Research articles

Values and Culture
Foreword

This second issue of CIEX Journal presents some of the most recent papers devoted to do research on the areas of language teaching and applied linguistics. This main goal emerged since it is necessary to promote research in these two areas of study. Besides, the founder of CIEX Miguel Murga Caro (RIP) was completely willing to promote critical and creative thinking in the students of Guerrero and even in the country. He wished to encourage teachers, students and professionals in the area to produce academic and research articles.

Therefore, in this issue, the journal will present research articles written by national and international researchers and specialists in the areas of the language teaching and applied linguistics. Furthermore, an essay written by Professor Miguel Murga Caro -who was also worried about the moral values crisis that we are living nowadays and wanted to make some changes in society through education- is presented in this issue. This paper is part of the legacy that Professor Murga left for all of us who will always think and remember him as a great educator, professional, father and friend.

About CIEX Journal team of editors, it is necessary to say that it is constituted by a group of national and international researchers in Foreign Language Teaching and Applied Linguistics. The referees have analyzed each proposed article and generated some suggestions to improve those works. It is also necessary to mention, that the content of the articles reflect the authors’ research, perceptions, and/or opinions and does not necessarily represent the ideas or beliefs of the editors.

Finally, we want to thank the students, professors and CIEX Journal editorial committee for their contributions to this second issue. Also, we invite all the readers to contribute with articles to be submitted in a near future in order to be published in the next issue of this CIEX Journal; considering that your articles will definitely contribute to the individual growth and education of the readers: professors, researchers, students and professionals in the areas of language teaching and learning and applied linguistics.

María del Carmen Castillo Salazar PhD
Norma Francisca Murga Tapia MA
National and International Research Articles
Abstract:
With the rise of technology, the way we perceive language and literacy has become inherently digital and multimodal. Therefore, it is important for educators to teach language and literacy skills that stretch beyond the use of a paper and pencil. In this article, we will present a digital storytelling (DST) project that EFL educators can implement to help beginning and intermediate learners to improve their conversational skills in formal and informal contexts, but also to provide students with practice of other language and literacy skills through multimodal and digital forms of communication. Finally, we will describe the major implications and drawbacks of DST in the EFL setting.

Keywords:
Digital storytelling, multimodality, digital literacies, EFL, speaking skill

What is Digital Storytelling?

Digital storytelling (DST) is the process of creating a short and compelling narrative, in which learners draw on different technological resources and modes, such as captions, visuals, animation, narration, and/or audio, to construct and enhance the content of their stories (Castañeda, 2013). In DST, students commonly create accounts that are based on personal experiences and/or fiction, but they can also create stories that are based on expository, descriptive, and/or persuasive texts (Castañeda, 2013; Lambert, 2006; Robin, 2008; Vinogradova, Linville, & Bickel, 2011). Therefore, DST can increase students’ awareness of a variety of literacy and language skills in different genres of writing through multimodal and digital forms of communication.

Resumen:
Con los avances de la tecnología, la manera en la que percibimos la lengua y redacción es ahora de manera multimodal y digital. Por lo tanto, los medios digitales son importantes para el aprendizaje de idiomas y de las habilidades de redacción que van más allá del uso del lápiz y papel. En este artículo, presentamos un proyecto de narración digital (digital storytelling, DST) que los maestros de lenguas extranjeras pueden aplicar en el aula para ayudar a los alumnos de niveles principiante e intermedio a mejorar sus habilidades de conversación en contextos formales e informales. También, el DST puede ofrecer a los estudiantes una manera de practicar otras habilidades del lenguaje y de la redacción mediante formas multimodales y digitales de comunicación. Finalmente, describimos las implicaciones y las limitantes de la narración digital en el contexto de la enseñanza de lenguas extranjeras.

