



SECRETARÍA DE EDUCACIÓN PÚBLICA
UNIVERSIDAD PEDAGÓGICA NACIONAL
UNIDAD 092, AJUSCO

PROGRAMA EDUCATIVO
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

TÍTULO
LANGUAGE ASSESSMENT

OPCIÓN DE TITULACIÓN
TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE:
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO
LENGUA EXTRANJERA

P R E S E N T A:

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CIUDAD DE MÉXICO, AGOSTO 2025

SEP

SECRETARÍA DE
EDUCACIÓN PÚBLICA



SECRETARÍA ACADÉMICA
ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE
DE INGLÉS COMO LENGUA EXTRANJERA, Modalidad en línea

Ciudad de México, 3 de agosto de 2017

DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN
DEL DIPLOMA

Se hace constar que el/la participante Zuñiga Uribe Levi Israel con matrícula 160926045 de la Quinta Generación de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2016 -2017, con matrícula 160926045 presentó el trabajo recepcional: "Language assessment", que es un requisito para la obtención del Grado de Especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la asesora y dos lectores:

Asesor/a	Alma Daniela Otero Sosa	
Lector/a	Gabriela Ruiz de la Rosa	
Lector/a	Alma Delia García Salazar	

ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

Mtra. Alma Daniela Otero Sosa
Responsable de la Especialización en Enseñanza y Aprendizaje de Inglés

c.c.p. Mtra. Elin Emilsson Ingvarsdóttir Gudmundsdóttir, Coordinadora del CEAL.
c.c.p. Dra. María Luisa Murga Meler, Coordinadora de Posgrado
c.c.p. Asesor/a del trabajo recepcional
c.c.p. Lic. Gabriel Flores Reyes, Jefe del Departamento de Titulación.
c.c.p. Participante

PHILOSOPHY AND THEORY.

When I think about what my teaching philosophy is, I can only think of the two people who have influenced me most: my parents. I am the son of public school teachers, who have spent many hours breaking away from traditional schooling and teaching because they knew they could change things because they knew the potential of teaching. I want to consider teaching as a key point in people's development and as a tool that helps change the world for the better.

That is why when I ask myself what teaching means, or teaching a foreign language, I do not simply think that it is limited to imparting the contents of the subject, nor that the students extend their knowledge of English (in my case). To teach is to have passion. Passion to transmit things to an audience, the students, who will not always want to hear you or will be there by their own choice. To teach is to try to infect the students of that passion that you have and also let the students themselves infect you, because you must not forget that the classes are for them.

What I want to achieve as an English teacher is to have participatory classes, to make students lose their fear of speaking English and to value their own languages as well as the ones they are learning, as a means of transmitting knowledge, culture, Customs, history, and a door to realities different from those of your day to day.

I consider that the following five points are key to my conception of teaching:

Abandoning the traditional language teaching system

During my years as a student I have lived two different faces of what it is to learn a language. On the one hand I had teachers who created their own materials, who valued the communication and participation of all the students above the goals that a textbook marked; On the other hand I have seen teachers who did not leave the script established by the publishing house on duty. For my classes I want the

children not to copy, to fill out the forms of grammar exercises or vocabulary, and as I said at the beginning of this writing, I want to participate in classes; I want you to press the communication.

The child as the central axis of the teaching-learning process.

I believe that, on many occasions, teachers are so focused on meeting the marked goals that they forget that they are giving people a lesson. The students have their own concerns, tastes, opinions ... and although designing the sessions to be interesting and useful for each and every one of the students is not possible, it is possible to take into account the general interests. In my practices at a Primary school I realized that listening to the students and including in the materials elements they liked, their motivation and willingness to participate increased considerably.

Place the student in the world.

The teaching of languages should not only serve to develop the linguistic competences of the students in certain languages, but also to serve as a vehicle to transmit knowledge that goes beyond languages, to teach the diversity that surrounds us and to respect it. Respect is key in the society in which we live, where borders become blurred. Teachers have a superior position to try to make children learn to respect differences, and what better way to do it than teaching a new language and all that implies?

Take advantage of new technologies.

Applying the new technologies in the classroom, in my opinion, is a fundamental question today. Learn to take full advantage of these resources, taking into account when they can be more or less useful. In the practical experience I have had, the students were very receptive when using the whiteboard for activities.

Take diversity into account when evaluating.

As not all children learn the same way (nor start from the same base) to evaluate them all in the same way seems to me an error still made by many teachers. In order to make an evaluation that is useful for the student, you must first know them. At the beginning of a course, not all students have the same knowledge, and when it does not either. It is the path between point A and point B that counts. Therefore, I am a supporter of continuous assessment.

