Innovation and Professional Development

Values and Culture.

National and international research articles.

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Foreword

CIEX Journal is an academic and research magazine printed in Chilpancingo, the capital city of the state of Guerrero, México. The idea of publishing this Journal, emerged as a response to the effort made by professors, students and authorities who are always in search of innovative teaching methodologies, techniques and strategies, and who have produced studies related to the areas of language teaching and applied linguistics.

Therefore, the content will present research articles produced by national and international researchers and specialists in the areas of education and language education, as well as articles about personal development and growth, related to moral values and culture. Finally, the Journal will present proceedings produced in the 3rd International Symposium: “Educational Current Trends: Challenges and Perspectives in Language Teaching”, with the objective to spread the content of the lectures and workshops held in that academic event organized by the institution.

CIEX Journal will be published in January and June, every year. About the editors, it is necessary to say that the editorial team is constituted by a group of national and international researchers in Foreign Language Teaching and Applied Linguistics who have analyzed each proposed article and generated some suggestions to improve those works. Therefore, the magazine has been reviewed by a team of referees. It is also worth to mention, that the content of the articles reflect the authors’ research, perceptions, and/or opinions and does not necessarily represents the ideas or beliefs of the editors.

Finally, we thank the students, professors and staff for their contribution to this project that will fulfill a dream for a long time expected. Also, we will be looking forward for future articles that any other professionals in the areas of the Journal might want to summit in order to be published in the next number of this CIEX Journal.

Those articles will certainly contribute to the education of individuals devoted to the areas of language teaching and learning and help them to be better human beings in the future.

Professor Miguel Murga Caro
Dr. María del Carmen Castillo Salazar
National and International Research Articles
Teacher/student perspectives and the negotiation of roles

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Resumen
El esfuerzo por mantenerse al día con los métodos pedagógicos y las herramientas de enseñanza más recientes, sin mencionar las expectativas diferentes de los estudiantes respecto al entorno de aprendizaje, puede hacer que los profesores se sientan irrelevantes o dejados de lado. Este artículo examina las implicaciones para profesores de los cambios en la filosofía y la práctica de la enseñanza-aprendizaje en el siglo XXI. Después de examinar algunas perspectivas sobre lo que significa ser profesor/estudiante/aprendiz y mirar brevemente la relación profesor-estudiante y cómo esto se negocia, concluye enfatizando lo que debería ser el principio central de la enseñanza: un enfoque en el/la estudiante.

Abstract
The scramble to keep up with the latest teaching methods and classroom tools, not to mention students' differing expectations of their learning environment, may result in teachers feeling that they are being left behind or that their role is becoming irrelevant. This paper examines the implications for teachers of the changes in the philosophy and the practice of teaching-learning in the 21st century. After discussing some of the different perspectives on what it is to be a teacher/student/learner and looking briefly at the teacher-student relationship and how this is negotiated, it concludes by emphasizing what the central tenet of teaching should be: a focus on the student.

Palabras clave: filosofía de enseñanza; estudiantes universitarios; constructivismo; relación profesor-estudiante.

Key words: teaching philosophy; university students; constructivism; teacher-student relationship.

A new philosophy of teaching-learning

Trends in pedagogy often reflect societal changes: the methods used in language classrooms represent the zeitgeist of each period in time, from the authoritarian, “teacher knows best” ethos of the 1950s through the laid-back and optimistic 1970s to 21st century individualism and insecurities. The most recent transformation of language pedagogy has involved a shift from “method” or “approach” to what we might call a “philosophy” of teaching-learning, with a constructivist emphasis on personal experience and the individual’s role in the creation of meaning.

The role of the teacher has become unclear. Do we instruct, suggest, guide, model, facilitate or moderate? Are we experts or fellow learners? As the traditional methods of language teaching gradually made way for the learner-centred approaches of the 1970s and 1980s, teachers were often referred to as “guides” or “facilitators”. Camilleri (1997: 36) describes the teacher as a sort of jack of all trades as ‘a manager, a resource person and a counselor’, and Al Asmari (2013: 1) uses the phrase ‘facilitator and counselor’. The teacher’s role as a source of knowledge is downplayed even more in a constructivist learning environment, where ‘[s]students become the centre of the instructional curriculum. Students’ prior knowledge and conceptions form the starting point for learning experiences.’ (Murphy 2000: n.p.). As learners become more au-
tonomous, what then is the function of the teacher? Williams and Burden (1997, cited in Murphy ibid.: n.p.), list ten propositions meant to serve as a guide for teaching and learning languages in the 21st century. These include challenges such as ‘Teachers must ... have a sound grasp of what their learners see as important and meaningful’ (quite a challenge if reality is, as constructivism suggests, uniquely individual) and ‘a learning experience should contribute to a person's whole education as well as to their learning of an aspect of the language’. At least these authors concede that ‘There is a significant role for the teacher as mediator in the language classroom.’ But they then go on to elaborate that ‘The teacher fosters the right climate for individual respect, for confidence building, for appropriate learning strategies and for learner autonomy.’ So it seems that instead of teaching language, what we actually do in the classroom is more akin to the role of a social mediator!

As the above suggests, there is often a chasm between research and practice and it is hard to tell whether the research “chicken” or the classroom practice “egg” came first. It can take years for trends in second and foreign language research to be transformed into techniques that are usable in the classroom. It takes even longer for new ideas to appear in the form of textbooks or software applications, which tend to be driven by market economics. Except in small universities, where most professors are both teachers and researchers, there may be a marked lack of communication between those whose interest is primarily research and those who work in the classroom.

Perspectives
Teachers are often portrayed by researchers as traditionalists who are unwilling and resistant to change. Murphy (op.cit.) promotes this assumption in her discussion of what will happen when this type of teacher ‘meets the potentially constructivist environment of the Internet’ and frets that ‘teachers’ beliefs about teaching and learning FSFL [French as a second or foreign language] using OLEs [online learning environments] will result in nothing more than old wine in new bottles.’ Kaufman (2004: 310) cites ‘prior educational experiences that contribute to teachers’ beliefs about teaching and learning and shape their teaching behavior in ways that are resistant to change.’ In a similar vein, Barillaro (2011: n.p.) asserts that ‘Teachers’ beliefs are difficult to change.’ Teachers, with their frontline perspective, of course often have their own views of the usefulness and relevance of researchers!

This question of the applicability of different methods to different teaching environments brings us back to the central issue of perspective, which I will examine in more detail in the next section. As we have seen, assumptions are often made about teachers (all teachers? certain groups of teachers?) being “resistant” to change (all the time? under what circumstances?) or about certain techniques, for example the assertion that TBLT [task-based language teaching] is a ‘learner-centred approach which does not assume ... that languages can be learnt through a “one size fits all” lesson built exclusively around what the teacher thinks learners should learn at any given time’ (Klapper 2003: 39). But is it really so black and white? Is it so easy to categorize what happens in the classroom as “teacher-centred” or “learner-centred”? What does “learner-centred” even mean in most contexts? If a teacher uses TBLT to design an activity for her students and then steps back into the role of facilitator, is this a teacher-led or a learner-led lesson? And if all students are carrying out the same task, albeit in individual ways, is this not a “one size fits all” lesson in many ways? We might also question the role of the student/learner. What do these individuals want or expect from the experience of learning a second or foreign language? Do we call them students or learners? Language
users (Ogilvie and Dunn 2010)? Language researchers (Sayer 2010)? Is there a difference between student-centred and student-directed learning? As a teacher, one must weigh the merits of different approaches to second language acquisition and find a balance between personal teaching preferences and the extremes of being thought to be either too old fashioned or too trendy or insubstantial. In addition, teachers find themselves having to respond to other people's perspectives regarding their role in the classroom. There are now so many players in the game – students, parents, teachers, departmental units, school or university administrations – that we cannot speak of perspectives without asking “Whose?” The following section will look at the three main groups involved in the process of language teaching: the theorists and policy makers, including the different levels of administration, the teachers themselves, and, of course, the students.

Administrators and policy makers
As we have seen, researchers have their own views of what does or what should happen in a language teaching environment, but their ideas are not necessarily implemented (Ellis 1997: 71). On the other hand, policy makers make profound changes that affect many aspects of the education process, as with the reforms instigated by the Bologna Process in Europe in 1999. Many of these reforms, especially those dealing with mobility among university programs, may well have a positive impact on education, some of them look good on paper but will probably be difficult to implement, and others have, not surprisingly, been met with resistance and foot-dragging. Jones (2006: 317) includes the ‘massification of higher education’ (that is, the transition from elite to mass higher education) as one of the external factors which has had the greatest impact on the nature of academic work. Universities are autonomous at some levels, but in the larger universities there are often common syllabi for multi-sectioned courses which impose certain teaching methods on the instructors. Administrators, who have their own issues and interests to consider, also expect teachers to devote time to activities such as committee work and/or research if they wish to be considered for promotion. Adding to the confusion about the role of the teacher, there are continual and increasing expectations of teachers in terms of availability and willingness to solve minor problems for their students. Where a previous generation of professors left the administrative work to secretaries, professors are now often expected to field technical or organizational questions from students at any time of the day and often by email. Like middle management, teachers are frequently caught between the conflicting expectations of their superiors and their students.

Teachers
Program or curriculum changes have an impact on what is expected of teachers and can affect the teacher-student relationship; uncertainty over the respective roles of teacher and student makes it difficult to know exactly what is expected from each player. With the increasing emphasis on learner-centred education, the role of the teacher becomes more nebulous. They are not necessarily considered to be the experts they once were: anyone can look something up on Wikipedia and become an instant expert on any topic. In higher education, as students’ expectations change about precisely what a university education entails, it becomes more difficult to define the respective roles of student and teacher. What do our students expect of us in the classroom? How relevant is the physical presence of a teacher in an online world? What demands can we as teachers realistically make of the students? What assumptions can we make about their prior education? What indeed are the teachers’ perceptions of the teaching-learning process?

Technology is another area of high ex-
pectations. Even though the actual content may not have changed significantly, language technology has made amazing developments in some ways and teachers are expected to be up to date with new technologies and to use them in the classroom. The very existence of these new programs and applications heightens expectations regarding innovation and detail: where once a teacher could scrawl something quickly on a blackboard, she is now expected to present material in a sophisticated PowerPoint, complete with jokey animations. Not only does this require time spent on the development of this material, it also stifles spontaneity, as a PowerPoint presentation is recycled from one class to the next and may be used year after year with few modifications. Nevertheless, students now want and expect a certain level of technical expertise from their instructors. Technology in the classroom is a double-edged sword: the idea that its use can free up class time for more productive activities is often a misconception.

Students Although it is self-evident that students are the raison d'être and the most important element of the education system, there is surprisingly little examination of what they themselves think of it all. Especially in universities, students these days are very different from those of even twenty years ago. For one thing, they have invested more in an increasingly expensive university education and often have very clear ideas of what they expect once having made that investment. The idea of the student as a “client” or “customer” is a recent one, and a common complaint heard from teachers is the increased sense of entitlement they feel from their students. Leaving aside arguments regarding the validity of this impression, it is true that the student body has changed a great deal since the innocence of the mid-twentieth century: students today are more sophisticated than they were 50 years ago and come from a much wider range of backgrounds.

The current use of the term “learner” instead of “student” makes an assumption about that individual that may or may not be valid, as does the focus on student-centred learning: is learning in fact a top priority for any one individual or is it rather to earn a university degree that will help to further career goals? Is a student at university because of parental expectations, to delay the job search, because s/he did not know what else to do after high school? Assumptions are made about students, but they are rarely asked to contribute their thoughts on the process of learning. We speak of teaching “a class”, but each class is made up of many individuals. Theorists and policy makers often portray student-learners en masse as passive recipients of whichever theory is being propounded, as if they are not actively involved in making their own choices about how they learn or even whether or not they learn at all. A student may have many reasons for behaving in a certain way. Rampton (2004: 5) comments on how the secondary school students in one study were in fact ‘people interacting together in social activities (emphasis in the original)’, giving an interesting example which showed that what the teacher had interpreted as misbehaviour when students who had been asked to be quiet went on talking, showed in fact that the students were respecting their own norms of politeness by finishing off conversations with their neighbours.

It is well known that students have different cognitive styles that affect how (or if) they learn, but apart from academic research, students are not usually asked about their perceptions of how they learn. An informal survey of about half of the students in two introductory Spanish courses, asking them to comment on how they learned languages, what did or did not help in the classroom, the role of technology, group learning and anything else they wanted to mention, showed surprisingly disparate results. It is in-
interesting that many of the respondents had a very clear idea of how they learn, suggesting that an increased emphasis on metacognitive factors may be helpful both to students and to teachers.

**Negotiation**

Teaching-learning has probably always been a delicate balance of negotiation. At the institutional level, when students choose their program of studies and select courses, this process involves decisions about which courses to take and who to take them from. Especially at the introductory level, there may be numerous sections of any one course, and students negotiate in concrete ways by deciding to take or not to take a certain course or to take it from a particular instructor. It is not uncommon to hear students comment that they decided to enroll in a particular course because they had heard positive things about the instructor, and the opposite is of course equally true. This kind of information is important to students, hence the popularity of websites such as "Rate My Professors" in spite of their obvious limitations. If students avoid a particular professor, perhaps because s/he is perceived as being a "hard marker", the department or university administration can put pressure on the professor to fall into line. The pressure to be "popular" is particularly insidious for the growing number of instructors who are hired on a per-course basis and have little or no job security.

Another type of negotiation takes place in the classroom, where the student-teacher relationship is central. Here, students have more input into whether or not they learn than we may give them credit for. They can carry out a type of conscious or unconscious "civil disobedience" by their passive resistance to a suggestion or technique they are not comfortable with or do not see the point of: we have surely all felt the effect of a wall of silent incomprehension emanating from a group of students. A teacher can impose a certain teaching style on the students, but s/he cannot make them learn: in order for learning to occur some negotiation of process must take place. Students are not passive recipients; they interact with the teacher and with the learning environment by asking questions (sometimes purposefully distracting the teacher from a topic they have no wish to explore) or by trying out different ideas.

The use of the term "learner" rather than "student" imposes a blanket characteristic on all of them: an individual may study but not learn or may not even want to learn (much) about a subject, given that there are required courses in all disciplines that may not be of much interest to all the students enrolled in that course. Phrases such as ‘the new learning style’ (Education International: 33) are equally presumptuous in their double assumption that this learning style is superior to those that have come before and that all students benefit from it equally.

Even in situations where students are willing at least to make an attempt to learn, individual differences and cognitive styles can make it difficult to reach all of the students even some of the time. Nevertheless, we need to maintain the belief that what we do in the classroom is important and desirable, so the question becomes how to negotiate the learning process in practical terms. All but the most hidebound of teachers will make allowances for the differences among their students and adapt or modify their own underlying theories of learning as needed to help the students. This process involves a delicate balance among several factors: covering the material in the syllabus or the tasks for a particular lesson, persuading students that what you are asking them to do will help them to learn, and, often, using their overt or covert feedback to make unplanned changes to what is presented or to suggested activities. On a practical level, this often involves communication, for example, about the need
to cover a certain topic because it is on the departmental syllabus or to cut short an activity because of time constraints: students, like anyone else, are much more willing to do something when they understand why they are being asked to do it. It is important too for a teacher to be flexible. We all know the importance of a Plan B for those moments when a lesson starts to derail because of technical difficulties or because an activity clearly is not suitable for a particular group of students. And of course, at the most basic level, language learning itself involves a process of constant negotiation of meaning and/or of form, between the student and the task or text, among students, and between the student and the teacher, who acts to monitor and moderate these interactions.

A teacher must resolve conflicting needs and interests including his or her own, and decide what and when to negotiate and how to do so. Learning is a continuous two-way process and a teacher reacts and responds to his or her students just as they do to their teacher. No approach or technique works with all groups of students, and an activity that was received with polite boredom in one class might be greeted enthusiastically by another group. In addition, individual students vary greatly in their reactions to different techniques and have very different learning styles. Although we speak of teaching “a class”, it is important to maintain a focus on the students as individuals, who each has different reasons for being in the class at all, and who once there has his or her own strategies for learning.

Focus on the student

All of the above presents obvious practical challenges for the teacher, who must decipher what the students want and need from him or her, and then decide how it will be possible to meet their needs partially or completely. Finding a way through the labyrinth of new theories and technologies, the often conflicting demands and expectations of administrators, colleagues and students, and the teacher’s own needs, interests and teaching style, can seem overwhelming. Although, speaking as a teacher, a certain amount of change in our environment is good in that it keeps us from being too reliant on routine and getting stale (a feeling which it is all too easy to communicate to our students), too much change leaves us bewildered and frustrated as we try to keep up. It sometimes feels as if we spend most of our time doing just that: keeping up with the latest technologies, with recent research in our field, with new textbook or software offers, with changes in administrative procedures that always seem to involve more reports and committee meetings, and on it goes. The challenge for teachers is to learn to respond rather than simply reacting to the endless demands on our time: to do this, we need to not lose sight of what is the most important element in the learning environment, and keep our focus on the student at the centre.

The role of the student can be just as confusing and complicated as that of the teacher: we hear of the student as learner, as monitor, as peer tutor, as client, as group member, as constructor of knowledge, as researcher. A student can take on any or all of these roles depending on the situation and the perspective of the “other”. Researchers often describe students in rather one-dimensional and homogenous terms, like a school of fish whose responses fall neatly on a bell curve. But anyone who has spent five minutes in a classroom knows that a group of students is a collection of very different individuals, and that rather than passively receiving whatever comes their way, they are very much active agents in the learning process and often surprise us by their varied and unexpected responses. In tune with the constructivist ideas of students as active constructors of their own knowledge, their role, like that of the teacher, is not passive but active.
Research supports the development of meta-learning among students, arguing that if students can be made more aware of how and why they learn, developing their own reflective practices, the process of metacognition can stimulate the learning process (Al Asmari 2013; Le Cornu & Peters 2005). This promotes learner autonomy (Reinders 2010) and can help to create links between teacher and student so that the learning experience becomes more of a partnership. There are many paths to learning and an enormous variety in terms of student performance. It should be kept in mind that the teacher is only one of the factors, although undeniably a very important one, which affect the success of any one student: not every student who gets a D in a course does so because the teacher has in some way failed him or her, and the opposite applies for A students. Learner autonomy works both ways, and the student as well as the teacher must accept responsibility for what happens in the classroom. It might be helpful to spend time at the beginning of the academic year with each group of students talking about what they as individuals want/expect from the course and why they are taking it, and about the teacher’s expectations of them and any limitations on what is possible that might be enforced by a common curriculum among sections, time factors and other variables. One should take nothing for granted and always keep the lines of communication open. In my experience, students can be very forgiving if they understand why a teacher behaves in a certain way; for example, they will forgive a lackluster lesson if they know you were up all night with a sick child.

As we saw in the story about the judgement of students whose chatting to classmates was interpreted as rudeness by their teacher, it is important to keep in mind that a new perspective may change our feelings completely. Is a teacher being “inconsistent” in his or her approach to error correction, or is s/he responding differently based on the requirements of a particular student in a particular situation? Ellis (1997) suggests that teachers need to have more faith in the validity of their own personal experience in the classroom. Although reflective teaching, in essence examining what we do in the classroom and how and why we do it, has been criticized for being too subjective, individualistic, and even that it is likely ‘to encourage conformity and compliance’ (Lawes 2003: 25), this approach does seem to be a good fit for a constructivist learning environment (Le Cornu & Peters 2005). Nevertheless, rather than trying to mould ourselves as teachers to any particular approach or philosophy of teaching, it seems to me that the quintessence of teaching is trust. We need to learn to trust the students to learn or not learn on their own terms and to communicate to us what they need in order to get where they want to be. In like manner, we need to learn to trust ourselves to respond appropriately to each student in a way that best fits his or her needs at that moment. This requires flexibility and openness, and an awareness of each student as an individual, for the essence of teaching is the student at the heart of the labyrinth.

References:


Diseño de tesis doctoral: modelo didáctico para favorecer la expresión escrita del inglés en estudiantes universitarios

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Resumen
Este trabajo reporta el diseño de la tesis doctoral en pedagogía cuyo objetivo fue proponer un modelo didáctico para mejorar las habilidades de escritura en estudiantes universitarios. La necesidad de llevar a cabo este estudio surgió a partir de observar que los estudiantes universitarios tienen dificultades para expresar sus ideas en la lengua meta. La propuesta correlaciona los estilos y las estrategias de aprendizaje, con el objetivo de mejorar las habilidades comunicativas en la expresión escrita. La tesis está organizada en tres capítulos que contienen un análisis de las tendencias en el área de enseñanza de lenguas, un análisis profundo del diagnóstico del desarrollo de las habilidades en los estudiantes y la validación del modelo propuesto.

Abstract
This paper reports the research design of a doctoral thesis on pedagogy which objective was to propose a didactic model to foster the writing skills in university students. The need to carry out this study emerged from observing that students had difficulties to express ideas in the target language. The proposal correlates learning styles and learning strategies with the objective to improve the students’ communication skills in writing. The thesis is organized in three chapters containing an analysis of the trends in language teaching, a deep analysis of the diagnosis of the development of the skills in the students and the validation of the model proposed.

Palabras clave: estrategias y estilos de aprendizaje, aprendizaje significativo, competencia comunicativa, expresión escrita.

Key words: learning strategies and styles, meaningful learning, communicative competence, writing skills.

Introducción
Las profundas y aceleradas transformaciones que se realizan en el mundo contemporáneo, inciden directamente en las exigencias planteadas a las universidades. Es necesario formar un profesional capaz de adaptarse a las variantes condiciones del contexto, adaptación que no significa mimetismo, sino creación y transformación.

En el ámbito educativo mexicano se enfatiza en la importancia del desarrollo integral del educando universitario que le permita, una vez egresado, cumplir con las exigencias que impone una sociedad en constante transformación.

