

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

---

---

**UNIDAD AJUSCO**

### **PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**El Efecto de la Hipótesis del Filtro Afectivo en la  
Enseñanza del Inglés Como Segunda Lengua en la  
Escuela Primaria “Leyes de Reforma” en Chilpancingo,  
Guerrero**

### **TRABAJO RECEPCIONAL**

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

**PRESENTA:**

**Autor: Liborio Villagómez Chico**

**ASESOR: Alma Delia García Salazar**

**Chilpancingo, Guerrero a 19 de junio de 2022**



# EDUCACIÓN

SECRETARÍA DE EDUCACIÓN PÚBLICA



READING

SECRETARÍA DE EDUCACIÓN PÚBLICA  
UNIVERSIDAD PEDAGÓGICA NACIONAL



WRITING

## **The Effect of the Affective Filter Hypothesis in the Teaching of English as a Second Language in the Primary School “Leyes de Reforma” in Chilpancingo, Guerrero**



LISTENING

QUE PARA OBTENER EL GRADO DE:

ESPECIALIZACION EN LA ENSEÑANZA Y APRENDIZAJE DEL  
INGLÉS COMO LENGUA EXTRANJERA



SPEAKING

PRESENTA:

LIBORIO VILLAGÓMEZ CHICO

TUTORA:

ALMA DELIA GARCÍA SALAZAR



CHILPANCINGO, GUERRERO JUNE 19TH OF 2022



# CONTENTS

INTRODUCTION.....	1
CHAPTER 1.....	2
1.01 Teaching identity and Philosophy .....	2
1.02 Theory underlying your teaching practice and identity .....	4
CHAPTER 2.....	8
2.01 A practical and useful lesson plan .....	12
2.02 Designing of necessary tools to assess/test the progress of students .....	29
2.3 Evidences .....	32
2.04 Assessment tools.....	38
2.05 Video.....	40
CHAPTER 3.....	43
CHAPTER 4.....	44
CHAPTER 5.....	46
References.....	49

## INTRODUCTION

Teaching a foreign language like English brings with it a novel culture that includes one's religion or worldview, the concept of gender, and a set of beliefs. Despite; that language and culture are closely intertwined cannot be conceived without the other, language continues to be taught as a separate phenomenon from culture and classroom activities are devoid of any instruction or teaching of foreign cultures and this decontextualized method of teaching has plagued the educational field at the basic level for many years. However, today after the pandemic and all the adjustments to recent plans and curricula, basic education teachers who teach English as a second language face a different pedagogical environment in which two training fields have been developed: one that bases its emphasis on communicative competence, social practices of the language and the other that is based on the importance of exposure to culture and what this implies.

The purpose of this work is to help students interact with native speakers on equal terms, showing mutual interest and most importantly, accepting differences without committing prejudices, mainly due to the geographical situation (triangle of the sun) in which the state of Guerrero is located. Since tourists from different parts of the world are received, it also aims to help students go beyond informative communication to develop relationships with other languages and cultures, showing awareness of their own identities and those of their interlocutors. This goal is in tune with one of the main innovations in communicative language teaching, namely that students need to develop the ability to use the language in socially and culturally appropriate ways.

The need to integrate, assimilate and interact with affective filters and intercultural competence in the teaching of English as a second language. The debate of including or not including culture in the classroom is a thing of the past; now the discussion points to the importance of an effective method that considers motivation, self-confidence and anxiety as the three types of affective or attitudinal variables and intercultural competence because we live in a global world with all the implications that this entails.

It is well known that much of the research around culture and affective education is firmly established, therefore these pedagogical principles of intercultural competence as well as trying to maintain a low affective filter in students are already articulated and effectively applied in the development of materials. and curriculum. Thus, the purpose of this work is, first, to explain the theories and ideas that define what language acquisition involves according to Noam Chomsky, Stephen Krashen's affective filter, and Michael Byram's intercultural competence, and second, to show that the combination of all these has a meaning in practice as a teacher and the students of an elementary school in the Guerrero's context and how to make it easily accessible when applying it.

## **CHAPTER 1: Philosophy and theory**

### 1.01 Teaching identity and Philosophy

Although it is true that it was preconceived in the collective imagination that most English teachers in Mexico focused only on teaching grammar and repeating over and over again as if through operant conditioning. According to (Rojas, 1998) Skinnerian behaviorism establishes that “teaching consists in providing content or information, that is, in depositing information [...] in the student so that they acquire it” (p.92). Likewise, the author adds,

"teaching must be based on positive consequences (positive reinforcements), and not on aversive control procedures (such as punishment)" (p. 93). The student could retain knowledge or as if the fact of making plans would correct the writing errors of this second language.

And this makes it understood that the educational system is a very superficial way since in the first assignment it was noticeable how the teaching practice was on a line but now that the other modules have been passed, it can be ensured that, as an educator, it is to understand and be empathic with the students. The objective of this research in some way is that one day in a certain way it can be understood, support and help students in the process of teaching a second language. It can be believed that it is of the utmost importance to create a relationship with each girl or boy who enters the classroom so that in this way you can gain their trust and respect. According to (Swain, 1995) by pushing learners to produce language in meaningful interactions with other students, help them in their way they begin to notice gaps in their interlanguage, they test emerging hypothesis about the language and they reflect on language through using language. When the student-teacher relationship has been built, they will dream academically. It is also believing in establishing a good interaction, not only with the students, but also with the teaching staff, mothers and fathers. Parent-teacher communication is the key to student success. When there are meetings of parents, most of the time there was an approach to them and tell them how their children are doing. Before the pandemic, it was often that each month a meeting was held with the parents, now with this situation of the pandemic that is almost over because face-to-face classes are already being resumed, you can be sure that the work that was being done was good. Parents are the most important resource to know in a specific way the particular needs of each student.

## 1.02 Theory underlying your teaching practice and identity

According to (Hinkel, 2010), English is a global and agglutinative language to communicate information and sociocultural knowledge that is in constant movement and, therefore, requires an integrated learning of the language. 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 current cultural context and the social environment that surrounds students in education.

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

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

The current globalization and technological developments promote greater mobility of people, which brings with it pressing needs to acquire various cultural skills to be able to deal satisfactorily with to real and challenging communicative situations as well mentioned by current social psychology, "intercultural competence consists of being able to behave appropriately in the intercultural encounter, according to the norms and conventions of the

country in question, and trying to pretend to be a more 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 in 1994 asserts, each of us should be immersed in various identities or cultural experiences “both throughout their lives and throughout the day” (Hecht, 1993).

Hymes in 1972 introduced the concept of communicative competence after carrying out a series of studies that showed the relationships between culture, society and language (Trujillo Sáez, 2001). 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 constant migratory movements. We live in an interconnected world that provokes cultural contact whether they like it or not between the different languages and cultural groups, thus fostering intercultural relations. Therefore, it is necessary that, from initial, basic, upper secondary and higher education, values are developed that make them adapt to this global society and new multicultural realities in an integral, holistic and free of discrimination manner. For this, the teaching of foreign languages in basic education must develop and perfect in students the essential skills to be able to venture into this global world. We must have the native speaker as a language model, regardless of whether they have a marked accent or not.

