

Social Representations about Sociolinguistic-Emotional Dimensions in the First Contact with a Foreign Language

Representaciones sociales sobre las dimensiones sociolingüísticas y emocionales en el primer contacto con una lengua extranjera

Autores:

Lic. Luis Arturo Escamilla Trejo - laescamillat@gmail.com
Universidad de Colima
Lic. Zyanya Olvera Díaz - zyanya.olvera25@gmail.com
Universidad de Guadalajara

Fecha de envío:
31 de Enero de 2026

Fecha de aceptación:
24 de Marzo de 2026

Fecha de publicación:
29 de abril de 2026

ABSTRACT

This research analyzes the Social Representations (SR) about the first encounter of French language to public-elementary-school students in Colima, Mexico. The investigation was developed at the scholar year 2024-2025's ending, when the English topics were concluded, through the Nueva Escuela Mexicana's (NEM) critical-interculturally axis, which expanded the cultural and linguistic student's horizons. According to the observation of different attitudes towards each language, the question is: Which are the students' SR after their first encounter with French? A qualitative methodology and the procedural approach of the SR were employed. The data was collected by an open-ended questionnaire throughout a convenience sampling. Four interwoven dimensions were identified by the content analysis: attitudinal, affective, cognitive and sociocultural. These findings revealed that students interpret French as an access route to new knowledge, and global reality. The study concludes that early exposure to French fosters a critical intercultural perspective aligned with NEM's goals.

KEYWORDS

Primary education, social psychology, foreign language instruction, French, Nueva Escuela Mexicana, social representations

RESUMEN

Este estudio analiza las Representaciones Sociales sobre el primer contacto al francés de estudiantes de una primaria pública en Colima, México. La investigación se desarrolló al finalizar el ciclo escolar 2024-2025, una vez concluidos los contenidos del inglés, desde el eje de interculturalidad crítica de la Nueva Escuela Mexicana (NEM), se buscó ampliar los horizontes culturales y lingüísticos del alumnado. Con base en la observación de actitudes diferenciadas entre cada idioma, se planteó la siguiente pregunta: ¿Cuáles son las RS de los estudiantes sobre

el francés tras su primer contacto? La metodología es cualitativa desde un enfoque procesual de las RS. La información se recabó mediante un cuestionario de preguntas abiertas con un muestreo por conveniencia. Los hallazgos revelan cuatro dimensiones interrelacionadas: actitudinal, afectiva, cognitiva y sociocultural gracias a que los estudiantes lo perciben como un puente a nuevo conocimiento de la realidad global, alineándose al objetivo de la NEM.

PALABRAS CLAVE:

Educación primaria, psicología social, enseñanza de lenguas extranjeras, francés, Nueva Escuela Mexicana, representaciones sociales

Introduction

In recent years, the prominence of Foreign Language Education (FLE) within basic education has gained a vast relevance due to its role in fostering communication, cultural understanding, and social participation in an interconnected global sphere. Within this framework, the acquisition process of Foreign Languages (FL) at these stages constitutes not only a pedagogical challenge, but also a sociocultural process through which students construct meanings, attitudes, and expectations concerning languages previously unencountered. These initial engagements with a FL are particularly significant, as they significantly influence students' subsequent perceptions and inclinations toward language learning over an extended period.

From a sociocultural perspective, language learning transcends the mere acquisition of grammatical structures or lexical knowledge. Instead, it involves the construction of meanings that are socially and culturally situated. The theory of SR offers a relevant analytical framework for understanding how learners interpret FL as social objects imbued with affective, cultural and symbolic values. Through SR, languages are conceptualized not merely as systems of communication, but as representations shaped by social discourses, prior experiences, collective beliefs, and cultural imaginaries that circulate both inside and outside the academic environment.

