UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

[The teaching of the English language seen from the sociocultural perspective]

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

PRESENTA:

Joel Hernández Ortega

Tutor: Rosa Isela Ávila Sánchez

México, DF. a 07 de julio de 2022

Table of Contents

INTRODUCTION

Currently, education in Mexico includes the teaching of English as a second language at its different educational levels. From level, basic, upper secondary and university, each one has its own study plans or programs and respond to the needs, typical of the population that is served, such is the case of the National English Program (PRONI) oriented to the level basic, and adequate to the national standard, such as the National Language Level Certification (CENNI), and international, such as the Common European Framework of Reference for Languages (CEFR). It also defines the teacher profiles and the profile of the graduate students, which is expected to be B1 according to the CEFR (Pública, 2021)

Other aspects related to learning the English language are work, academic or social, in which an optimal learning of it will allow you to obtain a better job, certify a knowledge or interact with people from all over the world.

For its part, teaching a language as a second language is a teaching task that goes through different stages and teacher criteria, starting from defining the content, selecting material, or establishing a teaching methodology.

The above can be read very briefly, however, it is not as simple as it seems, here it is important to mention that the teaching of a language as a second language has had variations over time, not only in the use that is given to the language but in the content, and the way it is transmitted, (methodology)

An example of the above are the contents taught by the teacher in class, although most of them are carried out based on the school programs, in some cases the teaching strategy or methodology used is not the correct one.

Having said the above, the optimal thing is to find a balance between the content and said strategy that allows, on the one hand, the teacher not only to define the teaching contents, but also to know and apply a teaching strategy according to their context, and on the other hand allow the student to learn the English language optimally in the classroom, in order to promote communication aspects in their academic, professional and work life

Other aspects to consider are factors external to teaching and that are part of this teaching-learning process, situations that although they are not in our control, are part of the day-to-day in our classes and that we must take into account.

In this sense, in the case of students, some external aspects that in a certain way can determine their use are those related to social, family, health and economic aspects.
In the case of the school, these external aspects are related to the teaching environment and have to do with the physical spaces, logistics and structure that are available to teach a class. Here it is important to mention that although our teaching environment may not always be optimal, the existence of these cases or situations are not decisive in the student´s learning process.

Other factors are motivational, empathy, respect and trust between student and teacher, which are built daily in the classroom and that added to the cognitive and attitudinal aspects make up our teaching philosophy, which and as it was mentioned in the discussion forum, we can understand not only as a set of values on the part of the teacher in the classroom, but also, their responsibility to train themselves day by day and transmit knowledge to their students correctly

The previous elements allow not only to establish, on the one hand, the importance of learning understood as the conscious study of the language, and in formal environments, such as school (Inglés, 2021) but also to establish the role that the teacher currently has in the teaching-learning process

Therefore, it is important to reflect and become aware that the current work of the teacher in front of a group is not limited to only teaching a specific topic, it goes beyond teaching models, creates new learning strategies every day, encourages growth personal, promotes values and has the possibility of forming better human beings through the teaching of a second language

CHAPTER 1:

PHILOSOPHY AND THEORY

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING PHILOSOPHY

Previous to develop the teaching philosophy method and application used in this essay, it is important to say that it was choose taking into a count the school where was applied this project, lesson plans and the kind of students. Now in this project was used the Direct Method as a part of the theory, it was because this method mentions that the " learners will have more success learning the language if they are interested in the society using the language" (Nacional, 2021) In this sense the social interaction is important for the successes of this project.

By other side, who presents this project does not have much experience as a teacher, (he has been teaching for approximately 7 years.) and his first work experience was by chance, and on the recommendation of friends who invited him to work at the university where they worked. Later, other acquaintances who work at Conalep told him about the possibility of obtaining a few hours of English, and that is how he began his work with young people at the high school level. In this school the main challenge was not only the content in the study programs that often do not match reality in student learning but also the number of students per group

Other work experience, was the chance to work in a private University teaching English language to different careers, here the groups are smaller, and although it might be thought that students are a little more available to learn the language, due to its usefulness with professional and work life The truth is that the level of English is low. In this sense, exchanging opinions with the students, they mention that it is not of their interest, that they are ultimately bad for the language, that they do not like it. The above does not mean that students do not work in the classroom, at that point the vast majority comply with what is requested; however, it is to a certain extent sad to see that at this level of university, not all students place the importance of language, in their academic, professional and work life.

