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Pedagogical intervention project with the theme:

The Role of Multiculturalism in Teaching English Through Reading.

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PROPUESTA DE INTERVENCIÓN EDUCATIVA

THE ROLE OF MULTICULTURALISM IN TEACHING ENGLISH THROUGH READING

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

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

PRESENTA:

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Ciudad de México. A 21 de junio del 2020.

TABLE OF CONTENTS

General Introduction

Teaching English as a second language is being able to use a variety of appropriate methods to motivate students and interest new knowledge. These new ways of seeing English language learning have been developed in a multidisciplinary way, leaving behind the traditional teaching process, today the application of various forms of learning favors the social, economic, political and even cultural context in which they are found. The students, even more when said learning begins from a very young age.

Talk about the importance of learning the language of boys and girls in the first experiences they pass in school years during the course of basic education; It is of utmost importance since it supports this new generation of digital area by acquiring active, playful knowledge and also demanded by this globalized world that requires people with greater communication skills and not only communication but also personal and professional developments.

Learning a language today is important since it allows us to be competent and competitive in the face of the challenges that society itself has imposed, and through this it will help to solve different problems that are learned along the way. Even cognitive benefits are obtained, since there are a series of processes that the student puts into action when he studies and learns a second language and is mixed with his culture.

But to get students to focus their attention on the necessary content, meaningful content must be developed. The selection of these learnings correctly will be providing the student with the necessary tools to successfully achieve the proposed objectives from numerous work plans. This obviously requires practice in using the language.

In addition to this situation, changes in study programs, pedagogical practices and the proper use of technological tools make classes stop being monotonous and tedious, having a learning environment full

of motivation for students and making it easy to development of meaningful learning, as teachers we must plan classes according to the interest of the students and adapt them to their own contexts, to develop in them, an adequate, positive and correct image of this new language, and know how to analyze critically and adequately the new knowledge.

Therefore, the National Pedagogical University and the Language Teaching and Learning Center provided, through the Specialization in Teaching and Learning English as a Foreign Language, a new form of teaching so that teachers and students obtain all the skills that correspond to the language. English; listening, speaking, writing and reading as an important part of continuous learning throughout their lives.

To mention that this specialization was carried out online, since at this moment our country is in a protection phase at home, due to the COVID-19 pandemic.

For this reason, I emphasize that not only were cognitive skills developed, but also emotional learnings that facilitated such learning in a fun way because feelings and emotions in the isolation process, including mood states, can influence the behavior of people who They are at home and that is how they learn.

The COVID-19 pandemic that has been disadvantaged in our city since it began, transforms the social behavior of the communities day by day by 50% - 50% for better and for worse and that as people we are able to experience and express through what we feel and modify through how we learn.

It was a challenge so that the results, although in our opinion they are qualitatively formative, in most cases the students learned the English language in a playful and motivating way.

Formative learning is one of the techniques that has been most effective within the school environment, since it not only allows a better acquisition of knowledge and capacity development, but also enables the acquisition of positive attitudes among students with a series of interactions between group members that determine the way of working and the implementation of a series of intellectual capacities. On the one hand, learning between groups enhances exchanges of knowledge among their peers, and encourages the use of social skills for the proper functioning of the group. On the other hand, students share their learning with their peers, they must respect the ideas of others and question them,

eventually adapting their own knowledge. In this way, and through the cognitive development produced by their social interaction, they adapt to other learning environments.

Likewise, the formative learning of the English language can be an advantageous means to achieve good results and foster a taste for learning other languages and other cultures, so that students can expand their mindset and make it more open and tolerant to undertake challenges be introduced to them in their community.

Chapter 1. Philosophy and Theory

INTRODUCTION

Teaching English as a second language is being able to use a variety of appropriate methods to motivate students and interest new knowledge. These new ways of looking at English language learning have been developed in a multidisciplinary way, leaving behind the traditional teaching process, today the application of various forms of learning favors the social, economic, political and even cultural context in which they are found. The students, even more when said learning begins from a very young age.

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Learning a language today is important as it allows us to be competent and competitive in the face of the challenges that society itself has imposed, and through this it will help to solve different problems that are learned along the way. Even cognitive benefits are obtained, since there are a series of processes that the student puts into action when he studies and learns a second language and is mixed with his culture.

But to get students to focus their attention on the necessary knowledge, significant content must be developed. The selection of these learnings correctly will be providing the student with the necessary tools to successfully achieve the proposed objectives from numerous work plans.

Some reforms are established that have brought about significant changes in English language teaching at the national level. Inclusion in Basic Education stands out in these reforms as the level to start with the stimulation for learning the English language. In order to develop tools that make it possible to link English teaching with educational practices, the Ministry of Public Education (SEP, 2011) launched the National Program of English in Basic Education (PRONI); which proposes study programs for the three levels of basic education, which have been prepared based on the alignment and homologation of national and international standards. The program determines the criteria for teacher training, establishes guidelines for the preparation and evaluation of educational materials, as well as for the certification of English proficiency.

It can be affirmed that the learnings make known, analyze and understand in greater depth the characteristics of the strategies, used in practice, for teaching the English language aimed at students who are studying Basic Education.

In addition to this situation, changes in study programs, pedagogical practices and the proper use of technological tools make classes stop being monotonous and tedious, having a learning environment full of motivation for students and making it easy to significant learning development.

As teachers we must plan classes according to the interest of the students and adapt them to their own contexts, in order to develop in them an adequate, positive and correct image of this new language, and to know how to analyze critically and adequately in the new knowledge.

Therefore, the National Pedagogical University and the Language Teaching and Learning Center provide, through the Specialization in Teaching and Learning English as a Foreign Language, a new form of teaching so that teachers and students obtain all the skills that correspond to the language. English; listening, speaking, writing and reading as an important part of continuous learning throughout their lives.

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On the one hand, learning between groups enhances the exchange of knowledge among their peers, and encourages the use of social skills for the proper functioning of the group. On the other hand, students share their learning with their peers, they must respect the ideas of others and question them, eventually adapting their own knowledge. In this way, and through the cognitive development produced by their social interaction, they adapt to other learning environments.

Likewise, the formative learning of the English language can be an advantageous means to achieve good results and foster a taste for learning other languages and other cultures, so that students can expand their mindset and make it more open and tolerant to undertake challenges be introduced to them in their community.

In the following chapters mention will be made of this communicative evolution and the problems that arose when applying new knowledge and modifying old teaching methods.

1.1 Philosophy and Theory

Before starting to write about the experiences acquired during the teaching project in English and the objectives acquired and applied during classroom planning with Basic Education students, mention is made of the reflections that were presented during said process, the analysis that He did on the topic that has attracted the most attention "Interculturality".

In the work area where significant and formative learning is developed, learning and developing learning that serve for life and modify social contexts.

Therefore, the purpose of this project is to complete an arduous learning that has modified the way of teaching in classrooms, with the help of authors who support this project to be applied in different educational moments.

But how to teach in these days where the new generations need innovation on our part to learn the English language and that it does not become something everyday and transcends in the lives of the students who are about to finish stages and start others.

For example, the Chimalhuacán community suffers sociocultural isolation despite the technological development that is in full swing. Formed by a multicultural and multilingual community.

Therefore, this problem is located in the deficiency observed in the teaching-learning process of the English language, the way in which we use the word inclusion or integration, since the majority faces not achieving the linguistic competences and the majority of the students they have not realized the wealth of languages it has.

Traditional English implies the big mistakes towards teaching a new language, since teaching the English language in a matter of memorization and repetition will be boring and not very stimulating learning, therefore, the new methodologies that were shown were related to creativity and cognitive development.

That is why one of the reasons why teachers must also learn as students, modify teaching and learn from the new methods that have been taught in this specialization and use it as a resource in such teaching. And apply attractive approaches so that students easily acquire it and bring it to their reality.

1.1.1 Teaching of identity and philosophy

The human being is a social being, since from the relationship with other human beings he is able to cover his basic needs, such as surviving, improving his living conditions and evolving. Being a social being, one of his most basic needs is to communicate, and for this reason, languages, both verbal and non-verbal, arose, because they are the instruments through which human beings interact in a social group, as stated by Lewin, K (2018). Understand that man is an active element, and by interacting with others, he becomes an active participant in the creation of social influences, creating new ones or modifying the previous ones.

Society as a set of individuals interacting with its culture, with its contexts and its values, gives identity to the individual who is going to learn the behaviors of their culture and is going to act according to it, adding a new language.

The interaction with their culture makes the individual based on language and allows him to differentiate what he is learning, the result of which is produced by a process of significant interaction between actors and symbols, also called language.

Personal experience and social structure are mediated through the communication process (language), which is linked to the field of cultural meanings. These meanings are defined, in part, by the systems of ideology and power that operate in a specific social order. They are transmitted through specific communication systems (oral, written and electronic).

Consequently, "communication as culture" indicates the complex relationships between communication systems and learning, and even more so with a new language that you have to adapt in your new learning.

During the Specialization some deficiencies were detected due to the type of traditional methodology that is sometimes used as a resource to teach the language by using all the theoretical and practical contents found in the Language Education Plan of the Secretary of Public Education and Due to other characteristics such as the socio-cultural context of the students who influenced to remedy this teaching as much as possible, rather than correcting, they distort their own learning In one of the many

reflections that were analyzed, starting from the students' grade, is the one of which method should be taught, for example; If it is aimed at children, children or adolescents and why not also in adulthood.

The adoption of this system constitutes a conceptual reformulation of the organization of teaching in the classroom through its adaptation to new training models focused on student development; and to the extent that it acquires a new educational model, it will help guide methodologies focused on student learning, of course, not exclusively in the classroom, but with their peers and why not with their family and their environment.

1.1.2 Theories of teaching.

To gain a better understanding of the use of teaching philosophy, it is necessary to know some important terms and concepts that will be mentioned during the development of the project. The key concepts within the development of this project are:

- Learning

- teaching

- Methodology

 - Sociocultural context

 - Learning development processes

 - Teaching processes of English language learning

- Interculturality

- Multiculturality

- Planning

-Evaluation and Evaluate.

