



**ESCUELA NORMAL No. 4 DE NEZAHUALC6YOTL**

**LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL  
INGLÉS EN EDUCACIÓN SECUNDARIA**

**TESIS DE INVESTIGACIÓN**

**LUDIC APPROACH. A PROPOSAL FOR TEACHING  
VOCABULARY**

**PARA OBTENER EL TÍTULO DE  
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL  
INGLÉS EN EDUCACIÓN SECUNDARIA**

**PRESENTA**

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**Cd. Nezahualc6yotl, Estado de México,  
Julio de 2022**

## **AGRADECIMIENTO**

A mis padres, pilares fundamentales en mi vida, con mucho amor y cariño les dedico todo mi esfuerzo, en reconocimiento a todo el sacrificio puesto para que yo pudiera estudiar, se merecen esto y mucho más. Gracias por ser los primordiales promotores de mis sueños, gracias por todos los días confiar y creer en mí y en mis expectativas.

A mi madre, por enseñarme el valor de la mujer para salir adelante y cumplir sus sueños. Gracias por acercarme todo lo que necesitaba, gracias por no dejarme caer y hacerme fuerte en todas las decisiones de mi vida y gracias por mostrarme lo independiente y fuerte que puedo ser para afrontar la vida.

A mi padre, por ser mi mayor ejemplo que los sueños se pueden cumplir con esfuerzo y dedicación. Gracias por ser mi paño de lágrimas en los días difíciles, por recordarme todos los días lo orgulloso que te sentías de mi. Gracias por respaldarme en todas las decisiones que he tomado y gracias por nunca dejarme sola en todo este proceso.

A mi hermana, por ser mi mejor amiga, mi compañera y mi sostén en todo este proceso. Gracias por enseñarme a dar mi máximo esfuerzo y creer en mí todos los días y sobre todo, gracias por darme luz en los días grises. Este trabajo es nuestro.

A Dios y a la vida por permitirme llegar hasta aquí y cumplir mis sueños.

**Karen L. Castillo Avellaneda**

# Content

<b>Presentation</b> .....	<b>4</b>
<b>Justification</b> .....	<b>5</b>
<b>Questions and Purposes</b> .....	<b>7</b>
<b>Hypothesis</b> .....	<b>8</b>
<b>CHAPTER I</b> .....	<b>9</b>
<b>1.1 Global education</b> .....	<b>11</b>
<b>1.2 The legal framework of education</b> .....	<b>15</b>
<b>1.3 Context</b> .....	<b>18</b>
<b>1.4 The infrastructure and students' community</b> .....	<b>19</b>
<b>1.5 Diagnosis of the students</b> .....	<b>22</b>
<b>CHAPTER II</b> .....	<b>25</b>
<b>2.1 Factors of educational backwardness</b> .....	<b>27</b>
<b>2.2 Teaching English in the Educational System</b> .....	<b>28</b>
<b>2.3 The influence of the affective filter in English learning</b> .....	<b>35</b>
2.3.1 The influence of the motivation in English learning .....	35
2.3.2 The influence of anxiety in English learning .....	37
2.3.3 The influence of the self-esteem in English learning .....	39
<b>2.4 Ludic Approach, an element for English teaching</b> .....	<b>40</b>
<b>CHAPTER III</b> .....	<b>51</b>
<b>3.1 Action research in teacher training</b> .....	<b>51</b>
<b>3.2 Lexical approach for teaching a second language</b> .....	<b>54</b>
<b>3.3 Ludic approach as a proposal for vocabulary learning</b> .....	<b>57</b>
<b>3.4 Development of ludic activities for learning a second language</b> .....	<b>61</b>
<b>CHAPTER IV</b> .....	<b>65</b>
<b>CHAPTER V</b> .....	<b>79</b>
<b>CONCLUSION</b> .....	<b>82</b>
<b>APPENDIXES</b> .....	<b>84</b>
<b>REFERENCES</b> .....	<b>94</b>

## **Presentation**

The work carried out during the seventh semester of the degree in Teaching and learning English in secondary education, the following thesis was elaborated, where a didactic proposal is approached, through the design of strategies, putting into practice, skills and knowledge that led to the culmination of this work, which is the result of a systematic activity that was carried out autonomously, product of the reflection of the teaching practice in real working conditions and the knowledge acquired during initial training, that is, the link between theory and practice, thus allowing to achieve the features that are established in the graduation profile of this educational level.

Through teaching performance, it can be observed that secondary education students show a greater interest in their love life than in their academic training, they do not show any type of interest in school and evaluation is no longer an important part of their life. It is necessary to involve adolescents in their social, but also academic, training and for this, learning environments must be created that link their daily life with the school where the teacher must get involved with this process, only in this way, will it be possible to form analytical subjects and thoughtful.

In the XXI century the world has become the era of technology, where many of the schools have been equipped with computers, tablets, cannons, smart boards, speakers, internet, etc. all this in order to provide a more effective education for students, thus allowing the development of their capabilities, creating the need to innovate the forms of teaching for these generations, as well as the training of teachers to implement these strategies in classroom.

## **Justification**

Throughout four years I realized that in basic education, specifically secondary; There is little interest in learning a foreign language, therefore the English subject seems somewhat difficult for some students, leading students to take refuge in some other medium that allows them distraction and satisfaction: the computer and the internet. These two factors can be a key piece in the formation of our adolescents if it is used for educational purposes.