La Benemérita Universidad Autónoma de Puebla (BUAP) tiene como prioridad la formación de profesionales cabales. En el Plan de Desarrollo 2015-2018 se enfatiza la necesidad de formar un profesional capaz de generar nuevos conocimientos, creativo e innovador, con un correcto dominio de la lengua materna y preparado para comunicarse, por lo menos, en un idioma extranjero, competente en el manejo de las técnicas de la información y las comunicaciones (TICs) y en el dominio de la información necesaria para la toma de decisiones, en un contexto de compromiso social. La situación cobra matices especiales en la Fa-
cultad de Lenguas (programa LEI) de la BUAP, donde el proceso de aprendizaje-enseñanza está dirigido, fundamentalmente, al desarrollo de competencias en la esfera de una lengua extranjera. En el plan de estudios vigente se recoge que los estudiantes que egresen, en inglés o francés, deben demostrar dominio en la lengua en que se especializan, a un nivel que los acerque al del hablante nativo culto.

La Licenciatura en la Enseñanza del Inglés está formada por las siguientes áreas: Lengua Meta, Lingüística, Investigación y Docencia. La primera tiene como objetivo desarrollar las habilidades de comprensión y expresión oral y escrita, en la lengua extranjera a nivel profesional.

La investigadora ha trabajado durante los últimos diecinueve años como profesora de Lengua Meta y ha podido notar que la expresión escrita es el componente que más dificultades origina en el proceso de enseñanza-aprendizaje de esta área, que si bien se presenta como transversal de la misma, también se concreta en dos asignaturas básicas: Taller de Expresión Escrita I y II, que se imparten en los dos primeros cuatrimestres de la carrera.

En el diagnóstico de entrada a la Licenciatura, se constata que los estudiantes que ingresan presentan limitaciones para resolver tareas, pues en ellos predominan los métodos memorísticos de aprendizaje y les resulta difícil establecer nexos lógicos entre los conceptos, lo que unido a la insuficiente integración de conocimientos y de búsqueda creativa de alternativas para la solución de problemas, así como la falta de motivación, inciden negativamente en el cumplimiento de los objetivos concebidos para las asignaturas de expresión escrita, en particular, y de la lengua meta en general.

La situación de la problemática se presenta cuando la mayoría de los estudiantes no logra desarrollar suficientemente la expresión escrita, reprobando u obteniendo bajas notas, lo que repercute negativamente en todo el proceso de enseñanza-aprendizaje del programa educativo.


Al abordar la competencia comunicativa y sus componentes fueron reveladores los estudios realizados en las tesis de doctorado de Páez (2005), Atiénzar (2008) y Pérez (2009), que trabajan la competencia comunicativa, específicamente para profesionales y futuros profesores de lenguas extranjeras; en el caso de Atiénzar sus estudios sobre la construcción textual escrita en inglés, son de gran interés para esta investigación; no obstante el valor de los aportes presentes en estas tesis, los mismos no se corresponden con la problemática aquí planteada.

Luego de la valoración epistemológica inicial se realizó una caracterización preliminar del proceso de enseñanza-aprendizaje de la expresión escrita, que contempló la revisión de los programas de las asignaturas, la valoración de las pruebas realizadas a los estudiantes, talleres diagnósticos con los profesores de Lengua Meta, así como entrevistas a estudiantes.

Al revisarse los programas de los talleres de Expresión Escrita I y II, se constató que los objetivos están redactados en términos de contenidos y no tienen presente el desarrollo
de habilidades y menos el de competencias. En entrevista a estudiantes de la Licenciatura en la Enseñanza del Inglés que cursan los talleres de Expresión Escrita I y II, se encontró que:

- Reconocen su pobre competencia comunicativa y la falta de destrezas, en especial en lo que a la expresión escrita se refiere.
- Plantean que memorizan reglas gramaticales y ortográficas y les es muy difícil integrar conocimientos.
- Destacan que la situación hace crisis en la expresión escrita, producto del complejo sistema de notación del idioma inglés, la falta de ideas para escribir los textos y lo aburrido que les resultan los ejercicios y tareas.
- Resaltan que los profesores les dejan poco espacio para plantear sus necesidades e inquietudes y no les ayudan lo suficiente a superar sus dificultades, situación que los desmotiva y genera rechazo a las clases de expresión escrita, lo que se convierte en un gran obstáculo en su proyecto de licenciarse en lengua inglesa.

En los talleres para el diagnóstico, los profesores reconocieron que:

- Generalmente las dificultades de los alumnos son el resultado de su poca dedicación al estudio, y que ellos no habían tenido presente la necesidad de concebir espacios para un aprendizaje significativo.
- Su docencia es fundamentalmente tradicional y que no orientan estrategias de aprendizaje conducentes a superar la situación.

En resumen, no se valora correctamente la situación presente en el proceso de enseñanza-aprendizaje de la expresión escrita, otorgándole la condición de dificultad a lo que es un gran problema que requiere de la intervención de la ciencia para ser resuelto.

En este momento se está en condiciones de determinar la fisura epistemológica que ocupará esta investigación, presente en el desarrollo de la expresión escrita, como componente de la competencia comunicativa desde un aprendizaje significativo, en el profesional de lengua extranjera.

El estudio epistemico inicial y la caracterización preliminar permitieron determinar la contradicción en su manifestación externa, entre el perfeccionamiento de la expresión escrita y la metodología de la enseñanza utilizada, situación que conspira contra el desarrollo de la competencia comunicativa del profesional de lengua inglesa en formación.

A partir de la contradicción se pudo determinar el problema científico y la pregunta principal de la investigación: ¿Cómo perfeccionar la enseñanza-aprendizaje de la expresión escrita como componente del desarrollo de la competencia comunicativa, en los profesionales de lengua inglesa en formación?

Acorde con la naturaleza del problema, el objeto de la investigación se presenta en el proceso de enseñanza-aprendizaje de la expresión escrita, como componente de la competencia comunicativa, en el profesional en formación de la lengua inglesa.

El objetivo de la investigación es la elaboración de un modelo didáctico, con su correspondiente estrategia, dirigido a favorecer el desarrollo de la expresión escrita como componente esencial de la competencia comunicativa.

El problema y el objetivo plantean la necesidad de incursionar en los procesos cognitivos y su relación con los estilos de aprendizaje. Con esta orientación se valoraron las obras de: Ellis, R. (1998), que describe el estilo de aprendizaje como la manera, más o menos
Las tareas científicas dirigidas a resolver el problema y validar la hipótesis son las siguientes:
1. Valorar las principales tendencias históricas del proceso de enseñanza-aprendizaje del inglés como lengua extranjera.
2. Fundamentar epistemológicamente el desarrollo de las competencias, en particular la competencia comunicativa, y la incidencia de la expresión escrita como componente importante en este proceso.
3. Analizar los estilos y estrategias, dentro de un aprendizaje significativo, en función del desarrollo de la expresión escrita.
4. Caracterizar el desarrollo de la expresión escrita, en los estudiantes de inglés que cursan los talleres Expresión Escrita I y II, de la Licenciatura en la Enseñanza del Inglés de la BUAP.
5. Fundamentar, estructural y funcionalmente, el modelo didáctico dirigido a contribuir al desarrollo de la expresión escrita para favorecer la competencia comunicativa en los estudiantes de idioma inglés de la BUAP.
6. Diseñar la estrategia para la instrumentación en la práctica del modelo didáctico.
7. Determinar la factibilidad de la propuesta.

Metodología
La investigación se sustenta en la Dialéctica Materialista, toma elementos de los paradigmas cuantitativo y cualitativo, privilegiando al segundo, triangulando fuentes y métodos, con el fin de alcanzar los objetivos propuestos.

Métodos teóricos:
- Análisis y crítica de fuentes como método integrador que recoge, a manera de procedimiento, los métodos del pensamiento lógico inducción - deducción, análisis - síntesis, lo histórico y lo lógico,
para valorar y criticar las fuentes.

- El método hermenéutico, en sus formas literaria y social, para esclarecer conceptos, pasajes confusos y elementos contradictorios presentes en las fuentes.
- El método del modelado sistémico estructural, fundamentalmente en la elaboración del modelo y la estrategia.

**Métodos y técnicas empíricos:**

- La observación simple, que ayuda a conocer el comportamiento de los alumnos y profesores de inglés en la práctica.
- Un enfoque de observación participante, que recoge la actividad del profesor, su experiencia y conocimiento, dirigidos a la transformación de la realidad.
- Las entrevistas a los alumnos y profesores, para conocer sus opiniones sobre la situación existente y las transformaciones que se produzcan.
- Las encuestas con poblaciones amplias, con el mismo objetivo de las entrevistas.
- La técnica del criterio de expertos, con método Delphy asociado, para determinar la factibilidad del modelo y su relación con la estrategia.
- El grupo nominal para consensuar con los profesores las dificultades existentes y los cambios a realizar.
- La implementación parcial en la práctica para determinar la factibilidad de la propuesta.
- Métodos estadísticos en el diagnóstico y para contribuir a medir los resultados de la implementación parcial en la práctica.

**Aportes**

El **aporte teórico** se presenta en la sistematización crítica de la epistemología que sustenta la investigación, que incluye el tratamiento a categorías esenciales de la tesis y principalmente en el modelo didáctico, signado por la relación estilos de aprendizaje- estrategias de aprendizaje - aprendizaje significativo, que representa teóricamente el proceso de perfeccionamiento de la expresión escrita y sus implicaciones didácticas para el desarrollo de la competencia comunicativa en los estudiantes de los primeros cuatrimestres de idioma inglés del programa LEI de la BUAP, con impacto en su desempeño posterior a lo largo de la carrera.

El **aporte práctico** consiste en una estrategia didáctica para el perfeccionamiento de la expresión escrita, que favorezca el desarrollo de la competencia comunicativa y permita la concreción en la práctica de los postulados del modelo.

La **novedad** de la tesis se manifiesta en la concepción del modelo, en las relaciones, cada vez más esenciales que se establecen en el mismo, la primera de las cuales tipifica el modelo concediéndole identidad y está constituida por la triada estilo de aprendizaje, estrategia de aprendizaje y aprendizaje significativo, que permite derivar la contradicción hacia niveles más fundamentales; la segunda está presente en la contradicción interna, que descubre las causas del problema y la tercera se manifiesta en las categorías, que en su relación crean una nueva cualidad, el proceso de enseñanza-aprendizaje de la expresión escrita sustentado en el aprendizaje significativo, capaz de desenvolver la contradicción resolviendo el problema al permitir el desarrollo armónico de la competencia comunicativa.

**Presentación**

En el primer capítulo se valoran las tendencias históricas y gnoseológicas respecto al proceso de enseñanza-aprendizaje del inglés, se analizan las competencias, en particular la competencia comunicativa y el papel de la expresión escrita para el desarrollo de la misma; también se aborda la relación entre estilo de aprendizaje, estrategia de aprendizaje y aprendizaje significativo.

En el segundo capítulo se realiza el diagnóstico de la situación actual del proceso de enseñanza-aprendizaje de los Talleres de
Expresión Escrita I y II del programa LEI de la BUAP. Se elabora el modelo para el perfeccionamiento de la expresión escrita, como vía de desarrollo de la competencia comunicativa de los estudiantes de idioma inglés y se diseña la estrategia que permite la salida a la práctica del modelo.

En el tercer capítulo se determina la factibilidad del modelo a través del criterio de expertos y se describe la aplicación parcial en la práctica de la propuesta.

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Resumen
El enfoque de sentido de vida (Logoterapia) explica que el ser humano puede encontrar sentido a su vida al hacerse consciente de su ser y su existencia a partir de la interacción con otros seres, logrando con esto la autorrealización, sin embargo puede verse limitado, truncado o frustrado en la medida en que nuestras metas, anhelos, expectativas de vida, sueños no sean realizados o nuestros parámetros de vida de seguridad y certidumbre sean afectados por situaciones o circunstancias de “crisis” en las cuales no se cuenta con las herramientas adecuadas para afrontarla, asimilarla y/o superarla, a esto se le considera vacío existencial.

Abstract
The focus of the meaning of life (logotherapy) explains that human beings can find meaning in his life to become aware of their being and existence from interaction with other beings, thus achieving self-realization. This research demonstrates what level of sense of life of students in the Centenaria Escuela Normal del Estado “Ignacio Manuel Altamirano” as well as the impact this has on their academic performance, so also gives us a comparative analysis between the sense orientation of students in bachelor’s and another regarding the choice of profession.

Palabras clave: sentido de vida, estudiantes normalistas, desempeño académico.

Key words: sense of life, Normalista students, academic performance.
de la ciudad de Chilpancingo Gro., Capital del Estado de Guerrero, originarios de municipios de las regiones de las Costas Grande y Chica, Acapulco, Montaña, Centro y Norte.

El enfoque de sentido de vida (Logoterapia) se fundamenta en una concepción positiva del ser humano, con una tendencia innata al crecimiento, valioso por sí mismo, con capacidad de responsabilizarse de su propia existencia, de reconocer que a pesar de todas las experiencias y limitaciones físicas, intelectuales, condiciones que se la han impuesto, existe un grado de libertad de elección que lo hace responsable de sí mismo. Este puede encontrar un sentido de la vida al hacerse consciente de su ser y su existencia a partir de la interacción con otros seres, logrando con esto la autorrealización.

Según la Logoterapia, la principal motivación existencial de la persona es encontrar sentido a la vida propia, a esto le llama Viktor Frankl, voluntad de sentido.

El desarrollo del sentido de vida en cada uno de nosotros puede verse limitado, truncado o frustrado en la medida en que nuestras metas, anhelos, expectativas de vida, sueños, no sean realizados o nuestros parámetros de vida de seguridad y certidumbre sean afectados por situaciones o circunstancias de “crisis” en las cuales no se cuenta con las herramientas adecuadas para su afrontación, readjuste de nuestra vida, asimilación y/o superación, a esto se le considera vacío existencial.

Sobre la base de todo lo señalado en esta investigación nos preguntamos lo siguiente: ¿Existe vacío existencial en los estudiantes de la CENEIMA?, ¿Cuál el grado de realización de su sentido en la vida?, ¿Varía la realización del sentido de la vida y la presencia del vacío existencial según la carrera que se estudie, la edad, el sexo y el año de estudio?.

Los resultados que aporte la presencia de la investigación, contribuirán a fortalecer el desempeño académico de los estudiantes y por ende al logro del perfil de egreso.

**Objetivos de la investigación**

Explicar si el nivel de sentido de vida influye en el desempeño académico de los alumnos de la escuela normal.

- Identificar en qué nivel de prioridad ubica su formación profesional como motivo para darle sentido a su vida.
- Identificar el nivel de vacío existencial de los estudiantes de la escuela normal.

**Sustento teórico**

**Sentido de Vida**

El sentido de vida ubica y hace consciente al individuo del porque y para que vivir, nos cuestiona ¿Quién soy? ¿De dónde vengo y a dónde voy? ¿Qué hacer con mi vida? ¿Qué camino seguir?, entre otras “cuestiones existenciales”.

La construcción del sentido de vida se inicia en la familia, en donde se le ofrece al individuo seguridad y certidumbre existencial, como punto de partida para la definición de su identidad del yo y su sentido de vida. Este proceso continua a lo largo de la vida en una relación dialéctica entre la persona y el medio social, en la vida cotidiana hasta la muerte.

El desarrollo de un sentido de la vida en cada uno de nosotros puede verse limitado, truncado o frustrado en la medida en que nuestras metas, anhelos, expectativas de vida, sueños, no sean realizados o nuestros parámetros de vida de seguridad y certidumbre sean afectados por situaciones o circunstancias de “crisis” en las cuales no se cuenta con las herramientas adecuadas para su afrontación, readjuste de nuestra vida, asimilación y/o superación.

El vacío existencial ocurre en la medi-
da en que el individuo no construya su día a
día trascendiendo su realidad y vida cotidiana
deshaciendo de esa forma la ideación de su
proyecto de vida y en la medida en la concien-
cia de su finitud esté ajena de su cotidianidad
ocasionando de esa forma la inexistencia de
una muerte dotada con sentido que nutre de
razón de ser a su vida y viceversa.

**Orígenes del vacío existencial**
De Acuerdo a Víctor Frankl y otros filósofos
se enuncian los siguientes:

- **Psicológicas:** el individuo puede ver li-
mitado su “voluntad de sentido” o su búsque-
da natural de sentido, propósito o razón de ser
de su vida.

- **Filosóficas:** La reflexión sobre la vida y
su razón de ser desde un punto de vista existen-
tial puede ser comprendida teniendo pre-
seante las palabras de Albert Camus, según las
cuales; “la vida no tiene sentido y no vale la
pena vivirla”. Esta certeza ante el absurdo de
la vida conlleva a la reflexión de la vida mis-
ma puesta en términos de que cada uno de
nosotros es responsable y él único capaz de
dotarla de sentido.

- **Culturales:** La búsqueda continua del
disfrute inmediato y la definición de la vida
en función del momento, se mezcla con el
predominio de la “saturación del yo” tal como
lo destaca Kenneth Gergen (1991) en donde
la posibilidad de definir un yo, un sentido de
vida y el desarrollo de una identidad sólida y
estable se ve mermada ante la sobre estimula-
ción del individuo frente a diversos estilos de
vida, gustos, criterios, parámetros normativos
y/o valorativos, que en definitiva no ofrecen
un norte o ideal claro sobre el sentido de la
vida.

- **Sociales:** Desde un punto de vista social,
la conformación de un sentido de vida pleno
da de la mano con el sentido de pertenencia
que tenga el individuo con las actividades que
realice en su día a día y con los grupos sociales
en los cuales la realiza y/o pertenezca a ellos.

**Metodología:** La investigación es expli-
cativa y correlacional, ya que se pretende de-
terminar si el nivel de sentido de vida influye
en el desempeño académico de los alumnos
de la escuela normal, así como en qué nivel
de prioridad ubica su formación profesional el
estudiante, como motivo para darle sentido a
su vida y que nivel de vacío existencial tienen
los estudiantes de la Escuela Normal.

En una primera etapa se aplicaron en-
cuestas y test psicológicos (logotest) a 90 estu-
diantes de primer año de las licenciaturas de
Educación Especial y Preescolar, con la finali-
dad de integrar un diagnóstico y dar respues-
ta a los objetivos de la investigación.

En etapas subsecuentes se aplicarán los
instrumentos al resto de la población escolar.

**Criterios de inclusión de la muestra**
Se eligieron a todos los alumnos enunciados
en la listas de asistencia de los grupos que cur-
san el primer año de las dos licenciaturas de
la CENEIMA, bajo los siguientes criterios es-
pecíficos:

1. Ser alumnos inscritos en las licenciatu-
ras de Educación Especial y Preescolar
da la CENEIMA.
2. Alumnos con asistencia regular a clases.
3. En la primera etapa cursar el primer año
escolar.
4. En un primer momento se evaluaran los
y las alumn@s del primer año de ambas
licenciaturas (90 estudiantes; 25% del to-
tal de alumnos).

**Metodología**
La investigación es explicativa y correlacio-
nal, ya que se pretende determinar si el nivel
de sentido de vida influye en el desempeño
académico de los alumnos de la escuela nor-
mal, así como en qué nivel de prioridad ubica
su formación Profesional el estudiante como
motivo para darle sentido a su vida y que nivel de vacío existencial tienen los estudiantes de la Escuela Normal.

En una primera etapa se aplicaron encuestas y test psicológicos (logotest) a 90 estudiantes de primer año de las licenciaturas de Educación Especial y Preescolar, con la finalidad de integrar un diagnóstico y dar respuesta a los objetivos de la investigación.

En etapas subsecuentes se aplicarán los instrumentos al resto de la población escolar.

**Características de los sujetos a investigar**

Se eligieron a todos los alumnos considerados en la lista de asistencia de los grupos que cursan el primer año de las dos licenciaturas de la CENEIMA, bajo los siguientes criterios:

1. Ser alumnos inscritos en las licenciaturas de Educación Especial y Preescolar de la CENEIMA.
2. Alumnos con asistencia regular a clases.
3. En la primera etapa cursar el primer año escolar.
4. En un primer momento se evaluarán los y las alumn@s del primer año de ambas licenciaturas (90 estudiantes; 25% del total de alumnos).

**Método de obtención de la información**

Para realizar la investigación se realizó la aplicación de los siguientes instrumentos que se describen en los anexos:

Encuesta de diagnóstico: Consiste en una encuesta estructurada en donde se indagan aspectos biomédicos, socio-familiares, psicológicos, pedagógicos y vocacionales de cada alumno(a), la cual se aplica de manera grupal a los alumnos elegidos.

Logotest (técnica de logo-diagnóstico): Es una prueba psicológica que tiene como propósito descubrir en poco tiempo la posible problemática noógena de un individuo, con el fin de comenzar un tratamiento y también de contar con un elemento fundamental a la hora de un asesoramiento, apoyo, (educativo, vamos a decir nosotros); en otras palabras, sencillamente: el Logotest mide la “realización interior del sentido” y la “frustración existencial”.

Para alcanzar el fin que nos hemos propuesto en este trabajo, utilizamos esta técnica a nuestro alcance, por tener un conjunto de normas claras y establecidas, validadas y experimentadas para descubrir en los alumnos de la Escuela Normal que cursan el primer año de las distintas licenciaturas, el grado de seguridad en sus valores y sentido de la vida o si hay peligro de caer en el vacío existencial; todo ello para brindar una respuesta adecuada desde el Departamento de Psicopedagogía.

**Análisis de resultados**

El motivo de vida más importante para los estudiantes es la familia (80%).

El nivel de prioridad en que se encuentra la carrera profesional está en segundo lugar después de la familia (14%).