God and values.

A recent study by specialists at the University of Miami in the United States points out that religious people have a greater capacity for self-control than non-religious ones.

This research has been conducted by psychology professor Michael McCullough, who has spent years studying the relationship between religion and the psychology of the human being. McCullough is the author of several books on the subject, such as *The Psychology of Gratitude* or *Handbook of Religion and Health*.

According to the researcher for *The New York Times*, his motives for the study of religion are not religious but professional, and arise from the desire to understand why religions and that seem to help so many people.

Persistence and effectiveness.

Research from around the world has shown that more devout people tend to perform better at school, live longer, and generally be happier, says McCullough.

Now the review by the researcher and his collaborator, Brian Willoughby, of studies carried out over the last eight decades has allowed us to conclude that religious faith and devotion also encourage self-control.

As the scientists write in an article published in the *Psychological Bulletin* of the American Psychological Association (APA), the results obtained indicate that

religious people, in general, are more persistent and able to reach those long-term goals important to them and to Their religious groups.

This may help explain why religious people tend to have lower rates of substance abuse, better academic performance, lower levels of crime, better health habits, less depression, and longer life expectancy.

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Religiosity worldwide.

For the study, McCullough and Willoughby evaluated research on religion over the past eighty years with people from all over the world.

Thus, evidence was obtained in various fields (such as the social sciences, neuroscience, economics, psychology and sociology) that religious beliefs and practices make people exercise more self-control and regulate their attitudes more efficiently And emotions, in order to achieve valuable goals for them.

According to McCullough, the importance of self-control and self-regulation for the understanding of human behavior is well known to sociologists, but the possibility of a link between religiosity and self-control has not yet received explicit attention.

Scientists insist that the present study provides very clear evidence that religion is positively related to self-control and other characteristics such as kindness or righteousness, considered by many theorists as the basic substrates of self-control.

The strength of the "sacred".

Some of the most important conclusions derived from the analysis of results indicate, for example, that religious rituals - such as prayer or meditation - would affect parts of the human brain cortex that are key to self-regulation and self-control.

Other studies also suggest that religious images and the reading of sacred books would enhance similar self-regulatory functions.

On the other hand, it has been found that when people believe that their goals are "sacred", it uses more energy and effort to achieve those goals, so they act in a focused way, and ultimately are more effective in their achievements.

In addition, religious lifestyles contribute to self-control because they provide individuals with clear patterns of behavior. People are thus more attentive to what they do, and may even feel that God watches over their way of acting.

These patterns of behavior vary from one religion to another, but some specific values are of great importance to various religions, such as Jewish, Christian or Muslim. In all these cases, positive social relations and social harmony are valued more than individualism and hedonism, which require less self-control.

Secular self-control.

McCullough's review of religion and self-control research also helps us better understand how the very social force that motivates acts of charity and generosity can also lead people to even carry bombs attached to the body to make them explode in public places.

According to the researchers, if religion is thought to help control personal impulses to serve greater goals, it is understood that it can motivate individuals to do anything, positive or negative.

From a more optimistic perspective, in The New York Times McCullough recommends, for anyone wishing to increase self-control, to copy some of the enabling religious mechanisms, such as meditation or linking to organizations with great ideals.

Religious people, they affirm, control themselves more not only because of the fear of God's judgment, but because they are absorbed by the ideals of their respective religions, which have been incorporated into their own systems of values.

These ideals give their personal goals an aura of sacredness that guarantees their dedication and persistence. Anyone, finding their own "sacred values", even if they are not religious, could help you in the same way.

Values.

Values are the virtues or moral qualities that move the human being to do good. It is understood as well, everything that contributes to the development and improvement of the individual and of society. Values are the subject of study of Ethics (Axiological Ethics), an important branch of Philosophy that studies human behavior, to determine its righteousness and goodness.

Values are, in my opinion, the most important cause of school performance. Student learning is determined by moral qualities, such as responsibility in the performance of duties, discipline, order, honesty, perseverance, respect for others and a desire for continuous self-improvement. If these values are missing, the

student's performance is affected. If a student is irresponsible, vague, unfulfilled, without aspirations, we do not see how he can do well in his exams, even if he is in the best school, with the best teachers in Nicaragua.

The lack of values in Nicaraguan students is part of the deep moral crisis that the world is suffering, a crisis that is constantly worsening and affects us all, to a greater or lesser degree. From this crisis does not escape the family, crucible in which the personality of the child is formed.

