

Technology-Enhanced Instructional Approaches for Social Sciences and History at the Primary Level

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ABSTRACT

Technology-enhanced instructional approaches have become increasingly significant in transforming primary-level social sciences and history education by introducing interactive, inquiry-based, and learner-centered methods. Traditional approaches to teaching history and social sciences have often emphasized memorization of facts, chronological sequences, and textbook-based learning, which may restrict students' ability to develop historical reasoning, critical analysis, and contextual understanding. The integration of digital resources, learning analytics, educational data mining, multimedia platforms, and technology-supported pedagogical strategies provides new opportunities to improve conceptual understanding and student engagement.

This research paper examines the role of technology-enhanced instructional approaches in primary social sciences and history education through a qualitative analytical review of the provided literature. The study investigates how digital resources, learning management systems, educational analytics, gamification, and interactive learning environments contribute to improved historical thinking and social understanding among young learners. The research framework is developed through synthesis of studies related to historical thinking concepts, digital resource utilization, teacher perceptions, learning analytics, and educational technology adoption.

The findings indicate that technology-enhanced instruction supports primary learners by improving access to historical resources, encouraging active participation, enabling personalized learning experiences, and promoting higher-order thinking skills. Digital platforms allow students to explore historical evidence through interactive timelines, virtual collections, multimedia narratives, and collaborative learning activities. The development of historical thinking competencies, including chronology, cause-and-effect analysis, continuity and change, and historical interpretation, can be strengthened through carefully designed digital learning environments (Seixas & Morton, 2013).

The analysis also identifies important implementation challenges. Technology integration requires teachers with appropriate digital competencies, effective instructional design strategies, and institutional support. Research on teachers' perceptions of history teaching indicates

that successful implementation depends not only on available resources but also on educators' methodological preparation and understanding of digital pedagogy (Sánchez-Ibáñez et al., 2020). Furthermore, excessive dependence on technology may create risks related to unequal access, reduced critical engagement, and information reliability.

The study concludes that technology-enhanced instructional approaches should be considered complementary systems that enrich rather than replace traditional historical inquiry and classroom interaction. Effective integration requires balancing technological innovation with pedagogical objectives, teacher expertise, and the development of students' analytical abilities. This research contributes to discussions on digital transformation in primary humanities education by presenting a conceptual framework for integrating technology into social sciences and history teaching practices.

Keywords: Technology-enhanced learning; Primary education; Social sciences education; History teaching; Digital resources; Historical thinking; Learning analytics; Educational technology; Digital pedagogy

1. INTRODUCTION

Social sciences and history education at the primary level provide foundational knowledge for developing students' understanding of society, culture, identity, citizenship, and historical change. These subjects introduce young learners to the relationships between individuals, communities, institutions, and historical processes. However, conventional approaches to teaching history frequently rely on memorization of dates, names, and events rather than encouraging students to analyze evidence, interpret perspectives, and understand connections between past and present. This limitation has encouraged educators and researchers to explore technology-enhanced instructional approaches capable of creating more meaningful learning experiences.

The emergence of digital technologies has transformed educational practices by enabling interactive, flexible, and data-supported learning environments. Digital resources, learning management systems, educational applications, multimedia content, and analytical tools provide new opportunities for improving instruction. In primary social sciences and history classrooms, these technologies allow students to interact with historical materials through visual representations, digital archives, simulations, and collaborative activities. Instead of receiving historical knowledge passively, learners can investigate historical questions and construct interpretations based on evidence.

The concept of historical thinking represents a central foundation for technology-supported history education. Seixas and Morton (2013) identify major historical thinking concepts that enable students to understand the complexity of historical knowledge, including significance, evidence, continuity and change, cause and consequence,

historical perspectives, and ethical dimensions. Technology-enhanced approaches can support these competencies by providing students with diverse sources and interactive environments for analysis.

Digital transformation in education also involves systematic approaches to data collection and learning improvement. Educational data mining and learning analytics provide mechanisms for understanding learner behavior, identifying educational patterns, and supporting personalized instruction (Baker & Inventado, 2014). In primary education, such approaches can help teachers understand student progress and adjust instructional strategies according to individual learning requirements. Despite these opportunities, technology integration in social sciences and history education presents several challenges. The availability of digital resources does not automatically lead to improved learning outcomes. Teachers require appropriate training to select, evaluate, and implement digital tools effectively. Studies examining teacher perceptions demonstrate that educators' methodological understanding significantly influences the success of technology-supported history instruction (Gómez et al., 2020).