Un importante porcentaje de estudiantes refleja un nivel de mediana y baja orientación de sentido de vida (47%), lo que evidencia sentimientos de frustración que van desde lo eventual hasta fracasos importantes de la vida, así como una psicohigiene (prevención de comportamientos desadaptados y autorregulación emocional) deficiente. Sin embargo casi la mitad de los alumn@s valorados (47%) refleja una alta orientación de sentido de vida, donde se evidencian pocos síntomas de frustración, nivel de estabilidad emocional, una realización de sentido óptima y buena psicohigiene general.

En comparación entre una licenciatura y otra lo anterior se acentúa en la Licenciatura en Educación preescolar, así también destaca en mayor cantidad la atención psicológica personalizada a los alumnos de esta Li-
La prioridad en su vida no es su carrera profesional es la familia.

Los alumnos de Educación Especial reflejan un aprovechamiento importante en comparación a los de la Licenciatura de Educación Preescolar.

Los alumnos de Educación Especial tienen un mejor nivel de orientación de sentido de vida, que los de Educación Preescolar.

El desempeño de los docentes es un indicador a considerar de manera significativa.

El área de Psicopedagogía en la institución se convierte en un espacio fundamental para fortalecer el sentido de vida de los alumnos.

Conclusiones
El factor de vocación profesional para estudiar la carrera es bajo a pesar de que rebasa la media.

Referencias


Research design and literature review of children language teaching competences

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Abstract
This study is about teaching foreign languages to children, it is focused on the teaching competences that the children teachers already possess, the elements of the communicative competence used, the communicative competences that the teacher and students practice during the class, the strategies and activities that teachers use to develop communicative competences and the promotion of moral values of the teacher. These previous factors were analyzed in all teachers that are teaching English to children in this institution by the use of two instruments such as: an interview guide to the teachers and a class observation chart. Finally, the results gathered were discussed and analyzed.

Resumen
Este estudio está enfocado en la enseñanza del lenguas extranjeras para niños de nivel infantil, se enfoca en las competencias de enseñanza del profesor, los elementos de las competencias comunicativas, las competencias comunicativas que el profesor y los alumnos practican, las estrategias y actividades que los profesor usan para desarrollar competencias comunicativa y la promoción de valores morales de parte del profesor a los niños. Se analizaron los factores anteriores a través de dos instrumentos al total de profesor de niños en inglés infantil: entrevista a profesores y observaciones de clases y al final los resultados fueron discutidos y argumentados.

Key words: teaching competences, communicative competence, moral values, strategies, activities.

Palabras clave: competencias para la enseñanza, competencia comunicativa, valores universales, estrategias y actividades.

Introduction
Background issues and the research statement
In the present, teachers need certain tools to be able to perform their teaching adequately. These tools involve: capacities, competences, skills, and even habits. This concern has been required not only in Mexico but also in all over the world, for example, Leyva, Roque and Martínez (2006) in Martin Sabina, E. (1999), states that nowadays the teaching-learning process does not only include the acquisition of knowledge but it also has to do with the development of certain competences. This situation of course brings other necessities such as “having very well trained teachers who are able to transmit their knowledge, develop abilities and competences to their pupils, so that these students can improve in their personal and academic life” (Thelot, C. 2007, p.26). The necessity of having a competent teacher is helpful to obtain successful results in the students’ education.

There are a lot of concepts and definitions about what competences are. One of these concepts is offered by Martin Sabina, E. (1999) who states that, from the theoretical point of view, competences have a close relationship to the acquisition and development of human abilities taking into account different aspects. These aspects are: hobbies and habits, knowledge, values, attitudes, expectations, relationship with the activity, problem-solving, and making wise decisions. “Competences are knowledge, skills and in-
dividual characteristics that allow a person to do something." (Marco Común Europeo de Referencia Para Las Lenguas, 2002, p. 9). Competences are defined as the possibility that humans have to integrate and carry out the knowledge, abilities, hobbies, attitudes, and values, and also for the successful solution of some cognitive and professional activities since these are present in their social and labor life.

For this reason, nowadays teachers need to possess certain competences since they have to play several roles, sometimes like friends, as psychologists, as social workers and as parents, too. According to (Zabalza, M. Á. 2003, p.p. 109-122). “Educators had not realized about the relationship between education and language teaching, how close they are between each other, and the importance education has for language pedagogy as Linguistics, Social Science, Psychology, etc.” (Richards, J. C. 1990, p. 2). Competences do not only have to do with “knowledge to do”, it also has to do with the process of teaching and learning (Gonzalez Gallego, I. 2008, Pp. 9-10).

In the field of language teaching, learning-teaching competences are also vital for teachers. For example, the language teachers’ profile includes being aware of language acquisition and language learning processes, which have been discussed for so many years. Krashen, S. (1981) uses the term “acquisition” to describe second language learning. Children have a natural process when they acquire their native language, but when they learn a second or a foreign language the process they have is a conscious language development.

Learning has to be stimulated by someone else, and acquisition is conducted without any instruction. “Teachers need to understand the types of teaching–learning activities used at each stage of the second-language acquisition process are different from the ones used at other stages, it is also important that language teachers understand that some kind of activities are different, such as the cognitive and audio-lingual in the understanding and production stages”. (Chastain, K. 1976, p. 463)

Language teachers for young people have to design material to make a more relaxed class. They also need to have knowledge about how, when and what to evaluate or asses in the class, because at that early age their self-esteem is being developed. Teachers for young people must be conscious about their own values and the values society request in daily life, and finally they will teach them to their students with their own behavior to make them future successful individuals. “Teachers not only have to focus on sounds, vocabulary, and structure of the language as means of developing language skills, they should also take advantage of each possible opportunity to foster cultural insights” (Chastain, K. 1976, p. 465). It means that teachers have to take into account each student’s background to develop the competences needed for their learning, and their willing to conduct research in their professional life.

Nowadays it exists the pedagogy of love, although it is focused to teenagers, for the necessity to catch their attention to the class, it can be used with children, because of their ages they need their teachers show them that they are important, and they care about their intellectual and personal necessities. For that reason, it is observed that the the learning process in children is different in comparison to how adults learn, it is well-known that most of children learn a new language easier than an adult, but if the teacher’s method is too complicated for them, they can lose the interest for the new language. “Children do not have the same access as older learners to meet language that teachers can use to explain about grammar or discourse. The children's lack of inhibition
seems to facilitate them a more native-like accent. Teachers will find some important differences from the linguistic, psychological and social development of the learners; this is the reason why teachers have to be careful when choosing the activities for children (Lynne, C. 2001, Pp 1-2). To understand a better child’s learning process it is necessary to study Piaget, J.; Vygotsky, L.S.; Bruner and other educators, due to these authors have studied children development deeply. Some differences in the learning process between adults and children are too obvious, the first ones are more enthusiastic and they do the activities asked by the teacher even if they do not know how. But if the activities are too difficult they lose the interest quickly and they get bored easily.

Statement of the problem
Because of these differences children English teachers face too many problems, they might have the capacity to teach adults, but sometimes they do not know how to teach a foreign language to children, how to behave in front of a children class, what kind of activities and materials are useful for them. They face to the necessity of role playing at that age, also when, how and what to evaluate according to their students’ ages, the appropriate use of personal and moral values among teachers and children, inside, and outside the classroom, and the necessary teaching competences to teach their young students. Nowadays, teachers are starting to get interested in their own competences and children teaching. This situation seems to happen at Centro de Idiomas Extranjeros “Ignacio Manuel Altamirano” (CIEX), a Mexican institution in Guerrero which was created in 1993 by Professor Miguel Murga Caro. In this institution children teachers had to form their profiles through experience. This is reflected when teachers have to organize activities for children, to adapt material, to evaluate or assess children learning, and to cope with the situation about discipline. That is why this research is going to investigate the competences to help teachers teaching children.

Research question
Based on the problem stated above, the following research question arises: **What teaching competences should language teachers develop for teaching English to children at CIEX?**

Subsidiary questions
With the purpose of answering the main question stated above it is essential to place some subsidiary research questions:

1. What are the elements of communicative competence?
2. Which communicative competences should children English teachers develop?
3. How can teachers develop their teaching competences when teaching children?
4. Which teaching competences are useful to develop communicative competences in children?

Main research objective
This research, aims to explore the competences that will help children English teachers to improve their capacities taking into account the theory, so that teachers can perform their role appropriately within and outside a language classroom.

Specific objectives
The specific objectives to achieve the main objective are the followings:

- To identify the components of communicative competence.
- To describe the communicative competences teachers should have to teach children.
- To describe the activities language teachers for children should implement in order to develop their own competences for teaching children.
- To identify the teaching competences, that teachers at CIEX already possess.
Literature review
In this section the foundations of language learning and language teaching are explained based on the theories that incorporate this discipline. After that, this chapter describes the similarities and differences among language learning and language teaching theories and the changes they have faced through the time. Next, it describes the required competences in general for different purposes and the importance they have for teaching. Then, it explains the importance of communicative competences for teaching a second language. Consequently, the chapter describes the necessary teaching competences for teaching adults. Finally, the last section will contrast the aspects to teach adults and children, stating the cognitive process children have and emphasizing on the necessary competences, strategies, activities and values for teaching children.

Language Learning Theories
Although Language Acquisition is one of the most wonderful aspects all humans possess and it apparently happens in an unconscious way that does not mean it has a complex process to follow. “Behaviourism” according to this theory children learn through repetition, practice and positive reinforcement, which makes their habits as part of their life, then it becomes part of their language use. Otherwise Chomsky, N. (1959) claims that children are biologically programmed for language and that language is developed in children just in the same way as other biological functions. This is known as “Innatism”. Another recent theory that has caught the attention is the “connectionism” this theory states that language acquisition does not require a separate “module of the mind”, connectionists argue that, what children need to know is essentially available in the language they are exposed to. Finally, the last theory but not the least important is the “interactionist position” which focuses on the role of the linguistic environment in interaction with the child’s innate capacities in determining language development.

Language Teaching Methods
Language teaching has been developed because of the importance it represents. The Classical Method: focus on memorization of vocabulary, grammatical rules, translation of texts, etc; this method later on, was called the Grammar Translation Method. This happened during nineteen centuries of language teaching” (Brown H. D. 1941, p. 16). The weakness of this method was that it did not pay attention to pronunciation, and that is the reason students did not practice the oral skill through their learning process. Later on “In the twentieth century, there was an emerging of different methods for teaching languages, just to name a few also exists the Audio-lingual Method (ALM) of the late 1940s and 1950s. And Direct Method among other till today, many of the pedagogical springs and rivers of the last few decades which are captured in the Communicative Language Teaching (CLT), now a catchphrase for language teachers. With the purpose of teaching students to communicate genuinely, spontaneously, and meaningfully in the target language. (Brown H. D, 1941, pp. 15-18)

Language Learning Theories and Language Teaching Methods
For a competent language teacher it is required to know and handle the concepts of learning and teaching in the area of languages. Therefore, in this section the concepts of language learning and language teaching are going to be compared and contrasted.

Firstly, the most significant learning theories are going to be briefly presented and discussed. Regarding to the theory of Innatism Krashen, S. (1982) proposes a “monitor model” which constitutes of five hypotheses; he claims that research findings consist of different domains: acquisition-learning hypothesis, the monitor hypothesis, natural or-
under hypothesis, the input hypothesis and the affective filter hypothesis.

Castillo, M. and Tamayo, H. (2013) stated some alternative learning theories are: problem solving, skill development, competencies based, self-regulated learning, case studies and task centered learning. For this study it is also relevant to analyze the teaching theories in general which were adapted to the area of language teaching. Those theories are: Behaviourism, cognitivism, constructivism and socio-cultural theory.

**Behaviourism** teaching theory was the first theory to be developed by language teachers, it was from middle age to the XVIII century, this theory was mainly focused on continuous repetition and memorization of words and phrases, the role of the language teacher was “teacher centered” it means only the teacher can give something to the class and the speed the language teacher and the students followed was firstly motivated by stimuli – response (Castillo, M. and Tamayo, H. 2013)

This theory is related to the acquisition-learning hypothesis of Krashen, S. (1982), because of the conscious part the students have through the learning process in behaviorism language teaching theory, but the exposition to the target language almost never happen in real situations and it is too much systematical, this makes more difficult for the students to develop real language. This hypothesis according to Krashen, S. (1982), there are two ways for learning a second language which are “acquisition” and “learning”.

The second language teaching theory is the **cognitivism**, it visualized human beings as isolated learners and that is the reason why the learning process was student centered, this theory let students modify their mental schemes during the class, which was very useful to help students make their own knowledge. The role of the teacher was “student-centered” which was the opposite of the behaviorists and it made cognitivists criticize it. (Castillo, M. and Tamayo, H. 2013)

This language teaching theory is related to the **monitor hypothesis learning theory** that Krashen, S. stated in 1982. This hypothesis states that the acquired system acts to initiate the speaker’s utterances and it is responsible for fluency and intuitive judgments about correctness. Otherwise the learned system acts only as an editor or “monitor”, he has specified that learners use the monitor only when they are focused more on being correct than on what they have to say because of the change the students’ role takes into the learning process and the responsibility they get into their own learning.

The third language teaching theory is the **constructivism**, this theory was from 1950 to 1970, and it was re-taken by Vygotsky, L. (1978) who also criticized behaviorism, in this theory the role of the student was more active because this theory stated that human beings learn by interaction and by doing things and students learn through the discovery of knowledge, that is why it was focused on a student centered learning process, the role of the teacher changed to just being a guide and facilitate learning to the students, it was also important for the teacher to take into account the students level of knowledge and development. (Castillo, M. and Tamayo, H. 2013)

This theory was related to the natural order hypothesis found through observation that second language learners seem to acquire the features of the target language in predictable sequences, as first language learners do (Krashen, S. 1982). And the **input hypothesis** that Krashen, S. found in 1982 which states that some people acquire language in only one way – by exposure to comprehensible input. because the role of the student was modified
and it got more freedom for them to explore the language by themselves and because of the exposition to real situations the students took during the class the learning process became easier for them to get and use it in real situations.

The latest language teaching theory is the **socio-cultural theory** it was from the 1960’s to the present, this theory was also created by Vygotsky, L (1978) in this theory he states that the learning process derives from the interaction of social and personal factors and all the superior mental functions emerge from the social environment, because this theory involves society and culture more, the school takes a new role in the student’s learning and it is part of the constructivist perspective, this theory also takes into account other subjects to learn a second language because it states a fundamental element of psychological development and language in its different forms (mathematical, symbolic or writing). (Castillo, M. and Tamayo, H. 2013)

The last language teaching theory is related to the **affective filter hypothesis** of Krashen, S. (1982) because of the impact society and culture takes into each student’s learning process, emotions and student’s state of mind or willing to acquire the second language get a new level of importance in this theory. The “affective filter” is an imaginary barrier which helps learner acquiring language from the available input. “Affect” refers to such things as motivation, needs, attitudes, and emotional states.

It is important to notice that learning and teaching theories have evolved through time, experience and necessities they faced. The role of the teacher and students has changed into a more dynamic one, students nowadays have to create their own knowledge and teachers have to design classes where students face real situations to develop the necessary competences to perform a proficient language.

**Competences**
The capacity of students to solve problems in real situations, the ability to develop a proficient activity in different subjects and the different points of view about life between teachers and students is one of the reasons why nowadays most of teaching models are focussed on developing competences so teachers are trying to use competences for teaching and that is the reason why they are trying to develop competences in their students, “competences are knowledge, skills and individual characteristics that allows a person to do something”. (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 9)

**Communicative Competences**
The term communicative competence has been used to refer to the rules of language use (Jakobovits, L. A. 1970; Widdowson, T.B. 1971; Hymes, D.H. 1972; Savignon, S. 1972; Munby, J. 1978). But nowadays many language courses and programs are designed for achieving students’ development of their effective communication. That is why the development of the term ‘communicative competence’ has been turned to the speaker’s ability to use the appropriate language in the right context for the right purpose.

All language teachers and learners need to seek the development of their communicative competences if their goal is to communicate correctly. However, sometimes this goal seems to be very far reaching when the contexts of the students are not a native or at least a bilingual context. Studies on conversational interactions of all sorts (Michaels, S. and Cook-Gumperz, J. 1979; Collins, P.H. and Michaels, S. 1980) are based on the assumption that communicative competence is demonstrated daily and achieved as speakers engage themselves in verbal communication. The communicative competence in children is acquired in an interactive environment by

When the teacher selects activities for children, it is important to take into account their experience. According to Lindfors, J. W. (1980) the children's needs and interests should be taken into consideration for carrying out these activities which must be meaningful and purposeful and so must be the real communication with them too. The interactive activities should provide the children with information about how language is used as well as about how it is structured.

**Teaching Competences for Teaching Children**

Piaget, J. (1973) showed that children think in considerably different ways than adults do. This did not mean that children thought at a less intelligent degree, or at a slower pace, they just thought differently when compared to adults. Regarding the difference this issue represents it is important to state some differences children language teachers must take into account when they are preparing a class. In the field of teaching competences for teaching children it is important to outline the cognitive process children have. Piaget, J. (1973) believed that children play an active role in the growth of intelligence and they learn by doing. The active role children have in the development of their own knowledge makes them to perceive the world only as they have experienced it and the theory of cognitive development focuses on mental processes such as perceiving, remembering, believing, and reasoning. This makes the fact that language teachers have the necessity to expose as much as it is possible children to the target language and children must take an active role during the class to make up their own knowledge.

Some activities have been designed to make this process easier for children, so in the

**Teaching Competences for Teaching Adults**

The learner needs as (Brown, H. D. 1941, p. 1) suggests “a complete involvement, a total physical, intellectual and emotional response is necessary to success in a second language.” It is important for a teacher to have this knowledge about their learning because, “the knowledge of how a learner learns, determines the philosophy of education for the individuals, their teaching style, approach, methods, and classroom techniques.” (Brown, H. D., 1941, p. 8). In the field of language teaching, the purpose for teachers is to make their students to communicate in the target language, and “learning a second language usually means mastering orally and comprehend it. Learning involves both modes (unless you are interested only in, say, learning to read in the second language”. (Brown, H. D., 1941, p. 75), and to get teacher's purpose in “communication and learning need that a person perform some tasks, not only linguistics, but these tasks do not have to be just simple tasks, that is the reason why teachers use strategies in communication and learning” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 15)

It depends on the person which strategy they are going to use when learning or using the target language. “To perform communicative tasks, people have to do activities about communication and develop communication strategies.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 60). And it is teacher’s task to teach them, maybe as an unconscious way the strategies they have to follow, “strategies has to do with what the person can do in relation with communicative activities”. (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 27)
field of language teaching, classroom activities are very important, because they help students to communicate which is the purpose of the language teaching, this means that “communicative activities have to do with what the person can do about comprehension, interaction and expression.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 27). These kinds of activities are essential for the learning and a teacher cannot omit them; these activities help the students to practice, because for developing a competent language student, it is necessary to practice the target language, it means using the language in real situations. “The use of the target language makes a person to develop general competences and communicative competences.” (Marco Común Europeo de Referencia para las Lenguas, 2002, p. 9). The following are some activities which can be used: games, songs, describing pictures, poetry reading, discussion, role-playing, miming, story-telling, problem solving. (McNamee, G.D. 1979; Cazden, C. B. 1983; Greenfield, P. 1984)

Children language teachers nowadays must think about promotion of values during the classroom and the combination of teaching them in an conscious and unconscious manner, this idea is reinforced by the statement of “values may be explicit or implicit if you say that one value is part of your daily life then you are making this value explicit, but in your choices and actions you will be influenced all the time by what you take to be preferable or important and this issues makes this value implicit“ (Haydon, G. 2007, p. 9). As it is indicate “nowadays people live in a very speed and complex life, they are unable to relax even for few minutes and that is the reason why every day there is more and more unhappy people. Living a life with moral values means eternal bliss and peace, this happiness is achieved through developing faith in God, the practice of moral values, control of an impulsive mind and unconditional love towards other people. As people bring these attributes and they realize that it is necessary to take care of physical, emotional and inner need in their life, they notice that they are not stress and worry about the future anymore“(Gulla, A. 2010 p. 13-14).

Conclusions
The design of this study might result useful and interesting to language educators in general as well as to children language teachers since it offers some guidelines for similar research in those areas. Besides, the analysis made in the literature review may provide with some interesting and deep concepts, terms and theories related to the topics involved in the research. Finally, since teaching English to children is a challenging task that requires to possess pedagogical competencies that involve: domain of the subject matter, teaching skills, positive attitudes to the learning and teaching processes and moral values to be promoted among students, this article may offer the theoretical basis needed for further research in this area.

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Prototipo de un sistema
De control de entrega de reportes

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Resumen
Este trabajo surgió a partir de la identificación de una necesidad en el proceso de asignación de tareas y de llevar un control eficaz de los reportes entregados por PSP (Prestador de Servicio Profesional) en una organización dedicada a la prestación de servicios.

El propósito es diseñar e implementar el prototipo de una aplicación que permita optimizar dicho proceso logrando así el mejor aprovechamiento de los recursos con los que se cuenta actualmente en la organización.

Abstract
This study emerged from identifying a need in the process of assigning tasks and taking an effective control of the reports delivered by PSP (Professional Service Provider) in an organization dedicated to providing services.

The main purpose is to design and implement an application prototype that allows optimizing this process and making the best use of the resources that currently the organization has.

Palabras Clave: Desarrollo, Fase, Prototipo, Reporte, XP.

Key Words: Development, phase, prototype, report, XP.