The Nicaraguan home has been losing quality. A high percentage of mothers are adolescents who have not completed the development of their personality. Many households are disintegrated households with single working mothers and disobliged parents who do not realize what their children are doing. So children evolve to the good of God. In some cases, the example of violence and corruption of family members is the only model of behavior that is presented to minors.

The moral weakness of the family is one more motive that makes necessary and essential the participation of the teacher in the education of values, at all levels of education, through a specific subject on ethics or morals, and cross- Disciplines of the curriculum, so that education is the inseparable companion of the teaching of mathematics, science and literature.

Educating in values is not a simple task. It is not enough to transmit knowledge about moral rules of conduct, which the student learns and repeats by heart. Educating on values goes further. It is a question of the student appropriating, internalizing in his conscience and practice by his own conviction, moral principles and values, as the north of his actions, his studies and his life.

Education in values requires the teacher to employ participatory methods of teaching, giving rise to questions and enlightening dialogue, which encourages deep reflection on situations where there is a conflict of values. It requires that the teacher be a true moral authority, with the ability to maintain cordial and respectful relations with his students, while being able to call them the ectción, demand and

sanction them, when it is just and necessary. It requires that teachers in and out of school teach also by personal example of morally faultless behavior.

The formal education given in Nicaragua, in accordance with existing official norms, attaches great importance to the intellectual contents of mathematics, science and languages, leaving little room for education in values or moral formation. It is a one-sided education, instead of an integral education as mandated by the Political Constitution of Nicaragua (Art.116) and the General Education Law (Art.4).

Making room for moral education or values education is to promote school performance. It is, above all, to contribute to the formation of upright citizens, oriented towards the common good.

Observing and narrative methodologies

Anecdotal record: they are records of incidents or anecdotes that manifest a representative or significant attitude or behavior new.

Scales of observation: the presence or absence of a particular trait is verified, as well as its intensity through a scale Graphic, categorical or numerical.

Checklists: the presence or absence of a particular trait is observed.

Observation guidelines: present a set of indicators or guidelines, are open and allow the detection of the educational needs of each student.

External observer: another educational agent performs, avoiding the subjectivity of the evaluator himself.

Class diary: when you write it day by day it reflects a reflection and gives meaning to the events happened, in addition, allows to review the own teaching action.

Oral Exchanges with Students

Interviews: It allows expressing beliefs, expectations, attitudes, opinions, or justify reason regarding a certain action.

Debates, assemblies and other means: debates, assemblies, games, simulation, role-playing, outings, creating situations in which they exchange and coordinate points of view in and with the group, fostering a critical and inquiring mentality, are forms of Work cooperatives, in which the participation of all helps to discover standards through dialogue and mutual input of reasons.

These situations of interaction offer adequate contexts and situations to observe the manifestation and the progressive incorporation or consolidation of attitudes, values and norms to daily life.

Another model of evaluation is presented by Barrio (2003), who focuses on the evaluation of the process. This author mentions that one of the main problems posed by education in values is the question related to how to evaluate the activity? What mechanisms, what criteria should I take into account when judging the work done by the students? The author stresses that it should be remembered that education in values has the following characteristics:

- It is an eminently practical activity.
- Its purpose is not the transmission of a series of theoretical contents organized and structured academically.
- The aim is to provide the individual with a frame of reflection between equals, from which to develop operational skills.

From these skills the individual will develop a framework of attitudes and values that facilitate social interaction and enable him to adequately address the different problems that will be encountered in the social area in which his life is developed. Therefore, says the author, the first question that we should consider as teachers is the following: What are we going to evaluate? The answer is: attitudes and values, and the result of this evaluative action is to say that the student, during the time in which the programmed activity has been carried out, has shown sufficient interest in it and has reached The planned objectives. To make this decision (issue this judgment), it is necessary to consider the following elements:

- Attention: This is manifested, among other aspects, in that the student shows a predisposition to learning; Improvement in their argumentative skills; Listens to the arguments of others and expresses their agreement or differences of opinion; Rejects and provides original arguments; Respects and asks for his or her turn.
- Work: The student takes care of his personal notebook and keeps it up to date; Performs the written works correctly, both in the formal aspects as in the materials; Complete the file of terms and personal philosophers.
- Participation: The student collaborates in the search for solutions to the dilemma collectively and individually; Manifests improvements in his dialogical capacity; Make comments; Imagine hypothesis; Proposes dilemmas.

