



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**ACTIVIDADES DIDÁCTICAS PARA DESARROLLAR LA CONCIENCIA
INTERCULTURAL Y LAS HABILIDADES DEL IDIOMA INGLÉS EN ESTUDIANTES DE
PRIMARIA: UN “CUADERNO DE VIAJE”.**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA.**

PRESENTA:

VIRIDIANA GALLARDO MALPICA

TUTOR: ALMA DELIA GARCIA SALAZAR

México, DF. a 01 de Julio, 2022



NATIONAL PEDAGOGICAL UNIVERSITY

AJUSCO UNIT

EDUCATIONAL INTERVENTION PROPOSAL

**DIDACTIC ACTIVITIES TO DEVELOP INTERCULTURAL AWARENESS AND
ENGLISH LANGUAGE SKILLS IN PRIMARY SCHOOL STUDENTS: A "TRAVELOGUE".**

FINAL PROJECT

**TO OBTAIN THE DIPLOMA OF
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN
LANGUAGE, ONLINE MODALITY.**

PRESENTS:

VIRIDIANA GALLARDO MALPICA

TUTOR: ALMA DELIA GARCIA SALAZAR

Mexico, DF. July 01st, 2022

Contents.

Introduction.	5
General Theoretical Framework on Culture and Interculturality.	7
Key Concepts Culture and Interculturality.....	7
Intercultural Education	10
Intercultural Competence and its Importance in the English Classroom.	12
The use of Information and Communication Technologies (ICT) in Intercultural Competence. .	14
Mexico and Intercultural Education (English).....	15
Theoretical Foundations of Language Teaching of my Project.....	16
Identity and Teaching Philosophy.	19
Project:Didactic Activities to Develop Intercultural Awareness and English Language Skills in Primary School Students: A “Travelogue”.....	22
Rationale Behind of the Assessing and/or Testing Tools.	28
Vocabulary.	29
Multiple Choice.....	29
Crossword and Word Search.	30
Oral and Written Presentation.	30
Description, Results and Analysis of Hands-on Practice.	31
Conclusion.	33
References.....	34
Appendices	36
Appendix A. Flashcards from Mexico, the United States and England.	36
Appendix B. Homework to Investigate Other Landmarks.	39
Appendix C. Worksheet Acquisition of the New Vocabulary.	41
Appendix D. Travelogue from Mexico, the United States and England, Underlined by Students.	42

Appendix E. Comparative chart between Mexico, the United States and England.....	44
Appendix F. Worksheets about Mexico, the United States and England.....	45
Appendix G. Travelogue Made by Students.	46
Appendix H. Activities on the Wordwall Website, Labyrinth, Match, Quiz Show.....	47
Appendix I. Students Photos by Performing Online Activity.....	48

Introduction.

The role of English in the 21st century as a language for international communication, the concept of interculturality, the development of new information and communication technologies and their application to teaching are decisive factors that have transformed the purpose of teaching of English as a foreign language in recent years. The teaching of the foreign language must go beyond the merely linguistic and provide opportunities for students to interact with texts and people from other cultures and thus enrich their view of the world, of their socio-cultural environment, strengthening their own identity.

The main objective of this work is to develop a didactic proposal based on a set of activities to develop intercultural competence in the English classroom and, in turn, provide an approach to intercultural reality, through Information and Communication Technologies. (ICT). In this way, it is intended to combine the learning of the foreign language with intercultural competence and the ICT.

This document is made up of two parts.

The first consists of studying some of the key concepts necessary to understand the topic, what intercultural education consists of and, therefore, intercultural competence and its relationship with the English language and (ICT) tools. In addition, a brief reflection on Mexico and intercultural education.

The second part is made up of a proposal of activities that favor the development of intercultural awareness in the English classroom using Information and Communication Technologies (ICT).

Starting with the theoretical foundations of language teaching, which support the didactic proposal of the project.

Continuing with my teaching philosophy, which is an essential part of the project, since through it I represent my ideas, of what for me it is a meaningful and memorable teaching process for students.

To later present the proposed project: Didactic Activities to Develop Intercultural Awareness and English Language Skills in Primary School Students: A "Travelogue"

To then move on to the rationale behind the assessment tools, followed by a brief description of the tools selected for the assessment of the students' learning process.

Finally, a brief description of the activities is made, as well as the results and the analysis of the practice carried out during the development of all the activities involved in the project.

General Theoretical Framework on Culture and Interculturality.

In today's contemporary age, it is easy to come into contact with other languages and cultures. In addition, more and more emphasis is being placed on communication and, in the case of learning a second language.

Globalization allows us to communicate with people from other countries, cultures, languages, customs, etc., which has modified education in its entirety. Global education implies an opening to the world and a change in the entire educational system. (Oviedo Azpiazu, 2016)

Melendro (2008) states that "education in a globalized world increasingly diversifies its training channels" (pág. 3), so that it includes formal and non-formal education, the inclusion of the media, the use of new ICT technologies, the change of educational spaces, changes in the role of the teacher, etc.

A globalized world has a great impact on the educational system and the need for transformation and change is becoming more and more evident. Therefore, students have an urgent need to learn to face new situations, such as different intercultural encounters during their lives. "In fact, migratory flows have changed the human landscape, giving rise to encounters of different cultures in the same society, so it is necessary to reflect on the interaction of various cultures in today's society" (Priegue Caamaño & Leiva Olivencia, 2012, pág. 7).

Key Concepts Culture and Interculturality

Before focusing on the term Interculturality, it is convenient to define the root of the subject, that is, the concept of Culture.

Cambridge Dictionary provides different meanings for Culture, In the first place, "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time", It also considers "the attitudes, behaviour, opinions, etc. of a particular group of people within society" (Cambridge Dictionary, 2022).

UNESCO (2015) in the declaration on cultural policies, exalts the importance of culture in relation to learning by stating that "culture gives the subject the ability to reflect on itself. Through it, it expresses itself, takes self-awareness, recognizes itself as an unfinished project, questions its own accomplishments, tirelessly searches for new meanings, and creates works that transcend it" (Ramírez Valencia & Bustamante Vélez, Intercultural competence in the process of teaching-learning a foreign language, 2020, pág. 448)

From this perspective, the proposals of the World Conference on Cultural Policies, held in Mexico (1982), deserve to be considered, which asserts that culture can currently be considered as: "the set of distinctive, spiritual, material, intellectual and affective that characterize a society or social group. It encompasses, in addition to the arts and letters, ways of life, fundamental human rights, value systems, traditions and beliefs" (Ramírez Valencia & Bustamante Vélez, Revista Espacios, 2020).

Tylor, Edward B. (1975) tells us that "Culture or civilization, in the broad ethnographic sense, is that complex whole that includes knowledge, beliefs, art, morals, law, customs and any other habits and capabilities acquired by man as a member of society" (Zino, 2013, pág. 29).

Each member of society knows their own culture, since they have been learning it throughout their lives in a direct and indirect way. Each one of us lives based on common experiences and through these experiences we learn the customs and traditions of our culture and those around us.

Today we live in a society made up of diverse cultures that relate and interact with each other. In addition, thanks to the media, we constantly meet cultural references from other countries. In other words, we find ourselves in a society with linguistic and cultural plurality. (Barquín Rey, 2013).

In this way, it could be said that Culture is a set of beliefs and values between a groups of people belonging to a society that allows its critical development. Culture is a dynamic and

heterogeneous structure in constant interaction with other surrounding cultures. (El Diccionario de Asilo de CEAR-Euskadi).

If we focus on education, specifically on the study of a second language such as English, delving into other cultures is important. It allows students to be interconnected with the cultural reality of the target language they are studying, as well as helping them to communicate and to be able to work in international contexts where it is necessary to assess these aspects.

This entails that students advance in their construction as individuals of global citizenship, being aware of what happens in other places and of the relationships between situations that at first seem detached from their immediate context and with their own reality. (Martínez Lirola, 2018).

Cambridge Dictionary, on the other hand, does not offer any definition for the term Interculturality. However, various authors and entities provide their own definitions.

Interculturality “Refers to the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect” (UNESCO).