Before defining a learning method, it is important to mention some of the theories that were mentioned in the teaching of the English language during the writing. To begin with and the basis of my teaching according to "Sociocultural theory"

1.1.2.1 The influence of Vygotsky's socio-cultural environment

Vygotsky L. (1896-1934) "Emphasizes the proactive participation of children with the environment that surrounds them, with cognitive development being the result of a collaborative process."

He argued that children develop their learning through social interaction and that they acquire new and better cognitive skills as a logical process of immersion in a way of life. Theory that will be applied with the terms "You learn more and better with others".

An important point of sum for Vygotsky is culture: Socio-cultural theory where learning is acquired by the environment where observation activities take place and is transmitted to society. These learnings determine the formation of a society and a culture, of course depending on the conditions where one interacts; and what better in the classroom.

On the other hand, for the learning processes to be fulfilled, two moments must be developed, one interpersonal that involves establishing relationships with other people and another intrapersonal where knowledge changes to develop self-confidence and self-motivation, no longer as learning, if not , as teaching in the modification of values.

Therefore, the role as teachers is very important because when the teaching processes are provided, a different cultural language is transmitted to their social context.

This theory is applied throughout the course of their learning trajectory in the classrooms, because the interaction goes hand in hand with the new knowledge that the teachers teach and motivate it to take place, since without interaction there will be no learning, sometimes the repetition or mimicry of what others teach create new perspectives on what they will learn. Recall that Vygotsky among his findings mentioned that in order to build knowledge, observation and repetition are necessary as a mirror in relation to the cognitive with its environment as a logical process.

Therefore you can learn with the help of others; I'm going to take COVID-19 as an example; how to wash your hands was very repetitive in different media with the motto, "If you take care of yourself, we all take care of ourselves"; but if among their peers it is not carried out daily by example, it is useless.

Those activities that are carried out in a shared way allow students to internalize the thinking and behavior structures of the society that surrounds them, appropriating them. Therefore the interaction

that occurs in the other, with a teacher who transmits his values and social language will be acquired by the student.

Students who are developing skills to perform a specific task will be close to being able to do it autonomously, and as teachers we must integrate some key thinking. However, with proper support and guidance, they are able to successfully complete the task. To the extent that collaboration, supervision and responsibility for learning are covered, students will progress at their own pace in the formation and consolidation of their new knowledge and learning of English.

To learn certain things it is necessary to be exposed to a situation; for example, in the roots of stay at home, the role of the teacher was left out of teaching and the father took the roll, but if said father does not create a need as it is done in the classroom, it does not create an interaction , it is generated he does not interest me, however easy it may be to learn to make a cake, I will not learn it even if an expert chef tries to explain it to me, that is to say I do not have the availability to learn without the motivational guide to comply by made such need and interaction with their peers solves this problem.

1.1.2.2 BANDURA's social language learning theory.

Speaking of another theory of social learning; "BANDURA, (1986), who stated that" Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context. "For Bandura, beliefs are considered the best indicators of how a person behaves, how they handle information and how they make decisions to carry out the activities proposed by the teacher. In which he describes his socio-cognitive theory, he talks about self-confidence and self-efficacy.

Like Vygotsky, Albert Bandura argues that people act similarly after observation, he mentions that individuals assimilate and imitate behavior. This is especially true if your observing experiences are positive and include rewards related to observed behavior. Imitation implies the actual reproduction of the motor activities observed.

The key to this is for it to be accomplished by first observing student behavior in the classroom and the indirect consequences. This means that the extraction of the information to be assimilated by the students, part of the decision-making on the performance of the activities that the teacher plans and

dosages and if a change is being granted when receiving the information, and said influence learning to change their behavior and not creating the forgetting curve.

This forgetting curve is similar to short-term memory, it is very common in the classroom, when students are concentrated and motivated when learning new knowledge and an external factor distracts attention; if the learning was well focused, there was motivation, integration of knowledge, the student in several weeks will remember what he learned, but if the factor that distracted caused such learning and was not assimilated, the work was not satisfactory.

For example, the topic of the actions in English that a person does in the daily routine, the teacher plans, schedules, doses, uses materials, generates a motivational environment and during class a student observes an insect in the window, It distracts the classmates and asks if they can better talk about the animals, and the group motivates that motion, in reason the teacher will redirect the actions but now in the animals and their daily routines.

But now we ask ourselves what does social learning theory have to do with the whole group addressing the topic and sharing information from experiences about animals and their daily actions. Over the course of several weeks the topic was reviewed, they would remember the topic due to the interaction they had with each other.

1.1.2.3 The four learning styles of Kolb David A.

The following author also includes the learning process in the English language with Learning Styles, where the socio-contextual factor also develops significant learning. "Kolb David A. (2015), in 1998 designed a model on learning styles in which it was theorized that there are three great agents that modulate the learning styles of each person. These three agents are genetics, life experiences and the demands of our environment". Therefore, it can be defined that the information learning system is a vital part of the way in which students learn because it not only allows them to reflect on what they learn, but also gives them the possibility of making decisions; and help them learn meaningfully and be done better.

People's ability to assimilate information around them through observation, study, and experience is known as learning. But this learning capacity is not the same in all people, when a person wants to learn

something, he must process and work the information he collects. For this information processing to be carried out optimally, four different phases must be completed:

1. Concrete experience (EC) The immediate and specific experiences that give rise to observation must take place. This is carried out at the beginning of the class, with the previous questions, with brainstorming.

2. Reflective observation (OR) The person reflects on what he is observing and makes a series of general hypotheses about what the information received may mean. This is carried out by applying the sessions that were prepared in a planning.

3. Abstract Conceptualization (CA) Following these hypotheses, abstract concepts and generalizations are formed.

4. Active experimentation (EA); Here the student is generating concepts that will be applied to solving problems resulting from previous experiences and new knowledge. When the person finishes all these stages of the process, the sequence is restarted to continue acquiring more knowledge and information and applies it in their school and social context.

Because society is based on unique learning development, information methods increasingly depend on how students learn, this poses a series of challenges: acquiring a methodology that really meets the requirements and needs of society, to apply and develop such learning that is consistent with the needs of personalized uses so that the English language is acquired effectively, increases the need to learn it and maintains the curiosity of said learning, guarantees the quality of teaching and really exploits the full potential of students and make it continuous to allow it to be modified and improved in the future.

Because the complexity of learning another language is today an essential priority, challenges are created where learning another language expands and transforms, making the ability to speak vital and easy to adapt to changes in teaching. It should be noted that the teaching of the English language differs from other disciplines because it resembles the mother tongue (Spanish). The application of a systematic, structured and qualitative method provides a more complete definition of what to learn. Then, the different methods seek to integrate how to modify a traditional repetition teaching where the main speaker is the teacher.

1.1.2.4 Towards an evaluation of learning from a constructivist perspective. (Ahumada, 1998)

For this, it was allowed to reflect on the methodological and attitudinal changes of evaluation in relation to the attempt to achieve meaningful learning in students that is meaningful to them. (Cano, 2003)

1.1.2.5 Action Research Methodology (Palacios, 2016).

It is an educational process of self-training and self-knowledge of reality.

The reality in which the students belong to a group of sociocultural contexts was taken into account.

1.1.2.6 Language learning seen from social psychology

One of the most relevant definitions of the teaching methodology is the one that indicates that it is the set of teaching methods, resources and forms used by the teacher to carry out the development of the programmatic contents that lead the student towards the achievement of a significant learning. This is due to the fact that inclusion offers the possibility of conceiving a framework for continuous improvement and thus come to develop improvements in learning processes. Furthermore, it is said that the application of the learning methods not only provides the application in the classroom but also for life and later for work. Finally, reflecting on our teaching allows us to model and describe each of the processes to apply the different methodologies according to the characteristics of the students and their way of learning.

The construction of learning involves the combination of efforts, knowledge, experiences, resources and valuable time; Therefore, it is necessary to have an adequate course of action that guarantees the success of the project, making the most of the available elements.

The teaching of English language learning is intended, among other things, to establish this course of action and, as a result, some of the possible directions for learning another language are formalized by establishing relationships between the elements that allow us to respond: Who should learn? What should you learn? When and how should you do it? The who refers to the people involved in learning; what it should, is used in a learning process according to context and age; and how and when, which refer to each of the activities that we teach as teachers during the learning development process.

A detailed and comprehensive teaching process is often called "Learning Methodology". A methodology defines: artifacts, roles and activities, along with recommended practices and techniques.

The term "method" is often used to refer to associated techniques, annotations, and guidelines, which are applicable to one (or some) activities of the Kolb development process, (2015).

The process of teaching the English language is an interactive and student-oriented development framework, characterized by: being guided by cases of customs and customs, in order to create design and implementation methods; focused on learning, where important dynamic and static aspects of learning are taken into account; focused on acquiring it naturally as a mother tongue.

The process of teaching the English language through the different methods can be adapted to our teaching to provide our students with an improvement in how to learn English. In some cases, my method of communication was right for me, but while it is true to mix some depending on the topic to be addressed, I provide them with the development of meaningful new learning.

1.1.2.7 Theory underlying his teaching practice and identity

It should be mentioned that taking advantage of the incorporation of the direct method and the natural approach to create in the student the confidence of being able to express the new language. Although many of the materials that the student could and should handle are not within their reach, and the exposure on our part is interesting for the students, but over time, it is often as background information that will quickly be forgotten.

In today's society, managing more than one language is considered a key element for academic, economic, work success and, in certain cases, in the social field. That is why the Teaching English as a Foreign Language program adapts and optimizes the professional profile of us as teachers responsible for facilitating and expanding the learning of the English language, and should not lose sight of the reason for learning. This learning program must respond to the needs and characteristics of multiple factors, such as: the social environment, the economic environment, the political environment and the educational environment of my students.

That is, it must be considered and concerned according to the context in which it will take place, precisely so that it works perfectly, since the implementation of some linguistic innovation is considered from a sociocultural perspective.

In the same way, this educational program must correspond to the characteristics of the students by their contexts; mainly taking into account their forms and customs of teaching-learning of English as a

foreign language mixed not only with the mother tongue (Spanish), but also with the indigenous language that in my classrooms I have some of my students as a family root.