In both cases, the role has been to accompany their learning with dynamics and topics that are of interest to them, generate dynamics of collective and individual participation, motivate learning with films, songs, readings, articles, that are of interest to them in order to get the attention of students

Other example of how the teaching philosophy is built every day, is taking into a count that the teaching-learning process has the option of being both for students and teachers, in this sense, is important mention that each one has a different role, responsibilities and functions, but the possibility of learning parallel is possible.

With the above, it is exemplified in the first way that the teaching philosophy, although it is a concept, it is built and modified day by day, besides and according to this project it could say the fact that into the teaching experience, the learning of the language take place until the beginning of its teaching. The above is curious but true. In the practice, preparing the classes, contents, etc., implies new challenges, and continuous revision of the contents, but mainly the possibility of reflecting on the way in which one would have liked to learn or teach the English language.

By other side and although these strategies require time for their development, research, preparation of materials, etc., it considers them necessary and part of a teacher chores, the responsibility to create a conducive learning environment, prepare adequate materials, generate learning strategies. adequate, and above all accompany the learning process of each student.

Other external aspect is the educational system in Mexico, that to date has had different changes in its part of planning and development, educational plans change with different perspectives, current educational models are seen in the need to adapt to new technologies, population and social circumstance. As an example, it´s mention the virtual classes that to date are taught due to the global pandemic. In this sense, it´s thought that the role of students in the current is not to be a passive character in the classroom, but to become self-taught in a certain way, it means that although the teacher is the one who will guide their teaching process, it is the student who in a certain way must assume responsibility for their training process. This can be done through research in order to verify and even debate what is said in the classroom.

To the above we could add the theme of creating conducive learning environments, in this sense the attitudinal and empathic part with the student is fundamental, we are talking about the teacher in addition to having the knowledge of their subject, in this case English, must be able to develop the human and empathic part with their students, in order to make learning English as a second language efficient

In resume, the teaching philosophy, changes daily in the classroom and due to the work with students and it involves different elements.

The first element, is the content and the way in which knowledge is transmitted, and on the other hand the series of strategies or resources to transmit them.

Here is important to recall the importance of adapting knowledge, approaches and learning strategies to the present, since as seen in this unit, the approaches have changed, which is why it is important that in our teaching practice the that best suits our practice. In this sense, the main important challenge not only for our teaching philosophy but also for the consistency in the contents and that these in turn are consistent with the reality, level of studies and functionality of the studies of the students.

A second element is the human part that you develop as a teacher when you are in front of a group.

A third aspect, is to create conducive learning environments, so being empathetic and willing to support the student. it is verified that if the student finds support and accompaniment in their learning process, it will be easier to achieve it.

And finally, but not least the students, although they have a learning process, this is oriented in each of them to the consecutive achievement of goals.

Due to the above, it can be said that the teaching philosophy varies as the teacher becomes more involved in his work. In this sense, one of the bases of the teaching philosophy is the training, updating and planning of contents added to the development of dynamic and attractive activities for the students.

With the above, it is showed that the teaching philosophy is not just a theory or script which must be followed step by step, but it is built as one as a teacher becomes aware of the importance of proper teaching of the language and the importance it has for students in the academic, social and professional fields.

CHAPTER 1: PHILOSOPHY AND THEORY

1.02 THEORY APPLIED IN MY TEACHING PRACTICE

The theory used in this activity was the sociocultural theory of which its founder Vygotsky maintains that "languages are learned as a result of interactions between social and cognitive factors" (Nacional, 2021) Therefore, learning a second language considering this theory is based on the socialization of the person with their context.

In this sense, it thinks that given the current conditions of technology, this last theory has several technological tools, from the use of the internet or apps themselves that can facilitate this socialization to which this theory refers and that would result in an effective learning of the second language

Another aspect to highlight is the theoretical foundation, in this sense, Vygotsky's sociocultural theory, since it states in a general way that learning takes place through social interaction. Another reason because was used this theory was the type of population, who are young people between 15 and 18 years old, besides, add to the fact that the student per group is approximately from 40 to 60 students, so the interaction between the students is very constant and dynamic

In the case of how was developed the main activity, this was thought from the point of view of how the culture of a foreign State whose language is being learned is important to facilitate the learning process. This project used el concept of culture as shared language, beliefs and values (Nacional, 2021) where the culture is, unconscious, learned and dynamic.

That is, when talking about teaching a language, we cannot ignore including cultural aspects of it, since these are the ones that will bring us closer and facilitate this teaching-learning process.