Palabras clave:
narración digital (DST), multimodalidades, redacción digital, inglés como lengua extranjera, habilidad de habla
hesitant integrating DST projects into the curriculum. In the EFL context, many teachers experience the difficulties to incorporate technology in their lessons because they are likely to serve students who come from lower income and/or rural backgrounds. Therefore, EFL teachers do not always have access to modern technology and many assume that they can not implement DST activities without cutting-edge technology and video editing software programs, such as iMovie. However, successfully implementing DST tasks does not depend on the technology. The primary focus of DST is the narrative rather than the technology component because technology is used only as a tool to enhance the content and meaning of students’ personal stories (Castañeda, 2013). For this reason, students can produce digital stories with any technological tool in the EFL classroom.

In today’s society, our students are increasingly becoming familiar with Snapchat, wikis, Facebook, Twitter, Instagram, YouTube, blogs, and other technological platforms to produce and consume information. Therefore, students express great comfort and interest in working with digital tools as well as drawing on multiple modes to communicate and construct meaning. Although technology has become the norm of today’s generation of students, there are still many educators who do not feel confident integrating technology in their curriculums because they do not perceive themselves as technology savvy. Nonetheless, with the globalization of technology, the way we communicate has stretched beyond the uses of paper and pencil. Therefore, it is crucial for EFL educators to teach literacy and language skills through paper-based writing activities, but also how to employ these skills in digital and multimodal forms of communication. This will help students become critical consumers and producers in a digital age.

**Developing Conversational Skills through Digital Storytelling**

Based on empirical research, an idea that we are going to present is a DST activity that can improve beginning and intermediate speakers’ formal and informal conversational skills at the secondary and/or postsecondary educational level (Reyes Torres, Pich Ponce, & García Pastor, 2012). In this project, we want students to use Voyzee, a free digital storytelling mobile phone application (app) that is compatible with Android and iOS software. We decided to utilize smartphones as a technological tool for this assignment because smartphones are user-friendly and accessible. Also, Voyzee empowers teachers and students to develop digital stories with a few simple and quick taps on the screen of their smartphones. Therefore, teachers do not have to be technology savvy to successfully implement this DST task in the EFL classroom.

For this project, the teacher will require the following technological resources:

- Computer with internet access
- Microsoft Word (optional: Google Documents)
- Smartphone (Android/iOS)
- Voyzee (app) (optional: Snapchat, Adobe Voice, StoryKit)

The duration of this DST project may vary as teachers are often restricted by different time limits within the classroom environment. Thus, this assignment can last between four to six weeks, in which students create a digital story that is three to five minutes long. We recommend that students spend at least two hours per week in- or outside of the classroom on the assignment, and to help students maintain their motivation and engagement, we divided this activity into four interrelated parts. We designed each part in such a way that it will help students practice, acquire, and retain the fundamental technological and language skills they need to efficiently produce digital stories.

**Voyzee Workshop**

In this workshop, it is very crucial for the teacher to model to the students how to use the features of Voyzee to produce effective digital stories. For example, in Voyzee, students can use visuals from the internet or record their personal pictures and videos, and upload them as slides on their newsfeed through the “my photos” and “add slides” options. After the students upload their visuals, the students can revise and edit the content of their stories by simply tapping and holding each slide with their index finger. This allows students to crop the images and videos, change the arrangement of the slides, and add captions, text, filters, transitions, and/or narration. In the “soundtrack” option, students can add personal and/or royalty-free music, which
is provided by Voyzee, to highlight the emotional content of their stories. Lastly, when students tap on the "preview" option, students can review their digital stories to make any additional and necessary revisions, and share their final products with their teachers, classmates, friends, and family members via email, Twitter, Tumblr, or Facebook. At the end of the workshop, the students create a sample of a digital story by using the features of Voyzee and the students should not spend more than 45 minutes on this task. This will help students acquire the basic technological skills they need to produce their digital stories.

If teachers do not feel comfortable with Voyzee, teachers can also use other free and user-friendly mobile phone applications, such as Snapchat, Adobe Voice, and StoryKit. However, these technological tools have several drawbacks. Although Snapchat is free and compatible with any smartphone, students can't upload images and/or videos from the internet. In Snapchat, students have to record the visuals and post them in a static and linear sequence within a day because this app will delete all pictures and videos after 24 hours. Another app that empowers students to produce digital stories is Adobe Voice. However, Adobe Voice works on iPads only, and students have to create a free account to develop, view, and share their stories. Lastly, students can use StoryKit, a digital storytelling app that works only on iPhones, iPads, and iPod touch, and it is primarily designed for a younger audience. Nonetheless, this app offers many great features to produce digital stories, such as sound effects, narration, and drawings.