Interculturality is not limited to describing a particular situation, but defines an approach, procedure, dynamic process of a social nature in which the participants are positively driven to be aware of their interdependence. (Leurin, 1987, as cited by Aguado Odina, 2011).

Interculturality can be defined as an interlocutory modality of interactions and exchanges –between individuals and/or collective instances– that consists of negotiating, reaching agreements and decisions to create the basic material and symbolic conditions that open the way to pluralistic societies and inclusive states, in whose networks and areas it is possible to dialogue on an equal footing and mutual enrichment occurs. (Godenzzi, 2005, pág. 9).

According to Gómez (2009) as cited in Oviedo (2016) Interculturality encompasses everything that is culture; what we have learned and acquired in the society or group of which

we are a part. It is not only about immigration, but it is about cultural pluralism and the development of the human being in all its complexity.

Considering these authors, Interculturality could be summarized as a relationship between different cultures, based on a communicative approach and dialogue. In this way, both cultures are enriched and exchange values of acceptance, respect, equality, tolerance, coexistence, etc.

In the field of language teaching, Interculturality materializes in the intercultural approach, which is part of the sociocultural cognitive paradigm and the humanistic model, since it postulates that the interaction between cultures must be based on respect for diversity and mutual respect. It promotes dialogue and the relationship between cultures; identifies two terms:

Interpersonal interculturality (which is direct contact between people from different cultures) and Mediated interculturality (which is carried out through some electronic medium, radio, television, Internet; and enables the analysis of cultural content, values, beliefs and intrinsic ideas in learning a language. Attends to affective, cognitive and situational factors and, fosters intercultural communicative competence with which the individual can function adequately and satisfactorily in situations resulting from the interaction between speakers of different languages and cultures). (Román Betancourt et al., 2015).

Intercultural Education

Intercultural education trains and educates in skills to understand and respect cultural diversity. A tool that allows the development of cognitive, emotional and behavioral skills to respect the right to diversity and the understanding of one's own cultural patterns.

The goals it pursues are: to increase educational equity, overcome racism, discrimination and exclusion, favor communication and support social change. At no time is the goal of intercultural education to learn another person's culture.

Rafael Sáez (2006) alludes that the idea is to learn from the encounter with another person "as an individual and diverse subject that he is, taking into account, above all and at the

same time, that he is a member of humanity". Recognition of the other becomes the starting key and the point of arrival of intercultural education. (pp. 859-881).

Intercultural Education is an alternative that promotes and favors inclusive dynamics in all processes of socialization, learning and coexistence within the educational environment. It helps develop skills and attitudes for active citizen participation in building a multicultural, fair and equitable society.

According to Aguado (2003) as cited in Céspedes, (2020)"intercultural education nourishes and impregnates the principles of inclusive education, where the pedagogical reference par excellence is the experience and coexistence of cultural and social difference as a factor of educational enrichment." (pág. sn).

UNESCO (2015) insists that interculturality should not focus on the differences towards the other, but on what can be done in common through the interaction between each other. It also highlights the importance of intercultural dialogue, which must recognize the dignity of the participants in that interaction equally. Thus, their knowledge, their forms of expression, their traditions and customs must be recognized and a dialogue must also be promoted.

Regarding education, this organization considers that in order to treat diversity and cultural plurality it is necessary to educate in values and learn to live with differences and not in spite of them. For this, it is considered necessary to complement multicultural education with intercultural education. (pág. 9).

Therefore, intercultural education should be conceptualized as:

A set of educational practices designed to foster mutual respect and understanding among all learners, regardless of their cultural, linguistic, ethnic or religious background... furthermore, an intercultural approach strives to speak to all learners, helping them , through the dissemination of knowledge about different cultures, so that they discover the factors that unite and differentiate humanity, so that they appreciate its richness and diversity, so that they

discover their own humanity in any culture, and so that they acquire critical knowledge and understanding of cultures. (Valverde López, 2010).

Intercultural Competence and its Importance in the English Classroom.

Authors such as Samovar and Porter (1994), Byram (1997), and Corbett (2003), among others, address the concept of intercultural competence and define it as the ability to communicate effectively in intercultural situations and, to establish appropriate relationships within diverse cultural contexts. From this point of view, intercultural competence is considered communicative and becomes an intercultural communicative competence. Guilherme (2000), for his part, presents said competence in the following way:

“The ability to interact effectively with individuals from cultures that we recognize as different from our own.” (Guilherme, 2000, as cited in Ramírez Valencia & Bustamante Vélez, Intercultural competence in the process of teaching-learning a foreign language, 2020, pág. 447)

Intercultural communication takes place between people from different countries in which the language and culture of the different parties is diverse, so each one has knowledge and a way of socializing that may not coincide with the others and that will influence in understanding and communication.

To achieve more adequate communication, it is necessary to know the language, but also to take into account the ideas and cultural aspects that influence the other person, since these intervene in the understanding of the messages. This aspect was not taken into account in the learning of a foreign language until in 1940 they began to study intercultural communication, coming to point out, over the years, two types:

- Interpersonal: takes place between two or more people.
- Mediated: occurs between the media and society.

Regarding the aspects that influence good intercultural communication, the following stand out:

- The correct use of language.
- Knowledge of the other person's culture.
- The understanding of the own cultural aspects that can be transmitted when communicating.
- The appropriate use of non-verbal language.
- Understanding the speaker's intention. (The Importance of Intercultural Communication in the Teaching of the English Language, 2011).

Intercultural competence is understood as the ability of the student of a second language to function adequately and satisfactorily in situations of intercultural communication that frequently occur in today's society. Intercultural communication requires a certain knowledge of the other culture, but also of one's own culture and one's own values (Alsina, 1997, as cited in Oviedo, 2016). In addition, it is also important, according to authors such as Barros and Kharnásova (2012) or Paricio (2014) to develop an intercultural awareness in which the differences and similarities between related cultures are known.

The main objective is that students who learn a second language are able to act as intercultural speakers or mediators, entering a world full of people from different cultures and avoiding the stereotypes that usually accompany when we perceive other people who do not belong to our country. (Sanz González, 2017).

Both authors seem to agree that the intercultural dimension is necessary in language teaching and that it is not appropriate to expect students to acquire a command of the language similar to that of a native speaker, but instead they must become an intercultural speaker.

In this way, communicative and intercultural competence are not contrary, but complement each other to form a competence that encompasses linguistic and intercultural knowledge and skills.

The use of Information and Communication Technologies (ICT) in Intercultural Competence.

“We understand by Information and Communication Technologies the set of all those technologies that are related to the communication, storage, processing and transmission of information and that provide new knowledge for an improvement in professional, personal and educational development”. (Garcia Ruiz, 2014).

The use of ICT in the classroom offers numerous advantages when it comes to developing intercultural competence and motivating students.

In today's society, numerous advances have been developed in the educational field, which creates a need to find alternatives to promote learning. Therefore, these new ways of teaching-learning extend to the teaching of foreign languages and intercultural competence.

Leiva, (2012) as cited in Oviedo, (2016), presents the different advantages of ICT in the development of what he calls digiculturality: Digiculturality is a digital competence of knowledge and appreciation of cultural diversity through ICT.

This author specifies the advantages of the use of ICT in intercultural education and in the promotion of intercultural competence, which are; motivate students to create virtual communities, promote knowledge between cultures as a positive and enriching aspect, use contact between different people and cultures to enable intercultural communication and promote participation and collaboration through the use of the Web.

On the other hand, (Martinell et al 2001 as cited in Oviedo, 2016), present the advantages of the Internet in the educational field such as the dissemination of information, the possibilities of growth and updating of information and the possibility of interaction between the participants.

The Internet plays a relevant role to the extent that, with its help, we are allowed to go beyond the limits of the classroom in an open horizon, without borders and close, favoring more creative approaches. ICT in the foreign language classroom allows the target language to be

used in authentic contexts, since the Internet provides easy and fast access to the use of real and current materials in the target language, which is always motivating for the student.

This new virtual environment, this window open to the world, offers us new methodologies, new challenges in our language classroom. The fusion of new technologies with intercultural competence places the teaching-learning of the target language within a social and cultural context. (Álvarez González, 2011).