The second issue highlighted by the aforementioned Neighborhood is how to do it, how to evaluate in education in values. For this purpose, it proposes, basically, three ways:

1. Observation in class. Taking note of the student's daily evolution. For this is essential to have a tab, not only individual of the student, but each of the groups. On a daily basis, the teacher must complete certain data so that, at the end of the project, he may have criteria that are clear enough to determine elements that allow him to make a judgment about the student.
2. Analysis of the student's personal notebook. The teacher should check and examine the pupil's work diary from time to time.
3. Objective tests. Finally, if desired, an individual valuation exercise may be carried out at the end of the program. It will propose a brief dilemma for each student to solve without the resources of others. The dilemma should bring together some of the elements discussed in the activities carried out throughout the class.

Now, what is the purpose of evaluation in education in values? The answer is simple and coherent with the purpose of the same in every curricular area: to provide the teacher with information that allows judgments on the quality of the

educational action developed, that base the decision making, in this case, decisions about the achievement of Positive attitudes toward the ethical and moral values present in the school and social community by the student.

The question, as can be observed, is linked to objectivity, the purpose of evaluation when it comes to educating in values. A response to it is presented below based on the opinion of Buxarrais, Martínez, Puig and Trillas (1997). For these authors, the evaluation of this type of education is directed to the following:

1. Attend, in a continuous way the different manifestations of the students with a systematic and regular model of continuous evaluation.
2. Inform the students of the progress or failures they manifest, offering alternatives, contributing to improve and optimize their moral development.
3. Have information from the class group to guide their actions.
4. Collaborate in the improvement of the curricular project of the educational center to which it belongs. The evaluation process must allow to know those aspects adequately addressed in the center's own pedagogical action plan.
5. Facilitate collaboration between family and school based on a joint analysis of those objectives that are especially critical and difficult to achieve in the area of values and coexistence, and where it may be desirable to establish common guidelines for action at both the School as family.
6. Allow a final evaluation, of a summative nature, taking into account the initial evaluation. (Pp.176-177).

We could say, then, that throughout the evaluation process, the results are intended to allow the evaluated to capture the correspondence between the effort invested in learning and the results obtained and that these results, in turn, become motivating elements that Contribute to maintaining or increasing the level of effort devoted to the task being evaluated. The presence of these motivating elements and the dedication manifested will be, among others, indicators of the moral development achieved by the student, hence the justification of including education in values in every curriculum.

METHODOLOGY AND PRACTICE.

One of the problems faced by teachers at all levels of education, in relation to the education of values, is the "how to do it". It is that how, that way of finding the right strategy and that didactically obtain a fruitful response, the aspect that must be enriched to facilitate that education

Required. In principle, all methodological strategies are acceptable since, as has been read in previous citations, the education of values should be part of the development of the daily curriculum; However, in this section some criteria are presented whose application tends to facilitate this educational fact, some are fruit of the experience as teachers in the classrooms, others, criteria of authors with knowledge in the matter; With them it is sought to relate the theoretical contents exposed with the real practice, orienting the teacher towards possible techniques and easy to be understood and applied.

To educate in values requires a good didactic, in order to have a real interaction educator-educating that leads the latter to develop and adopt a reflexive, cooperative and participatory attitude; It is for this reason that the selection of appropriate techniques by the teacher, must start from the characteristics of the students to promote the achievement of meaningful learning and a constant motivation. Paterson (2000) considers the following: "Didactic Strategies are individual or group tools that facilitate the systematization of the organization and processing of the cognitive, affective and motor aspects, involved in the proposed objectives." (P. 25) Thus, strategies will allow the organization and development of the activities of the learners and the group in general, by providing means for active participation and achievement of the goals involved in the proposed objectives. This author proposes a variety of techniques to be selected according to the group or individual characteristics and the type of objectives set, which shows that the selection of strategies to educate in values is done taking into account the same principles that guide Learning in curricular areas of knowledge.

Gretty (2004) affirms that the experiences are a rich resource for the learners' learning, so they must have a more participative role, which means that the more

active the role of the teacher, the more the student assimilates In their daily activities. (P.21). In this sense, in order for education to provide optimal development, it is essential for teachers to apply innovative strategies and increase the use of educational methodologies that involve the learner, experiential strategies that make learning meaningful and therefore worthy of incorporation into the Cognitive, affective and metacognitive repertoire.

Considering the principles of participation and appropriate practice that should be present in any didactic strategy devised to successfully carry out an education, and within it, education in values, Hernando (1997), points out that the latter must be determined For the following characteristics:

- Be based on maximum respect for the learner.
- Serve as a base to transform the climate of the school and the family.
- Be adapted to the psychosocial characteristics of the person and initiate it in the capacity of knowledge and reasoning so that it is able to discern and promote change in their behavior.

