

CIEX JOURN@L

INNOVATION AND PROFESSIONAL DEVELOPMENT

No. 10

CIEX Journal

Año 5

No. 10

Abril - Septiembre 2020

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VALUES AND CULTURE
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CIEX Journ@l, Año 5 Núm10. (2020), abril – septiembre 2020, es una publicación bianual editada por CIEX S.C. Calle Pedro Ascencio 12, Col. Centro, Chilpancingo, Guerrero, México. C. P. 39000, Tel. 7474947973, journal.ciex.edu.mx, Editor responsable: Dra. María del Carmen Castillo Salazar, journal@ciex.edu.mx. Reserva de Derechos al Uso Exclusivo No. 04-2016-081814195600-203, ISSN: 2395-9517, otorgado por el Instituto Nacional de Derechos de Autor. Responsable de la última actualización de este número: Coordinación Editorial de CIEX S.C, Mtro. Hugo Enrique Mayo Castrejón, Calle Pedro Ascencio, 12, Col. Centro, Chilpancingo, Guerrero, México. C. P. 39000. Fecha de última modificación: abril 2020.

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The Role of Honesty in Language Learning Evaluation

El Rol de la Honestidad en la Evaluación del Aprendizaje

Received: February 16th, 2020

Accepted: April 23rd, 2020

Authors:

Huber Ignacio Landeros Villanueva, BA. - Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"
Johselyne Galeana Murga, Masters student - Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

Students have their values tested on a daily basis, be it at their schools or in everyday situations. When students see an opportunity to achieve an easy "A" or 10, some may be tempted to take it, which is why they must have their values solidified. This is where parents' roles come into play; they must be the first ones to teach their children to be honest especially when learning another language. According to Stern (2011), some parents actually contribute in their children becoming dishonest in their goal to prevent it. Children are very malleable; therefore, they must be tended to in the correct manner. Another study done by the Harvard Graduate School of Education in 2018 shows that developing strong relationships with children makes them less susceptible to become dishonest. Teachers also play an important role in teaching honesty to children once they begin going to school. In fact, since students spend most of their lives within schools, their second home can be labeled as school, which is why it is up to the teacher to promote those values. Children are like sponges that absorb everything around them, so it is necessary to guide them along the right path.

Parents must be the first source of teaching to children, especially if they want them to be honest people. Children lie since the young age of two years old, usually in an unconscious manner but an important part of their social and cognitive development (Ferreira, 2017). Most of the times when parents confront their kids of a lie be it a "white lie" or something more serious, they are scolded or punished which in return makes them feel less motivated to tell the parents the truth. Fifty percent of the time, children will not tell their parents next time something bad happens, precisely because they know what to expect in return (Stern, 2011). This further creates more dishonesty within children, which is what we want to prevent. As Castillo (2016) states, children may begin lying at very early ages, nonetheless, they are not done with malicious intent. Perhaps, they are lying not to be scolded, to seek attention, or approval by the adult. Of course, no parent wants his or her kids to lie. The first way of improving and helping children to become honest are by listening and understanding. Parents must first understand why the lie is being produced and not overreact, especially when the child is of young age. Another way parents can help their children is by encouraging honesty, and this can be done through many ways. Perhaps bedtime stories can be read to the child or give them clear examples that even though lying can be seen as an easy way out, the truth is always better.

Parents must praise honesty when their child “comes clean”. If the child denies the doing of an action but then recognizes his or her fault, the parents must firstly commend them for being brave enough and accepting their mistake. Afterwards there can be a punishment, but their honesty and bravery must first be acknowledged. The fourth way parents can inculcate honesty is by being honest themselves. No one likes a pretender, especially if it comes from family. If parents want their children to be honest, then show them that it is better to be honest. And finally, parents should not panic. They will not achieve anything by losing control. According to Psychological Science in 2016, it has been proven that 95% of children lie to their parents. With this in mind, parents should see it more as a jumping step that they have to overcome to improve. No parent wants their child to be called a liar, but it truly depends on the adult in the family.

When children begin learning from their friends or their cousins to lie, then we have malleability being contaminated by an outside force. If a child is taught to steal or to copy during exams, then they might see it as an easy opportunity to become successful, nonetheless, they do not see the consequences of their actions because of their ingenuity. As soon as situations similar to this are detected they have to be eradicated and amended, if not it may worsen over time and it will become a habit (Janine, 2015). Honesty is a human virtue that consists of behaving according to what is just and true, therefore, children must be taught from a very young age that their actions do have consequences. Honesty is a powerful value that has to be inculcated to children at a young age and through parents or responsible tutors.