Mexico and Intercultural Education (English).

The teaching of the English language in our country has been modified according to the history and evolution of the country. Below is a brief historical analysis of the inclusion of the language in the curricula in the Mexican public school, especially in basic and upper secondary education.

The Organic Law of Public Instruction of the Federal District and its Regulations of January 24, 1868. Article 7 of said Law establishes that; in the secondary school for women, various subjects will be taught, among which French, English and Italian stand out.

In February of the same year, the National Preparatory School, began to work, in the building of the old Colegio de San Ildefonso, located in the historic center of Mexico City, founded and directed by Professor Gabino Barreda. The curriculum includes for the first time the study of foreign languages and Latin. (Mendoza González, 2017).

In 1889, the First National Congress of Public Instruction established that the teaching of English and French would be voluntary beginning in upper primary, as what later became secondary was known. In 1896, it was declared that it would be mandatory.

In 1908, "a living foreign language" was declared compulsory. The program for teaching English was developed in 1906 by Carmen Krauze de Álvarez de la Rosa.

At the beginning of 1908, before English was mandatory, few states offered English classes, only Chihuahua and Sonora declared English and French as mandatory in upper primary, Coahuila made them voluntary, Tabasco declared the teaching of both languages

essential, Morelos and Puebla only taught English, in Chiapas and Guadalajara French was taught; this due to the influence of the Porfiriato. (Mendoza González, 2017).

During the period of 1932, the foreign language took an optional character during the three years of secondary studies. On the other hand, in primary school foreign languages disappeared from the curriculum, English was not even considered as an optional subject.

In 1945 Jaime Torres Bodet, the Secretary of Education at that time, undertook a national crusade to rescue education, with a plan which he called the "Eleven Years".

Among the achievements of this plan are the Normal School, the free book, the creation of the National Polytechnic Institute, and the English language was once again compulsory in secondary education.

Derived from the growing globalization and intervention of international organizations such as the United Nations Organization for Education, Science and Culture (UNESCO), in 1993 the SEP decided to carry out a new educational model in primary and secondary education; in which the foreign language continues to be compulsory for the three years of secondary school. (Mendoza González, 2017).

As can be seen, the English language has been established as one of the fundamental knowledges to be taught since the 19th century.

Theoretical Foundations of Language Teaching of my Project.

The English class is a window to the world, a way to bring relevant and meaningful content to the classroom through real-world contemporary issues and, in turn, the development of intercultural competence and critical thinking.

The following lesson planning was developed for:

Prepare students for situations in which they face a cultural shock and, in turn, improve and increase their intercultural awareness, that is, learn and better understand what interculturality is.

Through:

- Meaningful activities.
- Motivation (arousing interest).
- Use of logic, applied to knowledge.
- Interaction and teamwork.
- Use of ICT.

As a reference framework for the planning and development of this project, three methodologies for the acquisition of a second language are addressed.

Which I will briefly describe and mention because they are useful for the development of activities within this lesson planning.

The first methodology is the one proposed by the Russian philosopher and psychologist Lev Semenovitch Vygotsky, the genetic model which consists of 4 domains (phylogenetic, sociocultural, ontogenetic and microgenetic). For the purposes of this project we will focus only on the microgenetic domain which, analyzes the development and organization of language as it occurs in short periods of time, that is, changes that occur over weeks, minutes or even seconds.

Within this domain we can observe a certain organization and development of the higher mental functions of our students, that is, their cognitive abilities such as their memory, attention, rational thought, emotion and learning and development that are under the intentional and voluntary control of a person. In this case the teacher and where we can observe and contribute to the process of developing a second language.

This methodology is very significant and useful for me because within my teaching practice I use formative assessment, ever single day when I finish a class or a lesson I carry out an activity which allows me to continuously assess student learning, which is what same as the methodology proposes. In addition, collecting and analyzing the information helps me improve my teaching techniques.

The next theory with which this project is also based is the theory of the zone of proximal development, also proposed by the philosopher Lev Vygotsky. This theory affirms that each educated or uneducated person develops skills that he learns from the most skilled members of society, this learning is a process by which students develop cognitive skills through interaction and feedback under the guidance of someone more expert.

We can say that the zone of proximal development is what each student already knows, what this is not yet ready to do and what the student is capable of doing if this receives the correct help and guidance.

Vygotsky's theory is very important for the final stage of the project that students must carry out, since, following the methodology that it proposes, we can apply and observe the teacher's guide, the interaction between students, and the feedback that occurs between students and teacher.

When students receive good and useful feedback they can carry out their final project (travelogue) and demonstrate their knowledge and skills. In this way, as a teacher, it allows me to observe what the students know and what they are capable of doing with the interaction, feedback, and teamwork that takes place in the classroom since all the students contribute their ideas, opinions, skills and knowledge.

And the latest methodology is the experiential learning model proposed by David Kolb in 1984. Kolb identified two main dimensions of learning: perception and processing. He said that learning is the result of how people perceive and then process what they have perceived.

He described two opposite types of perception:

- Concrete experience, (caring about cognition, that the student remembers better through memorable information, to motivate them to learn more)
- Abstract conceptualization (manage to reflect on these experiences and perceive them from other perspectives).

And he also described two opposite types of processing:

- Active experimentation (playing out the implications of concepts in new situations)
- Reflective observation. (go deeper into the topic or expand).

I believe that this methodology is the basis that most supports this project, because, as David Kolb proposes in his Experiential Learning Model, if we as teachers start our classes with meaningful activities for our students, such as listening to a song, watching a video or fragment of a film, that is, provide them with the information in a different way than what they are used to, this allows students to better remember the information.

Providing a concrete experience to students encourages interest in wanting to learn more about the topic, which is reflected in their cognition and motivation, the more motivated the students are, the more they learn.

As well as allowing them to use their logic and reasoning, reflecting on the subject studied and the relationship that it may have with the environment that surrounds them.

This lesson planning would not be complete nor would it be what it is without applying my own teaching philosophy to it, which in a certain way is the essential and fundamental within everything that addresses the educational process, plannings, activities, evaluations and above all the affection, dedication and effort that we use ever single day in our teaching practice.

Identity and Teaching Philosophy.

Reflecting on education, teaching, learning and the role of the teacher are important elements that we must understand in order to be able to forge an appropriate teaching philosophy.

In this way, we can establish and develop meaningful teaching and learning processes both the students and teacher, that is, mutual learning.

Education is one of the factors that most influences the advancement and progress of people and societies. This is in addition to providing knowledge, education enriches culture, spirit, values and everything that characterizes us.

My teaching philosophy has been formed and evolved throughout my experience in the classroom, both as a teacher and as a student.

Within the last two years it took a 180 degree turn and now I believe students and teachers must adapt and innovate. As a reflection of these experiences and learning, there are four fundamental elements in my way of teaching.

- The student must always be the center of learning.
- Teaching must be adapted to the needs and interests of students.
- Motivation must be present continuously in the classroom.
- Learning in the classroom must be related to the life and reality of the students.

To achieve these four objectives, I consider three essential factors: the classroom environment, the applied methodologies, and the teacher's guidance formed by the vision and goals they have for themselves and their students.

It is important that students enjoy an educational environment where they receive the stimulation and motivation necessary for their mental, emotional and social development. We must create an atmosphere where they feel confident and safe to express themselves, and a work environment that encourages participation, respect and learning-oriented goals.

For me, teaching must be of quality, pleasant, interesting and, above all, of practical application.

I want to void repetitive exercises or memorization, instead making sure that the techniques used are the most appropriate in relation to the needs of the students; that is, the curriculum must adapt to the student and not the other way around.

This way of learning constantly changes and evolves. I think that learning is the ability to transform the knowledge acquired into abilities and skills that make each human being distinctive.

The methodologies that I apply in the classroom such as; cooperative learning, task-based learning, game-based learning, and the incorporation of ICT are an important part of the students' learning process.

These methodologies are tools to motivate and engage students in learning, the more motivated they are the more they learn, allowing participation, they develop their communication skills assimilating what they learn without the need to memorize.