**Part 1: Introducing Formal and Informal Communicative Situations**

The teacher brainstorms with the students how people commonly begin and end conversations in English, and the teacher writes down students’ responses on the board. This will help the teacher develop a general idea of students’ background knowledge of greetings and leave-takings as well as their gaps of knowledge. After brainstorming, the teacher introduces students to formal and informal conversational settings and gives several examples of each. For instance, in formal settings, the teacher may suggest conversations that take place at a workplace, educational institution, or public office. For informal contexts, the teacher may suggest conversations with family members, acquaintances, and friends, and highlights the differences of language practices between formal and informal settings. The teacher then divides the students into groups of four, and in the groups, the students will sort and organize the conversational greetings and endings into two categories, formal and informal, by using a t-chart. The students have ten minutes to complete the task, and afterwards, the teacher discusses with the students which greetings and leave-takings are appropriate for each context. Lastly, the teacher introduces students to other common forms of English greetings and leave-takings to expand on students’ conversational skills.

**Part 2: Direct Teach of Strategies for Formal and Informal Settings**

The teacher provides the students with four different scenarios. For each scenario, the teacher will have a whole group class discussion that focuses on the following general questions, but is not limited to:

1. How would you begin the conversation with the person?
2. Imagine the conversation with that person. What would you talk about with him/her? What is appropriate to talk about? What is inappropriate to talk about? How would you speak to that person?
3. How would you end the conversation with the person?

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario 1</td>
<td>You are meeting with your best friend for lunch at your favorite restaurant.</td>
</tr>
<tr>
<td>Scenario 2</td>
<td>You are at a meeting with your professor/teacher. Your professor/teacher is introducing you to a colleague who can help you with your research for an essay that you need to write for class.</td>
</tr>
<tr>
<td>Scenario 3</td>
<td>You are at a store and you run into an old friend of yours.</td>
</tr>
<tr>
<td>Scenario 4</td>
<td>You are invited to a party from work. At the party, you are talking to people you are meeting for the first time.</td>
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After the discussion, the teacher provides the
students with a handout that includes guiding questions and strategies that can help them sustain appropriate conversations in formal and informal settings. The teacher discusses with the students how the strategies can be applied in the scenarios that are described above. The following are examples of strategies that students can utilize to maintain conversations in different contexts:

- Talk about the situation you share: How do you know everyone else at the party? How long have you been working here? What company/school are you from?
- Comment on the situation: This is a nice party. It’s been a very busy day. Today it has been raining a lot.
- Ask questions about the other person: What do you do at work/school? What sports do you like? What are your interests/hobbies?
- Ask question or make a statement about an interesting topic: Talk about a movie, T.V. show, article, or books.

The purpose of these tasks is to heighten students’ awareness of different conversational skills in different contexts with different speakers as well as help students become familiar with strategies that will empower them to conduct conversations that are content appropriate.

**Part 3: Practice Round with Reader’s Theater**

Reader’s theater is a dramatic representation of a piece of written work, usually in a narrative form, but into a script or dialogical form. In the reader’s theater, people first prepare a script. It is this script that different readers read from. Although a play will be presented, there is no need for the readers to memorize their lines, dress up in costumes (this is only optional), or have special scenarios, lighting. It is like a role play in the classroom. In this case, the readers hold the scripts on their hands.

Thus, for this activity, the teacher divides the students into small groups of three and assigns each group a computer and scenario (described above). However, if there are more groups than scenarios available, the teacher can assign the same scenario to a different group or create additional prompts. Based on the scenario, the students collaboratively write a short fiction or non-fiction story, in which they have to incorporate a dialogue that takes place between the characters. The dialogues must contain a greeting and leave-taking and before the students collaboratively write their stories, the teacher introduces students how to incorporate dialogues in written stories. The students then create a rough draft that is approximately one page long. Afterwards, each group practices and presents the rough draft through reader’s theater, a strategy in which students assign each other a role (character and/or narrator) and take turns to act out the story by using vocal expressions, such as intonation, speed, pausing, and pitch. For example, if a student is a character that asks a question, the student should read the text with a rising intonation. After each group presents their story, the teacher and students will provide feedback, such as what their peers did well and how they can improve their oral skills and the content of their stories.