For example to carry it out; It is like when a mother gives birth to twins, it seems that physically, in age, in customs, forms and social relationships, but they will always be different from each other, they will communicate differently and they will learn differently according to their time and way of life. This is similar in the classroom where at the beginning of the course or during the consecutive course the students are not different, but he realizes that teaching the same teaching method does not work. And yet we want to find the right method that works for everyone, it won't be possible; because actually without realizing it, the perfect method for us will be the one that allows us, with a minimum effort, to prepare the same class for the other groups that have ways of learning in the opposite way, even valuing learning environments, ways of learning.

The methodology that is acquired or modified will be a unified and agile process that contains a minimum set of help for students to be more effective in the use of the English language. Adopt a practical and agile philosophy that focuses on collaborative development of learning methods while maintaining the essences of language to communicate. This process can be used as is or extended to address a wide variety of different methodologies. To structure the English language learning cycle it will be through listening, writing, seeing and speaking.

With experience and with this new learning, it has been learned that there is a wide variety of theories about language acquisition. For a long time, these theories have been part of many eras in which the English language has had to transform, but they have been part of the construction of many classifications for learning English that are developed through linguistic, cognitive and student development.

This teaching experience has had as its main task the realization of a different way of approaching the theoretical and practical contents of teaching where the student faces by himself the knowledge of this discipline and all that it comprises. Therefore, employment as a teaching / learning methodology applied to teaching is not a matter of innovation by mere innovation, but responds at all times to the fundamental objective of providing the student with all the possible material so that they can assimilate and discover it according to their own needs In summary, the idea of this project has been very simple and very useful at the same time to create learning environments where my students can acquire all the

knowledge they want and, at the same time, I can share, discuss, debate ideas with their own colleagues, and with the environment where they live.

In human and language development, the naturalistic approach to language acquisition and the interactionist approach to learning are enriched by following a theory about methods of teaching English; To mention some of them, such as generative behavioral, structuralist, linguistic and sociocultural theory, the results allow us to identify the characteristics of strategies for teaching English in everyday teaching practice and to generate a tacit educational model, the elements of which are those strategies that have a close relationship with the teaching of English, daily practice in the classroom between the teacher-student and the motivating environment; and be more focused on time management and the institutional norms that influence language teaching, which also includes parents and the social context.

The learning method provides students and teachers with a better technique to learn English and will allow them to decide "Continue and not continue" with that teaching method; It will be how students evolve and acquire the language. A plan is to apply the one that is appropriate according to the social context, since the final result in its application will also depend on the ages, roles, environments, forms and time to learn it.

1.1.2.8 Identity of teaching practice

I believe that, with what has been learned, it can be said that four fundamental principles can be applied, which create the basis for the interpretation of the role of the teacher - students; student-student, student-cultural social context and cultural context-social work, and how to develop learning.

Balancing previous competitive knowledge to maximize the way in which students learn in their different environments from the generating question, so that it allows them to have self-confidence and develop a starting point that helps us identify what type of students we have and by what method we are going to teach them and fulfill the objective or objectives that we have set for ourselves.

Collaborate to align interests and share knowledge through the practice of fostering a healthy team environment, enabling collaboration, and developing a shared understanding of the learning they are about to lear

Focus on the form of motivation in my practice so that my students focus on new learning and always cause interest in learning it.

Evolve to continuously obtain comments and improve my practices that allow me to continue with the established method and, if necessary, lose interest, change the method.

These principles would be an easy process to use in the first days of class to identify what type of students we have apart from the learning tests that our students take or take commonly, and it is clear that there is much more to modify and learn from our students, It is very easy to recognize how to carry out the teaching practice and get the group to communicate with each other by providing a shared understanding with their classmates to start the class.

Also, taking into account what was described above, we could share knowledge with other disciplines so that students feel that the same frequency of what they learn in English is the same as in other disciplines, and it seems incredible, in physical education, arts that they are cultural matters, I clarify that I am not saying that they have less value, but rather that they learn from difficult matters for life and recreational matters for the social.

In your family environment Creative disciplines such as geography, values that explain how to solve both daily and new problems, say hello, say goodbye, solve organizational activities at home, your family environment, and household obligations.

In their social environment Social disciplines of language and mathematics, the simple act of buying, solving problems about what to decide to do for fun, following social rules.

This will train, facilitate and support to face the risks and obstacles found in the construction of learning. And carry out the objectives of teaching by:

- Encourage students to prioritize the work sequence or stimulate team collaboration in creating short-term plans for our learning.

- Focus on students being continuously active and motivated to learn.

- Helps create an environment of trust to maximize the productivity of knowledge or maintain a pace of interest and learn new knowledg.

- Provide limits on how far you can continually learn and adapt to change.

    When there are learning problems, it is suggested:

- Understand the needs of direct students.

- Define proposals for the solution (what should be done).

- - Define the limits (scope) of what will be learned.

- Identify the limitations of some of my students.

- Provide the basis for planning the iteration.

- Transform the design of the applied meth.

- Adapt the design to match the social environment. - Verify that what was learned worked - Plan, implement, execute and evaluate tests to know if it was significant knowledge.

Chapter 2: Methodology and practice.

Introduction

I will begin with the phrase "Interculturality in education", many concepts are described among which we can see part of the formation of the educational society; many authors have protected it to safeguard indigenous languages, so today we also use the word inclusion, integration but...

What type of teaching will we apply to a multicultural community? Are the tasks of the cultural-economic society really linked to school for these types of communities? Has it been considered that in some communities the problem of learning two languages and one language is difficult or easy? And we add the use of technology to its full height.

Therefore in these small lines and considering the development in my teaching practice and to mention the pleasant experiences of this specialization where my teaching practices in the classroom

have been taken into account for the improvement of teaching and practice in my classrooms and what my students learn formatively.

For this reason, it is very important to briefly describe the background of the community in which I find myself and which support its cultural identity, and to mention that community it is found in the municipality of Chimalhuacán, where I teach the English language to children between 11 and 12 years old; a key point in the transformation from child to adolescent and which has a total population of 525389 people, divided into 226448 minors and 298941 adults, of whom 20217 are over 60 years old, 38259 people in Chimalhuacán live in indigenous households. A language spoken by more than 5 years of age 14088 person and of which 13365 also speak Mexican and to highlight that the economic structure does not allow 11172 homes to have a computer, 66169 to have a washing machine and 107598 to have a television.

Sounds complicated; For this reason and to be able to answer the previous questions, I have carried out research and practice in my classrooms on the theme "The role of multiculturalism in teaching English through reading."

Since it is very common in the technological age, it is no longer read; communication is visual, accompaniment is virtual and social, cultural and family empathy is at stake.

2.1 A practical and useful lesson plan.

Through the application of an educational project based on the ABP (Project Based Learning), and to start this project in the classroom, motivational activities were carried out to sensitize them and familiarize them with a language different from their own through empathy games; which I have carried out hand in hand with continuous progress and the resulting experiences with the application of staggered activities and based in others theories:

 (Ahumada, 1998) Towards an evaluation of learning from a constructivist perspective.

For this, it was allowed to reflect on the methodological and attitudinal changes of evaluation in relation to the attempt to achieve meaningful learning in students that is meaningful to them. (Cano, 2003)

2.1.1 Action Research Methodology

It is an educational process of self-training and self-knowledge of reality.

The reality in which the students belong to a group of sociocultural contexts was taken into account. (Palacios, 2016).

The lesson plan is structured in tiered sections, all focused on an integrated specialized approach emphasized in project-based instruction that prioritizes understanding, interacting, and producing a product. So the first part focused on listening and writing, in which the students, through questions, search and find information related to their multicultural family, the second part focused on speaking and writing based on a brief multicultural family research description of a story and the last one was reading and writing; In this session, the Interactive Reading Model was applied due to the interactive (text decoding) and transactional (negotiation of reader and text meaning) features.

Product: Prepare a family book through pre-cultural education Training ground Know the function and characteristics of a book and prepare one on the topic Intercultural languages to read with the family. Applying it on the value of the language itself

The theoretical and methodological foundations of these theories are incorporated as a starting point to understand the teaching and learning processes in the educational work; As part of this practice, different learning strategies that guide the course within a learning environment will be reviewed, so that these aspects are considered for the design of didactic sequences supported by the method established by the official journal of the federation and context in teaching (PRONI)[1] (Educación, 2011). The module contents are organized in five sessions. Which is described below.

Contextualization is essential for work, with children because in the "family" and school they constitute the main development contexts for children and adolescents, it highlights the importance of studying the similarities and differences between one context and another. .

Language purpose: To develop in the student the ability to understand readings that tell family stories in English at an elementary level, by understanding and identifying different languages, Spanish, indigenous and English; inference of new vocabulary and obtaining specific information for their acquisition of communication skills in the language. Favored skills Use language to communicate and as an instrument to learn. - Identify the properties of language in various communicative situations. -

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[1] El PRONI es un programa federal perteneciente a la Secretaría de Educación Pública (SEP) y adscrito a la Subsecretaría de Educación Básica de la Secretaría de Educación

Analyze information and use language for decision-making. -Assess the linguistic and cultural diversity of Mexico. Communication skills considered Read, listen, write and speak

The functions Talk about your cross-cultural family and your indigenous language. Brief description of the plan. The family will investigate if they have an indigenous language and what is the importance of being multicultural and how they integrate English when telling a story through the creation of a multicultural story. Content required for the lesson Reading, research and creation.

2.1.2 Project plan.

This project plan is created mainly based on the selected methodology, gathering all the necessary information to manage learning. This methodology requests as one of the first requirements, the creation of an "interest list that will become learning to practice, as well as the requirements for change, errors in case the method does not work.

Next, it will be analyzed how what was written above was carried out, since although it is true if I modify my teaching from an auditory and suggestive method to a communicative one, direct method and total physical response. I took it based on the authors I read based on Vygotsky's theory, who also mentioned that interaction with the environment is the basis for a boy, a girl, a teenager and an adult to learn effectively and not return to the traditional ones, which in the senses he found to work as translators, the grammatical translation method is indispensable for them, not without having the bases previously acquired.

With the following plan of activities divided into sessions we will observe how I have transformed my learning from my own mistakes to the modification of them with the new learning acquired in this course.

The content of the method is where the elements are defined (i.e., roles, tasks, learning), regardless of how they are used in the classroom. The content of the process is where the elements are applied in a functional sense for the students, even when they are different forms of learning, they can be created from the same set of elements of the learning method, or some of the elements that need reinforcement.

