National and international research articles
Moral values and culture essays
6th International CIEX Symposium Session Summaries

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Moral Values and Culture Essays
The necessity of moral values has become crucial for society nowadays. It is explained by the social destruction understood as the lack of order and cohesion in the interaction patterns among individuals, which has brought a crisis in moral values. This phenomenon has been taking place in different parts of the world, even in countries where everything was considered peaceful in the past, now they have become dangerous places to live. For instance, we can see this moral values crisis present in the violence taking place in different countries in Europe, Asia and America, which reflects no respect to human life, among other negative moral principles. For this reason, some educators and institutions around the world are taking into account the urgent need of rethinking and establishing standards of lifestyle accepted by the norms of society.

The concept of moral values is an issue that is addressed in order to have a clear idea about their scope. Values are identified as the standards of lifestyle a group of people have established in order to regulate the way they carry out their relationships. In other words, moral values are the rules that a society, in all its spheres and organization of subgroups, have accepted and observed in order to guarantee the survival of its people. (Paz, 2006). Therefore, the group or society sustains and gives the moral values that are accepted by the individuals and at the same time by the group. On the other hand, there are points of view that claim the existence of principles before values. Even, it is claimed that values are variable according to the social group where they are observed. For instance, there are values in some groups which are the rules they have established in order to gain identity to belong to the group. Besides, they are given by certain activities, against the law, that their members need to carry out in order to be part of the group. The last position claims that we need to go beyond moral values. We need to observe principles because they are the origins of everything in life and in the same universe. Principles are universal laws that are true and valid in any society. If a society is based on principles, that group will survive despite any bad or difficult situation. Hence, there are conceptual differences between values and principles according to their origins (Covey, 1997).

The role of school in the practice of moral values has become vital. Nowadays the time students spend in school, specifically in Mexico, is in the morning and part of the afternoon. Then, the teachers could take advantage of the class time to promote the moral values to help the development of students in social life as an exercise of how it will be in their future as professionals and citizens. In other words, the role of school is very valuable and it needs to be considered through in order for education to accomplish its final goal of being a formative institution (Cohen, 1997).

At CIEX as a language school, moral values have been considered as part of the students’ essential educative process so they become good citizens accepted as part of a healthy society. The relationship of human beings in any social group is influenced by the standards of lifestyle they have established to continue to live for many years. Moreover, at present the individual is not only required to possess intellectual abilities but to be empowered within socialization. This is obtained through the development of values practiced in the relationship with the other individuals in the social group the person is a part of (Castañeda, 2009). Thus, CIEX has decided to implement a program for promoting positive moral values in order for students in different academic programs not only possess knowledge, but also acquire the abilities to develop moral principles. This institution has implemented this moral values program as a way to contribute to the students’ educative
development as a formation process for mature individuals to help a much needed society in the future. The program of moral values derives from the principle that an individual needs to have and develop different skills to help the people around them in order to solve difficulties (CIEX, 2010).

The program of moral values has been developed through different strategies in meaningful and practical activities. For instance, the most promoted values are: responsibility, punctuality, respect, empathy, orderliness, obedience, honesty, and love. The activities vary including the discussion of concepts, the opinions learners have about the particular moral value being analyzed, the practice of application of that moral value in group activities, and the personal commitment in the practice of the values. This work has been done not only by the teachers and the learners but also by the parents. These parents have been involved by helping their children understand the moral values, and by their participation in some teaching - learning activities by invitation of the language teachers. For instance: some of the parents come to the institution and present the moral values to the students. Another activity consists on having the some of the parents to read fables or short stories to the students in Spanish, then the language teachers read and explain in English those fables and stories to the students. These activities having very beneficial to the students who are more conscious of the importance of developing positive moral values at school and at home.

Finally, according to what the present society is facing in its crisis of moral values, it is important to determine to what extent both school and family need to be immersed in the promotion of positive moral values. The main challenge consists of deciding where and how moral values will be encouraged and fortified. In conclusion, it is necessary to set the role and the functions that are going to be assigned and taken by both social communities: the family and the school.

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 Symposiums 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.
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      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, cuasi-experimental research, etc.) Data type (describe and justify the database, 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 strengthens (related to the originality of the findings, contribution to the knowledge about a certain topic, or some other findings that 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.
2. Professional competences development.
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5. Language learning evaluation.
7. Research and professional development.
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 10 pages containing text
1-2 pages containing references (using the APA format) (American Psychological Association).

LANGUAGES:
The article can be written in English, French, German, Mandarin Chinese or Spanish.

Include: Author/s biography/ies indicating:
Academic degree, full name, email address, institution where he/she/they work, and functions, name of the research team or “Cuerpo Académico”, indicating the status of the “CA” and research areas he/she/they study.

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CONVOCA

A los aspirantes interesados en cursar la Licenciatura en Letras Inglesas 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 2017-2018, presentando el examen de admisión que se realizará los días sábados hasta el 5 de agosto de 2017, conforme a los siguientes:

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