Research articles

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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.

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National and International Research Articles
Challenges of Novice Language Teachers in Bilingual Schools

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Abstract
This study explores the challenges that novice language teachers, graduated from the Licenciatura en Lenguas Modernas (LEMO) of the Benemérita Universidad Autónoma de Puebla, encounter in bilingual schools. The data was collected by applying interviews to teachers and employers. Findings suggest that some of the most important challenges of those novice teachers are in the scope of the level of the language and the teaching skills; so they suggest to review the curriculum and include subject matters related to bilingual education, and provide more practice so that students can perform well in bilingual educational contexts.

Key words: challenges, novice language teachers, bilingual education, language and teaching skills.

Introduction
At the end of the last century the use of two or more languages as a medium of instruction has become very common in most countries. As a result of this action, governments and institutions around the world have implemented bilingual schools. Bilingual schools are characterized by the effort of teaching content through the medium of two languages and the benefits, for students, when attending a bilingual school are various. Among the most important are that: children do better in mathematics, in the language of instruction, and in the reading ability.

Díaz y Padilla (1985), and Bialystok (1986) reported positive effects of bilingualism, especially in problem solving, and in some cognitive abilities, such as thinking, remembering, and using the language.

For some researchers bilingual education has been regarded as a quality education delivered in two languages, and even it is considered as a pre-requisite to vocational and social success (Smith, 2003:1-2).

The existence of bilingual schools has urged the necessity to have well-prepared language teachers. This is because the role that they play is crucial. To ensure the quality of education in bilingual schools, there have been established some specific qualifications for teachers. Some of these qualifications are: that language teachers have to master the languages that they teach, appreciate the students’ culture and other cultures, have a theoretical background that supports their classroom
practices, and master the content that they teach, among others (Brisk 1998:129).

Taking into account the required skills for teachers of bilingual programs listed above, it is important to highlight the situation of novice language teachers, who in most cases, fail to achieve the required language teaching profile to have opportunities to work in bilingual schools.

Novice teachers are defined as anyone who is teaching something new for the first time or who has entered a new cultural context for the first time (Farrel, 2012).

The undergraduate program of Modern Languages (LEMO) of the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla, whose main objective: is to provide well-prepared professionals in the use of English and French languages (LEMO, 2000), is concerned about the pedagogic and language skills that students acquire during their education process, since there is a perception that teachers, graduated from the LEMO, and who work in bilingual schools need to reinforce some pedagogical skills and their language academic proficiency. These include: knowledge of academic language, knowledge of specialized subject matter, lesson planning, lesson delivery, classroom management, and the productive and receptive language skills.

The primary purpose of this study is to identify the challenges that novice language teachers encounter, in terms of language proficiency and teaching skills, when they start working in bilingual schools.

Additionally, this research project aims to answer the following research questions:

What competences do bilingual schools (employers) expect from English teachers in order to hire them?

What are the strengths and weaknesses of teachers graduated from LEMO in terms of their pedagogical skills and their language academic proficiency?

Literature review

Many studies have placed concern on the competences and abilities that language teachers must have in order to work in bilingual schools, since the lack of teacher preparation can harm the goals of the bilingual schools.

Most Novice language teachers think that their language teaching education programs did not prepare them adequately for their current positions for both, teaching effectively and learning how to teach (Farrel, 2012).

Swain, M. (1982) suggests that in bilingual programs teachers must be able to read, write, and communicate effectively in English, or in other languages. Additionally, he suggests that they must have the ability to adjust their teaching styles to a variety of ages, levels, and language competencies and appreciate many cultures.

Along similar lines, Brisk (1990) suggests that “Bilingual teachers must develop a philosophy of teaching.” This philosophy includes that:

• They must respect students, their language and their culture.
• They must be engaging, challenging, and supportive.
• They must use special strategies for teaching English and teaching in English, and for educating students with limited literacy and schooling.
• Their classes objectives should include language, culture, and academic content.
• Their students should play an active role in learning.
• Their classrooms should be organized to maximize learning, collaboration, and participation.
• The resources that they use should be varied and serve the basic goals.
• They should maximize their skills and backgrounds.

Methodology

The overall research approach that frames this work is qualitative since it is based mainly on perceptions of both, novice teachers and employers.

The participants, as mentioned above, were a group of 28 English teachers who work in bilingual schools and employers who are principals or coordinators of those bilingual schools, being a total of 28 English
teachers and 10 employers. Regarding the teachers, five of them were male and 23 female. The employers, on the other hand, were six males and four females.

