

CIEX JOURN@L No. 19

INNOVATION AND PROFESSIONAL DEVELOPMENT

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Inteligencia Artificial en el Aula: Transformando la Enseñanza de Lenguas

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BIOGRAPHY:

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Jesús Martínez Quintana holds a bachelor's degree in psychology, a specialization in English-Spanish translation and interpretation, and a master's degree in English Language Teaching. Mr. Martínez Quintana's experience at the Universidad Michoacana de San Nicolás de Hidalgo Language Department Coordination is multifaceted. He is an English teacher and a professor for the specialized English text comprehension course designed for Architecture students. He has previously served as a teacher for the Teacher Training Course and creates didactic materials in English, Portuguese, and Arabic for the university's Self-Access Center.

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ABSTRACT:

La presente investigación explora el uso de la inteligencia artificial (IA) para el aprendizaje y enseñanza de lenguas extranjeras. Se basa en un estudio realizado a estudiantes de lenguas, donde se analizó la frecuencia de uso de la IA en su vida cotidiana y académica, las lenguas que estudian y los beneficios que perciben en su uso para el aprendizaje de lenguas. Del análisis de datos se realizó una lista de beneficios y retos al utilizar la IA en el área. También se brinda una lista de inteligencias artificiales que pueden ser utilizadas dentro y fuera del aula.

La integración de la inteligencia artificial (IA) en la enseñanza de lenguas extranjeras es un tema emergente con gran potencial. Esta ponencia explora su uso en el contexto mexicano, basado en un estudio con 174 estudiantes de nivel superior y medio superior.

Metodología:

Esta investigación analiza la aplicación de la IA, considerándola de corte exploratoria debido a su fase inicial de desarrollo y los desafíos por abordar. Se aplicó un cuestionario para analizar la frecuencia de uso de la IA en la vida diaria y académica de los estudiantes, las lenguas que estudian y las ventajas que perciben en su uso para el aprendizaje de lenguas.

Resultados:

La mayoría de los estudiantes (75.3%) utiliza la IA en su vida diaria, principalmente con fines académicos. El inglés es la lengua más estudiada (89.1%). El 37.4% de los estudiantes ha utilizado la IA para tareas relacionadas con sus clases de lenguas.

Los beneficios percibidos incluyen: Practicar gramática y vocabulario; revisar textos en busca de errores; realizar prácticas de conversación y mejorar la pronunciación.

Conclusiones:

La IA ofrece un amplio campo de posibilidades para la enseñanza de lenguas extranjeras. Del análisis de datos se realizó una lista de beneficios y retos. Sobre los datos también se realizó una investigación para brindar una lista de herramientas de inteligencia artificial que pueden ser utilizadas dentro y fuera del aula. La lista incluye aquellas accesibles a través de varios dispositivos, así como las extensiones o aplicaciones para desarrollar habilidades lingüísticas.

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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.

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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).
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 - **Instruments** (describe the research instruments used to collect information and data).
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- 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
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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
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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>

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