Intercultural communicative competence (Raigón-Rodríguez, 2018) The intervention proposal is to achieve the development of basic elements that make up intercultural communicative competence with approaches that recognize language as a communicative vision, "as an instrument of use, with certain purposes, sample intentions, and purposes" (Sanhueza Henríquez, 2012). But this approach begins to be critical, since, according



(Byram, 1998), the communicative method has shortcomings. These shortcomings are the need for the speaker to have empathy and show willingness to relate and thus consider putting themselves in the situation of their interlocutor, since this interlocutor will interpret the message according to their cultural reference.

Meyer in 2007 emphasizes that intercultural competence is a combination of social and communicative skills that include empathy, conflict resolution, collaboration capacity, flexibility, knowledge of the foreign language, and superficial 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 (Meyer-Lee, 2007). In general, the author points out that intercultural competence implies the person's ability to integrate their own cultural baggage with others, even if they are alien to their culture. In this sense, this proposal fits with the enumeration of social competences proposed by (Armstrong, 2020), since the author points out that these include: influence, communication and leadership, openness to change, conflict resolution, establishment of relationships, collaboration and cooperation, and teamwork skills.

According to (Tremblay, 2017), 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 social environments.

The teaching of a second language in basic education is 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 directs students to simulated and real communicative situations that can enable, in addition to practicing the language, work in pairs and small groups, which benefits intercultural communicative competence in this language and an integrality of their training as a human being and professional in the future.

The Common European Framework of Reference creates guidelines to delimit Intercultural Communicative Competence as the set of skills that allow understanding and adapting to new 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 2017, as well as the concepts, theories, approaches, some 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. Provisions which are an integral part of critical thinking, as well as (Facione, 1994).

The most commonly mentioned dispositions include open-mindedness (Bailin, 1999), curiosity (Olivares Olivares, 2012), the desire to seek information (Davidson, 2012), and the willingness to consider the point of view of others and creativity According to International School Creativity is a mental process that includes generating new ideas, concepts or associations from existing ideas and concepts in their social environment (Hidayanti, 2018).

Creativity is referred to as a box in which the more things it has inside, the greater the applications that the student can use at certain times of his life and to which great importance is attributed to cognitive processes, the social environment and personal characteristics. to be

able to implement inside and outside the classroom and start improving class sessions, implementing innovative, playful strategies and techniques, taking into account the atmosphere and mood of the group, the size of the class, the rhythms and styles of learning of each of the students, It has chosen 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 of different cultures.

## **CHAPTER 2: Methodology and practice**

The role of mothers and fathers in the success of students, I find that having a community of trust and respect inside and outside the classroom is an integral component of the teaching-learning process.

Is currently being done (Krashen S. , 2003) demonstrate real and obvious growth in English vocabulary when taught through novels, comics, i.e. display engaging literature for the reader which is voluntary throughout the process of acquiring a second language, for which they took comics that caught their attention once a week, in addition to carrying out a comprehensive strategy which It is required for socio-emotional monitoring and psychological support to ensure the teaching of a second language.

### **The Learning- Acquisition Hypothesis**

Krashen (1985) claims that it is one of the most basic of the five hypotheses and believes that an adult who is learning a second language has two separate paths to

internalize the second language that he wishes to acquire, of which the first path is acquisition and occurs subconsciously , through which the learner will obtain the competence of the second language in a natural way, he points out that it is something similar to what happens when the child internalizes his mother tongue where this type of competence is accumulated in the subconscious without awareness.

#### Natural order Hypothesis

Krashen (1981) believes that the learning of a second language has a natural order. It means that we can predict the sequence of the acquisition. There are studies that are based on the acquisition of a first language, (Brown, 1973) It has concluded that there must be a natural order in the acquisition of a second language, however there are some differences between the acquisition of a first and second language.

#### The Monitor Hypothesis

Pertains to the operational application of learned knowledge. Krasen (1981, 1987) contends that the acquired knowledge is the stimulus for the development of the speech and that learning has a lot of room to make changes when these three conditions are met, the first is when there is too much time for the performer. Second, the performer must focus on form and the last one where she or he must know the rules so that they can apply them. When these three conditions are met, monitoring takes place and produces utterance, however these three conditions are necessary but not sufficient for monitoring to take place.

## The Input Hypothesis

It is one of the hypotheses that has most influenced the acquisition of a second language, it is provided with theoretical and practical foundations for students of a second language to internalize knowledge. It is attributed that it is only for acquisition and not for learning. This is the formula that we know of  $i+1$ . Students can fill this gap using their context, knowledge of the world and extra linguistic information (Krashen S. , 1987).

## The Affective Filter

Krashen (1987) one of the most important barriers to language acquisition is the affective filter. This impedes the process of absorbing the input and transforming it into intake. There are three factors that play a very important role in this process. The first of them is self-confidence, this means that the stronger the self-confidence, the greater the absorption of the input. In other words, if there is a good amount of self-confidence, the less the affective filter will be.

The next factor is anxiety. The greater the person's anxiety, the greater the amount of resistance to input. And finally, there is motivation. The more motivated the person is, the better the learning process will be. Although, there are many cases where adults acquired the language as a native speaker (Brown H. , 2007).

It is the goal every day to challenge students in a second language acquisition as (Chomsky, 1986) points out, knowledge of language, grammar, will be the conjunction of the information contained in the faculty of language at the time of birth or being in contact with the language, in addition to the rules acquired during childhood based on the immersion you have received.

That is meaningful, engaging, and purposeful. To provide students with opportunities to grow and become critical thinkers and problem solvers. In the classroom, to provide students with inquiry-based lessons and real-world situations so they may learn to conquer issues at school and in their lives outside of school. Want to instill a passion for learning inside each child. Students must actively participate in, and take responsibility for, their learning. Just as I self-reflect as a teacher, students need to become self-reflective. Now in a considerable way to use the affective filter because it is convinced that the stimuli not only affect the thought process in the students. It is decided to put into practice the Affective Filter theory first, in a way that they do not feel too anxious or nervous about new language structures, grammar or activities. So, they can improve upon areas of difficulty and build upon areas of strength.

Having an adequate attitude in this process of learning this foreign language will make these students achieve the acquisition, some of them even speak native languages and that facilitates the process since those who do not speak them are motivated to learn English, another factor that What influenced it was the variable of the classroom by making it a pleasant immersion space for the students. This created a greater bond, since when I entered the school, the first thing I tried to improve was the physical space where the English classes would be taught. So, it was used the available materials, the director helped a lot by providing me with teaching material that the previous English teacher had, it got a used whiteboard in very bad condition so it had to be restored so that the students could see what was written to them during the lessons.

The results were interesting, even the director commented that the way in which he was using the materials was pleasant, even recycling them to favor the learning process.

Another super important aspect in the relationship of lowering the affective filter is the personality traits of the students, therefore it is considered that the traits that allow the best entry of the input are those that are related to the ability to express feelings and own ideas, as well how to listen to others. A self-confident student is one who does not have difficulty relating to others and it was clearly seen during the sessions because there were several children who definitely did not interact and had a lackadaisical attitude towards the classes but little by little it was that they began to be interested in it, it was about having confidence in themselves and fortunately that objective was achieved.

Intercultural communicative competence is defined by Byram as “ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram, 2002).

One example of how It can help first through sixth graders to become self-reflective is by motivation, good attitude with them individually. As we hold these individual conferences, it aids in the discovery of how differentiation may be beneficial to the success of the students. It is believing that every child is different and learns in different ways.