Furthermore, this investigation aligned with the theoretical and pedagogical principles of the Nueva Escuela Mexicana (NEM), which promotes an educational paradigm grounded in social justice, critical thinking and the appreciation of cultural and linguistic diversity. A central component of the NEM is the axis of critical interculturality, which aims to problematize power dynamics, challenge hegemonic knowledge, and cultivate reciprocal dialogue among diverse cultural conceptions. From these standpoints, FLE is not conceived solely as the development of communicative competence, but rather as a formative process that contributes to the construction of critical, reflective, and culturally aware subjects.

In this context, the instruction of French as a FL at primary education offers a pertinent case for investigating how students formulate SR during their first contact with the language. Given its frequent association with cultural prestige, historical significance, and global reach, French provides a fertile symbolic terrain for exploring the interpretations and meanings young learners assign and attribute to a FL within the Mexican education context. In addition, this research utilized a qualitative approach by examining students' affective, attitudinal, knowledge, and sociocultural dimensions which contributes to a deeper understanding of a FL learning from a sociocultural and intercultural perspective, aligned with the principles of the NEM.

Literature review

Social Representations

Social Representations (SR) are conceived as a system of socially shared beliefs, ideas, and values that enable groups to construct collective meanings for interpreting complex phenomena (Magaña Figueroa, 2025). These active cognitive constructions govern the relationship between individuals and their world, condensing experiences from symbolic and social processes to orient communication and behavior (Jodelet, 2014). SR is sustained by a “mutual fund” of meanings transmitted through group interaction and mass culture, acting as a representational group reservoir for decision-making and social anchoring (Jodelet, 2020, as cited in Jiménez Barraza & Garay Nuñez, 2021).

When these interpretations stabilize, they constitute common sense: a collective social archive composed of cognitive, emotional, and symbolic elements that influence both individual behavior and social communication (Escamilla et al., 2025). Ultimately, SR functions as a network of interpretations wherein beliefs, stereotypes, and values manifest with varying connotations, symbolically fabricating reality and mediating the subject-context relationship (Jodelet, 2014; Magaña, 2024).

SR in Education and Foreign Language (FL) Domain

In the educational sphere, SR are symbolic constructions that permit school actors to interpret and justify their practices, often articulating contradictions between institutional discourses and actual school reality (Gilly, 2014). Gilly (2014) highlights that students do not approach instructional content as neutral entities; rather, they mobilize a repertoire of “social baggage”, initial representations anchored in cultural practices, that shapes their relationship to knowledge.

In FL teaching, SR problematize the relationship students establish with languages beyond mere linguistic rules. FL are social objects laden with attitudes and values constructed within specific historical and institutional contexts (Castellotti & Moore, 2002). Arismendi et al. (2016) define these representations, whether perceiving a language as prestigious, difficult, or useful, can enhance or hinder linguistic appropriation. Furthermore, SR involves identify-related dimensions, shaping how learners position themselves as plurilingual subjects in intercultural contexts (Arismendi et al., 2016; Castelloti & Moore, 2002).

The Nueva Escuela Mexicana (NEM) and French Language Learning

The Nueva Escuela Mexicana (NEM) establishes a curricular framework centered on dignity, equity, and education as a transformative social practice (Hernández Moreno, 2024; SEP, 2024). It envisions the school as a space where cultural and linguistic plurality converge, organized through four formative fields. The languages formative field is central, conceptualizing languages as social and cognitive practices through which individuals interpret reality and participate in social life (SEP, 2024).

A cornerstone of the NEM is Critical Interculturality, an articulating axis that seeks to problematize historical asymmetries related to language, gender, and social class. This approach promotes dialogue among different epistemologies and the recognition of marginalized wisdoms (SEP, 2024). Within this framework, FL learning, specifically French, is not a purely technical endeavor but a socially situated process.

The study of SR in French education aligns with the NEM by examining how students construct value judgments about foreign language in contexts of social inequality. By fostering critical awareness and reflective positioning toward linguistic difference, FL education contributes to the information of subjects capable of democratic coexistence in pluricultural environments (Arismendi et al., 2016; SEP, 2024). Thus, SRs mediate how students perceive the foreign language and its speakers, reinforcing the relevance of a critical intercultural approach in contemporary Mexican schooling.

