

LINGUA MINDS

International Language Research Symposium

MEN In Action: songs, games, AI and active pauses for inclusive language classrooms

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BIOGRAPHY:

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Dr. Pedro José Mayoral Valdivia holds a PhD in Education (ITESO) and an MA in Technology and Education (Universidad de Colima). He is a language teacher educator and researcher with a PRODEP profile and SNII candidate, with 38 years of playful “craziness” in language teaching, integrating MEN (mindfulness-emotions-neurosciences), AI, songs, games, the Happy Classroom Philosophy, and inclusive pedagogy.

ABSTRACT

This hands-on workshop introduces the MEN framework (Mindfulness, Emotions, and Neurosciences) as a practical approach to designing joyful, inclusive, and humane language classrooms in the age of artificial intelligence (AI). Addressing teacher and student fatigue caused by heavy curricula and technological pressure, the session combines brief theoretical insights with experiential activities such as breathing techniques, chants, games, active pauses, and collaborative design tasks. Participants will explore how mindfulness, emotional awareness, and basic neuroscience principles can reduce anxiety, support neurodiversity, and enhance engagement. AI tools are presented as supportive assistants rather than replacements for teacher creativity. The workshop concludes with the creation of a small, ready-to-use MEN classroom toolkit.

KEYWORDS: Mindfulness, emotional awareness, neuroscience, inclusive education, artificial intelligence.

SUMMARY:

This hands-on workshop introduces the MEN framework (Mindfulness, Emotions, and Neurosciences) as a practical approach to creating joyful, inclusive, and humane language learning environments in the age of artificial intelligence (AI).

Recognizing the fatigue experienced by teachers and students due to demanding curricula and increasing technological pressures, the workshop combines theoretical insights with experiential activities designed to promote well-being, engagement, and meaningful learning. Participants will explore practical strategies, including breathing techniques, chants, educational games,

active pauses, and collaborative design tasks.

Through these activities, participants will discover how mindfulness, emotional awareness, and fundamental neuroscience principles can help reduce anxiety, accommodate neurodiversity, and foster positive classroom experiences. The session will also examine the role of AI tools as supportive resources that enhance teaching practices while preserving teachers' creativity, professional judgment, and human connection with students.

The workshop concludes with the collaborative creation of a practical MEN classroom toolkit featuring ready-to-use activities and strategies that participants can adapt to their own teaching contexts.

By the end of the workshop, participants will be equipped with practical resources to promote emotional well-being, inclusive participation, and student engagement, while integrating technology thoughtfully and maintaining a human-centered approach to language education.

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).

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:

- 18 to 55 pages, including references (from 3000 to 5000 words approximately).
- Containing at least 20 references in APA 7th edition.

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: February 28th, 2027.

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

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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 2027-2028, presentando el examen de admisión que se realizará mediante previa cita hasta el 31 de agosto de 2027, 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.
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- » Ser aceptados mediante un concurso de selección, dentro de los periodos que al efecto se señalen.
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- » 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.
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