As can be observed, these characteristics are not exclusive to education in values, hence the strategies that can be used for their promotion and development are very varied and suitable to be put into practice in any area of knowledge (literature, Mathematics or social sciences), therefore, education in values is a shared responsibility among teachers in co-responsibility with the State, the maximum guarantee of the quality of the training offered to young people in educational institutions. Sharing this vision requires the re-dimensioning of the education that has been given, so that it becomes an energetic source of alternatives for change, in order to strengthen creativity, skills

And attitudes of each of the students in their student work, expanding their development and progress towards scenarios of productivity and maximization, vital elements for the achievement of personal and social growth.

Another variable to consider in the selection of didactic strategies is the one related to its dimensions, mentioned in the Education Manual (2002: 134). These dimensions are as follows:

- Innovative dimension, which implies boosting students' questioning, questioning attitude towards the changing reality as well as providing them with tools to guide them towards innovative rather than conservative thinking.
- Flexible Dimension, this allows the entry of new information from society, culture and science, to update in a general way the contents of the curriculum in accordance with the scientific, cultural and educational events of the social context.
- Critical Dimension, takes into account that a didactic project is an action open to the future and, therefore, must be subject to constant review based on well-founded criteria and not subjective positions.
- Sociopolitical dimension. It is an undeniable fact that education must respond to the needs of the context and the surrounding reality, hence the strategies used in learning environments are the vehicle to improve it.
- Prospective Dimension. No knowledge has value per se, therefore in the selection of strategies is based on the fact that students must put into practice what they learn at a certain time, not only within a same subject but in others and in real life. This dimension is also known as transfer of learning. Sharing knowledge with validity and meaning for the learner in the medium and long term are fundamental to contribute to achieve their hierarchy and subsequent internalization, hence the importance of this dimension for education in values.
- Guiding dimension. Orientation is a substantial part of education, since students need intellectual knowledge but also orient their work in a way that maximizes their potential for personal development through the learning that is offered.

These dimensions are crystallized in a set of strategies considered suitable for educating in values, as they point towards the internal development of each student, as a moral subject, telos indiscutible of all educational action. This educational purpose can be achieved through the application of strategies such as those described in continuation.

Moral dilemmas.

The discussion of moral dilemmas is a technique of moral education derived from the works of Lawrence Kohlberg (1984). As Buxarrais, Martínez, Puig and Trillas (1997) point out, moral dilemmas are brief narratives of situations that present conflicts of value, it is

Say, a character is in a difficult situation and has to choose, usually, between two optimal and comparable alternatives. This type of strategy aims at the student to experiment with conflicting reasoning to help him restore balance in a higher level of moral judgment, also allows confronting opinions, argue, presenting alternatives found, evaluating other people's perspectives, confronting conflicts of values and Provide the best solution to the problem. This strategy can be applied in the context of the Role Performance method, presenting the student with conflicting situations in which he or she must choose a moral exit representing a role. Situations such as the decision to take in the case of the teenage classmate who starts, in secret, in the habit of ingesting liquor, or who does not attend classes despite leaving and returning home at the usual time, are Possible scenarios to elucidate through this strategy.

Case studies.

The use of cases as a didactic strategy is of great importance in education in values, as pointed out by the Ministry of Education and Culture (1993: 110-111), this strategy mainly develops thinking, helps to think with serenity and rectitude, And enables in situational analysis. Its use requires that the teacher has the ability to question, as it is at this stage when the student is confronted with Solutions to problems. The study of cases helps substantially to develop the intellect, in its

practice, through prudence. This Secretariat points out some steps to follow when using the case analysis strategy. They are:

1. Reading the case.
2. Analysis of the facts.
3. Identify problems (anti-values)
4. Proposals for solutions.

Mitomanias, addictions, vocations, family breakdown are examples of type situations that could be studied under this strategy.

Unfinished phrases.

It is a strategy that allows the student to become aware of the values and choices that each person has in directing their life. It can be applied when:

- Phrases are used that the student must complete with his own thoughts.
- To get information about yourself to get to know yourself better.
- Also when using a list of personal questions. Page 1

Do not hurt to do well ... (no need), do well without looking at ... (who), who to a good tree is close, (good shadow shelters), God gives us the cold and ... (the blanket). These expressions could be very useful for educating young people in the values of solidarity, commitment, patience, perseverance, so necessary in the adolescent stage of the life of a person characterized by thoughtlessness, impatience, individuality. Each of these sentences must be followed by an activity of analysis, reflection on what it implies, all with the purpose of deriving a teaching, a learning because the dialogue - reflective encounter, educator-learners, will surely be a source of Learning for all the actors involved.