The problem addressed in this research is the need to understand how technology-enhanced instructional approaches can improve primary-level social sciences and history education while maintaining academic depth and pedagogical effectiveness. Although digital technologies offer significant possibilities, questions remain regarding appropriate frameworks, teacher readiness, student engagement, and the balance between technological innovation and traditional historical inquiry.

The objective of this study is to analyze technology-

enhanced instructional approaches for social sciences and history education at the primary level. The research aims to examine digital teaching methods, evaluate their contribution to historical thinking development, identify implementation challenges, and propose a conceptual framework for effective technology integration.

The significance of this study lies in connecting technological innovation with humanities education. While digital transformation discussions often focus on science and technical subjects, social sciences and history can benefit substantially from technology-supported approaches. Properly designed digital learning environments can help students develop analytical skills, historical awareness, and digital competencies required in contemporary society.

The scope of this research focuses on primary education contexts and examines digital resources, learning analytics, instructional technologies, and technology-supported teaching methodologies. The study positions technology not as a replacement for teachers or traditional historical methods but as a supportive mechanism for creating richer, more interactive, and evidence-based learning experiences.

2. LITERATURE REVIEW

The literature on technology-enhanced instructional approaches demonstrates an increasing connection between digital innovation, historical thinking development, teacher competencies, and learner-centered education. The provided references collectively establish that effective technology integration in social sciences and history education requires alignment between technological capabilities and pedagogical objectives.

Historical thinking provides an important theoretical foundation for technology-supported history education. Seixas and Morton (2013) developed the concept of historical thinking through six major dimensions that encourage students to move beyond memorization toward interpretation and analysis. These concepts emphasize understanding historical significance, evaluating evidence, recognizing continuity and change, analyzing cause and consequence, understanding historical perspectives, and addressing ethical issues. Technology-enhanced environments can strengthen these abilities by providing students with access to diverse historical sources, multimedia representations, and interactive learning experiences.

Research examining history teaching methodologies highlights the importance of digital resources in improving instructional practices. Gómez et al. (2020) analyze methodological strategies and the use of digital resources in history education, demonstrating that digital tools can

support innovative teaching approaches when educators understand their pedagogical potential. Their findings suggest that technology effectiveness depends on teachers' ability to integrate resources meaningfully rather than simply introduce digital materials into classrooms.

Teacher perceptions represent another significant theme within the literature. Sánchez-Ibáñez et al. (2020) examine primary and secondary teachers' perspectives regarding history education and demonstrate that educators' beliefs, preparation, and methodological approaches influence classroom practices. This perspective is particularly relevant because technology-enhanced teaching requires teachers to combine subject knowledge, pedagogical understanding, and digital competence.

The role of innovative teaching methodologies is further explored by Guerrero-Romera (2022), who examines pre-service teachers' perceptions regarding social science teaching methodologies. The study highlights the importance of preparing future educators to use active learning approaches, including gamification and technology-supported strategies. Such approaches can increase student motivation and create opportunities for deeper engagement with historical concepts.

Learning analytics and educational data systems provide additional theoretical support for technology-enhanced instruction. Baker and Inventado (2014) explain that educational data mining and learning analytics enable educators to examine learner behavior, identify patterns, and improve instructional decisions. In primary education, these technologies can support personalized learning by allowing teachers to identify students' difficulties and adapt teaching strategies.

The application of learning management systems and academic analytics is also examined by Gaaw and Stitzer (2017), who discuss opportunities and challenges associated with digital learning environments. Their work emphasizes that technology-supported education requires careful consideration of data management, institutional structures, and ethical responsibilities. These concerns are particularly important when implementing digital platforms with young learners.

