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**Comunicación de la cultura de la ciudad de Iguala y
el estado de Guerrero.**

TRABAJO RECEPCIONAL

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

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SPECIALIZATION IN ENGLISH
LANGUAGE LEARNING AND
TEACHING

FINAL PROJECT.

*COMMUNICATION OF THE
CULTURE OF THE CITY OF IGUALA
AND THE STATE OF GUERRERO*

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Introduction

In the present work, the learning of the foreign language (English) as a second language is taken as a starting point since in this globalized world the use and mastery are required to enter a labour field and improvement in all the limits was taken. As a reference, the pedagogical principles and the expected learning that are established in the plans and program according to the key learning for comprehensive education in the foreign language: English basic education, based on the National English Program, must be learned from the social practices of the language, making use of cognitive challenges which will be approached in a contextualized way according to the characteristics of the student community and the different contexts found within the educational community.

It was intended that the students develop their communicative capacity, and their interculturality, with cultural awareness and intercultural competence in the English foreign language subject, with a comprehensive and inclusive education so that their intelligence, sensitivity, aesthetic appreciation and spirituality grow. Since all people must receive an education that prepares them for life, with their own independent and critical way of thinking and reflecting so that they can make their own decisions in the different circumstances of their lives.

The teaching of the English foreign language has great difficulties, which are highlighted within the learning process of the students of basic secondary education.

The verb to be is one of the most important and most used verbs; therefore, the greatest difficulty is presented for its learning and appropriation due to the number of conjugations and meanings that are applied to the Spanish language. To counteract this problem, a didactic was created, through the implementation of image activities where the different traditions of the city of Iguala and the state of Guerrero are shown and the students developed the 21st century skills, digital skills and interculturality.

This allowed students: the development, appropriation and consolidation of communication skills, after the initiation diagnosis, the problem in the English area was evidenced, with students of the Institution, which consists of strengthening the learning process of the verb to be in simple present tense, based on processes, looking for a what incentive, in the students the use of the second language in a daily and experiential way; turning out to be verified through the application of videos, songs and evaluated through a rubric.

The present work was carried out in the "Antonio Caso" Secondary School in the city of Iguala, Guerrero to the 3rd grade, where the communicative competence was applied and, based on the four linguistic skills of English, so that the students know, value and respect the cultural diversity that exists in our community and state to make it known on social networks: Facebook, Twitter, Instagram, Tiktok.

With the teaching philosophy putting the student at the centre, based on their interests and needs, with a functional communicative approach, as well as theoretical and practical methods with a social-constructivist and humanist theory, and 21st-century skills: creativity, collaborative work, critical thinking and interculturality.

It must be learned from the social practices of the language, making use of cognitive challenges which were approached in a contextualized manner according to the characteristics and contexts of the students at the Antonio Caso secondary where the number of students per group is 40.

Problem Statement.

Knowledge and mastery of a foreign language (English) is a fundamental tool to achieve linguistic competence, emphasizing communication and interaction, as well as the relationship between fluency and precision in the classroom.

The present work was developed in the "Antonio Caso" Secondary School in the city of Iguala, Guerrero in the 3rd grade, through a diagnosis it was detected that the students arrive from the primary school without the knowledge of the verb to be.

The main roots of the problem are:

Lack of support from parents, because the school is located in an area with low economic resources, parents are people with limited resources, who cannot support students to have internet, pay for English courses or audio-visual material, most of the time they are at work so they do not monitor their children in English activities.

The students do not have previous English training before high school, when doing a survey, 70% of the students had no contact with English in their primary education.

Being a small city, most people do not speak English, in addition to that there are problems of violence, so, it is less and less frequent for foreigners to come to the city, so students lack of practice opportunities.

Minimum levels of learning in the language and being in a pandemic, have increased the fact that learning is reduced in the language.

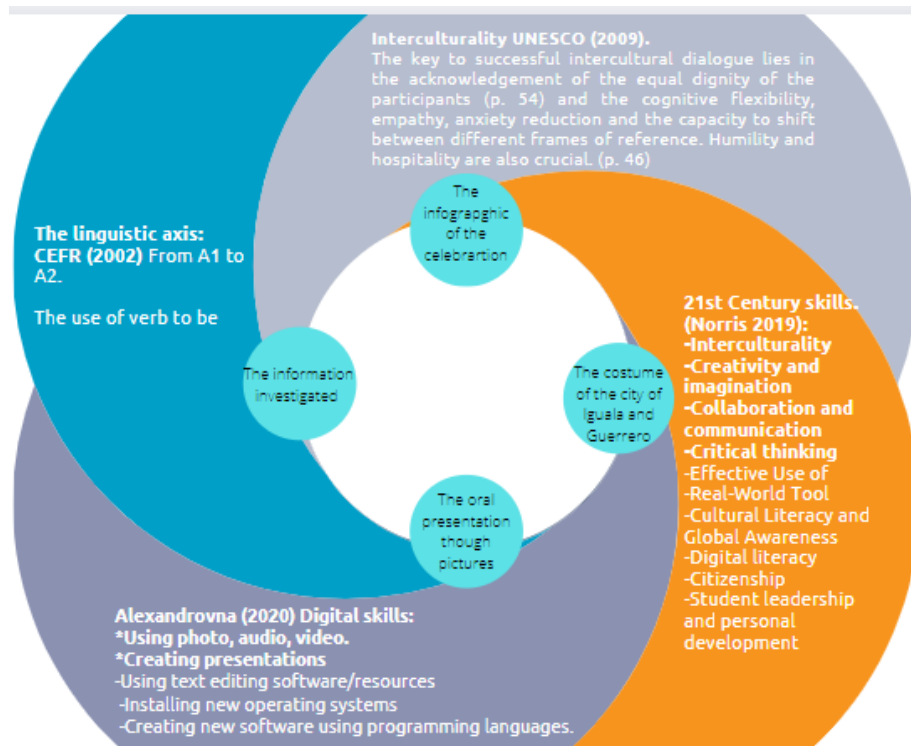
All this has generated that, within the classroom, there is no empathy for the language, the performance and the performance of the students is low, but mainly, there is no motivation to learn the language.

The objective of the project:

Communicate the culture of the city of Iguala and the state of Guerrero through the use of the verb to be based on the four linguistic skills of English (reading, listening, writing, and speaking) and the skills of the 21st century, digital skills and interculturality.

Chart of the diagram based on the dimensions

Figure 1. *The diagram based on the dimensions of 21st-century skills, digital skills and Interculturality*



Note. Dimensions to the development of the final project.

The diagram shows the importance and interrelationship that exists in my teaching philosophy, the world has changed a lot, yet many schools have changed extremely little in the last 50 years (Norris, 2019), this needs to change. Today the teacher sees has become a new teacher, this is what a globalized, multicultural and intercultural world demands which is why the following points have been taken:

- The linguistic axis: due to the level of my students according with MCER (2002, p.26) from A1 to A2 was the level worked in this project and it has worked with the use of the verb to be,
- Digital skill (Alexandrovna, 2020) is a person's competence in the application of I.T. technologies, applied in everyday life, like searching for information on the Internet, using office software, data analysing and processing software.
- The 21st-century skills Norris (2019) are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life. They are: technological literacy, critical thinking, problem-solving, communication, creativity and imagination, interculturality, cultural literacy and global awareness, citizenship and effective use of real-world tool.
- And the interculturality (UNESCO, pp. 54-56, 2009) The key to successful intercultural dialogue lies in the acknowledgement of the equal dignity of the participants (p. 54) and the cognitive flexibility, empathy, anxiety reduction and the capacity to shift between different frames of reference. Humility and hospitality are also crucial. (p. 46).

Take as a starting point the cultural roots in which my school is located, in the city of Iguala in the state of Guerrero so that students feel proud of their culture, removing the prejudices they have about our state and our country, through the use of the customs of the state and city through the second foreign language English. Languages mediate our experiences, our intellectual and cultural environments, our modes of encounter with others, our value systems, social codes and sense of belonging, both collectively and individually. From the perspective of cultural diversity, linguistic diversity reflects the creative adaptation of groups to their changing physical and social environments. In this sense, languages are not just a means of communication but represent the very fabric of cultural expressions; they are the carriers of identity, values and worldviews.

CHAPTER 1: IDENTITY AND TEACHING PHILOSOPHY

In this work, the communicative skills of the students were developed taking as a starting point the learning of the foreign language (English) based on the pedagogical principles and the expected learning that are established in the current plans and program, based on social practices of language, making use of cognitive challenges: such as the use of technology since it is a fundamental tool and students feel really attracted and familiar with the technology. They belong to a generation called digital natives, which means that they were born into the world of television, computers, remote controls, mobile phones, video games, the Internet, Facebook, Twitter, blogs, etc.