Dramatization

It is one of the most interactive strategies that can be used when it is intended to educate in values, since it allows the student to approach the context to study and interpret it, which allows meaningful learning. Ramos (2004) points out that dramatization encourages the active participation of the group. For this author, the

essential point lies in how this strategy is facilitated, since if it does not deepen, clarify and adapt to life the values that are intended to be lived, it will remain a simple game. The other important aspect for the success of this strategy is the selection or creation of themes appropriate to the group and the specific circumstance. It is another technique that fits perfectly in the Roles Performance method. Teen pregnancy can be a thematic to dramatize valuing the right to life against anti-abortion, love and hope versus passion and frustration.

Cooperative games

Cooperative games aim to promote attitudes of cooperation and collaboration between equals (group work, respect, among others). This strategy can be used, as Vila (2005) points out, in contexts such as the following:

- Group work situations, where success or failure is always collective.
- Provision of experiences that allow to question the forms of relationship between the participants.

This strategy could include the need to equip the preschooler of the educational institution where the studies are carried out, or the provision of a care home for older adults in the community, emphasizing collaboration, solidarity, respect and love Which they deserve for the same condition of

Children, with a life to go, or adults with a wealth of experiences, worthy of being rewarded, respectively. These two tasks require the harmonious work, set of all the members of a course to achieve goals, leaving little space for individuals, cooperation is a fundamental element. On the other hand, teamwork will provide each member of the course with a sense of utility and at the same time will be an input to build the social and personal responsibility value.

Planning the class according to the format that best suits you.

DIDACTIC PLANIFICATION FOR STUDENTS

School term: August 2016 – July 2017.

Signature: English

Educational field: Language and Communication

General Information about the School: Secundaria General “Benito Juárez”

Grade and Group: 3RD “B, C, D, E, F, G, H, I”

COURSE	THEME OR CONTENT
Unit: IV Social Practice Of The Language: ○ Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries. Environment: ○ Literary and ludic Standards for English in Secondary School: 1. Comprehension ○ Listening ➤ Understand some expressions and words related to specialized areas of knowledge. ○ Reading ➤ Identify meaningful and relevant ideas in texts on everyday topics.1.2.5. Understand instructions to interact with common objects. 2. Production ○ Speaking ➤ Use strategies to formulate, pick up the conversation, check understanding, and collaborate in the development of the conversation.	Specific competency: ○ Read plays in order to compare attitudes and patterns of behavior adopted by people from English-speaking countries and Mexico Achievements: ○ Uses various comprehension strategies. ○ Formulates and answers questions about the attitude and behavior of characters. ○ Links non-verbal communication to the dialogue's sense. ○ Reads short plays.

○ Writing ↗ Create alternative ways to express a similar meaning. 3. Multiodality ↗ Associate body and visual language with oral language.. 4.- Attitudes towards language and communication ↗ Prevent and address problems.	
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DIDACTIC SITUATION
Didactic situation: Performance of a short play INITIAL ACTIVITIES ○ Make a double-entry table about the American culture and Mexico , marking the first difference in the language . DEVELOPMENT ACTIVITIES <i>Select and explore short plays suitable for a young audience.</i> ○ Identify textual arrangement. ○ Identify author(s). ○ Determine topic, purpose, and intended audience. <i>Read a short play and understand general sense, main ideas, and details.</i> ○ Identify stage directions. ○ Use various comprehension strategies. ○ Identify leading, secondary and/or incidental character(s). ○ Point out details (e.g., attitudes and behaviors, and time and setting in which the actions occur). ○ Point out genre (e.g.: tragedy, comedy, and melodrama). ○ Clarify meaning of words. ○ Determine current actions which are still taking place in the present and/or begin in the past and conclude in the present.

- Identify general sense.
- Formulate and answer questions to explain and describe attitudes and behaviors.

CLOSING OR ACTIVITIES SOCIALIZATION.

Participate in a dramatized reading of a short play.

- Read dialogues to practice pronunciation.
- Relate rhythm, speed, intonation, and volume.
- Link non-verbal language with the meaning of dialogues.
- Perform a dramatized reading of a short play.

ESTIMATED TIME

3 sessions

DIDACTIC SITUATION

Didactic situation: Performance of a short play

INITIAL ACTIVITIES

- In teams to create three sentences based on an image that the teacher will show , and will have to become three times and in three ways

DEVELOPMENT ACTIVITIES

- Select a short play for a young audience.
- Read the selected play aloud.
- Determine who will interpret leading, secondary, and/or incidental characters.
- Identify stage directions in each case.
- Determine date and time for the performance of each team.
- Rehearse the reading of dialogues.
- Have a general rehearsal.
- Perform the play on the previously chosen date and time.

