who take advantage of their creativity to constantly generate new content to fill virtual libraries, websites, and other different places⁴ in which digital media is stored. Therefore, it is

³ Anyone who uses digital resources, technologies or the internet. E.g: students, teachers, parents, average people.

⁴ Not only physical places, this includes virtual spaces such as libraries, digital storage, social media, etc.

understandable to assume that digital resources are not only those pieces of information that already exist on the internet but also everything that a user may produce.

On the other hand, Katherine Hanson and Bethany Carlson (2005) explain how using digital resources and technologies in class implies different aspects such as content and environment: “Producing culturally relevant content for teachers and students is important, but not sufficient. How digital resources are organized and presented can have a great impact on their usability in classrooms [...] Having an adequate amount of equipment is vital. For example, the NCES survey found that teachers with a greater number of classroom computers were more likely to agree that available technology was sufficient, than were teachers with fewer or no computers in their classrooms” (p. 13). This explains the correct methodology to implement digital resources in class; it is, to plan the intention of the content and the equipment are also necessary.

Additionally, the concept of digital resources in the ELT implies changing the traditional materials and content, and the inclusion of new types of resources that used to be far away from education like video games, podcasts, and content creation that are now not only in the world wide web, but also mainly in a lingua franca such as English. Therefore, both teachers and students nowadays have new supplements for learning and teaching English.

Now, an important aspect to understand is how digital resources should be included in class are the digital competences, particularly in teachers, that according to the Ministry of Education and Professional development from Spain (2022) in a document called *reference framework of digital competences for teachers*, it is defined as “the competences

that educators need to integrate digital technologies in strategies for learning and teaching, efficiently, inclusively and innovatively” (p. 11) which explains how teachers have to adapt their methodologies and learn new strategies to produce an updated teaching and learning practice. In addition, this document determines six different levels of understanding digital competences and how they are included in education based on Bloom's taxonomy⁵. This shows how the permanent expansion of technologies all around the world has influenced the definition of education and teachers' role in a digital era. It is important to understand that the constant development in the technology field, means also the creation of new opportunities and resources for teachers to use. To include technological resources in education, English teachers should have a certain domain of Digital Competences that will help them to understand and use digital knowledge.

Thanks to the constant technological and digital development, new capacities and pieces of knowledge have emerged, one of those is the capacity to understand how virtual environments work and interact, also called digital knowledge. Fernandez and Anterior (2023) define this as the capabilities to transpose practices to digital environments, including e-learning systems and different tools provided by the internet interaction. This is one of the most challenging tasks for teachers, as explained by the authors because it is necessary to understand the interaction and function of virtual environments before using digital resources in class.

⁵ Bloom's taxonomy is a hierarchy of objectives that helps to define and differentiate the level of learning based on complexity levels.

Because of the pandemic situation in 2020, the educational sector needed to include changes to adapt its methodologies and practices to a “from home” education. It means that institutions, but mainly teachers, had to learn about the use of different digital tools and new teaching strategies and methods. In Fernandez and Anterior’s (2023) words “The incorporation of digital technologies in the classroom, demands assuming a critical and reflexive attitude regarding how the teachers are carrying out the teaching process that requires the domain of digital competencies” (p. 2) which means that teachers must constantly reflect on the usage of digital resources in class.

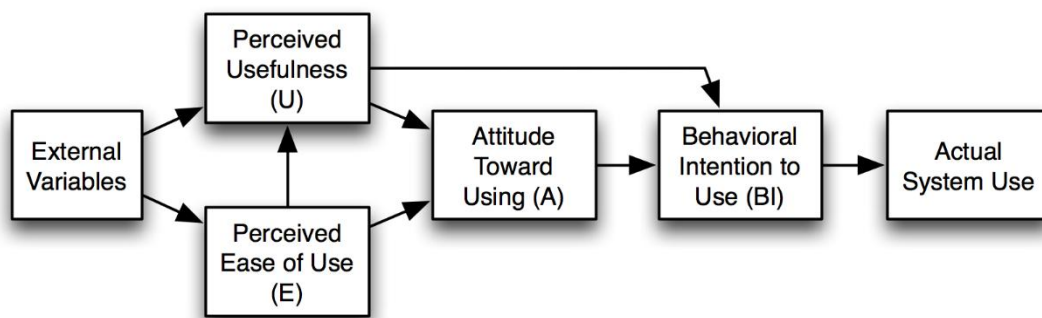
Now, regarding the EFL field, English teachers have had a significant change since most digital resources and virtual environments, responding to global necessities, are currently being developed in English. Therefore, understanding and using these new resources, became a challenging task for English teachers that are asked to adapt their methodologies and strategies to respond to the constant development of information and communication technologies.

Technology Acceptance Model (TAM)

The technology acceptance model (TAM), proposed by Davis et al (1989) aims to explain reasons why technology is not used correctly; they state that understanding why people accept or reject technology has proven to be one of the most challenging issues in information systems research. The contrast between what people or users think and how it is for them to use digital resources in their duties is relevant for them, because it shapes the actual use which comes from the analysis of different factors like intention, behavior, and perceptions. In this order of ideas, as stated by Davis (1986) “recognizing the difficulty of

specifying the right system requirements based on their own logic and intuition, designers are seeking methods for evaluating the acceptability of systems as early as possible in the design and implementation process” (p. 3) which explains the hard task of trying to create new technological tools and resources that are easy to implement, since most of the times this task (implementing) is assumed as something difficult because of the lack of information and development. This challenging task is also the teachers' responsibility.

Figure 1



Note: Technology acceptance model (TAM) Taken from David and Bagozzi (1989)

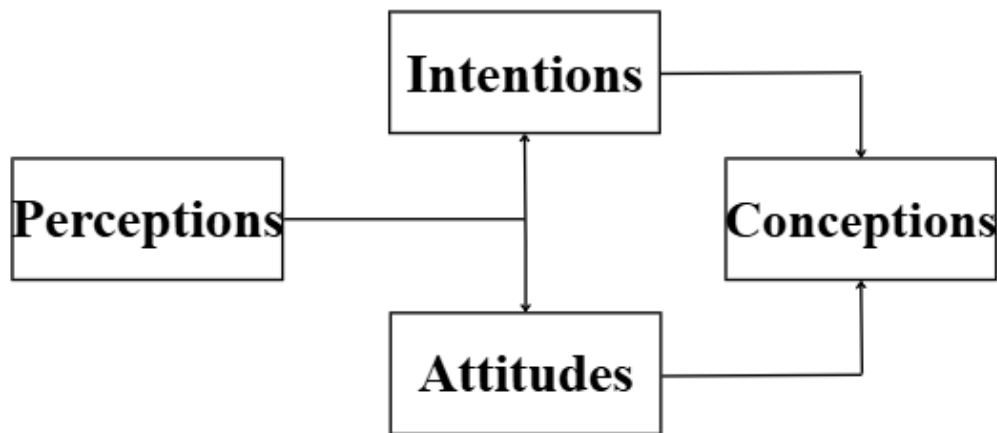
To understand the aspects that influence technology implementation, Davis (1986) and later Davis, Bagozzi, and Warshaw (1989) proposed the Technology Acceptance Model (TAM), an adaptation of the Theory of Reasoned Action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). TAM explains that someone's actual behavior towards using technology is determined by their behavioral intention (BI), also understood as what they intend to do, which is directly influenced by two key beliefs: perceived usefulness (PU), or if it is considered to have impact on - in this study - educative environments, and perceived ease of use (PEOU). These beliefs shape the user's attitude toward using the system (A), while the subjective norm (SN) is considered in extended versions of the model. In this

way, TAM provides a framework to understand how perceptions and attitudes toward digital resources affect their actual adoption in practice.

Additionally, applying this model to the ETL field implies understanding the different notions of both, teachers and students regarding, not only the usage of digital resources in the English class, to also analyzing the possible and different usages that can be applied to different aspects of English teaching and learning apart from evaluating and measuring learning processes.

The Technology Acceptance Model (TAM) will be used as a reference to create a simpler model that helps to examine how teachers and students perceive digital resources in the English classroom, focusing on their perceived usefulness and ease of use, which are absorbed in Perceptions. These perceptions will be analyzed to identify the beliefs and attitudes that shape their intention and ultimately, their actual Conception of the usage technology within the context of English as a second language teaching and learning practices. The proposal for this new model is presented in the figure 2.

Figure 2



Note: This figure was adapted from Davis and Bagozzi TAM proposal

This version, adapted from Davis and Bagozzi, proposes to analyze how conceptions are built based on perceptions, which are the starting point of perspective to then create the intentions (what people want to do with digital resources) and attitudes (what people actually do with digital resources). In other words, this proposal intends to explain how what students think about digital resources influence what they mean to do and what they actually do, and how this builds the entire phenomenon of their conceptions towards digital resources.

Methodological framework

In this section, it will be introduced the methodological proposal for the current research project. To do so, action research will be carried out based on the interpretation of the inventions, attitudes and usage of digital resources. On the other hand, the data collection instruments to be used for this purpose are observations, field diary, and interviews. Despite at first the project was meant to be a case study in which the focus was going to be mainly analytical, due to the interactive and practical nature of digital resources, action research emerged from the participative integration of different technologies in the English classroom.

Design

This study employs an action-research approach to examine and enhance classroom practices towards digital resources when teaching and learning English as a second language. According to Mertler (2016) action-research is a methodology that allows teachers to analyze and evaluate their own classrooms to better comprehend different phenomenon and to be able to improve their quality or effectiveness, but this will be also transposed to students' side who will also reconstruct their perceptions of using technologies in class. Therefore, it becomes a reflective and participatory process led by practices in class and its evolution during a spread of time.

Qualitative design

This action-research is designed under a qualitative order since its main objective is to understand and interpret the experiences and notions, translated into attitudes towards

technologies, all taken from interventions with a determined group of students. To reach a more precise understanding of the usage of digital resources in class, it is necessary to analyze and interpret user's experiences and thoughts, as Hokkien (2017) states: "The analysis of subjective feelings may also reveal important assumptions and tacit understandings that affect interpreting practices in different social settings." (p. 9) which explains why it is important to understand and analyze user's experiences to have a clearer picture of this phenomenon. Particularly, in the EFL field it is relevant since it is a field enriched with subjectivity and interculturality.

Participants

The current action-research analyzes the perceptions and attitudes of 25 seventh grade students and their teacher from New York School. Since the school is equipped with various types of digital resources and technologies, it is understandable that this class takes advantage of those resources to enhance teaching and learning processes.

Now, teachers' use, and incorporation of different types of digital resources is more focused on digital worksheets and virtual environments in which students can elaborate different activities. Tools such as Google Classroom and Live worksheets are commonly used during classes. The teachers show a good domain regarding the usage of the previously mentioned tools, as well as other websites that help to complete different daily chores such as sending emails and class management. Furthermore, there is a transposition from traditional worksheets to digital resources that has been implemented efficiently. Despite the similarity with paper-based workshops, these digital activities showed efficiency in class; those activities keep students focused and actively participating.