Work product: what is produced, work products can be classified as results of what they learned and what they did not learn.

2.1.2.1 The role of us as teachers

How to do the job, a role defines the behavior and responsibilities of what we are going to teach, or a set of learnings that we are going to work together as a team.

Strengthen the English language through the implementation of various strategies such as games, dynamics, stories, dances, myths, fables, readings, writings and formal dialogues among students through the accompaniment of us as teachers, inside and outside our classrooms to that the use of different methodologies will help us improve our teaching.

2.1.2.2 Role of the students

Actively participate, seek interest in learning more, carry out specific activities, solve learning problems, communicate. And even more if it is about improving their own learning, since it is the basis of the organization of their learning, being they, the future generations that in a responsible way and with a sense of belonging will be able to acquire the language more effectively.

Education as an essential element for the development in the lives of our students, where they must improve their learning in the development of intelligent and creative thinking based on their aptitudes, capacities and competences of each one of them.

That is why our effort to prepare ourselves will be the improvement in how to guide our teaching-learning process for children, youth, adolescents and adults so that they are speakers, readers and writers in the language, so that certain customs are modified in this way. Traditions in learning the English language.

In addition to strengthening orality in our students, the use of writing will be the means to keep the language updated and continue with the purpose of our course. In closing, I will modify my daily plans, including the following activities, so that my students can acquire communication skills as their native language.

2.1.3 Pedagogical Strategy and Learning Activities Applying the new me

The reason I start with this phrase by John Grinder[2] is that this refers and relates the methodologies of how to teach English in a playful way and that I apply in my classrooms, for me the body representation says a lot in the learning that is taught; I have learned that through visual-body-linguistic language there is a favorable change so that my students can not only understand that English is part of curricular learning in school; that this goes beyond the classroom and mixes in its social field.

This phrase starts from this new theme of "How to teach to read and write in English"; This is very complex because remember that teaching English is a social-cultural challenge; phrases like "I only learn it because I need it", "It serves me for work", "I will soon emigrate to the neighboring country, something will serve me", if this has been a challenge imagine a group of students who do not read, if no, what they are forced to read in classrooms.

History, Geography, Projects, Psychology, and mainly Mother Language, are part of the curriculum map where they are forced to read from small texts to complete books, and I have to say one or two finished in their entirety, the interest in reading a book that Talk about history bores you, for them it is better to search on the internet for the summary to complete a task, watch small videos on YouTube that makes it easier for them to comment on the topic in class than to read the entire book, imagine it in English. But not everything is lost today with the new applications in the cell phone that makes this task much easier, we can say that in their search they already read and that the purpose of this work is how to integrate reading and writing to new technologies, but do not overlook human contact.

2.1.4 Developing reading and writing strategies in my class using technology.

Communication is an innate process in man, a basic need, for which we are determined biologically.

The children since they were born is communicating through different codes. Communication is an act of human relationship in which two or more participants exchange a message through a language or form of expression.

This process is interactive and social.

a) Know the world around us.

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[2] John Thomas Grinder es un anglicista y lingüista estadounidense conocido principalmente por ser el cofundador de la técnica denominada programación neurolingüística. Grinder realizó trabajos como estudiante en las gramáticas generativas transformacionales de Noam Chomsky

b) Organize our thinking

c) Express our feelings

d) Understand the feelings of others

The communicative context would be the set of elements, factors and circumstances (environmental, social, personal, emotional, etc.), which make a child develop humanly

To understand the importance of communication in human relationships, it is necessary to keep in mind that:

Communication occurs in a context, a process in which the interaction has effects in which it communicates and in which it receives and interprets.

In this way, it influences the other person through the behavior and with the absence of it there is also communication.

The specifically human communication system is language. For this reason, in the first years, the mother tongue creates sign systems acquired for communication purposes, through which children interrelate; It is acquired by the child in contact with their peers to those who belong in a sociocultural context.

To teach reading and writing there are many proposals; Essentially in this course I have observed some strategies of authors who capitulate and answer the question; In what way can we develop favorable strategies to learn to read and write the English language through technology? but when I answer this question, other questions arise; How to teach reading and writing in the English language?, What are the best strategies that will lead us to a favorable outcome, whether quantitative or qualitative?, What method will lead us.

In this work I aspire to develop a series of educational examples that propose a productive, meaningful and real teaching, starting from different approaches and methodologies, attending to the needs of my students, contemplating didactic strategies that facilitate the teaching-learning process, which has been the main objective of my own learning. I will also propose an educational experience applied at the school I am in, I will present activities of a playful nature and which in turn contribute to the acquisition of general and specific objectives in my classroom. These activities are created to

channel the natural inclinations of my students in the educational stage of playing and enjoying, taking advantage of their context to develop effective learning, even though they are no longer children.

Given its relevance, innumerable theoretical and methodological currents have emerged to investigate reading and writing practices. These approaches have started from different perspectives and its objective has been both to redefine these practices and to propose teaching actions that favor their teaching and learning. Among these currents we can retake a Marsh, D. (2000), says that using languages to learn and learning to use languages, which focuses on the practices of the disciplines, under various conceptual models.

We will begin by clarifying the importance of communication and language in general terms. Later we will abound in the applicable methods from different curricular approaches from different perspectives and we will also include representative works carried out in the classroom. Finally, we will close with possible answers to the aforementioned questions.

2.1.5 Reading and writing Strategies

Reading and writing today is a necessity of life, just as the English language is not left out of this reason in terms of cultural transmission. Our society has begun to specialize in formal and informal instruction, and at the same time as one of the purposes of maintaining contact with direct experience, establishing the continuity of theory with practice. The need to communicate and learning are the result and the application of knowledge about the language that is learned through grammar rules and can be transmitted in a message. Hoping to unify it with these theories and show that if it is carried out in practice in the classroom will have favorable results for my students. In human development it is enriched by applying language.To mention some of them, the results allow us to identify the characteristics of the strategies to teach English in daily teaching practice and generate a tacit educational model, whose elements are described below:

2.1.5.1 Content Method

Which refers to the previous general knowledge we have on a particular subject. We use the knowledge we have about past experiences to make connections with new information in the text. The use of the content method can connect old and new information, which can help us understand the message of a text more clearly. The previous knowledge that readers contribute to the task can include information, ideas, beliefs and values that a reader has.

2.1.5.1.1 Formal method

Rhetorical patterns refer to the knowledge we have about different text organizations (Meyer 1975). For example, letters, essays, newspaper articles and postcards have a different organization.

2.1.5.1.2Linguistic method

That refers to the linguistic information that we have stored in our mind to decode words and their meanings. Examples of the linguistic scheme are the following:

a) The verbs

b) The verb be and be

c) Synonyms and antonyms

This type of linguistic scheme is also considered data based. Readers can understand the meaning by using linguistic information based on the following scheme: Sender - Message - Receiver through a context derived from the contact and respond to the code. Since the teaching of the English language is the focus as a foreign language for the student to achieve a good school performance, it creates the need to introduce the language through the linguistic scheme is often put into practice whenever they teach grammar; However, this knowledge is not always explicitly connected to reading activities. It is our job as teachers to draw attention to the language scheme to help our students decode and understand the text.   Another problem is that, as teachers, we don't always take the time to activate the content scheme of our students.

Now let's think about the experiences as a teacher: How often have you started a reading activity by activating your students' prior knowledge? Unfortunately, because we don't have much time in class with our students, sometimes we start reading activities without taking the time to activate the students' prior knowledge. Not taking this time to activate our students' knowledge could have a negative impact on their reading comprehension. Therefore, we as teachers should think about the content, format and linguistic characteristics of the text and consider whether students are familiar with these aspects. Before exploring ways to activate students' knowledge, we will discuss learning that is socially and culturally constructed. Thanks to this question he led to the creation of methods that offer easy learning, under the conviction that the best way to learn a second language was to use it as a means of instruction; for example:

UNIVERSAL LANGUAGE: Faculty of the human being to communicate.

SOCIAL LANGUAGE: Sign system, language and mental pattern.

AND THE INDIVIDUAL SPEECH: Physical realization of the language.

Reading and writing are essential practices in most societies. They are present both in everyday situations and in professional settings, although they are especially visible in academic settings. This is because the school is the main institution that is responsible for its teaching and, in addition, because they are activities that serve to demonstrate what has been learned, clearly in the house-society reflection.

Likewise, the collaboration of families is fundamental and it is our job to invite them to know and reflect on what their children are learning in school, this will allow them to be in tune with the project to reinforce the messages, reflections, attitudes and behaviors that are promoted in this model.

By promoting the development of students, teachers also develop with them as growth and maturation are shared and constantly under construction tasks that are worth undertaking every day if you want to live a more human life, full and happy. The purpose is to create healthier environments

To do this, it is organized into three components: the first places special emphasis on their socio-emotional skills; the second one is oriented to the personal and social development of the students and the last one is focused on the academic formation.

One of the authors who handle the how and why to teach English, is Kant[3]

"Kant argued that experience, values and the very meaning of life would be completely subjective if they had not been subsumed by pure reason, and that using reason without applying it to experience would inevitably lead us to theoretical illusions."

Where the role of the teacher must present the usefulness, value and interest of what he teaches, the teacher must provoke the desire to know and learn, the method they present for the student to learn to read is also innovative. That join the word with an image, certainly relevant and that continues to provide great contributions today. But the important thing is not only to know the language although the language is a system of grammatical words being used by a group of people.

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[3] **Immanuel Kant** (AFI: [ɪˈmaːnu̯eːl ˈkant]; Königsberg, Prusia; 22 de abril de 1724-ibídem, 12 de febrero de 1804) fue un filósofo alemán de la Ilustración

When we write and speak, we are using language. Animals have amazing forms of communication, but only people have the ability to use language. There are hundreds of languages in the world, but rather we should use language as a tool for communication and learning as soon as possible. A dictionary is an important tool in learning a language, but grammar and language are much more complicated. But at this time we are learning a second language in school and how we are learning it; for example:

Human beings tend to change the way we speak in front of another person depending on the type of relationship we have established with them and the situation in which we find ourselves. The type of language or expressions that we use with our best friend when talking about the weekend plan is not the same, as the way we communicate with our boss when asked for a promotion, since there is a type of closeness and records different.