The use of technology in the classroom helps students prepare for their future, if we separate them from that reality, we would be decontextualizing learning, a balance between the use of technology in the classroom and the of other non-technological tools is important and necessary.

I consider that the work of the teacher is a unique task, which never ends. Having in our hands the mission of transmitting knowledge and enhancing the skills of a person is a great responsibility. Therefore, for promote adequate learning in students, I consider as virtues that characterize me.

The passion I feel for teaching, makes the students catch my enthusiasm, and enjoy their learning process more.

Empathy, I always remember when I was a student and I think about what I liked and didn't like about the school, especially the English subject, this helps me devise new methodologies to work with students.

Patience, analyzing the way and pace of student learning allows me to adapt the class to their needs, facilitates the application of teaching strategies to guide and encourage them in their learning.

My capacity for change and innovation, knowing the events of the day to day, and identifying how social or cultural contexts can be related to the subject to be taught, allows me to adapt strategies and methodologies to provide students with the ideal conditions to learn.

In addition, as a teacher I always try to be in continuous training, society evolves, teaching and students too.

My teaching philosophy is totally student-centered. As a teacher, I feel committed to helping students develop abilities and skills that allow them to communicate and interact inside and outside the classroom.

The ideal objectives are to promote confidence in students, develop their teamwork and communication skills, as well as encourage enough autonomy; so that they obtain the practical tools necessary to development. In short, that the student really manages to learn and apply the knowledge acquired in life and in the environment that surround, not only to present an exam, but also to go further using capacity for analysis and reflection, to assimilate the information and finally produce the language.

Next, I present the lesson planning planned and developed for this project in order to apply and develop all the techniques and teaching strategies acquired, learned and developed in this postgraduate study.

Project: Didactic Activities to Develop Intercultural Awareness and English Language Skills in Primary School Students: A "Travelogue"	
General Purpose	Improve the intercultural competence of students in the English classroom, through the use of Information and Communication Technologies (ICT).
General Objectives	<ul style="list-style-type: none"> • Prepare students for situations in which they have to face a culture shock. • Carry out different activities for the development of intercultural competence. • Use ICT in the activities of the proposal. • Improve and increase intercultural skills of students

INITIAL	
<p>Specific Objective</p>	<ul style="list-style-type: none"> • That students learn and understand that a landmark is a place or object that becomes a representative symbol of a country. • They to be able to recognize and identify through the images the symbols of the countries with which this unit will work (Mexico, the United States and England); such as; its flag, currency, monuments, etc.
<p>Schema Activation</p> <p>Activity 1.</p> <p>Listening skill.</p>	<p style="text-align: center;">Teacher Activities.</p> <p>The teacher will show the students the different images (landmarks) of Mexico, the United States and England, telling them where they are from and the name.</p> <p>During and after showing some images to the students, the teacher will ask them some questions; to motivate them to participate and activate their scheme, such as;</p> <p style="padding-left: 40px;">Do you recognize some of these places? Which? Have you visited any archaeological site? Where? Can you think of any other landmarks? Which?</p> <p style="text-align: center;">Students Activities.</p> <p>Observe the different representative landmarks of each of the countries that the teacher will show during the class.</p> <p>Mention if they know some of the landmarks that the teacher is showing them.</p> <p>Mention if they know any other landmark and which one.</p>
<p>Materials</p>	<p>Flashcards. (Appendix A).</p>
<p>Formative</p> <p>Evaluation Activity.</p>	<p>Finally, to check that the students really understood what a landmark is, they will have the homework of cutting out or drawing a landmark of each country in their notebook, to deliver it in the next class. (Appendix B).</p>

<p>Activity 2. Specific Objective Listening and Speaking skill</p>	<p>That through watching and listening to videos that show information on the countries with which they are working, the student can finally understand the subject for future lessons.</p> <p>Teacher Activities.</p> <p>The teacher will play a video on the laptop for each of the countries with which the unit is working (México, the United States and England).</p> <p>Reminding students to pay attention as there will be a question and answer section at the end of each video.</p> <p>Did you notice any new landmarks in the video? Which?</p> <p>The teacher will provide students one worksheet in which they must write the name of each landmark that they are already able to identify.</p> <p>Students Activities.</p> <p>Students should watch and listen to the videos and to noting in their notebook any other landmark that they can watch in the videos.</p>
<p>Formative Evaluation Activity</p>	<p>To verify that the students paid attention to the videos, to the classes and that they acquired sufficient knowledge of their new vocabulary, they will carry out the activity previously designed by the teacher, a worksheet corresponding to their new vocabulary (different landmarks of each country). (Appendix C)</p> <p>https://www.youtube.com/watch?v=7eZ9UTMvVXk (England). https://www.youtube.com/watch?v=nA84bZ6N7vA (the United States). https://www.youtube.com/watch?v=Y-2Td8RUfVU (Mexico).</p>

DEVELOPMENT	
<p>Activity 3. Specific Objective Reading and Listening skill</p>	<p>For students to learn and understand that a travelogue is a short narrative about a trip accompanied by illustrations or videos.</p> <p>Teacher Activities.</p> <p>The teacher will provide students with an example of a travelogue corresponding to each country (Mexico, the United States and England), in which a short trip is described, which places to visit and other information.</p> <p>After the reading of the travelogues, the teacher will ask 2 or 3 questions to check the understanding of the text, such as;</p> <p>What is the reading about?</p> <p>What landmarks does the reading of... (Mexico, the United States or England) mention?</p>
<p>Formative Evaluation Activity</p>	<p>Students Activities.</p> <p>The students must read the travelogues and underline the main landmarks that the text mentions, such as; what places to visit, what is the typical dish of the country, the language, the currency, etc.; to discuss them in class, provide feedback and encourage student participation.</p>
<p>Materials.</p>	<p>Texts. (Appendix D).</p>
<p>Activity 4. Specific Objective.</p>	<p>It is always useful to contrast the new culture with their own, finding similarities and differences. Similarities help people to agree and differences allow us to respect others.</p> <p>That students can compare and contrast the differences and similarities of the most characteristic aspects of each country (Mexico, the United States and England).</p>

<p>Formative Evaluation Activity</p>	<p>Teacher Activities.</p> <p>The teacher will help the students in the elaboration of a comparative chart between the most representative landmarks of each country, asking questions such as;</p> <p>What is the currency of England?</p> <p>What is Mexico's capital?</p> <p>What is the typical dish of the United States? etc.</p> <p>Student Activities</p> <p>Students must complete the worksheet previously prepared with the information they have acquired so far, in which they will write the currency, the language, the typical dish, etc., corresponding to each country. (Appendix E).</p> <p>To reaffirm the learning of the students, they must carry out the activities of the different worksheets that the teacher at the time will provide them, which continue to cover the theme of the milestones and the most distinctive and characteristic aspects of each country. Among them they will find activities such as crossword, word search and multiple option. (Appendix F).</p>
<p>CLOSING</p>	
<p>Activity 5. Specific Objective. Writing and Speaking skill</p>	<p>Now that the students know what a landmark and a travelogue are, they will have to create their own travelogue of Mexico, since it is the country in which they live and know.</p> <p>Teacher Activities.</p> <p>The teacher will help the students with their doubts about the creation of the travelogue.</p> <p>As well as will also check that the writing in the exhibition material is correct.</p>

	<p>https://wordwall.net/play/31708/836/957 (Quiz show) (Appendix J). Where they will have the opportunity to answer questions related to what was studied in the unit.</p> <p>Activities carried out by students (Appendix K).</p>
--	--

Rationale Behind of the Assessing and/or Testing Tools.

The evaluation and/or test tools help us determine to what extent the learning that students are expected to achieve is being fulfilled, since it is done during and not at the end; that is, at the time when students' learning errors can be detected.

This action allows us as teachers to make educational decisions, adjusting the teaching according to the needs of the students, and giving them feedback in a timely and specific manner during their learning process.

The assessment tools invite students to be actively involved in their learning process and with the teacher's guidance, they can identify their strengths and areas of opportunity.

It is important that the results of the evaluation tools not only focus on the student and their learning process, but also on the teaching process to strengthen the teacher's teaching techniques.