The broader educational implications of technology adoption are reflected in discussions of digital transformation and educational systems. The Fokusgruppe Intelligente Vernetzung (2016) highlights the importance of intelligent networking and digital education development, emphasizing that technological advancement requires coordinated infrastructure and educational planning. Similarly, Berthold and Leichsenring (2012) discuss diversity and educational structures, providing perspectives on how educational systems must respond to changing learner needs.

Critical perspectives on education systems are also

relevant to technology-enhanced instruction. Caplan (2018) questions traditional assumptions about educational efficiency and value, suggesting that educational approaches should be evaluated according to meaningful outcomes rather than institutional traditions alone. This perspective encourages examination of whether digital technologies genuinely improve learning or merely introduce additional complexity.

The literature identifies a significant research gap concerning the specific integration of digital technologies with primary-level social sciences and history education. While existing studies discuss digital resources, historical thinking, teacher preparation, and learning analytics, limited attention has been given to developing comprehensive models that combine these elements for young learners. This research addresses this gap by proposing an integrated framework connecting digital tools, historical thinking development, teacher competency, and instructional effectiveness.

3. METHODOLOGY

This study adopts a qualitative analytical review methodology to investigate technology-enhanced instructional approaches for social sciences and history education at the primary level. The methodology is based exclusively on conceptual synthesis of the provided references. The research analyzes technological functions, pedagogical applications, competency requirements, and implementation challenges associated with digital learning environments.

The analytical framework developed for this study consists of four interconnected components: digital infrastructure, pedagogical design, historical thinking development, and assessment-supported improvement.

The first component, digital infrastructure, examines the technological systems that enable enhanced learning experiences. These include digital learning platforms, multimedia resources, interactive applications, learning management systems, and educational analytics tools. Digital infrastructure provides access to historical materials and creates opportunities for interactive engagement. Learning analytics systems, for example, allow educators to examine student activities and identify learning patterns (Baker & Inventado, 2014).

In primary social sciences and history classrooms, digital infrastructure can support activities such as virtual museum exploration, interactive timelines, digital storytelling, and collaborative research projects. A classroom studying ancient civilizations, for example, may use digital maps and multimedia resources to examine geographical development, cultural exchange, and historical evidence. Such approaches transform historical

learning from passive reading into active investigation.

The second component, pedagogical design, focuses on how teachers integrate technology into instructional processes. Technology becomes educationally valuable only when connected with clear learning objectives. Effective technology-enhanced instruction combines digital resources with inquiry-based learning, discussion, analysis, and reflection.

The methodology identifies historical inquiry as a central pedagogical approach. Students should use digital resources to investigate historical questions rather than simply consume digital information. For instance, learners analyzing a historical event can compare digital documents, images, and narratives to understand multiple perspectives. This approach supports the historical thinking concepts proposed by Seixas and Morton (2013). The third component, historical thinking development, examines how technology contributes to students' analytical abilities. Digital environments provide opportunities for students to evaluate evidence, identify patterns, understand causation, and interpret historical perspectives. These skills are essential because history education requires reasoning rather than simple information recall.

The fourth component, assessment-supported improvement, focuses on the role of digital assessment and analytics. Technology can provide continuous feedback through learning platforms and data analysis systems. Teachers can use this information to modify instruction and support individual learning needs. However, ethical considerations regarding student data protection and responsible technology use must be addressed.

Based on these components, the study proposes a Technology-Enhanced History and Social Sciences Learning Framework:

Digital Resource Layer:

Provides access to historical documents, multimedia materials, interactive applications, and online learning resources.

Instructional Strategy Layer:

Connects technology with inquiry-based learning, collaboration, and active student participation.

Historical Thinking Layer:

Develops interpretation, evidence evaluation, chronological reasoning, and critical analysis.

Evaluation Layer:

Uses assessment tools and learning analytics to monitor progress and improve instruction.

This methodology recognizes that successful technology-enhanced education requires balance between innovation and educational purpose. Digital tools should strengthen teacher-guided learning rather than replace human

interaction, discussion, and historical interpretation.

4. RESULTS / FINDINGS

The analysis of technology-enhanced instructional approaches for primary-level social sciences and history education reveals several important findings regarding the relationship between digital innovation and effective learning practices. The results indicate that technology can significantly improve historical understanding when integrated with appropriate pedagogical strategies rather than being used merely as a replacement for traditional instructional materials.