Introducción
Actualmente toda empresa, compañía, o entidad de cualquier tipo que maneja una cantidad de información o que requiera la gestión de determinados procesos para su desenvolvimiento en el área respectiva, debe contar con herramientas tecnológicas para estar a la vanguardia. Las empresas se enfrentan al hecho de sobrevivir a los constantes cambio tecnológicos, al mismo tiempo que entienden las demandas y dinámicos requerimientos que implica la operación de un negocio (González & Quintero, 2010)

Así, algunos sistemas y aplicativos empresariales sobre los que descansa la operación se vuelven obsoletos y poco confiables para la toma de decisiones de invertir en nuevas tecnologías, los cuales aún son demasiado cuestionadas, sobre todo en lo que se refiere a los beneficios reales que estas implican para la organización (Genexus, 2015)

Uno de los grandes retos se centra en alinear las estrategias tecnológicas a las iniciativas de negocio de la manera sencilla y al menor costo posible. Es por eso que la mayoría de estas organizaciones ha ido incursionando en el mundo de la tecnología, que si bien puede llegar a ser complejo, el hecho de estar inmerso en él, se convierte casi en una necesidad, si no se quiere llegar a estar obsoleto en el mercado; además que facilita muchas de las tareas inherentes a los diferentes procesos que se realizan.
La investigación planteada en el presente trabajo describe cómo una organización dedicada a la prestación de servicios gestiona de manera manual el control de entregas de reportes, lo cual hace que esta tarea resulte poco productiva. Debido a esto, se plantea una solución mediante el análisis, diseño e implementación de un prototipo de software que le permita a los encargados de desarrollar dicha tarea, mejorar la gestión del proceso, ahorrando tiempo y sacando mejor provecho a las herramientas con que se cuenta y a los recursos que se tienen destinados para tal fin.

**Planteamiento del problema**
La Agencia de Desarrollo es una empresa dedicada a la prestación de asesoría técnica especializada, cursos, elaboración de proyectos productivos y expedientes de créditos, entre otros, a nivel estatal, todo esto lo realiza a través de (Prestador de Servicio Profesional) PSP, procurando alcanzar una aceptación plena y fidelización de sus clientes. Para ello, la empresa necesita llevar un estricto control de los trabajos, reportes, tareas, bitácoras, expedientes, entregadas y por enviar por los prestadores para su revisión posterior y dictaminación. Por tanto, en la Agencia de Desarrollo, se lleva el control y seguimientos de los PSP contratados y sus trabajos entregados y por entregar a través de llamadas telefónicas, información almacenada en varios equipos y solo con algunas anotaciones; por muchos años no ha ido nada mal con estos recursos. Sin embargo, es cierto que cuando se necesita tener un concentrado general de toda esta información, se pierde mucho tiempo buscándola, además, a medida que la empresa crece ya no puede llevarse un control efectivo de la manera como lo han venido haciendo.

**Metodología de desarrollo**
Tomando en cuenta las características y/o la naturaleza del proyecto, se consideró que la metodología adecuada es la XP (Extreme Programming, en español Programación Extrema), la cual es utilizada para proyectos de corto plazo y equipo.

Aunque esta metodología consiste en la programación rápida o extrema, teniendo como parte del equipo al usuario final, se tomaron como base las respuestas obtenidas de la entrevista realizada al responsable de la Organización antes de comenzar el proyecto, pudiendo recolectar y analizar los requerimientos en cuanto a la necesidad de implementar el software con el que se desea dar solución a los inconvenientes generados en el proceso de control de entrega de los reportes.

También se tuvieron presentes algunas de las características principales de esta metodología, las cuales permiten adelantarse al futuro o a los posibles errores, es decir, ir realizando pruebas y a medida que surjan fallas éstas se puedan ir corrigiendo. Además se reutilizó el código para lo que se crearon patrones o modelos estándares, permitiendo que los cambios sean flexibles.

Las fases de la metodología XP son las siguientes (Figura 1):

**Fase de Planificación**
Es la etapa inicial de todo proyecto que use la metodología de desarrollo XP. En este punto se comienza a interactuar con el cliente y el resto del grupo de desarrollo para descubrir los requerimientos del sistema. Aquí se identifican el número y tamaño de las iteraciones al igual que se plantean ajustes necesarios a la metodología según las características del proyecto. (Tobón & Delgado, 2007)

**Fase de Diseño**
En esta sección se definen la arquitectura del sistema y el entorno tecnológico que le va a dar soporte, además de la especificación detallada de los componentes del sistema de información.

**Fase de Desarrollo**
Es la fase en donde se implementa el código
UML se compone de elementos de esquematización que representan las diferentes partes de un sistema de software. Los elementos UML se utilizan para crear diagramas, que representa alguna parte o punto de vista del sistema. UML ofrece los siguientes diagramas en los cuáles modelar sistemas:

- Diagrama de caso de uso
- Diagrama de secuencia
- Diagrama de colaboración
- Diagrama de estado
- Diagrama de actividad
- Diagrama de componente

A continuación se dará una breve descripción de los diagramas usados en el presente trabajo.

**Diagrama de caso de uso**
Muestra la relación entre los actores y los casos de uso del sistema. Representa la funcionalidad que ofrece el sistema en lo que se refiere a su interacción externa (Figura 2).

**Diagrama de actividades**
Sirven fundamentalmente para modelar el flujo de control entre actividades. Gráficamente un diagrama de actividades será un conjunto de arcos y nodos. Desde un punto de vista conceptual, el diagrama de actividades muestra cómo fluye el control de unas clases a otras con la finalidad de culminar con un flujo de control total que se corresponde con la consecución de un proceso complejo. Por este motivo, en un diagrama de actividades aparecerán acciones y actividades correspondientes a distintas clases. Colaborando todas ellas para conseguir un mismo fin (Figura 3) (Grau & Segura, 2001)
Requerimientos funcionales y no funcionales

La Tabla 1 muestra la especificación de los diferentes requerimientos o necesidades que se plantearon y definieron luego de la recolección de información, los requerimientos del sistema, el modelo de proceso y los diagramas que se usaron para el modelado del problema planteado inicialmente.

Fase de planificación
En este capítulo están plasmadas las necesidades que fueron identificadas durante cada etapa de recolección de información, los requerimientos del sistema, el modelo de proceso y los diagramas que se usaron para el modelado del problema planteado inicialmente.
ción de la información proporcionada por el usuario.

Tabla 1. Requerimientos funcionales.

<table>
<thead>
<tr>
<th>Referencia</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF1</td>
<td>El PSP se da de alta</td>
</tr>
<tr>
<td>RF2</td>
<td>El PSP Inicia sesión</td>
</tr>
<tr>
<td>RF3</td>
<td>El PSP Modifica su registro</td>
</tr>
<tr>
<td>RF4</td>
<td>El PSP Adiciona reporte</td>
</tr>
<tr>
<td>RF5</td>
<td>El PSP Modifica el reporte en caso de no ser validado</td>
</tr>
<tr>
<td>RF6</td>
<td>El Administrador asigna tarea</td>
</tr>
<tr>
<td>RF7</td>
<td>El Administrador elimina PSP</td>
</tr>
<tr>
<td>RF8</td>
<td>El Administrador revisa reporte</td>
</tr>
<tr>
<td>RF9</td>
<td>El Administrador consulta reporte entregados</td>
</tr>
</tbody>
</table>

Tabla 2. Requerimientos no funcionales.

<table>
<thead>
<tr>
<th>Referencia</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>RNF1</td>
<td>Confiabilidad. Es necesario que la información que se va a almacenar en el sistema permita llevar un control confiable garantizando de esta manera la transparencia del proceso de entregas de cada uno de los reportes. Por otro lado, debe garantizarse la coherencia e integridad de los datos que están siendo almacenados con el fin de obtener óptimos resultados en el seguimiento de cada una de las actividades de cada PSP.</td>
</tr>
<tr>
<td>RNF2</td>
<td>Comunicabilidad. Los PSP registrados deben poder ingresar al sistema desde cualquier lugar con conexión a Internet y tener habilitadas todas las funciones disponibles dependiendo del tipo de usuario.</td>
</tr>
<tr>
<td>RNF3</td>
<td>Eficiencia. La aplicación debe garantizar el buen uso de los recursos que maneja como son los PSP y sus reportes entregados, para lograr mejor optimización y rendimiento.</td>
</tr>
<tr>
<td>RNF4</td>
<td>Seguridad. La información que se va almacenando en el sistema mediante las diferentes opciones solo podrá ser manipulada por los PSP registrados. Además, habrá operaciones restringidas a los usuarios comunes dependiendo del nivel de manipulación que estos puedan llegar a tener sobre los datos.</td>
</tr>
<tr>
<td>RNF5</td>
<td>Usabilidad. La aplicación debe poseer interfaces en las que se vea claramente el menú de cada función o proceso, siendo este simple y comprensible para un mejor desenvolvimiento del PSP dependiendo de la necesidad.</td>
</tr>
</tbody>
</table>
Especificaciones
En este apartado se describe cada Caso de Uso y todos los escenarios que se identificaron en la recolección de información, así como también se define los diferentes cursos que seguirá cada evento del sistema (Tablas 3, 4, 5, 6 y 7).

Tabla 3. Eventos Caso de Uso darse de alta.

<table>
<thead>
<tr>
<th>Caso de Uso</th>
<th>Darse de alta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>PSP</td>
</tr>
<tr>
<td>Propósito</td>
<td>El PSP se dará de alta en el sistema.</td>
</tr>
</tbody>
</table>

Figura 4. Diagrama de proceso.

Figura 5. Caso de uso administrar PSP.

Figura 6. Caso de uso darse de alta e iniciar sesión.
Table 5. Eventos Caso de Uso iniciar sesión-escenario Adicionar reporte.

<table>
<thead>
<tr>
<th>Caso de Uso</th>
<th>Iniciar Sesión</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escenario</td>
<td>Adicionar reporte.</td>
</tr>
<tr>
<td>Actor</td>
<td>PSP</td>
</tr>
<tr>
<td>Propósito</td>
<td>El PSP adicionará al</td>
</tr>
<tr>
<td></td>
<td>sistema cada reporte que</td>
</tr>
<tr>
<td></td>
<td>tenga que entregar.</td>
</tr>
<tr>
<td>Tipo</td>
<td>Esencial.</td>
</tr>
</tbody>
</table>

**CURSO NORMAL DE LOS EVENTOS**

<table>
<thead>
<tr>
<th>Acción PSP</th>
<th>Respuesta del sistema</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inicia sesión.</td>
<td></td>
</tr>
<tr>
<td>2. Muestra menú principal.</td>
<td></td>
</tr>
<tr>
<td>3. Selecciona opción de Adicionar reporte.</td>
<td></td>
</tr>
<tr>
<td>4. Muestra un formulario con los datos que se ingresaran para el nuevo reporte.</td>
<td></td>
</tr>
<tr>
<td>5. Ingresa los datos en el formulario.</td>
<td></td>
</tr>
<tr>
<td>6. Selecciona la opción de guardar el reporte.</td>
<td></td>
</tr>
<tr>
<td>7. Guarda los datos en la base de datos y se envía un mensaje de guardado exitoso.</td>
<td></td>
</tr>
<tr>
<td>8. Al terminar la operación el PSP recibe un mensaje confirmando que se guardó el reporte con éxito.</td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Eventos Caso de Uso iniciar sesión-escenario Modificar reporte.

<table>
<thead>
<tr>
<th>Caso de Uso</th>
<th>Iniciar Sesión</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escenario</td>
<td>Modificar reporte.</td>
</tr>
<tr>
<td>Actor</td>
<td>PSP</td>
</tr>
<tr>
<td>Propósito</td>
<td>El PSP modificará los datos con los que se dio de alta.</td>
</tr>
<tr>
<td>Tipo</td>
<td>Opcional.</td>
</tr>
</tbody>
</table>

**CURSOS ALTERNOS**

4. Se muestra mensaje de error en el formulario al digitar información inválida. Regresar a línea 3.

Table 4. Eventos Caso de Uso iniciar sesión-escenario modificar datos de alta.

<table>
<thead>
<tr>
<th>Caso de Uso</th>
<th>Iniciar Sesión</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escenario</td>
<td>Modificar datos de alta.</td>
</tr>
<tr>
<td>Actor</td>
<td>PSP</td>
</tr>
<tr>
<td>Propósito</td>
<td>El PSP modificará los datos con los que se dio de alta.</td>
</tr>
<tr>
<td>Tipo</td>
<td>Opcional.</td>
</tr>
</tbody>
</table>

**CURSO NORMAL DE LOS EVENTOS**

<table>
<thead>
<tr>
<th>Acción PSP</th>
<th>Respuesta del sistema</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inicia sesión.</td>
<td></td>
</tr>
<tr>
<td>2. Muestra menú principal.</td>
<td></td>
</tr>
<tr>
<td>3. Selecciona opción de Modificar datos de alta.</td>
<td></td>
</tr>
<tr>
<td>4. Muestra un formulario con los datos del PSP.</td>
<td></td>
</tr>
<tr>
<td>5. Modifica los datos a cambiar.</td>
<td></td>
</tr>
<tr>
<td>6. Selecciona la opción de guardar datos.</td>
<td></td>
</tr>
<tr>
<td>7. Guarda los datos en la base de datos y se envía un mensaje de alta exitosa.</td>
<td></td>
</tr>
<tr>
<td>8. Al terminar la operación el PSP recibe un mensaje confirmando que se guardaron sus datos con éxito.</td>
<td></td>
</tr>
</tbody>
</table>
### Fase de diseño

En esta sección se define el entorno tecnológico que le va a dar soporte al sistema, además de las especificaciones detalladas de los componentes del sistema de información, como son los diagramas de actividad de cada caso de uso y el modelo relacional.

### Diagramas de actividades

Las Figuras 7 y 8 muestran la serie de actividades que deben ser realizadas en el caso de uso Administrar PSP en sus diferentes escenarios.

<table>
<thead>
<tr>
<th>Tabla 7. Eventos Caso de Uso Administrar PSP.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caso de Uso</strong></td>
</tr>
<tr>
<td><strong>Escenario</strong></td>
</tr>
<tr>
<td><strong>Actor</strong></td>
</tr>
<tr>
<td><strong>Propósito</strong></td>
</tr>
<tr>
<td><strong>Tipo</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURSO NORMAL DE LOS EVENTOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acción PSP</td>
</tr>
<tr>
<td>1. Inicia sesión.</td>
</tr>
<tr>
<td>3.Selecciona opción de Modificar reporte.</td>
</tr>
<tr>
<td>5. Modifica los datos a cambiar.</td>
</tr>
<tr>
<td>8. Al terminar la operación el PSP recibe un mensaje confirmando que se guardó el reporte con éxito.</td>
</tr>
</tbody>
</table>

Figura 7. Diagrama de actividades Administrar PSP.
Figura 8. Diagrama de actividades Alta PSP e Iniciar sesión.
**Modelo Relacional**
Para continuar con el desarrollo de nuestra aplicación es necesario describir la visión de lo que la organización requiere, para eso el modelo relacional (Figura 9) constituye una alternativa para la organización y representación de la información que se pretende almacenar en la base de datos.

**Fase de desarrollo y pruebas**
Para esta fase se hizo uso de IIS (Internet Information Services), ASP.Net, SQL server y Genexus como herramienta de desarrollo de Software ágil. En este apartado se describe objetivamente la visión de lo que se pretende realizar y esto, Genexus lo realiza a través de un tipo de objeto llamado transacción (IIS, 2015) (ASP,2015) (SQL,2015) (Artech, 2015)

**Definición de transacciones**
A continuación se muestran las transacciones más importantes para el desarrollo del sistema: Prestador, Tarea y Reporte (Figuras 10,11 y 12).

**Figura 9. Modelo relacional.**

**Figura 10. Transacción Prestador.**
Presentación de pruebas del sistema
En la figura 13 se muestra la ventana del inicio del sistema donde se accede a todas las opciones que ofrece la aplicación.

Al seleccionar la opción Prestador se despliega el formulario solicitando los datos del mismo, teniendo la posibilidad de actualizar o eliminar (Figura 14).

La opción Tarea permite asignar, modificar o eliminar una tarea hacia los Prestadores, Programa y Organización (Figura 15).

En referencia a la opción Reporte, estos son capturados por el Prestador, se almacenan y actualizan en la figura 16.

Una vez realizada la asignación de tareas y generados los reportes, el administrador está en posibilidad de imprimir un listado de todos los reportes capturados por los Prestadores, que servirá para un mejor control de los mismos (Figuras 17 y 18).

Figura 17. Web Panel para impresión de reportes entregados.

**Conclusiones**

Al culminar el proyecto se afirma que los objetivos planteados al inicio fueron cumplidos de manera satisfactoria.

El uso de la metodología de desarrollo XP, conjuntamente con el lenguaje UML y el manejo de conceptos de la programación orientadas a objetos, propiciaron que el desarrollo del sistema sea entendible, sostenible e incremental.

Como en toda empresa u organización se hace necesario seguir los estándares de desarrollo de sistemas los cuales ayudan a llevar de manera más organizada la información; poder especificar los contenidos que se necesitan visualizar en el sistema y lograr que los beneficiarios se acoplen sin mayor dificultad en su manejo.

El diseño modular que tiene el sistema facilita la administración del mismo, haciendo más fácil la integración de otros módulos o componentes para su crecimiento, con ello también cabe recalcar que el diseño multiplataforma que ofrece Genexus se integra fácilmente a cualquier plataforma de hardware y software.
Referencias:


Resumen
Este trabajo se centra en los resultados de la encuesta: Actitudes hacia el pensamiento y el aprendizaje. Se aplicó a los profesores en la Unidad Académica de Ingeniería (UAGro) como parte de la investigación titulada: Blended Learning como estrategia de enseñanza en la educación superior. Se invitó a los profesores a utilizar la plataforma moodle la cual es utilizada para apoyar el desempeño de los profesores cuando reciben el entrenamiento para mejorar sus prácticas en el manejo de las TIC. Es uno de otros cinco instrumentos que permitieron medir el impacto del uso de TIC’s, cuando los profesores están utilizando herramientas específicas para actualizar las estrategias utilizadas en el aula.

Keywords: Blended learning, TIC, survey, didactic sequence, ATTLS

Introducción
Desde la compilación que presenta en su artículo Cuevas et all (2015:76-77), se tienen varias aproximaciones del concepto de Aprendizaje Combinado (Blended learning) desde Graham (2006) que la interpreta como aprendizaje cara a cara, Cabero y Llorente (2009:4) como modalidad mixta que combina clases tradicionales y virtuales, así como tiempos y recursos; entre más autores como Shank y Clark, Khan, Marsh et al. (2003), Alpiste (2002) o Rosboottom (2001), al referirse al aprendizaje combinado lo definen como “híbrido”. (“Hybrid model”)

Según Cuevas et all (2015-78) es Alpiste (2002), quien enmarca, al aprendizaje combinado en general, en las teorías constructivistas. Un análisis más pormenorizado que permite identificar elementos pertenecientes a otras teorías de aprendizaje o modelos didácticos (conductivismo, cognitivismo, transmisión-recepción, descubrimiento guiado, etc.).

Una de las actividades que forman parte de una evaluación On-line es el uso de encuestas de tipo diagnóstico de actitudes relacionadas al pensamiento y al aprendizaje, para recomendar un aprendizaje colaborativo se usa un modelo ATTLS (Attitudes Towards Thinking and Learning Survey: Encuesta (o estudio) sobre las actitudes con respecto al
pensamiento y al aprendizaje) es un instrumento desarrollado por Galotti et al. (1999) para medir hasta qué punto una persona es un “conocedor conectado” (CK: connected knower) o un “conocedor separado (SK: separate knower). Las personas con valores CK más altos tienden a disfrutar más del aprendizaje, y con frecuencia son más participativas con mejor participación y más dispuestos a la construcción de las ideas de los de los demás, mientras que los que tienen valores SK más altos tienden a adoptar una postura más crítica y controvertida con respecto al aprendizaje. (Cuevas, 2013)

Considerando lo anterior, se plantea a continuación una problemática atendida en un caso de estudio específico desarrollado en una institución educativa de nivel superior.

**Caso de estudio**

En la Unidad Académica de Ingeniería de la Universidad Autónoma de Guerrero, México; se llevó a cabo una encuesta en línea ATTLS, para indagar hacia qué tipo de trabajo se inclinan los docentes en el proceso de enseñanza aprendizaje, dicha encuesta tiene como sustento la aplicación de 20 preguntas y se divide en dos enfoques de estudio, el colaborativo e individualizado.

Esta encuesta fue aplicada a 41 docentes de los cuales 32 son de tiempo completo, 1 de medio tiempo y 8 son horarios, los cuales asumen el rol de estudiantes. Dicha encuesta se divide en dos partes, en la primera, se abordan 10 preguntas para averiguar qué tanto los docentes se inclinan hacia el trabajo colaborativo donde es determinante la pregunta: “Me encanta oír las opiniones de gente que viene de entornos diferentes al mío, me ayuda a entender cómo cosas iguales pueden ser vistas de maneras diferentes”; donde de los 41 docentes, el 15% aceptan estar de acuerdo con algo y un 85% totalmente de acuerdo.

La segunda parte de la encuesta consta de 10 preguntas, las cuales están orientadas hacia el análisis del enfoque individual, donde dos preguntas son determinantes: “Al evaluar lo que alguien dice, me centro en lo que comenta y no en quién es” y “Para mí es importante ser objetivo cuando analizo algo”; en la pregunta “Al evaluar lo que alguien dice, me centro en lo que indica y no en quién es”, obtuvo el 9.76% quienes están de acuerdo un poco y el 90.24% totalmente de acuerdo; y en la pregunta “Para mí es importante ser objetivo al analizar algo”, el 17.07% mencionan que no están ni de acuerdo ni en desacuerdo, el 7.32% un poco de acuerdo y el 75.61% totalmente de acuerdo. Todo se desarrollará, haciendo una interpretación de los resultados, llevando a cabo una serie de gráficas, en la primera se visualiza el aprendizaje colaborativo representando porcentualmente las diez primeras preguntas, la segunda el individualizado representando porcentualmente las últimas diez preguntas y por último una tercera representa el porcentaje de la tendencia de los estudiantes hacia el aprendizaje tanto el colabo- rativo como el individualizado la cual proporcionará la preferencia que tienen los estudiantes hacia el tipo de trabajo que prefieren.