## 2.01 A practical and useful lesson plan

When planning lessons, must be taken into account that students need different experiences, some auditory, some visual, and some kinesthetic. It is important for research as a teacher to be flexible and to modify the lessons as needed to reach all students. Talking about the planning in this final part of the specialty is to confirm that many times It is did not consider the four basic language skills in the planning, the rubrics are important because they

help you measure the process of the module seen. It is used pretest and interesting audios to help guide the students' present knowledge of a subject. It is differentiated, through the content, process, and product depending on the individual needs of the students.

Table 1: Checklist for observing the four language skills

Student's name	Class: English	
Skill: Reading	Date:	
	Yes	No
When the student observes the instructions, he infers on the subject.		
The student makes inferences in the vocabulary.		
When reading the sentences, the student analyzes them.		
When the student slowly reads the text, she tries to identify the keywords.		
Skill: Writing		
Listen carefully and understand the main ideas		
Place the main ideas, the grammatical form is appropriate to the real level of the students.		
Skill: Listening		
Listen carefully and understand the main ideas		
Listening to each step, the student makes an analysis of its characteristics		
Comment and participate within the audio		
Skill: Speaking		
Organize and logically express your expositions		
Understanding of the topic and the ability to respond to what is asked		
How to interact, make intonations and use full responses		



1. Lesson plan identification cell.	
Author	Liborio Villagómez Chico
Educational stage	First to Sixth grade Elementary school.
Title of your Lesson plan	<b>Step by step in the elaboration of tecuan masks as crafts and local- international cultures</b>
Learning Objective of the plan/Competency	<p><b>language purpose</b></p> <p>Develop in the student the four basic skills of a second language through the elaboration of paper mache masks as well as their instructions in English to do so.</p> <p><b>Formative-intercultural purpose.</b></p> <ul style="list-style-type: none"> <li>o Guide students through the worldview of the indigenous peoples of the state of Guerrero, the meaning of the tecuan mask in the petition for rains in the May festivities.</li> </ul>
Communicative skill considered	Reading, writing, Listening and Speaking
State of the following options	Talk about local crafts and see the relationship they have with the tecuan masks that will be made
Functions	make use of the four basic language skills during the lesson
Main Grammar structure	-Present simple, future simple, sequencers, Adjectives, Verbs
Other Grammar structures	-Structure of present simple, -adjectives, personal pronouns
Brief description of the plan	<p>The sequence of the class plan was used as a strategy to give a precise follow-up in the religious pagan activities in the state as well as to see the importance of how the instructions are elaborated.</p> <p>Being the State of Guerrero internationally known as Acapulco, Ixtapa Zihuatanejo, Taxco de Alarcón, Chilapa de Álvarez has visits from foreigners, that is why cultures were chosen worldwide according to the interests of the students, and to be able to approach and know different cultures in terms of their different tastes, customs, traditions, language, types of greetings, food. That is why this lesson was designed so that students can do this simulation of cultural exchange with a functional communicative approach.</p>

	Between our country and the country chosen by the students, so that they make use of their critical thinking and creativity.
Hours of the plan implementation	5 hours
Number of sessions	5 sessions one hour per sessions
Contents required for the lesson	Digital presentation, audios

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation Before the lesson	The teacher shares the digital presentation internet video.  Inside the presentation, there will be the new vocabulary of the lesson.	Students take to the session information in Spanish about the topic, read the information and then prepare their material.	00
During the lesson	They will be given the key learnings of the sequence topic that is listening to dialogues in which expressions are used to get what they want for instructions.  Teacher share the video in his cellphone  Teacher welcomes students to the class.  I projected handcraft masks on them, since an image is more attractive than a reading line.  I gave them the title of the text to	Students greet the class and express briefly how they feel that day about the topic.  Students observe the image and discuss in a brainstorm which is the best mask they like more	01

<p>Set the objective or competencies of the lesson</p>	<p>create a brainstorm about the topic and find out their previous knowledge.</p> <p>Teacher welcomes students to the class and connect the projector</p> <p>It begins with a question that generates the topic, through brainstorming, define what the culture is?</p> <p>I ask what culture we belong to, to mention some examples of our local culture.</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 local culture do they know?</p> <p>We made a playful pause and I show you on video the celebration of the request for rain in Zitlala municipality of Chilapa de Alvarez Guerrero and I tell you to focus on the outfits of the tecuanes so that they have a reference of what they will have to elaborate.</p> <p>The student will be able to communicate more interactively, safely with greater precision, be more competitive in their context with the use of communication skills.</p>	<p>Students Answer the question</p> <p>Students try to guess what is all about.</p> <p>Students read the learning outcomes of the lesson, clear doubts and express opinions briefly.</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>	
--	--	--	--

### 3. Communicative skills development.

Reading					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
• Presentati	• Teacher gives the	Students	Whiteboard	0	Answer the

<p>on</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Introduction</li> </ul> <ul style="list-style-type: none"> <li>• Inferring vocabulary</li> </ul>	<p>presentations.</p> <p>Video 1  <a href="https://www.facebook.com/Direcci%C3%B3n-de-Cultura-Zitlala-Guerrero-2021-2024-103742158771000/videos/2813720348923861/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C">https://www.facebook.com/Direcci%C3%B3n-de-Cultura-Zitlala-Guerrero-2021-2024-103742158771000/videos/2813720348923861/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C</a></p> <p>Video 2  <a href="https://www.facebook.com/HAyuntamientoZitlala/videos/407497900897081/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C">https://www.facebook.com/HAyuntamientoZitlala/videos/407497900897081/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C</a></p> <p>Video 3  <a href="https://www.facebook.com/HAyuntamientoZitlala/videos/378150290738384/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C">https://www.facebook.com/HAyuntamientoZitlala/videos/378150290738384/?extid=CL-UNK-UNK-UNK-AN_GK0T-GK1C</a></p> <p>I present vocabulary through the list of materials that we will have to make the mask first a quick reading and then a reading respecting the punctuation marks.</p> <p>To finish the class, they have to work individually</p> <p>Each student chose a mask or any design that</p>	<p>speak and answer the questions projected on the presentation</p> <p>Students work individual.</p> <p>Students ask teacher if have doubts</p>	<p>d, Cellphone</p>	<p>1</p>	<p>questions orally and in writing</p> <p>Student engagement</p>
--	--	---	-------------------------	----------	--

	you find interesting. He was allowed to finish reading the text				
--	--	--	--	--	--

Writing					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> <li>Digital presentation</li> <li>Vocabulary</li> <li>Introduction</li> <li>Inferring vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives the presentation</li> <li>Before the class Feedback was given on what was seen in the previous class.</li> </ul> <p>In teams, individual reading was given and key words, main ideas and new vocabulary were identified. They ask each other How to make these masks?</p> <p>Upon finding new vocabulary, they write the words of the instructions that they do not know and they have to look them up in the bilingual dictionary.</p> <p>Once the sequence of steps has been completed, they must</p>	<p>Students speak answer the questions on presentation</p> <p>Student mention what they read and understand about the last class</p> <p>Students work in teams again in order to finish the vocabulary</p> <p>Students make the words.</p> <p>Students complete the work with the information of the tutorial.</p>	Whiteboard, cellphone, markers	02	<p>Answer the questions orally and in writing</p> <p>Student engagement</p>



	after that, finally).				
--	-----------------------	--	--	--	--

Speaking					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Vocabulary</li> <li>• Introduction</li> <li>•</li> <li>• Inferring vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives the presentation</li> <li>• Before the class Feedback was given on what was seen in the previous class.</li> </ul> <p>I will make questions to socialize, about instructions to know if they understand the reading and the book</p> <p>After finishing the mask and preparing the mental map, the space will be given for the students to present their mental map through a video, digital</p>	<p>Students speak answer the questions for the elaboration mask in Spanish and English</p> <p>Students will talk about animals in groups and in teams</p> <p>The students will present their mental map using their linguistic and communicative</p>	<p>Whiteboard, Cellphone, Marker's paper mache, toilet paper roll, masking tape, liquid glue, brushes, acrylic paintings, paper bags, scissors.</p>	<p>05</p>	<p>Answer the questions orally and in writing for the instructions</p> <p>Student engagement</p>