According to Genesee (1994) the main objective of acquiring a foreign language is not to obtain a perfectly structured grammatical sense, but also to achieve meaningful communication between students, teachers and any context, which in turn motivates the student to use it with different approaches communicative. Likewise, Córdoba (2016) underlines the importance of integrating language skills in the same class, by giving the student the opportunity to interact and communicate as they would in their daily lives while assimilating knowledge intrinsically. Therefore, it is important to develop communicative competence at the same time as grammar, by complementing and enriching the internality in the command of the language.

English is a living language and has not stopped evolving to this day. New terms are constantly being incorporated into the language. The technological revolution, scientific advances and the need for new words mean that Latin and Greek continue to be valid as reference sources. The migratory flows and the mixture of cultures also suppose a contribution of new words that enrich the language more and more.

Today's society demands efficient communication skills, the possibilities of work, study, social relations and improvement depend, in large part, on our ability to interact with others, having oral expression as a fundamental tool to achieve good communication in the English language we need students who know how to express themselves fluently and clearly, with optimal pronunciation and intonation, and who use verbal resources appropriately and naturally of the oral linguistic games in the teaching-learning process; the English language plays a crucial role in guaranteeing Mexico's relationship with many countries in the world, therefore, it is necessary to master the English language and reach a high level in the development of the four basic skills to convert them into skills and these skills can be

transformed into linguistic skills where students can make use of a correct oral expression, expression reading, listening and writing comprehension of English taught as a foreign language.

1.2 Theoretical foundations.

The research project uses a communicative approach, which allowed obtaining optimistic results regarding the learning process from the students showed great interest and satisfaction when carrying out the proposed activities, it is pertinent to continue with its implementation, in addition, to strengthening, updating and providing feedback depending on the needs that arise in the educational processes; because it is relevant to implement new, updated and better strategies that develop communication skills at all educational levels of Primary, Secondary and Middle School.

In the approach of critical sociology, it implies a process of exchange of symmetrical relationships and equal conditions between sender and receiver that through dialogue there is good communication in the teaching of a second language is related to communication. According to Terrell (1991) communicative competence consists of the student understanding the essential points that a native speaker tells him in a real communicative situation and that the student can respond in a way that the native speaker understands without making a great effort to achieve this goal, it is not necessary for the student to learn to handle grammatical structures without errors, but rather to be able to communicate, through language and this is defined as a communicative, cognitive and reflective activity, through which it is possible to express, exchange, defend ideas, emotions, desires, interests, establish and maintain interpersonal relationships, access information, interpret, participate in the construction of knowledge, defines communication as a production process, with effects of meaning and not only information. The most important elements involved in communication relationships are the teachers and students, the message, the culture and the interaction process, defining this relationship of communication between teachers and students as a complex process of intermediation, whose central nucleus is the cultural matrix of the interlocutors of the process that is nothing more than the personal, group and social history of the protagonists that allows them to have their way of interpreting the world in the investigation of classroom management to learning the language Gallegos (2007, p. 170) says that language is an essential instrument for learning communication in the classroom, he analyses the following variables (person, space, material elements and

the interactions between all of them), he proposes that in order to facilitate language learning, activity corners should be created where school work is organized effectively.

According to Genesee (1994), the main objective of acquiring a foreign language is not to obtain a perfectly structured grammatical meaning, but also to achieve meaningful communication between students, teachers and any context, which in turn motivates the student to use it with communicative approaches. Likewise, Córdoba (2016) underlines the importance of integrating linguistic skills in the same class, by allowing the student the opportunity to interact and communicate as he would in his daily life while intrinsically assimilating knowledge. For this reason, it is important to develop communicative competence at the same time as grammar, since they complement each other and enrich the integrity in mastering the language.

1.2.1 English National Program.

For the English subject, the key learnings book is used for foreign language English in basic education consists of six sections. All basic education teachers must have access to the complete curriculum, regardless of the grade or subject they teach, the first four sections expose the plan, corresponding to all basic education, which places special emphasis on the articulation between the three educational levels: preschool, primary and secondary, and high school.

This study plan and the program consists of 4 cycles, starting in the 3rd grade of preschool until the 3rd grade of secondary school.

The role of the school is no longer just to teach children and young people what they do not know, but to help develop the ability to learn, which means learning to think, to question themselves about various phenomena, their causes and consequences, to control personal learning processes; to value what is learned together with others and to foster interest and motivation to learn throughout life in a society that builds knowledge through multiple forms and actors, the challenge of the school is also to help people find learning, scientific work and the possibilities of knowledge.

The design of the Plan is based on recognizing the existence of several fundamental tensions that are the product of seeking to improve the quality of education, among them, is the one between the recognition of diversity and attention to inequality, between the diverse disciplinary knowledge, the traditional ones of the curriculum and other more innovative ones that require finding a place in the new curricular of organization.

In this Plan, the curricular approach is based on the construction of knowledge and the development of skills, attitudes and values.

Key learning (Coll, 2006) is a set of knowledge, practices, skills, attitudes and fundamental values that contribute substantially to the comprehensive growth of the student, which are specifically developed in school and that, if not learned, would leave difficult gaps to compensate in crucial aspects of your life.

The Expected Learnings constitute the fundamental reference for planning and evaluation in the classroom, and were raised under the following criteria:

- They take into account the stages of psycho-pedagogical development of children and adolescents.
- They indicate the learning expectations of students in terms of knowledge, skills, attitudes and values.
- They are planned to be achieved at the end of each school grade.
- They are organized progressively, consistent with the different areas of knowledge and educational levels.

The curricular proposal of foreign language English takes an active approach centred on social practices of the language, these are oriented toward the process and the integration of learning and offer students opportunities to participate in various communicative exchanges that demand the appropriate use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of the language, the language and culture.

The subject has two curricular organizers: social learning environments and communicative activities. The purpose of social learning environments is to preserve the functions of the social practices of language and the personal meaning that the student attributes to them by actively participating in acts of reading, writing and oral exchanges.

1.2.2 Scholar context.

The secondary school "Antonio Caso" with CCT is 12DES0199U is located on Cuernavaca St. #12 in the city of Iguala de la Independencia, in the state of Guerrero. The student population is 720 students, 351 are male students and 369 are female students.

The community is urban and has the following public services: drinking water, drainage, electricity, public transportation, internet cafe, cable, public lighting, health clinic, public and private hospitals; publicly controlled educational services: Sedesol, nursery school, preschool, primary, secondary, high school and universities.

1.3 Theoretical basis about language, language learning, and language teaching of you model.

The second foreign language (English) must be learned from the social practices of the language, making use of cognitive challenges, which will be approached in a contextualized manner according to the characteristics of the educational community and the school context.

Language is defined as a communicative, cognitive and reflective activity, through which it is possible to express, exchange, defend ideas, emotions, desires, interests, establish and maintain interpersonal relationships, access information, interpret, and participate in the construction of knowledge.

The learning of the foreign language (English) was taken as a starting point, taking as a reference the pedagogical principles and the expected learning that are established in the current plans and program, it must be learned from the social practices of the language, making use of cognitive challenges which will be addressed in a contextualized manner according to the characteristics of the community and the different contexts found within the community.

The form, meaning and use of language, as mentioned in the model by the systemic, semantic and pragmatic dimension of language is the Form, Meaning and Use Model of Larsen-Freeman (1986)

Language teaching can be defined as all those activities that are proposed to achieve language learning (Stern, 1983), this definition has been updated as new needs have arisen as it is currently, the language sees within the social dimension and has an intercultural function, Buttjes and Byram (1991) privilege instrumental learning of the foreign language much more than for integrative purposes.

According to Williams and Burden (1999) the learning of a universal language must be fundamentally oriented towards the development of communicative interaction because interaction and communication constitute essential functions of the language (Richards and

Rodgers, 1998). Language must then be conceived as a resource that facilitates interaction and communication with speakers from other countries that is why innovative, playful and attractive activities and strategies have been designed, So that through dialogue and effective communication in relation to what Freire (1976) defines education as communication and dialogue, to the extent that is not a transfer of knowledge, but a meeting of interlocutor subjects, who seek the meaning of the meanings; it is a co-participation in the act of understanding.

According to Aquino (2017) the purpose of teaching English in basic education is for students to participate in the social practices of the language through the production of oral and written texts; so that students can meet the basic needs of communication through social practice, that is why my activities were taken from the plan and study program of English as a foreign language, I chose the social learning environment: playful and literary, communicative activity: Playful expression, the social practice of language: Explain customs from images, expected learning: Explore and select images about customs from different cultures.

