

Bibliometric Analysis of Thesis Title Trends in Language Teaching in Mexico

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ABSTRACT

This study examines thesis titles in language teaching and learning in Mexico, focusing on English and Spanish works. Using bibliometric analysis, it analyzes 564 titles from 34 institutions across 28 states: 219 in English and 345 in Spanish. Findings reveal Spanish titles are generally longer, while English titles in language teaching have higher word counts, reflecting field-specific variations. Single-unit titles are predominant in both languages, with Spanish titles being more common. English titles show greater variability, often using verbal phrases, unlike in Spanish. The colon is the most frequent punctuation in multi-unit titles, and question-form titles are rare. This study highlights the importance of considering linguistic and cultural contexts in academic writing and suggests educators and researchers tailor their methods to meet diverse needs, enhancing the effectiveness and accessibility of their work.

KEY WORDS:

Thesis; titles; language teaching and learning; México, Academic writing

RESUMEN

Este estudio examina los títulos de tesis en la enseñanza y el aprendizaje de lenguas en México, centrándose en obras en inglés y español. Mediante análisis bibliométrico, analiza 564 títulos de 34 instituciones en 28 estados: 219 en inglés y 345 en español. Los hallazgos revelan que los títulos en español son generalmente más largos, mientras que los títulos en inglés en la enseñanza de lenguas tienen un mayor número de palabras, lo que refleja variaciones específicas del campo. Los títulos de una sola unidad son predominantes en ambos idiomas, siendo los títulos en español más comunes. Los títulos en inglés muestran una mayor variabilidad, a menudo utilizando frases verbales, a diferencia de los títulos en español. Los dos puntos son el signo de puntuación más frecuente en los títulos de varias unidades, y los títulos en forma de pregunta son poco frecuentes. Este estudio destaca la importancia de considerar los contextos lingüísticos y culturales en la escritura académica y sugiere que los educadores e investigadores adapten sus métodos para satisfacer diversas necesidades, mejorando la eficacia y la accesibilidad de su trabajo.

PALABRAS CLAVE:

Tesis; títulos; enseñanza y aprendizaje de lenguas; México, Escritura académica

Introduction

The purpose of an article title is to represent, distinguish, promote visibility, and attract readers. A clear, precise title aids indexing and serves as a reference (Jamali & Nikzad, 2011; Tahamtan et al., 2016). Novice authors can learn from experienced authors who craft titles that encapsulate their work and appeal to their audience, making the title crucial as a first impression.

Bibliometric studies often focus on English article titles (Haggan, 2004; Hartley, 2007; Soler, 2007; Pearson, 2021), comparing disciplines (Ball, 2009; Nagano, 2015; Appiah et al., 2019) and specific fields (Pearson, 2020; Moattarian & Alibabae, 2015). The research covers various genres (Soler, 2007; Gesuato, 2008), yet the focus remains primarily on English research article titles, with little attention to other genres like theses or languages such as Spanish. While thesis components like introductions and conclusions are well-studied (Kawase, 2015; Hsiao & Yu, 2012; Loan & Pramoolsook, 2015; Bunton, 2005; Zhuo & Jiang, 2023; Paltridge & Starfield, 2019), thesis titles lack specific guidelines. Crafting a thesis title is crucial for summarizing the work effectively.

This study has three objectives. First, it aims to conduct a bibliometric analysis to identify characteristics of thesis titles in English language teaching. Second, since no similar work was found in Mexico in the area of language teaching and learning, this study seeks to broaden the investigation of thesis titles within the specific context of Mexico, analyzing works in both English and Spanish to enhance understanding of title characteristics. Third, it aims to help novice researchers write effective titles by providing insights into good title construction.

Literature Review

Studies in Article Title

Research on research paper titles spans various fields and employs linguistic and scientometric perspectives to explore their characteristics. For example, Antony (2001) studied IEEE Computer Society journals, noting variations in title length and frequent use of colons to separate hanging titles. Certain words like “network,” “database,” and “algorithm” were consistently found across these journals. Haggan (2004) examined titles in literature, linguistics, and science from US and UK journals, uncovering differences in length and intent among disciplines.

Soler (2007) compared biology and social sciences titles, revealing longer, full-sentence titles in biology and more concise titles in social sciences, both favoring present tense usage. Jamali and Nikzad (2011) explored title styles’ impact on download and citation rates, finding higher downloads for question titles but lower citations. Declarative titles were slightly less effective than descriptive ones.

