

Working with Drawn Layouts in English Teaching

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BIOGRAPHY

Brandon Ramos, BA.

Brandon Ramos was born in Tierra Colorada, Guerrero, and he was raised in Franklin Park in Chicago, IL. He is a proud graduate of CIEX and now a dedicated teacher at the same institution. With extensive experience in teaching English at both the course and bachelor's degree levels, as well as in higher-level subjects, he brings a wealth of knowledge and enthusiasm to his students. Brandon embraces a diverse range of activities and believes in the importance of pursuing what you love. He is an avid dancer, poet, musician, and comedy scriptwriter for social media content. In addition to his creative endeavors, he enjoys listening to music, watching movies, swimming, and spending quality time with family. Despite his many passions, teaching English remains his greatest joy, and he is known for his enthusiasm and dedication in the classroom.

ABSTRACT

In this interactive workshop, attendees will be able to get an inside look at how traditional layouts on whiteboards can get turned into more attractive and context-building drawn layouts. Attendees will get different examples and will get the chance to team work on their own drawn layout based on different points to take into account.

This interactive workshop, students get an inside look into different assets of turning traditional whiteboard layouts into more attractive and context building layouts using typical drawings. Attendees get a definition, and examples of what layouts are in general. Attendees get an explanation on how to take advantage of the whiteboard (whether it's online or presential) with an attractive new approach. Attendees get tips on how to contextualize a topic using drawn layouts and how to plan, create, and execute a drawn layout without having to be a good artist. Attendees will get the chance to create a drawn layout with the topic of their choice and explain it.

REFERENCES

Cambridge dictionary <https://dictionary.cambridge.org>

Gunderson P. Erik, 2019. How Does the High School Redesigned Learning Space Influence Collaboration, Communication, Creativity, and Critical Thinking.

Dhanapal Saroja, Kanapathy Ravi, Mastan Jamilah, 2014. A study to understand the role of visual arts in the teaching and learning of science. https://eduhk.hk/apfslt/download/v15_issue2_files/dhanapal.pdf

CIEX JOURNAL

FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN ITS
TWENTY-FIRST ISSUE
OF THE CIEX JOURNAL (ELECTRONIC)

"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED. NOW ALSO IN
LATINDEX, CRMCYT AND GOOGLE SCHOLAR)

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: July 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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