This is understood in such a way that, in order to attend a wedding or a job interview there is a dress code that adapts to the situation, when communicating it is also necessary to adjust our language to a formal record or informal.

2.1.6 Differences between formal and informal language.

Informal language: by general general, informal language is understood as the one that develops in everyday, colloquial contexts and with people close to us, in which the degree of proximity is narrow, so we feel relaxed when communicating. It could be with our family, friends, classmates etc., it is definitely the type of language we use daily and mostly orally.

Formal language: while on the other hand, formal language requires certain more closed parameters, in which the relationship with the receiver is further away and therefore more serious linguistic codes are created. For example, as when establishing a hierarchy relationship such as teacher-student or head-employee.

To understand it better we will check the following scheme:

FORMAL AND INFORMAL LANGUAGE	
Informality marks	Formality Marks
Abbreviations: Poly, bike, teacher, school.	Full terms: Police, bicycle, teacher, draft, school.

Hypocoristics: wicks, pili, juanjo, dany.	
Wildcards: that, thing, this, theme.	Original names: Mercedes, Pilar, Juan, Daniel.
Proclitical forms: he wanted to give it, he will understand it, to express it.	Use of specific words.
	Eclitical forms: he wanted to give it to him, he will understand it, be able to express it.
Use of periphrasis of the future: voya go, they will sing, they will eat.	Morphological future: I will go, sing, eat.
Colloquial adverbs: a thousand, bad, suddenly, one.	Formal adverbs: hurry, unfortunately, suddenly, immediately.
Metaphorical expressions: they "broke", "got off the bus," "cracked," "wrinkled."	Precise expressions: he was murdered, robbed, cowed, failed.

Integrate or include the previous knowledge of your question, what kind of speech does your family have, topics that you listen to in the street, students who are linguistic researchers, what they are listening to, observing, take advantage of the richness of linguistic diversity in their environment, integrating it natural way and to specific needs, interests and contexts. Addressing how and why the school must evolve to respond to the challenges of today's society, have sufficient flexibility to achieve these results in the wide variety of contexts. To achieve this, it is essential to define clear and viable languages about the learning that students participate with activities aimed at the acquisition of cultural symbols in which modern education participates and its particular social function.

Starting with the transfer of simple known knowledge, until the establishment of habits and customs, and applying learning in society. Given its relevance, innumerable theoretical and methodological currents have emerged to investigate reading and writing practices. These approaches have started from different perspectives and its objective has been both to redefine these practices and to propose teaching actions that favor their teaching and learning, such as:

The six approaches to teaching reading and writing Hyland, an English writing expert, defines writing as "the process while a person selects, develops, organizes and expresses ideas in speech units."

In cultures and societies there are not only traditions and syncretisms, but all this becomes a range of religious, philosophical and technological conceptions, which are the basis of the idiosyncrasies of each place. All this merges into the current pedagogical conception and therefore it is what gives life and meaning to belonging.

It is at this time that the transmission of knowledge begins among the members of the same community - parents to children - and therefore of the first pedagogical ideas when applying techniques and methods, Juan Amos, Comenius in his book "Magna Didactics".[4]
Book in which they lay the foundations of the teaching-learning process through which infants have to go through to acquire the knowledge of the moment in a particular context.

Some studies indicate that the most critical issues for reading and writing in a second language Reading and writing are essential practices in most societies today are present in both everyday situations and in professional settings, although they are especially visible in academic settings. This is because the school is the main institution that is responsible for its teaching and, in addition, because they are activities that serve to demonstrate what has been learned and, in turn, to learn both skills and content of the subjects taught there. The purpose is to ensure that we as teachers have the security of transmitting English literacy in a flexible way. So then in my teaching practice I have developed the following stages: In the first stage of Spanish-English reading changes, previous knowledge. Between the second, it is the transition between known and new words, that way they are very active and enjoy learning new skills, their language skills develop rapidly, and progress remarkably, they are also easily frustrated and remain very dependent, but They also begin to show initiative and act independently. Earlier in previous lessons

Pose the problem of developing didactic strategies that may be appropriate to address socio-cultural specificities in societies marked by the existence of cultural diversity content planning that has relevance belonging to the current moment on the other hand there is talk of a broad sense of institutions, teachers, curricula and infrastructure covers all the elements in a holistic perspective giving greater

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[4] Juan Amos, Comenius en su libro "Didáctica Magna". Libro en que sientan las bases del proceso de enseñanza aprendizaje por el que tienen que atravesar los infantes para adquirir los conocimientos del momento dentro un contexto particular

weight to the results, without However, it is about thinking about processes. New workshop law. It is only necessary to rely on the quality sector, no one aspires to a third-party education despite this emphasis is given to the result by competitiveness in the context; arrive at the indicative of evaluation in the quality of what is taught to be relevant in the economic and social.

2.1.7 Talking about technology

Today the world is understood as a complex system in constant movement and development. Based on technological progress and globalization, the generation of knowledge has accelerated in a vertiginous manner, and the sources of information and the ways of socialization have multiplied in the same way.   The scope offered by the internet and smart devices, increasingly present in all contexts and age groups, was unimaginable a decade ago.1 Brunner, José Joaquín and Juan Carlos Tedesco (eds.), New technologies and the future of education, Buenos Aires, September Grupo Editor, 2003. Accessed April 6, 2016 at: http://unesdoc.unesco.org/images/0014/001423/142329so.pdf In turn, these transformations in construction, transmission and socialization of knowledge have modified people's ways of thinking and relating. In this context, it is necessary to train the individual to be able to adapt to changing and diverse environments, handle information from a variety of printed and digital sources, but the problem today is to train without informing, there is no interest in knowing or know, does not know authors and is not interested, social networks, role in life within a community, gaps or problems of knowledge, commitment, transmit the knowledge that exists in educational value.

I mentioned the characteristics of the area in which I work, the factors that cause these problems are multiple and of a different nature, since some are socio-emotional in nature, while others are personal; but also of institutional order. The one there to play and enjoy. The process that I sometimes apply is questioned, the use of suggested methodologies in institutional approaches presents gaps in my teaching; because I mention this; a traditional teaching discourages students and does not help concentration much and they come to understand that learning is passing a subject.

For this reason, I will explain this methodology applied with the knowledge of this course, with the purpose of helping us to see that there are not so many differences that separate the teaching of Spanish from the teaching of a foreign language. I seek with this, as efficient and effective as possible, as well as to initiate or improve the teaching of literacy in English, in a manner similar to what we are accustomed to carry out with Spanish. Following these premises, the specific objectives that I propose are the following:

- Analyze what previous learning consists of
- Know the different types of phrases they know
- Study the writing structure model (Integrated Content Learning and Foreign Languages)
- Know the characteristics of the cultural heritage to which it applies

- Determine how to formulate a series of sentences that make use of these words

- Apply the conjunction of sentences in different texts
- Know some texts in which the words are applied in a social way
- The way it will be used in your community.
  (For this aspect it will end with representative exhibitions in front of their peers).

2.1.7.1 Application in the classroom.

1. For the knowledge of previous knowledge will begin with an integrating question; How could we communicate what we do in a place and how we do it? For the answer we bring in a brainstorm what they think, then through a story where I talk about the importance of words and why learn them. In this area we all participate and a lot of interest is generated because we all mix what we already know and together we contribute in the class their experiences of learning something new.

2. For the application of such knowledge we propose some ways to learn them more easily, as a result students are guided to make and collect Flash Card of words where it is easy to remember. In this case, use of cards already defined in marketing such as fornite game cards will be used, they will be created in a way that is easy to handle and choose the most used.

3. During the classes its use will be proposed through playful games such as cat, lottery, active participation; where the student is asked to write words that begin with a letter of the alphabet and can use them, this leads to the collection of cumulative participations that support their cumulative evaluation. Word recognition skills (word level skills) include a combination of phonological and visual skills. Decoding is necessary and useful when faced with unfamiliar or somewhat complex words. But also building a visual or spelling vocabulary in long-term memory is important for word reading because it contributes to the development of fluent reading and the understanding of the text.

4. Next, you will be taught grammar and spelling on how to make sentences that talk about the person's being and being. It is emphasized not to mention what the verb tobe is because with experience it is the word they least understand, and because it is used; For my teaching practice, I almost always start with a story about their surroundings, something they have experienced, (I commonly call it the magic word and its transformations in life).

5. Based on the practice, it will be exercised and we will begin to use them in different sentences that were previously taught the structure of how to organize them. I apply the figuration of a structure and the elements it carries. In turn, it will be exercised until it is understood.

6. In order to apply these words in the sentence structure. For this, the student is explained that the magic words are what decide how nouns work and the place they occupy. For example, it is explained about the existence of the variety of nouns other than Spanish and that they constitute person, animal, thing, place and time, by the way.

7. The student is explained that all these sentences make a text, they are asked to bring examples and exercise in class. With their own learning.

8. Linguistics is already handled so much practice and reading is encouraged, and I generated its own reproductions. Through exhibitions in front of the group.

9. In the end, the continuous evaluation, evaluation, coevaluation, hetero-evaluation are combined in each class, using rubrics, score values, sum of participations, motivating active practice in playful classes.

And we ask ourselves, what happened to the use of technology?; Regarding this, different vocabularies were mentioned among them are also acronyms that are commonly known by students on Facebook, whatsapp. Conducting research in groups of their acronyms, how they are used and what they say. Note: in my institution these types of activities do not use these means to safeguard the integrity of the student.

To conclude I must say that the game, competition and active participation generated greater interest in learning to read, and the search itself outside the classroom; but although it is true to still eliminate the shame of reading in front of others if there was interest but with difficulty; however, the objectives were concluded.

2.1.8 The types of knowledge, values and skills from the perspective of knowledge.

Create active and acting subjects in the processes, not only do they pass through the teacher or collective subjects among others, value the knowledge of the other, recognize, revalue them, the ways of being, of living and inhabiting the world, own language and own code, reinforcing the capacities of action, reinforcing their self-esteem and their conscience, identifying without penalty, fostering pride.

Types of knowledge and values and skills from the perspective must be rescued and taught in the classroom. We must always look for and investigate what the practices, knowledge and knowledge that we want to teach mean, in order to have a favorable intervention and direct participation.

