

ChatGPT, the New Language Students' Influencer

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ABSTRACT

This study explores the impact of ChatGPT, an AI tool, on undergraduate students in the field of Language Teaching. The research, conducted through a descriptive qualitative approach, aims to analyze the multifaceted effects of ChatGPT on academic performance and learning processes. The primary objective is to assess how ChatGPT aids or hinders students' tasks and to understand its broader implications in educational settings. Therefore, using surveys and qualitative analysis, the study finds that ChatGPT facilitates idea generation, paraphrasing, time efficiency, and information retrieval, significantly benefiting students. However, it also identifies a dependency on the tool, potentially diminishing essential skill acquisition. The research categorizes students' trust in ChatGPT into total, partial, and mistrust, highlighting the need for balanced usage. The findings underscore ChatGPT's transformative potential in education, suggesting careful integration to maximize benefits and mitigate drawbacks, contributing valuable insights into AI's role in language teaching.

KEY WORDS:

ChatGPT, Artificial Intelligence, Influence, Higher Education, Students Perspective

RESUMEN

Este estudio explora el impacto de ChatGPT, una herramienta de IA, en estudiantes de licenciatura en Enseñanza de Idiomas. A través de un enfoque cualitativo descriptivo, se analizan los efectos de ChatGPT en el rendimiento académico y los procesos de aprendizaje. Se evalúa cómo ChatGPT ayuda o dificulta las tareas de los estudiantes y sus implicaciones en entornos educativos. Utilizando encuestas y análisis cualitativo, se encuentra que ChatGPT facilita la generación de ideas, la paráfrasis, la eficiencia del tiempo y la búsqueda de información, beneficiando a los estudiantes. Sin embargo, también se identifica una dependencia de la herramienta, lo que podría disminuir la adquisición de habilidades esenciales. La investigación categoriza la confianza de los estudiantes en ChatGPT en total, parcial y desconfianza, destacando la necesidad de un uso equilibrado. Los hallazgos subrayan el potencial de ChatGPT en la educación y sugieren una

integración cuidadosa para maximizar beneficios y mitigar desventajas.

Palabras clave:

ChatGPT, Inteligencia Artificial, Influencia, Educación Superior, Percepción Estudiantil

Introduction

This study delves into the influence of one such Artificial Intelligence (AI) tool, ChatGPT, on undergraduate students within the area of Language Teaching. As an innovative generative AI, ChatGPT exemplifies the intersection of AI and education, providing insights into how technology can augment learning experiences. The research is primarily descriptive, aiming to offer a detailed qualitative analysis of the phenomenon, emphasizing both the potential and challenges associated with integrating AI tools in education.

The core research problem addressed in this study is the multifaceted impact of ChatGPT on students' academic performance and learning processes. By examining the ways in which ChatGPT facilitates or hinders students' tasks, this research seeks to illuminate the broader implications of AI in educational settings. Through comprehensive observations and analysis, the study aims to contribute to the understanding of how AI tools like ChatGPT can be effectively utilized to enhance educational outcomes while addressing the inherent risks and dependencies they may introduce.

Literature Review**Artificial Intelligence**

After the invention of the computer in World War II, all the scientists initiated to develop some algorithms that could learn by themselves. Subsequently, they began discussing all the implications that might arise. Artificial intelligence (AI) can thus be described as the ability of machines to make optimal decisions, such as minimizing the likelihood of errors in each decision. Additionally, it is potentially capable of mimicking or even surpassing human cognitive abilities including analysis and reasoning, linguistic interaction, and problem solving (Caiafa & Lew, 2020). Furthermore, AI is the ability of machines to use algorithms, learn from data, and use what they learn to make decisions just as a human would (Rouhiainen, 2018).

It can also be defined as the ability of a system to interpret environmental data and use that knowledge to achieve specific objectives adaptively, autonomously, and efficiently (Delgado et al., 2024). In addition, Generative Artificial Intelligence (GenAI) is a type of artificial intelligence (IA) that produces automatic responses to prompts written in natural-language conversational interfaces («Guidance For Generative AI In Education And Research», 2023, p. 8). In other words, AI is a technological tool created by humans to perform brain-intensive tasks in a matter of seconds.

ChatGPT

UNESCO (2023) describes ChatGPT as a language model that allows people to interact with a computer in a more natural and conversational way. In addition, ChatGPT uses natural language processing to learn from Internet data, providing answers to users' questions or instructions. Furthermore, this innovative technology can produce text in its responses to the user inquiries.