The personal reasons that led me to carry out this work are the analysis and reflection of my teaching practice, to improve the application of strategies, thus allowing the development of my skills and competencies, as well as the use of them in a gradual and temporary.

The approach to secondary schools allows us to put into play everything we have learned over three years in the normal school, from knowing the students with whom we are going to work, planning to meet the needs of our students, creating environments that allow working collaboratively to build meaningful learning together, emphasizing the development of their communication skills using educational materials.

It also contributed to the improvement and innovation of our way of evaluating, attending to cultural diversity and attending to students who present some type of barrier to learning. This work strengthened my performance through social service that allowed me to interact or work together with the director, teachers, parents and of course the students of the institution where I worked, awakening in me a humanistic education where the subject with whom we interact is respected and valued.

During the teaching work carried out throughout the seventh and eighth semester, it allowed to analyze one of the needs that secondary education presents, that is why within the essay a teaching proposal is created that allows students to link these new technologies with their

lives daily, as well as their school life; where they themselves can interpret their external world, to lead them to analysis and reflection, once they have captured the students' attention, these ideas or reflections will have to be expressed and socialized in some type of medium and this is where language appear.

During the first days, a comprehensive diagnosis was made, its design was based on Luchetti and Berlanda (1998) where three dimensions were taken up, which are addressed by these two authors and the socioeconomic study, such as learning styles, these allowed us assesses the level at which first B students are (previous knowledge, evolutionary development, willingness to learn, socioeconomic study and learning styles).

As part of the comprehensive diagnosis, observation and interview scripts were built, the use of the teacher's diary, videos of the sessions and the students' class products, these elements were essential to know where the intervention proposal would be directed and That was when it was noticed that second-grade students have a greater difficulty in learning vocabulary, for this reason it was decided to attend to one of the basic competencies required in the profile for graduating from basic education.

Among the goals achieved was to know what problems the second B students had in order to carry out an intervention proposal that would allow the strengthening of their linguistic skills and this diagnosis was thanks to the investigation activities carried out throughout the school year, which the following were worked on: a comprehensive diagnosis (Luchetti, 1998), observation scripts, interview scripts, the teacher's diary, evidence portfolio (Díaz, 2005).

## Questions and Purposes

The questions that are intended to be answered by the end of the research process and the objectives are:

Research question

- How do the design and implementation of activities under the ludic approach facilitate the learning of vocabulary of a second language?

Specific question

- What are the benefits of working under the ludic approach in the classroom?
- What elements should the teacher consider designing learning activities based on the ludic approach?
- To what extent does the ludic approach facilitate the learning of vocabulary in a second language?

General objective

- To explain in what extent ludic activities, facilitate the learning of a second language

Specific objectives

- Analyze the impact of the ludic approach in learning of a second language on secondary school students of second grade.

- Design activities based on the ludic approach to facilitate learning of a second language on secondary school students of second grade.
- Evaluate the impact of the ludic activities in learning of a second language in second grade secondary school students.

## **Hypothesis**

If the teacher designs ludic activities and implements them in the classroom, the students will learn the vocabulary of a second language.



## CHAPTER I

For a country to progress, the foundations of a good education are necessary; The shortcomings of students at all levels lead to economic and social stagnation, these foundations are built from teaching children to read and write, as well as encouraging in the subjects the desire to go through all levels of their education: elementary, middle, high school, technical schools and universities. In this way, the necessary raw material is available to insert human beings in each sector of the economy.

As already mentioned, the main problem is in the foundations of an education: as a first moment is the teaching of reading according to pronunciation and comprehension, the second point is to provide students with a vocabulary that they understand and expand and consolidated in each of the years until integrated into working life. Spelling is one of the areas where a major problem is detected at any of the educational levels, since there are times when there are too many errors in the presentation of young people's curricula, which makes it impossible for them to obtain job opportunities. Another factor that we cannot put aside is the mother tongue, it is necessary to reinforce it so that the acquisition of other languages can be easier and easier.

It should be noted that education belongs to everyone and that is why all subjects are involved in the improvement of our country. Throughout this educational stage, the collaboration of parents is essential; instilling in their 16 children the importance of reading and the acquisition of responsibility in the fulfillment of their duties and commitments, in primary school; the responsibility of teachers in the execution of their obligations. Those six years are essential to install all the fundamental knowledge that children must have to transfer to another educational level. Currently, education has the technology that facilitates learning,

but for this they must know that it is not only about reprinting the materials verbatim, but that they must carry out a process of analysis and selection of content together with the contribution of their own conclusions.

It is now time to take on our responsibilities as teachers and parents, but the most important thing is that students become aware from a very young age that they are the ones who have to collaborate, want to learn and not go away with the deception of baseless speeches. They have to be aware that the development of the country is going to be in their hands and that if for various types of interests, it has been convenient for them to keep us in ignorance, it is urgent that we all rectify that error. If each one takes his responsibility conscientiously: the parents to direct and supervise; teachers to teach and continue their preparation throughout their working lives; and as students get the best of their teachers' knowledge, we will have begun to return to the authentic path of good preparation.

The must be carried out at all levels: primary, secondary, preparatory and university. If the foundations are solid, we will have no problem growing. For those who are already at these levels, they will have to make a greater effort, but realizing their numerous and serious deficiencies and trying to correct them by approaching teachers who can help them fill those knowledge gaps that they currently have.