CHAPTER 1: PHILOSOPHY AND THEORY

1.03 ZONE OF PROXIMAL DEVELOPMENT

From https://www.pinterest.com.mx/pin/26740191514596577/
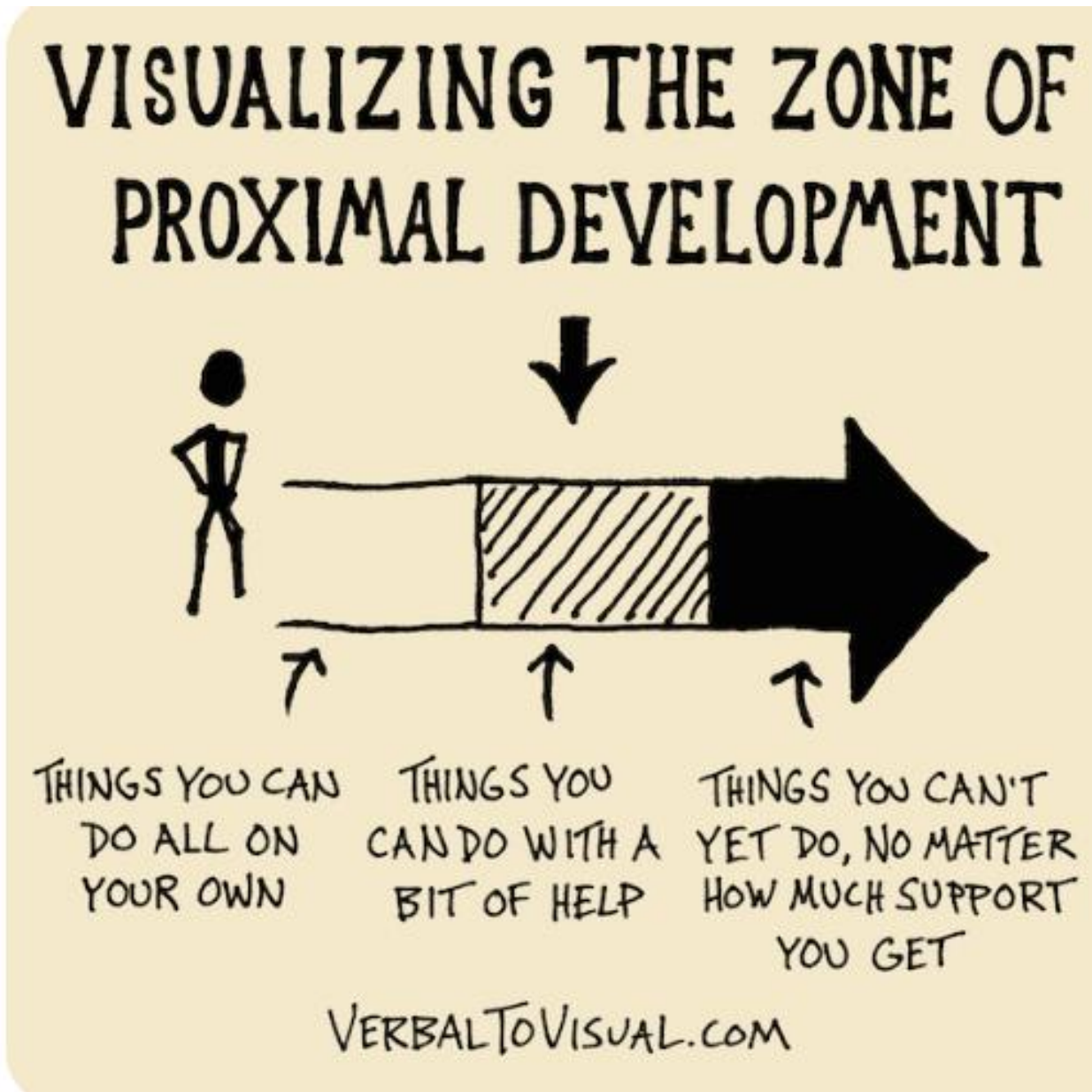
CHAPTER 1: PHILOSOPHY AND THEORY

1.04 Diagram of different SLA Theories

BEHAVIORISM

- Learning is considered as a process of habbit formaticon
- Learnes recives stimulus and responses
- Reinforcemet

Generative Linguistics

Set of rules, que permiten la transformación de forma profunda y gramatical de oraciones

Sociocultural theory

- Zone of Proximal Development
- Construcción social
- Interacción

Krashen's Hypotheses

- Natural order
- Imput
- Acquisition learning

CHAPTER 2:

METHODOLOGY AND PRACTICE

CHAPTER 2: METHODOLOGY AND PRACTICE

2.01 LESSON PLAN

In the case of this activity, it is necessary to comment that it has several aspects to analyze, the first one: the kind of activity that was done, and how was its process, in this sense, the project refers to the type of activity, the way it was done, the number of classes in which was developed, the planning, human and technical resources as well as the obstacles to achieve it.