The purpose of developing a rough draft of a fiction or non-fiction story that is based on a scenario is to help students understand and practice how to incorporate and write conversations in stories because the students have to create a fictionalized narrative that includes greetings and leave-takings between the characters in their digital stories. Also, the purpose of reader’s theater is to help students feel comfortable and confident in narrating a story in their second language.

**Part 4: Digital Storytelling Time**

The teacher assigns students a partner and with their partners, the students have to create a fictionalized narrative that incorporates a formal and/or informal conversation between the characters of their stories that must include at least two different conversational greetings and endings as well as depict a content that is appropriate.

Before the students produce their actual digital stories, the students brainstorm and outline a topic for their fictions that the teacher will approve. After the teacher confirms students’ ideas, the students collaboratively write, revise, and edit their stories on a Microsoft Word document, in which the story will be roughly two pages long. The students will use their fictions as a foundation to help them develop a storyboard to visually outline their digital stories.
For example, in Microsoft Word, the students create a chart with three columns: story, visual, and music. In the first column, story, the students write a text or caption that serves as a script to accompany the picture or video clip to help students narrate their digital stories in a compelling and efficient manner. In the second column, visual, the students insert an image that will represent the picture or video clip that they want to incorporate in their stories. In the third column, music, students add any information about the music or sound component that they want to use to accompany their text and visuals. After the students develop their stories and storyboards on a Microsoft Word document, the teacher meets with the students to review students’ work and provide feedback for a final draft. Afterwards, the students use Voyzee to produce their digital stories. If time is limited within the classroom, the teacher can assign the story, storyboard, and script as homework.

If the teacher wants the students to write and revise the stories and storyboards simultaneously, the students can use Google Documents, which is a free program that is very similar to Microsoft Word, but it is accessible through a g-mail account only.

In the DST process, the students first gather the visuals they need for their stories. For example, students can upload pictures and/or videos that they downloaded from the web browser on their smartphones to their Voyzee newsfeed. Also, students can record pictures and videos within or outside of the school environment through Voyzee. After the students collect and upload all the necessary visual materials, the students arrange, revise, and edit the images and videos on Voyzee. The students then publish their digital products via email, and the teacher and students watch and reflect on their learning experiences, such as the progress, challenges, and likes and dislikes they experienced throughout the DST process.

**DST without the Use of Technology**

This project can be also implemented without the use of technological resources in the EFL classroom. For example, when the students collaboratively create a rough draft of a fiction or non-fiction story in Practice Round with Reader’s Theater, the students can assign each other roles and take turns writing a paragraph on a piece of paper. Furthermore, in the last section, Digital Storytelling Time, students can handcraft a storyboard by using paper, cardboard, scissors, glue sticks, coloring pencils and markers, and cutouts from magazines and newspapers. Afterwards, the students refer to the storyboard to present their digital stories through role-play. Nonetheless, if the teacher has access to the technology, the teacher should employ the technological tools because technology provides an engaging and motivating learning experience for the students and helps learners become critical producers and consumers of information throughout the digital storytelling process.