**Descripción de la encuesta actitudes hacia el pensamiento y aprendizaje**

Para analizar el resultado se aplicó en línea la encuesta ATTLS, la cual está estructurada en dos partes, las primeras 10 preguntas, indican, si los estudiantes son candidatos a trabajar de forma colaborativa (aprendizajes colaborativos) en las actividades que se les encomiendan; en las otras 10 siguientes, los resultados permiten determinar que tanto el estudiante prefiere trabajar de forma individualizada (aprendizajes individualizados). A continuación se muestran los resultados obtenidos por pregunta contestada de un total de 41 estudiantes de la muestra de docentes, los cuales fueron: 32 de tiempo completo, 1 de medio tiempo, 8 son horarios. Con los resultados obtenidos, se pueden interpretar datos de forma individual o grupal, mostrando las
frecuencias de cómo están acostumbrados los estudiantes a realizar sus prácticas de enseñanza – aprendizaje.

1. Cuando encuentro a gente con opiniones que me parecen extrañas, hago un esfuerzo deliberado para ‘llegar’ al interior de esa persona, para intentar ver cómo pueden tener esas opiniones.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>2</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>6</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>16</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>17</td>
</tr>
</tbody>
</table>

2. Puedo llegar a entender las opiniones que difieren de la mía a través de la empatía

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</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>4</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>4</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>16</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>17</td>
</tr>
</tbody>
</table>

3. Trato de colocarme en el lugar de los demás para comprender cómo piensan y por qué.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>2</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>10</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>26</td>
</tr>
</tbody>
</table>

4. Prefiero tratar de entender a los demás antes que evaluarlos.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>4</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>34</td>
</tr>
</tbody>
</table>

5. Trato de pensar con las personas en lugar de contra ellas.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>4</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>34</td>
</tr>
</tbody>
</table>

6. Siento que la mejor manera de conseguir mi propia identidad es interactuar con gente diferente.

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>9</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>13</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>16</td>
</tr>
</tbody>
</table>

7. Estoy siempre interesado en conocer por qué la gente dice y cree las cosas y la forma en que lo hacen.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>5</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>8</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>28</td>
</tr>
</tbody>
</table>

8. Me encanta oír las opiniones de gente que viene de entornos diferentes al mío --me ayuda a entender cómo cosas iguales pueden ser vistas de maneras diferentes.

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<table>
<thead>
<tr>
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<th></th>
</tr>
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<tbody>
<tr>
<td>En total desacuerdo</td>
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<td>Un poco en desacuerdo</td>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>6</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>35</td>
</tr>
</tbody>
</table>

9. La parte más importante de mi educación ha sido aprender a entender a la gente que es diferente a mí.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>2</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>2</td>
</tr>
</tbody>
</table>
10. Me gusta entender ‘de dónde vienen’ los demás, que experiencias les han hecho sentir de la forma en que lo hacen.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
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<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>2</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>27</td>
</tr>
</tbody>
</table>

11. Me gusta ser el “abogado del diablo”, sosteniendo lo contrario de lo que alguien dice.

<table>
<thead>
<tr>
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<th>Conteo</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>6</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>4</td>
</tr>
</tbody>
</table>

12. Para mí es importante mantenerme lo más objetivo posible cuando analizo algo.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
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</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>7</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>31</td>
</tr>
</tbody>
</table>

13. Al evaluar lo que alguien dice, me centro en lo que dice y no en quién es.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>37</td>
</tr>
</tbody>
</table>

14. Veo que puedo fortalecer mi propia posición discutiendo con gente que discrepa conmigo.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
</tbody>
</table>

15. Alguien podría llamar a mi manera de analizar las cosas ‘ponerlas a prueba’ porque yo tengo en cuenta todas las evidencias cuidadosamente.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>4</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>1</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>5</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>15</td>
</tr>
</tbody>
</table>

16. A menudo me encuentro a mí mismo discutiendo con los autores de los libros que leo, intentando entender por qué están equivocados.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>10</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>5</td>
</tr>
</tbody>
</table>

17. Tengo un criterio que utilizo para evaluar argumentos.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>13</td>
</tr>
</tbody>
</table>

18. Trato de señalar las debilidades en la manera de pensar de los demás para ayudarles a clarificar sus razonamientos.

<table>
<thead>
<tr>
<th>Opinión</th>
<th>Conteo</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>5</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>2</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>9</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>9</td>
</tr>
</tbody>
</table>
etapa se evidencia el Aprendizaje Colaborativo, que responden los estudiantes al momento de iniciar la actividad, destacando la pregunta 8, la cual dice: *Me encanta oír las opiniones de gente que viene de entornos diferentes al mío* --me ayuda a entender cómo cosas iguales pueden ser vistas de maneras diferentes, los mismos resultados pueden influir al momento de aprender.

A continuación se presentan en una tabla los promedios obtenidos al contestar esta sección de la encuesta. Ver tabla 1 y gráfica 1.

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Promedio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 y 2</td>
<td>4.1219512</td>
</tr>
<tr>
<td>3</td>
<td>4.3658537</td>
</tr>
<tr>
<td>4</td>
<td>4.7560976</td>
</tr>
<tr>
<td>5</td>
<td>4.6585366</td>
</tr>
<tr>
<td>6</td>
<td>3.9512195</td>
</tr>
<tr>
<td>7</td>
<td>4.5609756</td>
</tr>
<tr>
<td>8</td>
<td>4.8536585</td>
</tr>
<tr>
<td>9</td>
<td>4.0975610</td>
</tr>
<tr>
<td>10</td>
<td>4.3170732</td>
</tr>
</tbody>
</table>

Tabla 1. Promedios generados de las preguntas relacionadas en Aprendizaje Colaborativo.

Análisis e interpretación de datos

Tablas de Datos y Gráfica de: actitudes hacia el pensamiento y aprendizaje

La encuesta ATTLS, puede utilizarse conforme sea requerida, se tiene la posibilidad de ser usada como medio de control y seguimiento durante el taller, al inicio, durante y al término de la actividad, con el propósito de medir el comportamiento individualizado y colectivo. Para este estudio de caso, se utilizó al inicio del curso, para recabar puntos de vista personales y con base a los resultados moderar las actividades a desarrollar durante el taller, las cuales consisten en incluir tareas individuales y grupales, de tal forma que se evidencie lo expuesto en la encuesta, para tener un punto de comparación al momento de observar el grupo durante el desarrollo del curso.

La encuesta se aplicó en línea, con el propósito de obtener dos aspectos generales, que se deben considerar al inicio de cada curso virtual, con 10 preguntas: en la primera

<table>
<thead>
<tr>
<th>Totalmente de acuerdo</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>1</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>9</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totalmente de acuerdo</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>En total desacuerdo</td>
<td>3</td>
</tr>
<tr>
<td>Un poco en desacuerdo</td>
<td>0</td>
</tr>
<tr>
<td>Ni de acuerdo ni en desacuerdo</td>
<td>1</td>
</tr>
<tr>
<td>Un poco de acuerdo</td>
<td>9</td>
</tr>
<tr>
<td>Totalmente de acuerdo</td>
<td>28</td>
</tr>
</tbody>
</table>

19. Cuando se trata de resolver problemas, valoro el uso de la lógica y de la razón por encima de mis propios intereses.

20. Dedico tiempo a comprender qué está ‘equivocado’ en las cosas. Por ejemplo, en una interpretación literaria busco algo que no esté suficientemente bien argumentado.
tiene diez preguntas, mismas que permite deter-
minar el aprendizaje individualizado que
puede tener el grupo que se está formando.
Como puede observarse en la tabla 2 y gráfi-
ca 2, la cresta se encuentra en la pregunta 3,
la cual dice: “Al evaluar lo que alguien dice, me
centro en lo que dice y no en quién es”, seguida
de cerca por la pregunta 2, que a la letra dice: 
“No me importa que la otra persona piense
como yo, siempre que sea razonable.”

toma en consideración la escala del 1 al 5
expresada en esta encuesta; puede decirse que
un 83% de los educandos son partícipes de ese
tipo de aprendizaje colaborativo y un 78% de
la misma población muestra que practican y
aceptan el trabajo individualizado. Es impor-

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Promedio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.731707</td>
</tr>
<tr>
<td>2</td>
<td>5.985365</td>
</tr>
<tr>
<td>3</td>
<td>4.902439</td>
</tr>
<tr>
<td>4</td>
<td>4.073170</td>
</tr>
<tr>
<td>5</td>
<td>3.926829</td>
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<td>9</td>
<td>4.839024</td>
</tr>
<tr>
<td>10</td>
<td>3.585365</td>
</tr>
</tbody>
</table>

Tabla 2, resultados de las preguntas relacionadas con el
aprendizaje individualizado.

<table>
<thead>
<tr>
<th>Aprendizaje</th>
<th>Promedio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colaborativo</td>
<td>4.3804878</td>
</tr>
<tr>
<td>Individualizado</td>
<td>3.914634</td>
</tr>
</tbody>
</table>

Tabla 3, Porcentaje del Aprendizaje Colaborativo e
Individualizado.

<table>
<thead>
<tr>
<th>Aprendizaje</th>
<th>Promedio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colaborativo</td>
<td>4.3804878</td>
</tr>
<tr>
<td>Individualizado</td>
<td>3.914634</td>
</tr>
</tbody>
</table>

Gráfica 2, Resultados de las preguntas relacionadas con el
aprendizaje individualizado.
tante destacar, que la encuesta, supone que los estilos de aprendizaje son en sí, actitudes ante el aprendizaje y que no depende de la capacidad para aprender ni de la intelectual. Con esta encuesta se trata de saber si el educando es un “conocedor conectado” o “desconectado”.

Consideraciones Finales
Esta investigación se desarrolló, dentro de las actividades de la metodología, se consideró pertinente usar técnicas de recopilación de datos establecidas dentro de los estándares de manejo de Plataformas de Contenidos, con el propósito de contar con un diagnóstico del participante al inicio del curso a desarrollar en su modalidad semi presencial; esto es, que a pesar de que el curso es presencial, el estudiante fue evaluado y guiado con el manejo de un equipo de cómputo, conectado a internet y a través de una plataforma donde está matriculado durante el tiempo que duró el curso.

Dentro de las plataformas propuestas para manejar contenidos se tienen una gran variedad, unas son gratuitas (denominadas software abierto) y otras de paga (llamadas software propietario); cualquiera de ellas que se decida usar, cuentan con una estructura similar de manejo para quien administre la plataforma; todas parten del principio de tener un administrador del sitio, que puede ser el mismo docente o en su defecto algún experto en dar privilegios, roles, actividades o quehaceres a los participantes; donde el profesor del curso, no es necesario que conozca el funcionamiento general de la plataforma y su función se puede limitar a la administración de su curso y por último, cuenta con el estudiante, quien tiene como responsabilidad seguir la guía que previamente encontrará en el espacio donde fue conferido el trabajo a desarrollar en su modalidad a distancia.

Cabe aclarar que el curso, se hace de manera presencial, sin embargo puede considerarse en la modalidad virtual, el análisis que el docente realiza al indagar con los estudiantes cuáles son sus expectativas respecto a trabajo implementado, si están dispuestos a trabajar de forma individual, grupal, colaborativa, tolerantes, es decir, conocer las actitudes que puedan tomar durante el desarrollo de las actividades, así como, conocer las habilidades de los participantes. La encuesta que se aplicó en línea y permitió dar algunas interpretaciones de resultados, se dividió en Aprendizaje Colaborativo e Individualizado; cada sección contiene 10 preguntas, de las cuales puede dar lectura el docente del comportamiento del estudiante o grupo que está por iniciar.

Respecto al Aprendizaje Colaborativo, la lectura que se puede tener de las respuestas otorgadas de forma grupal son las siguientes:

Pregunta 1: Cuando encuentro a gente con opiniones que me parecen extrañas, hago un esfuerzo deliberado para ‘llegar’ al interior de esa persona e intentar ver cómo pueden tener esas opiniones y Pregunta 2: puedo llegar a entender las opiniones que difieren de la mía a través de la empatía.

La interpretación que se obtiene con estas dos preguntas: denotaron el mismo porcentaje en una escala del 1 al 5, obteniéndose 4.1219512, lo que indica que se puede ser tolerante durante el desarrollo del curso con las opiniones que tengan los diversos estudiantes y con el tiempo, al conocer a la persona, se pueden aceptar las opiniones. Con lo anterior se puede considerar una base para el aprendizaje colaborativo.

Pregunta 3: Trato de colocarme en el lugar de los demás para comprender cómo piensan y por qué.

El porcentaje mostrado en la pregunta 3, es de 4.3658537, relativamente alto, considerando importante para tener un trabajo colaborativo aceptable, ya que denota la reflexión del participante y del interés que le muestra a
la mayoría antes de contraponer una opinión.

Pregunta 4. Prefiero tratar de entender a los demás antes que evaluarlos, fue alto el porcentaje mostrado por los participantes con de 4.7560976, que permite entender que en los trabajos a desarrollar, primero se complementan las acciones de cada uno de participantes antes de anteponer la evaluación o prejuicios; lo cual se confirmó en la pregunta 5: Trato de pensar con las personas en lugar de contra ellas, ya que es de observarse que los participantes buscan la integración de las ideas antes de imponer una propia, contando con un porcentaje de 4.6585366.

Respecto al análisis se presenta con la Pregunta 6: Siento que la mejor manera de conseguir mi propia identidad es interactuar con gente diferente, se pudo constatar que los participantes, contestaron de forma razonada reflexionando el sentido de la interrogación y no se detectó contradicción alguna, por ello se obtuvo un porcentaje menor con respecto a las demás preguntas. Obteniéndose así el siguiente porcentaje, 3.9512195.

Respecto a la pregunta 7: Estoy siempre interesado en conocer por qué la gente dice y cree las cosas y la forma en que lo hacen; con un puntaje de 4.5609756, se interpreta que los participantes están abiertos a aprender técnicas o formas diferentes de realizar las cosas y esto es necesario para poder cambiar actitudes o posiciones.

La pregunta 8: Me encanta oír las opiniones de gente que viene de entornos diferentes a mí -me ayuda a entender cómo cosas iguales pueden ser vistas de maneras diferentes; esta respuesta complementa la anterior y tiene un puntaje mayor con respecto a todas con 4.8536585 puntos. Por la manera de interpretar las cosas puede decirse que la apertura al cambio se da siempre en la medida que el estudiante permite recibir opiniones diversas para ampliar su panorama.

La pregunta 9: La parte más importante de mi educación ha sido aprender a entender a la gente que es diferente a mí. La respuesta que los estudiantes proporcionaron no fue considerada entre las más altas, sin embargo superó los 4.0975610 puntos, mismos que se pueden considerar aceptables, en tanto que se pudieron haber formado bajo otro esquema donde no impera el trabajo colaborativo y, la 10: Me gusta entender ‘de dónde vienen los demás, qué experiencias les han hecho sentir de la forma en que lo hacen. Con relación a la última pregunta de este primer bloque, con 4.3170732 puntos representa un puntaje medio con respecto a los anteriores, se puede entender como una pregunta complementaria, ya que es sabido que no todos trabajan de la misma forma y las participaciones e integraciones pueden variar según sea la región de donde procede uno como persona, pero más que eso, se debe entender la actividad o profesión que se realiza, misma que puede dar indicios de trabajos individualizados o colaborativos.

En términos generales, al promediar los diez cuestionamientos planteados, se puede observar que los puntos acumulados son de 4.3804878, un puntaje alto, considerando que la escala mayor es 5, denotando con esto, la respuesta de los participantes da una lectura de aceptar el aprendizaje colaborativo y principalmente el intercambio de opiniones.

Ahora bien, respecto al aprendizaje individualizado, las preguntas que se generaron son las siguientes:

La primer Pregunta 1: Me gusta ser el “abogado del diablo”, sosteniendo lo contrario de lo que alguien dice. Esta primera pregunta es directa y tiene como propósito evidenciar al estudiante que le gusta imponer sus puntos de vista, con el propósito de no aceptar puntos de vista diferentes o en caso de llevar la contraria, puede decirse, que la puntuación obtenida en este tipo de comportamientos es mínima, ya que obtuvo 1.7317073 puntos.
Las preguntas siguientes como 2: Para mí es importante mantenerme lo más objetivo posible cuando analizo algo y la 3: Al evaluar lo que alguien dice, me centro en lo que dice y no en quién es, son de las mejores evaluadas al recibir 4.5853659 y 4.9054390 puntos respectivamente, lo que permite asegurar que los participantes son objetivos en sus reflexiones y en las posturas que sostienen, ya que tratan de obtener las mejores conclusiones tomando en cuenta lo que se aporta y no de quien se aporta; principio básico para permitir incrementar el conocimiento individual de cada persona.

Cuando consideran que a través del diálogo e intercambio de ideas se pueden fortalecer los nuevos saberes, los estudiantes permiten el intercambio de opiniones para formarse un criterio más amplio, esto representó 4.0731707 puntos obtenidos de la pregunta 4: Veo que puedo fortalecer mi propia posición discutiendo con gente que discrepa conmigo.

Al parecer según la pregunta 5: Alguien podría llamar a mi manera de analizar las cosas 'ponerlas a prueba' porque yo tengo en cuenta todas las evidencias cuidadosamente, los participantes están dispuestos a comprobar sus conocimientos previos, con el propósito de mostrar la forma en que se pueden resolver algunos problemas planteados; al menos es lo que se puede interpretar al obtener una puntuación de 3.9268293

Con la pregunta 6: A menudo me encuentro a mí mismo discutiendo con los autores de los libros que leo, intentando entender por qué están equivocados. Con relación a la respuesta vertida por los participantes con 3.6585366 puntos se puede deducir que, existe el concepto de la duda y que a medida que se pueda tener una nueva forma de ver las cosas, los estudiantes son capaces de debatir con respecto a las posturas de otros autores, esto permite pensar que antes de aceptar una nuevo conocimiento, primero deberán de tener una certeza de que es útil lo que se está pretendiendo aprender como nuevo.

Con la pregunta 7: Tengo un criterio que utilizo para evaluar argumentos, queda reforzada la pregunta anterior, ya que al contabilizar 4.5365854 puntos, se pudo denotar que las posturas de aprendizaje individualizado que tienen los estudiantes, serán aceptadas y aplicadas, si los resultados de su evaluación, así lo muestran.

En este grupo se encontraron estudiantes con cierta facilidad para puntualizar aspectos específicos, mientras que otros consideran que aún no tienen definidos los criterios del conocimiento a adquirir, según puede observarse con el puntaje obtenido de 3.7073171 de la pregunta 8: Trato de señalar las debilidades en la manera de pensar de los demás para ayudarles a clarificar sus razonamientos.

Según los resultados obtenidos de la pregunta 9: Cuando se trata de resolver problemas, valoro el uso de la lógica y de la razón por encima de mis propios intereses; con un puntaje de 4.4390244 se puede afirmar, que los estudiantes antes de involucrarse en un problema de interpretación personal, tratan de aplicar experiencias anteriores para darle la solución adecuada, esto denota la posibilidad de adquirir nuevos aprendizajes de una forma práctica.

Con relación a la última pregunta, 10: Dedico tiempo a comprender qué está ‘equivocado’ en las cosas. Por ejemplo, en una interpretación literaria busco algo que no esté suficientemente bien argumentado, con un porcentaje de 3.5853659 se puede deducir, que los estudiantes relativamente invierten tiempo en precisar conceptos, pero se observa que no es una generalidad.

Con respecto al rubro de Aprendi-
...mientras que aquellos con SK más altos tienden a tomar una actitud de aprendizaje de mayor crítica.

En conclusión, el aprendizaje colaborativo en promedio, denotó ser superior al individualizado, esto indica que: a pesar de que los participantes tienen arraigado el aprendizaje individualizado, le dan prioridad a la forma de cómo pueden adquirir nuevos conocimientos de forma colaborativa, esto podría verse desde la postura de aprender viendo y después haciendo, pero solamente en temas que ellos no se consideran expertos.

Referencias:


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An English foreign language teaching methodology

Mtra. Norma Francisca Murga Tapia, CIEX, norma.murga@ciex.edu.mx

Abstract
This article presents the results of the research “Exploring a successful language methodology for basic, intermediate and advanced English language courses at CIEX”. The objective of this research was to state the theoretical foundations of CIEX methodology based on linguistic fundamentals, second language theories and language teaching theories existing at present.

This is a qualitative and inductive study since it analyzes a methodology, gathering and interpreting knowledge provided by its creator, comparing this with language teaching theories with the aim of describing the main characteristics of this way of teaching.

Introduction
This is not a magical recipe for teaching English, this methodology proposes some teaching principles that could help language teachers to accomplish their students use English in real contexts. This research was conducted at “Ignacio Manuel Altamirano” Foreign Language Center, better known as CIEX, which is a language school founded in Chilpancingo, Guerrero, Mexico in 1992 with the mission of preparing students with an excellent level of English to succeed in their lives.

Due to the success of the English courses taught in this school, two more institutions were opened and more teachers are being constantly needed. The concern for keeping and improving the English teaching quality in all these schools lies behind this growth.

The Methodology used in these schools was created by CIEX founder, Professor Miguel Murga, who has shared his language teaching experience with the new teachers, but with the increase, this task has become more difficult. Thus the need to define the theoretical foundations of CIEX methodology and its main teaching practice principles emerged from the concern of keeping teaching quality.

This research contributes to defining CIEX methodology by providing teachers design, procedure.

Palabras clave: metodología de la enseñanza de lenguas extranjeras, método de enseñanza, enfoque de enseñanza, diseño, procedimiento.