Research methodology

This research explores the first contact with French as a FL among primary-public-school students and the SR that emerges from this initial learning experience. Consequently, due to the interpretative nature of the research objective, qualitative research was adopted. This methodological election permits for an in-depth examination of the attitudes, perception, conceptions, and meanings that students construct around the FL within their educational context (Merriam, 1988; Monje, 2011).

From this aspect of the SR theory, this investigation aims to comprehend how students decipher French as a new cultural, linguistic and social object. This interpretation is presumed to be informed by prior experiences, social discourses, and classroom interactions. In consequence, a qualitative design is deemed appropriate, as it enables the analysis of subjective interpretations and socially shared meanings rather than the measurement of predefined variables.

Escamilla Trejo & Magaña Figueroa (2025) propose that qualitative case studies are characterized by an in-depth and meticulous investigation of a particular entity which can be an individual, an organization, or a social process. This approach seeks to capture the complexity of the phenomenon contextualized thereby facilitating a comprehensive interpretation of its unique dynamics.

Accordingly, Monje (2011) points out that qualitative research provides a framework for trained professionals to systematically record social milieus and individual experiences. By interacting with participants in their native contexts, researchers collect substantial data regarding values and perception via diverse methods such as interviews and case studies. This immersive process is fundamental for obtaining a detailed comprehension of phenomena in situ (Magaña, 2022). Ultimately, the researcher serves as the focal point of the investigation, utilizing their presence and adaptability to function as the most effective instrument for gathering nuanced and context-specific information.

The first contact with the French language was structured around introductory and culturally oriented activities designed to acquaint students with the language as a social and symbolic object. These activities include basic exposure to the French alphabet, colors, numbers, as well as cultural elements such as emblematic French cities (Paris, Toulouse, and Montreal), historical references pertaining to the evolution of French over time, and musical pieces such as “La Vie en Rose” and “La Marseillaise”.

Furthermore, rather than focusing on formal linguistic instruction, the sessions were designed to provide students with an extensive and meaningful exposure to French, allowing them to associate the language with cultural, historical, aesthetic, and geographical dimensions. This pedagogical context enabled the emergence of students’ initial SR of French, which constitute the focus of the present analysis.

Research Method

Additionally, the descriptive framework offers a level of analytical density that is essential for a thorough understanding of the subject matter (Merriam, 1988). As Flick (2004) notes, qualitative success depends on the researcher's ability to balance a clear investigative purpose with a readiness to embrace surprising results that may arise during the process. In light of this investigation, it is framed around the following question: What are students' SR of French after their first contact with it?

Consequently, the survey questionnaire consists of open-ended questions which were designed to capture specific responses as well as detailed descriptions (Monje, 2011). As Magaña (2022) suggests that such instruments are invaluable for identifying widespread ideas and convictions. Moreover, the selection of respondents must be carefully situated within their specific environment and context. In qualitative inquiry, meaning and direction for the research.

Deslauriers (2004) notes that the non-probabilistic convenience sampling involves selecting the most accessible participants, e.g., surveying students in a classroom. The study group consisted of five elementary students enrolled in the second, fourth, fifth, and sixth grades at public school in Colima. The participants were selected through convenience sampling, focusing on those who could provide rich insights into their initial experiences with the French language.

Likewise, to protect the anonymity of the participants and the institution, their names were neither asked nor recollected and pseudonyms have been used throughout this study. Ethical considerations were addressed, ensuring the confidentiality and privacy of the information in line with data protection protocols (Cassell, J., 1978; Merriam, 1988). As a result, the cohort integrated through a convenience sampling 20 students which are equally distributed with five students from second, fourth, fifth, and sixth grade respectively.