On the other hand, regarding students, it is important to mention that sometimes they have access to personal iPads with an internet connection that they can use during class for different purposes but under teacher's guidance. Students have a certain domain of different tools for creating and being evaluated yet they still need the teacher's constant help. Most of the interactions and uses of students are guided by their teacher, but despite her clear and precise instructions, they have difficulties sometimes. On the other hand, it is common to see students using artificial intelligence to replace their own creative and writing process. Additionally, students follow a school policy regarding the use of personal cell phones that forbidden them until ninth grade.

Data collection tools

The first instrument to be used is the field diary, which is helpful when it is necessary to analyze work patterns, attitudes and behaviors. According to Bell (2018) "In research, diaries are not personal records of engagements or journals of thoughts and activities, but records or logs of professional activities" (p. 173) which will be used during the class observations and that will allow the researcher to document the activities carried out in 7B English class. The diary will document the digital resources that were used in class as well as its actual use, analyzing both teachers' and students' perceptions, intentions and attitudes towards digital resources. For this purpose, 25 interventions were carried out in which there were applied different pedagogical strategies to guide the class related learning and digital resources for receiving and documenting emerging information.

The second data collection tool is a survey, which according to Cohen (2007) "Surveys gather data at a particular point in time with the intention of describing the nature

of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events” (p. 334) which means that for the present project will be useful for the process of understanding the phenomenon of the usage of digital resources in the English class, to determine how the conceptions, conditions and beliefs are reflected on students behaviors and attitudes towards digital resources. The survey is going to be carried out in the 6B class from New York school. For this purpose, the activity will be carried out through Mentimeter, which is a platform in which surveys can be created using different types of questions such as multiple choice, Likert scale based and open questions.

The third instrument will be an interview with the teacher who is in charge of this course. According to Paton, cited by Hyusein (2009): “an interview is used to find out what is in and on someone else’s mind which can not be directly observable” (p. 2). Which will help to understand the teacher's attitudes and behaviors. This interview will be a semi-structured one, in which the interaction to build the concept of “the usage of digital resources” will be the main objective. To collect enough information to be able to shape the construct behind the usage of digital resources it is necessary to have a dialogue between the ones who use those tools and what the theory says.

To align the data collection process, it was necessary to consider ethical concerns to preserve teachers’ and students’ personal safety and assure them a proper information treatment. To do so, the following measures were considered:

- Students' parents received an informed consent, describing the research process, data collection and its implications. Since some parents declined the request, the population got reduced to preserve students' privacy.
- Since the research does not delve into social networks interaction, personal information about social networks or personal accounts were taken from neither students nor teachers.
- Both students and teachers received anonymous labels to ensure their privacy and identity.

Piloting

The survey piloting process was carried out by asking university students to complete the survey and determine if the questions were understandable. This guided the correction of some aspects of the questionnaire in terms of grammar, vocabulary and changing the sense or the intention of the questions. On the other hand, 2 children were asked to complete the piloting to determine if the proposal was clear. The piloting resulted in the modification of different questions to make them easy to comprehend for seventh graders.

During the piloting, three teachers were asked to read the questions and evaluate the content and form, as well as the possible answers and its ease of understanding. The questions were modified to make them clearer and to have the intention of understanding the phenomenon precisely.

Data Analysis

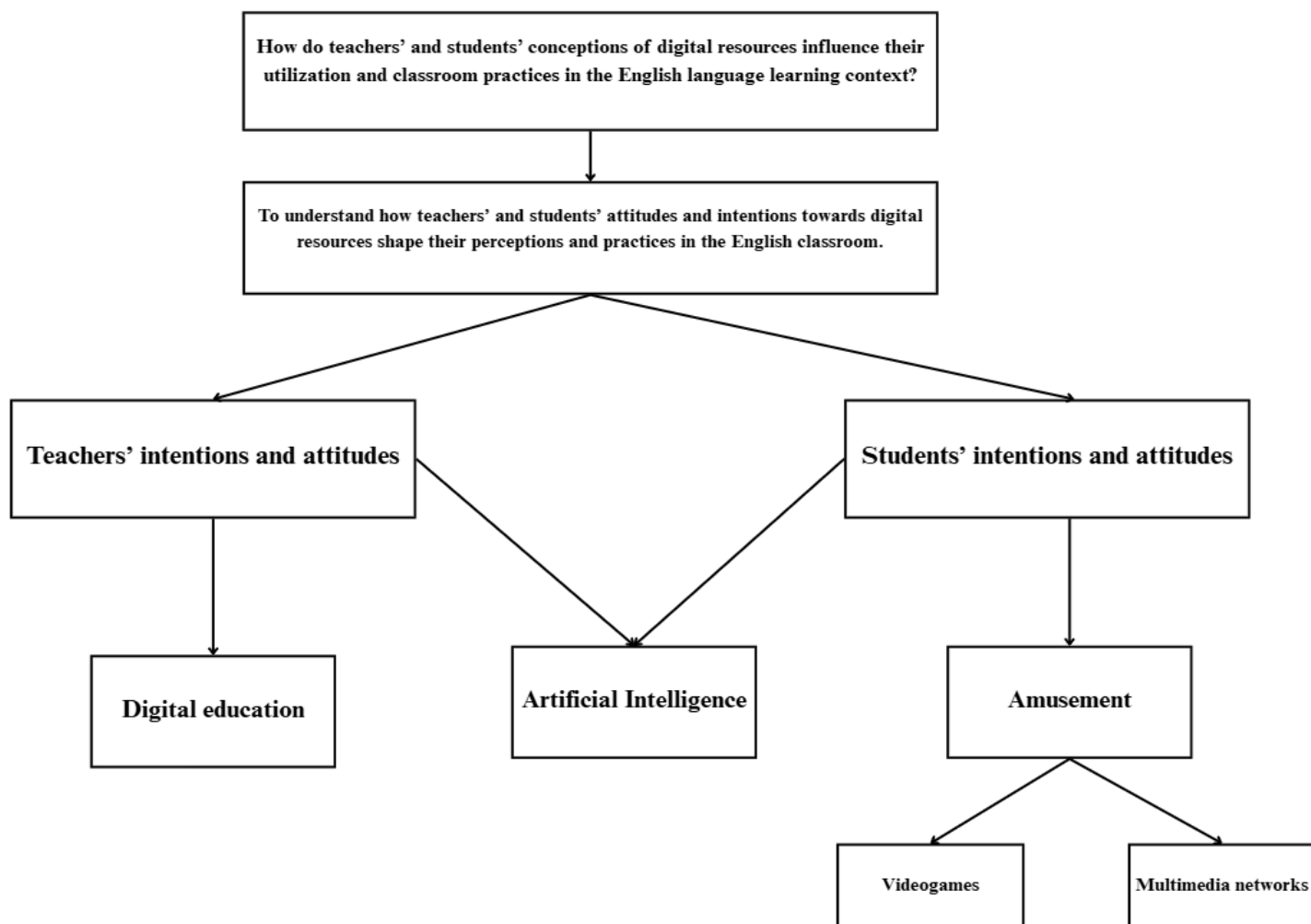
The following chapter presents the data analysis that aims to answer the question “How do teachers’ and students’ perceptions of digital resources influence their utilization and classroom practices in the English language learning context?”. This analysis is based on the grounded theory proposed by Glaser and Strauss (1967) that suggests creating categories to analyze and contrast the collected data; For the analysis of information, it will be necessary to compare different sources to validate the interpretation, however, according to Cullen and Berman (2011) “Validation does not imply testing hypotheses but refers to researchers assessing interpretations both with participants and against emerging data as the research progresses.” which explains the process of contrasting information as a constant dialogue between the collected data and the literature. The map 1 presents an overview of the procedure of the data analysis.

Students’ perceptions emerged from classroom diary entries and survey responses, while teachers’ attitudes and conceptions were derived from semi-structured interviews and classroom observations. These categories were interpreted through a pedagogical perspective, and the Technology Acceptance Model, which frames how learners and teachers interact with digital resources. Hence, this categorization allows the study to correlate how digital practices shape students’ learning interactions and how teachers’ intervention influences their engagement with English.

For this purpose, there are four main categories to be analyzed: Amusement, Multimedia Networks, Digital Education, and Artificial Intelligence. To analyze the collected information, it will be necessary to attach a diary entry, interview or result from

the implementations, depending on where the information comes from, and how it can provide insights to different categories. In other words, to separate each entry and place them in different categories to contrast how they are related to the reported observations. To complete the analysis, the information will be contrasted with the proposal based on the Technology Acceptance Model (figure 2).

Map 1.



Note: A visual explanation of the procedure of this research project.

Amusement

The concept of Amusement comes from the ‘digital entertainment’ term, defined by Aranyossy (2022) as an emerging and evolving field of the entertainment industry that has taken digital forms, including music, cinema, television and games. This aspect absorbs internet streaming, considered as the delivery of video and audio media content on the World Wide Web to internet users. This defines how internet users interact with other users and content on the world wide web in different forms. For the analysis of this category, there emerges from the questionnaire a variety of clues that shows how most of the students were interested in entertainment activities on the internet such as playing video games, watching series or listening to music.

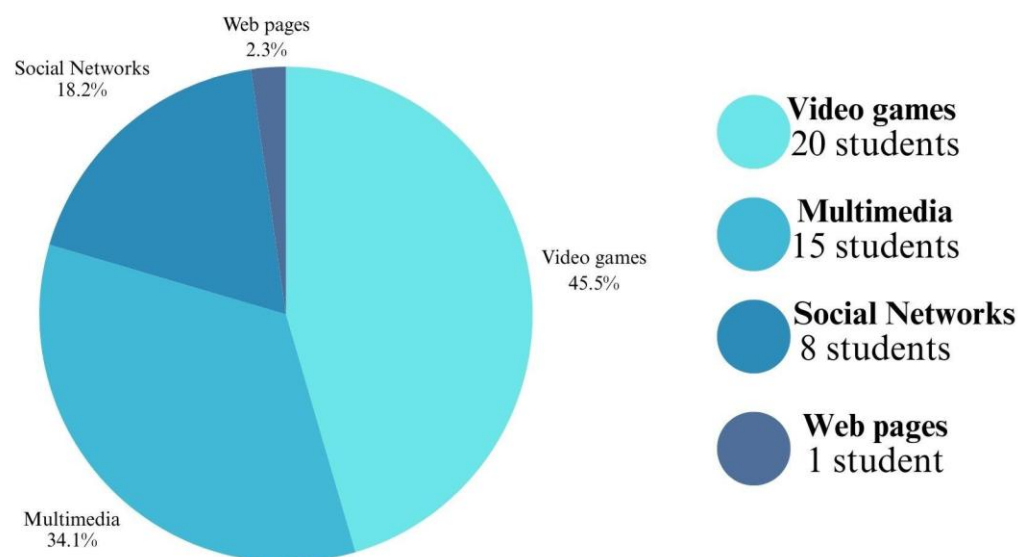
Gaming

The Gaming category comes from the definition given by Aranyossy (2022) regarding digital entertainment but specifically linked with the aspect of playing either online or offline video games. This aspect refers to all kinds of video games that students mentioned during the class that are not directly related to education and can not be considered serious games⁶. To illustrate the relevance of this aspect in their lives, chart 1 from the questionnaire, in which they were asked to give examples of different types of digital resources, shows how the most extended group of responses belongs to Games; it

⁶ Serious games are defined by Abt Clark (1970) as games that are directly designed for education and are not meant to be a source of entertainment.

counts with 20 different responses and has 6 different types of video games, being roblox the most popular.