Only in this way will Mexico be able to get back on track and all subjects must collaborate to achieve educational, social, economic, and political progress.

## **1.1 Global education**

According to the World Education Forum, held on April 26-28, 2000, the Dakar Framework for Action has been adopted and proposed three types of global interventions to support countries in their commitment to education. These consisted of establishing coordination mechanisms, some of them already existing and others new, which were initially outlined in the Dakar Framework and later modified until they took the desired shape. Campaigns were carried out focused on specific aspects of EFA, such as adult literacy or gender parity.

Initiatives were launched to reaffirm and sustain countries' political commitment to EFA (Education For All), while encouraging the use of data and expertise, influencing national policies and practices related to the reason for the Forum, and establishing a independent monitoring and reporting system on progress towards the achievement of the Education for All goals.

Regarding the achievement of results based on the objectives set, the report establishes six Regional Action Frameworks that establish the following: Early childhood care and education; This consisted of extending and improving comprehensive early childhood protection and education, especially for the most vulnerable and disadvantaged children. Considerable progress has been made in relation to child nutrition, but globally, one in four children is shorter than normal for their age because of chronic deficiency in essential nutrition.

As a second framework, universal primary education was stipulated in which it is essential to ensure that by 2015 all children, and especially girls and boys who are in difficult situations, have access to free and compulsory primary education of good quality. quality and finish it. The net enrollment rate in this academic stage is estimated to have increased by 9%

since 1999, reaching 93%. However, although there has been a notable increase in the number of students enrolled in primary education, in 2012 almost 58 million children were not in school.

The third framework is youth and adult competencies; It aimed to ensure that the learning needs of all youth and adults are met through equitable access to appropriate learning and life skills programs. The conclusions regarding this goal establish that inequality continues to exist in the transition from primary to secondary education.

It is also emphasized that since 1999, in most of the 94 low- and middle-income countries, legislation guarantees that lower secondary education is free. All have put in place constitutional guarantees or legal provisions to this end.

As a fourth framework, it focuses on adult literacy, which aimed to increase the number of literate adults by 50% by 2015, particularly in the case of women, and to provide all adults with equitable access to basic education and permanent education. Even though the illiteracy rate has fallen by 4% in the last 5 years, approximately 781 million adults still cannot read or write, which shows that the objective set at the Dakar Forum in this regard was not achieved. On the other hand, progress has been made in achieving gender parity related to this issue, but the report determines that it is not sufficient in any case.

As the penultimate framework, great importance is attached to gender equality; It sought to eliminate gender disparities in primary and secondary education by 2005 and to achieve gender equality in education by 2015, by guaranteeing young women full and equitable access to education. a good quality basic education as well as good performance.

Steps have been taken to eliminate the marked gender disparity. Thus, between 1999 and 2012, the number of nations with fewer than 90 girls enrolled in primary school for every 100 boys experienced a reduction from 33 to 16. In the case of secondary education, progress is slower. The report concludes that girls have more difficulty accessing basic studies but that once enrolled, they are more likely to pursue higher education.

As the last framework, the quality of Education is considered where it tried to improve all qualitative aspects of education, guaranteeing the highest parameters, to achieve recognized and measurable learning results, especially in reading, writing, arithmetic and practical skills. In 83% of the countries for which data are recorded, pupil-teacher ratios in primary education decreased. Despite the good data, the report highlights that 75% of teachers in these countries do not have training according to national standards.

From all the above it can be inferred that the global commitments made at the Dakar World Forum were only partially fulfilled. However, it has been shown that certain action maneuvers met expectations and that the educational situation in 2015 is better than 15 years ago. This raises a sense of optimism for tackling future goals.

The right of children and adolescents to a quality education is a fundamental aspect for the development of each country. In Mexico, important achievements have been made in recent decades. Coverage in primary education in Mexico has become almost universal, which represents an undoubted achievement of national public policy in recent years. This result has also been possible thanks to important advances in the production of data from the educational system, both through the annual implementation of the ENLACE test, which has led to the availability of a general measurement and diagnosis system on school performance

at over time, such as through the information generated by the National Educational Information System.

Despite the important advances, important challenges persist in education. The National Survey of Occupation and Employment (ENOE) 2007 indicates that there is still a significant number of boys, girls and adolescents between 5 and 17 years of age who do not attend school (about 1.7 million boys and 1.4 million girls). It is estimated that of the population aged six to eleven, at the national level, between 1 and 2% still do not attend school for reasons of agricultural work or due to physical disabilities.

The reality of strong disparities and social exclusion in the country is still reflected in unequal levels of coverage in primary education, with important gaps in the preschool level and fundamentally in secondary and upper secondary education, where a significant proportion of the poor sectors or more vulnerable does not access and many of those who enter cannot conclude. Likewise, there is inequality in the offer of the service provided in the different states, in rural and urban areas, as well as in private and public schools and within the latter: general, indigenous schools, community education and education for migrants.

UNICEF supports government institutions and civil society to create conditions that ensure inclusive and quality education for all children and adolescents, especially the most vulnerable and / or excluded. In this sense, UNICEF focuses its efforts on educational inclusion; the participation of adolescents and young people in education; the strengthening of intercultural and bilingual education for indigenous children and adolescents; and emergency preparedness and risk management in schools.