Moreover, this research was founded on the investigation of researchers' multilingual proficiency in French, and Italian, which enabled them to propose the teaching of a FL additionally to utilize the remaining school days after the English curricula had been covered in its totality. Hence, after assessing the students' interests, the groups were questioned about their language preference: four groups selected French, one opted to Italian, and one group was forced to decline to participate in any language instruction.

Main findings

A qualitative analysis based on Strauss and Corbin's Grounded Theory (1990) was employed to address the exploratory nature of this investigation. The aim was to elucidate the processes through which primary public students experience and represent their first contact with French as a FL. Consequently, the findings were systematized through three sequential analytical phases.

Phase 1: Open coding

All data sources underwent a comprehensive first reading to identify relevant thematic segments. This stage involved labelling textual excerpts with initial emergent codes to initiate organizing the information. The following are examples of the open codes generated:

Chart 1

Spanish data to English data

Spanish data	English translation
Un lugar hermoso es un idioma muy fácil	A beautiful place is a very easy language.
Una alegría	A joy
Un idioma que se habla en muchos países y más en Francia	A language that is spoken in multiple countries and more in France
Es una forma de expresarse hablando	It is a way of expressing oneself by speaking.
Para mí el francés es una lengua muy bonita	For me French is a very beautiful language
Francés es un idioma muy interesante de aprender :) <3	French is a language very interesting for learning :) <3
Un lenguaje de lengua hermana con más idiomas	A sister language with more languages

Self elaborated.

Chart 2

Data to open coding

English translated date	Open coding
A beautiful place is a very easy language	"A beautiful place", "A very easy language"
A joy	"Joy"
A language that is spoken in multiple countries and more in France	"A language" "Spoken in multiple countries" "France"
It is a way of expressing oneself by speaking.	"It is a way of expressing oneself by speaking".
For me French is a very beautiful language	"A very beautiful language".
French is a language very interesting for learning :) <3	"French is a language". "Very interesting for learning". ":) <3"
A sister language with more languages	"A sister language"

Self elaborated.

This phase was executed through an inductive approach, eschewing reconceived categories to ensure that thematic frameworks emerged organically from the participants' original narratives.

Phase 2: Axial coding

During the axial coding stage, the initial open codes were synthesized into intermediate categories. This process involved establishing systematic links between phenomena, causal conditions, contextual constraints, and the resulting strategies and consequences. For example:

Chart 3

Open coding to axial coding.

Open coding	Axial coding
"For me it is a tongue", "A language".	Identification of the language
"A joy", "(:) <3".	Positive emotion
"that is spoken in multiple countries".	Geographical distribution of the language
"It is a way of expressing oneself by speaking".	Verbal communication system
"It is a very beautiful language".	Positive aesthetic perception
"One different language to the one we talk".	Identification of another language
"A sister language with more languages".	Linguistic family
"Demonstrates culture".	Status perception
"Constructed a lot of years ago".	Historical perception of the language

Self elaborated

Phase 3: Emergent categories

At this stage, the core categories were consolidated, explaining the phenomena observed in both groups.

The comprehensive analysis of the collected data culminated in the identification of a central category entitled *sociolinguistic-affective representations about the first contact of a foreign language to public-primary-school students* regarding the French language. Consequently, this unifying concept encapsulates the interwoven set of beliefs, conceptions, perception, and emotional responses that students developed during this first contact and interaction with the French language. These representations are not static; rather, they are dynamically constructed by four deeply interwoven and influential dimensions: the first one attitudinal, second affective, third knowledge, and the last one sociocultural.

The attitudinal dimension refers to students' willingness and disposition toward learning French. The findings show that students generally display a positive attitude toward the language, as they perceive learning French as an accessible and enjoyable activity. At the same time, they acknowledge that learning the language requires effort, constancy, practice, and dedication, suggesting an early awareness of the learning process and its demands.

The affective dimension connects the axial codes related to the emotions associated with students' initial encounter with the French language. For example, some feelings such as joy, curiosity, and interest emerge prominently, particularly in response to the aesthetic impressions produced by the language. Students describe French as "beautiful" or "pleasant", referring both to its sound and its written form, indicating that emotional reactions play a significant role in shaping their early representations of the language.