Rather than merely retrieving just data from a database, it can generate accurate and unique content by interpreting the questions asked by the user. Additionally, the system operates based on the “transformers” model architecture (Diego Olite et al., 2023).

Moreover, Chicaiza et al. (2023) highlight the swift progress of AI has resulted in a broad spectrum of uses from various sectors, including language education. ChatGPT can offer students immediate access to information and knowledge in the English language. By virtue of the flexibility of these models, they are advantageous for both researchers and education (Ricart, 2024). Gabajiwala et al. (2022) point out that in the educational domain, language models aid the learning process by facilitating the creation and design of educational material and interactive content. Furthermore, they can spark students’ curiosity and enhance their questioning abilities (Abdelghani et al., 2023).

For instance, Morales-Chan (2023) explains that thanks to machine learning, vast amounts of language models like ChatGPT can execute a wide range of tasks, for example in the area of language teaching is expanding or summarizing information, translating text, and generating speech with high precision, just to name a few. Meanwhile, AI’s role in creative writing tasks shows significant potential but does not replace human creativity (Vicente-Yagüe-Jara et al., 2023). In other words, ChatGPT is an AI program that was created so that any user can interact with it, with its familiar language similar to that employed by humans, it manages to converse with the internaut in a simple way.

In addition, Singh (2024) explains that ChatGPT currently has around 180.5 million users registered in the application, a significant number that demonstrates its widespread use and popularity. Moreover, ChatGPT has approximately 25 million daily active users.

Influencer

An influencer usually knows the topic that they are talking about. They are also recognised as having a certain experience or knowledge of the subject (Gómez, 2018). To put it in another way, an influencer is someone or something who distributes their knowledge to other people via the internet and it is usually in applications where the information is disseminated.

Additionally, De Pedro Rojas (n.d.) classifies influencers are categorized into four main types based on the size of their audience: Nano, Micro, Macro, and Mega. The first category is nano-influencers who have a very small but highly engaged audience, typically ranging from 1,000 to 10,000 followers. In addition, they usually focus on a very specific niche, making them appealing to brands targeting a highly segmented audience. The second category is micro-influencers who have between 10,000 and 50,000 followers, with a more diverse yet equally engaged audience. The third category in the list is macro-influencers boasting between 50,000 and 1 million followers, offering a significantly larger reach, though their engagement levels may be lower. Lastly, mega-influencers have over 1 million followers, reaching a very broad audience but often experiencing less interaction with their followers due to the sheer size of their following.

Methodology

This research is about the influence that ChatGPT exercises in language education, and a qualitative study is employed to address it. This type of study is ideal for describing critical problems in practice and for expanding knowledge on various educational aspects. Merriam (1988) elucidates that the qualitative case involves detailed and exhaustive observation, as well

as a comprehensive examination of a specific phenomenon, such as a program, organization, individual, process or community, with a goal of understanding it in its entirety and in context.

Similarly, Monje (2011) shares almost the same view, suggesting that qualitative research permits trained and qualified observers to report their observations of the social environment and the experiences of others in a clear, impartial, and precise manner. In fact, researchers approach real individuals who can provide information about their experiences, perceptions, and values, among other aspects. Additionally, scientists use a variety of techniques such as interviews, life narratives, case studies, and document analysis, combining their own observations with the contributions of the subjects themselves involved.

Thus, this type of research is used to obtain information and observe specific phenomena in their natural environment, providing detailed understanding of the data (Magaña, 2022). The researcher also emphasizes the central role of the researcher in data collection, whether through observation, interviews, or document analysis. This involvement allows for greater flexibility and adaptability to the specific circumstances of the study. Moreover, the researcher becomes the most effective instrument for obtaining detailed and pertinent information.

Research Method

In this particular study, the qualitative approach emphasis is placed on descriptive qualitative which provides a comprehensive account of the phenomenon being studied. Furthermore, a fundamental characteristic of the descriptive approach is its richness, which enhances the depth and detail of the analysis of the phenomenon under investigation (Merriam, 1988).

It is crucial that the researcher has a clear understanding of his or her question, but at the same time is willing to accept unexpected and potentially surprising results (Flick, 2004). The question that is going to be answered in this research is: "How has ChatGPT influenced undergraduate students' research in the area of Language Teaching?".

Consequently, the survey questionnaire consists of both open-ended and multiple-choice questions which were designed to capture specific responses as well as detailed descriptions (Monje, 2011). Similarly, Magaña (2022) points out that the questionnaire is a valuable instrument for inquiring about general ideas and convictions related to a specific topic. Then, Google Forms facilitated the construction and distribution of the questionnaire to university students, streamlined data collection, and organized responses by question, presenting the data in graphs and tables.

