



UNIVERSIDAD PEDAGÓGICA NACIONAL

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

**CULTURE AND IDENTITY IN STUDENTS OF MIDDLE
SCHOOL**

TRABAJO RECEPCIONAL

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

PRESENTA:

LARISA ELIZABETH FLORES GABIÑA

ASESOR: ELIN EMILSSON INGVARSDOTTIR

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UNIVERSIDAD PEDAGÓGICA NACIONAL

**ESPECIALIZACIÓN EN LA ENSEÑANZA Y APRENDIZAJE COMO LENGUA
EXTRANJERA**

FINAL PROJECT

“Culture and Identity in Students of Middle School”

Student

Larisa Elizabeth Flores Gabiña

TUTOR

Elin Emilsson Ingvarsdottir

GUADALUPE, N. L.

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Introduction

A person's cultural background has a significant influence on that person's identity; it is in the process of growth that they interact with ideals that they adopt as their own, but they have a generational line beyond their own.

The cultural history that our society has lived through has influenced our identity. It is in the educational institution where the human being formalizes the ideas that he has previously acquired, which is why adequate mediation is required on the part of the teacher to lead them to make correct decisions about the social relationship that is experienced when joining a community, in order to avoid promoting ideologies that translate into prejudices or stereotypes that affect the social relationship.

After understanding how a society is made up of small familiar cultural environments to make a general society with a lot of mini culture structures, they will form and transmit their ideas, customs and values, among other things, that they will put into practice in some activity to make them reflect about their environment and the society they live in.

They put into practice what we learned, for the first time, at school, we interact with others who have a different family upbringing, who learned basic social precepts differently, so they will not necessarily understand, and they will accept what for us means a truth. In other words, we are a mixture of truths that our past generations were transmitting, so this represents our reality, our truth, but just like us, others also lived through this process, so what is true for me is not necessarily true for the other.

So, my identity is something, in a certain way, imposed but accepted by me, in this, from my perspective, interculturality lies, in a society that is made up of diverse environments, not only internationally different, but also locally, each member of it comes from a different cultural environment, with their own ways of seeing the world and its inhabitants.

This is exactly what teachers want the student to understand: that their identities are a mixture of ideas from their ancestors, they are because someone already was, and in the future, they have a chance to share to strengthen the social dynamics, as well as before. They did it with them, especially in this new era, where borders are no longer limiting, but opportunities to further strengthen social dynamics.

The school is the second formal institution of our lives, in which teachers train citizens who will integrate as working adults into the society to which they belong, and it is precisely this that makes it necessary to work on the concept of interculturality in the classroom. Part of this social coexistence that was expressed in the previous paragraphs, there is a word that I consider should be the basis of everything: RESPECT.

Interculturality is worked on from the understanding that culture is made up of different aspects and this is not limited exclusively to being from a different country, but for this, it is necessary to understand the concepts of culture and identity in order to develop one's own criteria about who one is and how the environment impacts the way of seeing the world.

In this document, a session plan will be developed to be applied with young people of the upper secondary level, between 16 and 18 years old, a difficult age where they are defining what will be their identity for the rest of their lives, therefore, the orientation towards what is different and respect for this is essential for a prosperous personal development.

The activities will be focused on first being able to recognize their origin as an essential part of them, of their identity, this is in order for them to understand that their place in society has been formed since past generations and that what they do or not impacts not only them but future generations. On the other hand, leading them to recognize that these cultural differences transmitted by our ancestors make us unique, different but also important, so our differences are not negative, but rather, they allow us to further nurture the society in which we develop as people.

Chapter 1: Philosophy and identity,

1.1 Teaching Context, identity and philosophy 1.1.1 Teaching context

Conalep is a public education institution that offers higher secondary education with a specialty in a technical field. There are 17 schools in Nuevo León in the different municipalities of the State which have majors related to the industrial area that the State needs. The Conalep campus where this project is being worked on is Guadalupe II, "Don Víctor Gómez Garza", it is located at Ramos Arizpe s/n, Industrial La Silla, 67199 Guadalupe, N.L., it is located at the end of an industrial alley.

The majors offered by the campus are accounting, mechatronics, metal mechanics, safety and hygiene and civil protection, support and maintenance of computer equipment. The groups at the beginning of the degree program can be of up to 60 students, and they are reduced as the students advance in the semesters.

Conalep is a public institution, within its curriculum, students of all technical careers, reach English up to the 5th semester, in addition, they take computer science subjects where they must be certified in Microsoft Office applications, so that when they graduate, they demonstrate skills related to technological abilities on these resources, both subjects, according to the curricular plan of the subject, must access the laboratory; however, because students have to be certified in Microsoft, the laboratories that are available are designated for these students to take their classes in tools. technology, leaving aside the subject of English.

The group with which we work is Accounting, made up of 26 students in the 4th semester of the degree. The students are between 15 and 17 years old, so their maturity is still guided by their need to belong to a social group. The need to develop their own identity is influenced by factors that in certain cases do not match the academic needs, which is why these students do not show interest in their academic improvement, contrary to the social acceptance they seek by evading responsibilities within their studies.

The socioeconomic environment where the institution is located is middle to lower middle class, students present emotional problems that lead to very marked problems such as desertion or drug addiction, which is a constant in most students within the Institution. The students have mentioned that when they finish their studies they have to work to help at home, for which their academic priority is to finish their technical degree and go out

into the world of work, and although this may be a determining factor in acquiring a second language and improve their opportunities for a better job, they do not understand this and they limit themselves to expressing that they do not like English or that they do not understand it and that is why they do not make an effort.

During some semesters, teachers use the "Duolingo" application, but as a homework for extra points, so the topics seen in class are not linked to what the students practice in this application. This is a disadvantage in its use, because, although it has the possibility of being a means for the student to practice, the reality is that the youngster does not understand why he gets the points by selecting the correct answer because he does not have basic knowledge to understand the grammatical structures.

The English classes in the Institution have to be carried out with a textbook, students must buy a new book each semester and carry out the activities according to what is planned by the teacher. The form of evaluation is by projects evaluated by rubric, however, the level required by the rubrics is above the level that the students have, so that the evaluation in the classes ends up being only with the book and the notebook.

The level of the students in the subject of English is deficient, taking as a reference the Common European Framework for Languages, the students of the 4th semester of the Mechatronics career do not have the A1 level, being the most basic of the language. Only one student out of the 26 has notions that allow him to interact a little more and respond better to activities, he could be considered if he reaches an A1 level, but when asked where he learned and if the classes at his school have helped him, he comments that he was in private English classes, so his knowledge is due to the fact that his attention was focused on this need, so when analyzing it, it is far from what the students have in their minds.

Another aspect of the level of the students is found in their mother tongue: in English classes I have had to incorporate grammar content in Spanish since the students do not have proper knowledge of the Spanish language, they do not remember at least the basic elements of the sentence, forgetting the meaning of subject, verb and predicate. This is a limitation to the English class, since in general the students present this problem of not being able to express themselves correctly in their language, therefore, learning a second language is quite a challenge for them.