The instruments used for this research were interviews. The application of the interview to employers was conducted in one day, however, the interview for teachers occurred in a different moment. Since all the teachers who participated in the interview were performing closing activities of the school year, it was very difficult to get in touch with them and their willingness to participate was endangered by their busy schedules.

The interviews applied to the employers and teachers were recorded and later transcribed verbatim.

Patton (1990) suggests using interviews as data collection tools because they are very useful to find out from people things that are not directly observed, such as feelings, thoughts, and intentions.

To design the interviews, a standardized format was followed, and the same questions were asked for both teachers and employers. Questions were written in advance, exactly as they were to be asked during the interview.

The questions for the interviews were carefully designed with no tendencies shown. It is important to mention that they were reviewed by experts and research colleagues and piloted several times.

The interviews were organized into sections. The first section aimed to identify the opportunities that these teachers have in bilingual schools, the second section aimed to identify teachers and employers’ expectations regarding pedagogic and language skills, and the third section sought to identify strengths and weaknesses of both the teachers and the curriculum of the LEMO.

The information gathered from the participants was analyzed and compared taking into account the perceptions that teachers and employers had regarding the issues listed above.

Findings

Taking into account the research questions placed at the very beginning of this project, it is important to highlight that both, employers and language teachers perceived that the most required competences for bilingual teachers are related to the level of the language and the teaching skills.

Employers perceived also that the curriculum of the LEMO is far away from providing enough practice for their students to perform well in bilingual educational contexts.

Another important finding was that most employers and students agree that having a good pronunciation and having being abroad provide them more opportunities to be hired in bilingual schools.

Strengths and weaknesses were also the focus of this research. Novice teachers considered that theory and knowledge were their major strength but, as described above, they recognized that the lack of practice as one the most important weaknesses.

Findings also suggest that there is a gap between in-service teacher preparation and in-service teacher development.

Conclusions

Results from this study demonstrated that working in bilingual schools entails fulfilling the schools requirements. It is also important to recognize that bilingual education has become a challenging job for language teachers because the participants considered having just few of the features required by these special schools. It is important to mention that the study provided evidence that there are other factors that might influence in the performance of novice language teachers in bilingual schools, such as the curriculum.

It is also important to recognize that the curriculum of the LEMO needs improvement, especially in the area of teaching to children since participants identified the lack of subjects to support this important area.

The perception that theory is enough, but practice is not, especially to deal with situations in real contexts, suggests revision and changes in the curriculum of the LEMO, so it is important to review the teaching area and provide more opportunities for the students.
to practice in real language classrooms. It is also urgent to include more bilingual teaching subjects as possible in areas of the curriculum of the LEMO.

**Strengths**

This study raised concern on a topic that has been scarcely researched in this context. The results have provided evidence that the most important challenges of novice language teachers in bilingual schools are related to pedagogic and language competences. This perspective can be of great importance for the language teaching education program to conduct some changes in the curriculum. Another strength of this research is having taken into account the perceptions of employers who are well familiarized with the weaknesses of teachers in bilingual schools.

**Limitations**

The most important limitations of this research were the number of instruments used to collect information. Moreover, the interviews did not include questions related to the novice teachers’ personal factors that might have provided richer information. Another limitation of this study was the number of participants, since only ten employers had the willingness to participate in the interview.

**Applications**

This research was addressed to identify the challenges that novice teachers face in bilingual schools. The results obtained are of great importance for administrators, language teachers and language teaching educators, in the sense that they can take into account the suggestions, regarding the characteristics of teachers in bilingual schools. The result can be used as a guide to implement training courses for those novice teachers.

**References:**


Foreign Language Center  
“Ignacio Manuel Altamirano”  
CALLS  
To publish in: The third issue of the CIEX JOURNAL  
“Innovation and Professional Development”

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.
   - **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.
2. Professional competences development.
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 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 2016-2017, presentando el examen de admisión que se realizará del 16 de enero al 13 de agosto de 2016, conforme a los siguientes:

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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:

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- 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 periodos que al efecto se señalen.
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**RESTRICCIONES**

a. El incumplimiento de alguno de los requisitos de la presente Convocatoria, así como de cualquier irregularidad que el aspirante cometan 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.

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d. Se cancelarán todos los exámenes del aspirante que presente más de un examen en el mismo concurso.

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