

## Technological Innovation as an Inclusion Strategy in Language Education

---

### Author:

**Hugo Moreno, PhD** - [hmoreno@ciidet.edu.mx](mailto:hmoreno@ciidet.edu.mx)  
TecNM/CIIDET y Universidad Autónoma de Querétaro  
**Claudia Álvarez, M.A.** - [calvarez38@alumnos.uaq.mx](mailto:calvarez38@alumnos.uaq.mx)  
Universidad Tecnológica de Querétaro

---

### BIOGRAPHY:

#### Hugo Moreno, PhD

Ph.D. in Education, M.A. in Communication and Educational Technologies, and specialized in teaching. Qualified for the PRODEP faculty profile and Level 1 of the National System of Researchers (CONACYT). Member of the Mexican Council for Educational Research (COMIE). He has published articles and book chapters, supervised theses, and taught graduate-level courses.

#### Claudia Álvarez, M.A.

PhD candidate in educational technology innovation and holder of a master's degree in education with a specialization in technology. She has over ten years of teaching experience, with a professional career focused primarily on teaching English as a second language in both in-person and online settings. She has taught students from preschool through undergraduate levels. She has also participated in the coordination, design, and implementation of innovative educational projects aimed at enhancing language learning. Currently, her doctoral research focuses on the use of digital technologies and artificial intelligence to strengthen the development of English communication skills.

### ABSTRACT

Technological innovation shapes complex and contrasting scenarios; however, it has demonstrated significant potential to promote inclusion when it is oriented toward reducing educational and social barriers. In the educational field, the integration of digital technologies has expanded opportunities for access, participation, and retention among diverse sectors of population. In particular, in the teaching and learning of English, technology has taken on a central role through the use of digital platforms, multimedia resources, and artificial intelligence-based tools. These technologies make it possible to diversify learning channels, personalize content, and address variability in learning processes and students' sociocultural contexts.

### KEYWORDS:

technological innovation, educational inclusion, english language instruction, technology-

mediated learning, inclusive education

## SUMMARY:

Various studies have examined the relationship between technological innovation and processes of exclusion, understood as the limitation of opportunities to access the education system or enter the labor market. However, technological innovation has also demonstrated significant potential to promote inclusion, especially when it is aimed at reducing educational and social barriers (Ibarra, R. 2007). An example of this is the incorporation of new technologies into the learning processes of people with one or multiple disabilities, where digital resources and adaptive tools have expanded opportunities for access, participation, and retention in educational settings. For this reason, it is important to design and implement programs that create opportunities for inclusion for various disadvantaged sectors of society, both in education and in the workplace.

In this context, technological innovation has taken on a central role in the teaching and learning of foreign languages, particularly English, a key language for academic, professional, and social mobility.

The study of innovative practices for teaching and learning English through artificial intelligence in virtual environments, for example, has established itself as a key area due to its transformative potential in language education and the growing integration of these technologies into educational contexts (Chicaiza et al., 2025) (G. & S., 2025).

The use of digital platforms, mobile applications, multimedia resources, virtual learning environments, and AI-based tools has transformed the way students interact with the language and develop communication skills. These technologies allow for the diversification of learning channels, the personalization of content, and the accommodation of different learning paces and styles.

From an inclusive perspective, the integration of technology into English language instruction presents an opportunity to address diversity in learning processes, as well as students' varying paces, educational backgrounds, and sociocultural contexts. The use of technology allows for more flexible access to content, diversifies teaching strategies, and promotes more equitable learning experiences, while helping to reduce the geographical, temporal, and contextual barriers present in diverse educational settings.

## REFERENCES:

- Ibarra, R. P. (2007). La innovación tecnológica en los procesos de inclusión social. In *XXVI Congreso de la Asociación Latinoamericana de Sociología. Asociación Latinoamericana de Sociología*.
- Padilla Chicaiza, V. A., Chanatasig Montaluisa, B. M., Moreira Cedeño, J. del C., Molina Ayala, E. T., Estela Teresa, S. V., & Bernal Parraga, A. P. (2025). Inteligencia Artificial y Aprendizaje de Idiomas: Personalización del Aula de Inglés a Través de Plataformas Adaptativas. *Revista Veritas De Difusão Científica*, 6(2), 477–506. <https://doi.org/10.61616/rvdc.v6i2.643>
- G., A., & S, P. K. N. (2025). Generative artificial intelligence in enhancing english language skills: A systematic review. *Studies in Media and Communication*, 13 (4), 256–256. <https://doi.org/10.11114/smc.v13i4.7763>



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 31<sup>st</sup>, 2026.

**Editor:** Hugo Enrique Mayo Castrejón, M.A. – [ciex.journal@gmail.com](mailto: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](http://www.ciex.edu.mx)

**Correo electrónico:** [info@ciex.edu.mx](mailto:info@ciex.edu.mx)

CONVOCA TORIA