Chart 1.



Note: Results from the questionnaire from the question “how do you use technology?”

Now, this chart explains a phenomenon in students' attitude during the observations; on entries 4 and 5 it was evidenced how students were constantly interrupting the class to talk about video games, being the most common to listen to comments regarding Roblox and Fortnite.

Entry 4: Most of the interactions are guided by the teacher and she gives precise instructions, yet students have difficulties to follow them. Students are constantly getting distracted by other activities on the internet. (...) In addition, they are constantly yelling words and making impressions of video games, being Roblox and “Dress to impress” the most common.

However, despite it may seem that it was counterproductive for them to talk about their videogames and internet culture, it proved to be advantageous in a contextualized activity. During a class, students were asked to create a tier list about a specific topic for their preference. The options were Series, Videogames, Movies and Literature. This class activity aimed to develop speaking fluency and the use of comparatives, argumentative skills and the capacity to virtually organize information for them to share to the class. Students used the digital tool TierlistMaker, which allowed them to present a visual representation and rank items within their chosen category. Once their personalized tier lists were complete, they were asked to present and justify their rankings orally to the class using comparative structures such as "X is more engaging than Y," or "Although Z is more popular, I think Y is better written." (View annex 3)

Now, for this activity students were constantly guided through the creation of their tier list and how to use this page by using clear and visual instructions for them to follow. The image 1 is one of the many different examples that came out from this activity, and it served as a visual resource for a couple of students to voluntarily talk in front of the class about their work and results in this task. These students were able to publicly and voluntarily present their tier list using comparatives and superlatives, as well as justifying their choices for item and category.

Image 1.



Note: Students' result from the comparatives and superlatives activity in class.

This establishes a direct connection between what students answered in the questionnaire: most of them may believe that digital resources are related with entertainment, and the most common entertainment alternative is video games. It is to say that the most common perception among students regarding the usage of digital resources is for entertainment, specifically gaming. However, it is still not related to their learning process and how they might use video games to learn, acquire, practice or improve the language.

In order to compare their perception of usefulness and enjoyment it is relevant to bring a particular implementation in which Storyteller⁷ (view annex 5) was used to do both

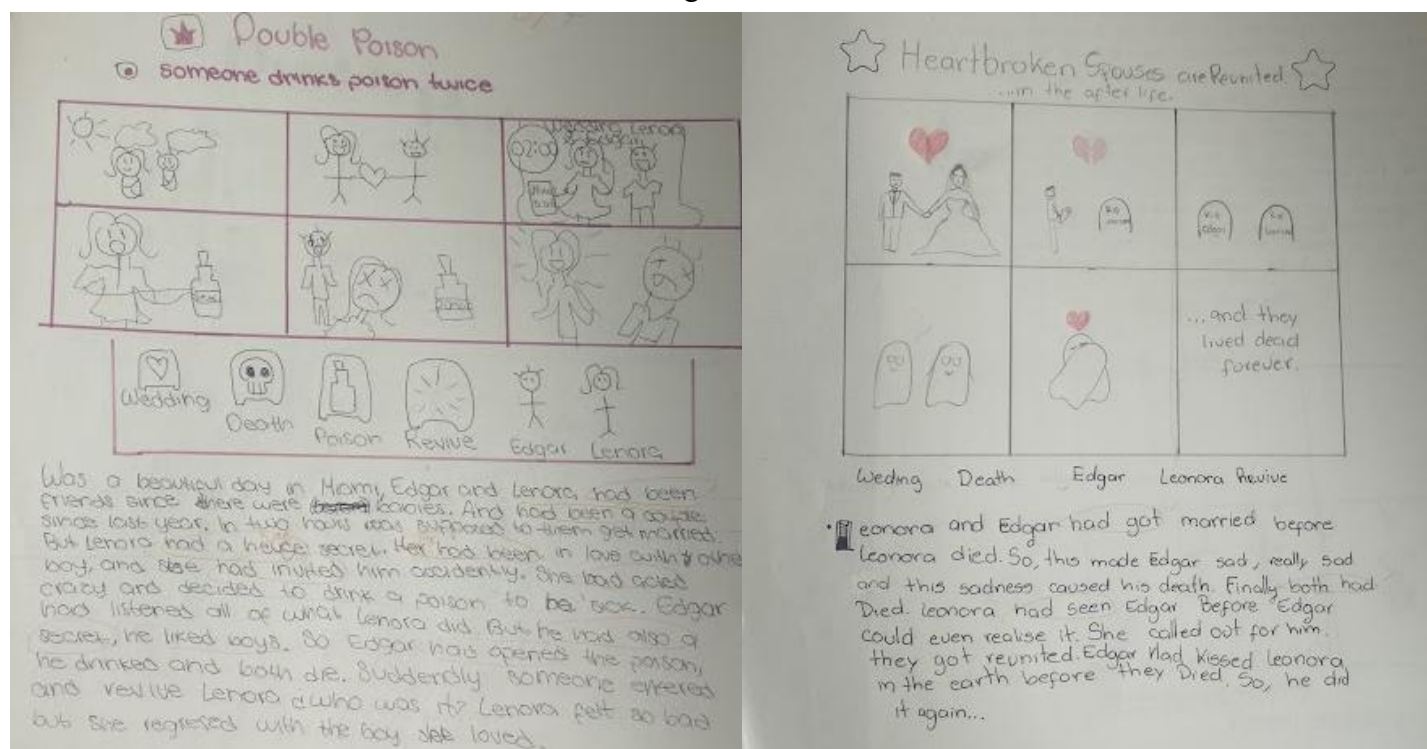
⁷ A puzzle game designed by Daniel Benmergu in 2009.

teaching and practicing English. During this class students were guided through the following aspects:

1. Learning how to play Storyteller by actually playing in class. A spread of 15 minutes was dedicated to play to complete the tutorial and playing. This activity promoted participation and kept the students interested and active.
2. Learning how to use the past perfect by playing the game. The video game Storyteller offers a flexible and creative environment for teaching the Past Perfect in English because its core gameplay mechanics implies manipulating sequences of events, precisely the kind of temporal logic that the Past Perfect expresses.
3. Connecting both the game and the grammar by solving puzzles from the game and rewriting their solution using the past perfect. This step requires both creativity and logical thinking. Here, the game works as a stimulus.

Besides the fact that the classroom was highly motivated and interested in playing and discussing how to complete a level, students showed a straight connection between the language and the videogame, which was evidenced in the writing activity. Students could retell the story using the given vocabulary and grammatical aspects from the class. Some clear examples of this are the images 2 and 3, in which there is evidence of a very extended text that fulfills the workshop instructions and goes beyond.

Images 2 and 3.

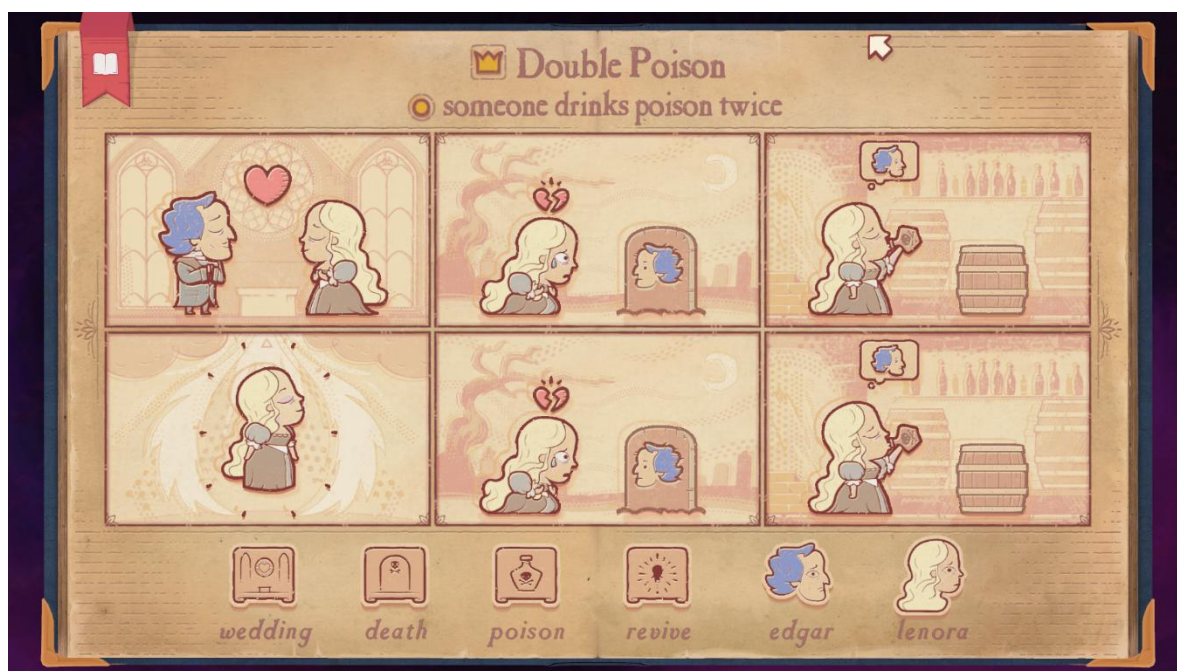


Note: Students' results from the activity based on Storyteller.

The following corresponds to a solved puzzle of the game. It draws a direct line between students' exercise and the game's dynamics. This demonstrates how based on the game instruction and mechanics⁸ students practiced language in a precise context based on a videogame. Image 4 belongs to a level of the game that students completed during this activity.

⁸ Rules and procedures that allow interaction between players and the environment.

Image 4



Note: Real picture from the videogame Storyteller.

It is important to mention that before teaching past perfect using the game, it was necessary to teach how to play the game, because, otherwise, it would have been more complicated to draw a connection between gaming and grammar. Hence, letting the students get in touch with the game was crucial for the activity because, before using something to teach, it is necessary to teach that tool so that students get involved and accustomed to it.