Key words: Foreign language teaching methodology, teaching method, teaching approach, design, procedure.
with the theoretical and scientific foundations to use it. This methodology is important since it is the core of English programs and it states the path of the teaching-learning process in this institution. Furthermore, this research points out the principles that guide teachers in their teaching process by giving them an approach, method and procedure to join theory and practice with the objective of developing students’ communicative language competences.

**Theoretical framework**
For this research language teaching and methodology concepts are relevant since its objective is to define a foreign language teaching methodology. According to Richards and Renandy (2002) language teaching can be defined as a science, as a technology, and even as an art or a craft. Besides, in 2003 Stern defined language teaching as all the necessary activities to reach language learning through formal or individual instruction.

Language teaching became a profession in the last century. Its development has been attached to the development of new theories of language teaching and learning models, and different methods and approaches of language teaching, changing from methods that used memorization to methods that promote students’ understanding and practice to develop their skills, moving from strict teachers to teachers’ roles as facilitators and guides (Rodgers, 2001). Moreover, the current trend is that English teachers have changed their conceptualization from method to approach, and at present from skills to competencies. It can be said that language teaching is not static but continuous.

On the other hand, the concept of methodology is related to the concepts of method and approach; method and methodology concepts are even considered by some authors as synonyms. In this regard, Ochoa (2005) expresses that in scientific and technical contexts, the concept of methodology has been used as synonymous for method and then these concepts, as a result, seem to be integrated.

Researchers have provided a variety of definitions that in most cases are similar. Methodology and method can be concepts that evoke misunderstanding; however, for this research it is essential to consider methodology as a more general and flexible concept than a method. A methodology can make use of several methods and approaches, and teachers can interrelate their teaching beliefs and experience with the teaching principles proposed by this methodology. The research done in the area of language teaching is essential for developing the current teaching approaches.

For Ochoa (2005) a method is more specific. It is the systematic procedure to accomplish an objective, and it was defined as the procedures and techniques to reach a goal of a specific field of study.

Richards and Rodgers analyzed the concepts of approach and method from Antony’s model (1963, cited in Richards and Rodgers, 2003). For them, an approach includes the theories and principles that form a philosophy of language, while a method is the procedure for teaching a language derived from an approach. They suggest that approaches and methods are important for teaching languages, providing teachers with good practice and teaching skills. They consider that if teachers make use of the best approaches and methods, it will help to improve the quality of their language teaching. They visualize an approach and a method from a level of design, where the objectives, syllabus and contents are planned, but they add to Antony’s model new variables, such as the roles of learners and teachers.

Several authors have concluded that
there is not a perfect method. This is the reason why the study of the methods and approaches in language teachers’ programs is analyzed and taught, since it allows knowing the changes and the most recent discoveries in this field. Therefore, it can be concluded that there is not a method able to solve all the problems that exist in the teaching-learning process; furthermore, there is not an identical language class with the same conditions, characteristics and context, making the existence of a perfect method for language teaching impossible (Mendez, 2007).

Rodgers (2001) defined methodology as the relationship between theory and practice. The theories explain what language is, how a language is learned, and how a language should be taught. According to him, these theories are related to some “design features of language instruction”; he considers that these features should include: stated objectives, syllabus specifications, and activities to use in the class, teachers’ role, students’ role, and materials.

For Rodgers (2001) language teaching methodology is an interrelated process, in which theories of learning and teaching are the support of the design features, which are practiced in class. Language teaching is a cycled process because the information gathered from the observation of teaching practice gives feedback to the instructional design features, and this information modifies or enriches the theoretical framework of language teaching. It can be clarified that methods and approaches are found inside a methodology. Methods propose techniques and teaching practices, while approaches represent the philosophies of language teaching.

Richards and Rodgers (2003) proposed a model which describes the elements that form a method, and this model includes: the approach, design and procedure. This model represents a different understanding of methodology and method compared with Rodgers’s because, although the concept of methodology is not defined, it has some similarities with the instructional design features.

The approach of a method incorporates a theory of the nature of language, including an explanation of the nature of language proficiency and a conception of the units of language structure. Besides that, it contains a theory of the nature of language learning which defines the psycholinguistic and cognitive processes in language learning and an explanation of the necessary conditions to have success in both these processes.

The second element called the design includes the general and specific objectives of the method, a definition of the criteria taken into account to design the syllabus, the definition of the learning and teaching activities used in the classroom, the determination of the learners’ role, which considers the tasks students have to do, the participation of the students in choosing the content of the classes, and their role in the classroom as a processor, performer, initiator or problem solver. Another important sub-element in the design is the teachers’ role, and this considers the function of the teachers, their participation in the syllabus design, the relationship between the teachers and students and the degree of responsibility in students’ learning. The last element is the role of the materials used in the classroom; here, it is very important to know the teachers’ assumptions about the materials, what kind of materials they use, and the relation between the materials and other types of input.

The third element of a method is the procedure. In this section classroom techniques are defined, and practices and behaviors are presented when the method is put into practice; for example, the definition of the time, space and equipment used for the class, the interactional patterns used by the tea-
Methodology implies much more than a method. It refers to the theoretical analysis of the methods which belong to a certain field of study. The concept of methodology, based on Ochoa (2005), is “a body of practices, procedures and rules” that is used by researchers or by those who are involved in a discipline. Another definition is that a methodology is a group of methods and principles of a specific discipline.

Richards J. (1985, cited in Mendez, 2007) defined methodology as a process of experimentation, in which information is gathered, evaluated and informed based on the target objectives; this information is used to research language learning and the communicative processes. It means that in the field of methodology, it works as a circled process, in which experience and the data obtained from it give feedback to the procedure of language learning, giving teachers the opportunity to improve the language learning and teaching processes.

For this study, language teaching methodology is a way of foreign language teaching, which can come from several methods which at the same time are based on different language teaching approaches, language learning and teaching theories; thus, methodology includes the conceptualization of the theory and the characterization of the practice of a specific way of teaching a language.

**Methodology of the research**

The approach of this study is qualitative since the nature of the subject is subjective; it is focused on a foreign language teaching methodology, which involves human learning-teaching processes in a defined and limited context. Furthermore, it is qualitative because it will analyze and describe the methodology used at an institution, gathering and interpreting knowledge provided by the professor who created the methodology, in addition to looking for the theoretical language principles that support this way of teaching. The information gathered will provide the necessary elements to set the basis of this methodology. This study is inductive since it starts from the experiences, opinions and conceptualizations of the creator of the methodology, and the analysis of the existing theories until the present resulting in the definition of the general characteristics of CIEX methodology.

The subject is the founder of this methodology, Professor Miguel Murga Caro, who has taught English for forty years. He has taught basic, intermediate and advanced English courses, as well as English for specific purposes at CIEX and at the University of Guerrero; at present, he continues teaching at CIEX and creating new programs and language books. This study was conducted at “Ignacio Manuel Altamirano” Foreign Language Center, known as CIEX. It is a private language school, located in Chilpancingo, Guerrero, which opened in 1992. In this school there are two main educational levels, the language courses classified by the Secretaría de Educación Guerrero (SEG) as “training for work”, and the “professional level”, which includes a career and a master degree program for English language teachers. The study is just focused on the first level mentioned above, since it studies the basis and the characteristics of the language teaching methodology used in basic, intermediate and advanced English courses; the objective of these programs is to develop students’ macro-skills to be able to communicate effectively in real situations.

The technique used in this research was an interview, which was applied only to Professor Miguel Murga, who is the founder of CIEX methodology, with the objective of gathering the essential information that
describes this methodology based on his teaching experience and practice. Focusing on detecting the fundamental characteristics of this methodology from Professor Murga’s experience will permit an authentic description of its main principles.

The interview was structured by considering three main elements, based on Richards J. and Rodgers T.’s (2003) model, which describes the elements that form a method: the approach, the design and the procedure. The interview had twenty six open questions, based on the description of the sub-elements of the three mentioned elements of a method. Once the interview was designed, it was applied to Professor Murga and the open questions allowed him to freely describe CIEX methodology. This information was recorded and classified according to the three elements too, after which the data was analyzed considering the related language teaching-learning theories to describe the theoretical foundation of CIEX methodology.

Main findings
Regarded to the approach of the methodology, Murga M. considers that this proposal is not a magical recipe to become a good language teacher because there is not a perfect methodology. He considers that a foreign language is learned by using it every day in class. He says that students just internalize the knowledge that is understandable and useful to them, which is the knowledge they comprehend and need. According to him, language is part of the culture in a society which is used by people to get communication and to be part of it, conveying the understanding that teaching the culture of the foreign language is important. Besides, Murga M. considers that teachers should know that the cognitive process of language learning considers several factors such as: students’ age, gender, aptitude, attitude, context, because in every growing stage of human beings, they experiment psychological and physical changes or facts that affect their learning process.

In terms of the design of the methodology, Murga M. defined the following characteristics: “This methodology works on the development of the four macro-skills, which are: listening comprehension, oral production, writing production, and reading comprehension. The foreign language should be taught functionally and within a context, the teacher has to use the target language in the classroom and motivate students to use the foreign language”.

Related to the procedure of the methodology, Murga M. claims that planning allows the teacher to have a clear goal of a class, and that a teacher is a free and creative human being; therefore, the teacher has the role of facilitator and guide for students. According to him, both students and the teacher have a shared responsibility; also technology and teaching materials are very important for a productive class.

Conclusions and discussion
Based on the analysis of the interview and language teaching-learning theories, it was concluded that this methodology is theoretically supported mainly by the Communicative Language Approach and the Interactional Learning Theory, and particularly by the theories that consider that foreign language learning occurs when it is taught through the daily use. The main objective of a language is to get communication. So, the goal of the teacher is to guide students in the use of the language. In addition, the teacher should consider students’ motivation and learning styles when planning a lesson since a lesson plan is essential to have a clear objective and to design a class according to the characteristics and necessities of students.

Main limitations of the study
This study was focused only on determining this methodological proposal considering the knowledge and the experience of its founder.
and the main language learning and teaching theories existing up to present. It started with a general description in order to characterize the methodology, which was the main objective of the research. However, it is suggested that there should be more research subjects in a future study.

Suggestions for further research
As this study has demonstrated the theoretical support and the definition of this methodology, the development of a new study is suggested; a study that could complement this one in a second stage, in which the teachers who have used this methodology offer their own opinions and perceptions. This new study will help to improve this methodology since it will consider the teachers’ ideas and experiences in the class. In addition, in this new stage, the students’ opinions might be valuable too.

This research is part of the daily teaching life of a language school. For the continuous improvement of this methodology, this research should never conclude.

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CIEX Symposium Proceedings
Opportunities to learn: a condition for successful language learning

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There is a general perception that the English Language Teaching community in Mexico has been unable to help students achieve adequate levels of English language proficiency. Administrators, parents, teachers, teacher trainers and on occasions students themselves seem to be dissatisfied with the low levels of English language ability attained in both public and private institutions despite the high number of instructional hours students take. For instance, Davies (2003) states ELT in Mexico “does not appear to be significantly better” (p. 5) and that its outcomes “are indeed generally extremely poor” (2009, p. 1). In addition, interviews with teachers and students show that they are not pleased with their language learning outcomes. Why is this happening? This talk argues that at least part of the answer is that Mexican students are not succeeding because they lack Opportunities to Learn (OTL). In response to this circumstance, this talk thus proposes the concept of OTL as one of the possible solutions that can lead to creating better language learning conditions for Mexican students learning English.

The concept of OTL is not new. In fact, it has been used in the American education circles for a long time. I have made some modifications and additions to it, though. This concept has been borrowed as it provides a coherent conceptual framework that can help the Mexican ELT community focus on a number of fundamental ELT issues that have, on the whole, been overlooked by policy makers, administrators, teacher educators and teachers. OTL provides a way of determining and becoming aware of whether students have access to the different ingredients that make up quality English language education. More specifically, it involves paying attention, exploring and being alert to what is taught, how it is taught, by whom, with what resources and how these elements are managed and led in order to create learning experiences that will enable students to reach their language learning goals. So, asking ourselves the question “are we offering our students opportunities to learn?”, given the current state of ELT in Mexico, is fundamental to improving the quality of English language education. Attempting to answer this question affords an opportunity to shed light on what is really going on with regards to each of the elements aforementioned and to identify and remove obstacles that prevent students from developing the English language knowledge and skills that can make a difference in their personal, educational and professional lives. Above all, it can be the beginning of a fruitful experience that can bring about positive change in the way English language learning is facilitated and supported in our country.

What is taught
OTL invites us to think seriously about basic questions such as, “Why are our students learning English?” “What kind of English are our students learning?” “What is it that they are actually learning? How useful is what they are learning? and so on. A central argument of OTL is that students should have access to language learning experiences that facilitate the development of English language skills they will need in the 21st century. Unfortunately, many institutions are now more concerned with preparing students for national and international examinations rather than equipping them...
with the linguistic tools and competence they will need to face the language demands the real world will exert on them.

The what is taught contends that students are offered fair opportunities when their language learning is based on a solid and challenging curriculum that clearly defines not only what students are expected to learn, but also the methodological processes that should facilitate their learning. Such a curriculum should also include a description of the learning principles that shall guide teachers’ decision making in planning and executing their language lessons. This element also highlights the need to design a curriculum that clearly defines what students are expected to learn. Research has revealed that one of the features of successful schools is the delineation and description of comprehensible and achievable goals and objectives.

I argue that a curriculum that affords useful OTL takes the form of a practical document written in comprehensible language that facilitates the alignment of planning, instructional practice and assessments.

How it is taught
The thinking behind OTL is grounded in the premise that language learning is to some degree a matter of time and effort and that without adequate time on task, no language learning is possible. Research shows that language learning increases when students are given greater opportunities to learn, especially when engaged learning time is maximized. My experience dictates that lots of time is wasted in the Mexican English language classrooms. A critical factor is then how time is used and how much of the time is spent on worthwhile instructional and learning activities. OTL sensitizes us to become aware of the differences of terms such as ‘allocated time’, ‘engaged time’, ‘time-on-task’ and ‘academic learning time’ and to reflect upon the implications of these factors for language learning purposes. In short, OTL draws our attention to the relationship between effective use of time and successful English language learning.

OTL also accentuates the need to attend to the suitability of the methodological processes favored in both public and private institutions where English classes are offered. It seems that teachers have become managers of the textbooks rather than facilitators of language development and have forgotten to exploit their pedagogical ability to create smart environments. OTL prompts us to build smart environments that contain and integrate a variety of conceptual and methodological tools that encourage interaction and dialogue, situate language learning in real life settings, provide opportunities to use English for authentic purposes and promote a well-balanced approach. This type of approach offers opportunities to learn by engaging students in working with meaning-focused input, meaning-focused output, language-focused learning and fluency development in all four language skills.

By whom
It is worth pointing out that language students’ learning relies primarily on what occurs inside the classroom as teachers and learners interact over the language learning curriculum and that teachers, their language and methodological ability coupled with their professional learning play an essential role in it. Creating conditions and affording teachers opportunities to work on their professional learning is a must if students are to be provided with worthwhile OTL. OTL examines whether English language students have access to qualified teachers who are prepared to help them develop the knowledge, skills and understanding that they need to master for their personal, educational and professional lives. Regarding teachers’ development, OTL supports teacher learning experiences that are school-embedded and practice-based; that is, activities that bring teachers together
to plan, teach and reflect as well as explore what is going on in their language classrooms. A key tenet of OTL is that students’ learning depends on their teachers learning all the time and that such learning should be grounded in their own practice.

**With what resources**
OTL stresses the need to delve into the nature, suitability and quality of the materials and resources that teachers utilize in their classrooms and highlights the importance of looking into the effectiveness of such resources and students’ reactions towards them. It also emphasizes the necessity to find out how teachers are using these resources and to bring into the surface their views about them.

**Curriculum management and leadership**
I assume that management and leadership play a central role in ELT and that English coordinators and English department heads should create and participate in awareness-raising activities that can help them learn more about ELT and ways in which they can become more knowledgeable and effective curriculum leaders. Students are offered fair opportunities to learn when administrators are concerned with and well-informed about the curriculum elements discussed above. This awareness can help bring about important changes that can have a positive effect on students’ English language learning.

I maintain that without a coherent strategy to pay attention to these elements, students will continue to lack basic OTL opportunities to learn English effectively. The challenge for the ELT community in our country is to become aware of the urgent need to identify and agree on conceptual frameworks that can shed light on and determine the quality of what is happening in institutions which offer English classes with a view to facilitating language learning that can make a difference in students’ personal, educational and professional development.

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Developing communicative competence
In language learners

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Abstract

As language educators, we need to promote in our language learners - besides knowledge - abilities, attitudes and values, which are the main components of competence. To do so, it is paramount to characterize each learner by knowing their preferred learning styles and the learning strategies they use. The next step would be to provide learners with some learning strategies and learning activities so they develop competence in the target language.

Summary

Generic competences are composed mainly by four elements: knowledge, abilities, attitudes and values (Córdova, C. 2011). Those elements can be translated to the areas of language teaching and language learning since communicative competence is composed by linguistic competence, sociolinguistic competence, pragmatic competence and strategic competence (Bachman, 1990) which have elements in common with the elements of generic competences. Current educational trends point to a student-centered instruction, so the learning process calls the attention of educators. Learning can be understood as a process organized in five steps: 1) doing something, 2) recalling what happened, 3) reflecting on what happened, 4) drawing conclusions and 5) using the conclusions to inform and prepare learners for future practical experience (Scrivener, J. 2005). The same author states that teaching implies creating conditions in which students might be able to learn by involving them in the process, enabling them to work at their own speed, encouraging them to participate, talk, interact and do things. Besides, teaching involves having knowledge of the subject matter, handling a certain methodology and showing positive attitudes towards colleagues and students such as: respect, patience, tolerance, support, among other attitudes. A manner to develop competence in language learners is by providing them with some learning strategies that will make them independent and competent in language use. As language educators, we need to provide students with the tools to “learn how to learn”. But what is the relation between competences and strategies? Strategies are the steps that students follow to regulate, monitor and evaluate what they learn (Oxford, R. 1990).

Therefore, a first step to approach the students’ learning process would be to characterize them regarding their preferred learning styles and the learning strategies they use. There are some instruments proposed by Oxford, R. (1990) who has studied the theory related to learning strategies and learning styles. Other authors as: Reid, J. (1995) have also designed a questionnaire to characterize the students’ learning styles. In the design of those instruments, Reid, J., cited above, considers a classification for learning styles, being: visual, auditory, kinesthetic, global, extroverted, introverted, sensorial, emotional and rational. Related to learning strategies, Oxford, R. proposes a classification that includes direct strategies: Memory and cognitive and within the compensation and indirect strategies, it can be found: Metacognitive, affective and social strategies.

The same author subdivides the strategies in: memory strategies: Creating mental linkages, applying images and sounds,
reviewing well and employing action. She continues with cognitive strategies: practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. She subclassifies the metacognitive strategies in: centering your learning, arranging and planning your learning and evaluating your learning. She divides the affective strategies in: lowering your anxiety, encouraging yourself and taking your emotional temperature. She proposes for the social strategies: asking questions, cooperating with others and empathizing with others. Finally, she categorizes the compensation strategies in: guessing intelligently and overcoming limitations in speaking and writing.

In order to develop communicative competence in learners, language teachers should provide them with some learning strategies and activities considering the components of generic competences discussed above and the components of communicative competence themselves. Different authors have proposed some classifications of those components of communicative competence being the one proposed by Canale, M. and Swain, M. (1980) the classification that will be considered for this workshop. They proposed as components of the communicative competence: the linguistic competence, the sociolinguistic competence, the pragmatic competence, the discursive competence and the strategic competence.

The proposal in this workshop consists of offering the participants some learning strategies and activities to develop communicative competence. The first set of strategies includes activities to develop language skills and sub-skills. For instance, to develop vocabulary in language learners, it is recommended have them to design their own picture dictionary, vocabulary notebook or vocabulary networks. The activities suggested for the development of the grammatical competence include: elaborating grammar notebooks, grammar posters and highlighting. To develop reading and writing, the advisable activities are: reading short stories, writing a journal, reading out loud, ask someone to spell some of the most difficult words for you. Finally, to develop listening and speaking the strategies would be: listening for details, listening for main ideas, record your voice (sentences, or conversations, and then listen to yourself). Adapted from Oxford, R. (1990).

Another proposal that emerges from this workshop is a set of strategies to develop communication. They include: Design, organization and implementation of projects, problem solving and case studies. When implementing these strategies in a language class, learners develop some communication strategies such as: Paraphrasing, substituting, switching to the first language and asking for clarification. Besides, enhancing those communication strategies, those learning and teaching strategies contribute to develop knowledge, skills, attitudes and values.

To conclude, it can be stated that when implementing alternative learning activities and promoting learning strategies, learners are able to analyze real problems and look for some other strategies to solve those problems. Nowadays, it’s important to develop capacities in learners, and those capacities should be demonstrated in their performance in academic and everyday contexts.

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A two-eyed approach to Critical language education

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Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, Those ripples build a current that can sweep down the mightiest walls of oppression and resistance. Let us now cast our pebbles into the pond.
Senator Robert Kennedy, June 1966 in an address in South Africa on Apartheid

Introduction: How jobs are changing in the 21st century

What is your job? For many of us, it is quite obvious that the answer is: “I’m an English teacher.” We think of ourselves as English teachers because that is what we do: we teach English vocabulary, the four skills of reading, writing, speaking and listening, maybe some grammar, and maybe some fun stuff like songs or games. After all, our goal is to get students to learn English, right? That’s why we’re teaching them! This is certainly true. We are English teachers and therefore our job is to teach English. But I would argue that in the 21st century, the nature of our job is changing. We need to think about our place and role in society, and we need to think about our work in its larger sociopolitical context.