The participation of the families, authorities in the planning, educational administration becomes necessary to reach to design pertinent didactic strategies inside and outside the classroom to execute the own development projects, so that the school is not a rupture of what is done in home, and learning is more fluid and less annoying.

Innovating on a pedagogical level in the context of societies in which cultural pluralism represents a challenge, means collectively building a scaffolding to mediate the development of teaching skills based on reflective teaching. Starting from transdisciplinary perspectives that seek to attend from the classroom the cultural diversity that characterizes my students.

A major challenge is to link the theoretical methodological contributions with the daily realities that teachers live in practice, to take advantage of the resources that we can apply and enrich in our daily practices at the level of didactic planning, from a critical exploration exercise of the learning context that can help turn our eyes towards our identities as professionals who make strategic pedagogical decisions in the classroom. Community inquiry and teamwork to learn and teach tend to be constructivist options that can favor cooperative learning alternatives.

It is the responsibility of everyone, and everyone, to ensure that our students graduate from compulsory education, be free, participatory, responsible and informed citizens, that is, people who have motivation and ability to achieve their personal, work and family development, willing to improve their natural and social environment, as well as continue learning throughout life in a complex world that is experiencing rapid changes.

The question "What do you learn for?" Is also answered based on social needs. Education should not be static. It has to evolve and respond to the characteristics of the society in which it is immersed. When education becomes outdated from social needs and no longer responds to them, students do not find meaning in what they learn, as they cannot link it with their reality and context, they lose motivation and interest, which becomes one of the main internal causes of lag and dropout.

In order for the student to achieve a good school performance, it is required that there be agreement of purposes between the school and the home. Hence the importance of families understanding nature and the benefits of learning to read and write in English.

The work of the school is to establish rules, and they are led to the relationship between the result and the method followed, since only through their own observations, reflections, training and verification of suggestions can a student expand and rectify what he knows.

Have sufficient knowledge of our students, the needs, experiences, degrees of skill and knowledge of this; as the empathic relationship towards them, to be able, not to dictate ends and plans, but to participate in a discussion regarding what has to be done together with our students. With the motto "they are a permanent grounds", in their thinking that they carry out the meaningful, initiatory, intellectual study, independence of observation, judicious invention, prediction of results and ability to adapt to them.

Preparing him for the future life implies giving him dominion over himself; it implies, therefore, to train him in such a way that he has early and complete use of his abilities; that his eye, and his ear and his hand may be instruments put to be used, that his judgment may be able to understand the conditions under which he will operate, and that his executing forces are trained to act effectively and economically. That is why today video games that work as a tool at technological reach and that without thinking help us to our daily teaching.

But this sometimes resurfaces the paradigms in linguistic diversity and perspectives of the importance of learning English, transmitting or following the development of other linguistic abilities, focusing on the promotion of the most useful linguistic diversity of the isthmus, functional personal wealth-cognitive abilities, indicative of Measurement to assess the quality is the relevance and coverage not only in the programs at higher level is effectiveness, efficiency and quality, standards gradually to reach the standards is based on the lack of relationship between levels (continuously modify the plans) actions must be rectified and strengthened.

Need to ally between different projects in the community for education so that there really is a pedagogical movement, so that they do not become isolated experiences from the others and it is possible that all the projects that we formulate are successful and not only academically, if not, in the life of our students.

For me it has caused great joy that my teaching is not only for them to modify their social life, but also the cultural-sentimental one. I've always told you "all or nothing" Be the best if it's the whole or give up; but pride brings them afloat.

2.2 Design of tools necessary to assess / evaluate student progress.

The subject of educational evaluation is approached through a series of questions that include from what to evaluate to whom to evaluate, the concept of meaningful learning is developed based on the cognitive approach, self-evaluation, coevaluation, self-learning; To conclude with a proposal for the implementation of the evaluation of significant learning in the teacher's work, emphasizing the implicit complexity of the process for collecting evidence of what has been learned, as well as the challenges involved in evaluating significant learning, highlighting three main aspects: the importance of the construction of evaluation instruments; integration such as rubrics to obtain a comprehensive approach to evaluation; and the generation of a new and contextualized evaluative culture, turning a qualitative evaluation into a summative one.

Create active and acting subjects in the processes, not only do they pass through the teacher or collective subjects among others, value the knowledge of the other, recognize, revalue them, the ways of being, of living and inhabiting the world, own language and own code, reinforcing the capacities of action, reinforcing their self-esteem and their conscience, identifying without penalty, fostering pride.

Types of knowledge and values and skills from the perspective must be rescued and taught in the classroom. We must always look for and investigate what the practices, knowledge and knowledge that we want to teach mean, in order to have a favorable intervention and direct participation.

The participation of the families, authorities in the planning, educational administration becomes necessary to reach to design pertinent didactic strategies inside and outside the classroom to execute the own development projects, so that the school is not a rupture of what is done in home, and learning is more fluid and less annoying.

Innovating on a pedagogical level in the context of societies in which cultural pluralism represents a challenge, means collectively building a scaffolding to mediate the development of teaching skills based on reflective teaching. Starting from transdisciplinary perspectives that seek to attend from the classroom the cultural diversity that characterizes my students.

A major challenge is to link the theoretical methodological contributions with the daily realities that teachers live in practice, to take advantage of the resources that we can apply and enrich in our daily practices at the level of didactic planning, from a critical exploration exercise of the learning context that can help turn our eyes towards our identities as professionals who make strategic pedagogical decisions in the classroom. Community inquiry and teamwork to learn and teach tend to be constructivist options that can favor cooperative learning alternatives.

It is the responsibility of everyone, and everyone, to ensure that our students graduate from compulsory education, be free, participatory, responsible and informed citizens, that is, people who have motivation and ability to achieve their personal, work and family development, willing to improve their natural and social environment, as well as continue learning throughout life in a complex world that is experiencing rapid changes.

The question "What do you learn for?" Is also answered based on social needs. Education should not be static. It has to evolve and respond to the characteristics of the society in which it is immersed. When education becomes outdated from social needs and no longer responds to them, students do not find meaning in what they learn, as they cannot link it with their reality and context, they lose motivation and interest, which becomes one of the main internal causes of lag and dropout.

In order for the student to achieve a good school performance, it is required that there be agreement of purposes between the school and the home. Hence the importance of families understanding nature and the benefits of learning to read and write in English.

The work of the school is to establish rules, and they are led to the relationship between the result and the method followed, since only through their own observations, reflections, training and verification of suggestions can a student expand and rectify what he knows.

Have sufficient knowledge of our students, the needs, experiences, degrees of skill and knowledge of this; as the empathic relationship towards them, to be able, not to dictate ends and plans, but to participate in a discussion regarding what has to be done together with our students. With the motto "they are a permanent grounds", in their thinking that they carry out the meaningful, initiatory, intellectual study, independence of observation, judicious invention, prediction of results and ability to adapt to them.

Preparing him for the future life implies giving him dominion over himself; it implies, therefore, to train him in such a way that he has early and complete use of his abilities; that his eye, and his ear and his hand may be instruments put to be used, that his judgment may be able to understand the conditions under which he will operate, and that his executing forces are trained to act effectively and economically. That is why today video games that work as a tool at technological reach and that without thinking help us to our daily teaching.

But this sometimes resurfaces the paradigms in linguistic diversity and perspectives of the importance of learning English, transmitting or following the development of other linguistic abilities, focusing on the promotion of the most useful linguistic diversity of the isthmus, functional personal wealth-cognitive abilities, indicative of Measurement to assess the quality is the relevance and coverage not only in the programs at higher level is effectiveness, efficiency and quality, standards gradually to reach the standards is based on the lack of relationship between levels (continuously modify the plans) actions must be rectified and strengthened.

2.2.1 Pedagogical Strategy and Learning Activities Applying the new methods to evaluate

Specific objective 1:

Hold contests for stories, songs, fables, myths, riddles, verses, poems, poems, reading and writing texts in English.

ACTIVITIES COMPETENCES EVALUATION RESOURCES: Students adequately orally narrate traditional language story material.

SPECIFIC OBJECTIVE 2: Cultural meeting with the different groups of the student community where the different manifestations of the language will be highlighted.

ACTIVITIES COMPETENCES EVALUATION RESOURCES: That students work in a meaningful and participatory way where communication is included; for example; jokes, riddles, verbal tests and without singing.

SPECIFIC OBJECTIVE: 3: Participate actively in dialogues with older people as an indispensable human resource to strengthen the English language.

EVALUATION OF ACTIVITY COMPETENCES: Visit and interact through dialogue with people in your community.

It is important to recognize that both teachers and the community in general are responsible for maintaining traditional bilingual education through example, since we are important actors in the learning of our students so that they value their own identity as a unique heritage in society.

Classroom projects are recreational spaces created to integrate the educational community, being these strategies to support teaching-learning and the strengthening of values that motivate and train the human being in an integral way in its different dimensions, mainly in this language.

A continuous evaluation is shown in the following diagram:

No knowledge					Expert knowledge
0	1	2	3	4	5
I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use this word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

The use of this type of diagrams provides the previous learning of the student to be able to apply in them the new knowledge that is planned so that the student and it is easier to find teaching methods that result in significant learning and about evaluation is continuous.

The use of evaluation rubrics is important to give it a value, for example: Use the evaluation rubric to evaluate written texts during their application in the classroom according to the progress through the color tone. This type of rubric is used to motivate students how far they can reach their goals and how consistent they are in applying the knowledge.

NOM. FROM THE STUDENT:

MOMENT	ACTIVIVITY	VERBS
REMEMBER	SAMPLE VARIOUS FLASHCARD	

		RECOGNIZE, DESCRIBE, IDENTIFY, RECOVER
UNDERSTAND	IT BEGINS GENERATING A COGNITIVE CONFLICT, THEN THINKING	INTERPRET, CLASS, COMPARE, EXAMPLE
APPLY	THE STUDENTS AND THE TEACHER ORGANIZE AND PERFORM A SIMULATION GAME ON WHAT TO WRITE	PERFORM, USE, EXECUTE
ANALYZE	WE WILL REFLECT AND PARTICIPATELY ASK ABOUT WHAT ALTERNATIVES OF WHAT CAN BE WRITTEN AND ABOUT WHAT	COMPARE, ORGANIZE, BUILD, STRUCTURE
EVALUATE	APPLY LEARNING THROUGH IMITATION	REVIEW, EXPERIENCE, FORMULATE
CREATE	AT THE END THE STUDENT USES AUTONOMY TO DRAFT HIS OWN TEXT	DESIGN BUILD, PRODUCE AND ELABORATE.