UNICEF supports the initiative "All children in school" since 2003, involving the governments of the states and municipalities where it is carried out, as well as civil society in a process of citizen participation around quality improvement. educational. In 2009, this initiative was carried out in 188 municipalities in the states of Chiapas, Guerrero, Oaxaca, Yucatán and Zacatecas, consolidating itself more and more as an integral platform to promote educational inclusion in those states.

Intercultural and bilingual education continued as a priority in the states of Yucatán and Oaxaca, where UNICEF actions, with the support of the Center for Research and Higher Studies in Social Anthropology (CIESAS) and IEPAAC, focused on training teachers and parents to use the knowledge of indigenous peoples as part of the curricular and learning methodologies. Teachers, fathers, and mothers from both states worked together producing radio programs and teaching materials in different indigenous languages to be used in schools.

Secondary is located at the third level of Basic Education; It is attended in three years, it seeks that adolescent acquire tools to learn throughout life, through the development of skills related to the affective, social, nature and democratic life. Young people who graduate from secondary school have the capacity for reflection and analysis, they exercise their rights, produce, and exchange knowledge, and take care of health and the environment.

## **1.2 The legal framework of education**

The Third Constitutional article formulated the right of Mexicans to education and the obligation of the State to offer it free of charge, with the creation of the Ministry of Public

Education, the educational work acquired continuity and as a result of a prolonged activity of the governments, of teachers and society, secondary education ceased to be a formal right to become a real opportunity for the population.

The study plans and programs are a means to improve the quality of education, meeting the basic learning needs of Mexican children, who will live in a more complex and demanding society than the current one. To comply with what is stipulated by the third Constitutional Article, teacher training schools had to be created, this is where the Normal Schools arise; They are institutions in charge of contributing to raising equity and improving the quality and relevance of higher education, they oversee professional improvement.

The Normal Schools are the institutions that prepare future teachers; place where mentoring and advisory programs are developed to improve the training and learning processes of students in practice schools and teacher training schools, they monitor graduates in order to assess the quality of the training provided and enrich the educational processes in public normal schools, promotes the culture of evaluation to favor the accreditation of study plans and the certification of management processes, and as a last point they improve the equipment with updated technologies and training for their use to satisfy their needs. connectivity requirements and needs.

Another substantial element in the educational field and what gives life and sequence to education are the Plans and Programs, currently the councilor is the Study Plan 2011 where its main objective is "to have a quality national educational system, which allows Mexican boys, girls and young people achieve the highest learning standards; recognize that approaches focused on learning and teaching influence the student learning to learn, learning for life and throughout life, as well as forming citizens who appreciate and practice human rights, peace, responsibility , respect, justice, honesty and legality "(SEP, 2011). To prepare



the student, it is necessary to develop competencies that contribute to the student's formation, for this, there are Curricular Standards that will give us a general parameter of study on the progress that the students are obtaining.

Secondary education has been basic and compulsory since 1993 and after the reforms of 2006 and 2011 it is intended that the contents that students will build are more attached to the needs of today's world. <sup>24</sup> This educational service is offered, both in public and private schools, under the following modalities: general secondary, technical secondary, telesecundaria and secondary for workers.

Throughout our history, boys and girls in secondary education have been the fundamental educational right to which Mexicans have aspired. A school for all, with equal access, that serves to improve people's living conditions and the progress of society, has been one of the most requested demands. José M. Morelos, Valentín Gómez Farías, Benito Juárez and the liberal generations of the last century expressed this collective aspiration and contributed to establish the principle that the fight against ignorance is a public responsibility and a condition for the exercise of freedom, justice, and democracy.

Secondary education has a greater challenge, which is the development of reflective and analytical skills, as well as the strengthening of linguistic skills, to achieve this with students it is necessary to create new forms of teaching that relate to their external and everyday world. Times have changed therefore education and strengthening of these skills also has to change. The approach to these skills does not have to be systematic, daily and without connection with the outside world, on the contrary we must integrate all those factors that are around us to strengthen education and not only in school but with its environment. To achieve a quality secondary education, we as teachers must exploit all the resources that we have in our favor and why not, even those who are against to teach students to have critical thinking and

facilitate more assertive decision making. But not only we as teachers are responsible for generating a more analytical and reflective education, but it is working together with managers, teachers, parents, and students to achieve greater results.

### **1.3 Context**

To develop this proposal, it is necessary to know the context with which it is going to work to focus it on the needs of the learners. The intervention practices were carried out at the Escuela Secundaria Tecnica Industrial y Comercial No. 17 “Lic. Emilio Portes Gil” is located on third avenue 27, Evolución, 57700 Nezahualcoyotl. It is an urban area and is located two streets from the Adolfo Lopez Mateos avenue and one street from Sor Juana Inés de la Cruz avenue, it is a school zone, for this reason it is a very busy place, in its surroundings there is a secondary school, a primary school, a market and a once a week a flea market is placed on the same street; However, every day there are street food stalls, patisseries, shops, internet and a dance academy. This context can influence student learning, since throughout the day music and people are heard walking on the street, this is a distraction factor for students at the time of project development.