Regarding the positive aspects for the development of the English class, they have the energy that characterizes high school students, so this can be used in the development of activities that promote a paradigm shift in the language, not to ensure that they will learn, not to look for them to obtain a grade of 10, but rather, from my personal perspective, the goal is for them to change their idea of English, for them to find in the language elements that they can incorporate into their day to day .

In the educational infrastructure, English teachers can use the spaces to create learning environments even without technology, from small conversation circles to playful activities that do not require technological resources can serve as a motivator to change the repetitive ideas of students when they mention that they don't like it because they don't understand it.

1.1.2. Teaching Philosophy

My teaching philosophy is based on the conviction that students learn from their own analysis as individuals within an environment that enriches them with experiences, for which they need activities that guide them in their learning process from my role as a guide. Likewise, I firmly believe that students need to develop skills that will really serve them for life, encouraging their creativity from the analysis of situations to enhance their critical thinking and guide it to solve problems.

Within my conception as a teacher, I consider that I do not have an absolute truth, my word is not the only one, and I intend that students understand that within their learning process is the validity of their opinions, promoting respectful and free participation for their own learning process.

As an English teacher, I promote an environment where mistakes are welcome in learning a second language, because that is how we learned Spanish, which is why I consider my students capable of understanding and learning the information that I share with them, simplifying the grammar into simple examples. and useful content for its context through the recognition of both languages, using examples of both in the classes so that they are aware that despite being different, it merges into the same structure, thus, the practice within the classroom is generated in an environment where mockery and fear of the unknown do not determine their learning process.

I consider the differences of my students, valuing their origins, their family environment, giving them the opportunity to use their experiences in the development of the activities, because what they know is as valid as what I know as a teacher, therefore, respect for this intercultural environment is the basis of teacher development. Given this, I consider it relevant that the teacher is able to connect with the students, not exceeding a limit of friendship, but generating an environment of trust where fear of the teacher's authority does not limit the development of student.

On the other hand, each student, each classroom, each work center is different, for which reason one should not settle for a single teaching strategy, it must adapt to the needs of each one, motivating those who present a challenge, for what innovation and new forms are part of a successful result within the teaching-learning process.

Teaching is a challenge, but at the same time it is so enriching to learn from others, because as a teacher you do not stop learning, so it is prudent to have the notion of not taking for granted what worked, "renew or die", defines explicitly what I consider of the system, the world is changing, generations are being renewed, and the teaching presence must be fed back from the self-evaluation of the practice itself, understanding that what works is good, but what does not work is an opportunity improvement to grow professionally and personally.

1.1.3 Teaching Identity

Who am I as a teacher? It's a hard question to define, and certainly something I'm still building on, that's why I keep studying and preparing myself. My teaching identity is based on the phrase "there are many truths, there are many perspectives", this is because I consider that just because I am the teacher does not mean that my knowledge is the only valid one.

As a teacher I consider myself a mediator in student learning, when I chose to study to be a teacher because I always thought that I would like to train students for a social good, so this is an element that guides my classes, thinking that my students will be those who believe and provide the services that I could use at some point.

On the other hand, what distinguishes me as a teacher is that I like to have a cordial relationship with my co-workers, my philosophy of life is guided by not doing to others what one would not like them to do to you, so in my professional development implies respect for the work of my colleagues, contributing if they ask me to, but I am also open to receiving improvements to my work based on experience.

Sometimes being a teacher is difficult, because there is no real assessment of the profession, sometimes the students do not respect it and neither do the parents, but I consider that my identity is formed along the lines that I have already described, I studied to be a teacher because I wanted to transmit my knowledge, and even when the students do not want to learn, I keep trying because I recognize that at some point I was young and I acted similarly, and the guide I had at home worked for me, so I hope that my actions at least enrich the perspective of students to achieve a change in their life.

1.2 Theory underlying my teaching practice and identity.

Society is made up of people who come from different family backgrounds, composed of customs, ideologies, values and even, one could say, their own language. This is the basis of this work, where from the recognition of this local concept of culture, students will be taken through a series of activities that allow them to recognize themselves as an essential part of their cultural environment with identity formed by history and culture but with its own essence from the cultural exchange that is experienced on a day-to-day basis.

The objective of introducing the student to the knowledge of interculturality is based on the respect that society requires today to train people capable of relating based on respect for differences, for this, we will work from the perspective of **Byram (2002)**, where he mentions that in order to be interculturally competent, one must be curious and be ready to learn about one's own culture, which is necessary in young people today, since they have a great lack of knowledge about their country and their own history.

Through the recognition of our identity developed by our family culture, it is intended that students learn by experiencing difference, that is, that they see that there are more realities than their own and that, based on the ability to interpret and relate, we are able to understand that not everyone needs to agree, to have experienced the same thing, that what is right for me, does not have to be right for the other, because the culture in which we grew up is different but valid.

Students need to become aware of their own values and how they influence their reaction to the behavior of others, that is, according to what was learned throughout unit 1, the ability required to give way to interculturality; in this way, it is intended that the student be able to respect differences by identifying that he himself has differences in the way he was raised, but that is not why he is worth less.

This is considered essential in the education of young people today, since the environment in which the current generation is developing, it is very common to see abusive practices towards culturally vulnerable groups, so it is essential that students recognize that their practices are not socially correct.

It is increasingly common for people from other countries to arrive to look for opportunities that they do not have in their places of origin, but this also happens within

the country itself, as people move between states to look for better opportunities, therefore, in order to say that interculturality is respected, we must begin to educate in respect within the country itself, since it is inconsistent that we say that we accept foreigners but criticize people who come from towns within Mexico.

Given the above, it is necessary **to develop a critical stance regarding ETHNOCENTRIC** in our students, lead them to accept Mexico and its diverse cultures, since none is superior to another, nor more valuable, nor more intelligent, far from it, culture is dynamic and is enriched by interculturality.

A person who is interculturally competent accepts and respects that all cultures are equally valuable, this is the premise of the work, students who accept and respect that we all have value in our customs, in our ideas, and that what we see as style of Life is what culture is, what represents our identity, for what promotes the culture of human rights.

Young people today tend to judge, to reject what is different, so they fall into prejudices that they share due to the need to belong, which is typical of age, while adults see this as a kind of rebellion, in Stereotypes, however, it is an issue that is considered essential to deal with, since the category in which one falls when allowing the practices of discrimination and racism to expand, entails categorizations that are not positive for the social interaction that an intercultural world requires.

Young people are influenced by social networks, a double-edged sword if not analyzed from the proper perspective, and in its work of transmitting ideas, it promotes supremacist ideas that students believe and preach. This is worrying because as teachers we hear such strong phrases from students, they express themselves in a negative way towards those who have differences in attitudes, thoughts, being, for which it is essential to work on concepts of respect for the culture of others. in the age at which the students at the middle school level are.

Due to the above, a series of activities that lead students to recognize their identity, that is, who they are, their culture, that is, what formed them, is promoted in the session plan. Subsequently, to represent them as an element of a whole, of a country that is made up not only of 40 different students in a classroom, with 40 different families, but also that Mexico is made up of different cultural environments that have enriched the culture we have today.

In the lesson plan process, the teacher will have the role of mediator, will lead the student to identify what identity is, the relationship with culture and the way in which it forms part of the student, thus the student's attitude towards the concepts that will be worked on. On the other hand, he will be an agent of change in the sense that he will be the one who presents and facilitates the activities that allow the student to develop concepts of the subject.