OBSERVATIONS

But also as my evaluation is continuous and it is through the playful game it uses the participative value by means of a sum of points for participation, the hetero-evaluation and the coevaluation; Going into their contexts is also very useful, almost always mentioning personal information and bringing it to their reality, they easily find what they use to write about and carry out self-correction with guidance. That works for me wonderfully because they are interested in what follows and are motivated all the time.

2.3 Evidences

Product: Prepare a family book through pre-cultural education Training ground Know the function and characteristics of a book and prepare one on the topic Intercultural languages to read with the family. Applying it on the value of the language itself

The theoretical and methodological foundations of these theories are incorporated as a starting point to understand the teaching and learning processes in the educational work; As part of this practice, different learning strategies that guide the course within a learning environment will be reviewed, so

that these aspects are considered for the design of didactic sequences supported by the method established by the official journal of the federation and context in teaching (PRONI)[5] (Educación, 2011). The module contents are organized in five sessions. Which is described below.

Contextualization is essential for work, with children because in the "family" and school they constitute the main development contexts for children and adolescents, it highlights the importance of studying the similarities and differences between one context and another. .

Language purpose: To develop in the student the ability to understand readings that tell family stories in English at an elementary level, by understanding and identifying different languages, Spanish, indigenous and English; inference of new vocabulary and obtaining specific information for their acquisition of communication skills in the language. Favored skills Use language to communicate and as an instrument to learn. - Identify the properties of language in various communicative situations. - Analyze information and use language for decision-making. -Assess the linguistic and cultural diversity of Mexico. Communication skills considered Read, listen, write and speak

The functions Talk about your cross-cultural family and your indigenous language. Brief description of the plan. The family will investigate if they have an indigenous language and what is the importance of being multicultural and how they integrate English when telling a story through the creation of a multicultural story. Content required for the lesson Reading, research and creation.

As an example of interaction activities, the following scheme was used

EXPRESSIONS YOU LEARNED IN THE CLASSROOM?

Purpose of the session: Express information about your personal profile and other people through communication skills to relate in an environment of social awareness.		
Didactic sequence		
Start	Developing	Closing
Topic introduction	Interactivity	
It will begin with the integrative questions, How do you feel today? What do you do continuously as a family? You will receive information	Support students during individual activities or in teams. Provide adequate material to gather more information. Work in contexts	Students through dialogues will create everyday situations where they will put grammar into practice as vocabulary.

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[5] El PRONI es un programa federal perteneciente a la Secretaría de Educación Pública (SEP) y adscrito a la Subsecretaría de Educación Básica de la Secretaría de Educación

on how to greet and say goodbye to someone, and how to introduce yourself to others. We will recognize the use of past and irregular verbs. We will describe it by means of an explanation to make known all the use of the vocabulary corresponding to the topic.	that exemplify the topic to learn. Students through dialogue will create situations where they will put vocabulary grammar into practice.	

2.4 Show evidence of your tool designed to evaluate your students.

To plan consistently in relation to the principles of the Educational Model, the Key Learning and the use of evaluation tools of this Plan; I have taken into account that the work in the classroom must consider the following:

• Put the student in the center.

• Generate warm and safe learning environments.

• Design experiences for learning

 • Give greater importance to quality than quantity of learning.

• The importance of students solving problems, learning from their mistakes and applying what they have learned in different contexts.

• Diversify teaching strategies, such as triggering questions, participatory activities, dialogic processes, games, project work, dilemmas, debates, brainstorming, etc.

 • Use the transversality of other subjects and areas of the curriculum to promote interpersonal and intrapersonal learning

 • Previous knowledge and interests of students.

 • Integrate knowledge based on the diversity of your classroom.

 • Model by example. It is worth mentioning that each of the materials that are used in the end have a summative result, therefore I do it by obligation, but in my classes and projects I almost always evaluate

in a qualitative and significant way, because it motivates the student to be curious about what what is learning.

Playful expression Social practice of language

 • Explain customs from images. Expected learning

• Explore and select images about customs from different cultures.

• Describe and contrast details.

• Explain customs from images.

Assessment tips - Collect evidence such as:

 • Repertoire of words and expressions,

• Questions and answers,

• Comparative table.

 • Final product: brief comparison of customs from images.

Suggested instrument: • descriptive assessment scale.

Understanding the self and the other Social practice of language

 • Read historical stories to compare cultural aspects of Mexico and other countries. Expected Lessons

• Explore short historical accounts.

• Read brief historical stories.

• It expresses similarities and differences in historical and cultural aspects between Mexico and other countries.

• Compare historical and cultural aspects between Mexico and other countries.

Chapter 3: Experience Report

   The objective of these lines is to reflect on one of the main strategies that develop in a pandemic and the negative emotions that arise when a situation gets out of control; and that as people we are able to

experience and express through what we feel and modify throughout our lives, and as teachers we have to value learning.

Although it is true that we as people almost always rely on emotions or our society has acquired this through physiological and psychological responses; These influence perception, learning and performance. That today how we can see a rain of technology to mediate the behavior of all of us, and it is not easy to put it into practice. Because we are so used to feeling like when our skin stands on end when we feel a feeling of affection, when our bodies tremble when we feel fear, our faces blush when we feel shame, when our bodies tense in a situation of anger. All these actions develop a learning that today we call significant or significant experiences; speaking of the school-learning environment. That in our classrooms we modify for the good, and I must say for the good of the students, parents that we participate by conviction or obligation when receiving favorable responses in their learning.

But what happens when in this situation the role changes?

Now the being who is used to living a social life of different affections deprives him of them.

For example: Love of family, sadness, anger, worry begin to generate conflicts when you are prevented from showing personal affections; Because it affects their freedom and not as a freedom from prison confinement, if not, as the lack of freedom in human contact that for many is essential to face the problems of their personal life or in the community.

I think the crucial part in my opinion human contact creates a certain control of what you feel, what you express and share; as a few simple words of motivation a day they favor the intrapersonal aspect as interpersonal or, where appropriate, reduces tension and helps to deal with anger, a frequent emotion that can interfere in the mediation process. Although mediation favors the family since it was lost long ago with the evolution of technology.

Not by this I mean that I don't like it, but it lost the main function, I remember the message, "Technology brings you closer to home"; said motto lost its function. And when we begin to modify the habit of giving it the main attention for what was done, it begins to generate conflicts.

But I trust that with these new experiences they will become significant, and we speak of significant because of the great participation of the so-called triad; teacher - parent - school. That now if it is put into practice and modifies the emotions and feelings for the good of our community.

I must also mention that there is still a long way to go, because as always the most disadvantaged will remain as always forgotten.

I know it is a lot of work but from a distance as teachers in the school community in which I find myself, she has always been empathetic in these situations and there is always mutual support for these types of situations.

I also thank all this new technology that they provide us, since even being present, it did not have a means and now it has an end.

Uniting the triad with greater emphasis for which it was made, will modify the teaching of emotions, because we also work for that motivation. To be moderators at home at a distance so that students, parents and even the community learn to value what they lacked; the condition in the family.

Chapter 4: Conclusions

The objective of these lines is to reflect on one of the main strategies that develop in a pandemic and the negative emotions that arise when a situation gets out of control; and that as people we are able to experience and express through what we feel and modify throughout our lives, and as teachers we have to value learning.

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scholart

Apendix

Video recorder about my experience teacher
https://www.youtube.com/watch?v=2k9DDk5yR-4&feature=youtu.be

RUBICA DE EVALUACIÓN.rar

DIDACTIC SEQUENCE

Mexico City May 31th, 2020.

Lesson plan identification cell.	
Author	**Lic. Patricia Morales Ureste**
Educational stage	**Sixth grade of Elementary Education**
Title of your Lesson plan	**The role of multiculturalism in teaching English through reading the role of multiculturalism in teaching English throw reading.**
Subject	**Additional Language to Spanish (English).**
Training field	**Prepare a family book through pre-cultural education**
Social Practice of Language	**Knowing the function and characteristics of a book and preparing one on the subject Intercultural languages to be read with the family.**
Ambit	**Study**
Language Purpose	**To develop in the student the ability to understand readings that tell family stories in English at a level elementary, by understanding and identifying different languages, Spanish, indigenous and English; inference of new vocabulary and obtaining specific information for your acquisition of communication skills in thelanguage.**
Type of text	**Expository**
Competences that are favored	**Use language to communicate and as an instrument to learn** **- Identify the properties of language in various communicative situations** **-Analyze information and use language for decision-making** **-Value the linguistic and cultural diversity of Mexico.**

Communicative skill considered	**Read, Listen, Write and Speak**
Functions	**Talk about your cross-cultural family and their indigenous language**
Main Grammar structure	**Present and Past**
Brief description of the plan	**The family will investigate whether they have an indigenous language and what is the importance of being multicultural and how they integrate English when telling a story through the creation of a multicultural story.**
Hours of the plan implementation	**4 hours**
Number of sessions	**5 sessions of 50 minutes each**
Contents required for the lesson	**Reading, research and creation**
EEAILE tutor on line	**Alma Daniela Otero Sosa**

Expected learning	Topics for reflection	Productions for product development
• Knows the function and graphic characteristics of a story and uses it as a means of communicating to others. • Identify and integrate relevant information from various sources. • Use titles and subtitles to organize and rank information. • Infer the meaning of unknown words from contextual information in a	Understanding and interpretation • Contextual information to infer the meaning of words. Search and information management • Relevant information on a topic. • Indexes, titles and subtitles to locate specific information. Properties and types of texts • Function and characteristics of a story. • Drawings or images to summarize and order information. • Titles and subtitles to organize information. • Free font and size. • Family support to contribute an indigenous language. Knowledge of the writing and spelling system of the language and the indigenous	• Group discussion about how many types of languages exist • Selection of the theme Interculturalida to make a book. • List the characteristics of an intercultural story analyzed in the classroom (organization, texts, illustrations, font sizes). • Discussion on the strategies used to know the different languages of the texts read. • Tables or diagrams prepared with the information collected. • Story planning scheme. • Drafts of the book in which the resources are used to order and highlight the story (titles, subtitles, capital letters, illustrations). Final product Make a book on multiculturalism, where a story is told in three languages (Spanish, English and indigenous language).

text.	language	
• Find spelling patterns in words derived from the same lexical family.	• Spelling patterns in words • Derived from the same lexical family . • Use of dictionaries and glossaries.	