How and why has our jobs changed in the last few years. Let’s start with two examples of jobs that are unrelated to teaching. First, think of an automobile mechanic. The mechanic’s job is to keep your car operating well. The job is called mechanic because this person is skilled in fixing mechanical things: carburetors and clutches and brakes and pistons. However, in the last few years cars have gotten more complex. They now have electric ignitions and sensors that control air bags and automatic windows and many other components that are not just mechanical, but electrical. When I bring my car to the mechanic, he plugs it into his diagnostic computer to learn what “problem code #56” is. Therefore, mechanics nowadays need to know not just about how to use wrenches and screwdrivers, but also how to use computers and fix complicated electrical problems.

The second example is a garbage collector. Garbage collection used to be very straightforward: people throw out their trash, the garbage man picks it up and brings it to the garbage dump. End of story. However, nowadays our planet faces serious problems of pollution, lack of water and natural resources, the rising cost of energy and food. Therefore, as a society we are becoming more consciousness about the need to think differently about garbage. We need to “reduce, reuse, and recycle” as the saying goes. It means that cities are starting recycling programs for plastics, and private citizens may compost food waste instead of throwing it in the rubbish bin.

So just like the auto mechanic and garbage collector, the English teacher’s job is changing because the social conditions of our planet are changing in the 21st century. As teachers, we need to know how to use technology more effectively in our classroom. We need to know how to help our students
However, CPO Christiansen thought of education as something that can help us develop our “life project”. The purpose wasn’t to learn a discrete set of skills, CPO argued, it was to help us understand our place in the world. The main goal of education, he said, was to help us find our own true identity and to understand our relationship with others and with society. During this time, Christiansen worked with other educators and started the Danish Folk School movement. They wanted to bring a transformative education to all people. It was transformative not in the sense that they wanted them to stop being farmers and become doctors and engineers, but because they wanted to help them understand their place in the world.

Some American educators became interested in the Danish Folk School movement. One educator named Hart visited Christiansen’s school in Fredericksburg in 1925:

Hart was impressed that at a uniform early age Danish young persons began to study important issues and examine the meaning of life. In these five-month terms, students began to develop a “life-hypothesis,” a basis for their lives to be tested in the reality of the community. Students also had to grapple with the forces that govern community life-including traditions, culture, and institutional prerogatives. He admired the cooperative spirit that pervaded the life of the people: they were individualistic but cooperative. The Danes had achieved their success, which Hart witnessed in 1925 through preservation of their culture, history, folkways, and communities, coupled with the application of science. In the Danish experience Hart had found the social education he had sought unsuccessfully in America: an education that developed and released a social intelligence capable of promoting social change. (Stubblefield, 1989)
One American who became very interested in the Folk School Movement was Myles Horton. He worked with poor coal miners in Tennessee and other states, who suffered from many social problems related to poverty: alcoholism, abuse, divorce, and so forth. Also, this was during the beginning of the Civil Rights Movement in the United States, when Blacks and other minority were campaigning to have equal right. Mr. Horton started the Highlander School based on the Danish Folk School model, and emphasized self-empowerment through dignity and self-respect, and social justice. Amongst the attendees at the seminars in the Highlander School was a young man named Martin Luther King Jr, who would later in the 1960s become the greatest leader of the American Civil Rights Movement. Horton developed what he called a two-eyed approach to teaching: with one eye he tried to look at people honestly as they really were, while with the other he looked at what they might become. He encouraged his students to do the same in their daily lives.

**On being a critical language educator**

The ideas of the Folk School Movement have also been adopted by critical educators like Paulo Freire (1970) and Henry Giroux (1997). Freire in particular is an important figure who worked on developing literacy with the poor in the favelas of Brazil. However, like the others, he didn't consider literacy as (limited to) the skill of reading and writing; rather, he saw it as a way of empowering people to take control over their lives. In his seminal work Pedagogy of the Oppressed, he talks about literacy as not just “reading the word”, but also learning to “read the world.” In Mexico, one of the leading figures in supporting the expansion of popular, public education was José Vasconcelos (1882-1959), who was rector of the UNAM and Minister of Education. When he became the head of the country’s first autonomous university, he stated “At this time, I do not come to work for the university but to ask the university to work for the people” (Encinas, 1986, p. 142). He also believed strongly that education should be about emancipation for the common people.

So, what do these ideas mean for us as English teachers? In order to think of myself not just as an English teacher, but as a critical language educator, I need to think about why my students are learning English. Again, this isn’t just “why” in the sense that “English will help them get a better job.” This is “why” in the sense that learning about and through another language and culture can help us understand our world better. It can help us understand ourselves better.

In order to do this, then, we have to take a two-eyed approach, as Horton suggested. First, we have to look honestly at ourselves and our students, and also at our society. We know that during recent years Mexico has been plagued by violence. We have to ask: why do young people get involved in gangs? What is happening in the country that is perpetuating this violence? Then, we can situate the act of teaching and learning English beyond just learning vocabulary and grammar, and about giving hope and dignity to students who may think that they don’t have other options. If learning English can help my students have a broader vision of the world, if it can help them understand their own potential and power to contribute something positive to society, then I have contributed my little grain of sand. As Robert Kennedy said, then I have cast my little pebble into the pond, and maybe through teaching English I can send some ripples of hope that will lead to change.
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Beliefs and attitudes  
In successful language learning  

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Introduction

This paper aims to highlight the importance of beliefs and attitudes in successful language learning. The article includes an introduction, a theoretical section, a story and it ends up with a conclusion. The introduction presents some questions that aim to guide the discussion. The theoretical section discusses information about three topics, that is, beliefs, attitudes and learning; for each of them some definitions, research evidence and then further information to enrich the reflection are provided. The section of the story presents some data and illustrates how the theory can become a reality by narrating a story of a successful language learner. Finally, the conclusion invites the reader to link the theoretical framework with the story and apply it in the language classroom and in further research.

The guiding questions are the following:

1. Why would it be important to conduct research about beliefs and attitudes in teacher education programs?
2. What research has been done about this topic at international level, in Latin America and in Mexico?
3. What can we learn from these studies?

Beliefs, attitudes and language learning

Beliefs and language learning

It is very important to acknowledge that research has found that our beliefs determine to a great extent our thoughts, actions and decisions such as deciding to get married or to enroll in the army (Borg, 2006; Brown & Rodgers, 2002; Dewey, 1933; Pajares, 1992; Rubin, 1975). They also determine our health (Brown & Rodgers, 2002) and our success or failure in all our activities (Brown, 2007; Mercer, 2011).

Belief definitions

A belief is a preposition that may be consciously or unconsciously held; it is evaluative because the subject accepts it as true and it has emotive commitment, it guides thought and behavior (Borg, 2001, p. 186). Beliefs are also seen as cognitive resources upon which students support themselves to understand and approach specific contents in specific learning contexts (Benson & Lor, 1999, p. 462).

Beliefs Research

This section presents some of the studies that have been conducted both at international and national level. It does not pretend to be a comprehensive list of the studies conducted about this topic. The scholar that has published more about teacher cognition is Simon Borg, (see Borg, 2006). However, the value of this list is that it includes research conducted by Mexican researchers.

At international level some of the scholars that have conducted research about beliefs are Borg (2006); Dewey (1933); Pajares (1992). In Latin America one of the most important scholars that has conducted research in this topic is Barcelos (2003). Regarding Mexican research about this topic, it can be seen although most of the studies are recent, the topic began to be explored at the beginning of the century. Some of the scholars that have conducted research or reported research about beliefs in Mexico are Lengelin (2010); Mora (2010); Ramírez (2007; 2010); Reyes (2009); Sayer (2001); Tapia (2009, 2010,
Attitudes and language learning
Research has shown that our attitudes determine to a great extent our thoughts, actions and decisions such as deciding to get married or to enroll in the army (Borg, 2006; Brown & Rodgers, 2002; Dewey, 1933; Pajares, 1992; Rubin, 1975); our health (Brown & Rodgers, 2002) and our success or failure in all our activities including learning (Brown, 2007; Lima, 2010, Mercer, 2011).

Attitude definitions
Attitudes are a collection of personal feelings, opinions or discriminations toward people from different racial groups, cultures, ethnic groups, or speakers of languages (Brown, 2007, p. 377). On the other hand, Saldaña (2003, p. 108) sees attitudes as positions that translate in feelings and visible answers; this scholar states that their changes are associated to maturation process. The attitudes of teachers are the result of their learning experiences, their training and education, their teaching experiences, the interaction with their colleagues and the values and rules of the context where they work (Careless, 2001, p. 264).

In my view, attitudes are positions that students/teachers adopt towards different persons or topics. They are linked to their beliefs (consciously or unconsciously held) and they consider them as true. Their attitudes are the result of judgments that are produced after living experiences. They generate feelings that guide their thoughts and actions towards themselves and their context and, as a result, facilitate or inhibit learning of specific content in specific learning contexts.

Attitudes research
This section presents some of the studies that have been conducted both at international and national level. It does not pretend to be a full list of the studies conducted about this topic. However, the value of this list is that it includes research conducted by Mexican researchers.

At international level some of the scholars that have conducted research about attitudes are Arnold (2007); Gardner & Lambert (1972); Goleman (1995); Horwitz (2008); Masgoret & Gardner (2003); Rubio (2007), Saracaroglu (2000). In Latin America one of the most important scholars that has conducted research in this topic is De Andrés (2007). Regarding Mexican research about this topic, it seems that the topic has just began to be explored. Some of the scholars that have conducted research about affective factors and attitudes in language learning in Mexico are Lengelin (2010); Lima (2010), Méndez (en imprenta) and Tapia & Pérez (2012).

Now, it is important to note that self-evaluation of students varies at different times in the learning process (Horwitz, 2008). Rubio (2007) points out that self-esteem is the result of academic success. He goes on saying that our beliefs determine our attitudes and actions.

Language learning
Our learning depends to a great extent on the beliefs we hold about ourselves, the content of the subject and the learning process; the beliefs of our teachers and their level of professional development (Borg, 2006; Brown & Rodgers, 2002; Brown, 2007; Dewey, 1933; Pajares, 1992; Rubin, 1975; Tapia, 2010). It also
depends on the strategies we adopt to learn including affective strategies, our attitudes and how we face challenges (Díaz Barriga & Hernández, 2002, 2009; Oxford, 1990). The next paragraphs present some definitions about learning and language learning

**Learning definition**
It is to acquire knowledge and to grow as a person. It is discovering how to construct knowledge and transform reality; to reach perfection, to be happy (Mendoza, 2003, pp. 11, 22-23, 34).

**Language learning definitions**
Three definitions are presented next. The first one is provided by Oxford (1990). She states that language learning occurs as a result of the application of adequate cognitive and metacognitive strategies (Oxford, 1990). Oxford & Lee think that learning a language is to develop communicative competence including pronunciation as a native speaker and to reach high proficiency levels (Oxford & Lee, 2008, pp. 307, 309).

I think that learning and language learning occur in a socio-cultural context by interacting and communicating with others acquiring and co-constructing knowledge in zones of proximal development to transform reality. It leads to growth and makes the individual a better citizen and happier human being.

**Learning and Language Learning Research**
This section presents some of the studies that have been conducted both at international and national level. It does not pretend to be a comprehensive list of the studies conducted about this topic. Its value relies on the fact that it includes research conducted by Mexican researchers.

At international level some of the scholars that have conducted research about language learning are Saracaroglu (2000); Sarwar (2001); Rubin (1975); Oxford (1990); Nunan (1995); Jaatinen (2007); Dewey (1933). In Latin America I present two important scholars, one of them revolutionized teaching and learning and has inspired educators and researchers (Freire, 1997), and the other one has conducted relevant research about language learning especially linked to beliefs Ferreiro (2003). Regarding Mexican research, various scholars have made interesting contributions in the field, but Díaz Barriga & Hernández (2002; 2009) have presented theory and teaching methodologies supported in previous research about teaching and learning. Some of the scholars that have conducted research about language learning at university level in Mexico are Englander (2010); Hidalgo (2010); Lima (2010); Santos (2010); Tapia (2010, 2012).

Although nobody really knows how we learn (languages), learning takes place when learning opportunities arise. Furthermore, according to Hall (2001, pp. 229-230) language learning takes place when three conditions are met:

1. We have something to communicate (content).
2. We have someone to communicate with (social interaction).
3. We are interested in communicating with others (motivation).

It can be said that language learning success depends on the interaction between learners and on what happens inside and outside the classroom; that is, it depends on the process rather than on the materials and linguistic analysis (adapted from Stevick, 1980).

**A story: José**
This section presents a story of a successful language learner.

José was a pre-service teacher in a public university in central Mexico, born in a small town in Oaxaca - low middle class family. He is a heritage (native) speaker of an indi-
genous language from Oaxaca and his second language was Spanish. He had scarce or null exposure to English before university.

Beliefs and attitudes
About himself, José believed he was unable to learn English as his other classmates, he had a negative and pessimistic attitude towards his language learning process. His perception about the context was also negative due to the fact that he felt he was always going to be behind them because they had previous knowledge of the language. He never thought about quitting the program, but his attitude was not good and it did not help him to learn.

José took one of his last English courses with a teacher that designed her course to educate the learners to modify their beliefs and attitudes about themselves and their learning process and the learning context and the language learning process. The teaching methodology used in the course was learner-centered and applying the principles of socio-cultural constructivism. What were the results of this intervention? José changed his beliefs and attitudes about himself and his learning process, as well as his beliefs and attitudes towards the context and language learning process. Thus, José was able to learn English. He gained 100 points in a practice TOEFL test in one term that lasted four months. He was able to interact with others, co-construct knowledge to transform his reality. He grew as a person and was able to become a better and happier human being.

What can we learn from José’s story?
Research has shown that most of the successful language learners are young and motivated women (Griffiths, 2008; Nykos, 2008; Ushioda, 2008); use language learning styles and strategies (Nel, 2008; Oxford, 1990); hold positive beliefs about language learning and themselves (White, 2008). Now in the case of José, it can be seen that before the intervention, José was a young partially motivated male adult that used a limited amount of language learning styles and strategies. This was due to the fact that he held negative beliefs about himself and his ability towards his learning competencies and this led him to have a negative attitude towards this process. After the intervention, he changed his beliefs and attitudes and he was then able to work with his learning styles and strategies and apply them to succeed.

Suggestions for further research
Some suggestions for further research, especially in Mexican Teacher education programs, are presented next. It is suggested to continue exploring how successful language learning is linked to motivation, language learning styles and strategies, genre, beliefs and attitudes toward the subjects and themselves, especially by collecting narratives of successful and unsuccessful language learners. This may allow us to better understand the reasons that helped them to succeed or not. Some research questions that may be considered are presented below.

Beliefs Research Questions
1. What beliefs do/did I hold as a language learner?
2. What beliefs do/did my learners hold as language learners?
3. What beliefs do/did I hold as a language teacher?
4. What beliefs do/did my actual and past teachers hold regarding language teaching and learning?

Attitudes Research Questions
1. What attitudes do/did I have as a language learner?
2. What attitudes do/did my learners hold as language learners?
3. What attitudes do/did I have as a language teacher?
4. What attitudes do/did my actual and past teachers have towards language teaching and learning?
Language Learning Beliefs and Attitudes Research Questions

1. Can I be a successful language learner?
2. Can I help my students succeed as language learners?
3. What beliefs and attitudes can help me to improve my teaching?
4. What beliefs and attitudes can help me to improve my learners?

I would like to end with a reflection from Pau-lo Cohelo.

“Life gives us the experiences we need to understand the world”.

References:


Values And Culture
Once upon a time, in a distant and remote country, there was a child bearing with a lot of problems in school because no one got along with him and the other children scarcely greeted him. As he was coming to school, his partners hid away behind the furniture and trees so that he did not talk to them.

His name was William, but his parents and everyone called him Bill.

One day, he got home too sad and disappointed of life. His self-esteem was too low and he told his mom that he didn't want to go to school anymore. His mother was surprisingly worried about that, so she hurried up to talk to her husband, who was in the house garage repairing his old car.

- Tom, she told him. We have a problem!
- What's wrong Helen? The husband asked.
- Our son does not want to go to school anymore. She replied.
- How is that? He questioned.
- He seems too sad and discouraged. He told his mom that he does not want to come to school because no one gets along with him and everybody tries to avoid him. Said the father.
- Why don’t we go to his classroom and ask his classmates about it? Questioned the principal.
- That is a good idea! Remarked Tom.

They headed for William's classroom and came into the classroom.
- Good morning boys and girls, the principal greeted happily.
- Good morning! Everybody replied respectfully, standing up at once.
- The purpose of our visit is to ask you why nobody gets along with William. Explained the principal.
- Well, answered one student sitting on the front row. William is too rude. He is always bothering us, or laughing at us. He is never friendly.
- All the students started complaining about William's bad manners and lack of courtesy and politeness.
- He is always chasing us or trying to hit us, answered all of them. That is one of the reasons we do not get along with him. He enjoys bullying us. Added another student.
- I am so sorry! Said the ashamed father. I promise you that all these bad things are going to change.
When Tom, got home, he called his son and told him.

- I went to school, replied the father. I talked to the principal and he invited me to go into your classroom. In the classroom, all the students told us that you are rude, naughty and problem maker, and you are always trying to hit them, or tell them bad words. They also told me that they do not want to get along with you for your bad behavior.
- But, they do not get along with me. Replied Tom.
- That is your pay for being like that, assured Tom. If you want to have friends, you have to be friendly and respectful, if you want them to greet you, you have to greet them, if you want to be treated gratefully, you have to be courteous and polite. Your classmates are going to give you what you give to them. They are going to treat you as you treat them. If you are rude to them, they are also going to be rude to you. Continued the father.
- I am so sorry for being like that, dad! Complained William. I swear that I will try to be friendly to all of them. Give me a chance, please.

That was the way that the bullying boy changed. Another day, Bill met a tall and strong boy named Henry at the entrance of the school, when he was trying to hit a younger classmate. Bill reclaimed him to do so. Henry stopped, asking Bill in an unpleasant way.
- Why do you defend him? Asked the defiant guy.
- He is my cousin! Pointing out Bill. If you continue bullying him, I am going to do the same to you. When the troublemaker realized that he was in a difficult situation, tried to be pleasant to his counterpart. He apologized at him and they became good friends.

Since that day, they saw each other when the classes were just over. In one of those encounters, the tall and strong student asked the bullying boy why he behaved that way, and why he maltreated his classmates.

The bullying boy, bending his head forwards replied him.
- My parents quarrel a lot at home. My father is that kind of macho man who is always complaining at my mother and telling her bad words and he sometimes hits her. When that happens, I feel powerless not to be able to stop fights between them. My life is nothing living like that. Oh, I see, answered his friend and advised him; you should talk to your parents and tell them that you don't like them to quarrel and address each other that way, make them understand that life is beautiful to spend time fighting and complaining for anything. On the other hand, you have to be better, not to hit your friends anymore.

Nowadays, Bill and Henry have become better human beings and their parents have understood that they should be their sons' friends.
Teaching values at CIX

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Abstract
This article is about the human values that teachers should develop at CIX in order to educate valuable and successful human beings. It contains the most meaningful virtues which conform moral, analyzed by outstanding philosophers since ancient times to the modern age. The practice of human values leads students to become virtue men useful to their family and society.

The practice of human values today, as it has been in the past, is one of the most necessary tools to lead our lives to a better stage. For this reason, this work represents an effort to fulfill the education that students at CIX should acquire as an essential part of a humanistic education that contributes to the formation, not only of trained students in social sciences, natural sciences, engineering sciences and computer sciences, but in human values which represent a man's moral.

Teaching Values at CIX

Education is defined as any process through which people get knowledge, skills and capacities to become useful members of society (American Encyclopedia 1992). Immanuel Kant (1788) claimed that a man is the result of what education made of him; Spinoza (1661) assures that a man, through education, can know nature – He argued that there are teleological errors in man when he believes that the world is at his service, axiological errors when he believes that notions such as “beauty”, “ugliness,” “goodness” and “badness” allow us to know nature. He also assured that there are anthropologic errors in man when he believes that notions such as “beauty”, “ugliness,” “goodness” and “badness” allow us to know nature. He also assured that there are passion errors that come from imagination and enslave man. Love, sadness, cheer, hate, lead man and make him a slave of his passions.

Civility
P.M. FORNI (Choosing Civility 2002) claims this paper content is priceless for students, parents and teachers. This document is also a reflection for everyone who wants to improve his or her lifestyle, so that he or she can be an effective member of society.

Introduction
This article is focused on the main values that each student at CIX is supposed to cultivate in order to be an efficient student and a civilized human being. It is based on a compilation of experiences and knowledge collected from the most valuable philosophers who worked on the teaching of values since ancient times to present.

It is important to know that education begins at home and continues in school, so
that whatever civility might be, it has to do with courtesy, politeness, and good manners. He also says that courtesy is connected to court and evokes the superior qualities of character and bearing in those close to loyalty. Although today we seldom make this connection, courtesy still suggests excellence and elegance in bestowing respect and attention. He also assures that politeness comes from polish and the polite are those who have polished their behavior and put some effort into bettering themselves. On the other hand, he argues that manner comes from manus, the Latin word for “hand”. Manner and manners have to do with the use of our hands. Thus, manners come to refer to behavior in social interaction - the way we handle the encounter between One’s Self and Other. We have good manners when we use our hands well – when we handle others with care. Finally, he concludes that civility comes from these three sources and civility belongs in the realm of ethics.

There are also other qualities linked to courtesy, politeness and good manners. They are: discernment, decision, determination, friendship, sociability, self-esteem, gentleness, perseverance, creativity, compromise, service, disposition, enthusiasm, self-dominium, effort, health, freedom, patriotism, loyalty, responsibility, decency, excellence, confidence, firmness, optimism and work. If these principles are practiced in our daily life, they can help us to succeed in life. Nevertheless, in this article, I am going to focus, mainly on values or virtues.