According to the Common European Framework of Reference for Languages, the objective of teaching is based on an action-oriented approach, which considers both language users in general and language learners, mainly as social agents. , that is, members of a society that have tasks, not only related to language, to carry out in a certain series of circumstances, in a specific environment and within a specific field of action.

In general, the teaching of English should be organized around what the student is expected to achieve in the target language. The levels in didactics that incorporate the specific function of English that is intended to be taught would be the relationship between “proficiency” (mastery), which refers to reaching the target language fluently, and “competence” (competence), which refers to being able to use the fluent target language in a given situational context and "function" refers to the use of the language for communicative purposes in a given situation.

The teacher is no longer the one who models the human being according to his own ideas; on the contrary, it has become a guide, a facilitator that promotes learning and its physical and spiritual development spontaneously, so that each new knowledge acquired is a creative act, and education comes from within each student (Ordóñez, 2002). The school becomes a social group with its own life (Ordóñez, 2002), for which learning is based on the

desire to know and the pleasure of discovering, investigating and appropriating it for the benefit of the subjects.

The development of all four language skills (reading, writing, listening, and speaking) in language acquisition is a critical aspect of English learner achievement, this process provides students with the necessary foundations to learn a language comprehensively. According to Hinkel (2010), English has become a global language for communicating information and socio-cultural knowledge that is constantly evolving and therefore requires integrated language learning, likewise, the new pragmatic objective is based on the relevance of the use of didactic strategies that integrate learning to develop skills in a meaningful, challenging and adapted way to the cultural context and the environment that surrounds the students.

The elements and actors of the teaching-learning process put into play their specific conditions as teachers and students, due to the different cultural conceptions of understanding knowledge, which precisely as social subjects are intertwined in action, interacting at the same time in space: the classroom.

Learning is carried out through teacher-student and student-student interaction, conceptualizing it as a process of active confrontation that involves reflection and action by both the teacher and the student, in a relationship to achieve the proposed knowledge, when educational communication is carried out; the student who has gone through a didactic experience will demonstrate and qualify under certain conditions and in a specific situation, an attitude and a performance that he was not capable of before the communication was made.

Learning manifests itself when there is a significant change in behaviour, resulting from the interaction between the sender and the receiver in an attempt to appropriate the learning.

Ausubel (1978) postulates that meaningful learning implies an active restructuring of the learner's perceptions, ideas, concepts and schemes, and this must be by discovery, the construction of meanings involves the student as a whole. According to Diaz and Hernández (1990) the educational principles associated with a constructivist conception of learning and teaching are the following:

- Learning implies an internal, self-structuring constructive process and in this sense, it is subjective and personal.

- Learning is facilitated thanks to mediation or interaction with others, therefore, it is social and cooperative.
- Learning is a process of (re)construction of cultural knowledge.
- The degree of learning depends on the level of cognitive, emotional and social development, and the nature of knowledge structures.

We must teach based on social needs. The Education must not be static, it must evolve and respond to the characteristics of the society in which it is inserted, when education is out of step with social needs and no longer responds to them, students do not find meaning in what they learn, unable to link it with their reality and context, they lose motivation and interest, which becomes one of the main internal causes of backwardness and school dropout.

1.3.1 Behaviourism.

Behaviourism helps us to promote a technical-productive behaviour resulting from experience, which implies an association between stimulus and response, where the student behaves based on experiences received in the past, therefore, it seeks technical and makes traditional teaching more efficient and objective (Flórez, 1999, p. 112) it works successfully when it comes to acquiring rote knowledge that involves primary levels of understanding that the student acquires specific skills, habits or abilities in certain situations ("know how"), that is, they are functional and practical objectives.

1.3.2 Structuralism.

Language is the ability to communicate through oral (and written) signs but the linguistic fact is very complex since phonic, acoustic, physiological, individual, social, etc., factors intervene, Saussure considers that the object that belongs exclusively to linguistics to be considered an autonomous science is language.

Saussure conceived language as an organized system of signs that express ideas and linguistics as responsible for studying the rules of this organized system through which meaning is produced (Mattelart, p. 33, 1997) Saussure gave a base or foundation to this nascent discipline, conceived semiology as: a science that studies the life of signs within social life, we will call semiology (from the Greek semeion "sign") It will teach us what signs consist of and what the laws that govern them are Linguistics is only one part of this general science (Guiraud, 1997).

The linguistic sign does not unite a thing with a name, but it unites a concept with an acoustic image that we have in our memory and that we materialize phonetically when we want to emit the concept or that we relate to when we hear them, the concept is called signified and the acoustic image signifier; thus the sign is defined as the combination of a signifier with a signified.

1.3.3 Sociocultural Theory.

The Sociocultural theory is a theory of learning and human development, according to Vygotsky, languages are learned as a result of interactions between social and cognitive factors, It starts from the premise that knowledge is a collective construction, that is, of a social nature, not an individual one, which is generated by the historical and cultural evolution of the community and remains as the set of current and necessary knowledge to carry out all kinds of productive, social or individual activity of the human being (Carrera, 2001)

Vygotsky (1981), cited by Pérez (1999, p. 161), defined the Zone of Proximal Development (ZPD) as the distance between the level of real development of the child as it can be determined from the independent resolution of problems and the highest level of developmental potential and as determined by problem-solving under adult guidance or in collaboration with more capable peers.

The development of all four language skills (reading, writing, listening, and speaking) in language acquisition is a critical aspect of English learner achievement, this process provides students with the necessary foundations to learn a language comprehensively. According to Hinkel (2010) English has become a global language for communicating information and sociocultural knowledge that is constantly evolving and therefore requires integrated language learning, therefore, the new pragmatic objective is based on the relevance of the use of didactic strategies that integrate learning to develop skills in a meaningful, challenging and adapted way to the cultural context and the environment that surrounds the students.

1.3.4 Constructivism.

Constructivism posits that human beings build their knowledge about the world, which evolves and changes, all this has served to regulate the relationships of the human being with himself, nature and with society (Perez and Gallego-Badillo, p. 268, 1996)

The Constructivist theory of learning: Piaget perceives that cognitive ability and intelligence are intimately linked to the physical and social environment. How does cognitive development occur? He considers that there are two mechanisms for learning: assimilation and accommodation. Human beings seek balance: by incorporating new experiences into our schemes, the child correctly assimilates the objects after having accommodated them to their characteristics (Bravo, 2009) when these experiences and schemes correspond, balance is maintained; however, if the experiences are at odds with previously established schemes, an imbalance is produced that initially creates confusion, but ultimately leads us to learn through organization and adaptation: the coupling of previous and new thoughts. The organization and adaptation with its two poles of assimilation and accommodation, constitute the functioning that is permanent and common to living, but that is capable of creating varied forms or structures (Thong, 1981) Adaptation is the balance between the organism and the environment (Piaget, 1990)

1.3.5 Communicative approach.

With the learning of a foreign language (English) the aim is to develop communicative competence, by placing the language in situations of interpersonal interaction. When the interaction takes place between people from different cultures, a set of knowledge and skills must be developed to communicate favourably in intercultural contexts using the English language as a means of communication, being able to function in any society

Communicative competence is analysed as a psychological configuration that integrates the abilities to interact in various sociocultural contexts, with different ends and purposes such as cognitive processes and the sociocultural actions of the individual, and involves all the cultural knowledge of it.

The current technological globalization promotes greater mobility of people, which brings with it the need to acquire different cultural skills to be able to successfully face communicative situations, as well mentioned by current social psychology, intercultural competence consists of being able to behave in an appropriate in the intercultural encounter, according to the norms and conventions of the country, and try to pretend to be one more member of the community for the development of optimal intercultural communication.

Every individual involved in language learning must be aware of the importance of these as a constituent factor of both identity and the cultures that comprise it, therefore, as Collier

(1994) asserts, each of us should be immersed in various identities or cultural experiences both throughout their lives and throughout the day.

Hymes (1971) introduced the concept of communicative competence after carrying out a series of studies that showed the relationships between culture, society and language. In the last decades, we live in a society that presents an evolution caused by the globalization of various social, economic and cultural processes, as well as various migratory movements. We live in an interconnected world that causes cultural contact between different languages and cultural groups, thus fostering intercultural relations, Therefore, it is necessary that, from education, values are developed that make us adapt to this global society and new multicultural realities, for this, the teaching of foreign languages in secondary education must develop in students the necessary skills to be able to enter this globalized world. We must have the native speaker as a language model.