Monje (2011) advises that prior to commencing the research, a pilot test should be conducted. This involves executing a preliminary version of the main study to evaluate the validity of the employed methods and procedures. This test also determined whether participants comprehended the questions or if adjustments were needed for clarity. Moreover, Magaña (2022) emphasizes that when selecting respondents for a study, it is essential to consider the environment, individuals, context, and procedure. Therefore, the selection of participants is of paramount importance in qualitative research, as they play a crucial role in the study. Deslauriers (2004) notes that the non-probabilistic sample included students from various universities, such as the University of Colima (UdeC), Autonomous University of Queretaro (UAQ), and University of Vigo (UVigo), and from language degree programs such as the BA in Language Teaching and BA in Linguistics at UdeC, BA in Modern Languages in English at UAQ, and BA in Elementary Education at UVigo, providing a diverse educational context. The cohort consisted of 30 students aged 18 to 45 years,

from the first to the fourth year.

Ethical considerations were addressed, ensuring the confidentiality and privacy of the information in line with data protection protocols (Cassell, J., 1978; Merriam, 1988). Open coding was used to break down the data into smaller units, categorizing them into abstract concepts and thematic categories with codes derived from the data and academic literature (Flick, 2004). Axial coding then refined and related these categories using a coding paradigm to clarify relationships between phenomena, concepts, and categories, enabling deeper and more detailed analysis.

Finally, selective coding elevated the analysis to a higher level of abstraction by developing a central category that integrates other categories, forming the narrative of the case. According to Flick (2004), the central phenomenon of the study is treated as a case. This step involves assigning a concept to the central phenomenon, relating it to other categories, and refining the central category and subcategories. The analysis aims to identify data patterns and conditions, achieving theoretical saturation when no new insights are gained. The method remains flexible, allowing for reanalysis with different research questions.

Main Findings

In the current digital era, AI has revolutionized numerous aspects of daily life, including education and research areas. A notable example is ChatGPT, an AI tool that has significantly influenced how language learners undertake their assignments, research, and projects. This impact is multifaceted, manifesting in positive, neutral, and negative ways, and is reflected in students' trust and recommendations of the tool, and its impact is going to be detailed.

Positive Impact of ChatGPT's Influence

ChatGPT's influence possesses five main characteristics that describe a *Positive Impact* on the usage of ChatGPT employed by students in the area of Language Teaching. Positive Impact is reflected when the program grants the *flow of ideas*, facilitates *paraphrasing*, contributes to *saving the student's work time*, makes the search for information more *efficient* and helps with the *conceptualization* of topics to students. These attributes are delineated by undergraduates' experience elaborating their assignments.

The *flow of ideas* has a *Positive Impact* on the way future teachers learn, for example it provides clarity of the topic students are dealing with as they can request to ChatGPT to explain in a different approach that theme. It can also explicate the processes for the elaboration of various assignments such as articles, essays, lesson plans, or projects. At the same time, undergraduate students can consult how to improve their sentence structure. Additionally, it also generates new perspectives and thoughts in order for students to ameliorate their tasks. And finally, ChatGPT exemplifies any topic that future teachers require to comprehend.

Furthermore, a second *Positive Impact* that ChatGPT facilitates is *paraphrasing* which accelerates the understanding of the information, in other words, it presents a different perspective of the original document, which in turn simplifies the learners to present their own version of what is paraphrased.

Moreover, the third trait of the *Positive Impact* that contributes to the concept is the *optimization of undergraduates' time* which consists of reducing the time they spend on researching and executing university assignments. The value of this trait is that it reduces the chances of failure

to deliver assignments, which can be handed in on the date indicated by professor. Additionally, now that students have delivered their tasks on time, they can practice any sport they want or go to any cultural event or activity they love.

In the same way, the fourth property that makes a *Positive Impact* of ChatGPT is the *efficiency* that ChatGPT donates to students, which lightens the search for the information or authors requested for any assignments, and it is also connected with the third trait thanks to its rapid response, students save time investigating that data on the Internet.

Finally, the fifth attribute that forges a *Positive Impact* of the use of ChatGPT employed by undergraduate students is *conceptualizing* which is aimed to clarify and define the topic that the learner explores in the program, which can aid to observe it from a different perspective.

Negative Impact of ChatGPT's Influence

ChatGPT's influence possesses one main characteristic that describes a *Negative Impact* on the usage of ChatGPT employed by students in the area of Language Teaching. *Negative Impact* is mirrored when the program generates a dependence to students as a consequence of the recurrent usage for accomplishing their academic assignments. This quirk is delimited by undergraduates' experience elaborating their tasks with the application of ChatGPT.