	<p>presentation, cell phone, notebook, bond paper, through a poster.</p>	<p>skills</p>			<p>Students' participation</p>
<p>Grammar Focus</p>	<p>Teacher gives students a feedback about the mistakes detected in the cultural box</p>	<p>Students go over their mistakes in the cultural box.</p>			
<p>Feedback</p>	<p>Teacher writes an example of the use of adjectives, comparatives and sequencers.</p>	<p>They correct them and clear doubts.</p>			
<p>Grammar focus</p>		<p>Students analyse the structures presented, discover their patterns and reflect on the use of adjectives, comparatives and sequencers.</p>			<p>Students complete Exercise III Use of language</p>
<p>2nd practice or social interaction III. Use of language.</p>	<p>Teacher has students do exercise III, they have to draw a picture representing the culture and noting</p>	<p>Students draw and write the culture activity noting the various</p>			



<p><b>2nd practice or social interaction</b></p> <p><b>IV. Reflections.</b></p>	<p>characteristics using the adjectives.</p> <p>The teacher places the presentation, feedback is given on the drawing and infographics by teams or individual</p> <p>Teacher plays a Nahuatl poem where the most important of Nahuas culture is mentioned.</p> <p>Brainstorm about the most important thing in the poem.</p> <p>Each team say a part of the Nahuas poem.</p> <p>Teacher asks them to compare Nahua poem with Mexico and their selected culture.</p>	<p>characteristics.</p> <p>Students clarify doubts about their work.</p> <p>Students listen carefully to the Nahua poem.</p> <p>Students answer the exercise</p> <p>Students play the Nahua poem</p> <p>Students make a comparative chart between Nahuas, Mexico and their selected culture.</p>			
---	---	--	--	--	--

Tomado de Velasco, R. (2006) Método de clase con Lectura de comprensión. Curso "Estrategias de lectura formativa en inglés para secundaria". Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/> Date & Place: Chilpancingo, Guerrero., a 08 de mayo de 2022


1. Lesson plan identification cell.	
Author	Liborio Villagómez Chico
Educational stage	First to Sixth grade Elementary school.
Title of your Lesson plan	<b>Step by step in the elaboration of tecuan masks as crafts.</b>
Learning Objective of the plan/Competency	<p><b>language purpose</b></p> <p>Develop in the student the four basic skills of a second language through the elaboration of paper mache masks as well as their instructions in English to do so.</p> <p><b>Formative-intercultural purpose.</b></p> <ul style="list-style-type: none"> <li>o Guide students through the worldview of the indigenous peoples of the state of Guerrero, the meaning of the tecuan mask in the petition for rains in the May festivities.</li> </ul>
Communicative skill considered	Reading, writing, Listening and Speaking
State of the following options	Talk about local crafts and see the relationship they have with the tecuan masks that will be made
Functions	make use of the four basic language skills during the lesson
Main Grammar structure	-Present simple, future simple, sequencers
Other Grammar structures	-Structure of present simple, -adjectives, personal pronouns
Brief description of the plan	The sequence of the class plan was used as a strategy to give a precise follow-up in the religious pagan activities in the state as well as to see the importance of how the instructions are elaborated.
	To know its characteristics and in this way elaborate its own instructions for the realization of this craft.
Hours of the plan implementation	5 hours
Number of sessions	5 sessions one hour per sessions
Contents required for the lesson	Digital presentation, audios

## 2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students' activities	Session number
Activation Before the lesson	<p>The teacher shares the digital presentation internet video.</p>	<p>Students take to the session information in Spanish about the topic, read the information and then prepare their material.</p>	00
During the lesson	<p>Inside the presentation, there will be the new vocabulary of the lesson.</p> <p>They will be given the key learnings of the sequence topic that is listening to dialogues in which expressions are used to get what they want for instructions.</p> <p>Teacher share the video in his cellphone</p> <p>Teacher welcomes students to the class.</p> <p>I projected handcraft masks on them, since an image is more attractive than a reading line.</p> <p>I gave them the title of the text to create a brainstorm about the topic and find out their previous knowledge.</p> <p>We made a playful pause and I show you on video the celebration of the request for rain in Zitlala municipality of Chilapa de Alvarez Guerrero and I tell you to focus on the outfits of the tecuanes so that</p>	<p>Students greet the class and express briefly how they feel that day about the topic.</p> <p>Students observe the image and discuss in a brainstorm which is the best mask they like more</p> <p>Students Answer the question</p> <p>Students try to guess what is all about.</p>	01

Set the objective or competencies of the lesson	<p>they have a reference of what they will have to elaborate.</p> <p>The student will be able to communicate more interactively, safely with greater precision, be more competitive in their context with the use of communication skills.</p>	Students read the learning outcomes of the lesson, clear doubts and express opinions briefly.	
---	--	---	--

#### 4. Communicative skills development.

Reading					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Vocabulary</li> <li>• Introduction</li> <li>• Inferring vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher gives the presentation</li> </ul>  <p>I present vocabulary through the list of materials that we will have to make the mask first a quick reading and then a reading respecting the punctuation marks.</p> <p>To finish the class, they have to work individually</p> <p>Each student chose a mask or any design that you find interesting.</p>	<p>Students speak and answer the questions projected on the presentation</p> <p>Students work individual.</p> <p>Students ask teacher if have doubts</p>	Whiteboard, Cellphone	01	<p>Answer the questions orally and in writing</p> <p>Student engagement</p>

	He was allowed to finish reading the text				
--	---	--	--	--	--

Writing					
Step of the lesson	Teacher Activities	Students' activities	Materials	Session number	Evaluation
<ul style="list-style-type: none"> <li>Digital presentation</li> <li>Vocabulary</li> <li>Introduction</li> <li>Inferring vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives the presentation</li> <li>Before the class Feedback was given on what was seen in the previous class.</li> <li>In teams, individual reading was given and key words, main ideas and new vocabulary were identified. They ask each other How to make these masks?</li> <li>Upon finding new vocabulary, they write the words of the instructions that they do not know and they have to look them up in the bilingual dictionary.</li> <li>Once the sequence of steps has been completed, they must take it to practice from the teacher's hand.</li> </ul>	<p>Students speak answer the questions on presentation</p> <p>Student mention what they read and understand about the last class</p> <p>Students work in teams again in order to finish the vocabulary</p> <p>Students make the words.</p> <p>Students complete the work with the information of the tutorial.</p>	Whiteboard, cellphone, markers	02	<p>Answer the questions orally and in writing</p> <p>Student engagement</p>



<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Introduction</li> <li>●</li> <li>● Inferring vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Before the class Feedback was given on what was seen in the previous class.</li> </ul> <p>I will make questions to socialize, about instructions to know if they understand the reading and the book</p> <p>After finishing the mask and preparing the mental map, the space will be given for the students to present their mental map through a video, digital presentation, cell phone, notebook, bond paper, through a poster.</p>	<p>the elaboration mask in Spanish and English</p> <p>Students will talk about animals in groups and in teams</p> <p>The students will present their mental map using their linguistic and communicative skills</p>	<p>e, Marker's paper mache, toilet paper roll, masking tape, liquid glue, brushes, acrylic paintings, paper bags, scissors.</p>		<p>in writing for the instructions</p> <p>Student engagement</p>
---	---	---	---	--	--

Tomado de Velasco, R. (2006) Método de clase con Lectura de comprensión. Curso "Estrategias de lectura formativa en inglés para secundaria". Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/> Date & Place: Chilpancingo, Guerrero., a 08 de mayo de 2022

Intercultural component the freer activities of this lesson, where oral and written communication are the focus, I present to them the local cultural aspects such as the elaboration of tecuan masks with papier mache in the religious celebration Xilocruz or request for rains or (Atsatsilistli) in Nahuatl.