It is worth mentioning that the greater number of students is concentrated in the morning shift than the afternoon shift; This implies greater responsibility and a greater commitment to students and parents. At the time of the departure of the morning shift, the attendance of parents who come to school by first-year students is observed more than other groups. The students' families consist of a minimum of four members; therefore, the tutors present different activities throughout the day since they have older and younger siblings than the

secondary school boys. Tutors usually take time to meet with counselors and teachers to find out about the academic work their children do and to be able to monitor and support teachers. This type of action allows the teacher and the parent to accompany them together to meet the needs of the students and their learning processes, where the tutors express to the teacher some concerns and even recommendations that allow greater learning for their children. These observations allow the teacher to analyze his class and the type of strategies that he is implementing in the classroom and check if he is really generating favorable learning environments for students, as well as in the development of their skills, he can also know if the use of his Materials have created an impact on adolescents and have favored the inclusion of shy or not very participative students. Both actors work collaboratively to build student learning through dialogue and agreements established between them.

The daily visits of the parents to the institution show us as teachers in training the commitment they have towards the education of their children; this makes us also commit to work and the creation of strategies that allow us to exploit all capacities of the students.

#### **1.4 The infrastructure and students' community**

Making an assessment of the infrastructure, the school has sufficient facilities to carry out an ideal teaching job; There is in it, a library (with enough furniture for the students and a cannon for the projection of visual material), sports areas, a patio (civic square), computer room, a toilet for girls and another for boys, all classrooms have with electricity, they have water service, limited internet service, telephone, 27 civil protection signs, evacuation routes and security zones. It is worth mentioning that it has four classrooms for first, four for second and four for third (in total 12 classrooms), each of them has a cannon, which allows the use

of technological resources within the classroom, this can strengthen the contents of the subjects, which in some way will promote motivation for learning in the student. It should be noted that all the corridors of the institution have surveillance cameras, thus allowing the director to be aware of the students and the teaching staff, avoiding any incidents and promoting discipline in the students inside and outside the classrooms.

Through interviews with the principal, teachers and students, we realized that the school does not have a mission or a vision, it has been investigated by all possible means (with the principal, the assistant principal, a teacher who is the assistant principal of the afternoon shift or even with the classmates who graduated last year from the Normal School No. 4 of Nezahualcóyotl) to be integrated into this trial, however, being in the month of December, no response has been achieved. This suggests that probably and the institution does not have objectives or goals in the short and long term, this has caused the poor organization of teachers in the face of work in the CTE.

The approximate enrollment at the institution is 208 students in first grade, 188 in second grade, and 140 in third grade. As can be seen, there is a greater number of students in first grade, for this reason there is a reduced space to work, it is impossible for them to move easily (it requires a long time to accommodate students to work as a team), however it is not a determining factor for not working collaboratively and in harmony.

The aforementioned factors help us to see what the reality of the school is, as well as the resources that the institution has and the obstacles that can affect student learning.

Another important factor in this institution is the participation of parents in the care of their children, throughout the day there is movement in the counselors' offices because many parents attend the institution daily to find out about your children's academic affairs.

Throughout the day, the attendance of parents can be observed in the institution, where they meet with the director, the assistant director, the counselors or even the teachers. All educational actors attend to each of their functions; however, they are also involved in the situations that occur inside and outside the classroom. This causes greater discipline in students and greater commitment to work in each of their subjects, for this reason the work performed by the teacher is more rigorous, systematic, and efficient.

The four second grade classrooms are located on the first floor of the second building, the classrooms have enough electrical power to connect a cannon, a computer, and speakers. The classrooms are divided into four groups A, B, C and D, each first grade group has 35 students, the 12 classrooms are small, therefore, the space to work is reduced, hindering the movement of students in front of some work collective, this causes the teacher to have difficulties to pass between the ranks to review tasks, many times it is necessary to transfer the students to other places in the institution to work as a team.

First grade students are willing to work on all subjects, however, the teachers in charge have used spaces outside the classroom (the courtyard, the library, and the auditorium) to work individually and collectively.

Students have nine subjects and due to the multiple activities they carry out, they spend the most time sitting in the classroom, for this reason they are often fatigued and restless, therefore, it is important to break with the routine and develop strategies that allow them greater mobility, in turn they will be able to reinforce their skills, as well as their responsibilities, this will be achieved from the creation of learning environments conducive to the student that allows an ideal intellectual development for their daily and work life.

## **1.5 Diagnosis of the students**

To carry out a comprehensive diagnosis, a design process was developed based on Luchetti and Berlanda (1998), five dimensions were taken that would allow us to assess the level at which first-year students are (previous knowledge, evolutionary development, disposition to learn, socioeconomic study and learning styles).

Within the first dimension are the previous knowledge, 10 questions were asked addressing the sixth-grade topics with vocabulary and simple grammatical structures, from the Study Plan they would be topics that the students would already master. To make graphs, the number of correct questions from all the students in the group was taken. In the case of 2 ° B, there were four students who obtained a maximum of nine questions answered correctly. The rest of the students did not have more than three or five correct questions. This allows us to see that the contents are still empty and most likely these issues addressed in the diagnosis should be taken up again in the projects of the Spanish subject. These results present a great challenge for us as teachers because we have the task of being the bridge between the student and knowledge, as well as creating an impact on them to turn it into a meaningful learning that serves them in their daily lives and can be inserted in the labor field if they need it.