The materials that will be worked on are considered authentic materials since they are not focused on exclusively evaluating grammatical acquisition but will work on social issues from a specific theme.

The foregoing is the argument of the session plan, which aims to take students from the specific to the general, first working on what it is and how it has been formed, until making them aware that they are part of a larger cultural exchange, therefore which, it is expected that at the end of the activities, they will be able to move from their country to the concept of global interculturality.

Chapter 2. Methodology and practice

2.1 A practical and useful lesson plan

The lesson plan is designed based on the constructivist theory where students will create their own learning from activities designed to understand the concept of culture and identity within their previous social experience.

It will be worked on with students of the 4th semester of the accounting career, it is composed of 25 students, they are approximately 16 and 18 years old and come from complicated family environments, this added to the needs of their age that are represented in students with drug problems, with emotional instability and the need to belong that leads them to form gangs or groups of friends that do not necessarily strengthen their abilities.

Because of this, culture and identity were selected as the main theme, since students at this age consider that they need to belong to a group to be someone, however, they are already someone because of the cultural-social history they have.

The characteristics of these students makes them prone to activities where the identification of culture and their identity guides them to discover to what they are, to recognize themselves as an important person, which impacts the way they perceive the world, since they already feel misunderstood and not heard by others.

The learning environment sounds like a complicated environment to develop activities because students do not want to make an effort to learn English, however, young people adapt to activities where their self-knowledge is part of it, and when they are listened to and respected for their characteristics, For this reason, activities were formulated where the origin of the students and the characteristics they have will be valued through the analysis of previous experiences to complete information with what they know.

The session plan will be in a class divided into five classes to work with the activation activities and proceed with the elaboration of the final learning product. During this, students will work in the analysis of their context to identify the characteristic of the environment in which they grew up to relate it in a specific context of interculturality as a general concept.

The session plan was planned in the following moments:

- Knowledge Activation

The activation of knowledge is important in any session plan, since it is the moment in which the students are approached to the thematic content that will be worked on during the class, which is why it must be done with simple activities and coupled to the characteristics and abilities of the students.

This section will begin with the video "Looking at the world through other glasses", in order for the student to distinguish the concept of interculturality from images and audio that allow students to relate concepts.

This methodology is about introducing the student to the topic, for which, once they have watched the video, they must answer one question that let them to identify the relationship between culture and identity. These are the main concepts for the development of the following activities that students will develop from their family cultural history.

The expected outcome of this activity is to make them recognize the concepts of culture and identity as principal knowledge they will develop at the end of the week; after this they will link the concepts into a general one that is interculturality. The point of this is to help the students understand that they are valuable by working with their previous knowledge and their experiences to give to the class real information they can use in next activities.

- Development

The development is focused on working the objective from different activities that will lead the student to achieve the expected learning. In this class plan, the objective is for the student to understand how their identity is formed from the cultural aspect, so they will start with the question: What relationship does culture have in my identity as a person? The point is that the student should recover his previous family experiences to relate them to his personal identity, that is, he learns to observe his customs, his values, his upbringing as an essential part of who he is.

During this activity they would recognize how a person's identity is formed in the interaction with different institutions of his life, as family institution, social institution, etc., in this way they would be able to analyze their life and give examples of their family traditions, social traditions, etc., here they will work the grammar structures and speaking by giving examples of it.

A second part of the activity consists of completing the KUI table, with which the student recovers from the reflection to the previous question, thus, representing what up to now has been related to the concepts of "culture" and "identity". This is a traditional assessment where students will work with grammar and writing in the process to complete the matrix with their ideas; this is the way to work what students analyzed in the previous ideas but using what they know about the second language.

This is a perfect activity to develop the acquisition of English because students first thought the ideas, so they have developed previous knowledge about the topic, so by this moment, they would be able to write what they know about using grammar and their writing ability.

In this activity, the expected outcomes is that writing and grammar will be worked on as part of the English language skills by focusing on the acquisition of the language from the traditional assessment, but working on it from its application to social knowledge, so students will work the concepts of culture and identity related them from a particular point of view to a general one; the intention is they would recognize their experiences and environment as a form of interculturality when they interact in classroom daily, so this is the moment when they incorporate the previous idea with the concept of interculturality.

- Application of knowledge

In the knowledge application section, the student will be asked to carry out research at home to find their family history and the characteristics of their previous generations. This is waiting for them to make an infographic in digital tools, such as CANVA option, to represent their identity and their culture with images.

Here students will work with verbal tenses to express their ideas, and they are going to relate ideas to images, so they will develop the learning process in a significant learning

by a constructivist process. It is important to mention that students will use technology to create the infographic, so it is a strategy to develop their skills in the using of this resource.

The objective of this section is for them to make an oral presentation to express their culture to the group. At the end, we will identify the characteristics that we have in common and those that we do not, in order to place ourselves within an educational social environment that represents interculturality.

Here the point is to link the first two parts, where first the student was approached to recognize the concepts through the video and later what they know about the subject was recovered with the KUI chart, this would be recognizing the specifics, that is, we are individuals within a culturally larger society, however, we are also human beings with our own culture and identity, which is intertwined with that of others to enrich our society.

- Construction of Meaning

In the section on construction of meaning, the introduction to the general topic, that is interculturality, will begin by asking the student to research the borough where they live, how it was built and how it is currently in order to prepare a writing that promotes his culture to others who wish to learn about it.

This section is very important because of national identity will be worked on here, information that is left aside at the upper secondary level, since it focuses on a technical major in the case of CONALEP, the campus where this document will be worked on.

Understanding interculturality begins with understanding oneself as a human being with one's own history and culture, but also as a human being who belongs to a place, to a country, therefore, one's identity complements that of others.

This activity will be presented through a podcast that the student can record as a team and must be shared through digital media, working on speaking skills. This is important to them to develop oral acquisition of language, so this activity is elemental to complete not only to demonstrate their grammar and ability to speak but also to make them feel confidence in what they can do in a second language, and this is the expected outcomes.

- Knowledge Organization

In the knowledge organization section, students will develop a comparative map where they will identify how society is shaped from the concept of culture and identity. This is the moment when they will analyze the structure of the identity of a person since they born in a family which they acquire ideas and traditions until they are part of social groups that make up an intercultural society.

In this way, students will be able to identify that society conforms firstly to the culture within the family environment, secondly when we interact in the formative groups and thirdly when the different groups interrelate their cultures.

At the end, for the expected outcome, the students must develop a conclusion where they will identify the relationships that they found between the sections of the comparison matrix by the question how society is made up and what conclusion they arrived at about interculturality.

The latter will allow feedback on the teacher's work, since it will be possible to observe through their conclusions if they achieved the final learning objective and identify the concept of culture and interculturality, also to feedback if the activities allowed the learning acquisition.

- Evaluation

Students openly express that they do not like English, therefore, English classes are developed in an environment in which young people do not constantly participate in a teaching environment that is sometimes traditional, due to the little participation that there is on the part of from them.

The evaluation of the class will be done through a portfolio of evidence where students will share what they did during the classes in order to evaluate the results as a teacher and provide feedback on the session plan for future applications.