The integration of video games into the English classroom had a clear and important impact on students' language use and practices. Students moved beyond seeing games as mere entertainment, engaging with Storyteller as a meaningful learning environment in which linguistic structures (particularly the Past Perfect) were practiced through puzzle-

solving, narrative writing, and multimodal interaction. The evidence contained in images 2 and 3 shows written productions in which learners not only applied the target grammar from a creative perspective but also expanded their use of English and cohesion through contextualized storytelling based on in-game contextualized situations. This indicates that videogames functioned as linguistic mediators: they offered an immediate purpose for communication, reduced affective filters, and provided authentic situations that required students to verbalize their thoughts, sequence events, and delve into their decisions. Additionally, students' interactions were transformed from passive digital engagement to active language use, which demonstrates that digital resources enhance engagement and create an active learning space in which students can actually take advantage of interactive environments such as video games.

About students' perceptions regarding the usage of video games in educational environments, a student expressed their ambivalence about this matter, particularly revealing crucial information about the perceived usefulness and the behavioral intention:

"I think it helped me to learn better and to like improving that specific topic. But sometimes I think that it could be like, because it could be, it could just distract some persons, and it wouldn't help enough. Because for example, educational games are like interactive activities that are very interesting, but they are... like focused on. Their aim is to educate or learn about the topic. But video games are just like for entertaining and they could be used for learning and improving some things" (Interview, anonymous student, may, 2025).

This is a crucial perspective to consider since it aligns video games with entertainment. However, this student mentioned that there is a relevant challenge that teachers assume: distraction. This insight reveals how students perceive video games in class for their powerful pedagogical value yet also understand their harmful potential as a disruptor resource.

This proposes a dichotomy on using video games in class, since students and teachers will have to distinguish between enjoyment and learning when bringing a video game to the English class. Despite the high potential and advantage that video games might provide to education, since it has been proved that video games can in fact enhance and motivate learning and practicing a second language, students still need a proper guidance when implementing non-serious games in class; in this context, games are not precisely a distraction source but a discussion topic that opens the opportunity to think, discuss and practice the second language, therefore, video games can be taken as a valuable resource to promote English usage by playing without bringing distraction to the classroom. However, educational environments will face a big challenge when implementing video games without creating a distraction factor for students.

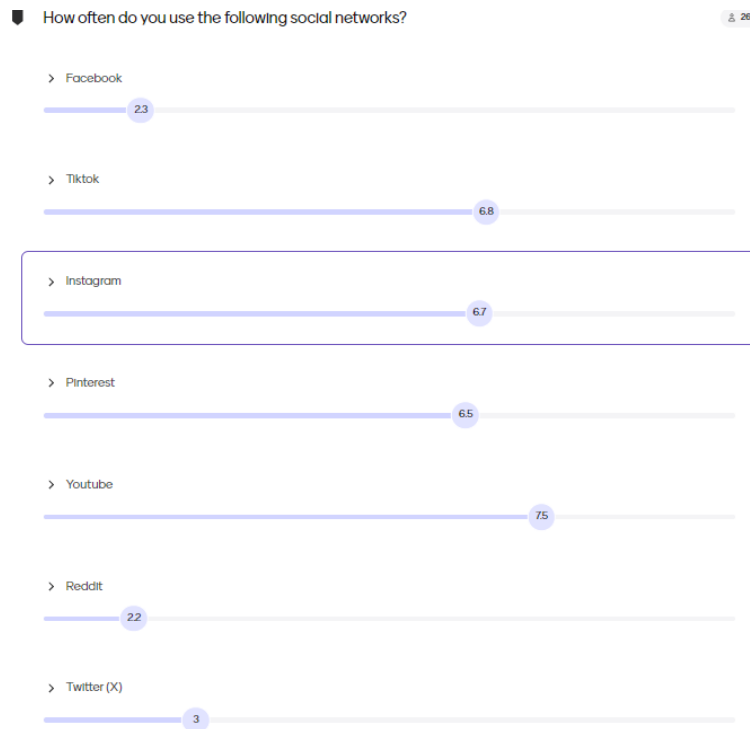
Given students' predominant use of digital resources for entertainment, exposure to English occurs informally and without pedagogical direction, which restricts vocabulary expansion and hinders the development of productive skills. However, despite the amusement factor attached to digital resources, the data highlights students' capability to reframe their perception towards leisure sources such as videogames, taking advantage of them as a virtual learning and practicing environment to enhance their language proficiency. Hence teachers need structured knowledge to restructure digital tools for

productive language use and to guide students from passive consumption toward active linguistic creation. From an institutional development perspective, video games represent not only a vocabulary acquisition environment, but also a communication space integrated into task with explicit learning goals.

Multimedia networks

The concept of multimedia networks is close to what Reid and Radesky (2016) defined as digital media as a form of media in which users can both consume and actively create content. Which can be explained with social applications (apps), online video games, YouTube videos, assuming the integration of passively viewed and interactive media as something seamless and natural in daily life. This helps define how users interact with online content across different levels of engagement. This second aspect that comes from the amusement category, absorbs all kinds of social networks and its impact on students' conceptions regarding digital resources. Social networks are the most common multimedia network nowadays, and to demonstrate that they are relevant for students, part of the collected data provides references. Graphic 1 (page 48) provides a clear organization of student's perception towards social networks. Before analyzing the information, it is worth mentioning that during the questionnaire students were asked if they have a personal account of any social network and from the 25 participants, 24 answered YES, showing how integrated social networks are for them.

Graphic 1.



Note: Graphic from the questionnaire that shows how often students use some social networks.

This graphic aligns with diary entry 5, which shows that students prefer social networks for consuming mostly videos. In this question the most voted answer was YouTube, followed by TikTok in second place. These two are mainly streaming platforms in which content is delivered for users to consume it, seldomly to produce it by the average user. Therefore, in this case students use social media for entertainment, mostly watching videos instead of chatting or creating content on social media.

Entry 5: Today students did not use the iPads, but the teacher showed images and videos regarding the class topic (writing styles and poetry). They are constantly mentioning

internet content such as “skibidi toilet”, “mewing” and other tiktok trends. Skibidi toilet is a popular show, available on different platforms such as YouTube and TikTok. These kinds of interactions that contain references to that “internet culture” are common in class.

This highlights a significant distinction in their perception of multimedia content: Consumption versus creation. Most students show interest in passively consuming internet content in different platforms and social media. On the other hand, regarding creation, during the observations they mentioned TikTok creation and edition, but connecting this to internet trends, which is still linked with the concept of consumption since they are not actively creating new information or material but copying someone’s dance, audio or tiktok. Although students are frequently asked to create visual materials in class, many still struggle with basic functions of digital tools such as Canva and Google docs, demonstrating a slow process when creating new content such as online documents, visual presentations, and chatting with artificial intelligences. This was evidenced during the 17th diary entry:

Entry 17: “during the third part of the class, there was a writing activity that showed many interesting things:

- They were struggling with creating online documents correctly (a task that they had done before in this class several times) and were constantly asking for help and guidance.
- They had issues thinking about the writing task. Despite having an internet connection and, somehow, freedom to search information about their interests, they

still preferred asking the teacher rather than conducting online searches. Even after suggesting they look for information on google, they will choose the first information given in the result without consulting at least a webpage. After all the research, they still had no idea of what to write.

- They were instructed to ask an AI to help them to find sources of information. Some of them struggled writing precise instructions and preferred to ask ChatGPT to complete the paragraph for them.”

(Fiel diary, entry 17, 29/apr/25)

The entry above is directly linked to students’ perceptions to use digital resources to create content in class. They demonstrated a lack of knowledge and domain of digital tools to produce either images, videos or presentations, which implies difficulties for them to create their own content. This category highlights students’ predominant role as passive consumers of multimedia content rather than active creators, which also shows their lack of knowledge on how to use different digital tools to create any type of content for the English class. While social media and video platforms are deeply incorporated in their habits, these tools are rarely used for academic purposes. Furthermore, students’ limited proficiency with basic digital tools represents a gap between their digital literacy and their actual skills.

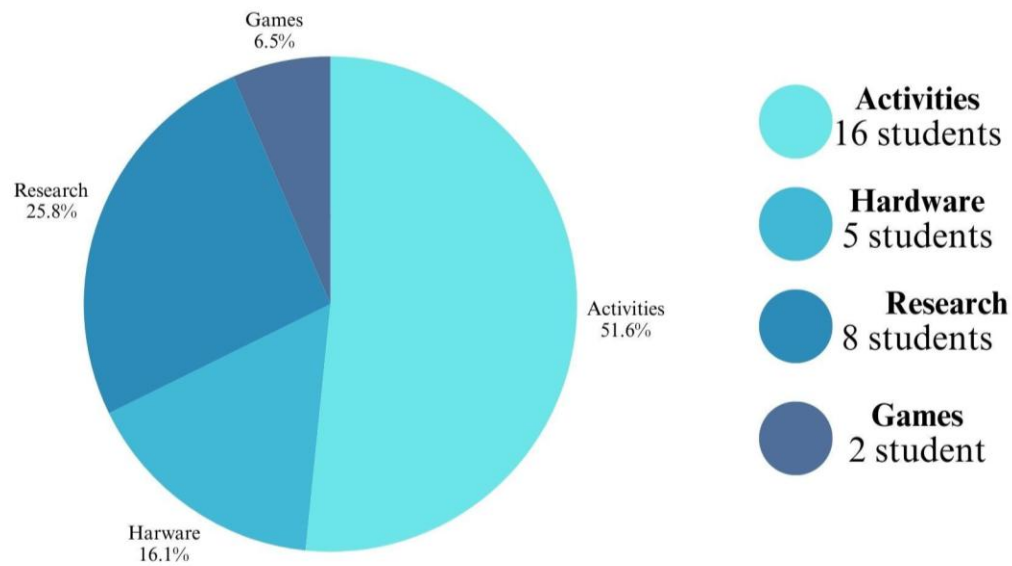
Therefore, their perception about how useful their learning process is to manage digital resources represents a gap between passive consumerism and their lack of proficiency. The data shows that they do not perceive technology as a valuable resource for them to learn, but as a source of enjoyment, which is straightly attached to the passive consumerism in social media and videogames. These findings call for pedagogical strategies that not only

engage students through familiar digital channels but also guide them toward meaningful content creation and autonomous information management.

Digital Education

The definition for digital education is similar to Lee (2011) definition of e-learning as an information system that can combine a variety of education connected through different online platforms. It is to say, the manner of combining different multimedia channels and digital resources in English class to enhance the performance. To complement this definition, it is important to attach teachers' and students' research abilities that allow them to learn autonomously by using internet resources. Now, regarding this category that implies the usage of digital resources to obtain information in class, there are different aspects to consider. First, it is necessary to define what students believe regarding digital resources, how they can use them and their actual use. To do so, chart 2 illustrates the question "In class, how do you use digital resources?" that appeals to their conceptions about the usage of digital resources. It shows that most of them conceive that digital resources in class are meant to be used for activities such as Kahoot, live worksheet, Google Classroom, and quizzes.