The idiosyncratic and unique characteristic that dismantles a *Positive Impact* of the utilization of ChatGPT which provokes a *Negative Impact* is the dependence that ChatGPT causes in students, which triggers an addiction on its use due to the simplicity and swiftness in which ChatGPT can produce student tasks and consequently undergraduate students do not acquire the sufficient and necessary knowledge or skill to perform them by themselves. In this sense, the negativity in the employment of ChatGPT to solve all the student's assignments, falls on a quality of the instrument that can be observed in a duality that has both positive and negative nuances when doing any task automatically.

Total Confidence on the Influence of ChatGPT

Total Confidence in the utilization of ChatGPT employed by undergraduate students in the area of Language Teaching possesses seven main characteristics that describe it. *Total Confidence* is manifested when students consider that its use is *fundamental*, it is also contemplated that it is *reliable* due to its answers that are accurate. It is commented that its usage is *necessary*, additionally that it is precise in its answers, as well that it can contrast the topic, along with its confidence that it irradiates and finally it is *recommended by teachers*. These attributes are delineated by undergraduates' experience elaborating their assignments.

The first characteristic that supports the *Total Confidence* in the utilization of ChatGPT is when students consider that its use is fundamental to complete their assignments such as their essays, investigations, projects or lesson plans. Furthermore, the second feature that obtains the undergraduates' *Total Confidence* is the search of information which succors students to stay on track, additionally undergraduates appraise find useful information in ChatGPT, it also donate a list of authors and books that are related to the topic that students are consulting in the program.

In addition, the third essence is qualified as necessary, due to the fact that it gives just the right information, no more and no less. Likewise, it is pointed out that with ChatGPT you can get reliable results thanks to the fact that with its fourth feature which is contrasting it can analyze

information from many web pages and exhibit a better response. Its fifth particularity is that it is found that it is as accurate in their replies as the student requires it to be. The sixth quality, really considerable, is that it is a reliable instrument, since it presents accurate information, which can be accessed by writing in any language, an advantage in the Language Teaching degree, because the languages that are taught are English, French and Spanish. Finally, *Total Confidence* comes from the teachers, because they suggest it to their students for certain subjects.

Partial Confidence on the Influence of ChatGPT

Partial Confidence in the utilization of ChatGPT employed by undergraduate students in the area of Language Teaching possesses three main characteristics that describe it. *Partial Confidence* in the use of ChatGPT is when students feel insecure of using ChatGPT's responses that they have to verify the information, because it is often inaccurate as it has certain errors, which causes it to be doubtful, although this does not diminish the students' time savings. One of the aspects why students are still hesitant to use ChatGPT at all to gather information is because they cannot verify where they get the information from, so they still investigate in reliable and formal sources such as articles, books, essays, theses, among others.

The second characteristic that presents the *Partial Confidence* is that it is doubtful due to the simple fact of being an Artificial Intelligence. The third particularity is one that enters in the positive, is the economy of time whose saving is beneficial to be guided in the elaboration of tasks. Finally, the last characteristic that presents is inaccurate, because it depends on the formulation of the question or "prompt" and even then some error may persist in the answer it gives.

Mistrust on the Influence of ChatGPT

Mistrust in the utilization of ChatGPT employed by undergraduate students in the area of Language Teaching possesses three main characteristics that describe it. The first characteristic that describes it is that its answers are insecure and wrong. Although it has good ideas, it is still not considered a reliable source because it is an AI tool, moreover it is more reliable to investigate something in the document or in the source file so it is not a reliable resource at all. A second peculiarity presented by *Mistrust* is that it is often mistaken when trying to explain issues related to language teaching. The last essence that *Mistrust* presents is that it is imprecise as a consequence of the errors it shows in its answers, and in consequence that ChatGPT requires to be improved even more to be reliable at the moment of using it, besides they still employ it.

Main Limitations

In this particular study, a qualitative approach is emphasized, specifically focusing on descriptive qualitative methods, which provide a comprehensive account of the phenomenon being studied. The richness of this approach enhances the depth and detail of the analysis (Merriam, 1988). However, several limitations related to geographical, institutional, and knowledge contexts may affect the generalizability and applicability of the findings:

The study was conducted within specific geographical regions, including the University of Colima (UdeC), Autonomous University of Querétaro (UAQ), and University of Vigo (UVigo). These regions have unique characteristics that may influence students' engagement with technology and AI tools like ChatGPT. Therefore, cultural, economic, and educational factors specific to these regions may limit the generalizability of the results to other areas with different contextual backgrounds. Furthermore, the research was carried out in particular universities with distinct

technological infrastructures, educational policies, and faculty expertise. Finally, these institutional characteristics may have facilitated or hindered the integration of ChatGPT into the curriculum, thus limiting the applicability of the findings to institutions with different resources, administrative support, or teaching practices.