**Benefits of DST in EFL**

Analyzing the available literature on digital storytelling to improve students’ oral proficiency skills, research illustrates successful accounts of DST tasks in the EFL setting (Hwang et al., 2014; Reyes Torres, Pich Ponce, & Garcia Pastor, 2012). Reyes Torres, Pich Ponce, and Garcia Pastor (2012) observed that when teachers used DST to help beginning and intermediate learners practice linguistic routines in conversational contexts, the students began to utilize more complex and varied language structures and forms to construct and express meaning. In addition, Reyes Torres, Pich Ponce, and Garcia Pastor (2012) discovered that students were able to develop a critical awareness of how to use English appropriately in different communicative situations. In a similar study, Hwang et al. (2014) demonstrated that DST improved students’ speaking skills as it encouraged learners to take risks in their target language, which increased their confidence, fluency, and accuracy of speech, including vocabulary and syntax. Lastly, Lee (2014) discovered that DST empowered students to practice their communication skills in authentic and meaningful contexts, and the systematic uses of DST gradually helped them improve their oral language proficiency skills. Therefore, educators should encourage the use of digital and multimodal literacy tasks, such as digital storytelling, to enhance students’ speaking skills in the EFL classroom.

**Limitation of DST in EFL**

Although DST has enhanced students’ oral proficiency skills, it does not necessarily guarantee that a student will benefit from its sole implementation in the EFL classroom.
classroom (Hwang et al., 2014; Lee, 2014; Mullen & Wedwick, 2008). When teachers demonstrate authoritative and direct teaching roles and a lack of understanding of DST as a multimodal and digital literacy practice, Mullen and Wedwick (2008) have argued that students become discouraged to explore and practice complex linguistic structures and forms as it inhibits them from taking risks in their L2. Likewise, Hwang et al. (2014) observed that DST did not always guarantee learners to improve their speaking skills as some students distracted their classmates through disruptive behaviors, such as chatting, unwillingness to cooperate, or joking. This provided fewer opportunities for students to practice their speaking skills throughout the DST process. Lastly, while Lee (2014) has demonstrated that DST enhances students’ oral skills, she also stresses that educators must engage students in short DST tasks on a systematic and ongoing basis in order to advance their speaking skills. Therefore, DST requires careful and thoughtful planning to assist learners to improve their second language and literacy skills, especially their oral capabilities.

However, EFL educators can overcome these challenges in the classroom in several ways. First, it is imperative for teachers to develop a positive attitude toward technology and digital storytelling, and demonstrate a facilitative role throughout the DST process (Castañeda, 2013). Second, teachers must develop a basic understanding of what a digital story is and perceive it as an inherently multimodal literacy practice (Mullen & Wedwick, 2008). Third, educators must teach and model to students the skills and strategies they need to successfully interact with other students as they produce their digital stories collaboratively (Hwang et al., 2014). This will increase students’ understanding of group dynamics and students are able to help each other improve their language and literacy skills. Finally, teachers must carefully plan for short and multiple DST tasks to battle the issue of time constraints in the classroom (Lee, 2014). This will prevent learners from experiencing stress and cognitive and linguistic overload, and students will stay focused and motivated to improve their speaking skills throughout the DST process. When teachers embody such attitudes, behaviors, and skills, they are able to implement successful DST activities in the EFL classroom, which will help learners enhance their language and literacy skills as digital citizens.

**Conclusion**

With the rise of technology, we constantly draw on a variety of digital resources and modes (audio, visual, gestural) to interpret, analyze, and express meaning. Thus, as language and literacy practices are becoming increasingly digital and multimodal, it is important for educators to teach students these skills that stretch beyond the use of a paper and pencil. Digital storytelling (DST) is a tool that helps EFL learners accomplish this goal as they constantly practice their language and literacy skills through multimodal and digital forms of communication. Thus, based on empirical research, we presented an idea of a DST activity that EFL educators can implement to improve beginning and intermediate speakers’ conversational skills in formal and informal contexts with the use of Voyzee, a user-friendly smartphone application. Although DST has proven to help learners enhance their oral proficiency skills in many ways, it does have its disadvantages if it is not implemented thoughtfully into the EFL curriculum.

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References:


This call is addressed to: Professors - Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any academic who wish to publish research articles, essays, thesis results, didactic and pedagogical proposals; all related to the topics and sections of the journal, specified as follows:

a) Students’ & teachers’ voices: National and international research articles.
b) Updating Language Teaching Professionals: CIEX Symposums Proceedings.
c) Personal Development and Growth: Values and Culture.