Intercultural communicative competence (Raigón-Rodríguez, 2015) the intervention proposal achieves the development of elements that make up intercultural communicative competence with approaches that recognize language as a communicative vision, as an instrument of use, with certain purposes, intentions sample, and purposes (Sanhueza, 2012) but this approach begins to be critical, since, according to Byram and Fleming (1998) the communicative method lacks some, these shortcomings are the need for the speaker to have empathy and show a willingness to relate and thus consider putting himself in the situation of his interlocutor since this interlocutor will interpret the message according to her cultural reference. Citizenship functions in a plural world in which social cohesion is guaranteed.

Meyer (2000) points out that intercultural competence is a combination of social and communication skills that include empathy, conflict resolution, collaboration skills, flexibility, knowledge of the foreign language and knowledge of that culture; it carries with it different styles of discussion, speed of speech, patterns of interpretation and thought, techniques to handle difficulties in interaction, reflection on cultural baggage. In general, the author points out that intercultural competence implies the ability to integrate one's cultural baggage with others, in this sense, this proposal fits with the enumeration of social competencies proposed by Armstrong (2006) since the author points out that these include: influence, communication and leadership, openness to change, conflict resolution, the establishment of relationships, collaboration and cooperation, and teamwork skills.

School systems are expected to do more for students than just focus on preparing them for academic tests and improving their grades. From a holistic point of view, education should help equip young people with the tools they need to become engaged thinkers, resilient and resourceful learners, creative problem solvers, and active members of their communities.

The teaching of the English language was based on the communicative approach, which develops the aspects that lead to the full communicative competence of a speaker: diverse communicative intentions, varied types of texts, complex psycholinguistic processes of comprehension and expression (oral and written), knowledge and reflection on the language in its linguistic (grammatical, orthographic, lexical) and communicative aspects, attitudinal, sociocultural and sociolinguistic content. This approach, by attempting to take students to simulated communicative situations, can enable them, in addition to practising the language, to work in pairs and small groups, which benefits intercultural communicative competence in this language and a greater comprehensiveness of their professional training.

Regarding the communicative approach, Alcalde (2011) states that none of the previous methodologies achieved by itself the objective that the student learns to communicate in all senses, therefore, it is a mixture of elements of all the methods, it would give rise to a method that would cover, through activities, texts, dialogues and varied and motivating exercises, all the areas that communication carries out, this is how this new methodology appeared in the eighties of the last century, whose characteristics are summarized as follows:

- Exposes as a starting point thematic, functional, grammatical and lexical lists.
- It offers very diverse activities: interactive, motivating, content-based, focused on the development of communicative functions, sometimes even playful to release tension, escaping from daily routine and worries, to get a little pleasure, fun and entertainment, etc.
- Try to expose a natural form of language, based on everyday communication.
- Gives due importance to grammatical, lexical and phonological aspects, which in other methods take on special prominence and in this one, on the other hand, are integrated into the communicative process.

Today's society demands efficient communication skills, the possibilities of work, study, social relationships and improvement depend, in large part, on our ability to interact with others, having oral expression as a fundamental tool.

The Common European Framework of Reference (CEFR) creates guidelines to delimit Intercultural Communicative Competence (ICC), which it defines as the set of skills that allow understanding and adapting to new cultures.

1.3.6 Affective Filter.

At present there are several techniques for the achievement of the learning process of a second language, therefore the affective filter is important because the student must remain motivated, with self-confidence and without anxiety, so that learning is dynamic and not rigid, such as it happens with the acquisition of the native language.

According to Schunk (1997) motivation plays an important role in learning, this author affirms that students motivated to learn, pay attention to teaching, are dedicated to reviewing information related to their knowledge and ask questions, for this reason, it can be affirmed that to learn only enough motivation is needed, If learning is a process in which motivation must be present, and for it to be significant and to last over time, it is required that the person commits to relate your knowledge with which you are acquiring; then the teaching model that is intended to be implemented will become more important. According to Gallo and Lozano (2000), learning that only depends on the student's intelligence has passed into history, currently, variables such as attention and motivation are essential in the classroom.

1.3.7 21st-century skills.

Critical thinking as a skill refers to the ability to assess the value of a claim or information and come to a conclusion about what to believe or do about it. Dispositions (or 'habits of mind') are an integral part of critical thinking as well (Facione, 2000). The most commonly mentioned dispositions include open-mindedness (Bailin, 1999), curiosity (Facione, 2000), desire to seek information (Ennis, 1985) and the willingness to consider the point of view of others (Facione, 2000) and creativity according to International School (2018) Creativity is a mental process that includes generating new ideas, concepts or associations from existing ideas and concepts, creativity is referred to as a gift from God, it is attributed to cognitive processes, the social environment and personal characteristics to be able to implement within the classroom and begin to change the class routine, implementing innovative, playful strategies and techniques, taking into account the group environment, the size of the class, the rhythms and learning styles of the students.

The social learning environment was chosen: playful and literary, communicative activity: Playful expression, the social practice of language: Explain customs from images, expected learning: Explore and select images about customs from different cultures.

That is why a plan has been designed taking into account the expected learning and the pedagogical principles of the English foreign language study plan and program, as well as the concepts, theories, approaches, and some 21st-century skills, digital skills and the interculturality.

The teacher must be of challenges, therefore, he/she is not afraid of change and always looking to improve himself and acquire new tools, which is achieved through continuous updating, through courses, workshops, and conferences to give him innovative strategies that are continually being implemented and put into practice inside and outside the classroom, according to Tejada (2009) teacher training cannot be reduced to the acquisition of digital skills or technological skills per se but must be based on their didactic application. In general, the teacher must plan, teach, tutor and evaluate training actions, develop and use teaching media and resources, promote the quality of training and update teaching.

For this reason, a plan was designed taking into account the expected learning and the pedagogical principles of the plan and study program of English as a foreign language, as well as the concepts, theories, approaches and skills of the 21st century, digital skills and interculturality, the ability to assess the value of a statement or information and come to a conclusion about what to believe or do about it. Dispositions (or 'habits of mind') are also an integral part of critical thinking (Facione, 2000). The most frequently mentioned dispositions include open-mindedness (Bailin, 1999), curiosity (Facione, 2000), the desire to seek information and the willingness to consider the point of view of others (Facione, 2000), and creativity. According to Valqui (2009), Creativity is the ability to question assumptions, break boundaries, recognize patterns, see differently, make new connections, take risks and tempt fate when dealing with a problem.

Creativity is referred to as a gift from God, it is attributed to cognitive processes, the social environment and personal characteristics to be able to implement within my classroom and begin to change the routine of the class, implementing innovative strategies and techniques, playful, taking into account the group environment, the size of the class, the rhythms and learning styles of my students, I chose the social learning environment: playful and literary, the communicative activity: playful expression, and the social practice of language: explain

customs from images, expected learning: explore and select images about customs and traditions of our Igualteca and Guerrero culture.

The English teacher has used teaching materials that form an important part of the English as a foreign language classroom; from textbooks, videotapes, and pictures to the Internet), Tomlinson (1998) points out that we should review the following: identification of the need for materials (start-up), exploration of the need (input), contextual realization of materials (general information), pedagogical realization of materials (linguistic approach), production of materials, use of materials by the student (tasks) that is why the materials for this lesson have been created, based on what Nunan (1988) mentions that the materials should encourage students to develop learning skills and apply their developing skills to the world outside the classroom.

The role of the materials reflected the elements of communication and promoted the use of communicative language and interaction.

These materials are connected to the curriculum, arouse student interaction and motivation, allow students to focus on the formal aspects of the language, help them develop their learning skills and abilities in learning and encourage them to relate their developing skills outside of the classroom.

All the activities designed were so that the students could reflect on the different traditions and customs that exist in the city of Iguala and the state of Guerrero, be able to use their creativity, have critical thinking and improve their communication inside and outside the classroom, based on the 4 skills of English.

Second Language Acquisition (SLA) refers to how any student, child or adult, learns a second or foreign language.

The methodology used in learning a second language starts from behavioural trends to 21st-century skills.

To achieve the learning outcomes between the culture of the city of Iguala and the state of Guerrero, it was based on the communicative approach.

The development of intercultural competence can be approached from different methodological approaches such as the communicative competence of Hymes (1971) and the social interactionism of Vygotsky (1979), one of the purposes of this work is to establish that students achieve significant learning with competencies intercultural not only to access

a good job, but to include an intercultural education oriented towards globalization in learning communities Interculturality is not a concept, but a way of assuming the world and its necessary possibilities for communication and, therefore, of the understanding, construction, communication and cohesion of cultural diversity as an inherent and characteristic of society (Soto, 2015).