Chart 2.



Note: Chart from the questionnaire of the answers to the question “In class, how do you use digital resources?”

On the other hand, chart 2 demonstrates that in second place students answered “research” which means both learning, studying and browsing through the internet for information. This information is directly connected to the diary entry 11 that demonstrates how students use browsers to find information.

Entry: “Students were creating a presentation based on a given structure to present a country and its culture in groups. They had free time to design and distribute the information about geography, culture, gastronomy, and traveling from the past and the present. They use different resources such as google, ChatGPT, and YouTube. They gathered basic information, but it was enough to fulfill the task.” (Field diary, entry 11, 25/sept/2024)

The previous entry, contrasted with the chart from the survey, shows that apparently, they do know how to use digital resources for research, since it was the second most voted answer. However, despite showing a certain familiarity, their actual intention was not using digital resources to learn something but to find a shortcut to complete the task. This affirmation is based on the following diary entry:

Entry: “During their research, which was mainly intended to answer questions about the presenters, they did brief research in google to answer what they were asked. Sometimes the information was not accurate or complete.” Field diary, entry 13, 15/oct/2024)

This leads to a different conclusion from that presented earlier: they do not really use digital resources as a learning tool at school. In practice, their use serves as a shortcut to task fulfilment. Certainly, their English teacher provided a valuable point of view during the interview regarding this phenomenon when it was introduced the concept of digital nativity and students’ management of digital resources: “they're supposed to be familiarized with these resources, yet I think somehow, they show they do not, they are not. Like, they use them, but they don't know how to use them. So, for example, they have a lot of tools to use there, but most of the time they spend these skills that they have in the digital era just for entertaining purposes” (Interview, Anonymous teacher, October 2024)

To understand students’ conceptions, it is necessary to contrast their perceived usefulness and ease of use, and actual use of digital resources, previously presented in the Technology Acceptance Model. First, as shown in the questionnaire, their concept of usefulness is that mainly technology in their lives is a tool for entertainment (e.g.

videogames, music, series). Second, their actual behavior, demonstrated during the third implementation. It was shown that students perceive digital resources as a facilitator for answers instead of bringer of knowledge. Diary entry 16 helps to understand this in the context of the English class.

Entry: “They had issues thinking about the writing task. Despite having an internet connection and, somehow, freedom to search information about their interests, they still preferred to ask the teachers for information. Even after suggesting they look for information on google, they will choose the first information given in the result without consulting at least a webpage. After all the research, they still struggle to develop original content. They were instructed to ask an AI to help them to find sources of information. Some of them struggled writing precise instructions and preferred to ask ChatGPT to complete the paragraph for them.” (Field diary, entry 16, 06/Nov/2024)

Therefore, all this information contributes to a definition about students' conceptions regarding the usage, which is directly connected to their actual use of digital resources: They do not conceive digital resources as something that can help them to learn yet as a tool to obtain immediate answers. Despite being familiarized with digital resources, knowing how to use them, and being taught the correct use, students do not consider digital resources something that can enhance their learning process.

Now, on the other hand, it is important to determine a teacher's conceptions. To do so, it is necessary to examine the design of activities and lessons. The concepts of beliefs, motivation, and intention, taken from the technology acceptance model, are useful to

understand these aspects. To begin, it comes to the analysis of the class's observations in which it was evidenced digital resources' usefulness. The following diary entry provides valuable information about this:

Entry: "They were playing a Kahoot game about poetry and writing styles. The teacher uses the game not only to check students' knowledge but also to foster interaction among students. Students show interest and enthusiasm in the activity. They tend to have an active attitude for this kind of activity. They demonstrated learning during this activity since they were able to fix some mistakes or misunderstandings. The teacher was not only playing the game, but she constantly stopped to explain the results. Sometimes students took the word to explain which was the correct answer." (Fiel diary, entry 6, 15/may/2024)

This shows how digital resources can be used in class to foster the interaction among students. In this particular case, the teacher's motivation is to improve student's participation and to verify their knowledge rather than teaching something directly; activities based on digital resources (e.g. Kahoot, Liveworksheet), used in 7B class were not intended to replace the teacher's role but to enhance the student's learning process and it has been shown to be helpful.

Aside from that it is necessary to understand a teacher's beliefs to comprehend the actual behavior. To achieve this goal, the teacher's interview provides information in which it was mentioned how digital resources help teachers to be close to young generations:

"I have always been tempted to use technology because I consider that that's something that connects me with the younger generations. (...) I think that my use of

technology, technological resources have increased, and I have been trying to learn from it. So, I have found, for example, Google Classroom that was an excellent result. Our school has a platform that is called Moodle, which is quite interesting, but the problem is that it's challenging because it requires, like, training, and we haven't had that much.” (Interview, anonymous teacher, October 2024).

This brings an insight that connects technology with newer generations and how, through digital resources, teachers can get in touch with their students in a field they understand. However, it is important to highlight some inconveniences that were mentioned during the interview, such as the lack of “professional development” and student’s lack of concentration capacities. Despite all these obstacles, it was evidenced how digital resources enhanced interaction among the entire class, allowing students to discuss and solve questions about the class’s topic. All these improvements were possible due to the teacher’s expertise regarding the usage of digital resources.

The widespread availability of digital tools does not guarantee their pedagogical appropriation. The data suggest that digital education is not only about access, but also about guided, critical and intentional use, which must be cultivated through targeted teaching practices. The intention of including digital resources in teaching practicum has to be accompanied with an appropriate guidance, otherwise, these powerful resources will not make a significant change on current teaching strategies and methodologies.

Artificial Intelligence

During the last year, artificial intelligence has gained popularity all around the world as an interesting and fast-growing digital resource in the current world. Particularly, the educational environment is one of the most affected spheres in different dimensions, and it will continue changing education over time. Russel and Norvig (2020) provide a useful characterization to understand artificial intelligence: “some consider (artificial) intelligence to be a property of internal thought processes and reasoning, while others focus on intelligent behavior, an external characterization.” (p. 19) but both reasoning and behavior can be attached to the current AI, which implies that it can have a logical and objective analytical process, including the capacity of giving structured arguments, consistent arguments based on thinking systems, and personalized feedback in real time.

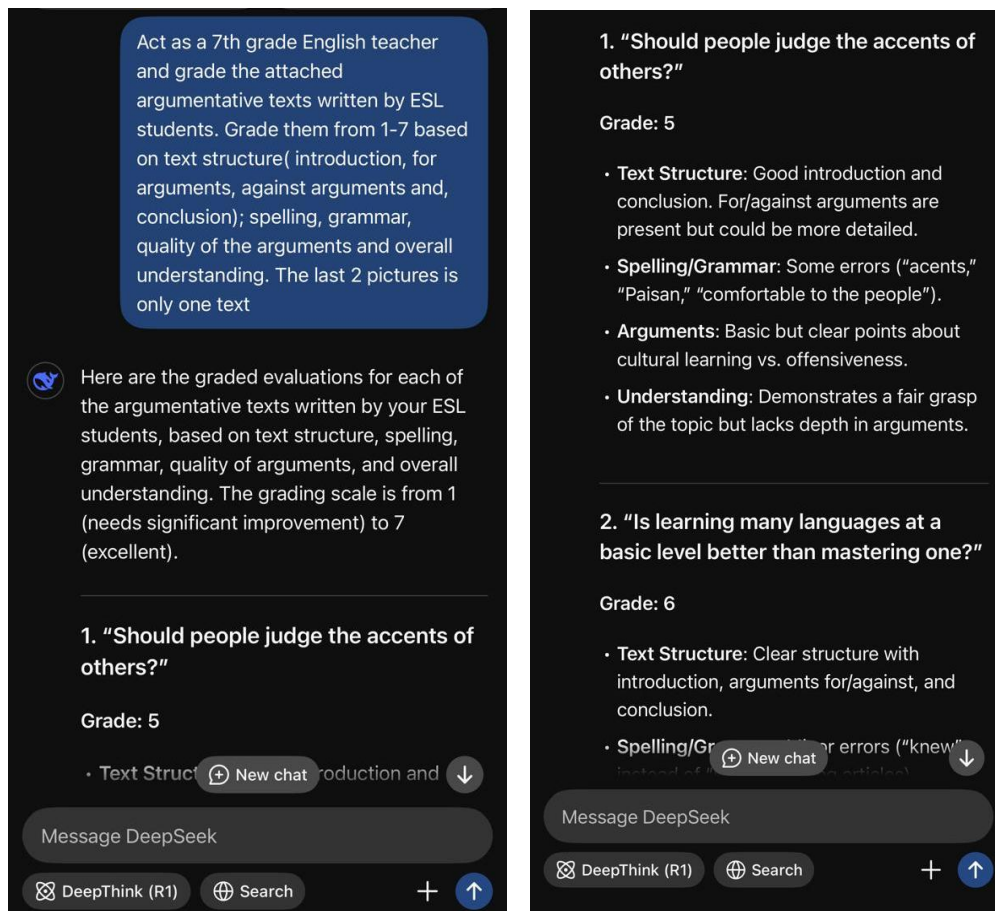
Now, it is worth analyzing a teacher's perceived usefulness towards AI's impact on teaching, which has significantly enhanced daily duties such as assessment and material design, some tasks that otherwise would take longer spreads of time. as stated by a anonymous teacher:

“I was really skeptical. I was thinking that it was gonna be like a replacement for brain skills or cognitive skills, but I started using this this year. [...] So then I move on to create questions and questionnaires for my evaluations. And you know, most of the time you spend a lot of time looking for the correct test that has exactly the same vocabulary and exactly the same kind of question that you were training with the students.” (Interview, anonymous teacher, October 2024).

This reflection, provided by a teacher, reveals useful insights regarding teachers' perceptions: although at first, it was considered something to be distrustful about, now it is taken as a valuable resource that can facilitate and automatize duties that before the existence of AI used to take long days.

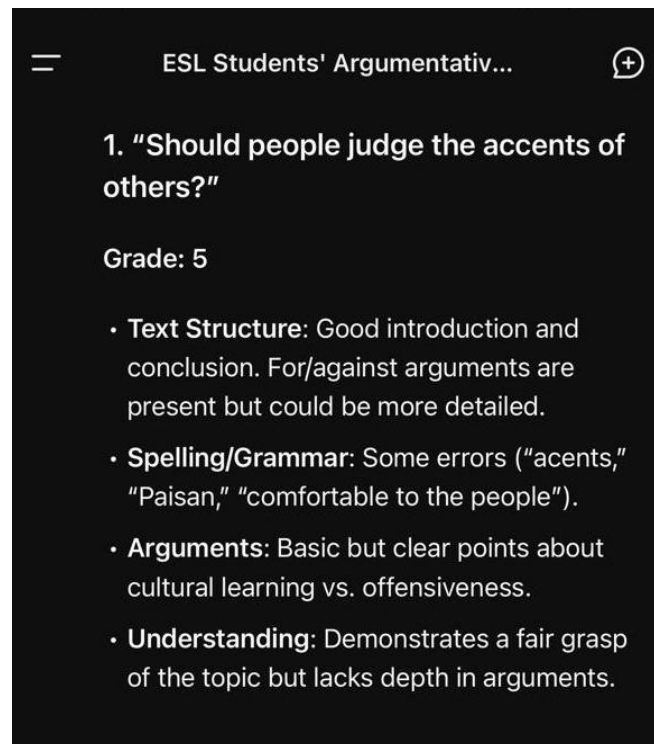
Relevant aspects to highlight from this process is the creation of a contextualized and structured prompt with the following information: Role, context, task, and specific instructions. The images 5 and 6 below demonstrate that artificial intelligence allows teachers and students to receive a neutral and personalized real-time feedback, adapting activities based on styles and levels.