The guidelines to write and present the proposals are described below:

a) Key words. - Five, in English and in Spanish.
b) Abstract (in English and in Spanish, 150 words), containing the following aspects:
   - Introduction: describe the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
   - Purpose: state and explain the research objectives, intentions, questions or hypothesis.
   - Method: mention and justify the research method that was selected, describe briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
   - Product: present the main findings, the degree to which the research objectives were reached and the answers to the research questions. Conclusion: suggest the importance of the findings, considering the contribution to the theory, the research area and professional practice. Suggest practical uses as well as possible applications for further research.

c) Introduction: present the research topic area, studied theme and the research study it is: descriptive, explaining, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem.

d) Literature review: present the main terms, concepts, and theoretical claims, analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented.

e) Research methodology: describe the design features (case study, longitudinal research, transversal research, experimental research, quasi-experimental research, etc.) Data type (describe and justify the data base, or universe, or sample, etc.) Subjects (characterize the participants in the research). Context (describe the geographic and the institutional context where the research was carried out). Instruments (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

f) Main findings and conclusions.

g) Main research strengths (related to the originality of the findings, contribution to the knowledge about a certain topic, or some other findings which contribute to the existing ones).

h) Main limitations of the study (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).

i) Main applications and impact of the research.

TOPICS FOR THE ARTICLES:
1. Learning and teaching processes.
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3. Teaching methodology using constructivist principles.
4. Curriculum design, design of language programs or language teaching materials.
5. Language learning evaluation.
7. Research and professional development.

FORMAT:
Title using arial font, size14
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 10 pages containing text (from 7000 to 9000 words approximately)
   1-2 pages containing references (using the American Psychological Association APA format)

LANGUAGES:
The articles can be written in English, French, German, or Spanish.

Please upload the articles on the CIEX JOURNAL WEBSITE: http://journal.ciex.edu.mx

DEADLINE TO SEND THE PROPOSALS: June 15th, 2016
El Centro de Idiomas Extranjeros  
“Ignacio Manuel Altamirano”

CONVOCA

A los aspirantes interesados en cursar la Licenciatura en Letras Ingléses ó la Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada; a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2016-2017, presentando el examen de admisión que se realizará del 16 de enero al 13 de agosto de 2016, conforme a los siguientes:

REQUISITOS

Los interesados en participar, en apego al Reglamento del Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano”, deberán realizar todos los trámites y procedimientos, además de cumplir con los requisitos descritos en el cronograma y el instructivo correspondientes 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 a examen de selección.
» Presentar el examen de selección en el lugar, día y hora señalados realizado con previa cita.
» Ser aceptados mediante concurso de selección, el cual comprenderá una prueba escrita que deberá realizarse dentro de los períodos que al efecto se señalen.
» Recibir una carta de aceptación por parte del comité evaluador de la Institución.
» En caso de ser seleccionado a la Licenciatura en Letras Ingléses, contar con Certificado de Bachillerato con un promedio mínimo de siete (7.0) o su equivalente y entregarlo con la demás documentación solicitada el día y en el lugar establecidos, de acuerdo con los términos señalados por la Institución.
» En caso de ser seleccionado a la Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada, contar con Título de Licenciatura, Cedula Profesional, Carta de motivos, Certificación TOEFL (500 puntos mínimo).

RESTRICIONES

a. El incumplimiento de alguno de los requisitos de la presente Convocatoria, así como de cualquier irregularidad que el aspirante cometa al momento de la evaluación, traerá como consecuencia la cancelación de su registro como aspirante y, por consiguiente, no se le permitirá la presentación del examen de selección respectivo.

b. Se cancelará el registro de todo aspirante que sea suplantado, sustituido, que proporcione datos e información falsa o exhiba documentos falsos o fraudulentos, además de proceder conforme a la legislación común o extranacional, no se le permitirá la presentación del examen de selección en términos de lo dispuesto en la presente Convocatoria. Si dicha circunstancia se descubre con posterioridad al examen, aun cuando el aspirante resulte seleccionado y se encuentre cursando alguno de los planes de estudios que ofrece El Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano”, se anulará o cancelará su inscripción respectiva y quedarán sin efectos todos los actos derivados de la misma.

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