Therefore, taking into account these concepts and elements, my educational practice has been developed as follows:

My objectives were established, taking into account the expected learning of the students framed in the plan and curriculum, likewise within my planning was carried out based on the rhythms and learning styles of my students, taking into account the different roles of the students, a role can be defined as the function that a person or thing plays in a particular situation (Oxford Dictionaries, 2010). In other words, it is what a person or thing is designated or expected to do. According to Richards and Lockhart (1996) we can understand the kinds of relationships we can find in our classrooms as follows: task-oriented, phantom, social, dependent, isolated, and alienated to apply the best method that can be carried out within the classroom. In these situations, I assume the roles of the teacher according to the context, always having a positive attitude with passion and enthusiasm in my teaching work, Richards and Lockhart (1996) list these roles outside the classroom that teachers may have in different schools: needs analyst, curriculum developer, material developer, counsellor, mentor, team member, researcher, and professional. Another situation that prevails within the classroom is dialogue and assertive, positive communication between the teacher and the students, generating an environment of trust, and resulting in students being motivated, Gardner (1985) defined motivation as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards language learning, here then, the motivation is the sum of the efforts made by the students and a desire experienced by the learner and want to learn the language, through dynamic and innovative classes making use of TICs, although the use of ICT is an indispensable tool for developing the potential of teaching praxis, expanding the possibilities of educational interaction. The teaching professional who achieves technological skills will tend to transform the traditional forms of teaching that have been used until now, generating changes in effective and innovative teaching strategies using technological resources and pedagogical materials according to the real level of the students.

CHAPTER 2: LESSON PLAN

2.1 Applications

Tomado de Velasco, R. (2006) *Método de clase con Lectura de comprensión. Curso “Estrategias de lectura formativa en inglés parasecundaria”*. Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/>

Date & Place Iguala, Guerrero, 2022

1. Lesson plan identification cell.	
Author	Pedro Eduardo Mancines Marcos
Educational stage	Third grade of secondary.
Title of your Lesson plan	Communication of the culture of the city of Iguala and the State of Guerrero
Learning Objective of the plan/Competency	<p>language purpose</p> <p>o Develop in the student the ability of critical thinking and creativity through the use of adjectives, verb to be, to publicize our culture of the city of Iguala and the state of Guerrero at a national and global level, generate communication skills in the language foreign English, inside and outside the classroom.</p> <p>Formative-intercultural purpose</p> <p>o Identify our traditions, dances, customs, typical dishes, to learn about them and make them known to the world.</p>
Communicative skill considered	Reading/Writing/Listening/Speaking
State of the following options	Cultures of the city of Iguala and the state of Guerrero
Functions	--To make our culture known worldwide.
Main Grammar structure	Personal Pronouns, Verb to be and adjectives
Other Grammar structures	
Brief description of the plan	The State of Guerrero and the city of Iguala are known internationally for situations that were made known in the news, social networks that have generated a deteriorated image, such as the 43 students from Ayotzinapa, organized crime, this has not allowed them to know each other the different customs, traditions, dishes, dances, that is to say, that cultural richness that you have to share with the world dynamically and attractively, with the use of the verb to be, that is why this lesson was designed so that the students They can make this cultural communication with a functional communicative approach so that they make use of their critical thinking and creativity.

Hours of the plan implementation	6 hours
Number of sessions	6 sessions of 40 minutes
Contents required for the lesson	Verb to be song, digital presentation, video part 1, 2 and 3 of the verb to be, digital presentation
Link of the content	https://docs.google.com/presentation/d/1D_S-yj8rClz8cd3LFAa4rqfJYCcxAWar31Nts-hSz4Y/edit?usp=sharing
EEAILE tutor on line	Shelick Galvan

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	The presentation of the class is sent so that the students can preview it.	Students take to the session information in English about the digital presentation	00

<p>During the lesson</p>	<p>The teacher welcomes students to the class and connects the projector.</p> <p>It begins with a question that generates the topic, through brainstorming, defines what the culture is.</p> <p>It is explained that there is a cultural diversity around the world and I comment if they know any, through a generating question. What culture do they know?</p> <p>Images are projected with different types of customs, traditions, dishes, dances, etc.</p> <p>I ask what culture we belong to, to mention some examples of our culture.</p> <p>Images are projected with different types of customs, traditions, dishes, dances, and celebrations of our city and state.</p> <p>Teams of 4 to 6 people are formed, homogeneous in level and they mention the Celebration or custom going to work.</p> <p>They are asked to discuss and exchange information about everything they know about the chosen culture.</p>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students talk about the definition of culture and answer the questions orally and discuss their answers.</p> <p>Students write notes in their notebooks.</p> <p>Students recognize in which part of the world the images are.</p> <p>Students talk and answer the questions</p> <p>Students recognize in which part of the state the images are.</p> <p>Students form teams to choose the celebration or custom to work on.</p> <p>Students write down everything related to their culture.</p>	<p>01</p>
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Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher presents the learning outcomes of the lesson and have students read it and comment.	Students read the learning purposes of the lesson, clear doubts and express opinions briefly.	01
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3. Communicative skills development.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session number	Evaluation
Introduction <ul style="list-style-type: none"> • Exercise II 	Teacher asks students to get together in teams, read the investigation of their chosen customs or celebrations, to exchange information.	Students get the researched information and as a team, they talk and exchange information	Projector, laptop, notebook, pens, digital presentation. Reading Tradition or costume information	02	Exercise II of the reading completed

<p>Information processing activity & 1st practice</p> <p>Prediction</p> <p>Reading</p> <p>Explanation</p> <p>Exercise II. Comprehension Skills</p>	<p>Teacher asks students what they think the Reading will deal with.</p> <p>Teacher asks students at the time to read in teams, correcting pronunciation, stress & intonation.</p> <p>Teacher asks a student, who hasn't read, to explain the paragraphs read. He asks clear questions to motivate a good explanation.</p> <p>Comprehension skills Teacher asks them to create an infographic with the information about their celebration or custom:</p> <p>Make corrections if needed. Teacher encourages the students to discover the mistakes by themselves and correct them.</p>	<p>In teams, students brainstorming about the contents of the reading.</p> <p>Students take turns in reading. When corrected, he/she will repeat the sentence until saying it with the right pronunciation, stress & intonation.</p> <p>Students explain in their own words the paragraphs read. When they finish, others can add information to enrich the explanation.</p> <p>Students follow the instructions to make the infographic of their celebration or custom.</p>	<p>Projector, laptop, notebook, pens, digital presentation.</p> <p>Reading Tradition or costume information</p>	<p>02</p> <p>03</p>	<p>Students participation</p> <p>Students complete Exercise II. Comprehension skills.</p>
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Writing					
Step of the lesson	Teacher Activities	Students activities	Materials	Session number	Evaluation
Grammar Focus Feedback	Teacher gives students a feedback about the mistakes detected in the infographic	Students go over their mistakes in the infographic. They correct them and clear doubts.	Projector, laptop, notebook, pens, digital presentation.	04	Students participation
Grammar focus	Teacher writes an example of the use of adjectives and comparatives	Students analyse the structures presented, discover their patterns and reflect on the use of adjectives and comparatives			
2nd practice or Social interaction III. Use of language.	Teacher has students do exercise III, they have to draw a picture representing its description, using the verb to be.	Students draw and write their various features, making use of the verb to be and adjectives.		04	Students complete Exercise III Use of language.

Summary	Teacher elicits the highlights of the lesson since it started.	Students summarize the lesson with an infographic of their costume or celebration that was made in the class.		04	Students participation
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Listening					
2nd practice or Social interaction IV. Reflections.	<p>Teacher places the presentation the infographic feedback is done by teams.</p> <p>Teacher plays a series of videos of the verb to be so that students can understand a little</p> <p>A song called “Scared to be lonely” is played for the students to listen to carefully.</p> <p>Each team sings a part of the verb to be</p> <p>Teacher asks them to make descriptions of their custom or tradition.</p>	<p>Students clarify doubts about their work.</p> <p>Students listen and watch carefully, taking note of the most important things in the videos.</p> <p>Students answer with the verb to be missing in the lyrics of the song</p> <p>Students sing the song “Scared to be lonely” of the verb to be</p> <p>Students make descriptions of their selected custom or tradition.</p>	Projector, laptop, notebook, pens, digital presentation, speaker	05	Students participation

Speaking					
2nd practice or Social interaction	Teacher asks students to reflect on the different cultures in the world.	Students reflect as a team about the selected culture	Projector, laptop, notebook, pens, digital presentation, speaker	06	Students participation
V. Reflections.	Teacher asks the students how we can make our traditions and customs known	Students answer the questions			
VI. Final Project	Teacher asks them to choose the images according to their tradition or custom, so that they can present them by video or in person, to communicate our diversity of traditions, customs	Students do the project The state and debate their ideas with arguments and respect. They use the vocabulary & structures just seen.	Projector, laptop, notebook, pens, digital presentation, speaker.	07	Students Project
VII. Oral Presentation	Teacher asks the students to go in teams to present their stories.	Students present their work.			Students project

2. Intercultural component

Students must put values into practice, be empathic, and the teacher creates an environment of respect based on the values, attitudes and aptitudes of the characteristics within the classroom, also knowing, respecting and avoiding prejudices of the different traditions and customs presented throughout class

3. Evaluation

Being that this lesson is immersed in Competencies, based on a rubric, it will be marked the evident development in students' categorized in Knowledge, Abilities and attitudes, with a formative assessment

4. Conclusion

The students valued the cultural richness that we have both in our city and the state, so that they become known worldwide, and change the perception that has been had in the state and the city.