Evaluation, being that this lesson is immersed in Competencies, based on a rubric, students will be developing the skills of collaboration and teamwork, conscious competition.

Conclusion, the importance of intercultural issues in basic education is relevant so that students have a sense of belonging and can value their local celebrations and can express it

in English, as well as being able to prepare instructions as detailed as possible for certain processes such as the making of masks in a second language. Continuing with the activities after the teacher's review in case there is something that has to be corrected in the sequence of instructions, the students will show the school community the work they have done through an exhibition on the school esplanade.

## 2.02 Designing of necessary tools to assess/test the progress of students

As an English teacher I have had to use teaching materials prepared by me and other times those provided by the program to which I am attached, which form an important part of the English as a foreign language classroom; from textbooks, posters, memory games, card games, dominoes, dice, flashcards, videos and images to Internet signal. According to Tomlison, B. (2003) points out that we must review the following: Identification of the need for materials (starter), Exploration of the need (entry), Contextual realization of materials (general information), Pedagogical realization of materials (linguistic approach), Production of materials, Use of materials by the student (homework). That is why the materials for this lesson have been developed, based on what (Alijani, 2014) mentions.

The authentic materials should encourage students to develop learning skills and to apply their developing skills to the world outside the classroom. The role of the materials will reflect the elements of communication and will promote the use of communicative language and interaction. These materials are clearly connected to the curriculum, arouse student interaction and motivation, allow students to focus on the formal aspects of language, support students in developing their learning skills and abilities in learning and encourages students to relate their developing skills outside of the classroom. All the activities designed were so



that the students could reflect on the different local cultures and those that exist in the world, as well as being able to use their creativity, have critical thinking and improve their social communication inside and outside the classroom, taking as a basis the four basic skills of English.

An evaluation tool was designed taking up the class plan made in the previous work that covers the academic and training aspects. Hattie in 2010 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”. Evaluation according to Brown in 2004 defines it as a continuous process that covers a much broader domain than a simple exam. However, students are constantly evaluated, based on a diagnostic, formative and summative evaluation.

He tells us about Five Principles of Testing that we must become familiar with in order to design and implement good quality tests. These are practicality tests should be practical Brown 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, should be reliable. in the student, since the factors related to the students are very difficult to control or anticipate. They influence performance. According to Brown emotional factors such as illness, fatigue, permanent illness and cognitive factors such as strategies for taking an exam, student knowledge. Rater reliability can be guaranteed only if raters 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. “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.

He argues that the authenticity of a test is fulfilled if the test includes natural language, presents elements in a contextualized way including relevant or interesting topics that meet the needs of the students and tries to emulate the outside 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, 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 affective feedback is important.

The evaluation of language in the classroom takes as a reference the micro and macro skills in the domain of speech. The main objective of formative assessment is to enhance the learning experience of students by assessing them in the process of second 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 evaluation occurs at the end of a school year; It serves to illustrate or measure what the student has acquired over the course of a trimester or period established by the educational authority.

It was evaluated using a rubric according to FLDM. 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 for each criterion.

For a summative and formative evaluation, an analytical and holistic rubric will be designed. The analytical rubric evaluates specific aspects of the basic domain of writing. They focus on more specific aspects and simply focus on the organization. O'Malley and Valdez Pierce in 1992 point out that the rubric adapts to the language level and what they can

produce in the domain of writing. The holistic analytical rubric assesses both productive skills: speaking and writing using tools is to use the alternative of systematic and detailed immediate feedback, it is important to consider what technological tools offer for EFL assessment, providing a wide range such as videos, texts, sounds, color charts including setting, participants, content, tone, and genre, communicative knowledge task. In some cases, you may find that technological and multimedia tools help through the use of whiteboards, videos or PowerPoint slides and more.

The use of new technologies will allow a transformation as long as they are given from the evaluation by allowing us to create tests that are more firmly based on conceptualizations of what one needs to know and be able to do to achieve the objectives.

### 2.3 Evidences

The photographs that were added to the work are of the students and the products come in a sequence so that the objective of lowering the affective filter is achieved efficiently. The first photo refers to the fact that the first -year children who in April dealt with the theme of greetings and farewells, were asked for the material to make the posters, most of them showed a very good attitude, empathy and even collaborated with their other companions.

Something that it paid a lot of attention to was that they asked for help to make the large block letters because, as expected, no all of them have developed fine motor skills, they were taught to make color combinations with watercolor. Second photo, the activity is with the sixth- year students in the same way that the first- year students were asked for the material to make the posters. This group already have a little improvement in writing skills, they even

brought extra material to decorate the posters, it was pleased to see that most of them brought their material on time and achieved the goal of finishing the product. So much was the enthusiasm that they wanted to put the posters up in all the classrooms of the school.

The third and fourth photos show the work of writing skills in first and second grade students. You can see that they completed it very easily, it was just a matter of telling them what letter they should put and saying the missing letter, they even spelled it in English and they could solve it without problems. In the moods section, they found it so pleasant that they even remembered the story of Little Red Riding Hood to reaffirm knowledge, the movements of the song "If you are happy and you know it..." were sung and performed.

In the following two photos, the guided writing was developed and it was done that way because most of them do not know how to write in English, they can do it in Spanish but are different even in a previous class where the alphabet was practiced in English the letters seemed interesting specially "ñ" they asked what was the reason why that letter was not in the alphabet? to which I answered that that letter is not used in English.

With the guided writing it was possible to consolidate the expected learning because a role play was made with the characters that marked the book, they went through pairs and I guided them to complete the sentences. In the other exercise they had to put the numbers of the correct expressions to which I was guiding them collectively and at the end I checked the sequence to verify that they had solved it adequately.

Visual aids are the best you can show children during the development of an activity and more if they are large. That book was very useful during that topic because it called a lot

of attention even when the audio was played to be able to relate the conversation with the images.

The other two images are very significant because when the cycle began, the physical space in which it would be suitable as a room for the children to receive English classes was a cold space and without any didactic material that would draw the visual attention of the children. In three months, it can be seen with pleasure that the space has improved a lot, even the children say that it is being decorated in a very nice way, so much so that the whiteboard that was originally on the floor, very scratched with oil markers, is now a whiteboard. useful despite the time he has been in that school.