The knowledge dimension encompasses the axial codes that relate to students' understanding of French as an object of representation. This includes linguistic recognition, whereby students identify French as a language and as a system of verbal communication. Within this dimension, students also recognize similarities and differences between French and their mother tongue, Spanish, often noting their belonging to the same linguistic family. Additionally, students refer to the geographical dimension of the language, including its origin and global distribution, sometimes revealing confusion between the language and specific territories. Finally, this dimension addresses students' historical perceptions of French, as they recognize it as a language with a long history and tradition.

Lastly, the sociocultural dimension refers to the ways in which students interpret the cultural and social value of the French language through their initial exposure, whether by listening to it or reading it. French is frequently associated with culture, refinement, and prestige, and is perceived as a means of accessing new knowledge and cultural experience. In this sense, the language is represented not only as a communicative tool but also as a carrier of cultural and symbolic value.

Taken together, these four dimensions illustrate that students' first contact with French gives rise to complex sociolinguistic and affective representations, in which emotions, knowledge, attitudes and cultural meanings interact. These representations constitute a shared interpretative framework through which students make sense of the foreign language and position themselves as novice learners within the educational context.

Discussions

The findings of this study reveal that the first contact with the French language in primary school activates a set of *sociolinguistic-affective social representations* that shape how students perceive, value, and position themselves in relation to the foreign language. These representations are articulated through four interrelated dimensions which are attitudinal, affective, knowledge and sociocultural, which together configure a complex interpretative framework through which students make sense of their initial learning experience.

Consistent with the theory of SR, these findings confirm that students do not approach a FL as a neutral or purely linguistic object. Instead, French emerges as a socially constructed object endowed with meanings, emotions, and values that precede formal instruction. This aligns with Castelloti and Moore's (2002) assertion that language learning is mediated by representations that learners elaborate about the language, its speakers, and its perceived status, representations which can either facilitate or hinder the learning process.

In particular, the affective and attitudinal dimensions identified in this study highlight the central role of emotions such as curiosity, enjoyment, and aesthetic appreciation in "students" initial engagement with French. Descriptions of the language as "beautiful" or "pleasant-sounding" suggest that aesthetic and emotional responses function as entry points to linguistic engagement. These findings echo previous research showing that representations related to the attractiveness or difficulty of a language significantly influence learners' motivation and disposition toward learning (Castelloti & Moore, 2002).

The knowledge dimension further reveals that students construct representations of French not only as a means of communication but also as a language with a specific geographical distribution, historical trajectory, and linguistic affiliation. While some students demonstrate

awareness of French as a global language with historical depth, others conflate language with territory, indicating partial or fragmented representations. This supports the idea that social representations are not fixed or homogeneous, but rather dynamic and evolving constructions negotiated through social interaction and educational experience (Arismendi et al. 2026),

From a sociocultural perspective, students' representations of French as a carrier of culture, refinement, and social prestige reflect broader societal discourses surrounding foreign languages. Such representations do not originate exclusively within the classroom, but are shaped through family narratives, media exposure, and collective imaginaries circulating in society. As Arismendi et al. (2016) demonstrate, representations of languages evolve throughout the learning process and are strongly influenced by pedagogical practices, teacher mediation, and institutional contexts.

These findings acquire particular significance when situated within the framework of the NEM. Although the NEM promotes an intercultural and critical approach to language education, recent studies on English teaching within this model reveal persistent challenges related to curricular coherence, teacher preparation, and the adequacy of instructional materials.

In addition, analyses of NEM textbooks for English instruction indicate that, despite their stated intercultural objectives, materials often rely on translated or recycled content, limiting opportunities for meaningful linguistic and cultural engagement (Reza Gaspar, 2026). Similarly, research on the implementation of the NEM highlights a gap between the communicative and social practices of language proposed by the curriculum and the actual training and support provided to teachers (Fuentes Páez et al., 2025).