The second dimension corresponds to evolutionary development and to detect this dimension it was necessary to apply a mathematical problem to the students where they would only elaborate a single operation (a multiplication) to reach the result, this would allow discovering at what level of development according to Piaget they are.

The correct results were scarce, which allowed me to observe that the students are at a lower level than their age, that is, in the specific operations. This allows the teacher to identify at

what level of evolutionary development he should plan his classes, to achieve meaningful learning.

The third dimension covered the willingness to learn, addressing questions such as: ask your questions to the teacher, do all your homework, do you think English is relevant in your life, why do you use English in your daily life, do you like to work? as a team and finally, you like to learn new things.

In this section we can see that the group argues to all the questions that yes, which lets us see that they are groups willing to work collaboratively, it is here where the teacher must exploit this disposition to create ideal learning environments for the learning of the students. students.

Another dimension addressed was the economic situation, this served to give the teacher an overview of the resources available to students in order to use them as a learning tool in the classroom. It is observed that even when not many students have a computer, they have a cell phone in which they carry out research, few can print their work, but that is not an impediment to the construction of learning.

With the support of a Manual for learning styles, a questionnaire was prepared for the students of 2° B to know what learning style predominated in the group, this will serve as support for planning, so that the didactic sequences are focused on the attention of students and their learning processes, as well as the use of educational materials, thus allowing the renewal of the pact between the student and the teacher and making learning an indispensable tool in their daily lives.

For the execution of this diagnosis the students had 90 minutes, once the diagnoses of group 2° B had been reviewed, it was decided to establish the didactic intervention proposal with

the group since in the review they presented greater deficiencies in terms of their knowledge and skills.

Once the diagnostic evaluation was carried out, as well as the observation and teaching intervention in both groups, the decision was made to work with the group that presented the greatest deficiencies in communication skills and is the group of 2nd B.



## CHAPTER II

We understand educational lag as the school level, of an individual or a group, below the academic level established as minimum or sufficient. According to Suárez Zozaya (2001), it is a condition of inequality and lack of justice in terms of distribution of services and educational opportunities.

Educational backwardness is one of the main problems that afflicts Mexico. At the national level, in 2010, the percentage of the population aged 15 and over that was illiterate or did not finish primary or secondary school was 40.7%. The percentage of the population that did not finish primary school was 12.9%, which is equivalent to 10,082,386 people. In Nuevo León there is a 28.8% educational gap, which is equivalent to 958,035 individuals who are illiterate or did not finish primary or secondary school. People who did not finish primary school amount to 282,141 (8.5%) (INEGI, 2010).

The illiterate population is that of 15 years and over who cannot read or write (INEA, 2015). The population without primary education is the literate population without completion of primary education aged 15 and over, who, knowing how to read and write, did not start or did not complete primary education and is not served by the basic education school system (INEA, 2015). In turn, the population without completed secondary education is the population aged 15 and over who, having completed primary school, did not start or did not complete secondary education and are not attended by the basic school system (INEA, 2015).

The historical trend of the rates of people in a situation of total educational lag contrasts with the absolute data of the populations. The percentage has been reduced, for example, in the

data of people with lag from 87.1% to 35% in the last 45%; however, in absolute numbers the number has increased, because what changed was the population base, which has seen considerable growth in recent decades.

Nowadays, the states have at least 20% total backwardness among their population aged 15 and over. The states with the highest percentage of this indicator are Chiapas, Oaxaca, Michoacán, Guerrero and Veracruz. In addition, these same entities are also among the ten with the highest proportion of people aged 15 and over who are illiterate, have not completed primary school, and have not completed secondary school. The entities with the lowest proportion of the population in a situation of educational lag are CDMX, Nuevo León, Sonora, Coahuila and Quintana Roo

The population aged 15 and over with the greatest total educational gap corresponds to the group of 65 years and over, with women being the subgroup with the highest rate compared to men. It is noteworthy that at a younger age, the proportion of the population in total lag decreases until the group of 20 to 24 years and increases again in the group of 15 to 19 years. The trend of the index in which the group of women is older than men, is maintained until the group of 30 to 34 years, in younger age groups the situation is reversed.

The rural population the total lag in urban sectors is also reduced from older groups to younger ones; however, the decline is less from one group to another, compared to the urban population.

It is also observed that the gap between men and women is smaller than in urban centers, although the rate of women in groups of 30 years or more continues to be higher.

Although, the third article article establishes that “Toda persona tiene derecho a recibir educación. El Estado –federación, estados, ciudad de México y municipios–, impartirá educación preescolar, primaria, secundaria y media superior. La educación preescolar, primaria y secundaria conforman la educación básica; ésta y la media superior serán obligatorias” (Constitución Política de los Estados Unidos Mexicanos, 1917) and The Ley General de la Educación (LGE) establishes in the 43 article that education for adults is intended for individuals fifteen years of age or older who have not attended or completed primary and secondary education and, to serve this population, will be given literacy services, primary and secondary education, as well as training for work, with the particularities appropriate to said population.

According to national parameters, educational lag occurs when a person has no schooling or is at least 15 years old and has not completed high school.

It includes those citizens who have fallen behind academically (within a country's formal education system) compared to others and have failed to meet traditional standards.

In 2017 the Organización para la Cooperación y el Desarrollo Económico (OCDE) a study in which it determined that only 17% of Mexicans between 25 and 64 years old had university studies, a percentage significantly lower than the average of the States that are part of the OCDE (37%).