In the video link there is not much to say, it is simply an activity to reaffirm pronunciation and for students to lose the fear and embarrassment of communicating in English. The game is the potato burns but this time it had to be adjusted to the level of the fourth-grade children in that this game of practicing speaking was made with all the grades. It was very well received and many times they wanted to continue playing but the time for their classes was over and they had to give the others a chance.

The last three photos are of the process of making the paper mache tecuan masks. It is necessary to say that the students thought it was something innovative because even the

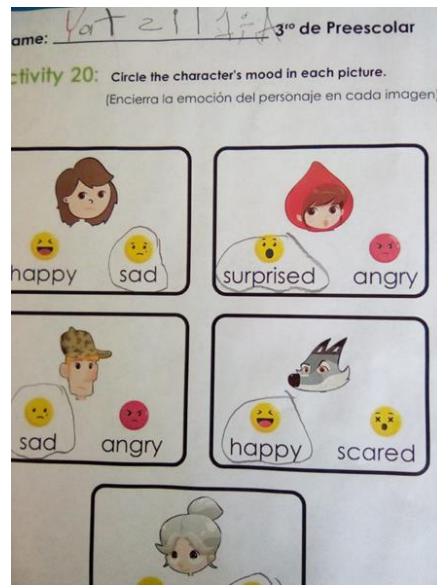
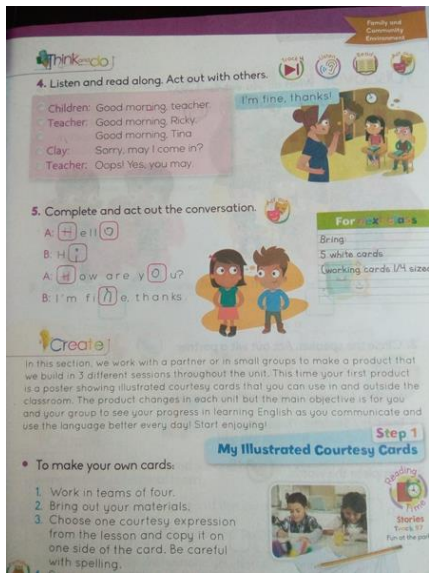
sixth graders told that never, well it is relative to say that they did not. they had done some kind of craft of this type.



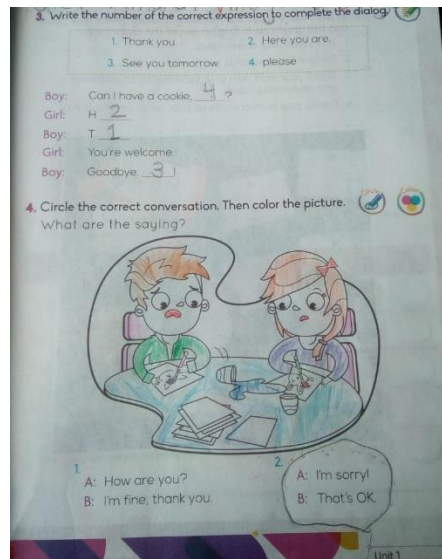
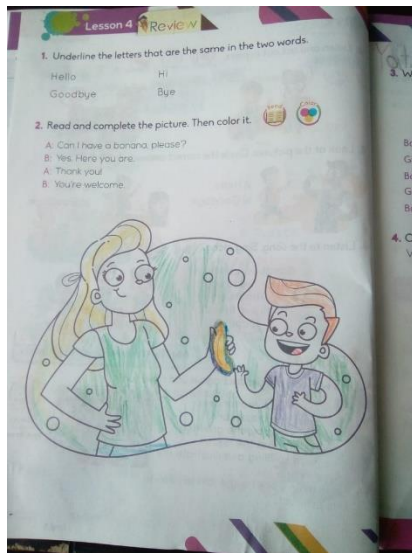
Doing collaborative work in the preparation of greeting posters at the end of April 2022.



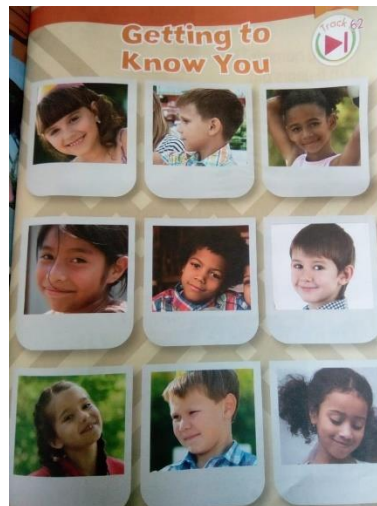
Sixth grade students making greeting and farewell posters, using a combination of primary colors.



Making use of writing skill in first graders.



Practicing guided reading to reinforce said skill.



Making use of visual aids to improve listening skill.

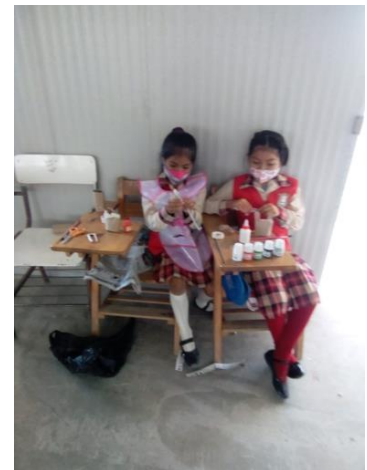


Creating the right space with the intention of raising the input and lowering the affective filter in the students who receive English classes.



**Hot Potato game,  
speaking skill**

Practicing the skill of speaking through the game, on this occasion the activity of the day was “Hot potato” and the vocabulary was fruits and vegetables.







Final product of the theme of intercultural competence carried out by students from first to sixth graders.

#### 2.04 Assessment tools

At the beginning of the lesson, it begins with a welcome greeting, and with a generating question through brainstorming, what is culture? What is the rain request in Chilapa de Álvarez Guerrero? The students return to the previous topic of the instructions for the elaboration of a jaguar mask, note what they understand in Spanish and key words in English, then answer the question: What culture do we belong to? I put images as a guide for the students, in this first contact with the class the participation evaluation of the students is given and to know what previous knowledge they have of the subject.

Subsequently, being small groups of approximately fifteen students per grade, teams were formed to be able to carry out the activities of this lesson and thereby achieve group integration.

The State of Guerrero is known worldwide for the triangle of the sun: Acapulco, Ixtapa Zihuatanejo, Taxco de Alarcón but not everything ends there there are other relevant sites for their rural tourism such as Chilapa de Álvarez, Iguala de la Independencia which have visits of foreign and local tourism, that is why cultures were chosen worldwide according to the interests of the students and to be able to approach and learn about the different cultures in terms of their different tastes, customs, traditions, language, types of greetings,

food, that is why this lesson was designed so that students can do this simulation of cultural exchange with a functional communicative approach between this country so that they can make use of their reflexive critical thinking and increase their creativity when making jaguar masks.

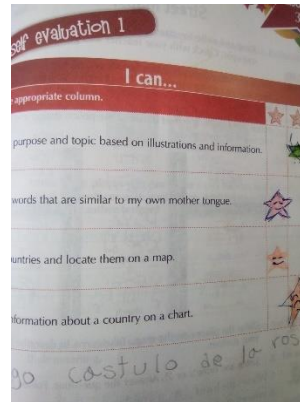
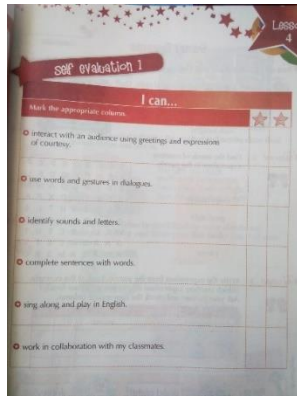
For the reading activity, the students individually read their support materials, the instructions on how to make that mask, underlining main ideas, vocabulary.