These results serve to reflect on teaching in order to modify planning, with adjustments in the time dedicated to certain content, select innovative content, strategies, implement activities or exercises, as well as suggest resources and means of support for learning, among others.

In this way, the process is more important than the result, a process in continuous change becomes an element of reflection for improvement. (Bastidas Martínez & Guale Vásquez, 2019) (Sánchez Mendiola & Martínez González, 2020) (Clavijo Clavijo, 2021).

An assessment tool, can highlight the extent to which students are involved in learning activities and their independence to learn is promoted, their skills, attitudes, and willingness to

learn are developed and reinforced, increases their motivation, knowledge and self-confidence, promoting their training and development of the student's personality. (Sánchez Mendiola & Martínez González, 2020).

As I mentioned at the beginning in the theoretical foundations of this project, within my teaching practice I used formative evaluation, ever single day, when a lesson ends, I carried out an activity that allows me to continuously evaluate student learning, collecting and analyzing information. It helps improve my teaching techniques.

Next, I will briefly describe the evaluation tools that I used with my students during the development of this lesson planning.

Vocabulary.

Evaluation tool that I always use at the beginning of each class, which aims to acquire new vocabulary, learn pronunciation and writing by students.

On this occasion, the students had the task of writing the corresponding name under each landmark

The process consists of evaluating the words independently through image recognition.

Acquiring and learning new vocabulary greatly enhances the lexicon of students.

(Appendix C).

Multiple Choice.

Another of the evaluation tools that I use when the students have acquired a certain vocabulary and have understood the topic.

I think it is a good evaluation tool because, being multiple choice, it allows students to observe all the possible options and choose the option they consider to be the best answer.

This type of assessment helps them develop their knowledge, understanding, and analysis when selecting an answer.

I believe that the main objective of this type of evaluation is to encourage the student to think and not to guess the answer. (Appendix F).

Crossword and Word Search.

Using assessment instruments that involve games facilitates meaningful learning, fostering student motivation, creativity and the most interesting of these types of activities is that students learn without realizing it, because these types of activities (crossword and word search) are engaging, interesting, and fun for students.

In addition, they improve their language skills, it facilitates concentration, their cognition and their mental agility increases due to the mental effort that occurs during the search for words. (Appendix F).

Oral and Written Presentation.

Exposure is useful in formative assessment because it can assess whether the student is capable of searching, organizing, analyzing and synthesizing information, establishing relationships between content and communicating it to an audience in a fluid and coherent manner.

The exposure offers the opportunity, both to the teacher and to his classmates, to give feedback on the work of the student or students who are going to present a topic.

Already at the time of the presentation, it allows the teacher to verify not only the mastery that the team has on the topic that is being presented, but also attitudes such as security, clarity in expressing themselves, the coordination or organization that the members of the group have team with each other, etc. (Aquino, 2016). (Appendix G).

Description, Results and Analysis of Hands-on Practice.

Lesson 1. Listening. Introduction of the Topic.

Description	The objective of this lesson was for the students to learn and understand what a landmark is. To activate their scheme, they were shown three representatives landmarks of Mexico. Regarding the other countries (the United States and England), the students were only able to say between 2 and 3 landmarks.
Results	<p>The outcomes were as expected.</p> <ul style="list-style-type: none"> • Little knowledge. • Low involvement. • But a clear understanding of what a landmark is.
Analysis of hand-on practice	The first class is always somewhat diagnostic, this allowed me to see how much the students knew about the subject, which was very little, but it helped me decide which strategies and techniques to use to continue their learning process.

Lesson 2. Listening and Speaking. Watch Videos.

Description	The objective of this lesson was for the students to acquire new vocabulary for future classes, through a significant activity which was to watch three videos, in which they could watched the most representative aspects of each country such as its currency, language, dish typical etc,
Results	They exceeded my expectations. After the students watched the videos there was a lot of participation, enthusiasm, interest, and vocabulary growth. They were go from saying 2 or 3 landmarks to saying 7 or 8.
Analysis of hand-on practice	What through meaningful activities as proposed by David Kolb in the first stage of his experiential learning model named concrete experiences, students acquire better learning and knowledge, better remember the information that is given to them in a memorable way.

Lesson 3. Reading, Listening and Speaking.

Description	The goal of this lesson was for students to learn and understand what a Travelogue is through reading.
Results	The students were able to learn and understand the topic and the definition of a Travelogue, in addition with the previously acquired knowledge, they related the topic with the environment that surrounds them, using their logic and reasoning, since they were able to write representative landmarks of their state (Oaxaca).
Analysis of hand-on practice	The action of the students when using their logic and their reasoning corresponds to another stage within David Kolb's experiential learning model named abstract conceptualization, where the student sees the information from another perspective; this means a more precise approach.

Lesson 4. Writing and Speaking.

Description	The objective of this lesson was for the students to create their own
Results	travelogue with all the information and knowledge they have acquired, forming teams and with the teacher's guidance, the interaction between classmates and the feedback between both managed to create a travelogue.
Analysis of hand-on practice	Through the theory proposed by Vygotsky's zone of proximal development, students are better able to develop their creativity, their ability, their knowledge, search for information and teamwork.

Next, I leave the link of the video, so that you can watch the development and result of the activities that I have just described.

https://drive.google.com/file/d/1gs3aUx9QanVImT_uuN8OC2j6tGrRKcdU/view?usp=sharing

<https://youtu.be/bu6zWM0IxR0>

Conclusion.

Throughout this project we have learned more about the cultural diversity specifically of three countries (Mexico, the United States and England), which coexist around us and in our world, in this way we have been able to better understand the customs, traditions and culture in general.

We live in a country where contact between different cultures is very frequent, Mexico has a large number of people of very diverse origins, this implies the presence of a wide intercultural diversity.

Understanding this Interculturality allows us to understand the enriching of the cultural diversity that surrounds us, something that helps us to be more tolerant, to open our minds and not lock ourselves only in our cultures and traditions.

Thanks to this project we can now get to know much better the customs, traditions, festivals, food... of the different countries and cultures that we can get to know around the world and thus we can get to know each other better.

References.

- Aguado Odina , M. (2011, August). <https://red.pucp.edu.pe/ridei/files/2011/08/0908041.pdf>
- Aquino, M. (2016, December 08) <http://layaecicloquesocmpds2016.blogspot.com/2016/12/la-exposicion-oral-como-instrumentos-de.html>
- Barquín Rey, L. (2013, October). *Cantabrian University*.
<https://repositorio.unican.es/xmlui/bitstream/handle/10902/4057/BarquinReyLorena.pdf?sequence=1&isAllowed=y>
- Bastidas Martínez, C., & Gualé Vásquez, B. (2019, August). *Magazine: Atlante. Education and Development Notebooks*. <https://www.eumed.net/rev/atlante/2019/08/evaluacion-formativa-herramienta.html>
- Cambridge Dictionary. (2022). *Cambridge Dictionary*. Cambridge University Press :
<https://dictionary.cambridge.org/dictionary/english/culture>
- Céspedes, P. (2020, October 23). *Panorama Educativo*.
<https://panoramaeducativord.blogspot.com/2020/10/educacion-para-la-formacion-de.html>
- Clavijo Clavijo, G. (2021, February 15). <https://observatorio.tec.mx/edu-bits-blog/evaluacion-del-y-para-el-aprendizaje>
- García Ruiz, F. (2014).
<https://repositorio.unican.es/xmlui/bitstream/handle/10902/5065/RuizGarciaFernando.pdf?sequence=>
- Godenzzi, J. (2005). <https://dialnet.unirioja.es/servlet/articulo?codigo=3302998>
- Martínez Lirola, M. (2018, April). *Educare Electronic Magazine*.
https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582018000100040
- Melendro Estefanía, M. (2008, September). https://www.miteco.gob.es/es/ceneam/articulos-de-opinion/2008_09melendro_tcm30-163531.pdf

Mendoza González, M. (2017, October 27).

<http://articulosdrangeles.blogspot.com/2017/10/breve-resumen-historico-de-la-ensenanza.html>

Oviedo Azpiazu, S. (2016, May 24).