The objective of using only a portfolio of evidence is not to pressure students with whether or not they have learned grammar, since it is their main concern when they are in an English class, on the contrary, it seeks to value their effort through the compilation of their evidence in class, beyond a number.

What it will be used as a resource to evaluate is the Kuhlman's quadrant, each student will see his feedback on his portfolio with the teacher's comment about the process each student follows to develop the activities and in the working team, the comments of the final products and the measures in class.

This evaluation would help students to understand what is expected to them to get, in order to improve their learning process on the next classes, in this way, they would be able to analyze their strengths, weaknesses and opportunities.

2.2 Designing of necessary tools to assess/test the progress of students.

The learning objective in the students is focused on developing language skills from a formative aspect, however, their score will not be weighed by alphanumeric values, but the attitudinal development of the students will be considered through the activities that will be designed.

The class was developed into the following moments.

- The activities planned in this first session have an analytical approach from the student, where they must be able to recognize the concept of culture and identity as a first step to move to the concept of interculturality as something general.

The learning objective is that they are first able to understand culture and identity from a personal point of view in order to recognizing their experiences in direct family and social values as part of the larger cultural integration that is represented in interculturality, this is where lies the importance of these activities that invite the student to reflect on himself.

LEARNING OBJECTIVE. Recognize the concepts of culture and identity as part of my being through digital resources and schematization to recognize how my identity has been formed

KNOWLEDGE ACTIVATION

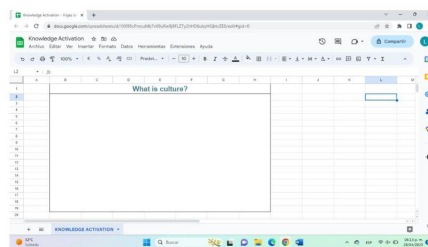
- **Stimulus Format**

Watch the video "Looking at the world with other glasses"



- **Productive Skills: grammar vocabulary**

Answer to the question "What is culture for me?" and write your ideas on Google Sheets to make a group blackboard.



- During this session, the students began to develop the topic from the specifics that they worked on in the previous activities, to the general, what is the incorporation of interculturality. Here the importance of these activities is argued, where they function as a bridge to incorporate what they previously did with what interculturality means. Through the KIU matrix, students will identify what they know about how identity is shaped in the relationship we form when we interact with others. On the other hand, by incorporating the traditional true/false activity, students are able to self-assess their learning at the moment, thus giving the teacher the opportunity to evaluate progress at the moment and, if necessary, modify or add activities to achieve the objective.

DEVELOPMENT

- **Traditional Assessment:** KUI Matrix
- **Productive Skill:** Grammar & writing

KNOW	UNKNOWN	I WANT TO KNOW

- **Traditional Assessment:** True / false
- **Productive skill:** grammar / reading

Instructions: Write true or false according to what you think

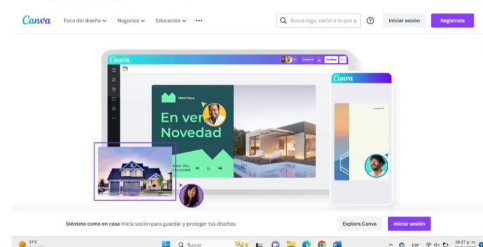
A person's identity is defined solely by their country of origin.	
A person's identity is not determined by their education at home, but influences their training	
Your identity is defined during your formative years and can never be changed again.	
The identity of a person is obtained from birth and is imposed by their parents	
Identity is a set of beliefs, values, etc., that we acquire throughout our lives and is enriched in our relationship with others.	

- The learning objective is to work on what the student has learned by expressing in a constructive way what the concept of identity represents in them.

For this, two activities were selected that must be prepared through technological skills, where the student will not only incorporate grammar, but also writing and oral expression, thus linking what was previously done to expose a personalized learning result through of an infographic and a podcast as a group. It is expected that with these activities the student will be able to analyze their learning in order to relate it to what is expected, which is that they personally express how their identity is formed from the retrospective of their previous social experience.

APPLICATION OF KNOWLEDGE

- **Traditional Assessment:** Infographic on CANVAS
- **Productive Skill:** Grammar & writing
- **Evaluation:** process and product



CONSTRUCTION OF MEANINGS

- **Traditional Assessment:** Group Podcast
- **Productive Skill:** Grammar, writing, reading and speaking
- **Evaluation:** Authentic Assessment

How my society and my country have been built through interculturality?
Prepare an investigation about how interculturality has taken place in Mexico, once this is done, as a team develop a podcast where they talk about the subject.



- For this activity, students have to analyze what was done previously to be able to relate the stages in which the identity of the human being is formed, from the individual to the social relationship that is created; in this way, the topic of interculturality is

KNOWLEDGE OF ORGANIZATION

- **Traditional Assessment:** Comparison Matrix
- **Productive Skill:** Grammar & writing
- **Evaluation:** integrative assessment

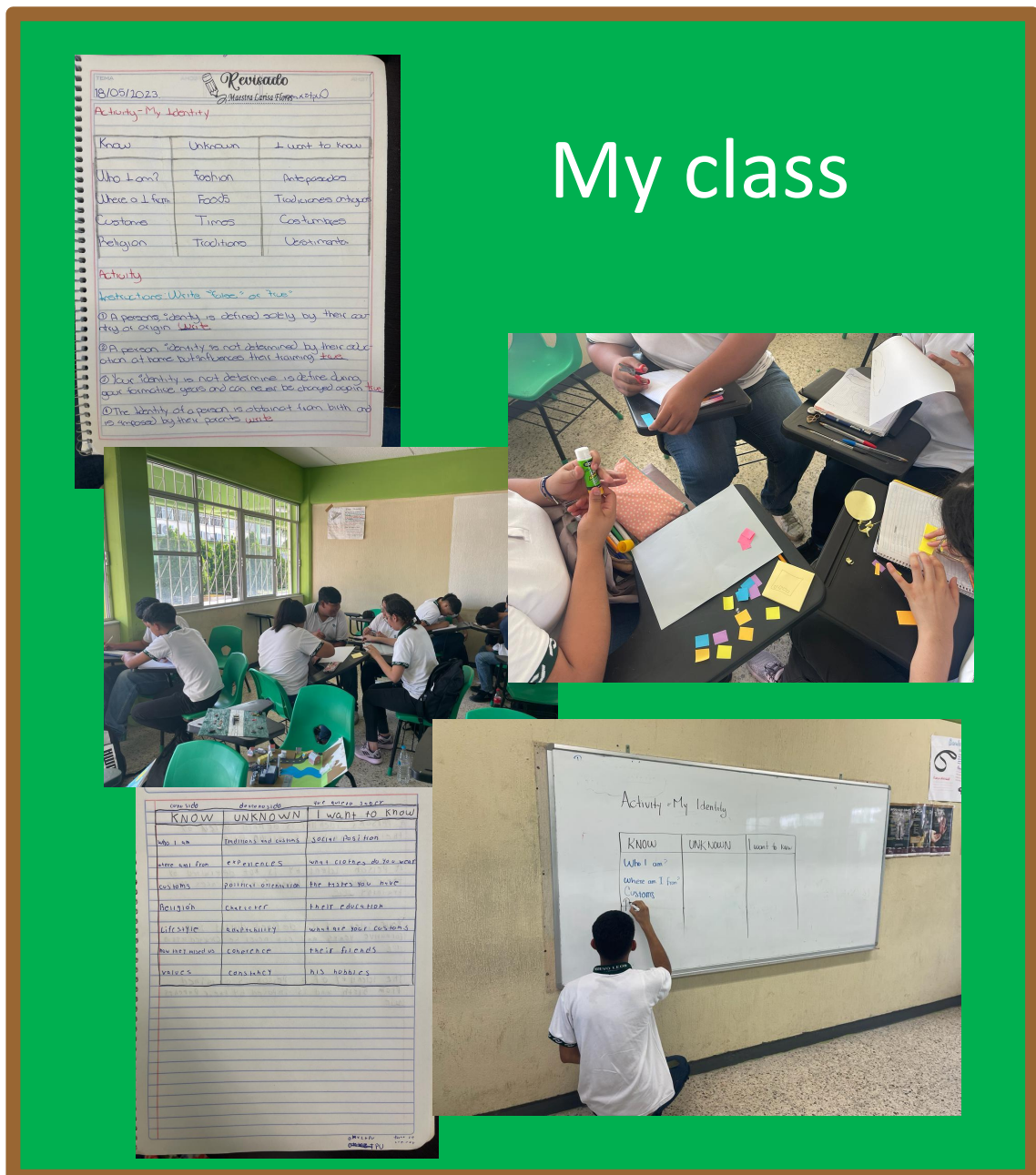
How society is made up of different cultures, likewise, as we within our family have our own cultural environments that form our identity.