The next aspect to highlight is the theoretical foundation, in this sense, the project is based in Vygotsky's sociocultural theory, since it states in a general way that learning takes place through social interaction.

Other aspect, is the type of students, who are young people between 15 and 18 years old and their English level is low. Part of this aspect are the groups, which are approximately from 40 to 60 students, so, the interaction between the students is very constant and dynamic

Finally, the project was also thought considering the culture aspect, and where the culture of a foreign State whose language is being learned is important to facilitate the learning process, that is, when talking about teaching a language, we cannot ignore including cultural aspects of it, since these are the ones that will bring us closer and facilitate this teaching-learning process.

Having said the above, the project has as main line the theme of Valentine's Day, since it is a theme of international use, is useful to put in practice the theories previously mentioned, is attractive to young students and it mainly, allows to students put in practice their English language skills.

The project is divided into several sessions and where prior to the first session, the students were asked investigate related to Valentine's Day or Day of Love and Friendship in Mexico, in this first session it was a talk where we exchanged information and there were three questions that were: What do you know about Valentine's Day? When is it? How is celebrated in the world?

These questions were answered by the students in group and individually way.

For the second session, it began with vocabulary related to the theme of Valentine's Day. Next the students watched a short video related to the theme, and finally the students solved a reading comprehension exercise.

In the next session, the students put into practice the use of the apps, for this purpose they used a platform called Kahoot and where could interactively and in groups answered a couple of Quiz, which are actually educational games related to Valentine's Day.

In this same session, the instruction for the closing activity was given and a blackboard was prepared where the students would write in English in a letter, a message to their friend, boyfriend, girlfriend, etc., in English, with this exercise it was put into practice writing skill

Finally, to evaluate, was created a rubric that not only contemplates the part of the activities, but also the way in which the student worked individually and in groups and in teams, feedback was given throughout the process, considering the skills mentioned above.

LESSON PLAN

Teacher: Joel Hernández Ortega	Date: 04-05-22	Level: Basic / Time 2hours
Target language: English	**Topic:** Culture	**Lesson´s name:** Cultures in the world
Unit name: Exchange of personal information		**Objective:** That the student and from the theme of Cultures in the world, focus in Valentine´s day. Developing the skills of the English language
Language focus: Present simple Reading and speaking		**Language function:** Talking Cultures in the world
Language skills. Reading and speaking		**Intercultural topic:** Cultures in the world
Main aims: Talk about how Cultures in the world are celebrated in different part of the world		**Subsidiary aim:** use adverbs of frequency
Bibliography support: https://www.youtube.com/watch?v=CcZvAL-eO4s https://www.youtube.com/watch?v=NSCFxDKJWwo		**Brief description of the lesson:** At first, the student will comment on the ways of celebrating Cultures in the world, to give way to a reading, and its discussion and presentation in the classroom. The grammatical topics are present simple and adverbs of frequency.
Expected outcome: At the end of the class the student will be able to understand a text in the present simple and can express their ideas in the same tense		**Evaluation activity:** Evidence, exposition, quiz, reading comprehension

TOPIC	STRATEGIES			RESOURCES	TIME DURATION
	TEACHING	LEARNING	EVALUATION		
Valentine´s Day **Warm Up**	Presentation of the topic	The teacher Will explain the objective of the lesson	The students Will share the ways that each country celebrates its tradition or cultures	Blackboard, Markers	50 min

Vocabulary	The teacher will introduce vocabulary related to Valentine´s day The skill used was reading and speaking	The student will know new vocabulary and its use in real situation	Reading group and personal exercises	Printed lecture	20 min
Share ideas	Learning between pairs	The student in groups from 2 to 5 integrant Will share and know different ways that each country celebrates its tradition and culture	Presentation in teams	Printed exercises	40min
Video	The skill used was listening, reading and writing	The student will watch a short video about Valentine´s Day	The student will write some important details about Valentine´s Day	Video recording	15 min
Reading comprehension	The skill used was reading and speaking	The student Will read a text about Valentine´s Day	The student will respond a short quiz and share their ideas in the classroom	Reading material	25 min