## **2.1 Factors of educational backwardness**

The factors associated with school lag are multiple, so they are usually studied from two approaches. One approach focuses on intra-school variables and the other on extra-school

variables (Espinoza, Castillo, González, & Loyola, 2012). Among the factors internal to schools that intervene in academic results are the allocation and administration of resources, training and working conditions of teachers, salaries, study plans, the teaching model, perception, and beliefs of teachers on students.

The out-of-school approach indicates that the main causes of school lag are the socioeconomic situation, the culture, and the family context of the students. Poverty, unemployment, low parental education, marginalization, pregnancy at an early age, drug use, family disintegration, as well as the low expectations that families have of education are identified as factors of the family context. that can trigger educational backwardness (Muñoz Izquierdo, 2009).

Even though the factors associated with the students, the family and the school have been identified in a good number of studies as triggers of school lag, the Education Sector Program 2013-2018, in accordance with the recommendation made by UNESCO, in 2013, it gives priority to the construction and rehabilitation of schools to make them more accessible and safer.

## **2.2 Teaching English in the Educational System**

The era of communication in which we find ourselves has made it easy to establish communication with people anywhere in the world and obtain information more quickly, which has catapulted the rates of research in teaching a second language. Observing that the research with the greatest impact is written in English, we can confirm that there is an important source of information that must be analyzed to develop new strategies or enrich those that already exist in foreign language teaching. The foregoing has contributed to

understanding the factors that affect learning and the problems of the field of teaching a second language and has made it possible to propose solutions to them. The Modelo Educativo en México (2016, p. 43), which is aimed at basic and upper secondary education, recognizes the importance of research to better understand how learning takes place. Innovation in education is inherently linked to research.

In this sense, recovering the information from these investigations on the teaching of the English language is a task that requires an analysis from different edges or methodological perspectives. This makes it possible to identify the trends and current debates on this topic, as well as the actions undertaken from international and national educational policies that are permeating the school curriculum of education in Mexico, for learning English as a second language.

“El idioma inglés es actualmente la lengua extranjera más difundida y aprendida en el mundo” (PizarroChacón, G, 2015). Presumably, in these circumstances, the measurement of the standards of teaching English as a second language in different regions of the country becomes more feasible and somewhat routine and that, consequently, comparisons are made from one country to another or from one region to another.

Internationally standardized evaluations allow us to have a point of reference with respect to other countries or regions of the national territory and the world. As an example, we have the English First (EF) English Level Index, which establishes a world ranking of English proficiency in which it integrates the results of 72 countries. In this study Mexico is in 43rd place with a low level on a 5-level scale.

As already mentioned, there are many edges in this problem that range from poor curricular design, the limited technological resources that each institution has, the poor preparation or professionalization of teachers and the incoherent interweaving of different teaching methods, among others. But there are also factors that have to do with the school trajectory in learning the English language that the students who enter the higher level have taken. Or as Carvajal-Portuguez (2013) mentions regarding “la enseñanza de un idioma distinto al materno... en ocasiones es rechazado... por el estudiantado... [y] en otras ocasiones no se cuenta con el material didáctico para la enseñanza y aprendizaje de esa nueva lengua”.

In this order of ideas, an example of the substantial differences in the professionalization of teachers depending on the country in which they work can be mentioned. In the case of the European Union, where it is taken for granted that multilingualism and language learning are widely promoted, it is surprising to read in a recently published report that the degree of demand placed on language teachers to carry out stays in other countries for immersion activities in another language to be prepared in mastering that language and not only that, but it is required by very few countries. Of the teachers surveyed, close to 53% said they had participated in a stay for professional purposes, although these figures vary consistently from one country to another. (European Commission, 2012).

In Mexico, these types of activities are expressly considered synonymous with quality in teacher training. To illustrate this, in Mexico there is the Certificado Nacional del Nivel de Idioma (CENNI) that seeks to establish in the country a reference framework for the evaluation and certification of languages in teachers and those who teach the English language. This certification project is developed by the Ministry of Public Education (SEP)

which is a federal government body in the country. Scholarships for professionalization abroad are frequently offered to encourage the participation of teachers, which is expected to have a direct and positive impact on the quality of teaching in the country's classrooms.

In Mexico, there is currently a commitment to internationalization in both public and private educational institutions, from the basic level to the professional level. The Modelo Educativo de México (2016, p. 42), mentions that learning a foreign language is part of the "competencias para la vida", however, Ramírez, Pamplón, & Cota (2009) perceive a lack of continuity in English language teaching programs that cause deficiencies in the fulfillment of their educational objectives.

In the case of Mexico, the teaching of the English language has gradually become mandatory at the different educational levels. At the basic level it became compulsory since 2009 and at the secondary level it was since the end of the thirties of the last century. Likewise, it is mentioned that the objective of these programs is for students to complete the third year of secondary school with a B1 level of English proficiency according to the Common European Framework of Reference, which is an acceptable level. It is very important to corroborate if these standards are really achieved in the students in a consistent way. Unfortunately, to date there is no "instrumento de evaluación oficial que permita conocer el resultado nacional del PNIEB" (Programa Nacional de Inglés en Educación Básica) (Mendoza, 2015, p. 127).

