

# Teacher's Creative Materials to Enhance Students in the English Classes

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## BIOGRAPHY

### Sully Carrera, BA.

Sully Carrera is a proud graduate of the bachelor's degree in English Letters from the "Ignacio Manuel Altamirano" Foreign Language Center. She furthered her education by earning a master's degree in English and Applied Linguistics at the same institute. Throughout her career, she has actively participated in numerous workshops and conferences focused on teaching methodologies. She has had the honor of teaching in the Program for the Incorporation of Indigenous Women to Postgraduate Programs for Regional Strengthening in the Guerrero Federal Entity, under the auspices of CONACYT-UAGro. Additionally, She has contributed to the Program for the Incorporation of Students with Disabilities into National Postgraduate Programs in Science and Technology (CONACyT). Currently, she serves as a teacher at the training level for work and in the bachelor's degree in English Letters at the "Ignacio Manuel Altamirano" Foreign Language Center. She is also an English teacher at high schools' number 33 and 9 at the "Autonomous University of Guerrero".

### Azael Barón

Azael Barón currently is proudly pursuing his third year of the bachelor's degree in English Letters at the prestigious Centro de Idiomas Extranjeros (CIEX). Simultaneously, he works as an instructor in the same institution, teaching basic and advanced levels. Additionally, he is part of CIEX's dynamic design team, contributing creativity and professionalism to the development of educational materials and visual projects.

## ABSTRACT

This research aims to delve into educational creativity by examining the diverse variety of materials used by teachers to foster an enriched classroom environment. This study investigates how teachers could utilize creative materials to stimulate student engagement, facilitate active learning, and cultivate a dynamic educational experience. Through an analysis of teacher practices and student responses, this research uncovers the role of creative materials in promoting critical thinking, problem-solving skills, and intrinsic motivation among students. Findings reveal

the significance of teachers' creativity in crafting stimulating learning environments that foster curiosity, exploration, and deep understanding.

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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.

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- 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.
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**3. Body of the article:**

- a) **Key words.** Five, in English and Spanish.
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- 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.)
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  - **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).
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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
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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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It is important to mention that if a blind reviewer declines the article or essay it will not be accepted.

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