For the writing activity they did the step by step for the elaboration of the jaguar mask in Spanish and with the help of their dictionary or the use of the internet to do the same instructions in English, they also made the masks of their liking using their elements and local materials

For the listening activity, a support video was posted with the instructions in Spanish for its comparative table now in English, making the Tecuan or Jaguar mask.

Speaking, English vocabulary was used throughout the class, being groups with a relatively low level of English, Spanish and English were used most of the time, however, they were motivated at all times to use of the vocabulary of the classroom and of the project in the elaboration of the jaguar mask.

All this with the aim of improving communicative practice, making use of the four basic skills of English, as well as the skills of the 21st century after the pandemic.



This is one of the formats used to obtain information from students, the first is about greetings and farewells, the other is about interculturality and the celebrations and traditions that the different countries of the world have.

## 2.05 Video

<https://drive.google.com/file/d/1v2wkFbMBabu4e7ki7LaaKp8w-NSQjIHq/view?usp=sharing>

For the realization of the video, if we take into account how to address the issue of interculturality with two fundamental issues, one appears in the video and the other does not, the one that does not appear is the preamble of what the second was. The first was the theme of local celebrations, then those of the country were seen and finally those of the world itself, only the United States and England for reasons of time.

In the continuity of the theme of interculturality, students were asked, especially those from third to sixth year, if they knew anything related to the request for rain or the day of the Holy Cross. Some of them replied that they did know and even left the neighborhood to the nearby towns where their parents are from to celebrate it in the churches.

After that, with the help of the cell phone and a wireless speaker, I showed them a series of videos on how the request for rain or Xilocruz is made in the community of Zitlala Guerrero, I did it this way because the majority of the people in the state of Guerrero They know a character from a folkloric dance called the tiger or Tecuan, for the people of Zitlala they use the characterization of this iconic character to perform an ancestral rite within that original town.

Once the series of videos was finished, he proceeded to write on the whiteboard the materials that they would have to obtain for the elaboration of the tecuan mask in papier-mache, most of them saw that the list was written in English, to which they were told that it was necessary to do it this way because they would be given the translation in Spanish so that they could get that material.

After this, despite being given the translation, several did not bring the material because they had not understood the instructions. It can be said that more than eighty percent of the students understood it and brought the material to make the mask.

In the next session the class began with a warm up of the song "head, shoulders, knees and toes" this with the purpose of reaffirming the previous knowledge of the parts of the body in English because they would have to be used in the instructions of the assembly of the mask.

The video of the instructions was put in a slow way so that they could understand it, all of them were very interested, they didn't even have time to finish certain parts of the mask, that day they left very enthusiastic. For the next session, some of them had gone ahead to

paper and anchor the mask in white, that is, they skipped some steps and that would affect the final result, they were told.

By the fourth session some had already finished the mask in its entirety, they were told to be patient and wait for their other partners, some of them helped the others so that they could have the final product on time.

In the fifth session the majority finished, so the presentation of the sequencers continued so that they could do the instructions in English and present it in front of the others.

That took them a little time because it was not until the sixth session that most of them had the instructions translated, some of whom skipped the steps of the instructions, they had to ask their other classmates what step followed one another.

With this topic, it was explained to them that the objective of making this craft was to learn about what was time as a local culture so that when they see something different, regardless of the country, they can make an assessment of the processes for the elaboration of said crafts.

## CHAPTER 3: Experience Report

It is important to point out that before, during and after the process of the activities carried out, there was a lot of effort on the part of the students, they were motivated to a great extent, surely the topic that was presented to them was attractive, it was not tedious at all, a little delayed by the process of elaboration of the products but from there on out it worked very well.

The activities were carried out at the pace of the students, it is true that many times time is a preponderant factor so that the projects can be carried out in a good way, but other times, despite having that resource, the objectives are not achieved, but This is not the case here because one hundred percent of the student body in the eighties finished the product, learned new vocabulary, practiced writing, participated in recreational activities, spoke this second language with their classmates, observed the elaboration processes and valued what It is made in your locality.

If one wanted to be very demanding with obtaining a greater participation of the student body, it could have been improved by using more cooperative activities, affective activities that promote collaborative work.

It is important to say that the role of parents in this school community plays a very important role inside and outside the school since without them it would not have been possible to achieve these short-term objectives despite the fact that there are few English sessions per week. Even parents comment that their children are much more enthusiastic about English because they have seen that language is used at school for basic questions such as greetings, moods, counting, doing basic operations with a low degree of difficulty.

Therefore, it can be said that to the extent that parents and students show empathy with the activities that are carried out, the degree of affective filter will be lower.

## CHAPTER 4: Conclusions

From the beginning, in the first modules of the specialty, concepts were addressed that, although it is true, were very basic, such as the term of education, language, philosophy of education, contents of a second language, beneficial and non-beneficial characteristics in physical spaces. where the process of teaching - learning, language teaching, social practices of language is practiced. Differentiation of approaches and methodologies and as it was developed, it was passed on to renowned authors such as Skinner, Piaget, Stephen Krashen, Noam Chomsky, Brown, Dell Hymes, Michael Byram until the appropriation of some of these concepts, no matter how long it took. in teaching the approaches of ELT, technology and language skills, the development of the four basic skills in the process of learning a second language.

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.

It should be understood the students by creating pleasant learning environments according to their needs and interests of them, 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.

This work will allow us, in the first place, to consolidate the expected learning of the students, taking into account the four linguistic skills, speaking, listening, writing, reading and intercultural competence of the language in each of them.

That 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 helped students understand know that as teachers have a very important role, not only in being models, but also in being a guide, facilitators, and mentors for the students, being able to generate an environment of harmony and motivation, but at the same time being able to see the classes as a challenge, both for the teacher and the student.

In carrying out this lesson, having groups of approximately thirty- four students, there are 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 a lower affective filter have a great importance today.

Throughout this project, the four communication skills of the foreign language were developed through playful strategies and activities, true integrators of linguistic skills, where the relationship between various abilities and skills was perceived, providing the teacher with great flexibility. plan strategies and activities for interesting and lowering affective filter this has allowed them to be enriching, capable of creating a challenge of the students, generating awareness of the importance of the foreign language and of each of its communication skills.

## CHAPTER 5: Appendixes and references



On the way to school in Colonia Cuatro de Abril, Chilpancingo, Guerrero.



Northwest part of the school, a single classroom built in 6 years of its foundation.