Images 5 and 6



For this activity, students were asked to write an argumentative paragraph, answering one question about language and interculturality. The writing task took an entire hour so that they had enough time to elaborate an argument and look for information to be able to make a concrete and structured argument. Once they have finished the writing activity, pictures of their papers were taken and attached to DeepSeek with the following prompt to complete the assessment: “act as a 7th grade English teacher and grade the attached argumentative texts written by ESL students. Grade them from 1-7 based on text structure (introduction, for arguments, against arguments, and conclusion); spelling, grammar, quality of the arguments and overall understanding. The last 2 pictures are only one text”. The intention of this prompt is mere feedback and analysis, not grading. Image 7 provides a clearer perspective of the given results based on the prompt:

Image 7.



The provided feedback was clear and punctual, giving a specific analysis of the text, which includes an explanation of every aspect that was revised. This example demonstrates how the usage of artificial intelligence enhances and automatizes outstandingly faster processes that otherwise would take at least half an hour, which opens the opportunity of saving time in assessment, a significant improvement for teachers. Although AI enhances and makes the procedure easier, it is important to mention that it is still a teachers' duty to revise and reflect on what an algorithm proposes as a grade and its explanations. Given the correct prompts and contexts, artificial intelligence can slowly learn what is expected of it as an assessment tool, and therefore perform better, yet teachers will have to invest time analyzing the results. This analysis is significantly short once the AI provides its observations to approach an evaluation.

Now it is time to analyze students' perceptions and attitudes towards artificial intelligence; for students it has been a very significant tool that allows them to complete different tasks in a short time. However, it has demonstrated a distinct role in learning processes that have changed students' dynamics when learning a second language. It means artificial intelligence also influenced language learning in unexpected manners.

A first clue about students' notions regarding artificial intelligence was revealed by the anonymous teachers, who explains how it apparently is used to replace the capacity to produce original content for the English class:

“Now, let's talk about the other part, and it's how our students are using that to replace their cognitive productions. So most of the students nowadays don't know how to create something without the help of artificial intelligence; being able to create a story,

being able to create a drama script, being able to even to write poems, that's something that we still needed to continue fostering with our students and we cannot give that part to any tool.” (Anonymous teacher, October 2024)

This testimony provides a guide to understand student’s perceptions towards the usage of digital resources in the English class. Although AI represents strong a research and browse tool for students, it is also taken as an easy way out for them to complete tasks in a short time. A clear example of this is presented in the diary field entry number 17.

Entry: “During this session, the third intervention of the project was conducted. The lesson followed a three-stage methodology. First, the topic was introduced, followed by explicit instruction on how to use Artificial Intelligence, not as a substitute for critical thinking, but rather as a supportive tool for information retrieval. This stage included modeling, examples, and clear instructions. Finally, students engaged in an individual writing task to apply both the language content and the methodological strategies presented. [...] When instructed to employ AI tools to locate sources of information, some students struggled to formulate precise prompts. A number of them resorted to asking ChatGPT to generate entire paragraphs, rather than using the tool to support their own idea development and writing process.” (Field diary, entry 16, 06/nov/2024)

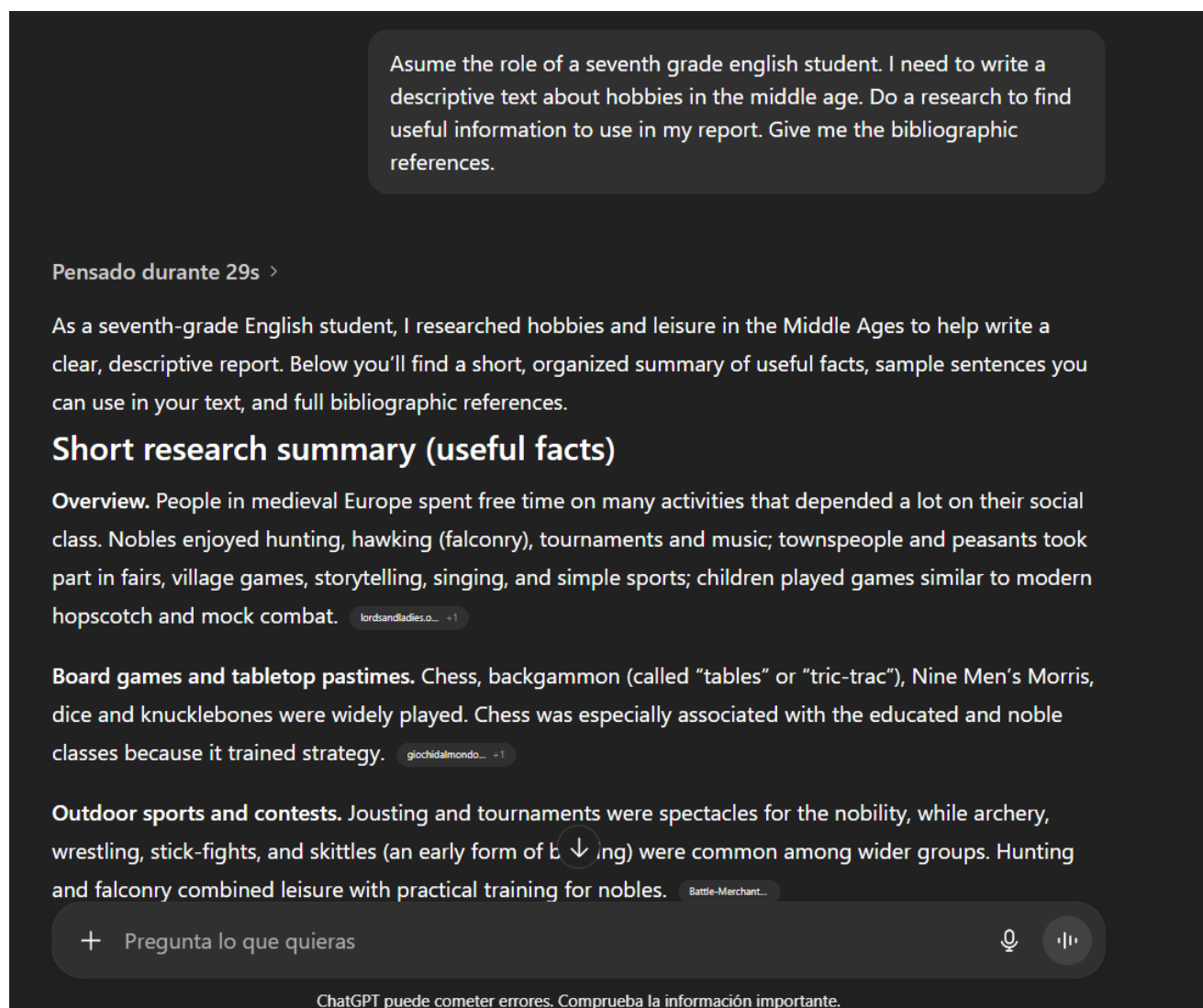
This segment presents useful information to understand students’ intentions and perceptions towards artificial intelligence; despite there having instructions on how to use artificial intelligence for research purposes, some students have difficulties when using it as a source of information, while some others still intend to use it as a strategy to complete tasks faster.

“When the artificial intelligence was correcting my script, Chat GPT told me that maybe I can use different words that would sound better than the ones that I had.”

(Anonymous students, may, 2025)

This information helps to delineate students’ perceptions and attitudes towards the artificial intelligence when learning and practicing a second language; Their perception of ease of use consists of a difficult research process which implies a variety of steps that may be confusing for them to understand. Therefore, despite the availability of a wide variety of digital resources and platforms, as well as teachers’ effort to innovate and incorporate them in class, many students do not use them to create written or multimodal texts, resulting in a reduced engagement with authentic language production tasks. This represents a gap between students’ knowledge and habits regarding technologies and their actual practices in class. Although this study does not delve into second language enhancement, the data suggests patterns that affect language development, particularly the intervention of writing practice with AI-generated responses. These findings highlight that students’ reliance on passive digital consumption limits opportunities to develop key skills such as sustained reading comprehension, extended writing, and spoken interaction. However, classroom practices demonstrate that these patterns can be overcome with strong pedagogical guidance, particularly regarding using AI as an advantageous research tool that enhances students’ language performance, as evidenced in image 8.

Image 8



Note: Example form a student's research exercise to write a descriptive paragraph.

This highlights the importance of teachers' guidance (view annex 11) to lead students' transition from passive consumption to intentional language practice, aligning digital tasks with English key skills. Thus, artificial intelligence can be taken as a powerful and advantageous tool for students with constant pedagogical guidance. On the other hand, also, it represents a powerful source of immediate and personalized feedback for them. Thus, their perceived usefulness is related to a short way to complete tasks rather than a

facilitator of information. Finally, their actual use is close to their perceived ease of use, which divides the definition on two aspects: Some students prefer to use it to fulfill task for them, assuming artificial intelligence as a replacement of their learning and practicing process, while some others do assume artificial intelligence as a powerful tool for them that enhances their learning process, facilitating research and feedback. This reveals the importance of teachers' guidance to lead students' transition from passive usage to intentional language practice, aligning digital tasks with English key skills.

However, the incorporation of artificial intelligence produced an observable transformation in students' learning processes, particularly in relation to autonomy and purposeful language use. Despite students' initial practices showed a tendency to delegate task to AI, structured pedagogical intervention transform this perception toward more intentional and ethical use by teaching students to formulate precise prompts, evaluate AI-generated suggestions, and integrate feedback into their writing, AI shifted from being a task-fulfilment tool to a support that enhanced the development of argumentative structures, vocabulary, and clarity of ideas. This was evidenced in students' ability to use AI to gather information, verify arguments, and revise drafts, increasing their independence. More importantly, the data suggests that AI can promote self-sufficiency when its use is embedded within explicit pedagogical principles that emphasize critical inquiry and responsible authorship. Therefore, artificial intelligence is not a mere complement for the English classroom for it redefines it by offering students a guided and accompanied process toward autonomous learning that will shape the future dynamics of second language learning in classrooms mediated by digital resources.