<https://reunir.unir.net/bitstream/handle/123456789/3966/OVIEDO%20AZPIAZU%2C%20SARA.pdf?sequence=1&isAllowed=y>

Paricio Tato, M. (2014, January 21.)

https://www.ugr.es/~portalin/articulos/PL_numero21/14%20%20Silvina.pdf

Priegue Caamaño, D., & Leiva Olivencia, J. (2012, June).

<https://www.edutec.es/revista/index.php/edutec-e/article/view/370/107>

Ramírez Valencia, A., & Bustamante Vélez, B. (2020, December 30). *Revista Espacios*.

<http://revistaespacios.com/a20v41n50/a20v41n50p30.pdf>

Román Betancourt, M., Vena Robaina, D., & González Barrios, O. (2015, April 23).

<http://humanidadesmedicas.sld.cu/index.php/hm/article/view/677/463>

Sánchez Mendiola, M., & Martínez González, A. (2020).

https://cuaieed.unam.mx/descargas/investigacion/Evaluacion_del_y_para_el_aprendizaje.pdf

Sanz González, N. (2017, Decembre 04). [https://1library.co/document/8ydokdlz-cuentos-](https://1library.co/document/8ydokdlz-cuentos-recurso-didactico-trabajar-interculturalidad-ingles-educacion-primaria.html)

[recurso-didactico-trabajar-interculturalidad-ingles-educacion-primaria.html](https://1library.co/document/8ydokdlz-cuentos-recurso-didactico-trabajar-interculturalidad-ingles-educacion-primaria.html)

UNESCO, Diversity of Cultural Expressions. (s.f.). <https://en.unesco.org/creativity/interculturality>

Valverde López, A. (2010, June).

http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-16592010000100008

Zino, J. (2013, October 13). *Antropología, Transmisión Cultural, Educación (Social), Relato de*

vida. <https://antropologies.wordpress.com/2013/10/13/definiciones-de-cultura/>

Appendices

Appendix A. Flashcards from Mexico, the United States and England.





MOUNT RUSHMORE



STATUE OF LIBERTY



THE WHITE HOUSE



DOUBLE DECKER BUS

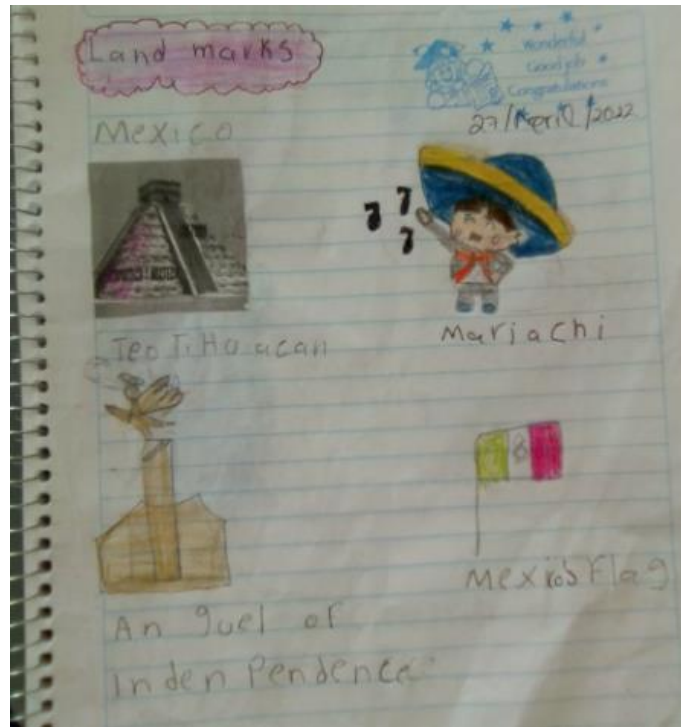


BIG BEN TOWER



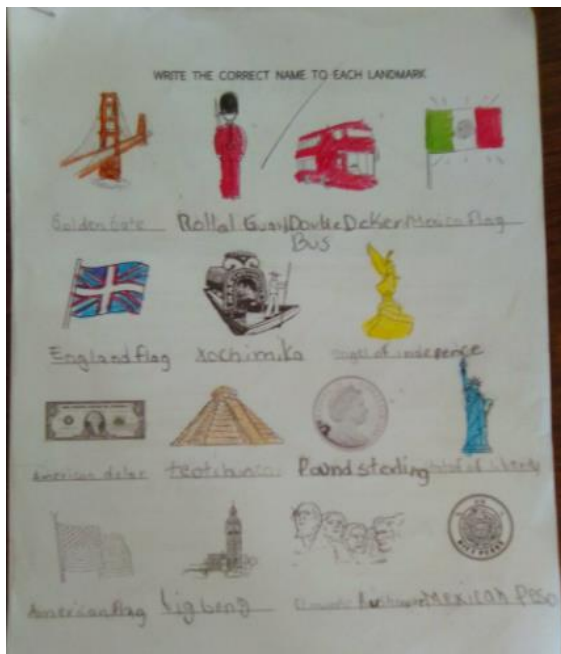
BUCKINGHAM PALACE

Appendix B. Homework to Investigate Other Landmarks.

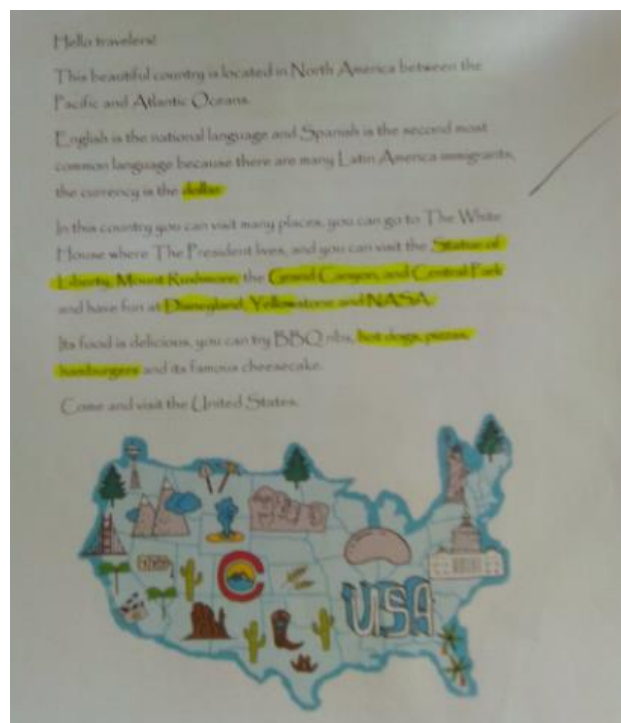
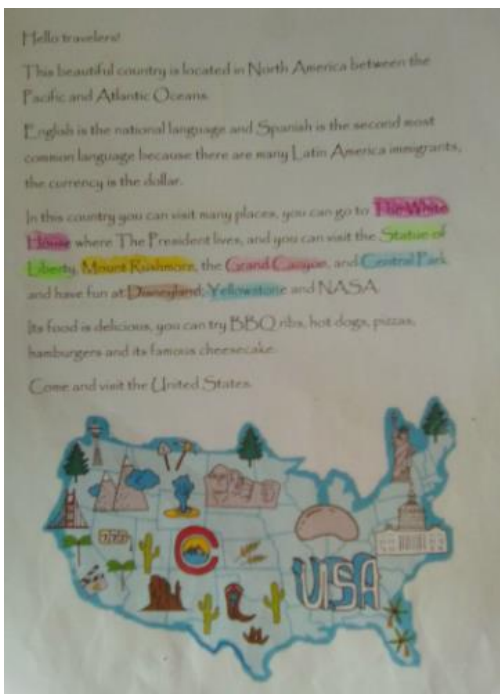
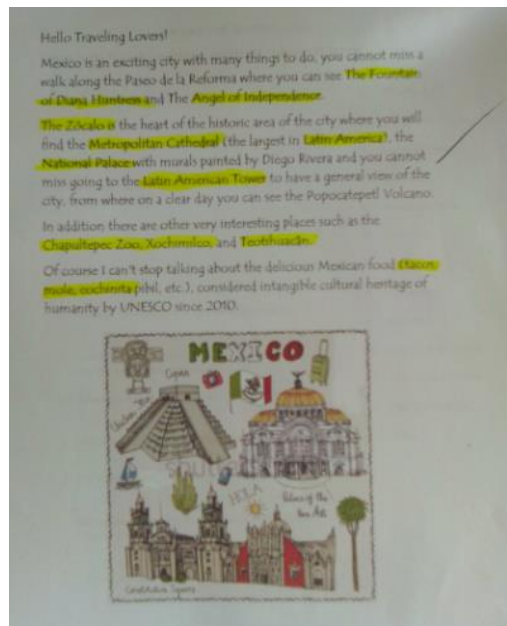
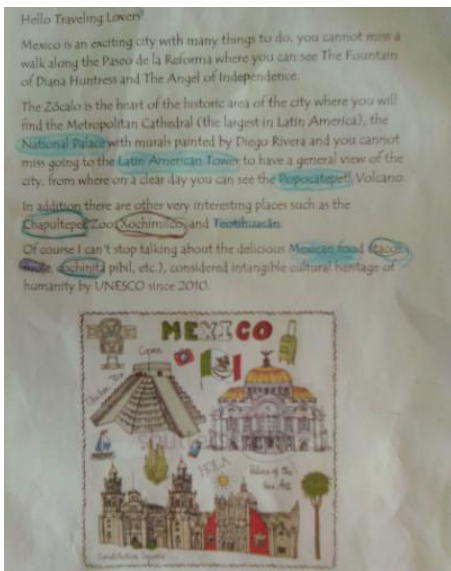