Curricular standards that are favored
Processes of reading and interpreting texts • Autonomously reads a variety of texts for various purposes: learning, interpreting, having fun. • Infer the content of a text from the titles and subtitles. • Identify the general characteristics of narrative stories, considering their communicative function. • Identify the appropriate texts and the fragments that a story contains. • Investigate, select and organize information to communicate to others about diverse indigenous languages. Production of written texts • Uses writing to communicate his ideas and organize his story independently on various topics. • He understands that different languages require particular forms of writing, so he adapts his productions to the type of text he produces. • Retrieves information from different sources and uses them to develop arguments when writing a story. • Write and consider the recipient when producing their books. • Values the importance of revision and correction to improve the narrations produced and achieve their understanding. • Conventionally employs capitalization and paragraph punctuation. Production of oral texts and participation in communicative events • Communicate your ideas, listen to your classmates carefully, and take turns speaking. • Exposes information orally and considers what others provide to enrich their knowledge. • Understands the importance of communicating efficiently by presenting your ideas and arguments, and presenting your story. Knowledge of the characteristics, function and use of the different languages • Knows the use of capital letters when writing proper names and identifies paragraphs from textual markers, such as capital letters and end point. • Identify clues to specify the spelling of words from the same lexical family, with the teacher's help. • Enter the appropriate punctuation for sentences or elements of a list. • Use virtual and non-virtual dictionaries to check the spelling of a word. Attitudes towards language • Develops readiness to read, write, speak or listen. • Develops a positive attitude to continue learning through written language. • He uses language to express ideas, emotions and arguments of his story captured in his book.

Session 1
Production
Presentation of a multicultural book
Product identification
A book is a reduced form of sheets, which serves as an informative or communicative instrument. Their form of communication is spoken, written, listened to and read

Step of the lesson	Teacher activities	Students activities	Resourses
Academic	Activity 1	1. Students	

content	Integrative	will use their	
Main Skill: Writing Curricular activity: Social. Grammar structure: Present and past More skills: Speaking and Writing	activity Through active participation, students with learned vocabulary will play "Find the lost flash car" Activity 2 Share with students The teacher could introduce the general theme of the lesson and ask about the different indigenous languages in his family. Activity 3 The teacher will share search links to generate concepts about the different languages and will provide questions to apply as a family.	flashcards to find the hidden word from an alphabet letter, as many clues as possible will be given to find them. 2. Through previous questions about the different characteristics of an indigenous language to brainstorm. 3. At home, these languages will be investigated with the family and with different search engines.	**Anki Alternative - Memory.com · Build Flashcards and Level up** **actv.1.docx** **https://misspanglish.blogspot.com/** **https://www.youtube.com/watch?v=FjrxzX-24KE** https://drive.google.com/file/d/1dDK9SvJlm5FXT1A8214abqzs-eE9jklP/view?usp=sharing

Evidence/evaluation: Comprehencion questions
1.Talk about the different indigenous languages you know
2.You have friends who speak an indigenous language in your family
3.Would you like to share your opinion about different cultures
4.How the languages of the language could be similar
Motivate students to relate images and texts through various activities. Implement dynamics and games according to their level, increasing the degree of complexity. Make revisions of the vocabulary learned

during the sessions. Invite students to share their research. Encourage students to classify the material obtained.

Session 2			
Production			
Presentation of a multicultural book			
Product identification			
A book is a reduced form of sheets, which serves as an informative or communicative instrument. Their form of communication is spoken, written, listened to and read			
Step of the lesson	Teacher activities	Students activities	Resourses
Academic content Main Skill: Speaking Curricular activity: Social. Grammar structure: Present and past More skills: Writing	Activity 1 Integrative activity Through active participation, students with learned vocabulary will play "Find the lost flash card" Activity 2 They will be asked to collect information to be shared between teams Activity 3 The teacher will share some videos on YouTube to provide more knowledge	1. Students will use their flashcards to find the hidden word from an alphabet letter, as many clues as possible will be given to find them. 2. Students will form teams to share their research experiences 3. The students will organize themselves to begin to pre-write their story.	**Anki Alternative - Memory.com · Build Flashcards and Level up** **https://docs.google.com/document/d/e/2PACX-1vTMgR3utcyomUiXZhMf_rFnrOdGFkHxH9VA-gRrjriY-kbATYE-1hxMQAaZCMs3Gw/pub** **https://misspanglish.blogspot.com/** **https://www.youtube.com/watch?v=FHaObkHEkHQ** https://drive.google.com/file/d/1sHUGo8zyfK-JnvJ9eR8MkabMx2S8nPp1/view?usp=sharing
Evidence/evaluation: Comprehencion questions 1. Starting from the visualization of videos on interculturality, students will make ideas of how the narration of their story would be. 2. Students will be asked to represent their family with their hands following the example of the video provided. 3. It will be delivered in the next class, following the instructions from the liks revisión.			

Session 3			
Production			
Presentation of a multicultural book			
Product identification			
A book is a reduced form of sheets, which serves as an informative or communicative instrument. Their form of communication is spoken, written, listened to and read			
Step of the	Teacher activities	Students activities	Resources

lesson			
Academic content Main Skill: Listening Curricular activity: Social. Grammar structure: Present and past	Activity 1 Integrative activity Through active participation, students with learned vocabulary will play "Find the lost flash car" Activity 2 A video on the subject "Pen Friends" will be shown. Activity 3 They will be formed in binas to represent the same theme mentioned above.	1. Students will use their flashcards to find the hidden word from an alphabet letter, as many clues as possible will be given to find them. 2. They will organize to write a short dialogue representing the topic "Pen Friends". 3.Students will be supported to generate a small conversation representing the topic "Pen friends"	[Anki Alternative - Memory.com · Build Flashcards and Level up](#)

[https://www.youtube.com/watch?v=gkhob8V95_8](#)

[https://misspanglish.blogspot.com/](#)

[https://docs.google.com/document/d/e/2PACX-1vQo6y5eCeNYfdtpffDUHU5roJAfw6xGQ7eHq1wIP9pzQnq_gXxkP1MdkMUgQ37a6w/pub](#) |
| Evidence/evaluation: Comprehencion
1. At the end of the activity the students will carry out the self-assessment and the co-assessment.
2. This activity can be modified in time since it is proposed that they bring materials and make a more playful presentation. | | | |

Session 4
Production
Presentation of a multicultural book

Product identification			
A book is a reduced form of sheets, which serves as an informative or communicative instrument. Their form of communication is spoken, written, listened to and read			
Step of the lesson	Teacher activities	Students activities	Resourses
Academic content Main Skill: Writing, speaking,Reading Curricular activity: Social. Grammar structure: Present and past	Activity 1 Integrative activity Through active participation, students with learned vocabulary will play "Find the lost flash car" Activity 2 With the diverse research material already drawn in English, Spanish and in an indigenous language, the student will be supported in creating their history Activity 3 Videos on making stories, stories and books will be provided.	1. Students will use their flashcards to find the hidden word from an alphabet letter, as many clues as possible will be given to find them. 2. You will have to use a lot of your imagination and research, since your story will be in three parts: a) One written in Spanish b) Another in English c) And another in some indigenous languag	Anki Alternative - Memory.com · Build Flashcards and Level up

https://misspanglish.blogspot.com/

https://drive.google.com/file/d/1fo3JZSbG6gEJUcTX65qGRziWjY86JD-y/view

https://www.youtube.com/watch?v=dfNts6Z0X48

https://www.youtube.com/watch?v=h5oR8iPCV7A

https://www.youtube.com/watch?v=ilzB9WbkAh8

https://www.youtube.com/watch?v=0khZdoSy10M

https://www.youtube.com/watch?v=ICz2PSKGdnk

http://www.biyubi.com/did_consulta.php

http://conocelos.mx/traductor/

https://drive.google.com/file/d/1ZpQDezKl3D9N_D6K7H7nWr_Se68LUrf7/view?usp=sharing |

	Activity 4. It will be exemplified how to write a story. It will support the writing of new words. 5. Provide various search links to translate an indigenous language	e 3. At home, these languages will be investigated with the family and with different search engines. 4. Eleborate as you want and with the materials you have, only use your imagination. 5. By the time you finish it, they will have to record you reading the story you written in the three languages.	
Evidence/evaluation: Comprehencion 1. Show previous writing of your story and previous structure of your book. 2.Continuous assessment			

Session 5

Production			
Presentation of a multicultural book			
Product identification			
Recording and family reading of the product: The intercultural book			
Step of the lesson	Teacher activities	Students activities	Resourses
Academic content Main Skill:Reading an listening Curricular activity: Presentation of the product Evaluation	Activity 1 The teacher will ask the students to bring their favorite pajamas, his favorite blanket, a small breakfast, and their book. Activity 2 The furniture of the room will be placed to clear the center where the children will be placed with their blankets and materials. Activity 3 The teacher will take a relaxing breath to create a comfortable environment Activity 4 The teacher will encourage students to have breakfast while listening to the stories of their classmates 5. Literary chocolate will take place.	1. Students will conduct a raffle among themselves to select reading turns 2. Shifts will be respected and the values of respect and empathy will be carried out 3. Self-assessment, co-assessment and hetero-assessment will be carried out	The good atmosphere of the classroom. A small breakfast The student's book. Some parents may be asked to attend the reading. The teacher will contribute the chocolate to share it in class https://drive.google.com/file/d/11hQG-gkGW3F-1nOmR3myri9bdM20JJ0_/view?usp=sharing
Note: A blog was added to carry out the activities at home and with your family member, the product will be a video where students read their book as a family.			

VIDEO RAMSES

https://www.youtube.com/watch?v=9UdJjFhVMWM&feature=youtu.be

https://www.youtube.com/watch?v=x00JlZi4dO8&feature=youtu.be

https://www.youtube.com/watch?v=SKSKbSzdva0&feature=youtu.be