Aristotle (323 B.C.) claimed that children learn to do things by teaching them how to do them. How can we ask students to greet their classmates, or their teachers, if we have not taught them how to greet people? How can we ask them to thank their partners if we did not teach them how to be grateful? How can students respect others if we never taught them how to be respectful? How do we expect the students to ask permission if they do not know how to be courteous? Is there any possibility for all students to come into the classroom on time when their professor never explained them anything about punctuality?

All these actions are semblance or principles of values that all parents and teachers have the opportunity to teach and practice at home and in the classroom, never through punishment, but through everyday interaction, and if they are practiced for a long period of time, they lead students to the acquisition of man’s civility as Forni (2002) claims. Even though, courtesy, politeness and good manners are ethical principles that are not considered values or virtues. This can be easily seen during the World War 2, in which German soldiers showed off bright and elegant uniforms and excellent manners, but they were cruel assassins.

Unfortunately, no all parents and teachers are well-prepared to educate children. Most parents at home teach children through prohibition: “Don’t do this”, “Don’t do that”, “Don’t fight with your brothers and sisters”, “Don’t go out”, “Don’t be late”, “Don’t be naughty”, and so on. Why banning them? Why punishing them before teaching them what is good or bad? Kant (1764) said “moral begins from the lowest stage”, “No virtue is natural. A man has to become virtuous”, “How?”, asked Aristotle (323 B.C.) “By the practice of virtues”, states Kant.

Aristotle, (323 B.C.) claimed that “a virtue is a summit between two vices: “a profile of highness between two abysses”. This way, courage is between cowardice and temerity, dignity is between complacency and selfishness, sweetness is between anger and apathy, temperance is between fury and moderation, piety is between cruelty and compassion, temperance is between abuse and equity. Temperance and moderation, argued Aristotle “are
two virtues which measure man’s behavior and they are a balance among all virtues. It is difficult, he added “for men always to keep on highness”; it is the wish of living well and to do welfare what makes them to look like human beings. Kant (1764) and Spinoza (1661) assured that “reflection about virtues does not make us virtuous”, it is the practice of all virtuous which makes us virtuous.

Children have no moral, they cannot have it. What they discover and learn from their parents and teachers is the way they behave. The few competences and capacities they have and what they are good at were acquired through knowledge. So why do learners have to be good students? Spinoza (1661) would answer “by fidelity”, “everyone on earth was born to do something”, and everything on earth has potency, for example, fire is hot, water is fresh, oxygen is a gas, a knife is sharp; hot, fresh, gas and sharpness are potencies and if they lose their potencies, they are nothing. Therefore, a student who does not study is not a student.

For a student to be successful, it is necessary him to practice civility because it is the semblance and the beginning of all virtues. In this paper, I am going to talk about the most important virtues to man, such as: Fidelity, Prudence, Temperance, Courage, Justice, Gratitude, Humbleness, Simplicity, Tolerance, Good humor, Generosity, Compassion, Mercy, Sweetness, Purity, Good faith, Patience and Love, which form people’s moral, and they are the only way to reach to humanism required to become virtuous men.

Fidelity
Kant (1764) claimed that “fidelity is not a value among others; it is the reason of values”. Justice would not exist without the fidelity of just people, peace without the fidelity of peaceful people, freedom without the fidelity of free spirits, truth would be nothing without the veracity of truthful men, nothing would worthy without fidelity. Fidelity is the virtue that teaches us to be faithful, faithful to our families, teachers, classmates, culture and humanity.

No one swims twice in the same river, and no one loves a woman twice. Paskal (1658) said "Fidelity is the virtue of the same". Why could I accomplish a promise I made yesterday, when I am not the same man that I was yesterday? “Through fidelity” because there resides, according to Montaigne (1580) the real foundation of my personal identity. A student who does not respect and is obedient to his parents, teachers and classmates, forgets his identity and he is not a student.

Fidelity, Epicurus (306 B.C.) said, “is wisdom; it is a storm on time; the deepest harbor of memory.” “It is possible to live with no reminders and to live happily, as animals do, but it is impossible to live with no forgetfulness”. Nietzsche (1881) claimed that all dignity of thought is in memory; forgetful thought is a thought, but with no spirit. Pascual (1658) claimed that “fidelity is the virtue of the same” Why could I accomplish a promise I made yesterday, when I am not the same man as I was yesterday? Through fidelity, said Paskal (1658), there resides, according to Montaigne (1580), the real foundation of my personal identity. I am not really the same man I was yesterday. I am just the same because I recognize me, by myself, because I adopt my personality as mine, as a specific past, and because it seems to me to recognize in futurity, a present compromise, as always mine.

Prudence
How can students make good decisions? “Through prudence” said Kant (1754), “a virtue that prevents and calculates: a virtue always transitive, because it considers futurity to measure our aptitude to face a situation; virtues of present, as all virtues are, but futurist and preventive. Virtuous men are not only conscious to what is happening, but to what it
wishes leads us to lack; unsatisfied or unhappy people, are those who are sick from their minds because they want more, always more. That is why ambitious people are unhappy. Overweight of students in schools is the result of bad habits on their food.

**Courage**

It is common to see in school that some students give up their studies for several reasons. The commonest ones are the lack of economic resources and the lack of motivation. To diminish this problem, teachers should teach them courage. Courage is the most admired virtue. It is curious that its prestige does not depend of societies and times, from men either. Everywhere, cowardice is despised, and courage praised; forms can vary, also contents, each society has its fears and angers, what does not change is courage to defeat apprehension. Courage is the virtue of heroes and successful men.

Courage, Voltaire (1754) claimed, “is a quality shared by indolent and great men: the former to do wickedness and the latter to do welfare, but courage is considered to be ethically valuable only when it is put on the service of a goal, on a third person. Courage is the abandonment of oneself and the love to oneself. Kant (1764) said “it is the control of oneself”. It is the disposition to escape from fear, disposition to dominium. Courage is condition of all virtues, not enough to be a virtue, but necessary for all virtues. Without it, said Aristotle (323 B.C.) all virtues would be weak and empty. Without prudence the just person would not know how to fight for justice, and without courage, he could not work on it. One could not know how to reach to a goal, and the other would go back in front of danger. “Ninis” in Mexico are examples of boys and girls who do not know what to do; they have no goals in life.

Temperance

One way to teach students how to regulate their wishes is through temperance. Temperance is the virtue that regulates and harmonizes man’s pleasure. It is a virtue found between lack and gluttony. Foucault (1954) called it “restlessness of oneself”. It is more ethical virtue than moral one, and it depends from the common sense than from duty. It is the prudence applied to pleasure; to enjoy the most through the intensity of sensation. “Poor John who needs too many women to satisfy his pleasure”, “poor alcoholic, who needs too much liquor to satisfy his vice”, “poor heavy eater who needs too much food to satisfy his hunger”. Epicurus (306 B.C.) once said that “We have to take pleasures as they are, so easy to satisfy, when they are natural. Is there anything easier than satisfying thirst, when we are thirsty? Is there anything easier than satisfying hunger, when we are hungry? Our body is not insatiable, no limitation of
a man who wants power”. Victor Hugo (1881) claimed that “a man who says instruction, consequently says civilization, lights, humanity, morality, freedom, justice, and prosperity; a man who says ignorance, says blindness, mistake, superstition, poorness, despotism, humiliation, misery and immorality.

Gratitude
Students at CIEX should be grateful because gratitude is one of the most valuable virtues. A virtue which does not require anything from us. It is only the gotten pleasure. It is opposed to generosity, the pleasure of giving. Gratitude is rejoiced from what happened, or from what is given to us. It is happiness, opposed to opposition of regret and nostalgia. It is also anxiety and hope of what it could be, the senseless man’s life, or ungrateful man, said Epicurus (306 B.C.) “is ungrateful and anxious, who lives over expectations, he is never satisfied, never happy. As Seneca (62 A.D.) said, “he expects to live”, and as Pascal (1658) wrote, “he mourns of what he lived, or what he did not live”, that is why gratitude is “gift” of great people. Students should be taught to apologize and pardon to their partners’ and teachers’ errors, or mistakes done because respect begins when someone recognizes each one’s rights, and each one’s personality.

Humbleness
Students should learn that they are like their classmates, that nothing makes them special, or different. This is going to be acquired through humbleness. Its recognition of what we are not, wise or not, they are only men. Montaigne (1580) says that humbleness is wisdom. “It is absurd to pretend that we can surpass man, we cannot: we must not”. “Humbleness is a lucid virtue, always unsatisfied of itself. It is the virtue of man, who does not know how to be God”.

Humbleness, Spinoza (1661) wrote, “is sadness, born from the consideration of a man who knows about his impotence, or weakness. Humbleness is less than a virtue, less than a state; it is the effect, or mood. Everyone who imagines his own impotence sees his soul, “sad for the same reason”, and it would be abusive to transform it on strength. It is the virtue of saint men, than wise men, except Montaigne (1580) who seems no to have it. Paskal (1658) is right, when he criticizes phi-

Justice
One of the most important things for students is to be fair. Justice is the horizon of all virtues and the law of their existence. “Full virtue”, said Aristotle (323 B.C.), “If justice on earth disappears”, said Kant (1764), “a man's life lacks of value”. Justice said Plato (372 B.C.), “is what ensures each part of it, its place, its function, and by preserving it, we can reach to the hierarchical harmony of society, respect for law and duties. “Law is law, just or unjust, without it, no democracy, no republic could exist. Justice is the virtue of equitable order, honest exchange. This way, its principle, is equality as Aristotle (323 B.C.) saw it, “Equality among men”, as it results from law, or the way it is morally supposed to be.

Justice is equality, but equality of juridical and established rights, or morally wanted. Rousseau (1765) argued that “is any established relationship of a just exchange between the strong and the weak men”. That is to say social contract. That is to say, it is the rule and not the origin of a constitution of any state. It is the beginning of the administration, not its foundation. Without explaining a futurity, it establishes an ideal “the ideal of legislation of a government and its public justice. We can read in Spinoza (1661), “it is the constant disposition of our soul to give everyone what his own right is. A just person is called like that, “because he has the will to give everyone his own rights”. Referring to nature, a man owns nothing. Nature does not belong to anyone, but to all of us in general and because justice supposes a social life, a society, socially and politically organized and based on equality is therefore ruled by a constitution.
losophers’ arrogance, because some of them consider their divinity, seriously. Saint men do not allow to be deceived “Are we divine?” “We would be ignorant of God”, or ignorant of ourselves. Humbleness is linked to love for truth, and it is submitted to it. For a man to be humble, he must love truth.

It is obvious that we should be neither servile, nor court-like, but truth is not humiliation. Humiliation only serves to proud and perverse people, truth to virtuous men. Is there any guilt to kneel in front of Christ? “To love a fellow man, as we love to ourselves? Where is humbleness? Saint Agustin (397 A.D.) said “it is in charity”, because humbleness leads to love. Humbleness is the effort of the self to be liberated from illusions that the same ego makes. “I am bigger than you, I am more powerful than others”.

Simplicity
The students at CIEX should be simple. Simplicity is spontaneity. It is an immediate coincidence of our ego. It is a cheerful improvisation of altruism. It is indifference and disdain to people who show off, or pretend to be what they are not: from this, the impression of freedom, lightness, and happy ingenuousness. Simplicity, writes Fenelon (1687), “is the virtue of soul, which cuts up any return to itself and over its actions. It is the opposition to our ego. It is to be disinterested on oneself by the suppression of all voluntary retrospection. It is acting more naturally.

Tolerance
Tolerance is another virtue that students at CIEX should practice. It is a virtue which allows us to live in society and work in team. Tolerance is to accept what we could condemn. It is to pass what we could avoid or attack. Therefore, it is to renounce to a part of our power, of our strength, or our anger. This way, we forgive a child’s caprice, or an opponent’s position, and that makes us virtuous. Only on the measurement in which tolerance is assumed, in which the personal interest is imposed, tolerance is accepted; but when a man’s action goes further than our own interests, tolerance becomes a risk. There is no tolerance when there is nothing to lose, mainly, when everything can be gotten, by doing nothing.

Sincerity
Students should be sincere. “Sincerity” said La Roche Foucault (1984) “is an inner opening which shows us to people, as we really are. It is the love for truth, repugnance in front of dissimulation, a wish for improving our defects, even to diminish them though our confession. It is the negation to lie, to dissimulate, negation which sometimes is a trick, a way of seduction. Sincerity, said Montaigne (1580), “is not savagery”, we have the right to be quiet and we often have to be quiet, good faith, does not prohibit silence; it prohibits lie. Veracity is not stupidity; however, truth is the first essential part, of this virtue. Truth does not need to be generous, it only needs truth. Love, generosity, and justice are virtues on the condition of being truth, a man with no virtues, said Confucius (2009), “can live neither longer, nor happily, but a virtuous man rests on virtues, and the wise man wishes it.
Compassion
Compassion is another virtue students at CIEX should practice. Spinoza (1661) said, “it is the joy we feel for another person’s happiness, and sadness for someone’s misfortune. Compassion, Jankelevitch (1981) wrote, “It is a reactive, or secondary charity that needs to see people to suffer, to feel love”. Charity is spontaneous and loves a fellow man because he should be loved. Rousseau (1765) said, “Compassion is the first of all virtue and the only natural one, because it is a feeling, before being a virtue”, a natural feeling; said Mandeville, “men, even with all their virtues, would have been monsters, if nature had not given them piety, as a support of reason”. However, he did not understand that from that unique quality, all virtues are born.

Mercy
All the students should be merciful. Mercy is the virtue of pardon, or much better, it is its truth. Mercy is to stop hating. It is the virtue that overcomes rancor, succeeds over justified hate and imposes over resentment, over the wish of vengeance, or punishment. If compassion points out to suffering, mercy points out to infractions. They are different virtues. Mercy is love when it exists. It goes on after discovering the fault. That is why love does not need a reason to pardon, because it will always do it.

No one is voluntarily bad, Socrates (399 B.C.) said, “Badness is a mistake, product of ignorance”. Marco Aurelio (170 B.C.) corrected him, “Badness is on man’s will”, not in his ignorance, not in his heart, not in his intelligence, not in his spirit, not in his hate, not in his foolishness, badness is not an error, badness is egoism and cruelty. That is the reason why it needs pardon; we give pardon to ignorant people and we ask them to repair the fault, but we ask to pardon evil and villain people, and ask them to pay for their fault. As Marco Aurelio said, “educate, or bear them”.

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Each one is guilty for his own actions, if a man does something bad, just for badness, it only confirms his badness, as Kant (1764) said “If a man does bad things, it is only because he is egotistical. Mercy does not cancel badness and it does not renounce to attack: it refuses to share it, to add hate to its hate, selfishness to its selfishness, anger to its violence. Mercy leaves hate to odious people, badness to evil people and rancor to bad men.

**Good faith**

The students at CIEX should also behave with good faith. Good faith is the psychological action, and a moral virtue. It is the conformity of actions with our inner life. The good faith is a transitive and reflexive sincerity, at the same time, it regulates, or should regulate our relationships to others, and to ourselves. It requires a maxim of truth, authenticity, and consequently, a minimum of dissimulation and trick. There is not absolute sincerity, absolute love, or justice, either. It does not impede to be inclined to it, to strengthen it, perhaps to approach to it. The good faith is that effort and intellectual virtue, which is focused on truth and it makes men to be engaged to it through his body and soul.

**Punctuality**

Education can only occur when there is a suitable atmosphere in the classroom. If there is no punctuality, order and organization, there is no discipline, there is no work and nothing can be done to acquire knowledge. Although punctuality is not a value, but part of courtesy, it is very important for everyone. Merriam-Webster Dictionary (2014) defines punctuality, as a compromise of being able to complete a required task, or fulfill an obligation before or at a previously designated time. In cultures which value punctuality, being late is seen as disrespectful to others’ time and may be considered insulting.

**Purity**

Pureness is the sweetness of wish, the peace of wish, the innocence of wish; as Nietzsche (1881) said “Purity is not absolute, purity is not pure. It is a certain way of not seeing badness, where it is not. The impure man sees badness everywhere, and it makes him happy; the pure man sees badness nowhere, only where it is, and then, he suffers. It is impure what we do on a bad manner, or bad intentions. That is why we are always impure. One person’s ego makes everything dirty; “dominating means to blemish, said Simone (1949)”, absence of power and control to the happy and disinterested acceptation, “is to be loved”.

**Patience**

If a man is virtuous, he naturally has to be patient. Patience is the most valuable of all virtues. We are patient when we expect something to happen, it does not matter how long we have to wait it to happen. Rousseau (1765) claimed that “patience is bitter, but its fruits are sweet”. Kant (1764) ensured that “patience is weak people’s fortress and impatience the strong men’s weakness”. Plutarch (62 B.C.) argued that “Patience has more power than strength”. Whatever it is, patience is the greatest virtue of men.

**Sweetness**

As most of the students are young people, they are supposed to be sweet. Sweetness, first of all, is a real or desired peace; it is the opposite to war, cruelty, brutality, aggressiveness and violence. It is inner peace, the only virtue, it is sometimes put across by affliction and suffering. Schubert (1823) said, “Sweetness is sometimes lit by joy and gratitude. Etty Hillesum (1943) wrote, “Sweetness always lacks of hate, or hardness, of insensibility. Aggressiveness is weakness, anger is weakness, and only sweetness can control violence. Sweetness and pureness are always together because violence is the original badness; badness damages, egoism perverts everything for being avid, rude, and brutal. On the other hand, how much sweetness? How much purity? In a lover’s caress; in it, all man’s violence dies.
Love
Finally, “love”, is the mother of all the virtues. All the virtues constitute moral. If there is love, men do not need moral, and if moral does not exist, love can substitute it. Nietzsche (1881), “what we do for love, goes beyond badness and welfare”. Duty said Kant (1764) “is an obligation, and love is something spontaneous; what we do as a duty, “cannot be done by love”. Moral, said Spinoza (1661), “is that similarity of love that makes possible us to be free from it. Plato (372) said, “Love is everyone’s interest”. Socrates (399 B.C.) claimed that “Love for truth should be imposed to any other value”, Love, as it is condemned to lack, to misery, and it is imposed to us through intellectuality, or though religion. Aristophanes (421 B.C.) said that “everything we want to know,” the dreamt love, the love that gives us everything, and it turns into satisfaction.

Lucretius (65 B.C.) claimed that “love is a hug, a fusion, we sometimes, and often look for, but it is never found, or it seems to be found, because our ego, suddenly, appears to be abolished, to disappear again”, from the source of pleasure. A kind of bitterness emerges, that even, among flowers, ties the lover’s throat. That does not prove anything against pleasure, when it is pure, nothing against love, when it is true, but it proves something against fusion, that pleasure rejects, at the same time, in which it appears to get it, satisfied love, sad animal, turned back to itself, to its solitude, to its vainglory, then, a man returns to the need for love, because we cannot have love, we only feel it. We only love what we wish, said Plato (372 B.C.)

Recommendations
Finally, I am sure that this document will be of a great help for all the students, teachers and parents and, why not, for everyone, mainly for those people who are now lost, hopeless and do not find their way around. As everyone knows, a person, at present, may be enough instructed in all the scientific fields, but it does not mean that he is a successful and happy human being because science is to get knowledge and the acquisition of values to feed our spirit. Both knowledge and values are necessary to form a successful human being.

References:
Reynoso, J. Enciclopedia de la Familia Tomo III. CEDECAPH.
Lineamientos para el envío de artículos para su posible publicación en CIEX Journal:

a) **Palabras claves** en inglés y español (cinco).

b) **Abstract** en inglés y en español (100 palabras), que contenga los siguientes elementos:
   - **Introducción**: contexto, motivo por el cual se eligió el tema del estudio, importancia del estudio, motivo por el cuál se realizó la investigación.
   - **Propósito**: mencionar y explicar los objetivos, intenciones, preguntas o hipótesis.
   - **Método**: Mencionar y justificar el método de investigación elegido, describir brevemente a los sujetos, contexto y procedimientos de la investigación, así como los instrumentos utilizados para la recolección de la información y de los datos.
   - **Producto**: Presentar los hallazgos principales, alcances de los objetivos o respuestas a las preguntas de investigación.
   - **Conclusión**: Sugerir la importancia de los hallazgos más allá de la investigación, considerando su contribución a la teoría, investigación y práctica profesional. Sugerir aplicaciones prácticas e implicaciones para futuras investigaciones.

c) **Introducción**.- área temática de estudio, tema estudiado y forma en que se estudió, es decir, tipo de investigación: descriptiva, explicativa, evaluativa, correlacional, interpretativa, etnográfica, etc; enfatizando el problema de investigación al que se refiere.

d) **Marco teórico**.- términos, conceptos y corrientes teóricas a las que se refiere. Principales autores que han trabajado la temática.

e) **Metodología de la investigación**.- Características del diseño (estudio de caso, investigación longitudinal, transversal, experimental, cuasi-experimental, etc.). Tipo de datos (base de datos, universo, muestra específica, etc.) Caracterizar a los sujetos participantes en la investigación. Describir el contexto donde se llevó a cabo la investigación (señalar el ámbito geográfico o institucional al que corresponde la información obtenida). Describir los instrumentos de recolección de información y datos. Argumentar la elección de los métodos de análisis de la información y/o datos (cuantitativos, cualitativos o mixtos).

f) Principales hallazgos y conclusiones.

g) Principales fortalezas de la investigación (originalidad de los hallazgos, aporte de conocimientos sobre un nuevo tema, u otros que contradicen los pre-existentes).

h) Principales limitaciones del estudio (ámbito al que sólo son aplicables las conclusiones – geográfico o institucional)

i) Aplicaciones y repercusiones de la investigación.

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