Nagano (2015) analyzed titles in hard and soft sciences, discovering longer, noun phrase-heavy titles in hard sciences and more captivating titles in soft sciences. Moattarian and Alibabae (2015) found that dentistry titles were shorter, applied linguistics used more multi-unit titles, and civil engineering favored pre- and post-modified constructions. Nominal structures were common across disciplines.

Pearson (2020) focused on ESL writing feedback titles, noting longer titles with specific language correlated with higher citation rates. Morales, Perdomo, Cassany, and Izarra (2020) analyzed dentistry titles in Spanish, observing the frequent use of compound titles with colons, highlighting the need for research in languages other than English.

Studies in Thesis Titles

Morales, Perdomo, Cassany, Tovar, and Izarra (2020a) analyzed 200 thesis titles in Spanish from dentistry, defended between 2000 and 2019. Titles included doctoral, undergraduate, and postgraduate theses, with 62% defended in Spain and 38% in 12 Latin American countries. The study explored length, punctuation (e.g., commas 17%, semicolons 7.5%, colons 5%), morphosyntactic features, semantic relationships, and lexical density. On average, titles comprised 19 words, ranging from 4 to 64; 86% were nominal, 25 were compound, and others were prepositional or verbal phrase titles. Semantic analysis revealed titles contained 11 lexical and 8 grammatical words, with a high lexical density of approximately 70%. Around 31.5% of titles included place or institution names, indicating research scope.

Morales, Perdomo, Cassany, Tovar, and Izarra (2020b) examined 423 English dentistry theses and dissertations from 2000 to 2019 worldwide. Titles averaged 13.4 words, with 66.8% falling between 10 to 20 words. Colon usage was prevalent (42.28%), followed by hyphens (20.39%); only 8 titles used question marks. The syntactic analysis identified nominal phrases (68.3%), gerund phrases (6.8%), and a mix of single-unit (68.3%) and compound titles (22.5%). Titles often conveyed study results (70.9%) and objectives (46.5%).

Gesuato (2008) studied 1000 titles across books, dissertations, journal articles, and conference papers in linguistics. Dissertation titles averaged 12.9 words, mostly single-unit (51.2%) or double-unit (48.0%) nominal phrases, with common themes like language and speaker.

Afful and Akoto (2010) analyzed 502 literature and 552 chemistry dissertations at a Ghanaian university. Literature titles averaged 12.8 words, chemistry 10.2 words, with different punctuation usage; literature titles commonly used apostrophes (57%), while chemistry titles favored hyphens (30.8%).

Soler (2018) examined 716 doctoral thesis titles in Spanish at Universidad Nacional del Sur (Argentina). Nominal structures predominated (73.6%), particularly in mathematics (96.7%) and engineering (90%).

Jalilifar, Hayati, and Mayahi (2010) reviewed 874 applied linguistics theses from Iranian universities, finding an average title length of 14.09 words, primarily nominal phrases (71.16%).

Bibliometric analysis provides quantitative insights into scholarly publications, using indicators like citation counts, impact factors, and collaboration networks (Pritchard, 1969; Donthu et al., 2021). These metrics assess research productivity, impact, and visibility, aiding decisions in funding and author evaluation. In studying academic titles, researchers analyze length, keywords, punctuation, structure, and clarity to understand title characteristics effectively.

Method

The thesis titles analyzed were obtained from Romero, Cruz, and Roux's (2023) project aimed at comprehensively understanding second language learning and teaching in Mexico. They

collected works from academic staff and graduates of postgraduate programs at 34 institutions across 28 states. Criteria included thematic focus on pedagogical aspects, relevance to foreign language teaching or learning in Mexico, publication between 2012 and 2021, completion or near completion of research, and alignment with formats relevant to language education in Mexico. Despite discrepancies in reported works due to incomplete data, 564 thesis titles were identified: 219 in English and 345 in Spanish. Out of the total number of theses, 59 were doctoral theses and 505 were master's theses.

Table 1 displays the number of titles identified in two five-year periods

Table 1. Number of titles in periods of 5 years.

	English	Spanish
2012–2016	57	152
2017–2021	160	192
unknown	2	1
Total	219	345

Procedure

The investigation aimed to explore various bibliometric indicators concerning the length, style, syntactical structures, and punctuation within thesis titles. For the measurement of title length, the words in each title were counted using Excel, with a word being defined as the unit occurring between spaces, including abbreviations. Moreover, compound and hyphenated words were taken into account based on their auto-semantic components. The identification of title styles, as well as the examination of punctuation marks within the double-unit titles, was accomplished through the utilization of Notepad++, a free and open-source text and source code editor.