Speaking practice	The skill used was speaking		The student will share their ideas about Valentine´s Day reading in the classroom		25min
Kahoot platform	The skill used was reading	The student will use the technology to learn and strengthen, what they learn in class	The student will solve Valentine´s Day exercise using Kahoot platform	Internet access	20 min
Blackboard	The skill used was reading and writing	The student will choose a poem and will write it in a paper heart	The student will create a blackboard using the poems selected		1 hour
Closing	The teacher will speak about the importance of the culture in the learning English process	The student Will talk about their impressions about the activity			10 min
Assessment / evaluation for each skill		The student Will be evaluated according the rubric for each activity previously elaborated by the teacher			
OBSERVATIONS:				**SIGNATURE:**	

CHAPTER 2: METHODOLOGY AND PRACTICE

2.02 Evaluating and assessment

In the process of learning a second language, it is important to measure the progress or obstacles that the students have, for this the teacher must generate certain strategies that can not only identify the progress of the students, but also provide effective feedback that strengthens what they learn. made by the student and motivate him to continue with his studies.

That said, evaluation can be understood as the feedback given to the student in relation to their learning by the teacher, who based on these results and constantly creates the learning tools for the student. With the above, the teacher not only evaluates the student in a certain way, but also knows the student's skills and aptitudes.

For its part, the evaluation uses methods with specific objectives to know, qualify, evaluate and inform the student about their learning, that is, the evaluation determines the student's knowledge reflected in a final grade, certification, etc. Some ways to evaluate are: Questionnaires, worksheets, exams.

With the above, it can be said that the importance of evaluation in the students' learning process lies in the fact that this allows us to know the strengths, weaknesses, advances, and aspects to work with the student and as a result of what previous and the student's effort a final grade is obtained, provided by the teacher to the student

CHAPTER 2: METHODOLOGY AND PRACTICE

Grading rubric

CATEGORY	EXCELLENT 5	GOOD 4	ENOUGH 3	NEEDS IMPROVEMENT 1	POINTS
Share ideas **Contents**	The student adequately presents and identifies data, phrases, vocabulary related to the theme of Valentine's Day	The student identifies in a general way some points related to the theme of Valentine's Day	The student mentions some points related to the theme of Valentine's Day	The student does not mention and identify the main points of the Valentine's theme	
Share ideas **Behavior presentation**	The student presents appropriately and organized way their conclusions in team	The student in a nervous and way vocabulary presents their conclusions	The student has no organization in his presentation	The student doesn´t present correctly data, vocabulary and phrases related to the subject of Valentine's Day	
Video	The student correctly identifies the content, vocabulary and main idea of the video and writes them in his notebook	The student identifies a little vocabulary and main idea of the video and writes them in his notebook	The student just identifies the main idea of the video and writes it in his notebook	The student doesn´t identifies the content, vocabulary and main idea of the video and doesn´t write it in his notebook	
Reading comprehension	The student correctly translates and solves the provided exercise and presents their results in team	The student solves the provided exercise and presents their results in team	The student correctly translates the provided exercise and presents their results in team	The student correctly doesn´t translates, solves the provided exercise neither presents their results in team	

Kahoot platform	The student correctly uses the Kahoot platform and solves all the exercises	The student solves all the exercises	The student doesn´t solves all the exercises	The student doesn´t use the Kahoot platform	
Blackboard	The student chooses, transcribes and elaborates his text in English, as well as actively participates in the elaboration of the Valentine's Day blackboard	The student elaborates his text in English, as well as participates in the elaboration of the Valentine's Day blackboard	The student just participates in the elaboration of the Valentine's Day blackboard	The student doesn´t, transcribe and doesn´t elaborate his text in English, as well as actively participates in the elaboration of the Valentine's Day blackboard	
TOTAL					

CHAPTER 2: METHODOLOGY AND PRACTICE

2.04 MATERIAL EVIDENCE

EVIDENCE OF WARM UP

EVIDENCE OF VIDEO

Name _____

The History of Valentine's Day

Valentine's Day is a holiday celebrated each year on February 19th. Its origins date back thousands of years ago to the Roman festival of Lupercalia. It was held mid February. The festival celebrated Faunus, the Roman god of agriculture and the Roman founders Romulus and Remus. It would pair off women with men for the duration of the festival.

The holiday may have gotten its name from a priest named Valentine who was martyred around 270 CE, however there were several St. Valentines. The exact origin is unknown but there are several legends. One legend states the priest signed a letter "from your Valentine" to a woman. Another legend says he defied the emperor who banned military men from marrying because he thought soldiers that were married would care more about their families than serving the army. St. Valentine secretly married the couples. When the emperor found out, he was thrown in jail and sentenced to death.

Pope Gelasius declared February 14th St. Valentine's Day but it wasn't until much later that it became associated with love. Valentines were popular as far back as the Middle Ages but written valentines didn't appear until after the 1900's. Valentines commonly display heart and Cupid, the Roman god of love in the form of a winged baby with a bow and arrows.

