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INNOVATION AND PROFESSIONAL DEVELOPMENT

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RESEARCH PAPERS

Students' & Teachers' Voices

VALUES AND CULTURE

Personal Development and Growth

CIEX Symposium Summaries

Updating Language Teaching Professionals



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Learning English by Online Modality in a Higher Education Program

Aprendizaje de Inglés en Modalidad en Línea en un Programa de Educación Superior

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The present essay explains about the experience in learning a new language in a higher education academic program. In this case, it is English language in a Mexican language institution with the objective to talk about the development in both personal and professional during times of pandemic and considering learning in online modality. The Covid- 19 pandemic came to change our routine of life, but speaking of the area of education, it came to challenge teaching strategies.

First at all, how my experience was in studying my BA in an online modality is addressed. Studying in this institution has been a very pleasant experience since not only have I learned many new things to do about the teaching of a foreign language, but I have also been able to develop my skills, creativity, reasoning, as well as polish those in which I had difficulty. Being a student and studying the third year in the degree of English letters, my experience studying here began in 2019, when I was in the first year, the classes that as a result of the global pandemic we had to leave the classrooms to now take our classes online, and in my case from the Zoom platform.

Talking about the professionalism, CIEX has professionals in each of the subject and academic areas of development. Thanks to this the professors always gave their maximum effort and commitment to successfully carry out the teaching-learning process. Previously trained professors had enough knowledge to teach online; then, the classes were always very active even though we were connected and interacting through our computes or laptop. The communication was always very empathetic attentive, and motivational, that is, the teachers were always willing to solve and attend to the opinions of the students as well as to clarify the doubts that arose.

The development of the classes was full of interactive activities both of the use of the different physical books (the books we used in the subject of English), and of the PDF documents that the teachers shared with us to follow up on the topics that were addressed. There was a lot of participation from my classmates, always sharing ideas, talking a little about us, giving and receiving feedback thus collaborating to understand the topics. In this regard, Heredia & Bello (2021) mention that "that technology since pre-pandemic times already seemed to connect the student with their learning. This contact and prior knowledge of technology had many benefits in

terms of time, and diversity of ways to learn” (p.73). Thus, the use of the technology was always present, we shared opinions through Zoom chat, the use of the WhatsApp application, and even in many of the occasions we used online games, such as Kahoot, Worldwall, roulette (to assign turns of each student), among other websites.

In addition to that we also carried out individual and teamwork. For the individual work, each of the students answered closely to their knowledge, giving them their own personality working on them. On the other hand, teamwork was also very effective since the different opinions and ideas that emerged from the teams served as a big help to be able to develop the final work in a good way. Both activities were essential and thanks to them we learned even more just as we were all the main actors of our learning.

The use of the platform, regardless of the work done during the class session. In addition to that, the use of the platform was essential for reinforcement and review of the knowledge seen during the class. These helped us to review our notes, key points and know how to handle the subject. Since students must be in constant practice of language, and through this instrument it can be done. Of course, portfolios were also used within the school platform, generally, these works focused on the grammar of the subject, that is, the structure that was being addressed in that unit.

Studying through the online modality, at first was a challenge for teachers, students and of course also for the parents, adapting to this new modality was full of adversity and sometimes difficulties, when talking about this I refer to the low quality of the Wi-Fi network that in many occasions disconnected students from the classes, given this we waited for the connection to return to continue in the sessions. The motivation of part of all the teachers was always present, the cooperation and encouragement on the part of the classmates, the companionship during the classes was very pleasant. That is why now that I am in the third grade of my degree, I remember the beautiful experience in those online classes.

Referencias

Heredia, G., & Bello, M. (2022). The Role of Technology in Language Teaching. *CIEX Journ@l*, (14), 73-74. Retrieved from <https://ciex.edu.mx/journalv2/index.php/CJ/article/view/234>

**FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN ITS SIXTEENTH ISSUE OF THE CIEX
JOURNAL
(ELECTRONIC AND PRINTED)
"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED NOW ALSO IN
LATINDEX, CONACYT AND GOOGLE SCHOLAR)**

This call is addressed to: Professors – Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any researcher and scholar who wish to publish research articles, research essays, or thesis results, all related to the main topic of the Journal: Language, Culture and Teaching. The sections of the Journal are:

- a) Students' & teachers' voices: National and International Research Articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture.

The guidelines to write and present the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and in Spanish, 100 words), containing the following aspects:

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

3. Body of the article:

- a) Key words:** Five, in English and in Spanish.
- b) Introduction:** Present the research topic area, studied theme, and the research study, mentioning if it is: descriptive, explanatory, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem or topic.
- c) Literature review:** Present the main terms, concepts, and theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years old.
- d) Research methodology:** Describe the research approach: qualitative, quantitative or mixed.
- e) Describe the research method:** Case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc. Describe the **data type** (describe

and justify the data base, or universe, or sample, etc.) Characterize the **subjects** (describe the participants in the research). **Context** (describe the geographic and the institutional context where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

- f) Main findings.** Synthesize, present, interpret and argue the most significant results found.
- g) Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
- h) Main applications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.
- i) Conclusions.** Describe the main conclusions generated from the answers to the research questions.

Topics for the articles:

1. Language learning and teaching processes.
2. Professional competencies development.
3. Teaching methodology based on constructivist principles.
4. Alternative language learning theories.
5. Curriculum design: design of language programs or language courses.
6. Design, selection and adaptation of language teaching materials.
7. Language learning evaluation.
8. Language and culture.
9. Research and professional development.
10. Educational technology in languages.

Format:

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

Length of the articles:

- 8 to 12 pages containing text (from 3000 to 5000 words approximately)
- 1-2 pages containing references (using the American Psychological Association APA format)

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

The editorial process includes a rigorous academic review by a strict pair of “blind” reviewers and the use of **Plagius software** to verify that ethical standards are respected and that there is no plagiarism in any of the documents.

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

Deadline to send the proposals: February 15th, 2023.

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LICENCIATURA EN INGLÉS

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA
INGLÉS Y LINGÜÍSTICA APLICADA



El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** (Modalidades: Presencial y/o en línea) o la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada** a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2023-2024, presentando el examen de admisión que se realizará mediante previa cita hasta el 26 de agosto de 2022, conforme a los siguientes:

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

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