Results

This research is relevant for several reasons. Firstly, it addresses a sub-discipline within linguistics that is generally absent from this type of study, specifically the teaching and learning of second languages. Secondly, it investigates titles generated by a particular group of authors who work in institutions of higher education in Mexico. Finally, this study aims to expand research of this nature by considering titles written in Spanish, not just titles in English.

Title Length

The length of an article title can affect its citation count. Longer titles may contain more keywords, enhancing searchability, but they can be harder to read and understand, possibly deterring readers. Conversely, shorter titles are easier to read and may attract more readers, though they might suggest a narrower scope.

In this study, a “word” is defined as the unit between spaces. Abbreviations count as single words, while compound and hyphenated words are counted by their meaningful components. Table 2 presents the average word count per title for theses in English and Spanish.

Table 2. The average length of thesis titles in English and Spanish

	English	Spanish
Number of words	3295	6342
Average words per title	15.04	18.38

The following are some examples of the longest and shortest titles found in both corpora.

1. Diseño de la unidad de aprendizaje en línea: nuevas tecnologías aplicadas a la enseñanza del inglés, para su instrumentación en el currículum de la licenciatura en Enseñanza del Inglés para Profesores en Activo (UAEMex), con un enfoque basado en competencias
2. Diccionario visual para niños. Primer acercamiento alemán
3. Perceptions of curricular changes and appropriation of new educational practices for the learning of English as a foreign language in public education: a mixed methods study with telesecundaria school teachers in Tabasco
4. Memory strategies to improve vocabulary learning

Spanish thesis titles average 18.38 words, longer than English titles at 15.04 words. This aligns with Morales et al. (2020a, 2020b), who found Spanish titles in dentistry to be longer. Comparing these findings with previous studies, English titles in second language learning and teaching are longer than the 12.9-word average for linguistics titles reported by Gesuato (2008) and the 14.09-word average for applied linguistics titles found by Jalilifar, Hayati, and Mayahi (2010). Additionally, thesis titles in both Spanish and English are longer than those in literature and chemistry (Afful & Akoto, 2010), and longer than article titles in linguistics and applied linguistics (Haggan, 2004; Moattarian & Alibabae, 2015; Pearson, 2020). Table 3 shows the most common range of word counts for thesis titles in English.

Table 3. Percentage distribution of titles according to the number of words. Titles in English.

Range in number of words	Number of titles	Percentage
1-10	38	17.35%
11-19	152	69.40%
20-29	26	11.87%
30-40	3	1.36%

Table 3 shows that 69.40% of thesis titles in English consist of 11 to 19 words per title, aligning with Morales et al.'s (2020b) findings where 68% of 423 English thesis titles in dentistry used between 10 and 20 words per title. Despite the differences in the fields of dentistry and second language learning and teaching, there is a noteworthy similarity in the length of thesis titles between these disciplines.

Table 4 shows the most common range of word counts for thesis titles in Spanish.

Table 4. Percentage distribution of titles according to the number of words. Titles in Spanish

Range in number of words	Number of titles	Percentage
1-10	21	6.08%
11-19	186	53.91%
20-29	125	36.23%
30-40	13	3.76%

Table 4 shows that 90.14% of thesis titles range from 11 to 29 words, exceeding the 66.5% found by Morales et al. (2020a) for Spanish dentistry thesis titles of 20 to 39 words. This indicates longer titles are more common in language teaching and learning than in dentistry. Tables 3 and 4 reveal that 39.99% of Spanish titles are 20 to 40 words long, compared to only 13.23% of English titles, highlighting a tendency for longer titles in Spanish across disciplines.

Jian and Jian (2023) found that article titles in the TESOL Quarterly journal increased from 8.03 words in 1967 to 14.18 words in 2022, a 77% rise. This is shorter than the average title lengths in both English and Spanish in this study, suggesting disciplinary norms influence title length (Swales & Feak, 1994). Milojevic (2017) noted similar trends, with title lengths increasing in fields like mathematics, robotics, and ecology from 1960 to 2010, showing adaptation to evolving norms.