Main Applications and Impact of the Research

The main findings indicate that undergraduate students are increasingly engaging with technology and are in the process of adapting to new tools such as AI and ChatGPT. Consequently, these results suggest the potential for integrating a dedicated course on the utilization of AI in the area of Language Teaching within university curricula. Such a course would ensure that future educators are well-equipped for the evolving landscape of education (Escamilla, 2024).

Conclusion

The rapid advancement of AI has revolutionized various aspects of life, including education. This study investigated the influence of ChatGPT, a generative AI tool, on undergraduate students in the area of Language Teaching by utilizing a descriptive qualitative approach, this research aimed to provide a comprehensive account of the phenomenon, enhancing the depth and detail of the analysis.

The findings reveal a multifaceted impact of ChatGPT on students' research and learning processes. Positively, ChatGPT facilitates the flow of ideas, aids in paraphrasing, optimizes students' time, enhances the efficiency of information retrieval, and helps in the conceptualization of topics. Therefore, these attributes contribute significantly to the learning experiences of future language teachers, offering them new perspectives and accelerating their academic tasks. Conversely, the study also identifies a negative impact, notably the dependency on ChatGPT, which can lead to a diminished acquisition of necessary skills and knowledge. Consequently, this reliance highlights a crucial area for educators to address, ensuring students balance the use of AI tools with the development of their cognitive abilities.

Moreover, the research further categorizes students' confidence in ChatGPT into total, partial, and mistrust. Total confidence is reflected in students' reliance on ChatGPT for accurate and fundamental information, often recommended by their teachers. Partial confidence arises from the need to verify information due to occasional inaccuracies, while mistrust stems from instances where ChatGPT provides incorrect or imprecise answers, underscoring the necessity for improvements in the AI tool. Despite these mixed perceptions, the study underscores the transformative potential of ChatGPT in language education. The integration of AI tools like ChatGPT can enrich the learning experience, provided that the limitations are carefully managed.

Additionally, the concept of an influencer, traditionally applied to individuals who have significant sway over their audience's opinions and behaviors, can be extended to AI tools like ChatGPT. In the educational domain, ChatGPT has demonstrated the potential to act as a positive influencer. It can inspire curiosity, enhance learning, and provide immediate access to information, much like a knowledgeable guide or mentor.

However, for ChatGPT to be a truly effective influencer, it must be reliable and accurate. The study's findings suggest that while ChatGPT has the capability to influence positively, it also requires continuous improvement and validation to ensure the information it provides is accurate and dependable. Educators and students must be aware of its limitations and use it as

a complementary tool rather than a sole source of information.

In conclusion, while ChatGPT presents significant benefits for language teaching and has the potential to be a positive influencer, careful consideration and strategic integration are essential to maximize its positive impact and mitigate potential drawbacks. This study contributes to the ongoing discourse on the role of AI in education, offering insights that can inform both research and practical applications in the field of language teaching.

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- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture Essays.

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

1. Title: in English and in Spanish.

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

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

3. Body of the article:

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

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

Topics for the articles:

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

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

Format:

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

Length of the articles:

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

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

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

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

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

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

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

Deadline to send the proposals: July 31st, 2025.

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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 2025-2026, presentando el examen de admisión que se realizará mediante previa cita hasta el 29 de agosto de 2025, conforme a los siguientes:

REQUISITOS

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

- » Leer y aceptar los términos y condiciones de la convocatoria y su instructivo.
- » Realizar el registro en las fechas establecidas en esta Convocatoria.
- » Comunicarse a la institución para realizar una cita para el examen de admisión.
- » Pagar el derecho de examen de selección.
- » Presentar el examen de selección y una evaluación de valores y actitudes en el lugar, día y hora señalados, mediante previa cita.
- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
- » Recibir una carta de aceptación por parte del Comité Evaluador de la institución.
- » En caso de ser seleccionado en la **Licenciatura en Letras Inglesas**, contar con Certificado de Bachillerato con un promedio mínimo de ocho (8.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados en la institución.
- » En caso de ser seleccionado en la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada**, contar con Título de Licenciatura, Cédula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

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