First	Second	Third

closed, where respect for the culture with which each one comes to join a new social group is prioritized. Here grammar and writing are mostly worked on, seeking to promote oral expression through a focus group within the development of a comparative chart. The importance of this activity is that it works as the closure of the topic, this is where the student expresses his understanding of how identity goes from the specific, in the family relationship, to the general, when we are part of a larger society, with individual beings with an individual culture.

2.3 Attached evidence of the lesson plan

The activities were designed to be worked on from the analysis process of the students, so to do them they should recognize the concept of culture from the recognition of their previous experiences in their family and their social integration outside the educational institution. At the beginning of the classes, they were apathetic and reluctant to the proposal, however, as the class progressed, they were able to integrate with small advances in their learning such as the production of words in a second language.



2.4 Evidence of tools to assess students

The portfolio of evidence made by the students is evaluated by a Kuhlman's quadrant (2008), where they are going to identifying if they managed to understand the objective of the lesson, understand the concept of "culture". This evaluation method was selected due to the possibility of giving individual feedback to the students which is very important in their learning process due to the need to improve their individual skills and not generalize a group learning process, so that students are able to work their areas of opportunity. Students could see the teacher's comments about their progress during the class, also, on that they would see the opportunities they have to get better in next activities.

Quadrants for collecting information	
Name:	Date:
Observation of process	Observation of Product
Classroom Measures	Decontextualized Measures

The learning objective in the different activities was assumed according to the needs of the students, which focus on developing in them a paradigm shift around learning the English language, since in classes they constantly repeat their dislike of the language. English, but after the observation process it was possible to realize that it goes beyond knowing or not knowing English, but rather that their previous experiences with the language have led them to generate a negative attitude towards learning it, therefore, in order to evaluate the teaching-learning environment, an attitudinal checklist was taken into consideration.

Create the habit of self-assessment in our students; this will help them monitor academic progress in our subject. It is also advisable to have them compare results. These three actions should be a constant in our teaching practice, and they should be aimed at the learning goals set at the beginning of the course. For our students

“testing will not then be seen as something separate from learning, as trial that has to be endured” (Hughes, A. 2003)

As mentioned on the website Erubrica, learning goes far beyond simple repetition, memorization and mastery of content, just as the psychomotor part, attitudes and development of the student with their peers, teacher and environment play a role fundamental. The training of the child, youth and even the adult must be focused on the improvement of the being and its development in a social environment. (2022)

Through the checklist it will be possible to account for the student's development from the analysis of their behavior in the class, in this way, to evaluate, in the first place, their response to a new way of working by the teacher and thus provide feedback on the planning designed to carry out the necessary modifications for the following classes.

The evaluation process through the checklist will be focused on the micro skills that students show during the sessions.

- Produce chunks of language of different lengths.
- Produce reduced forms of words and phrases.
- Use grammatical words clauses, systems, word order, patterns, rules.

The objective of focusing on this is to introduce the student into the basic grammar of the language to introduce activities that little by little lead them to move on to the macro activities, this derived from previous class observations, where the students showed that they had a level below from basic in the language, being unable to relate words to form a simple sentence.

Student		Date		
Data	Criteria			Comments
	Yes	No	NA	
Organization of his/her learning				
Takes notes during the class				
Organize his/her learning process				
Take initiative to produce sentences				
Dialogue in class				
Listen to the teacher and answer to the questions				
Ask questions to teacher and classmates				
Listen to the teacher and classmates				
He/she is respectful				
Colaboration				
Help to the classmates during activities				
Participate in the activities				
Positive attitude in class				
Help Students				
Self-regulation				
Make decisions without having to tell her/him				
Overcome language barriers				
Get over her/his frustrations				
He/she is willing to improve				
Notas:				

2.5 Performing and recording the activities

Class: <https://youtu.be/rupblYxNvcE>

Outcomes: <https://youtu.be/DxUQXK6DuIE>

The students with whom this project was worked are students who have had English classes at some point in their live. Some of them mention that they did not have a teacher in secondary or elementary school, however, all students have been exposed in some way or another to the language. However, their level of English is very poor to be able to express simple sentences in a second language, which is why in classes they express that they do not like English or that they do not understand it, so these sentences are paradigms that limit their own learning process.

Considering the above, the biggest challenge faced during this specialization process in terms of working with students was the apathy that they showed at the beginning. When they were told about the project, they were skeptical of what was expected to be achieved, they did not lend much importance and at the same time, they kept repeating the constant attitude of rejection towards English as a second language.

On the other hand, as a student of this specialization, the biggest challenge I faced was the confidence I have towards my language skills, because when I am in front of people who know English very well, I get nervous. However, this disappears when I am in front of the classroom, because in a certain way the climate that I have created in my classes develops in a healthy environment and without strict structures to follow, so that helped me to follow the process.

In addition, time was a challenge too, managing time when one has two jobs is somewhat complicated and with a baby to attend to this was even more complicated. I think this is something that I must balance in my life, since my experience in this specialization was very enriching.

On the other hand, professionally, in my English classes, I was used, and I admit that I still do, to focus on grammar, but in this specialization I was able to understand the importance of not only focusing on the acquisition of language in a formal way, but to look for alternatives to present it to students and help them to understand the language from a real context.

The way in which language is important in a social way is not only that it is a universal language, which works for many areas of development, but also the importance of incorporating cultural issues that allow individual and collective growth, so that the Language acquisition can be developed from the analysis and reflection of social issues that involve relevant aspects for students, in this way, meaning can be given to the activities they carry out.