Research on title length and citations is mixed. Jamali and Nikzad (2011) found longer titles receive slightly fewer citations, while Jacques and Sabire (2010) and Moore (2010) reported a positive correlation. Guo et al. (2018) observed a negative correlation before 2000, turning positive with online literature retrieval. Huggett (2011) and Fumani, Goltaji, and Parto (2015) found no direct correlation. Other factors, such as journal reputation, discipline, and the number of authors, also impact citations (Hudson, 2016). Thus, the optimal title length remains debated (Bavdakar, 2016).

Title Style

The study analyzed thesis titles, categorizing them into single-unit (simple) and double-unit (compound) titles. Double-unit titles, also known as hanging, colonic, series, or multiple-unit titles, are composed of multiple units separated by punctuation. Single-unit titles are cohesive and indivisible. Examples include:

1. Resultados del trabajo colaborativo en una clase L2: actitudes de los alumnos hacia el trabajo colaborativo (**Double-unit title**)
2. Motivación para redacción de una segunda lengua en el ámbito académico (**Single-unit titles**)
3. Pathways towards a PhD: foreign language Mexican teachers’ life stories (**Double-unit titles**)
4. The Relevance of Musical Intelligence in the Learning Process of English as a Foreign Language through Songs (**Single-unit title**)

Table 5 presents the occurrence of single-unit and double-unit titles in both corpora.

Table 5. Thesis styles of both corpora

Style	English		Spanish		Total	
	n	%	n	%	n	%
Single-unit	148	67.57	257	74.49	405	71.80%
Double-unit	71	32.42	88	25.50	159	28.19%
Total	219		345		564	100%

Table 5 shows that single-unit titles are predominant in both English and Spanish. Out of the 564 titles analyzed, 71.80% were single-unit titles. Single-unit titles are slightly more prevalent in Spanish, with only 25.50% of 345 Spanish titles being double-unit titles. This aligns with Morales et al. (2020a), who found that only 12.5% of 200 Spanish dentistry titles were double-unit.

In English, 32.42% of 219 titles are double-unit titles, higher than the 21.16% found in applied linguistics by Jalilifar et al. (2010) but lower than the 48.8% in linguistics by Gesuato (2008). Comparatively, Morales et al. (2020b) found 22.5% of 423 dentistry thesis titles were double-unit, while Afful and Akoto (2010) reported 31.4% in literature and 96.8% in chemistry. This suggests title styles vary across disciplines.

Hyland and Zou (2022) noted that 63.7% of 845 article titles in applied linguistics were double-unit, indicating a tendency for articles to use double-unit structures more than theses. Jiang and Jiang (2023) observed a 5.7-fold increase in compound constructions in TESOL Quarterly article titles from 1967 to 2022. While these findings suggest trends, further research is needed to confirm general patterns in title construction across academic genres and disciplines.

Title Syntactical Structures

To comprehensively understand title characteristics, the analysis identifies the syntactic structures within single-unit titles. Examples of titles from this study represent the identified syntactic structures in both corpora:

1. **Estrategias** de enseñanza de los profesores de inglés para la aplicación del enfoque educativo por competencias en las aulas de Educación Media Superior (Nominal phrase)
2. **Construyendo** el perfil del tutor de prácticas profesionales de la licenciatura en Enseñanza del Inglés de la Universidad de Sonora a través del prácticum de los estudiantes a maestros (Verbal-ing)
3. ¿Qué factores inhiben el desarrollo profesional del programa nacional de inglés en docentes de educación básica en Durango? (Question)
4. Motivational **Strategies** techniques Used by Teachers in Public Primary Schools in Acapulco, Guerrero (Nominal phrase)
5. **Designing and implementing** an English course for specific purposes for waiters at bistro garden restaurant in Durango (Verbal-ing)

Table 6 displays the number of occurrences of the identified syntactic structures in titles in both English and Spanish.

Table 6. Syntactic structure in single-unit titles in both corpora.

	English	Spanish	Total
	n (%)	n (%)	n (%)
Nominal	102 (68.91%)	251 (97.66%)	353 (87.16%)
Verbal-ing/infinitive	46 (31.08%)	4(1.55%)	50(12.34%)
Question	-	2(.77%)	2(.49%)
Total	148(100%)	257(100%)	405(100%)

Note. In the double-digit titles in English, three titles were identified that used questions within the title. Among the double-digit titles in Spanish, one title was also identified that used questions within the title.