In this context, the SR identified in this study can be understood as emerging at the intersection of students' prior sociocultural meanings and an educational model undergoing transformation. The first contact with French thus becomes a critical moment in which representations are not only activated but potentially reshaped, offering opportunities to foster more critical, intercultural, and reflective engagements with language learning. From this perspective, analyzing social representations provides valuable insights into how the objectives of the NEM, particularly its emphasis on interculturality, are experienced, negotiated, and materialized at the classroom level.

Conclusion

This investigation examined the SR formulated by public-primary-school students during their initial exposure to the French language within the pedagogical framework of the NEM. Thus, the adoption of a qualitative methodology granted the indication of the results that students do not perceive French merely as a neutral or exclusively linguistic system; rather they conceived it as constructed as a socially and symbolically imbued entity, significantly influenced by affective, cultural, historical and sociolinguistic interpretation.

Additionally, the study revealed that students' perceptions are structured around interconnected dimensions: attitudinal, affective, knowledge, and sociocultural. These dimensions demonstrate the simultaneous mobilization of emotions, existing wisdoms, cultural frames of reference, and evaluative judgments by learners upon their first contact to a FL. Therefore, French was consistently linked with favorable affective reactions, aesthetic appreciation, historical significance, cultural prominence, and international reach, collectively fostering an overall positive inclination toward language acquisition itself.

These findings underscore that students' initial comprehension of French are anchored in the pedagogical and sociocultural setting of their first contact. For this reason, key elements such as music, cities, historical references, and fundamental linguistic features were crucial in shaping these early meanings. Ergo, this supports the concept that SR are dynamic constructions influenced by classroom activities, social narratives, and wider cultural context, rather than being static, purely individual viewpoints.

Likewise, within the border context of the NEM and its emphasis on critical interculturality, this study highlights the profound relevance of early FLE. This educational space is pointed out as a fundamental avenue for cultivating genuine openness towards linguistic diversity and promoting constructive cultural dialogue. The study's core elements, supported by the perspectives of the identified SR demonstrate that introducing a FL early in students' academic life can significantly contribute to the formation of positive and accepting attitudes toward other cultures. This, in turn, directly reinforces the development of critical thinking, and interculturality in learners, perfectly harmonizing with and sustaining the foundational principals by the NEM.

In sum, this investigation emphasizes the critical necessity of accounting for students' SR when formulating and executing FLE within the public primary school setting. Gaining a comprehensive understanding of how learned initially perceive and assign value to a FL offers invaluable insights for both educators and policymakers aiming to foster language learning experiences that are significant, comprehensive, and founded upon intercultural competence. Finally, the success of the intervention demonstrates that teaching practice must be grounded in an understanding of the students' interest in order to ensure a positive first contact with the language as a social object. This approach not only succors the consolidation of new knowledge but also places the learner at the center of the educational process, transforming language teaching into a meaningful and contextualised experience, thereby fulfilling the principles of situated learning and critical interculturality by the NEM.

Main limitations of the study

Despite the contributions of the study, three limitations should be acknowledged. First, the study focused on students' first contact with the French language over a short instructional period. As a result, it was not possible to analyze the evolution or transformation of SR over time. Longitudinal data could have provided deeper insights into these representations change as students could gain sustained exposure to the French language.

Second, exclusion criteria were also applied in this research. Initially, first and third grade were not integrated due to administrative and pedagogical considerations. In first grade the principal and the main class teacher determined that the introduction of a third language might interfere in the consolidation process of the students' mother tongue, and the acquisition of the second language that was English. On the other hand, third grade did not synchronize with the rest of the groups because of the decision of acquiring Italian as a third language, in contrast to the tendency of the majority in the sample.

Finally, the research adopted an exploratory qualitative approach and did not aim to compare French with Italian or educational models. Additionally, classroom activities were mediated by the researchers, which may have influenced the meanings and representations constructed by the students during the learning process. Lastly, these limitations do not undermine the validity of the study; on the contrary, they highlight the contextual and interpretative scope of the investigation and open avenues for future studies in similar or expanded contexts.

