

URILT: An Undergraduate Research Model for Language Teaching

Author:

Fernando Peralta, PhD - peralta@ucol.mx
University of Colima

BIOGRAPHY:

Fernando Peralta, PhD

Fernando Peralta-Castro is a professor of both Bachelor's and Master's Degree in Foreign Languages Teaching at the University of Colima. His areas of interest are action research, language teaching, teacher training and artificial intelligence. He has about twenty manuscripts in prestigious national and international journals, has coordinated the publication of several books and has been part of editorial and evaluation committees on different occasions. In 2025, he received the appointment of level I for national researcher by the National System of Researchers.

ABSTRACT

During the conference, the presenter will explain the model along with its theoretical and methodological foundations. In addition, he will describe how the model has enabled him to connect the teaching and learning of research with real-world language-teaching practice.

KEYWORDS:

Undergraduate research, language teaching

SUMMARY:

This conference aims to share the author's ten years of experience in the research area of the Bachelor's Degree in Language Teaching at the University of Colima. Drawing on this accumulated experience, the author has developed a model called Undergraduate Research-Integrated Language Teaching. During the conference, the presenter will explain the model along with its theoretical and methodological foundations. In addition, he will describe how the model has enabled him to connect the teaching and learning of research with real-world language-teaching practice. The presentation will also highlight how the model has supported productivity in thesis publication, the organization of academic forums, the presentation of projects, and the publication of articles and book chapters.

REFERENCES:

- Ahmad, Z., & Al-Thani, N. J. (2022). Undergraduate Research Experience Models: A systematic review of the literature from 2011 to 2021. *International Journal of Educational Research*, 114. <https://doi.org/10.1016/j.ijer.2022.101996>
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge. <https://doi.org/10.4324/9781315456539>
- Cook-Sather, A., & Abbot, S. (2016). Translating critical reflection into educational research. *Review of Research in Education*, 40(1), 707–734.
- Council on Undergraduate Research. (2012). *Council on Undergraduate Research. Characteristics of Excellence in Undergraduate Research*. [https://www.cur.org/resources-publications/characteristics-of-excellence-in-undergraduate-research-coeur/#:~:text=Characteristics%20of%20Excellence%20in%20Undergraduate%20Research%20\(COEUR\)%20is%20based%20on,teaching%20repertoire%2C%20and%20advised%20higher](https://www.cur.org/resources-publications/characteristics-of-excellence-in-undergraduate-research-coeur/#:~:text=Characteristics%20of%20Excellence%20in%20Undergraduate%20Research%20(COEUR)%20is%20based%20on,teaching%20repertoire%2C%20and%20advised%20higher)
- Delventhal, R., & Steinhauer, J. (2020). A course-based undergraduate research experience examining neurodegeneration in *Drosophila melanogaster* teaches students to think, communicate, and perform like scientists. *PLOS ONE*, 15(4), e0230912. <https://doi.org/10.1371/journal.pone.0230912>
- Fluhler-Thornburg, G., & McKillip, J. (2024). Course-Based Undergraduate Research Experiences for Laboratory Learning in the Life Sciences. *Journal of College Science Teaching*, 53(1), 58–66. <https://doi.org/10.1080/0047231X.2023.2292411>
- Gay, L., Mills, G. E., & Airasian, P. (2011). *Educational Research: competencies for analysis and applications* (10th ed.). Pearson.
- Hattie, J. (2009). *Visible Learning: a synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Healey, M., & Jenkins, A. (2009). *Developing undergraduate research and inquiry*.
- Healey, M., Jenkins, A., & Lea, J. (2014). Developing research-based curricula in college-based higher education Developing research-based curricula in Contents Section.
- Huang, Y.-C. (2021). *Comparison and Contrast of Piaget and Vygotsky's Theories*. <https://doi.org/10.2991/assehr.k.210519.007>
- Johnson, R. B., & Chistensen, L. (2014). *Educational research quantitative qualitative and mixed approach* (5th ed.). Sage. chrome-extension://efaidnbmnnnnibpcjpcglclefindmkaj/https://ismailsunny.files.wordpress.com/2017/07/educational-research_-quantitat-r-robert-burke-johnson.pdf
- Kolb, A. Y., & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. In *Source: Academy of Management Learning & Education* (Vol. 4, Issue 2).

