

CIEX JOURN@L No. 19

INNOVATION AND PROFESSIONAL DEVELOPMENT

RESEARCH PAPERS

Students' & Teachers' Voices

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CIEX Symposium Summaries

Updating Language Teaching Professionals



The Integration of EdTech Apps for Language Teaching

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BIOGRAPHY:

Miguel Ángel Parra is an enthusiastic and hardworking person who graduated from the CIEX BA with the thesis project: "The use of technology with activities that promote English learning in elementary school students." Additionally, he is studying in the last year of his Architecture and Urbanism Bachelor, developing the thesis project entitled: "Educational Center for Teaching Languages with ICTs and Artificial Intelligence." Vice-president of the National Council of Architecture Students CONEA México. His passion for public speaking, learning different languages, teaching the English language to young learners, and designing playful and innovative learning spaces for creative and critical

ABSTRACT:

The rapid evolution of technologies shows us the importance of being aligned with them to be updated and be involved in the practical digital tools that technology offers us, where, in most cases, technology is used in every language class. Furthermore, teachers can implement classroom activities using educational technology apps as a complementary tool, which improves language learning.

This workshop will explore how educational technology applications can enrich language teaching by allowing students to explore new ways of learning entertainingly through gamification, online assignments rich in multimedia, and live interactive tasks. These consequently attract their attention and improve their language performance in developing reading, listening, writing, and speaking skills.

In today's world, the use of technology plays a critical position in education because it offers a variety of technological tools that can help the teaching-learning process become more efficient. The new era assigns new challenges and duties to the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. For that reason, English teachers should adapt to this new lifestyle and must find methods of incorporation and use of this new form of technology in their classes. Teachers should think about including technology as part of an integrated learning experience for students (Eady & Lockyer, 2013).

The integration of Edtech tools and digital resources can serve as a catapult to enhance students' learning with technology. Burns (2021) mentions the importance of including edtech skills and strategies as indispensable tools for creating learning experiences to lead students on their path with technology; also, she points out the teacher's role as a guide and helper to support student's needs while working on tech-friendly tasks to collaborate and interact in digital spaces through mind mapping, podcast and video platforms, virtual and augmented reality, audio recording, movie making, polling, interactive presentations, quizzing, and LMS, among others. Additionally, she claims, "Our goal on the journey of thoughtful technology integration is to take the best practices of the past to the next level with digital tools..." (p. 43).

The growing use of edtech as a learning tool has changed the paradigm for teachers, forcing them to rethink how students can learn more enjoyably and efficiently by using educational technology. According to Atherton (2018), some digitally available resources can be helpful to develop technology-enhanced learning (TEL) through emerging tech: AI and VR in education; assessment tools: GoFormative, Nearpod, VoiceThread; videos and audio tools: Edpuzzle, Podcasting; collaborative working: Padlet, Popplet, Notability; and games, polls, and student response system; Slido, Plickers, Quizlet, and ClassDojo. Thus, the selection of each digital technology will depend on the teacher's lesson and content to create learning scenarios with the implementation of technology and it would help learners personalize their learning according to their learning styles and improve their skills while they are using them.

REFERENCES

- Atherton, P. (2018). *50 Ways to use technology enhanced learning in the classroom* (1st ed.). SAGE publications. <https://www.perlego.com/book/2969141/50-ways-to-use-technology-enhanced-learning-in-the-classroom-practical-strategies-for-teaching-pdf>
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- Eady, M., & Lockyer, L. (2013). Tools for learning: technology and teaching strategies. In P. Hudson (Ed.), *Learning to teach in the primary school* (pp. 71-89). Cambridge University Press (CUP).

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.
- 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: January 31st, 2025.

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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:

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- » 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.
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- » 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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