5. Follow up activities

After the teacher reviews his students' writings and gives them feedback, students make a final version of their products, the teacher makes them known on the different social networks of the school, posting their infographics and video.

2. 2 Procedures evidences of (images, graphics, photos)

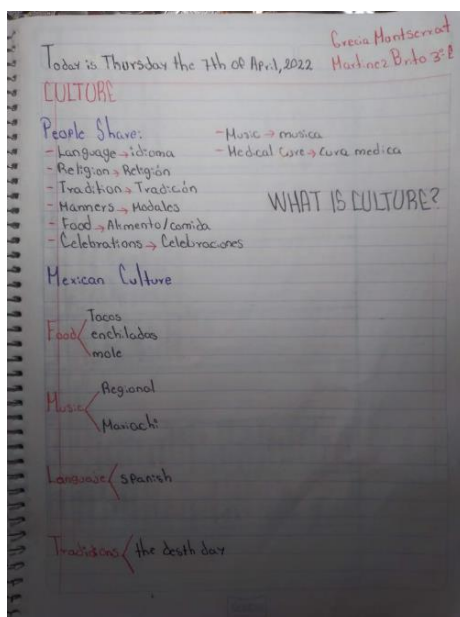
This activity intended that the students according to the study plans and programs, this the social learning environment was: playful and literary, the communicative activity: playful expression, the social practice of language: explain customs form of images, the learning outcome was: explains customs from images.

At the beginning of the class, greetings were given and the projector was installed to be able to share the presentation of the topic.

The topic begins with a generating question: What is culture? What is Mexican culture? Through brainstorming, the definition is given so that the students write it down in their notebooks.

Figure 2.

Notes from a student's notebook.



Note. The picture was captured from the notebook of one of my students, answering the questions about what we did in class.

The students formed teams to talk about the chosen custom or tradition, about the information investigated, and an infographic was made so that they could develop their critical thinking.

Figure 3.

Students are reading and working in teams



Note. Students working collaboratively through the reading

Figure 4.

Infographic from the costume of Iguala or Guerrero

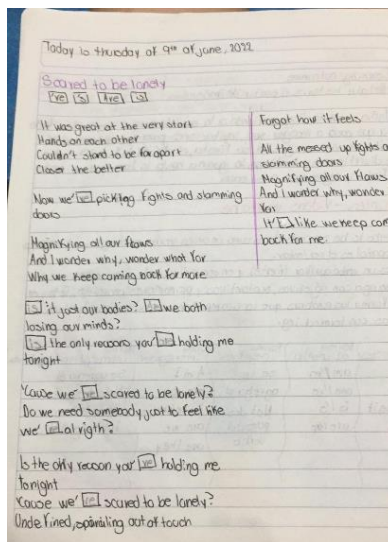


Note. The students made an infographic using digital skills, teamwork, the creativity, cultural literacy.

For the listening activity, we start with a song called “scared to be lonely”, so that the students can identify the personal pronoun and the verb to be, later 3 YouTube videos of the channel learn easy English with Shel are played, to learn the form, use and meaning of the verb to be.

Then the students had to listen to a song, the name of the song is “scared to be lonely” and complete the correct verb to be in the missing words.

Figure 5. The song “Scared to be lonely” that was completed of my student after listening music



Note. This exercise was completed with the song called “Scared to be lonely” from Lua Dipa Students were asked to creatively describe themselves, using the grammar seen in class, so that they could make use of their creativity.

Figure 6. The student describes herself using the verb to be using the creativity.

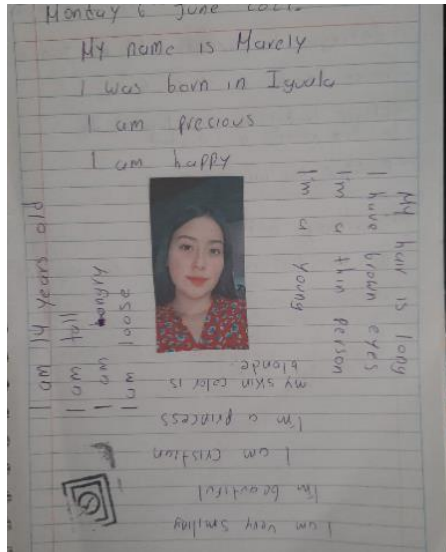
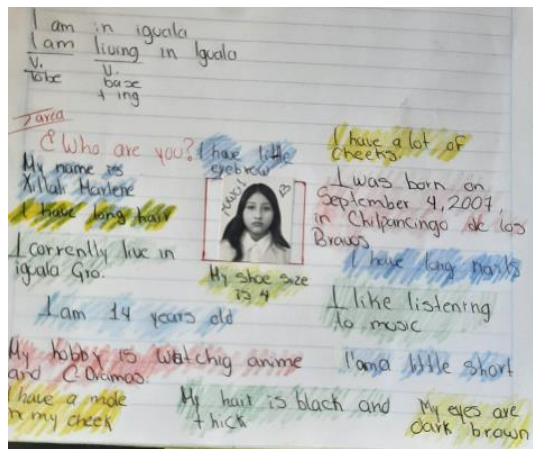


Figure 7. The student describes herself using the verb to be using the creativity.



The students continue working on their chosen custom or celebration and go on to present it and make it known through images to develop 21st-century skills, digital skills and interculturality with a communicative approach.

Figure 8. A student presents his costume or tradition through pictures working in team, using the creativity, digital skills using digital presentation, teamwork and critical thinking.



Figure 9. The team presented their work through pictures using digital skills and 21st century skills: using creativity, imagination, collaboration, communication, interculturality.



2.3 A video that shows the application of your lesson plan.

The activities of the lesson plan were recorded in the classroom the URL of the video is: <https://youtu.be/NeDV63H7dyY>

Figure 10. The presentation of my class using my projector



UPN_eeaiile. Communication of the culture of the city of Iguala and the state of Guerrero.

Note. The picture was taken from YouTube: <https://youtu.be/NeDV63H7dyY>

At the beginning of class, the projector is collocated and I took the opportunity for the students to write down the date in their notebooks.

The most complicated thing is that the students lose their fear of speaking in public and speaking in English. At the beginning of the class, generating questions are asked so that the students can understand the topic that will be addressed in their own words.

Figure 11. *The Students answer the question*



Note. The students have to make notes in their notebooks

Figure 12. *The Students work in teams in order to develop collaboration and communication.*



This experience has not been easy, but with perseverance and a lot of calm, and tolerance, it has been carried out to ensure that students do not feel less for our culture, on the contrary, they give it the value it should, knowing that we all have different skills, attitudes, aptitudes and values.

CHAPTER 3. DESIGN OF ASSESS TOOLS FOR ACTIVITIES.

An evaluation tool was designed taking up the class plan made in the previous work that covers the academic and training aspects.

Brown (2004) makes a distinction between testing and evaluation. Testing is defined as a method of measuring a person's ability, knowledge, or performance in a given domain.

The evaluation, according to Brown (2004) is defined as a continuous process that covers a much broader domain (than the test). However, students are constantly evaluated, starting from a diagnostic, formative and summative evaluation.

Brown (2004) Language evaluation, he tells us about the five principles of testing that we must become familiar with to design and implement good quality tests, these are practicality tests should be practical Brown (2004) argues that tests should not be too expensive and should be created to meet time constraints, be easy to administer and follow proper scoring procedure and accuracy, and should be reliable in the student since the factors related to the students are very difficult to control or anticipate, this influence in their performance, according to Brown (2004) emotional factors (illness, fatigue, anxiety) and cognitive factors (strategies developed to take tests, wisdom of the examinee).