This specialization allowed me to visualize the work that I currently have as a teacher, reflect on my professional development and allow me to understand how I can contribute and improve what already exists, being a guide for my students. During this time, I reflected on my own learning process, and I realize that the way in which I learned Spanish is directly related to the way in which we were shown the learning process during the course, however, when we already entered to the program, we get used to what teachers expect from a formal system. With this reflection I allow myself to understand that in order to achieve significant changes in language learning we need to incorporate different practices.

Chapter 3. Experience Report

The planning was designed to be developed in 5 sessions; the objective of this is for the student to be able to recognize the concept of "culture" and "identity" as part of the creation of the human being that each of the students is, identifying that they are made up of more than one cultural environment and that in the integration of the classroom, a mixture of customs and traditions is presented, which go beyond the national conception of what Mexico and its people are.

To start the activities, it was intended to present a video on YouTube, the video was integrated into the platform Classroom, the students were shown to see it at the classroom, and identify the words related to the topic and that it was difficult for them to understand. At this moment the activity was hard to complete because we didn't get a projector, so the video was played on the computer and the audio was very low, so it was difficult to them to hear and understand.

The second activity was a collage of phrases that they related to culture, and they talked about what culture is to exchange ideas. At this point, the challenge was that the students do not feel comfortable speaking in English, also because their grammar is not good enough at producing sentences, for which reason the activity had to be simplified to just writing words instead of sentences made up of two or three words to express their ideas, some of the students only wrote typical food and things in Spanish that do not have variants in the English language, for example "tacos" or "gorditas".

The outcome on this activity was for them to produce simple phrases, so it could not be done, but the outcome we got was about trying to write words that they look for on the dictionary and not only copy the activities from a classmate, so, it is possible to confirm that they were interested in the activity because of the effort they did. The class was different from the previous classes, so the option they had to complete the chart was a good strategy to make them to think about possible answers in English language, so the acquisition of language is reflected in the initiative they had to produce English, that is not on the previous classes.

The next activity was to develop a KIU matrix, where they would define k= what they know, U= unknown and I= for what they want to know, the activity was individually, at the end, the "k" section, that is, what they know was written on the board in order to

define the following in a personal way. During this activity they were a bit confused, they understood that it was identity, but they came to the idea that the place where a person grew up defines his personality, that somehow it is what they know and nothing changes; this represented the possibility of developing a debate in the group to share ideas regarding how a person's identity is formed and what influences this process, the challenge was presented in the same way, the students do not know how to express themselves, they mixed Spanish in the activity, but at least, they also made an effort to say the main word in English, it was evident that they used a translator before saying it.

On this activity it had expected them to make simple sentences to answer the matrix, but it could not be possible for them to do this, because of the English level they have, so the level of the activity had to be adapted to them and instead of asking for phrases they just had to write words related to the topic. An important outcome they showed was that even when the activity asked for words, some of them tried to make simple phrases, so again, the initiative they showed helped the class to be completed as it was planned.

The following class, an activity was developed in a group where they would define whether they considered certain questions about culture and identity. In this activity, more participation was shown than in others where the same type of activities are carried out but in the textbook, it stood out that some students came forward and tried to decipher what it said and they asked me if it was correct or not; even when it was not as is, they had the idea and I rewarded them with a positive phrase to make them see that it was correct, when doing this, their face was happier, with some pride for having done well, at this point it was evident since a simple phrase represents a positive reinforcement for them, even though in other classes they show apathy, by continuing to use this type of resource a significant change can be achieved in the way they are perceived in the language.

For the following activity, the laboratory was requested, however, since the semester was almost over, it was not possible to get a close date, since the priority of the institution is to certify students in Microsoft tools, for which the face-to-face activity has to be change into an online one, where they would generate an infographic in CANVA, given this, the student worked on it at home, the infographic was positive for capturing ideas, although obviously they used a translator to generate the phrases that were reflected in it.

In this activity, the outcome was for them to produce grammar by analyzing their own familiar and social culture, it was done by some interesting works from students, but 2 of them use Spanish in all the infographic they did, so that was something we need to achieve on future activities. They did an effort but at least 10 students did not do the learning product, so, for next activities it has to be planned to develop it at the school to be able to check that students actually do the activity.

For the podcast activity, it had to be modified, due to the challenge expressed in the previous paragraphs, the students do not feel capable, nor do they want to try, for fear of being wrong, they put phrases like "No, teacher, I don't know English." ", "I don't understand you", among others, for which, no matter how much they were encouraged, they were not able to try, grief, shame seized them and they had to change the activity to be able to continue with the class, since the times of the month of May and the allusive celebrations meant that at least two weeks of class were not complete.

For the last activity, the students had to answer a question about how society is made up of different cultures, also considering that their family have their own cultural environments that form the identity, by identifying the process they went through to become who they are today, encouraging them to develop an analysis of their environment. In this activity, they were participating a little more, the expression in English was not 100% developed, but unlike the other classes, the students had the intention of doing the activity and not just copying what the classmate, who had already reviewed their activity, did.

Over here, the positive outcome was related to the emotional part, students felt comfortable trying to produce simple phrases, they had the initiative to participate, so it showed that with the correct activities they will be motivated to be part of the class.

This was the most significant change achieved, because in all the classes, the students mentioned their lack of interest in learning, and in this last class, they were more interested in where I learned the language, if I know the swear words in English, so even if it is not a topic I like to use in English classes, it was a way of connecting their interest with the intention of the class, that they show interest, but clarifying that profanity was not allowed in class. The different attitude shown by the students added value to the classes, it was detected that they are interested in topics beyond learning to ask the price of ham, such as the typical exercises in textbooks where it is simulated that they go to the

supermarket. Therefore, it is concluded that there is a need to incorporate relevant topics for them, perhaps in this first project they did not succeed in making them speak a second language, what was not achieved in other classes was achieved, that they had the initiative to develop phrases, even when they use a translator or dictionary, they have this initiative, so it is considered prudent to integrate exercises with interesting topics for them as part of future planning.

To close this point of results, the need to incorporate topics that are interesting for the student is resumed, since as part of the evaluation a portfolio was attached where individual feedback would be attached, standing out that those students who normally copy their activities were the ones that produced the most change, by becoming interested in the language to the point of asking for schools where they could enter, being then, this last point a feedback for my own teaching exercise, since the student already has classes, therefore, an English school it would be a last resort that you could go to if you better plan the classes within the subject.

Chapter 4. Conclusions

Working in an environment of middle school level students is enriching in the sense that it is possible to identify the needs they have, one of which is to recognize themselves as an important part of society, since there are very marked stereotypes around their age.

In the case of CONALEP students, prejudices and stereotypes are even greater, since they are always associated with drugs, fights, among others, which, although it is true, exists within the institution, it is not exclusive to this institution, but a problem that goes beyond a specific school.

It is at this age that young people are more vulnerable because nobody values their identity, they feel judged all the time and with the need to prove something they do not need, therefore, in the case of this class planning process, the teacher will be the mediator, it will be shown to them that their family characteristics make them who they are and, therefore, an important being in the social status to which they belong.