## References

- Armstrong, M. (2020). *Performance Management Key Strategies and Practical Guidelines*. Obtenido de Performance Management Key Strategies and Practical Guidelines.: <http://elibrary.gci.edu.np/bitstream/123456789/801/1/MBA-759%20Performance%20Management%20Key%20Strategies%20and%20Practical%20Guidelines%20by%20Michael%20Armstrong.pdf>
- Bailin, S. (1999). *The problem with Percy: Epistemology, understanding and critical thinking. Informal Logic*. Obtenido de [https://ojs.uwindsor.ca/index.php/informal\\_logic/article/view/2325:file:///C:/Users/Varel/Downloads/tblair,+19\(2\)pp161-170.pdf](https://ojs.uwindsor.ca/index.php/informal_logic/article/view/2325:file:///C:/Users/Varel/Downloads/tblair,+19(2)pp161-170.pdf)
- Brown, H. (2007). *Principles of language learning and teaching (5th ed.)*. New York: Addison Wesley.
- Brown, R. (1973). *A first Language*. Cambridge press.
- Byram, M. (1998). *Cultural identities in multilingual classrooms. Multilingual Matters*.
- Chomsky, N. (1986). *Knowledge of Language*. Obtenido de <https://aedean.org/NEXUS/NEXUS-2016-1.pdf#page=73>
- Davidson, B. W. (2012). *Assessing EFL Student Progress in Critical Thinking with the Ennis-Weir Critical Thinking Essay Test*. Obtenido de Assessing EFL Student Progress in Critical Thinking with the Ennis-Weir Critical Thinking Essay Test.: <https://files.eric.ed.gov/fulltext/ED403302.pdf>
- Facione, P. A. (1994). *Holistic critical thinking scoring rubric. Retrieved July,*. Obtenido de [https://oie.pittstate.edu/\\_files/documents/gen-ed-goal-2-evaluation-rubrica.pdf](https://oie.pittstate.edu/_files/documents/gen-ed-goal-2-evaluation-rubrica.pdf)
- Hecht, M. L. (1993). *African American communication: Ethnic identity and cultural interpretation*. Sage Publications, Inc.
- Hidayanti, W. I. (2018). The Effect of Brainstorming on Students' Creative Thinking Skill in Learning Nutrition. . *Journal of Science Learning*.
- Hinkel, E. (2010). *Integrating the four skills: current and historical perspectives*. Obtenido de [https://d1wqtxts1xzle7.cloudfront.net/44151417/Integrating\\_the\\_four\\_skills-with-cover-page-v2.pdf?Expires=1653863094&Signature=L4PbRhCLwb6qGhcvERSo-WmPxFRFkVOVHkqhHVeGJZbgkYYOQpmZ3g7kID~8LuYHkcVsgXhscnLGv5RU0vOXyc0w9Vo-cN5wkxcSo5gEYBIERvYWPGrxXF1VyqvpW9I](https://d1wqtxts1xzle7.cloudfront.net/44151417/Integrating_the_four_skills-with-cover-page-v2.pdf?Expires=1653863094&Signature=L4PbRhCLwb6qGhcvERSo-WmPxFRFkVOVHkqhHVeGJZbgkYYOQpmZ3g7kID~8LuYHkcVsgXhscnLGv5RU0vOXyc0w9Vo-cN5wkxcSo5gEYBIERvYWPGrxXF1VyqvpW9I)
- Krashen. (1982). *Principles and Practice in Second Language Acquisition*.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. (1987). *Principles and practice in second language acquisition*. . Prentice-Hall International.

- Krashen, S. (2003). *Explorations in language acquisition and use*. Obtenido de Explorations in language acquisition and use: [http://palazzomalvisi.com/wp-content/uploads/2015/03/S\\_Krashen\\_Explorations\\_Language.pdf](http://palazzomalvisi.com/wp-content/uploads/2015/03/S_Krashen_Explorations_Language.pdf)
- Meyer-Lee, E. &. (2007). *Areas of study in outcomes assessment. Outcomes Assessment*. Obtenido de Areas of study in outcomes assessment. Outcomes Assessment: <https://forumea.org/wp-content/uploads/2014/08/Outcomes-Assessment.pdf#page=66>
- Olivares Olivares, S. L. (2012). Desarrollo del pensamiento crítico en ambientes de aprendizaje basado en problemas en estudiantes de educación superior. . *Revista mexicana de investigación educativa*.
- Raigón-Rodríguez, A. (2018). Analysing cultural aspects in EFL textbooks: A skill-based analysis. . *Journal of English Studies*.
- Rojas, G. (1998). *Paradigmas en psicología de la educación*. Paidós. Obtenido de [http://creson.edu.mx/Bibliografia/Licenciatura%20en%20Pedagogia/Repositorio%20Introduccion%20a%20la%20Psicologia/Hernandez\\_Rojas\\_Paradigmas\\_en\\_psicologia.pdf](http://creson.edu.mx/Bibliografia/Licenciatura%20en%20Pedagogia/Repositorio%20Introduccion%20a%20la%20Psicologia/Hernandez_Rojas_Paradigmas_en_psicologia.pdf)
- Sanhueza Henríquez, S. P. (2012). *Dimensiones de la competencia comunicativa intercultural (CCI) y sus implicaciones para la práctica educativa*. Obtenido de <http://www.scielo.org.co/pdf/folios/n36/n36a08.pdf>
- Swain. (1995). <https://academic.oup.com/applij/article-abstract/16/3/371/184113>. Obtenido de <https://academic.oup.com/applij/article-abstract/16/3/371/184113>: <https://academic.oup.com/applij/article-abstract/16/3/371/184113>
- Tremblay, C. (2017). *Impact Assessment. Community-engaged Research (CER) at the University of Victoria*. Obtenido de [http://mars.library.uvic.ca/bitstream/handle/1828/8166/Tremblay\\_CER%20Impact%20UVic\\_2017.pdf?sequence=1&isAllowed=y](http://mars.library.uvic.ca/bitstream/handle/1828/8166/Tremblay_CER%20Impact%20UVic_2017.pdf?sequence=1&isAllowed=y)
- Trujillo Sáez, F. (2001). *Implicaciones didácticas de la retórica contrastiva para la enseñanza de la lengua*. Obtenido de [https://ruc.udc.es/dspace/bitstream/handle/2183/8136/LYT\\_17\\_2001\\_art\\_7.pdf?sequence=1&isAllowed=y](https://ruc.udc.es/dspace/bitstream/handle/2183/8136/LYT_17_2001_art_7.pdf?sequence=1&isAllowed=y)

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

Declaración de Originalidad  
de Tesis o Trabajo  
Recepcional de Posgrado

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

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

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

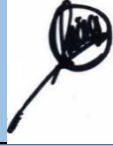
El documento en cuestión es un trabajo original, en inglés, no publicado ni presentado a esta ni a otra institución como tesis o trabajo recepcional previamente. Es producto original de mi autoría exclusiva y no contiene citas ni transcripciones ni ilustraciones diversas sacadas de cualquier tesis, obra,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

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

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

Título del trabajo recepcional o tesis:	Final Project: The Effect of the Affective Filter Hypothesis in the Teaching of English as a Second Language in the Primary School “Leyes de Reforma” in Chilpancingo, Guerrero		
Tipo:	<input checked="" type="checkbox"/>	Trabajo recepcional	<input type="checkbox"/> Tesis
Presentado para obtener el grado de:	<input type="checkbox"/>	Especialidad	<input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado
Programa de posgrado:	EEAILE: Especialidad en la enseñanza del inglés como Lengua Extranjera.		Tutor(a), Asesor(a) o director(a): Alma Delia García Salazar
Nombre completo del(la) autor(a):	Liborio Villagómez Chico		

Matrícula:	
Domicilio:	Calle: Casuarinas m:16 l: 16 Fraccionamiento: Amate Chilpancingo, Guerrero.
Teléfono:	7471271554
Correo electrónico:	Kohuixkahotmail.com



**Atentamente,**  
**Ciudad de México a 03 de julio de 2022.**

---

**Liborio Villagómez Chico**

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**