Appendix C. Worksheet Acquisition of the New Vocabulary.



Appendix D. Travelogue from Mexico, the United States and England, Underlined by Students.



Hello Ladies and Gentlemen!

Welcome to London the capital of England. London is one of the largest cities in the world, about 7 million people live here.

The official language is English, and the currency is the pound sterling.

There are many interesting things to do and places to visit in the city, you can go to Buckingham Palace where The Queen Elizabeth II lives, and see the Changing of the Guard.

There are many other interesting places to visit in London Big Ben, The Tower Bridge and The London Eye.

It's quite simple to get around London. It has the famous double-decker buses, the subway and there are also many taxis.

British cuisine has a bad reputation but I ate fish and chips and pork sausages and I think they are delicious.



Hello Ladies and Gentlemen!

Welcome to London the capital of England. London is one of the largest cities in the world, about 7 million people live here.

The official language is English, and the currency is the pound sterling.

There are many interesting things to do and places to visit in the city, you can go to Buckingham Palace where The Queen Elizabeth II lives, and see the changing of the guard.

There are many other interesting places to visit in London Big Ben, The Tower Bridge and The London Eye.

It's quite simple to get around London. It has the famous double-decker buses, the subway and there are also many taxis.

British cuisine has a bad reputation but I ate fish and chips and pork sausages and I think they are delicious.



Appendix E. Comparative chart between Mexico, the United States and England.

Comparative table of the differences and similarities of Mexico, the United States and England.

	México	United States	England
Capital	Mexico CD	Washington	London
Currency	M. Pesos	A. Dollar	P. Sterling
Language	Spanish	English	English
Typical Dish	Mole/tortilla	Hamburger	Fish and chips
Distinctive tradition	The day of the dead	Halloween	Tea time
Landmark 1	Cathedral	America flag	Oxford University
Landmark 2	Acapulco beach	Football	Stonehenge
Landmark 3	Mayan Pyramid	Disneyland	Cotswolds

Comparative table of the differences and similarities of Mexico, the United States and England.

	México	United States	England
Capital	Mexico city	Washington	London
Currency	Mexican Peso	American dollar	Pound sterling
Language	Spanish	English	English
Typical Dish	tortilla/tacos	hamburger	fish and chips
Distinctive tradition	Day of the Dead	Halloween	tea time
Landmark 1	teotihuacan	american flag	big ben
Landmark 2	angel of independence	mont roosem	queen Isbell
Landmark 3	Mexican flag	the house white	Pound sterling

Comparative table of the differences and similarities of Mexico, the United States and England.

	México	United States	England
Capital	Mexico City	Washington D.C.	London
Currency	Mexican peso	American dollar	Libra
Language	Spanish	English or Spanish	English
Typical Dish	Taco	Fast food	English breakfast
Distinctive tradition	dia de muerto (day of the dead)	4 July	tea time
Landmark 1	Mitlan	statue of Liberty	Big Ben
Landmark 2	Monte Alben	gran canyon	London eye
Landmark 3	Yule tree	The White House	Double Decker Bus

Appendix F. Worksheets about Mexico, the United States and England.

The City of London

MATCH THE QUESTION WITH THE CORRECT ANSWER

Is there a river? *No, there are not.*

Are there any people? *Yes, there is a river.*

How many trees are there? *There are six trees.*

Is there a bridge? *There is one bus.*

Are there any buses? *Yes, there is a bridge.*

The City of London

MATCH THE QUESTION WITH THE CORRECT ANSWER

Is there a river? *No, there are not.*

Are there any people? *Yes, there is a river.*

How many trees are there? *There are six trees.*

Is there a bridge? *There is one bus.*

Are there any buses? *Yes, there is a bridge.*

USA

Fill in the blanks with the information from the box.

A Native American: *This is the map of America. The largest state is Alaska, the smallest one is Rhode Island.*

American Flag: *This is American flag. The stripes are red and white. It is called The Stars and Stripes.*

The Statue of Liberty: *This is Joe Biden. He is the President of the USA.*

The map of America: *This is American Dollar.*

Joe Biden: *This is the capital of the United States.*

American Dollar: *This is the Statue of Liberty. It was offered by the French in 1886 to celebrate America's Independence.*

The capital of the United States: *This is Native American. He is wearing feathered headdress.*

USA

Fill in the blanks with the information from the box.

A Native American: *This is the map of America. The largest state is Alaska, the smallest one is Rhode Island.*

American Flag: *This is American flag. The stripes are red and white. It is called The Stars and Stripes.*

The Statue of Liberty: *This is Joe Biden. He is the President of the USA.*

The map of America: *This is American Dollar.*

Joe Biden: *This is the capital of the United States.*

American Dollar: *This is the Statue of Liberty. It was offered by the French in 1886 to celebrate America's Independence.*

The capital of the United States: *This is Native American. He is wearing feathered headdress.*

1. FIND: Spanish, France, Iguala, Tulsa, Adams, Sally, Sunny, Benet, Beach, Mexico City. *Word bank*

2. FILL OUT: Mexico's capital is *Mexico City*. The official language is *Spanish*. Mexican food is *Tacos*.

3. CONNECT: This animal is an important figure in Mexican culture. What is it? *iguana*

4. COLOR AND NAME: *Mexico Flag*

1. FIND: *Word bank*

2. FILL OUT: Mexico's capital is *Mexico City*. The official language is *Spanish*. Mexican food is *Mole Poblano*.

3. CONNECT: This animal is an important figure in Mexican culture. What is it? *iguana*

4. COLOR AND NAME: *Mexico Flag (Mole Poblano)*

Appendix G. Travelogue Made by Students.



Appendix H. Activities on the Wordwall Website, Labyrinth, Match, Quiz Show.



MÉXICO	DOUBLE DECKER BUS	POUND STERLING	ENGLAND	DAY OF THE DEAD
STATUE OF LIBERTY	LANDMARK	CURRENCY	MOUNT RUSHMORE	TRAVELOGUE

<input type="text"/>	The name and type of money used in countries.	<input type="text"/>	Unique holiday celebrated in Mexico
<input type="text"/>	Place where I can find 4 American Presidents.	<input type="text"/>	The country located between The USA and Guatemala.
<input type="text"/>	Gift from France to the United States on the 100th anniversary of its independence.	<input type="text"/>	A place or object representative of a country.
<input type="text"/>	Country where English language has its origin.	<input type="text"/>	Type of currency used in London
<input type="text"/>	Short narration about travel including pictures, video and films.	<input type="text"/>	Means of transportation in London

Short narration about travel including pictures, video and films.