Main implications and impact of the research

This study offers several theoretical, educational and pedagogical implications. First, from a theoretical perspective, the findings contribute to the field of SR by demonstrating that students construct attitudes, meanings, and value judgments about a FL from their very first contact with it. This reinforces the relevance of SR theory as a framework for analyzing FL learning in primary education and extends its application beyond the predominant focus on English.

From a pedagogical standpoint, the results highlight the importance of initial instructional experiences in foreign language education. The emergence of positive attitudes, affective responses, and sociocultural meanings suggests that early encounters with a foreign language can foster curiosity, openness, and engagement when learning is approached as a social and cultural practice rather than as the mere acquisition of linguistic structures. This underscores the role of carefully designed activities that integrate cultural, historical, and symbolic dimensions of the language.

At the curricular level, the study opens the possibility of reconsidering the presence of foreign languages other than English in basic education, not as substitutes or compulsory subjects, but as complementary or optional learning spaces aligned with the principles of the Nueva Escuela Mexicana. In this sense, the inclusion of languages such as French may function as an intercultural resource that promotes linguistic diversity, critical reflection, and democratic coexistence.

Finally, in relation to the NEM, this research supports its emphasis on critical interculturality by showing how language learning is intertwined with power relations, cultural representations, and identity construction. The analysis of students' social representations provides valuable insights for understanding how educational practices can contribute to the formation of critical subjects capable of engaging with linguistic and cultural diversity in socially meaningful ways. These findings suggest that exploratory FL experiences in primary education may serve as meaningful spaces for intercultural learning, even when implemented through short-term or optional pedagogical interventions.

REFERENCES

- Arismendi, F. A., Ramirez, D., & Arias, S. (2016). Representaciones sobre las Lenguas de un Grupo de Estudiantes Indígenas en un Programa de Formación de Docentes de Idiomas. *Colombian Applied Linguistics Journal*, 18(1), 84. <https://doi.org/10.14483/calj.v18n1.8598>
- Castellotti, V., & Moore, D. (2002). Représentations sociales des langues et enseignement. [Printed]. Strasbourg: Conseil de l'Europe. <https://rm.coe.int/representations-sociales-des-langues-et-enseignements/168087458d>
- Deslauriers, J. P. (2004). *Investigación cualitativa: guía práctica*. Papiro Pereira - Colombia.
- [Escamilla Trejo, L. A., & Magaña Figueroa, C. A. \(2025\). ChatGPT, the New Language Students' Influencer. *CIEX JOURNAL*, \(20\), 9–19. <https://journal.ciex.edu.mx/index.php/cj/article/view/194>](https://journal.ciex.edu.mx/index.php/cj/article/view/194)