The first major finding is that digital technologies strengthen students' engagement with historical content by providing multiple forms of representation. Primary learners often experience difficulty understanding historical events because they involve distant time periods, unfamiliar social structures, and abstract relationships between causes and consequences. Technology-supported resources such as interactive timelines, digital archives, virtual environments, and multimedia narratives allow students to visualize historical processes and develop stronger conceptual connections. Gómez et al. (2020) emphasize that digital resources can support methodological innovation in history education when they are integrated with appropriate teaching strategies.

The second finding demonstrates that technology-enhanced approaches contribute to the development of historical thinking skills. History education requires students to analyze evidence, understand perspectives, recognize patterns of continuity and change, and evaluate historical significance. Digital environments provide opportunities for students to interact with primary sources, compare different interpretations, and participate in inquiry-based activities. These practices align with the historical thinking framework developed by Seixas and Morton (2013), which emphasizes moving beyond memorization toward analytical understanding.

The third finding concerns the role of teachers as key factors in successful technology implementation. The availability of digital resources alone does not guarantee improved educational outcomes. Teachers require knowledge of both subject content and digital pedagogy to select appropriate tools and design meaningful learning activities. Research on teacher perceptions indicates that educators' methodological preparation and beliefs influence how technology is applied in history classrooms (Sánchez-Ibáñez et al., 2020). Therefore, professional development is essential for sustainable technology integration.

The fourth finding highlights the potential of learning

analytics and educational data systems in supporting personalized instruction. Digital platforms can collect information about student participation, learning progress, and areas of difficulty. Educational data mining approaches enable educators to identify patterns and make evidence-based instructional decisions (Baker & Inventado, 2014). In primary classrooms, such systems may assist teachers in providing targeted support to students with different learning needs.

Another significant finding is that technology-enhanced instruction encourages collaborative and innovative learning methods. Digital platforms enable students to work together on research projects, create multimedia presentations, and participate in virtual discussions. Gamification and interactive approaches can increase motivation by transforming historical learning into an active process. Guerrero-Romera (2022) highlights the importance of innovative methodologies in social science education, particularly approaches that encourage student participation and engagement.

However, the findings also reveal several limitations. The effectiveness of digital approaches depends heavily on access to technological infrastructure. Schools with limited digital resources may face difficulties implementing technology-supported instruction effectively. Additionally, excessive dependence on digital platforms may reduce opportunities for direct classroom discussion and interpersonal learning. Technology should therefore function as a supporting mechanism rather than replacing teacher-led interaction.

Data privacy and ethical concerns also require consideration, particularly when learning analytics systems are used with young students. The collection and interpretation of educational data must be conducted responsibly to protect learners and maintain trust. Furthermore, digital information overload may create challenges for students who lack sufficient skills to evaluate online resources critically.

Overall, the findings indicate that technology-enhanced instructional approaches have substantial potential to improve primary social sciences and history education. Their success depends on the integration of digital resources, teacher expertise, historical thinking development, and responsible educational planning.

5. DISCUSSION

The findings demonstrate that technology-enhanced instruction represents a significant transformation in the teaching of social sciences and history at the primary level. The value of digital technologies lies not simply in their ability to deliver information but in their capacity to create new forms of interaction, investigation, and knowledge

construction. When appropriately designed, technology-supported learning environments can shift history education from passive content memorization toward active historical inquiry.

A key theoretical implication of this study is that digital instruction should be understood as a pedagogical transformation rather than a technological replacement process. Historical learning requires interpretation, evaluation, and contextual understanding. Digital tools become meaningful when they support these intellectual processes. The historical thinking framework proposed by Seixas and Morton (2013) provides an important foundation because it emphasizes that students should learn how to think historically rather than only acquire historical facts.

The findings also highlight the importance of teacher competence in determining the success of digital learning initiatives. Technology introduces new possibilities, but teachers remain responsible for selecting resources, designing activities, and guiding students' interpretations. Research on teacher perceptions shows that educators' confidence, preparation, and methodological knowledge strongly influence technology adoption in history education (Sánchez-Ibáñez et al., 2020). Therefore, teacher education programs must include digital pedagogy alongside traditional subject preparation.