1. The holiday was dated back to _____

2. The festival Lupercalia celebrated _____

3. The emperor banned military men from _____

4. The name of the Roman god of love is _____

EXPRESSIONS OF LOVE

1   *Put a love expression into each sentence below.*

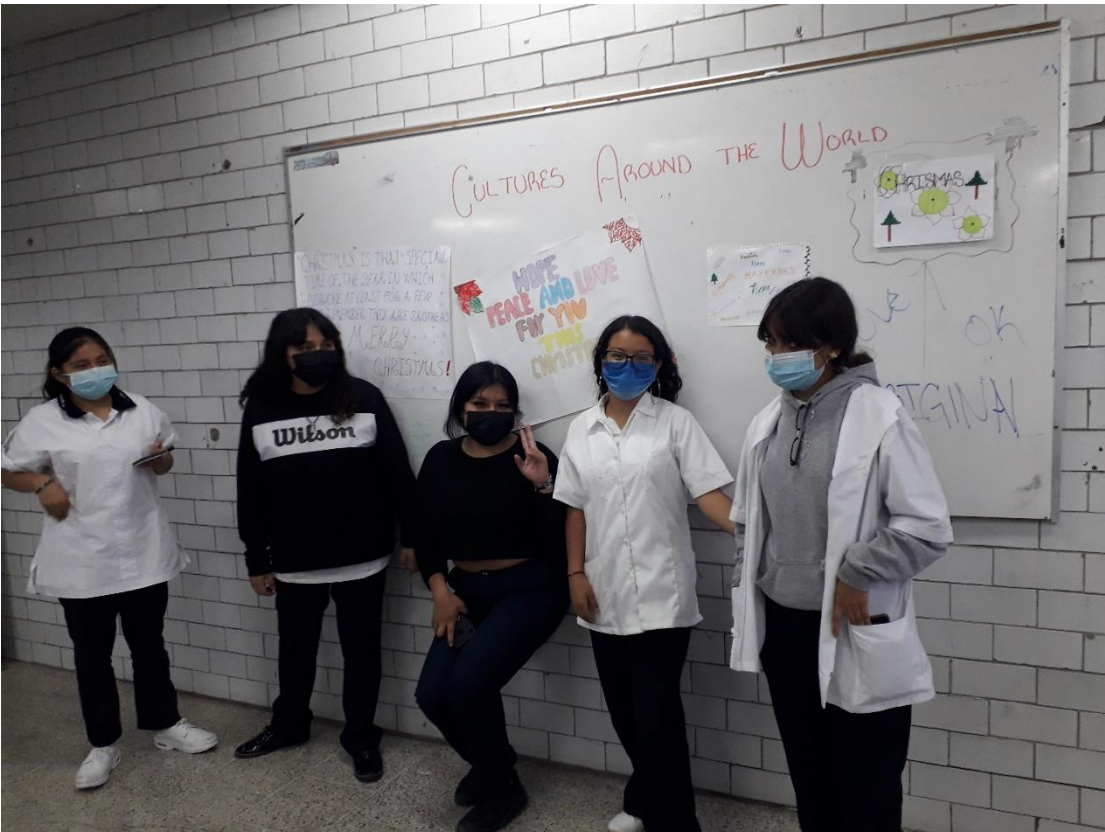| love-struck	puppy love	tug-of-love	cupboard love
no love lost between	labour of love	love handles	
for love nor money	love is blind	love rat	

a   I really need to get to the gym more to get rid of these

_____.

b   Working on that house was a real _____. She

won't get a higher price when she sells it.

c   There's _____ them. He doesn't even speak to

her now.

d   _____ as far as Chris is concerned. Tessa won't

listen to a bad word about him, even though he treats her badly.

e   That cat only comes in and sits on you when he's hungry. It's

_____.

f   It's just _____. They'll grow out of it in a month or

two.

g   I wouldn't want to go out with him. He is undoubtedly a

_____.

h   He's acting like a _____ teenager. I've never seen

him behaving like that before.

i   The child is in the middle of a _____ battle. Both

parents are campaigning for custody of him.