Table 6 highlights that nominal titles are more prevalent in Spanish than in English. In Spanish, 97.66% of titles used nominal phrases, compared to 68.91% in English. English titles frequently used verbal phrases (31.08%), while Spanish titles rarely did, with only four instances. Question titles were almost nonexistent, with none in English and only two in Spanish.

These findings align with previous research. Morales et al. (2020a) found 86% of Spanish dentistry thesis titles used nominal phrases. Soler (2018) reported 73.60% of Spanish doctoral thesis titles were nominal, with higher percentages in mathematics (96.66%) and engineering (90%). In linguistics, Gesuato (2008) noted 86.9% nominal phrases and 8.6% verbal phrases. Jalilifar et al. (2010) found 71.16% of applied linguistics titles were nominal and 4.69% prepositional.

This study confirms that nominal titles are common in both English and Spanish, with Spanish titles using them more extensively. English titles show more variability, with a notable use of verbal phrases. Jian and Jian (2023) observed a 3.7-fold decrease in nominal constructions in TESOL Quarterly article titles.

Punctuation

Punctuation is crucial in academic writing for clarifying meaning, strengthening arguments, and creating a polished appearance. It ensures clear and effective communication, leaving a professional impression. This study identified various punctuation marks used to divide titles into distinct components. Here are examples of titles with different types of punctuation:

1. Mesbiljá, Oxchuc, Chiapas: un estudio de la política lingüística en la enseñanza del inglés (colon)
2. ¿En qué medida las actividades realizadas en el CAADI por los estudiantes participan al desarrollo de técnicas personales en autónomas de aprendizaje? (Question mark)
3. Análisis en actos de habla. Uso de grabaciones auténticas por parte de los estudiantes en inmersión (Full stop)
4. El trabajo colaborativo en la planeación docente; una experiencia de gestión en la unidad de aprendizaje de inglés en el bachillerato (semi-colon)
5. A multimodal exploration of classroom culture: a critical discourse analysis (colon)
6. An autoethnography: and... what about us? Teachers facing students' disengagement (Question mark)

- From student to teacher. Language Teachers' cognitive development and teaching practice (full stop)

Table 7 shows the punctuation marks identified in double-digit titles.

Table 7. Punctuation marks used to separate the different parts of double-digit titles

Corpus	: (%)	... (%)	? (%)	. (%)	; (%)	Total
English	67(94.36%)	-	3 (4.22%)	1(1.4%)	-	71
Spanish	76(86.36%)	-	1(1.13%)	8(9.09%)	3(3.40%)	88
Total	143(89.93%)	-	4(2.51%)	9(5.66%)	3(1.88)	159

Note. The three question sentences also contained both a question mark and a colon. In this table, these cases were included in the percentage of titles that have a question mark. A similar case is observed with titles in Spanish, where the question sentences also contained a semicolon. This case was included in the percentage of titles that have a question mark.

Table 7 highlights the punctuation marks used in double-unit titles. Most titles (89.93%) used a colon to separate the two units, with 94.36% in English and 86.36% in Spanish. The full stop (period) appeared in 5.66% of titles, while question-form titles were rare, accounting for only 2.51%. The semicolon appeared in three Spanish titles but none in English. This study reveals that the colon is the most common punctuation mark in double-unit titles.

Comparing Spanish titles, the scarcity of studies limits analysis. Morales et al. (2020a) found that in dentistry thesis titles, the comma was the most common punctuation mark (17%), followed by the semicolon (7.5%) and the colon (5%). In contrast, in language teaching and learning titles, 86.36% of double-unit titles used the colon, indicating distinct punctuation usage between fields.

For English titles, Morales et al. (2020b) found that in dentistry, the colon was used in 42.28% of titles, followed by the hyphen (20.39%) and the comma (11.94%). In language teaching and learning, my study showed the colon as the predominant punctuation mark, aligning with different patterns in the two fields. Unlike Afful and Akoto's (2010) findings in literature and chemistry, where the apostrophe and hyphen were significant, these punctuation marks were not observed in our analyzed titles.

Discussion and Conclusion

This section addresses three key issues related to the use of bibliometrics in academic writing. The first issue concerns the advantages and precautions that must be taken when applying bibliometrics to the field of academic writing. The second issue examines the implications of studies like the one presented here for the field of academic writing. The final issue discusses the considerations regarding the data source.