Ratter reliability can be guaranteed only if ratters rate tests consistently. Factors that can affect interrater reliability include grading experience, fatigue, distractions, and the ability to decode student writing, also, the validity of the test is the extent to which the inferences made from the results of the evaluation are appropriate, meaningful, and useful in terms of the purpose of the evaluation that the evidence is authentic. Brown (2004) argues that the authenticity of a test is fulfilled if the test includes natural language, presents elements in a contextualized way includes relevant or interesting topics that meet the needs of the students and tries to emulate the real world. The washback has a positive impact on teaching and learning, it is positive because it informs what they should focus on to maximize washout effects, and provide students with specific and generous feedback regarding their performance.

If tests are returned to students and no feedback is provided, the student may not understand what to focus on. In turn, if students receive a lot of feedback, they may change their learning strategies since feedback is very important.

According to Therefore, taking into account these concepts and elements, my educational practice has been developed as follows:

My objectives were established, taking into account the expected learning of the students framed in the plan and curriculum, likewise within my planning was carried out based on the rhythms and learning styles of my students, taking into account the different roles of the students, a role can be defined as the function that a person or thing plays in a particular situation (Oxford Dictionaries, 2010). In other words, it is what a person or thing is designated or expected to do. According to Richards and Lockhart (1996) we can understand the kinds of relationships we can find in our classrooms as follows: task-oriented, phantom, social, dependent, isolated, and alienated to apply the best method that can be carried out within the classroom. In these situations, I assume the roles of the teacher according to the context, always having a positive attitude with passion and enthusiasm in my teaching work, Richards and Lockhart (1996) list these roles outside the classroom that teachers may have in different schools: needs analyst, curriculum developer, material developer, counsellor, mentor, team member, researcher, and professional. Another situation that prevails within the classroom is dialogue and assertive, positive communication between the teacher and the students, generating an environment of trust, and resulting in students being motivated, Gardner (1985) defined motivation as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards language learning, here then, the motivation is the sum of the efforts made by the students and a desire experienced by the learner and want to learn the language, through dynamic and innovative classes making use of TICs, although the use of ICT is an indispensable tool for developing the potential of teaching praxis, expanding the possibilities of educational interaction. The teaching professional who achieves technological skills will tend to transform the traditional forms of teaching that have been used until now, generating changes in effective and innovative teaching strategies using technological resources and pedagogical materials according to the real level of the students.

According with Brown (2004) an introduction to language assessment in the classroom takes as its reference the micro and macro skills in the speaking domain.

The main objective of formative assessment is to enhance the learning experience of students by assessing them in the process of language acquisition. Formative assessment deals with the current level of student performance to inform future learning. The summative evaluation

has the function of measuring the abilities of the students, typically, this type of assessment occurs at the end of a course, it serves to illustrate or measure what the student has acquired over a term.

Formative and summative assessments are not mutually exclusive.

The activities carried out in the classroom were evaluated through a rubric; according to FLDM (2010) the rubric is an evaluation tool to communicate expectations, they are usually made up of rows and columns. Rows are used to define the various criteria used to evaluate a task. Columns are used to define performance levels on each criterion.

The rubrics offer advantages in the teaching-learning process.

They provide transparency to the evaluation, stimulate the culture of authentic evaluation, and promote achievable expectations since they clarify what are the performances that students must achieve, encourage feedback (Stevens and Levi, 2005), facilitate the recording of the observations of the student competencies, is evidence of student performance.

For a summative and formative evaluation, and analytical and holistic rubric will be designed. The analytical rubric evaluates specific aspects of the writing domain, it focuses on more specific aspects and simply focus on the organization. O'Malley and Valdez (1996) say the rubric adapts to the level of the language and what it can produce in the domain of writing. The holistic analytic rubric assesses both productive skills: speaking and writing using tools and uses the alternative systematic and detailed immediate feedback, it is important to consider what technology tools offer for EFL assessment, providing a wide range such as videos, texts, sound, colour charts including setting, participants, content, tone, and genre, communicative knowledge task and in some cases, we may notice that technological and multimedia tools help through the use of whiteboards, videos or PowerPoint slides and Google slides, etc.

New technology will enable a transformation in assessment by allowing us to create tests are more firmly grounded in conceptualizations of what one needs to know and be able to do (to) be successful.

A 4-level rubric was chosen for the assessment of this lesson.

3. 1 Testing tools activities

The rubric designed for my students was intended to be able to transmit confidence, so that they feel motivated to feel safe.

RUBRIC

Rubric to communicate the customs of the state of Guerrero and the city of Iguala in English				
Students will choose a tradition or custom from the state of Guerrero or the city of Iguala and explain what it consists of through the use of images, making use of their creativity to develop history and critical thinking to publicize culture through social networks				
	Excellent / very good	Good/Average	Fair/poor	Very poor
Working process	Evidence of outstanding planning learned and prepared	Evidence of good planning learned and prepared	Evidence of some planning but not sufficient for the task	No evidence of planning learned and prepared
Mechanics	No spelling mistakes, Punctuation use correctly throughout,	Only a few spelling mistakes have been made. Punctuation mostly correct	Multiple spelling mistakes have been made. Punctuation mistakes evident	Many spelling mistakes made. Punctuation has hardly been used or used incorrectly.
Vocabulary	Use vocabulary according to the topic. Make your own contributions. Use of adequate and sufficient adjectives.	Use vocabulary according to the topic. Use of appropriate adjectives.	Use vocabulary according to the topic but with doubts. Use of few adjectives	Does not use vocabulary according to the topic and has deficiencies. Don't use adjectives
Creativity	The presentation is attractive, shows creativity and is very well organized, the idea is original	The idea is not original, the presentation is attractive and well organized.	The idea is similar to other projects, the presentation is organized.	The idea is copied, the presentation is not attractive or organized.
Oral presentation	The student speaks loud and clear. He was completely believable in the portrayed role and his posture indicated command of the subject. He was	The tone of voice used was high, in some way the student was believable in the role presented. The audience was able to understand most of what was said.	The tone of voice used was loud that the student was somewhat believable in the role presented. The audience was able to understand some parts of what was said.	The student did not show command of the public, who could hardly understand anything that was said. The tone of voice used was low.

	able to be understood by the rest of his classmates. He does not use reading	does not use reading	It is supported by some reading notes	read what he says
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3.2 Rationale behind the assessing and/or testing tool.

During the development of the activity, some students showed that they were fully excited to be able to transmit the Guerrero and Igualteca culture to the world, giving their best for the activity.

However, other students were somewhat nervous when speaking in English, so it was suggested that they take a break before continuing and that they try and be empathetic in the situation, since some of them do not feel safe speaking and pronouncing a few words, so to calm the tension we sing the song called “if you are happy happy happy,” to restore their confidence

CHAPTER 4. REPORT AND ANALYSIS.

Starting from the selected problem, several learning strategies have been implemented to improve the use of the verb to be, to communicate the Igualteca and Guerrero cultures.

The present work has allowed me to analyse my teaching practice, making a before and after of the speciality, to be able to use the different schools of thought, theories, methods and techniques to be able to apply them within my context and generate favourable learning situations for the student, to have a communicative approach, through the development of 21st-century skills, digital skills and interculturality.

During the development of the activities the following problems and difficulties arose:

1. The students do not know the verb to be and its different uses, so I have implemented a series of pedagogical strategies, through the use of flashcards, songs, games and videos.

2. In the school there is no technology, computer, projector, speaker, or internet, so I have had to get a projector, a laptop to be able to generate dynamic and attractive classes for the student, as well as a speaker to be able to put the audio of songs and videos.

3. They do not like the subject of English, this situation occurs when the school year is about to start, however, I emphasize the importance of the subject, as well as its use in the future.

4. At the beginning of the class, generating questions are presented to brainstorm, at the beginning, the students feel afraid to answer in English, and so I try to motivate them to say them in English.

5. Absentee students or without life expectancies, during the development of the planning these types of students who are like ghosts, were lost between class and class since they did not keep track of the didactic sequence, so they used to give feedback at the beginning of class.

The role of the teacher has been in an analytical reflexive way converted into a facilitator, guide of the teaching-learning process, and creator of favourable environments.

The problem detected has been good since the students were motivated, and they liked to carry out the activities with joy and enthusiasm to communicate the culture.

CHAPTER 5. CONCLUSIONS.

With this work, it was verified that culture is present in all the contexts of our daily life and that it must be integrated into the teaching-learning process of foreign languages since there is an inseparable relationship between culture and language. As teachers, we must teach values and encourage imagination, sensitivity and the willingness to listen to the opinions of others, but above all to respect the other people with whom we live and understand the different thoughts and cultures that exist. That education is a vehicle for the construction and transformation of society, and interculturality is not a concept, but a way of assuming and interacting in the world, being empathic and caring for the environment.

We must understand the students by creating pleasant learning environments according to their needs and interests of the students, taking into account their values, and being empathic with the students, since they have emotional, economic, social and health difficulties, which have diminished in their learning.