When it comes to teaching, especially in language teaching, teachers play an important role in developing children’s honesty. Be them real young or young adults, honesty still has a big impact in their development. In the end, if a student is being dishonest with himself or herself using translators in digital platforms, plagiarizing in their final works, or copying off their classmates they will not learn the language accordingly. Teachers must be capable to tell and give feedback in the correct manner to have an impact in their students’ lives. When it comes to disciplining students in the area of language learning evaluation, we cannot simply scold, punish or fail students without explaining why our actions. If they have failed an essay for plagiarizing, or their works receive failing grades and it is due to dishonesty, then the teacher should be able to have them change their perspectives. Teachers should provide an environment in which students feel safe to be honest and ask their doubts instead of only turning in papers in time, but no quality or meaningfulness. The best way of causing a great and positive impact in children’s honesty is to have them view teachers in a positive outlook so the bonds are fortified and they can see that cheating, copying or other dishonest situations will only lead them to failure.

Honesty is one of the most powerful values humans have but it can be easily corrupted if it has not been strongly molded throughout the years. Lies are never to be taken in a tranquil manner, instead they should be quickly modified so the damage is minimal and people grow up being honest. As Borghini (2020) explains this year, “to be honest with ourselves seems to be a key part of what it takes to be authentic”. It means being able to confront ourselves and build ourselves as true as possible, also trying to avoid comparison with peers.” Of course, people have to be authentic; this will lead to approval from society and will not deter other people reaching out to someone because of their bad attitude or lies. Some ways of realizing this are to become a role model of honest behavior, ask for promises, teach tact, not rewarding lies, discipline calmly, having conversations not lectures, set clear rules and boundaries and giving children space (Ferreira, 2016). If these guidelines are followed and repeated to young children, then their honesty will flourish and there will not be a necessity for punishment or scolding.

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**FOREIGN LANGUAGE CENTER
"IGNACIO MANUEL ALTAMIRANO"
CALLS TO PUBLISH IN
ITS ELEVENTH ISSUE OF THE CIEX JOURNAL
(ELECTRONIC AND PRINTED)
"INNOVATION AND PROFESSIONAL DEVELOPMENT"
(INTERNATIONAL AND REFEREED NOW ALSO IN
LATINDEX)**

This call is addressed to: Professors – Researchers, undergraduate and graduate students from the BA in English Letters and Masters in Language Teaching and Applied Linguistics at CIEX and any researcher and scholar who wish to publish research articles, research essays, or thesis results, all related to the main topic of the Journal: Language, Culture and Teaching. The sections of the Journal are:

- a) Students' & teachers' voices: National and international research articles.
- b) Updating Language Teaching Professionals: CIEX Symposiums Proceedings.
- c) Personal Development and Growth: Moral Values and Culture.

The guidelines to write and present the proposals are described below:

1. Title: in English and in Spanish.

2. Summary (in English and in Spanish, 150 words), containing the following aspects:

- a) Introduction:** This section describes the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
- b) Purpose:** Here the writer states and explains the research objectives, intentions, questions or hypothesis.
- c) Research method:** In this part, the author mentions and justifies the research method that was selected, describes briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
- d) Product:** Here, the writer presents the main findings, the degree to which the research objectives were reached and the answers to the research questions.
- e) Conclusion:** This section suggests the importance of the findings, considering the contribution to the theory, the research area and professional practice and suggest practical uses as well as possible applications for further research.

3. Body of the article:

Key words. – Five, in English and in Spanish.

- a) Introduction:** Present the research topic area, studied theme, and the research study, mentioning if it is: descriptive, explanatory, evaluative, correlational, interpretative, ethnographic, etc. Also, emphasize the research problem or topic.
- b) Literature review:** Present the main terms, concepts, and theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented.
- c) Research methodology:** Describe the research approach: qualitative, quantitative or mixed.
- d) Describe the research method:** case study, longitudinal research, transversal research, experimental research, cuasi-experimental research, etc. Describe the **data type** (describe and justify the data base, or universe, or sample, etc.) Characterize the **subjects** (describe the participants in the research). **Context** (describe the geographic and the institutional context

where the research was carried out). **Instruments** (describe the research instruments used to collect information and data). Data analysis methods (describe and justify the quantitative, qualitative or mixed methods).

- e) **Main findings.** Synthesize, present, interpret and argue the most significant results found.
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- g) **Main applications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.
- h) **Conclusions.** Describe the main conclusions generated from the answers to the research questions.

Topics for the articles:

1. Learning and teaching processes.
2. Professional competencies development.
3. Teaching methodology based on constructivist principles.
4. Alternative language learning theories.
5. Curriculum design: design of language programs or language courses.
6. Design, selection and adaptation of language teaching materials.
7. Language learning evaluation.
8. Language and culture.
9. Research and professional development.
10. Educational technology in languages.

Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

Length of the articles:

- 8 to 12 pages containing text (from 3000 to 5000 words approximately)
- 1-2 pages containing references (using the American Psychological Association APA format)

Languages: The articles can be written in English, French, German, or Spanish.

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Deadline to send the proposals: July 15th, 2020.

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El Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano"

CONVOCA

A los aspirantes interesados en cursar la **Licenciatura en Letras Inglesas** o la **Maestría en la Enseñanza del Idioma Inglés y Lingüística Aplicada** a participar en el Concurso de Selección para el ingreso al Ciclo Escolar 2020-2021, presentando el examen de admisión que se realizará los días sábados hasta el 29 de agosto de 2020, conforme a los siguientes:

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