Even knowing the students, the development of the class plan was somewhat complicated, simple activities had to be planned and adapted at the moment of the class, because it was harder than I thought to apply them to the students because of their English level, although the objective was not to promote language acquisition over social learning through interculturality, the students that make up the CONALEP staff do not have the basic foundations to form complex sentences in English, their level is well below elementary, so it was elemental to make them to feel comfortable with the language instead of force them to produce English.

However, it is considered that the activities are prudent to lead them to understand the basics of interculturality, recognizing that culture is made up of subcultures that are formed by the groups to which we belong, primarily the family and later, those to which we belong that we unite when we are forming an identity, which is happening among the students with whom we are going to work.

The objective is for students to understand that their identity is formed by customs, by values and that these are acquired in the family and are formed throughout life in their interaction with other social groups, and that this is just part of the interculturality that is reached as a country when the door is opened to differences and coexistence with other

cultures is accepted, because it is not negative, but rather it enriches what we already have.

It is expected that the plan during its application works and yields the expected results, above all, that it works as an open environment for the student, being possible to modify it if necessary and adapt to the needs that the student shows, because as has been mentioned, they feel motivated when they are listened to and valued for who they are.

Appendixes

- Lesson Plan

Subject: English			Level: Middle School			Grade: 4th Semester								
Class n° 1			Topic: Culture and Identity			Date:								
Learning Objective: Recognize the concepts of culture and identity as part of my being through digital resources and schematization to recognize how my identity has been formed within society														
Topic			Strategy:			Resources:								
Identify my identity in my country			Exploratory questions, KUI matrix, videos, presentation			<ul style="list-style-type: none"> - Video “Looking at the world with other glasses” - PPP of interculturaluty - PNI matrix 								
Knowledge Activation			Development			Application of Knowledge								
<p>Watch the youtube video and identify unknown words to write them down on the notebook and look for the meaning.</p> <p>After this, respond as a group to the question</p> <p>What is culture for me?</p> <p>What is the culture in which I grew up like?</p>			<p style="text-align: center;">1. Culture and identity</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Know</td> <td style="text-align: center;">Unknown</td> <td style="text-align: center;">I want to know</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p style="text-align: center;">2. Answer the question:</p> <p>What relationship does culture have on my identity as a person?</p>			Know	Unknown	I want to know				<p>Where do I come from?</p> <p>Develop an infographic on CANVAS with images that represent the family culture, their customs, their ideas, etc., to present an introduction to them and their identity based on cultural history in class.</p> <p>Grammar: Simple Present / Simple Past</p>		
Know	Unknown	I want to know												
Construction of Meanings			Knowledge Organization			Evaluation								
<p>How my society and my country have been built through interculturaluty.</p> <p>Prepare an investigation about how interculturaluty has taken place in Mexico, once this is done, as a team develop a podcast where they talk about the subject.</p>			<p>Prepare a comparison matrix on how society is made up of different cultures, likewise, as we within our family have our own cultural environments that form our identity.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">First</td> <td style="text-align: center;">Second</td> <td style="text-align: center;">Third</td> </tr> </table> <ul style="list-style-type: none"> - What relationship did you find? - How is it formed? - What conclusion did you come to? 			First	Second	Third	<ul style="list-style-type: none"> • Portafolio of evidence 					
First	Second	Third												

Assessment Tools

LEARNING OBJECTIVE. Recognize the concepts of culture and identity as part of my being through digital resources and schematization to recognize how my identity has been formed

KNOWLEDGE ACTIVATION

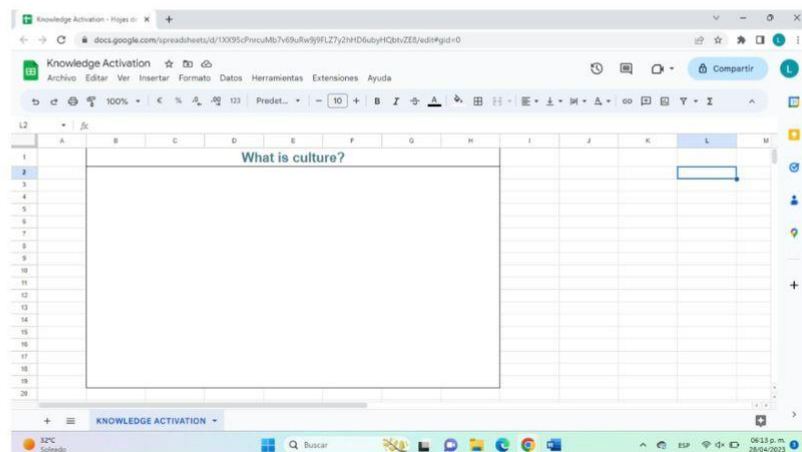
- **Stimulus Format**

Watch the video “Looking at the world with other glasses”



- **Productive Skills: grammar vocabulary**

Answer to the question “What is culture for me?” and write your ideas on Google Sheets to make a group blackboard.



DEVELOPMENT

- **Traditional Assessment:** KUI Matrix
- **Productive Skill:** Grammar & writing

KNOW	UNKNOWN	I WANT TO KNOW

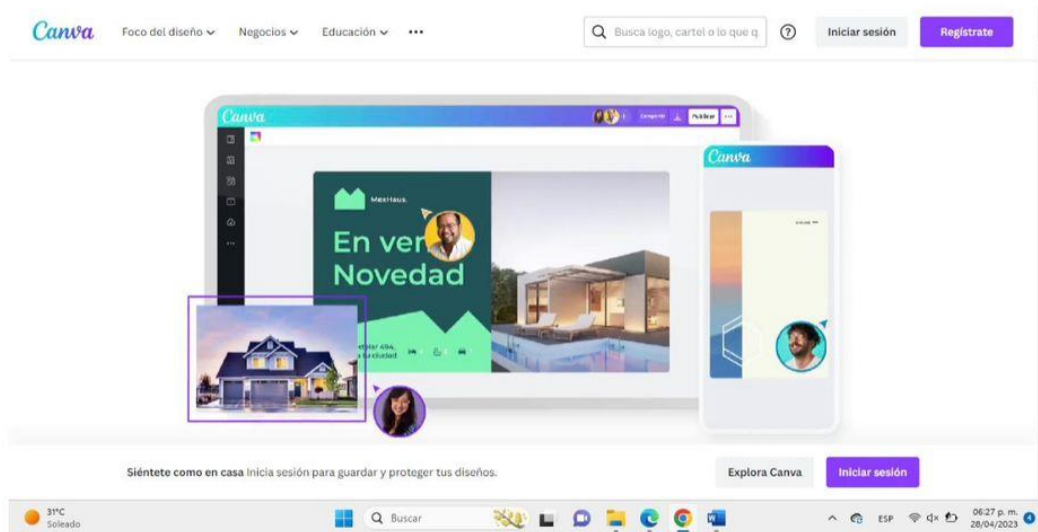
- **Traditional Assessment:** True / false
- **Productive skill:** grammar / reading

Instructions: Write true or false according to what you think

A person's identity is defined solely by their country of origin.	
A person's identity is not determined by their education at home, but influences their training	
Your identity is defined during your formative years and can never be changed again.	
The identity of a person is obtained from birth and is imposed by their parents	
Identity is a set of beliefs, values, etc., that we acquire throughout our lives and is enriched in our relationship with others.	