Conclusions

This research explored and analyzed how students perceive, intend and conceive the usage of digital resources when teaching and learning English as a second language (ESL). Through the collection and interpretation of their conceptions, it was possible to discover diverse and often contrasting manners in which both groups interact with digital resources as a pedagogical facilitator. In order to describe students and teachers' conceptions, it will be necessary to divide them and relate them to the adapted version of the Technology Acceptance Model (Figure 2, page 31)

Students' usage:

Certainly, younger generations have been shaped by the pervasive presence of digital resources in their daily life. That is why it is reasonable to determine what they think about all those resources that surround them all the time. In order to understand students' conceptions towards technologies, it is relevant to analyze their perceptions, attitudes, intentions and usage, to be able to build their conception at all.

Perceptions: During class students demonstrated interest in spare activities such as playing video games and consuming content through social networks, it was also evidenced in the questionnaire how they did not connect technology with education rather than as an evaluative and interactive resource (activities such as Kahoot or Duolingo). Additionally, despite being familiar with digital tools, they demonstrated not knowing how to manipulate them to create content. Artificial Intelligence was key in this aspect, because they apparently only use ChatGPT as a virtual solution for them to avoid completing tasks by

themselves, without considering its incommensurable potential as an actual objective assistant and guidance. Therefore, they conceive digital resources in class as a mere tool to search information and distraction, and not as a potential resource that can enhance their learning process.

Intentions: They consider that using digital resources in class implies creating presentations, presenting evaluations or playing educational games. Despite the institutional and class's indications that require them to create digital content, they struggled on content creation further when using Canvas and other creative tools (e.g: Google Docs, Power point). They use digital resources in class mostly to be evaluated on different levels, since it is expected from them to demonstrate a high domain in the usage of digital resources without apparent explanation

Based on this information, it can be inferred that students' perceptions and intentions are not in the same direction, which presents a gap between the intention of using digital resources in class to enhance students' process and the reality, in which they do not perceive technological resources as an advantageous aspect for their learning process. Particularly when talking about using video games - also considered as an enjoyment source - students approach them as a valuable resource for them to learn while playing. The incorporated activities in class that were related to videogames in different aspects showed being efficient to foster student's interaction and active participation.

Attitudes: During the activities that included digital resources, such as playing video games and using ChatGPT to compose a paragraph, students behaved interested and motivated to fulfill the task at first. Particularly video games can provide an overview to

explain their attitude: At the beginning their intention was to learn how to play the game and understand what to do with the game and the language, it is to say, they tried to connect the grammar with the game. This implies that students can actually link digital resources to their learning process in a nutritious perspective in which, for example, videogames can contribute to them as a learning and practicing environment rather than a distraction.

Conceptions: Certainly, students' attitudes somehow contradict their intentions and perceptions, but it all can be attached with one thing: teachers' constant guidance. The role of linking education lied on teachers' methodology and practices; it is to say that it depended mostly on teaching employment and instructions that guided students to be encouraged to take digital resources as a valuable resource for their learning process. Therefore, students' conceptions towards technologies in the English classroom can be determined depending on teachers' guidance: students will not conceive digital resources as a valuable tool for their learning process if teachers' instructions lack precision, cohesion and creativity. However, this responsibility is not given only to teachers, students should progressively learn how to autonomously and consciously use digital resources to enhance their learning process.

In summary students' conceptions are somewhat divided by their perception regarding entertainment which influences the way they use them to facilitate their learning process. Most of it is particularly guided by social media and internet content; this leads them to think that digital resources are mainly a source of enjoyment. Students seem to be able to interact with digital resources in different scenarios without the capacity of connecting them to education. However, it can be changed if they are instructed on how to

use them as an enriching tool for learning, practicing English and creating new and original content.

Teacher's usage

Educational panorama had to get adaptations to face new challenges, roles and structures that digitalization brought to the world. This implies that teachers also had to get used to this entire phenomenon of the inclusion of digital resources in class, since it has been a constant on everyone's life for the last decades. Therefore, it is relevant to consider their conceptions about how digital resources influences both teaching and learning from the educator's perspective.

Perception: Regarding their perceptions, teachers consider digital resources as a link to connect with newer generations and understand them as a valuable resource to organize and evaluate in class. However, limitations are also perceived, particularly related with students' distraction and the absence of professional development in digital resources management. On the other hand, although at first artificial intelligence was received with skepticism, nowadays they recognize their potential to automatize tasks that would take longer times, while there is also recognition of the risk of substituting academic responsibilities in students' processes, which represents a risk for newer generations.

Intention: Teachers aim to integrate digital resources as instructional complements, fostering motivation and interaction during class. Likewise, the constant intention of using these tools to enhance their labor was evidence, particularly in evaluation and material

design. Videogames had a crucial role when fostering interaction and motivation during class, while Artificial intelligence was a crucial agent enhancing pedagogical labours.

Attitude: Despite teachers' lack of knowledge, their attitude was always active and propositional, constantly figuring out how to learn about newer digital resources to innovate in class. This interest led educators to develop their own and autonomous learning process which allowed them to assume digital resources in class. Now, particularly regarding artificial intelligences, skepticism and avoidance ruled at first, however, given the circumstances and the fact that, whether it was “correct” or not, teachers understood that these resources were already impacting education, and therefore, it was necessary to understand how to use them, not to forbid them.

Conception: Teachers' conceptions are highly connected with digital resources as a pedagogical tool to promote interaction and personalize students' learning process. Under this perspective, it is relevant to highlight the importance of teachers' mediation as a condition to have a successful usage of digital resources that significantly impacts students' process. In this order of ideas, Artificial intelligence is assumed as an emerging resource with high potential, but its impact will depend on the critical and ethical usage of both teachers and students.

Finally, as Umberto Eco (1979) advised, “If you want to use television to teach somebody, you must first teach them how to use television” (Eco, p. 96), the successful integration of digital resources in the English teaching and learning requires more than the access to technologies or its instrumental use. Before asking students to learn through platforms, applications, artificial intelligences, or videogames, it is necessary that both

teachers and students develop competences that allow them to comprehend and exploit its potential from a critical and ethical perspective. Teaching, therefore, does not lie only on linguistic content, but also on fostering digital alphabetization that allows users to transform technology into a teaching and learning resource. In this sense, this research's findings reveals that the true value of digital resources is not found on tools itself, but in the pedagogical intervention that allows its conscious integration in educational processes. Hence, digital resources can actually enhance second language practices and performance in class when both students and teachers guide this process to take advantage of technological tools to improve the use of English; data demonstrates that constant support and well-structured instructions allow students to achieve better result in their language learning process.

Further research - Digital Resources for the future

During this research project it was analyzed the concept of digital resources in the ESL field and its impact on teaching and learning processes. The permanent and constant development of new and more updated technologies implies that education will therefore be changing as well. That is why this is probably one of the most relevant aspects for education to delve into, since it has the potential to fundamentally transform the educational landscape for the future.

Nowadays artificial intelligence has become a significant worldwide phenomenon due to its capacity to closely copy human reasoning and thinking. Hence, it has already interfered with education in aspects that have not yet been studied. Thinking about artificial intelligence as a co-teacher or a virtual learning assistant is not far from the future. However, the educational community has the responsibility to reflect on its proper use, to avoid over-reliance or misuse. Will it be possible to teach side to side with an artificial intelligence helping in the process without replacing teachers' cognitive capacities? Will it be feasible to think about a learning environment in which artificial intelligences help students' autonomy? All those questions are important threads to be knitted by future researchers.

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Annexes

1. Concept chart for the research diary

Date	Activity at school	Resources
	Here goes the comments in general, every relevant observation made in class that can help to answer the objectives. Here were introduced not only observations but also interactions with students and the teacher.	In this section are named the digital resources used during the class. Either hardware, software or websites.

2. Rubric for evaluating the Comparatives and superlatives activity.

Criteria	Exemplary	Proficient	Basic	Needs to improve
Use of Comparatives and Superlatives	Demonstrates a variety of sentence structures and appropriate vocabulary.	Uses comparatives and superlatives correctly in most cases.	Uses comparatives and superlatives but with several errors or inconsistencies.	Frequent errors in comparatives and superlatives.
Clarity and coherence of the ideas	Ideas are clear, logical, and well-developed.	Comparatives and superlatives are used correctly to support ideas, with minor disruptions in flow.	Comparatives and superlatives are sometimes used awkwardly, affecting clarity.	Overuse or incorrect use of comparatives and superlatives makes ideas difficult to follow.
Proper Use of	Effectively	Integrates	Uses digital	Limited or

Digital Resources	integrates multiple digital resources (e.g., websites, apps, multimedia) to support their ideas	digital resources well, with only minor technical or usage issues.	resources, but integration is minimal or ineffective.	improper use of digital resources.
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3. Comparatives and superlatives lesson plan.



Group	Date:	Topic	Resources
6th B	October 16th, 2024	Comparatives Superlatives	Smart board Ipad Internet tierlistmaker.com



Learning Objectives

At the end of this lesson, the student will be able to:

- Understand how to use comparatives
- Differentiate between comparatives and superlatives
- Use comparatives in a personalized context
- Organize their ideas using Tierlist Maker

Time	Activity	Lesson Flow	Resources
20 minutes	Previous knowledge about comparatives	• Warm-up: The teacher projects images of different objects and students describe them and contrast them using adjectives • Short guided practice: students choose two objects and determine their differences. Some volunteers may speak in front of the class.	Smart board Internet connection Presentation with the images
30 minutes	Explanation	• Opening: The class watch a short video with a basic explanation of what are comparatives and superlatives • The teachers explains quickly what are the adjectives and how they are used in sentences. • Both students and the teacher describe objects and people from the classroom using comparatives and superlatives. • After each example, the class provides feedback, focusing on correct/incorrect aspects.	Smart board Internet connection YouTube
40 - 50 minutes	Practice	• The teacher divides the classroom in pairs. Each pair receives an iPad. • Students explore the website tierlistmaker.com for 5 minuts. • The teacher explains how to create a tierlist using the website. • In pairs, students choose a free topic that can be ranked in a tierlist and create their own tierlist.	iPads Internet connection tierlistmaker.com
10 minutes	Feedback	Some volunteers explain their tierlist in front of the class using the structures learnt in class. Their classmates provide feedback correcting their mistakes. The teacher also provides feedback.	
Support strategies		Extension Activities	
• Peer assesment. • Permanent guidance and support.		• Students write 4 sentences using comparatives and superlatives based on their tier list.	