j   You can't get hold of tickets for the U2 concert

_____.

2   Now match an idiom to its meaning:

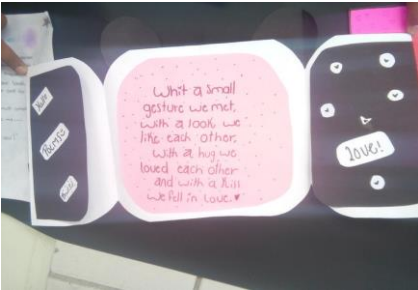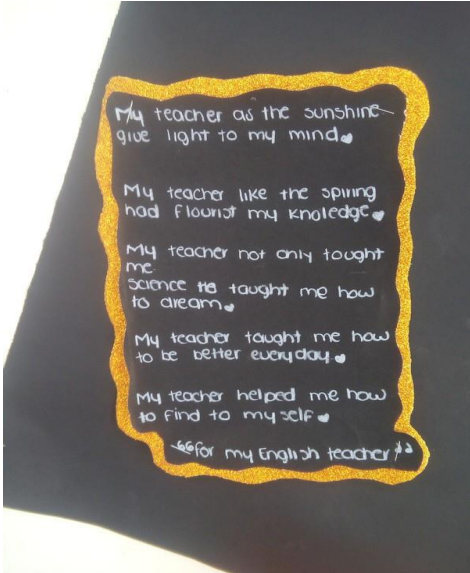|			
a	love is blind	i	unable to think of anything but the one you love
b	puppy love	ii	describing something impossible to get
c	love rat	iii	romantic love which a young person grows out of
d	tug-of-love	iv	when one is unable to see the truth
e	cupboard love	v	when people don't like each other
f	for love nor money	vi	a layer of fat around the middle of the body
g	love-struck	vii	a situation where both parents want to take care of a child
h	love handles	viii	hard work because you enjoy it and not for profit
i	labour of love	ix	a man or woman who has a partner but still has an affair
j	no love lost between	x	love shown by a child or animal to get what they want

EVIDENCE OF SPEAKING PRACTICE

EVIDENCE OF KAHOOT PLATFORM USE

EVIDENCE OF BLACKBOARD

My teacher as the sunshine
give light to my mind

My teacher like the spring
had flourist my knoledge

My teacher not only tought
me
science he taught me how
to dream

My teacher taught me how
to be better everyday

My teacher helped me how
to find to my self

for my English teacher

Whit a small
gesture we met,
with a look we
like each other,
with a hug we
loued each other
and with a kiss
we fell in love

CHAPTER 3:
EXPERIENCE REPORT

CHAPTER 3: EXPERIENCE REPORT

3.01 OUTCOMES

The results of an activity, project, session, etc., although they have to do with what was planned in the session plan previously prepared by the teacher, are related to the type of learning or elements that the teacher wants the student to obtain by learning. end of activity.

These results will allow us, indirectly, to check, validate and confirm the conceptual framework used in our activity or project.

Next, the results obtained by activity in the development of the project are described, as well as their theoretical support.

ACTIVITY	RESULT OBTAINED BY THE TEACHER	RESULT OBTAINED BY THE STUDENT	THEORETICAL SUPPORT
WARM UP	The teacher presents for the first time, gives the instructions, clarifies doubts and accompanies the development of the activities, thereby consolidating the students' learning process.	The students are clear about the objectives, activities and the way in which they will work on the activity during the following sessions	
VOCABULARY	The students know words, useful phrases with which they will develop their activity and will put into practice in their team presentation	Students increase their vocabulary and learn structures in the English language	Socio-cultural theory
READING	That the student through a topic of his interest puts into practice the reading skill and that this in turn serves as a basis to develop the other skills	Students will be able to understand simple texts, and will explain them in simple dialogues	Socio-cultural theory
SPEAKING PRESENTATION	That the student acquire security in a presentation and use	The student will start his first dialogues in	Krashen's Hypotheses **/**

	phrases and basic vocabulary of the English language	English using basic vocabulary	Socio-cultural theory
BLACKBOARD	Students work as a team and achieve peer learning	The student will work in a team, investigate and put into practice the skills of the English language	**Krashen's Hypotheses/** Socio-cultural theory

It is important to mention that some unexpected results in the development of the project were the social interaction between the students in the development of the entire activity, an aspect that justifies the choice of Vygotsky's theory, who, as mentioned, maintains that the learning of a Language occurs as a result of social interaction

Another aspect to highlight is the harmony and show enthusiasm on the part of the students, throughout the project. With the above, it was possible to verify not only how significant and useful peer learning is, when the student finds a topic that they like, but also how useful and viable it is to use Krashen's theory for these projects, what above since Krashen mentions in a general way that the learning of a second language, in addition to being acquired in an orderly way, is the result of the motivation of the students, who in this way can more easily learn a language.