APPLICATION OF KNOWLEDGE

- **Traditional Assessment:** Infographic on CANVAS
- **Productive Skill:** Grammar & writing
- **Evaluation:** process and product

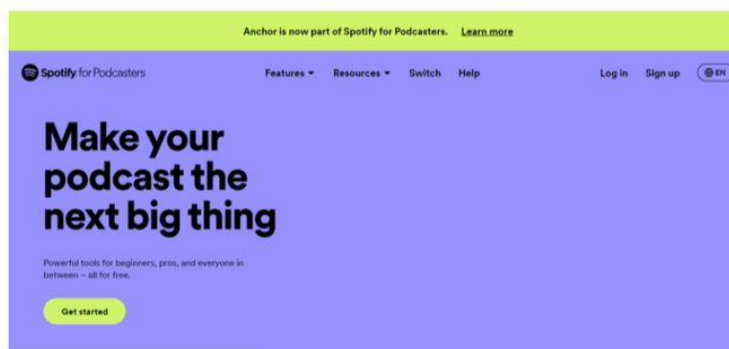


CONSTRUCTION OF MEANINGS

- **Traditional Assessment:** Group Podcast
- **Productive Skill:** Grammar, writing, reading and speaking
- **Evaluation:** Authentic Assessment

How my society and my country have been built through interculturality?

Prepare an investigation about how interculturality has taken place in Mexico, once this is done, as a team develop a podcast where they talk about the subject.



KNOWLEDGE OF ORGANIZATION

- **Traditional Assessment:** Comparison Matrix
- **Productive Skill:** Grammar & writing
- **Evaluation:** integrative assessment

How society is made up of different cultures, likewise, as we within our family have our own cultural environments that form our identity.

First	Second	Third

EVALUATION

The portfolio of evidence made by the students is evaluated, identifying if they managed to understand the objective of the lesson, understand the concept of "culture".

Individual evaluation is captured according to Kuhlman's quadrant.

Quadrants for collecting information	
Name:	Date:
Observation of process	Observation of Product
Classroom Measures	Decontextualized Measures

TEMA

ANOS

ALIST

18/05/2023.



Revisado

Maestra Larisa Flores xztpu

Activity - My Identity

Know	Unknown	I want to know
Who I am?	fashion	Antepasados
Where a I from	FOODS	Tradiciones antiguas
Customs	Times	Costumbres
Religion	Traditions	Vestimenta

Activity

Instructions: Write "false" or "true"

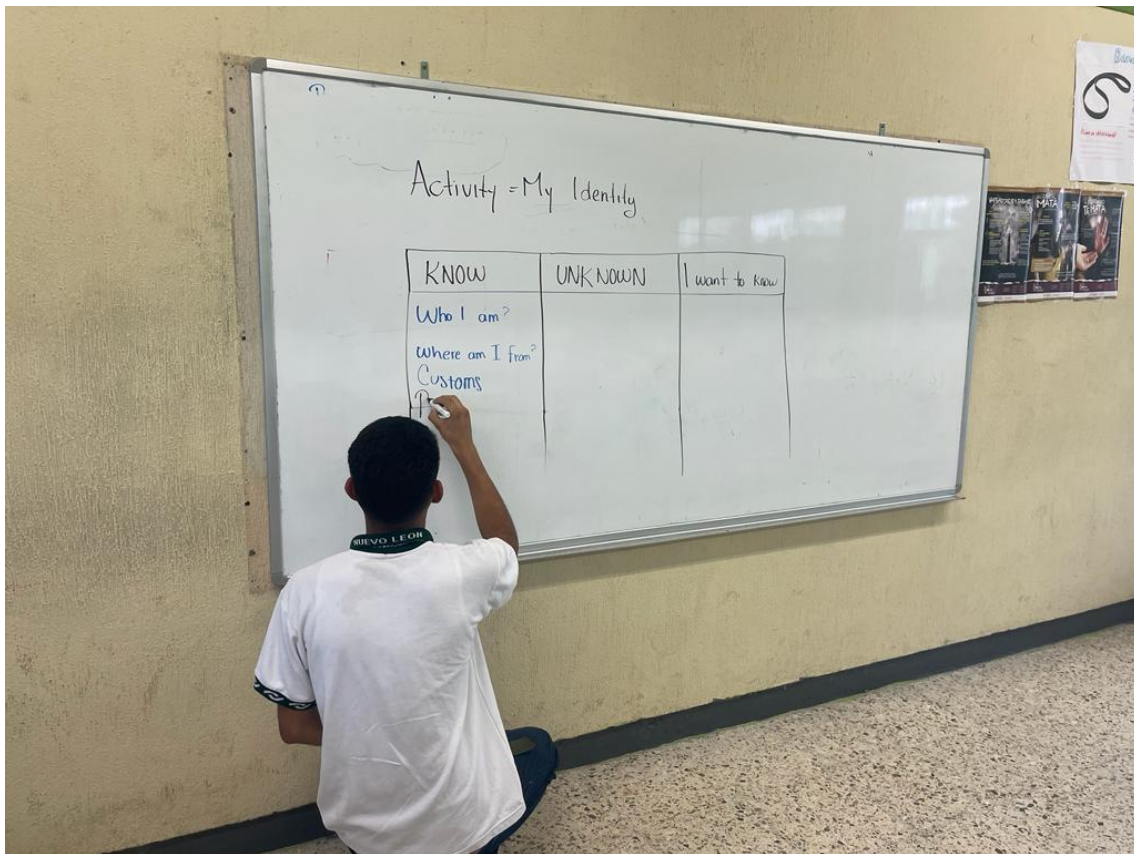
- ① A person's identity is defined solely by their country or origin **write**
- ② A person's identity is not determined by their education at home but influences their training **true**
- ③ Your identity is not determined, is defined during your formative years and can never be changed again **true**
- ④ The identity of a person is obtained from birth and is imposed by their parents **write**

Activity = My Identity

conocido	desconocido	que quiero saber
KNOW	UNKNOWN	I want to know
who I am	Traditions and customs	social position
where am I from	experiences	what clothes do you wear
customs	political orientation	the tastes you have
Religion	character	their education
Lifestyle	adaptability	what are your customs
how they raised us	coherence	their friends
values	constancy	his hobbies

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Reference

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Appendixes

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Programa de posgrado:	Enseñanza y Aprendizaje de Inglés como Lengua	Tutor(a), Asesor(a) o Director(a):	Elin Emilsson Ingvarsdottir
Nombre completo del(la) autor(a):	Larisa Elizabeth Flores Gabiña		
Matrícula:	220926006		
Domicilio:	Guillermo Prieto 4402, Col. Guadalupe Victoria, Guadalupe Nuevo León		
Teléfono:	8115192246		
Correo electrónico:	larisaflores@yahoo.com.mx		

Ciudad de México a 11 de Junio de 2023.

Larisa Elizabeth Flores Gabiña

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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.

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

http://eeaile.cealupn.net/pluginfile.php/2441/mod_resource/content/1/eeaile_1_00_Academic%20Guidelines%20for%20Citation%20and%20References.pdf

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own.

Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in 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:

d) 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."²

Reglamento General para estudios de posgrado de la UPN.

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

² Reglamento General para estudios de posgrado de la UPN.

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