A
TRAVELOGUE

B
MÉXICO

C
DAY OF THE DEAD

D
POUND STERLING

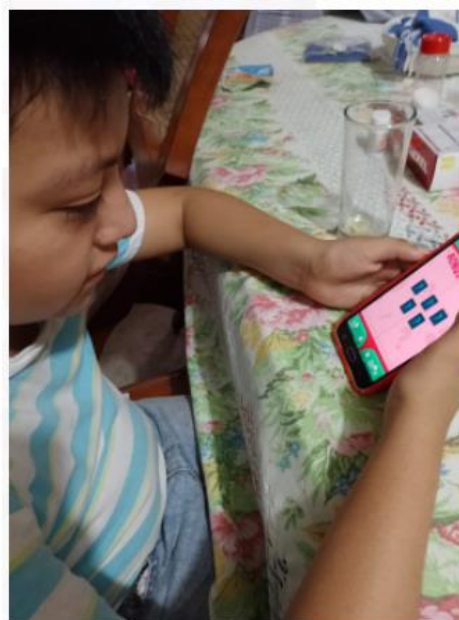
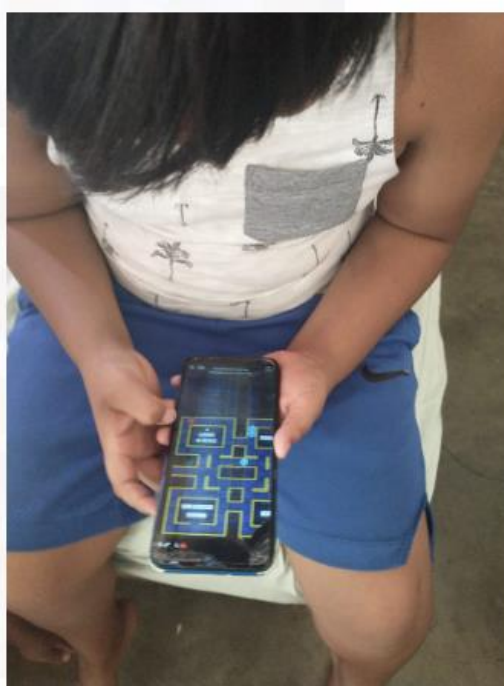
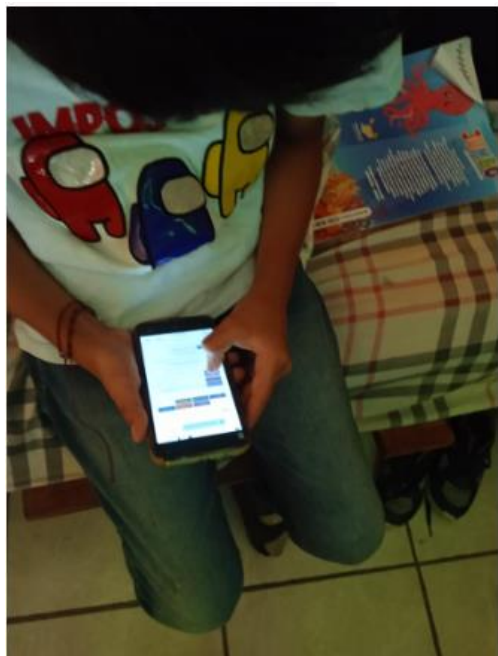
Puntuación x2

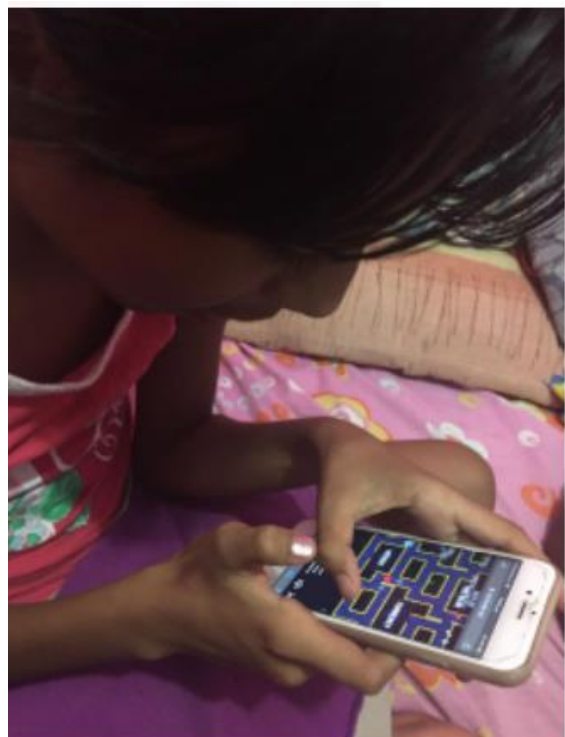
50:50

Tiempo extra

1 de 10

Appendix I. Students Photos by Performing Online Activity.





**DECLARACIÓN DE AUTENTICIDAD DE TESIS O TRABAJO RECEPCIONAL
PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL**

Declaración de Originalidad
de Tesis o Trabajo Recepcional de Posgrado

**C. RECTOR(A)
DE LA UNIVERSIDAD PEDAGÓGICA NACIONAL
PRESENTE:**

Me dirijo a usted en mi carácter de autor(a) original del documento descrito al calce, mismo que presento como parte de los requisitos académicos establecidos para obtener el diploma o grado académico que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que he estado inscrito(a).

En apego al inciso d del Artículo 42, del Reglamento General para Estudios de Posgrado de la Universidad Pedagógica Nacional, que establece que la Coordinación de Posgrado —por acuerdo del Consejo de Posgrado— será competente para aplicar la sanción de baja definitiva en el caso de que el estudiante: “Presente como propios trabajos académicos que no son de su autoría entre ellos artículos, revistas, ensayos, libros, tesis profesionales o de grado, así como cualquier otro sin consentimiento expreso de su autor”, suscribo esta declaración con la finalidad de manifestar a usted —y a quien corresponda— que he redactado mi documento de tesis o trabajo recepcional de manera original en todas y cada una de sus partes.

El documento en cuestión es un trabajo original, en inglés, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra, artículo, memoria, etcétera (en versión digital o impresa), sin haber mencionado en mi documento de forma clara y exacta su origen o autor, tanto en el cuerpo del texto, figuras, cuadros, tablas u otros que tengan derechos de autor. Asimismo, manifiesto que no he cedido los derechos patrimoniales ni he otorgado autorización a otra persona física o moral que se considere con derechos sobre el trabajo en cuestión.

En caso de existir alguna impugnación con el contenido o la autoría de mi trabajo recepcional o tesis, toda responsabilidad será exclusivamente mía. En este sentido, soy consciente de que el hecho de no respetar los derechos de autor y cometer plagio, son objeto de sanciones universitarias y legales de acuerdo con la normativa vigente.

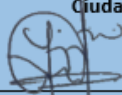
Datos de identificación de quien suscribe y del documento en cuestión.

Título del trabajo recepcional o tesis:	Didactic Activities to Develop Intercultural Awareness and English Language Skills in Primary School Students: A "Travelogue".		
Tipo:	<input type="checkbox"/>	Trabajo recepcional	<input type="checkbox"/>
Presentado para obtener el grado de:	<input checked="" type="checkbox"/>	Especialidad	<input type="checkbox"/>
Programa de posgrado:	Specialization in English Language Learning and Teaching as a Foreign Language	Tutor(a), Asesor(a) o Director(a):	Alma Delia García Salazar
Nombre completo del(la) autor(a):	Viridiana Gallardo Malpica		
Matrícula:	210926059		
Domicilio:	Fraccionamiento Jardines del Arroyo calle cuenca # 6 San Juan Bautista Tuxtepec Oaxaca		
Teléfono:	2871200423		
Correo electrónico:	210926059@g.upn.mx viridianagm2016@gmail.com		

Atentamente,

Ciudad de México a 01 de Julio de 2022.

Viridiana Gallardo Malpica



Nombre completo y firma del(la) autor(a) de la tesis o trabajo recepcional

CCP Tutor(a), Director(a) o Asesor(a) de la tesis o trabajo recepcional:
Coordinación de Posgrado UPN
Expediente en el Programa Educativo.

UPN/Coordinación de Posgrado