- Labaree, F. D. (2010). *Someone has to fail: the zero sum game of public schooling*. Harvard University Press. https://www.academia.edu/37144927/Someone_Has_to_Fail_The_Zero_Sum_Game_of_Public_Schooling_Harvard_University_Press_2010_pdf
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: planning and design*. In *Practical research: planning and design*. Pearson. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://schools.scsk12.org/cms/lib/TN50000520/Centricity/Domain/5258/PracticalResearchPlanningDesign.Chapter1.pdf>
- Linn, M. C., Palmer, E., Baranger, A., Gerard, E., & Stone, E. (2015). Undergraduate research experiences: Impacts and opportunities. *Science*, 347(6222). <https://doi.org/10.1126/science.1261757>
- Lopatto, D. (2010). Undergraduate research as a high-impact. *Scholarly Journal*, 12(2), 27–30. <https://www.proquest.com/openview/61a6150bcdbc08b315036712f2b95ad1/1?cbl=26636&pq-origsite=gscholar&parentSessionId=33cYWEnhGNFqATHz7N2c7J9bvjh4QfWSrzHtxfGOlqM%3D>
- Pedaste, M., Mäeots, M., Siiman, L. A., de Jong, T., van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2015). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47–61. <https://doi.org/10.1016/j.edurev.2015.02.003>
- Peralta-Castro, F. (2020). La micro-investigación como estrategia en la práctica docente de profesores de lenguas extranjeras en formación. *IE Revista de Investigación Educativa de La REDIECH*, 11, 1–15. https://doi.org/10.33010/ie_rie_rediech.v11i0.840
- Russell, S. H., Hancock, M. P., & McCullough, J. (2007). Benefits of Undergraduate Research Experiences. *Science*, 316(5824), 548–549. <https://doi.org/10.1126/science.1140384>
- Sharma, R., & Shukla, C. S. (2023). Constructivist approach in education: projecting the insights of Piaget and Vigotsky into future. *International Journal of Research Cultures Society*, 7(3), 79–84. <https://doi.org/10.2017/IJRCS/202303016>
- Tennessee Board of Regents. (2022). The impact of undergraduate research on student outcomes: examining high impact practices in TBR community colleges. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://files.eric.ed.gov/fulltext/ED617904.pdf>
- Thompson, S. K., Neill, C. J., Wiederhoeft, E., & Cotner, S. (2016). A Model for a Course-Based Undergraduate Research Experience (CURE) in a field setting. *Journal of Microbiology & Biology Education*, 17(3), 469–471. <https://doi.org/10.1128/jmbe.v17i3.1142>
- Tian, J., Ren, C., & Lei, Y. (2022). Undergraduate Research and Inquiry-Based Learning in Geographical Information Science: A Case Study from China. *Scholarship and Practice of Undergraduate Research*, 5(4), 16–23. <https://doi.org/10.18833/spur/5/4/8>
- Walkington, H. (2015). Students as researchers: Supporting undergraduate research in the disciplines in higher education title. <https://www.advance-he.ac.uk/knowledge-hub/students-researchers-supporting-undergraduate-research-disciplines-higher-education>



Este texto está protegido por una licencia [Creative Commons 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Usted es libre para Compartir –copiar y redistribuir el material en cualquier medio o formato– y Adaptar el documento –remezclar, transformar y crear a partir del material– para cualquier propósito, incluso para fines comerciales, siempre que cumpla la condición de:

Atribución: Usted debe dar crédito a la obra original de manera adecuada, proporcionar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que tiene el apoyo del licenciante o lo recibe por el uso que hace de la obra.

[Resumen de licencia](#) - [Texto completo de la licencia](#)

**FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN ITS
TWENTY THIRD ISSUE OF THE CIEX JOURNAL
"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED. NOW ALSO IN
LATINDEX, CONAHCYT 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:

- Research Papers: Graduates' & teachers' voices – National and international research articles.
- Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- 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.
- 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).

CIEX JOURNAL

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.

The proposals are uploaded to the platform in Word format without the authors' names.

The proposals need to be sent with an attached Word file containing a 100-word authors' biodata.

In addition, authors need to add the declaration of originality in Word format and signed.

Please upload the articles on the CIEX JOURNAL

WEBSITE: <http://journal.ciex.edu.mx>

Deadline to send the proposals: July 31st, 2026.

Editor: Hugo Enrique Mayo Castrejón, M.A. – ciex.journal@gmail.com

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 2026-2027, presentando el examen de admisión que se realizará mediante previa cita hasta el 31 de agosto de 2026, 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).

Informes:

Teléfono: 747 49 4 79 73

WhatsApp: 747 108 1203

Página web: www.ciex.edu.mx

Correo electrónico: info@ciex.edu.mx

CONVOCA TORIA