That education is a vehicle for the construction and transformation of society, and interculturality is not a concept, but a way of assuming the world and its necessary possibilities for communication and, therefore, the understanding, construction, communication and cohesion of cultural diversity as inherent and characteristic of society (Soto, 2015).

With this work, it has allowed, in the first place, to consolidate the expected learning of the students, taking into account the 4 linguistic abilities, speaking, listening, writing, reading and developing the social practices of the language in each one of them, as well as the 21st-century skills: creativity and critical thinking.

An intercultural communicative competence must be present in this globalized world so that the English foreign language serves as a vehicle of connection between the different cultures, for which new proposals are required for the learning of new and more critical approaches to learning a foreign language and its intricate relationship with various cultures framed in local, national and international contexts, depending on how people have meant their territories and vital contexts.

This work has allowed me to get to know my students better, to know that as teachers we have a very important role, not only of being models, but of being a guide, facilitators, and mentors for our students, being able to generate an environment of harmony and motivation, but at the same time be able to see the classes as a challenge, both for the teacher and the student.

In carrying out this lesson, having groups of approximately 40 students, I found students who do not want change, they want everything the teacher gives them in their hands, and they do not allow themselves to leave their bubble, however not everything is like that, Although it is true that our context does not favour us too much in the acquisition of a second language, another sector of students was positive, proactive, generators of content, creative and with critical thinking, that is why teamwork and collaboration have a great importance today.

Throughout this project, the 4 communication skills of the foreign language (English) were developed through playful strategies and activities, true integrators of linguistic skills, where the relationship between various skills and abilities was perceived, providing the teacher with great flexibility, plan strategies and activities for interesting and motivating injuries (Brown, 2007) this has allowed them to be enriching, capable of creating a challenge for my students, generating awareness of the importance of the foreign language and each of its communication skills, with a purpose of communicative and functional activities that allow students to understand their

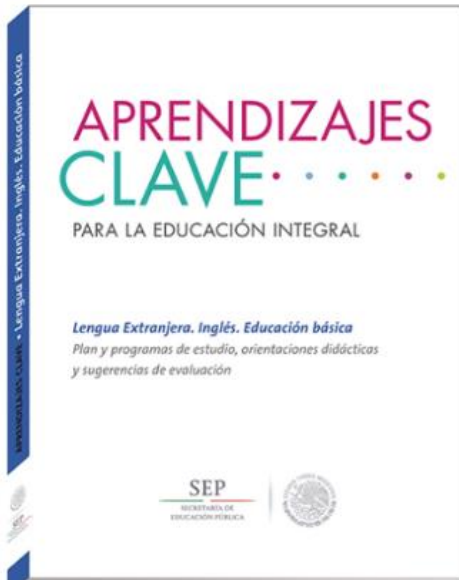
meaning, interact effectively, since the main measure of success is the development of the student's abilities and skills to cope with the demands of the immediate situation and a changing world (Bygate, 1987) therefore, today's society requires efficient communicative communication to have greater possibilities of work, study, social relations and improvement depend, in large part, on ours.

Fostering content understanding is just as important as creating opportunities for students to think. Collaborative work is promoted to develop thinking skills; reflecting on their abilities, evaluating and planning their learning. This produces such motivation and self-confidence that it enables you to use your learning efficiently.

Our mission as teachers is to facilitate, collaborate and guide the student in their learning process, leaving all the protagonism to them, based on the skills of the 21st century, digital skills and interculturality.

CHAPTER 6. APPENDICES/LETTER OF ORIGINALITY

<https://www.planyprogramasdestudio.sep.gob.mx/descargables/biblioteca/basica-ingles/V-ORIENTACIONES-INGLES-PRIMARIA-6o.pdf>



LENGUA EXTRANJERA: INGLÉS PRIMARIA 6º	
AMBIENTES SOCIALES DE APRENDIZAJE LÚDICO Y LITERARIO	
Actividad comunicativa	• Expresión lúdica
Práctica social del lenguaje	• Explica costumbres a partir de imágenes.
Aprendizajes esperados	• Explora y selecciona imágenes sobre costumbres de distintas culturas. • Describe y contrasta detalles. • Explica costumbres a partir de imágenes.

ORIENTACIONES DIDÁCTICAS

- Proporciónese varias fotografías que muestren costumbres (comer con palillos, con tortillas, en una silla, etcétera) y destine tiempos específicos para explorarlas. Centre la atención de los estudiantes en los detalles de las imágenes y modele tanto expresiones como maneras de usarlas para describirlos, así están en condiciones de:
 - observar las características de los elementos usados en las imágenes (colores, formas, personas, objetos, etcétera);
 - hacer conexiones con experiencias personales;
 - reconocer emociones y sensaciones;
 - valorar el repertorio de palabras y expresiones que usarán a partir de elementos de las imágenes;
 - preguntar sobre lo observado (Do they seem happy? Why they could be doing this?, etcétera).
- Ofrezca oportunidades para planear lo que van a explicar y destine tiempos específicos para componer, ensayar, practicar y probar las expresiones que usarán. Centre la atención de los estudiantes, tanto en lo que van a describir como en la forma de decirlo, de manera que ellos estén en condiciones de:
 - responder preguntas para definir los aspectos que describirán;
 - analizar los tipos de expresiones para contrastar las semejanzas (por ejemplo: They look the same, it's as big as this) y las diferencias (While this has... this other does not have... It seems smaller than...);
 - componer las expresiones para describir las semejanzas y las diferencias (por ejemplo: Here I see two different ways of dancing/This seems to be a summer activity and this one seems a winter activity);
 - componer las expresiones para explicar semejanzas y diferencias (por ejemplo: It seems they practiced a lot to dance like this/It's a winter activity. Look, they are using winter
- ordenar las expresiones en una secuencia de habla usando conectores (Both pictures show people eating, but in different ways. First, look at the way they are dressed, then, I can see different dishes... etcétera);
- componer las expresiones incluyendo solo la información de lo que se ve en las imágenes.

Ofrezca oportunidades a sus estudiantes para reflexionar sobre cómo las creencias, costumbres y valores influyen en la comprensión de los textos y de las personas. Ayúdelos a tomar conciencia de que uno de los usos más importantes del lenguaje es la posibilidad de acercarse a otras culturas; así, ellos estarán interesados y motivados para lograr:

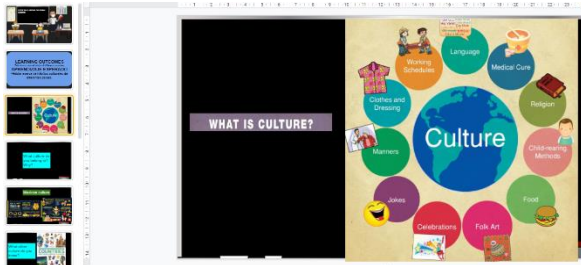
- usar expresiones que indiquen el inicio de una explicación (Here, take a look/Let's... etcétera);
- monitorear los recursos prosódicos para asegurar la claridad;
- compartir información relevante;
- controlar la cantidad y el orden de información;
- usar o repetir expresiones para ganar tiempo (you know, Well you um... Actually, like, etcétera);
- usar expresiones que indiquen el fin de explicación (por ejemplo: ... and that's what I have to say/and that's it).

SUGERENCIAS DE EVALUACIÓN

- Recopile evidencias como:
 - repertorio de palabras y expresiones;
 - preguntas y respuestas;
 - tabla comparativa.
- Producto final:** breve comparación de costumbres a partir de imágenes.

– Instrumento sugerido:
• escala de valoración descriptiva.

Digital Presentation:



The Students took part in the Project.



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PARA LA OBTENCIÓN DE GRADO ACADÉMICO ANTE LA UNIVERSIDAD
PEDAGÓGICA NACIONAL**

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Programa de posgrado:	Specialization in English Language Learning and Teaching (EEAILE)	Tutor(a), Asesor(a) o Director(a):	Shelick Galvan
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Atentamente,

Ciudad de México a 01 de julio de 2022.

Pedro Eduardo Mancines Marcos

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

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Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

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¹ EEAILE-CEAL. UPN. Guidelines for Academic Honesty in Citation and References.

http://eeaille.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaille_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.”

The “Reglamento General para estudios de posgrado de la UPN” states as follows in the

TITULO QUINTO: De las sanciones y recursos.

CAPITULO 1. De las sanciones

III. Baja definitiva en los siguientes casos:

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² Reglamento General para estudios de posgrado de la UPN.

<http://137.135.91.197/normateca/index.php/category/6-reglamentos-internos.html>

CHAPTER 7. APPENDIXES AND APA STYLE REFERENCES.

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