- Escamilla Trejo, L. A., Magaña Figueroa, C. A., & Arroyo Delgado, L. C. (2025). Eficiencia en el uso de ChatGPT: representaciones sociales sobre la investigación con estudiantes de lenguas [Printed]. En M. Becerra Polanco, R. Moreno Espinosa, & M. L. Mandujano Rodríguez (Eds.), *Hacia una enseñanza más eficiente: La inteligencia artificial como aliada en la práctica docente* (Primera, Vol. 1, pp. 163-190). Universidad Autónoma del Estado de Quintana Roo, Escuela Normal No.2 de Nezahualcóyotl, Escuela Normal de Teotihuacán. <https://doi.org/10.22403/UQROOMX/2026/L03> ISBN:978-607-8792-85-6
- Flick, U. (2014). *Introducción a la Investigación Cualitativa* (2ª ed.). Madrid, España: Ediciones Morata S.L.
- Fuentes Páez, C., Ibáñez Estrada, J. M., & Acosta Martínez, M. D. (2025). Desafíos y oportunidades de la NEM en la enseñanza de inglés [Digital]. In *Avances de investigación 2024-2025* (First edition, pp. 79-83). Ediciones comunicación científica. <https://books.google.com.mx/>
- Gilly, M. (2014). Les représentations sociales dans le champ éducatif [Printed]. In D. Jodelet (Ed.), *Les représentations sociales* (cinquième tirage). Sociologie d'aujourd'hui. ISBN:978-2-13-053765-6
- Hernández Moreno M. V., (2024). *La Nueva Escuela Mexicana y su impacto en la sociedad*. Gobierno de México. <https://educacionbasica.sep.gob.mx/wp-content/uploads/2024/05/La-NEM-y-su-impacto-en-la-sociedad.pdf>
- Jodelet, D. (2014). Représentations sociales: un domaine en expansion [Printed]. In *Les représentations sociales* (Cinquième tirage). Sociologie d'aujourd'hui. ISBN:978-2-13-053765-6
- Magaña Figueroa, C. A. (2025). La inteligencia artificial como estrategia académica en el desarrollo de trabajos de investigación en el nivel de educación superior [Printed]. En M. Becerra Polanco, R. Moreno Espinosa, & M. L. Mandujano Rodríguez (Eds.), *Hacia una enseñanza más eficiente: La inteligencia artificial como aliada en la práctica docente* (Primera edición, Vol. 1, pp. 140-162). Universidad Autónoma del Estado de Quintana Roo, Escuela Normal No.2 de Nezahualcóyotl, Escuela Normal de Teotihuacán. ISBN: 978-607-8792-85-6
- Magaña Figueroa, C. A. (septiembre de 2022). Representaciones Sociales sobre la Evaluación Institucional del Desempeño Docente de los Profesores de la Licenciatura en Enseñanza de Lenguas de la Universidad de Colima. [Tesis doctoral, Instituto Tecnológico de Estudios Superiores de Occidente].
- Merriam, S. B. (1998). *Qualitative research and case study applications in education. Revised and Expanded from Case Study Research in Education* (2ª ed.). San Francisco, California, USA: Jossey-Bass Publishers.
- Monje A., C. A. (2011). *Metodología de la Investigación Cuantitativa y Cualitativa Guía didáctica*. Universidad Surcolombiana.

Reza Gaspar, R. (2026). Entre textos y proyectos: los libros de texto de la Nueva Escuela Mexicana en la enseñanza del idioma inglés. En J. A. Trujillo Holguín, J. L. García Leos y B. I. Sánchez Luján (coords.), *Desarrollo profesional docente: Procesos de actualización y profesionalización magisterial en la Nueva Escuela Mexicana* [col. Textos del Posgrado n. 10] (pp. 157-174). Escuela Normal Superior Profr. José E. Medrano R.

Secretaría de Educación Pública (SEP) & Dirección General de Desarrollo Curricular. (2024). *Plan de Estudio para la Educación Preescolar, Primaria y Secundaria 2022* (First edition, Vol. 1) [Digital]. Gobierno de México. <https://educacionbasica.sep.gob.mx/wp-content/uploads/2024/06/Plan-de-Estudio-ISBN-ELECTRONICO.pdf> [11.1]

Strauss, A., & Corbin, J. (1990). *Basic of qualitative research: Grounded theory procedures and techniques*. Sage Publications.



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:

- 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.
- Purpose:** Here the writer states and explains the research objectives, intentions, questions, or hypothesis.
- 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.
- Results:** Here, the writer presents the main findings, the degree to which the research objectives were reached, and the answers to the research questions.
- 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:

- Key words.** Five, in English and Spanish.
- 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.
- 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.
- Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
- 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).
- Main findings.** Synthesize, present, interpret, and argue the most significant results found and the proposal, if the case of developing one.
- Conclusions.** Describe the main conclusions generated from the answers to the research questions.
- 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 31st, 2026.

Editor: Hugo Enrique Mayo Castrejón, M.A. – 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

Correo electrónico: info@ciex.edu.mx

CONVOCA TORIA