Another important implication concerns the relationship between technology and student cognitive development. Digital resources can promote higher levels of engagement by allowing students to investigate historical evidence and construct explanations. However, technology does not automatically create critical thinking. Without structured guidance, students may focus on superficial interaction with digital materials rather than deeper analysis. This reinforces the need for carefully designed instructional frameworks.

Learning analytics provides additional opportunities for improving educational decision-making. By analyzing student interactions with digital platforms, teachers can gain insights into learning patterns and provide personalized support. Baker and Inventado (2014) demonstrate that educational data mining can contribute to understanding learner behavior. However, the use of analytics must consider ethical concerns, especially regarding student privacy and responsible data management.

The discussion also identifies important contradictions within technology-enhanced education. While digital tools increase access to information, they may also create inequalities between students with different levels of technological access. Schools must address infrastructure limitations and ensure equitable participation. Similarly, while digital platforms can increase efficiency, they should

not reduce the importance of human communication and classroom dialogue.

The broader educational context also requires consideration. Digital transformation involves institutional readiness, resource planning, and strategic implementation. The development of intelligent educational systems requires coordination between technology providers, educational institutions, and teachers. Without such coordination, technology adoption may become fragmented and ineffective.

The limitations of this research include its conceptual nature and reliance on analysis of existing literature rather than direct classroom observation or experimental data. Future studies should investigate specific technology-enhanced interventions in primary social sciences and history classrooms through empirical research.

Despite these limitations, the study demonstrates that technology-enhanced instructional approaches offer valuable opportunities for improving primary education. When supported by effective pedagogy, teacher preparation, and ethical implementation, digital technologies can strengthen historical thinking, student engagement, and social science learning outcomes.

6. CONCLUSION

Technology-enhanced instructional approaches represent a significant development in primary-level social sciences and history education by providing opportunities to improve engagement, understanding, and analytical learning. This research examined how digital resources, learning analytics, interactive platforms, and innovative pedagogical strategies can contribute to more effective teaching and learning processes. The findings demonstrate that technology has the potential to transform history and social sciences classrooms from environments focused primarily on information transmission into spaces characterized by inquiry, interpretation, and active knowledge construction.

A central contribution of this study is the recognition that successful technology integration depends on the relationship between technological tools and educational objectives. Digital resources, including multimedia materials, virtual environments, and interactive learning systems, are most effective when they support historical inquiry and critical thinking. Technology should therefore be viewed as a pedagogical support system rather than an independent solution to educational challenges.

The research highlights the importance of developing historical thinking abilities among primary learners. Students need opportunities to analyze evidence, understand different perspectives, examine causes and consequences, and recognize changes across time.

Technology-enhanced environments provide valuable opportunities for these activities by enabling access to diverse historical sources and interactive learning experiences. Through carefully designed digital activities, students can develop deeper connections with historical concepts and social realities.

Another important conclusion concerns the role of teachers. Educators remain central to the success of technology-supported instruction because they determine how digital tools are selected, organized, and applied in classroom contexts. Teacher preparation programs must therefore focus on developing digital competencies, instructional design skills, and the ability to combine technological resources with effective teaching methodologies. Without adequate teacher support, technology adoption may remain superficial and fail to achieve meaningful learning improvements.

The study also emphasizes the potential contribution of learning analytics and educational data systems. These technologies can assist teachers in understanding learner behavior, identifying difficulties, and creating personalized learning pathways. However, their implementation requires careful attention to ethical considerations, particularly regarding student privacy, data security, and responsible use of educational information.

Future development of technology-enhanced social sciences and history education should focus on creating balanced learning models that combine digital innovation with human interaction. Research should investigate classroom-based applications of emerging technologies, evaluate their long-term effects on historical understanding, and explore strategies for ensuring equal access among diverse student populations.

In conclusion, technology-enhanced instructional approaches provide valuable possibilities for improving primary-level social sciences and history education. Their effectiveness depends not only on technological availability but also on thoughtful pedagogical planning, teacher expertise, institutional readiness, and ethical responsibility. When these elements are integrated effectively, digital technologies can support the development of informed, analytical, and critically engaged learners prepared for the demands of contemporary society.

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