CHAPTER 4: CONCLUSIONS

CHAPTER 4 CONCLUSIONS

4.01 CONCLUSIONS

In the present work it can be noted how broad is the teaching-learning process oriented to the teaching and learning of the English language, as well as the different factors that interact to achieve this goal and among which the human aspect can be distinguished. (teachers, students or managers), educational institutions, some in charge of direct training of students and others focused on the development of plans and programs

The sum of these elements results in the creation of public policies in education, from which the educational plans for the teaching of the English language are derived. In this sense, one of the challenges that we have regarding the teaching of the English language is the creation of a State policy in educational matters oriented to the study of the English language. The foregoing given that educational policies or plans change six years after six years and there is no continuity of them. For this reason, it is important not only the creation of this state educational policy, but also its continuity and constant updating.

On the other hand, the proposed update implies the review of current and previous plans and programs in order to adapt them to the current reality of the country and in coherence with the population to whom it is directed.

Regarding the content of the topics to be taught in class and as we saw in this unit, although there are and have been different theoretical models, in this sense, the current model of education (online) makes their revision urgent, thus as well as the methodology used in the classroom, with the aim of creating a new educational model for teaching the English language, consistent with the present and supported by existing technologies where the diversity and quantity of didactic resources is notorious.

Now, in the case of this project and regarding the expected results, this activity had its degree of complexity, due to the fact it developed the English skill. As an example, there is the verbal communication, an aspect that, based on what is experienced daily in the classroom, it is not to the liking of most students.

Now, and given the results obtained, one possible alternative to motivate the taste for verbal communication is by generating short dialogues related to the topics that the students like. Another possibility is to use the imitation technique, where each student chooses a character and in class and directly with the teacher expose some lines of their character.

With the application of this activity to the students and despite not having obtained the expected results, must be taken into a count the external factors such as attitudinal and that in a certain way prevent its success , and on the other that verbal communication where is known, that this skill is developed and practiced day by day

Said the above, this project underlines the importance of acquiring a second language for the human being, since it allows them to learn about other cultures, ways of seeing the world and generating new perspectives.

Finally, and given that one of the main objectives of teaching the English language is communication, is important to highlight and guide the learning of this language and its usefulness in the work, academic and professional fields, let us remember that we have the responsibility to train future and better professionals

4.02 Bibliography

Secretaria de Educación Publica
Retrieved from
https://www.dgdc.sep.gob.mx/dgdc2016/progfederales/dgdc_prog_fed_PRONI.htm#

Inglés, Reforma de la Educación Secundaria. Fundamentación Curricular. Lengua Extranjera.
Retrieved from http://enijtb.edu.mx/pdf/programas/programadeinglessec2006.pdf

Programa Sectorial Derivado del Plan Nacional de Desarrollo 2019-2024
Retrieved from
https://www.dof.gob.mx/nota_detalle.php?codigo=5596202&fecha=06/07/2020

Modelo de Jakobson/funciones del lenguaje Retrieved from
(https://www.youtube.com/watch?v=v8_n9cf1ooc, 2021)

EEILE   "   Sociocultural   theory".   Lesson   5

http://eeaile.upnvirtual.edu.mx/mod/book/view.php?id=3892&chapterid=8259

EEILE (2022) " What is Sociocultural Theory of Mind?" Lesson 7.   From: http://eeaile.upnvirtual.edu.mx/mod/book/view.php? id=3911&chapterid=8307

 Lantolf, J. P., & Thorne, S. (Mencioned in EEILE) . Sociocultural theory and the genesis of second language development. Oxford: Oxford University Press, p. 59 from: http://eeaile.upnvirtual.edu.mx/mod/book/view.php? id=3911&chapterid=8307

EEILE (2022) " What is Sociocultural Theory of Mind?" Lesson 7.   From: http://eeaile.upnvirtual.edu.mx/mod/book/view.php? id=3911&chapterid=8307

 Lantolf, J. P., & Thorne, S. (Mencioned in EEILE) . Sociocultural theory and the genesis of second language development. Oxford: Oxford University Press, p. 59 from: http://eeaile.upnvirtual.edu.mx/mod/book/view.php? id=3911&chapterid=8307

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 español, 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 trascripciones 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:				
Tipo:		Trabajo recepcional		Tesis
Presentado para obtener el grado de:		Especialidad	Maestría	Doctorado
Programa de posgrado:			Tutor(a), Asesor(a) o Director(a):	
Nombre completo del(la) autor(a):				
Matrícula:				
Domicilio:				
Teléfono:				
Correo electrónico:				

Atentamente,
Ciudad de México a _____ de _____ de _____.

Joel Hernández Ortega

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.