Bibliometric analysis offers several advantages when applied to the study of academic writing. One of the primary benefits is the provision of an objective evaluation framework, which allows for the quantification of aspects such as title length, structure, and punctuation to assess and compare academic titles across disciplines. This objective framework is supported by Soler (2007), who notes that objective measurements can elucidate differences in academic practices across fields. Additionally, bibliometric analysis facilitates trend identification, enabling educators to

understand how academic writing conventions evolve and adapt their teaching accordingly. For instance, Hartley (2007) has demonstrated that titles are becoming longer and more informative over time, a trend that instructors can discuss with students. Furthermore, this kind of analysis allows for cross-disciplinary insights, highlighting disciplinary differences and commonalities by comparing titles across different fields. This is reinforced by Hyland (2008), who notes significant variations in writing styles and conventions across disciplines. Finally, bibliometric analysis favors evidence-based teaching, providing empirical data that supports evidence-based teaching practices, enabling instructors to base their guidance on robust findings rather than anecdotal evidence.

However, while bibliometric analysis offers significant insights, it is crucial to approach its application critically. There is a risk of over-reliance on quantitative data, potentially overlooking qualitative aspects of effective title construction, such as creativity and originality. As Flowerdew (2013) argues, qualitative elements are crucial in understanding the full picture of academic writing. Moreover, titles that perform well in terms of citations in one context might not necessarily be effective in another due to differences in audience expectations and academic conventions. The dynamic and evolving nature of language means that findings from bibliometric studies may become outdated, necessitating continuous updates and adaptation of teaching practices. Finally, considering the lack of research comparing titles across different languages, differences in linguistic and cultural contexts (e.g., English vs. Spanish) should be critically evaluated, ensuring that teaching practices respect and incorporate these nuances rather than imposing a one-size-fits-all approach.

Regarding the implications of this research for academic writing, the findings are significant. Educators can use the data to tailor instruction to the specific needs of their students. For instance, knowing that titles in Spanish are generally longer than those in English can help instructors guide bilingual students in adjusting their title length to meet English-speaking academic standards. Additionally, with empirical evidence showing mixed results on the impact of title length on citations, educators can emphasize the importance of clarity and brevity, balancing the need for informative titles with readability. Understanding that different fields have distinct preferences for title structures (e.g., nominal vs. verbal phrases) can help instructors teach students to conform to disciplinary norms, enhancing the acceptability and impact of their work. Writing instructors can provide more informed and constructive feedback on student work, particularly on the formulation of thesis and article titles, ensuring that they meet both linguistic and disciplinary standards. This aligns with findings by Cargill and O'Connor (2021) on the importance of discipline-specific writing instruction. Educators teaching academic writing can implement several strategies based on these findings. For example, they can conduct workshops focused on the characteristics of effective academic titles, using examples and data from the study to illustrate best practices. They can also encourage students to analyze and compare titles from their discipline with those from other fields, fostering an understanding of disciplinary conventions. Additionally, they can incorporate title revision sessions into the curriculum where students can practice crafting and refining titles, guided by bibliometric insights.

Regarding the data source, it is essential to emphasize that all the data in this study came from undergraduate and graduate students as well as scholars working at Mexican institutions in the area of foreign language teaching and learning. This fact brings both strengths and limitations to the study. The data provides a clear picture of the academic practices and preferences within Mexican institutions, which can be particularly useful for educators and students operating within this specific context. By concentrating on a specific geographical and cultural academic community, the study can delve deeply into the nuances and particularities that might be lost

in a more global analysis. However, among the limitations, it can be mentioned that the findings might not be directly applicable to other cultural or linguistic contexts with different academic traditions. Additionally, the study's focus on Mexican scholars might introduce biases related to regional academic norms, potentially limiting the applicability of the findings to a broader audience. In conclusion, integrating bibliometric insights into the teaching of academic writing offers a powerful tool to enhance student learning. By critically and creatively applying these findings, educators can help students produce more effective and impactful academic titles, ultimately contributing to their success in scholarly communication. However, it is essential to be mindful of the context in which the data was gathered, ensuring that teaching practices are adapted to the specific needs and backgrounds of the students.

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

The sections of the Journal are:

- a) Research Papers: Graduates' & teachers' voices – National and international research articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
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The guidelines for writing and presenting the proposals are described below:

1. Title: in English and in Spanish.

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

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

3. Body of the article:

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

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

Topics for the articles:

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

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

Format:

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

Length of the articles:

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

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

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

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- A. Accept Submission or Accept Submission with Modifications
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It is important to mention that if a blind reviewer declines the article or essay it will not be accepted.

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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"

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