CLOSING OR ACTIVITIES SOCIALIZATION.

- Value drama as a reflection of attitudes and behavior.
- Participate in communal cultural expressions.
- Become aware of the ideas and emotions of oneself and others.

ESTIMATED TIME

3 sessions

THE ISSUE OF SOCIAL RELEVANCE

Health education

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EVALUATIONS

STUDENT'S NAME:				
LEARNING COMPREHENSION	CAPACITY OF UNDERSTANDING	CAPACITY OF WRITING	CAPACITY OF SPEAKING	AVERAGE INTEGRATION
35%	30%	20%	15%	100%

CLASS WORK 20%	BEHAVIOR 20%	HOMEWORKS 20%	EXAM 40%	AVERAGE MONTHLY INTEGRATION 100%

AREAS	CLASS WORK	BEHAVIOR	HOMEWORK	EXAM
COMPETENT 10	The student is always working for individual activities, in pairs, in groups. If there are doubts and	The student has a friendly attitude, and he made the activities that teachers mention	The student assumes that daily has to review your notes as	Students put into practice what they have learned during the unit.

	questions you want to have a positive attitude to overcome. The student always makes an effort to talk as much as you can in English. Delivery his completed at the time laid down.	thus puts interest and willingness to do them.	support to produce the language more fluently and easily. The exercises are delivered in a timely manner	
SATISFACTORY 9	It is usually working for individual activities in pairs and groups. Asked if in doubt and shows attitude of interest. The student makes an effort to use the language in class. Delivery usually completed their activities at the time set.	The student generally contributes proactively to the development of questions and answers with a considerable degree of intervention. Almost always make the effort to speak English , shows initiative and creativity	The student frequently reviews his notes, as a support to produce the language more fluently and easily. The exercises are delivered in a timely manner	Students put into practice what learned during the unit but has not strengthened its powers completely.
Enough 8	Sometimes it is difficult to carry out the individual activities, in pairs or in groups. Sometimes he asks if in doubt and shows little interest and motivation to practice to learn the language. Sometimes not deliver their completed or the set time activities.	Participates only when prompted by a correct and consistent manner, and make the effort to speak English.	The student sometimes makes rehearsals of his notes , as support for the production of language fluently and easily	Sometimes the student implements his knowledge.
REGULAR 7	Constantly you have trouble operating the individual exercises and those in which you have to socialize with peers or	The student unlimited contributes to the development of questions and answers with high	The student rarely makes rehearsals of his notes , as support for the production of	The student only appropriated certain learning , and how little he learned not

	equipment stops. Rare turn makes use of language so that it is steady calls for the use. Delivery many of his unfinished activities and untimely delivery.	degree of intervention. The student is rarely prepared for class.	language fluently and easily	put it into practice.
Basic 6	Constantly you have trouble operating the individual exercises and those in which you have to socialize with peers in pairs or team, which requires monitors told The few activities that delivers lack the required characteristics and are out of time.	The student contributes to the development of questions and answers only if prompted and supported him during participation. Rarely shows initiative and creativity. He does not come to class prepared	The student does rehearsals of his notes , as support for the production of language fluently and easily	No answer anything consideration
NOT SHOWN	Not working in class or individually or in teams or pairs. No question.	It does not contribute to the development of questions and answers in class. It does not make the effort to speak English.	The student does rehearsals of his notes	No answer anything consideration

REPORTING THE EXPERIENCE.

The characteristics of the current society and its incidence in education pose great challenges to teachers and educational institutions that seek to compete in a market as broad as the education system, which is bombarded by new technologies, the challenge of being each Day more efficient and effective without leaving human development behind, so today it has become a necessity the fact that educational institutions carry out a successful comprehensive education, by a committed and clear teacher of their role. In this respect Ramos (1997) refers:

when the teacher, as a person and educator, realizes the great mission he has in his hands, education takes on a new connotation and it is when it takes on a new meaning, it is considered with a mission to Meet, finish the speeches and share their own experiences.