4. Example result of the comparatives and superlatives activity.

11:05 a.m. Mié 16 de oct. tiermaker.com 82 %

😊 56.7k 🥰 19.3k 😂 11.1k 🙌 12k 🤔 23.8k

TRYHARD					
GOOD					
BEST					
NOOB					
BAD					

Upload images to be used in your tier list. Images are not saved to the website, but will be included

5. Storyteller lesson plan.



Group	Date:	Topic	Resources
7th B	May 2nd, 2025	Past perfect Story telling	Smart board Ipads Internet Storyteller



Learning Objectives

At the end of this lesson, the student will be able to:

- Understand how to use the past perfect.
- Use the videogame Storyteller to practice the past perfect.

Time	Activity	Lesson Flow	Resources
15 minutes	Previous knowledge about comparatives	• Warm-up: The teacher starts an activity in which, sequentially, students will say something they did after/before the previous classmate. • Regular/irregular verbs: The teacher explains what are the regular and irregular verbs and show students many different examples.	Smart board Internet connection Presentation with the examples
20 minutes	Explanation	• Opening: The class watch a short video with a basic explanation of what is the past perfect • The class complete a short activity about story telling, creating a short story based on 4 images projected on the smart board. • The teachers also projects a list of common irregular verbs,	Smart board Internet connection YouTube Presentation with the images and the list of verbs.
20 minutes	Storyteller	• Students will complete the tutorial and first 4 levels of the game "storyteller" in class.	Internet connection Teacher's smartphone Storyteller
15 minutes	Practice	• Students will continue playing the videogame in class. However, once they are playing, they have to re-tell the story they created in the game using the past perfect.	Internet connection Teacher's smartphone Storyteller
60 minutes	Assesment	• Students will be working individually on a writing task. • They will be assigned a unsolved storyteller level. They have to figure out their own solution. • Once they solved the level, and proved it worked in the game, the have to re-write an extended story of the level. • Also, they will have to draw their story using no more than 4 frames.	Internet connection Teacher's smartphone Storyteller

6. Rubrik for evaluating the Storyteller activity.

Criteria	Exemplary	Proficient	Basic	Needs to improve
Use of English	Past perfect is used correctly and effectively in several instances to show the relationship between two past events. Grammar is accurate throughout.	Past perfect is used correctly in at least 2-3 instances. Minor grammatical errors may be present but do not hinder understanding.	An attempt is made to use the past perfect, but it may be used incorrectly or only once. Several grammatical errors are present.	Past perfect is not used, or is consistently used incorrectly. Numerous grammar errors obscure meaning.
Cohesion and coherence	The story is logically sequenced and easy to follow. Ideas are well-connected using appropriate linking words (e.g., <i>because</i> , <i>after</i> , <i>before</i> , <i>when</i>).	The story is mostly logical. Some linking words are used, but the flow between ideas could be smoother.	The story is somewhat challenging to follow. The sequence of events is confusing or lacks connecting words.	The story is illogical and very difficult to understand. There is no clear sequence of events.
Spelling	There are virtually no spelling errors.	There are a few minor spelling errors, but they do not distract the reader.	There are several spelling errors that may occasionally distract the reader.	Numerous spelling errors significantly hinder readability.
Extension	The story is a creative and engaging extension of the game level and falls perfectly within the 70-90 word range.	The story is a good extension of the level and is within the word count range (may be slightly under or over by 1-5 words).	The story is a simple retelling with little added detail, or it is significantly outside the word count range.	The story is far too short (under 60 words) or is a direct copy of minimal in-game text.

7. Rubric for evaluating the AI and Second conditional activity

Criteria	Exemplary	Proficient	Basic	Needs to improve
Use of the Second Conditional	Demonstrates consistent and accurate use of the second conditional throughout the writing.	Uses the second conditional correctly in most instances.	Uses the second conditional but with frequent errors in form or usage.	Incorrect or inconsistent use of the second conditional.
Organization and Coherence	Writing is well-organized, with clear logical flow.	Writing is mostly organized, with a clear progression of ideas.	Writing has some organizational issues, with ideas not fully developed.	Writing is poorly organized and lacks clear progression of ideas.

Use of AI as a source of information	Effectively uses AI as a source of information without relying on it to complete the task.	Uses AI to gather relevant information, but occasionally relies too heavily on AI.	Uses AI for basic information but shows limited engagement or understanding.	Over-reliant on AI for content generation.
Domain of digital resources	Demonstrates consistent abilities to search for information on the web, finding reliable sources of information.	Uses the internet to find information but does not search in deep.	Uses the basic search to find information without considering its reliability.	Incapability of using browsers to find useful information.

8. Lesson plan of the class about second conditional and AI

Lesson plan 3			
Group	Date:	Topic	Resources
6th B	November 6th, 2024	Second conditional Using AI for research	Smart board Ipads Internet ChatGPT



Learning Objectives

At the end of this lesson, the student will be able to:

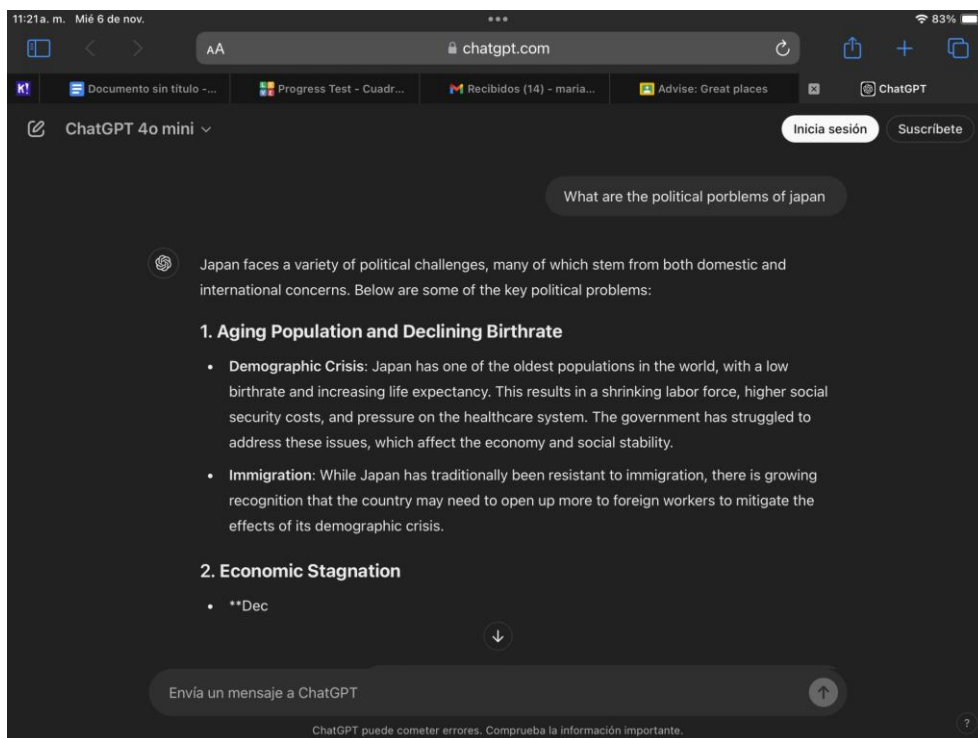
- Understand how to use the past perfect.
- Use the videogame Storyteller to practice the past perfect.

Time	Activity	Lesson Flow	Resources
15 minutes	Previous knowledge about conditionals and AI	• The class provides their perspective on using artificial intelligence (experiences, usage, etc) • The teacher explains what is a hypothetical situation and provide some examples for the class.	Smart board Internet connection Presentation with the examples
20 minutes	Explanation	• Opening: The class watch a short video with a basic explanation of what is second conditional. • The class watch a "What if..." video and explain the hypothetical situations from the video • The teachers projects some comprehension questions about the video and the class answer them.	Smart board Internet connection YouTube
20 minutes	AI	• The teacher explains how to use artificial intelligence for research purposes. • Provide interactive examples, using ChatGPT with the students.	Presentation with the instructions on how to use AI ChatGPT
15 minutes	Practice	• Students will answer one of 4 hypothetical questions projected in the board. • To do so, students have to carry out a research using any artificial intelligence in class. • Students have to write a short text with their answer.	Internet connection Teacher's smartphone Storyteller

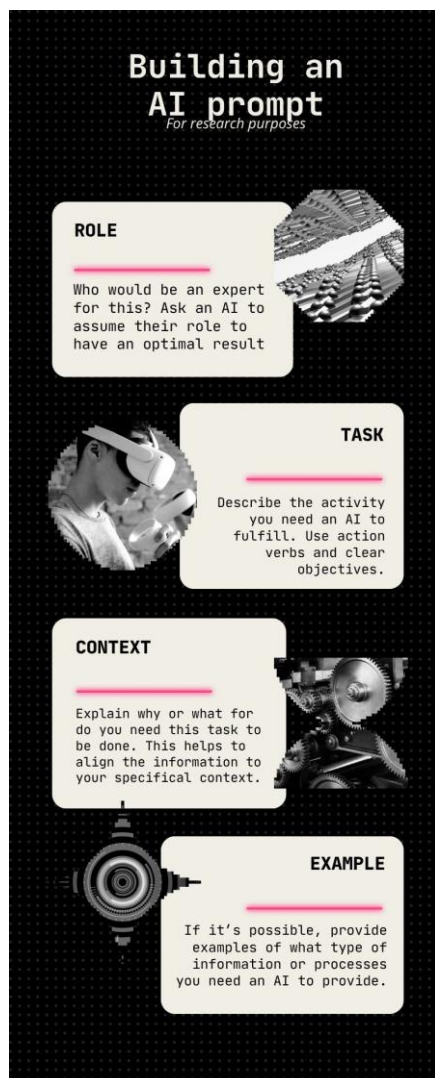
Class strategy

- Constant guidance and support for students to use AI.
- The teacher will permanently walk around the class, cheking students process.

9. Students' examples of the usage of AI in class.



10. Infographic that guided students practice when using AI for research purposes.



11. Informed consent email

It is worth to mention that due to external and private decisions that were made by the author, his name may appear as “Julian Nuñez” in old documents that were signed before the update of his name to “Allan Rios”

 imprimir  reenviar  consolidado

Información sobre la participación de un docente practicante en las clases de inglés



Yerlis María Bermúdez Villazon publicado 25 sep, 14:14
Para 77 personas



Estimadas familias,

Espero que se encuentren muy bien.

Quiero informarles que, durante los últimos meses, hemos contado con el valioso acompañamiento de un docente practicante en nuestras clases de inglés. Su nombre es Julián Nuñez. Estudiante de la Universidad Pedagógica de Colombia. Su presencia ha enriquecido nuestras actividades en el aula y ha brindado un apoyo adicional a los estudiantes.

En los próximos días, Julián implementará unas encuestas con los estudiantes como parte de su proceso de formación, con el fin de recopilar información valiosa que nos permitirá seguir mejorando el aprendizaje y el ambiente en clase. Por tal motivo, los niños llevaron a casa un consentimiento para ser diligenciado por ustedes.

Agradezco de antemano su apoyo y colaboración con esta actividad.

Si tienen alguna duda o inquietud, no duden en contactarme.

Un abrazo!