In this sense, it is a positive fact that education in Venezuela is going through a period of profound transformations originated with the National Basic Curriculum (1997) framed in the different functions of the educator, who as an authentic entity and with a vocation of service, Must exercise its formative function with a view to ensuring the formation of values. It must be taken into account that one of the great advances introduced in the curricular reform is the great humanistic sense that underlies in educating for life. Both in the philosophical, as in the psychological and pedagogical base of the National Basic Curriculum already mentioned, it assumes the being of the person as a dimension that must be met. It is proposed that the learning process in the school should be directed not only to the development of the student's knowledge (knowledge), or to the development of skills and abilities (doing); But also to the development of the spirit, the affectivity, the will, the motivation (being). Being is defined as a spirit that impels the person to intuit, think, have motivations, emotions and will; Since the person is born, begins his socio-affective and moral development as processes that are built in the interaction with the world.

Likewise, in the National Basic Curriculum discussed above, it is proposed in its pedagogical base to attend to and guide its development through the Transversal Core Values, which is a historical challenge to recover humanistic thinking that can be summarized in the integration of the process Of teaching learning based on a system of shared values on which to build our own life and the social fabric in which we can discover and resize existence by opening horizons, building our life projects, which permeate the globalization process Learning from the student.

From this perspective, a teacher is considered competent to select, choose, elaborate and make decisions as to the strategies to be used in a way that provides the students with opportunities to promote rich experiences to facilitate

education in values. As Perez (1999) says, "teaching strategies allow the organization and development of the activities of learners and the group in general to achieve the proposed objectives" (p.23). Thus, it is inferred that the teacher should not only use an endless number of strategies to facilitate education in values in his students, but also must be trained to achieve optimal levels of knowledge regarding the values and didactic strategies to use.

Given the vital importance of the above expressed, the following question arises: Is education in values a mere educational aspiration or can it be a formative reality for today's youth?

The answer is not simple but it could be said that at present it is appealed to education in values as a way to achieve a new moral conscience that, if well assumed, could generate new social behaviors of harmonious coexistence under a conception of integral education. It is this approach that leads to consider that education in values can go from being a social aspiration to becoming a concrete reality through the linkage between curricular contents, human values and the implementation of a harmonious educational process with the support of institutions Committed to carry out this proposal. As pointed out in the Propositional Aspects of the National Educational Project (2001):

The curricular contents should be oriented towards the linking and development of the student's true abilities and abilities, in terms of being, knowing, knowing how to do, developing a critical position in situations related to social reality; In the end, it is to train students with investigative abilities that allow the construction of the cognitive sovereignty base of the autonomy

Personal and political-social, equally that they are cooperative and solidarity. This implies the application of methodological, playful and practical strategies, in which all curricular areas are globalized in correspondence with the cognitive, sociocultural, affective and physical needs of the students. (P.23)

From this curricular conception comes the consideration of education in values and the transversal axis value, which must permeate the whole of the educational task. That is why the National Basic Curriculum already cited, emphasizes the following:

The transversal approach does not deny the importance of the disciplines, but rather requires a revision of the didactic strategies traditionally applied in the classroom, incorporating in the curriculum, at all levels, a meaningful education for the child from the connection of said Disciplines with the social, ethical and moral problems present in their environment.

CONCLUSIONS.

According to the Venezuelan legal empire, education at all levels should contribute to the achievement of the full development of the personality of the learner, achieving it is the teacher's primary responsibility as an element of the binomial that has greater maturity and tools

Didactics learned in teacher training, and consolidated in the professional practice. The analysis of the approaches made in this work shows that Education in Values, more than a social and personal expectation or aspiration, can and should become a formative reality and pedagogical benefit for young people in each educational center, through Of the realization of the following actions:

- The achievement of a true link between curricular contents, human values and the educational system, under the support of educational institutions committed to the formation of individuals suitable for society. The Education in Values, is co-responsibility of all the actors involved in the educational fact.
- The assumption of the Transversal Axis Values so that they permeate the whole of the educational task, forcing a revision of the didactic strategies traditionally applied in the classroom and thus achieving a meaningful education in connection with the social, ethical and moral problems present in its environment .

- Adopt a methodology, didactic strategies and an appropriate evaluation model to facilitate education in values, which are versatile tools in each particular educational situation and of individual need. The didactic and observational, narrative and oral assessment strategies highlighted in the text are considered ideal to crystallize because they only require the willingness and goodwill of the teacher.

- Implement a strategic teaching and learning system to reinforce with appropriate didactic strategies the optimization and internalization of human and universal values among the student population, since in the majority of the students, as people, they are present, but they need Be developed in a systematic and orderly way for the achievement of better results manifested in the social environment.

These actions are necessary because Education in Values, more than a pedagogical duty, is a way to make our society walk towards the construction of a better society. "The task of education in values is to classify the values that we believe are important to our lives and those that God wants for us." (Gillespie, 1993). Do you need a greater reason for educational institutions to be educated in Securities?

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