At the international level there are contrasts in this regard, as is the case of the European Union where English in public schools is compulsory at younger ages. Although it is not implemented in a general way throughout Europe, there are places like Belgium that already

have this compulsory subject at the preschool level with children from 3 years of age (European Commission, 2012).

The structural problem at the educational level immediately after primary school in the subject of English is critical. There are various national and international institutions that have designed and applied assessment instruments for the use and comprehension of the English language at the secondary level that account for the above. It will suffice to give an example.

The organization "Mexicanos Primero" reports in its 2015 report that only 3% of high school graduates have the knowledge and skills required for that level, which are equivalent to a B1 level according to the Common European Framework of Reference and that 79% of the students have a level of total ignorance of the language. We can clearly see that an analysis is imperative to strengthen the teaching process at this educational level, since the number of students who graduate with satisfactory command of the language is almost nil.

Now it is necessary to talk about non-formal education in Mexico and its coexistence with formal education, since, as Luján (2010) mentions, "su principal insumo lo constituyen las necesidades de formación, capacitación, actualización...". From the foregoing, we can infer that the teaching of the English language in formal education has areas of opportunity that are covered by non-formal education. Currently in Mexico, non-formal educational institutions dedicated to teaching English as a second language have proliferated. In institutions dedicated exclusively to the teaching of English as a second language, there is usually only one subject to which they devote their full attention. In many cases, it has very



challenging programs that combine practice in the classroom with activities of daily life. On the other hand, there are other institutions that oversimplify the teaching and learning processes tending to confusion. However, there is no official study where it can be verified in a general way what type of institutions are better and which do not meet the expected requirements.

In the current reforms, the Mexican government has made proposals that emphasize the importance of teaching a second language such as English. Specifying that the latest reforms and decisions in educational policy such as the Mexican Educational Model of 2016 have promoted improvements in the area and in addition to this there are initiatives by the same educational institutions that show progress in this regard.

Innovation in teaching and learning processes is vital for the development of educational programs, and research is closely related to innovation. Faced with this problem of the Mexican higher education system, various strategies have been developed to solve it. Teaching methods are very varied, and each institution implements its own didactics, some institutions even develop their own teaching method adapted to their needs.

Teaching a second language in Mexico requires constant analysis as it is a complex process. Cano (2015) mentions that being a multifactorial problem, it will require a holistic vision to try to understand the phenomenon. He proposes to develop fields of research to solve the problem (example: curriculum, policies, management, learning processes, innovation) and not leave any aside in his analysis since they determine each other. Based on this assumption,

it could not be affirmed that there is effectiveness in the teaching methods of a second language that ignore the complexity of the teaching process.

As we have seen, the teaching of the English language requires constant vigilance in its didactics since, due to the multiplicity of factors and their combination, each case is unique. For example, Johnson (2008) states that individual differences in learning foreign languages play a key role, since while we all learn to speak our mother tongue at a very early age, the same does not happen in the case of learning a second. language at an older age because unfortunately not everyone succeeds. It is necessary to remember that a subject such as learning a second language has a different methodology from that of other subjects.

Abad and Toledo (2006) consider three fundamental factors in the teaching and learning of a second language: “primero, el énfasis en las competencias lingüísticas relacionadas con el nivel de lengua del estudiante; segundo, la integración de los contenidos de lengua y las habilidades comunicativas, y, finalmente, se recomienda atender a las necesidades reales y específicas del estudiante”. Reflecting on the above, it is important to mention that the real needs of the student give meaning to what they do. If it is possible to know and attend to these needs of the student in the classroom and at the same time recognize and take advantage of the linguistic competences that they possess, the appropriate contents of learning a second language can be integrated into the curriculum and the possibilities of obtaining significant learning will increase.

### **2.3 The influence of the affective filter in English learning**

The Affective Filter hypothesis of Steven Krashen (1987) attributes to emotional factors, elements that are directly related during the process of acquiring/learning a second language. According to Julio César Arenas, (2011) the effect of the affective filter has a very profound effect creating a blockage of the Language Acquisition Device (innate human capacity to acquire language according to Chomsky's theory) preventing the information from being processed. and properly assimilated. The experience that students have regarding learning a language can be positive or negative. If it is positive, it can be used for the benefit of the class; on the contrary, if it is negative, it will strengthen a position of resistance towards learning (p.97, p.1).

Although the affective filter is part of the process of acquiring a second language, children usually have a low level of affective filter that increases as they advance in grade and age. This is because they begin to feel ashamed, fear of being wrong and avoid being mocked by other classmates. In the case of adolescents and adults who have a more developed cognitive level, it is necessary that they become aware and adopt attitudes such as responsibility and perseverance that lead them to overcome obstacles during this process. (Rincòn, 2014, p. 19).

#### **2.3.1 The influence of the motivation in English learning**

There is a variety of emotional factors that affect the acquisition of a language; however, the current literature presents the following as the main ones: motivation, anxiety and self-esteem.

Motivation is the desire of the student stimulated by the same individual or by third parties to learn a foreign language. For Yule, (2014) When the student feels motivated, he can acquire a language, the objective is fulfilled more efficiently, because he feels ready to learn (p. 192).

According to Shehri (2012), in the field of foreign languages, four types of motivation are recognized, which are classified into two divisions. On the one hand, intrinsic and extrinsic motivation, and, on the other, integrative motivation and instrumental motivation:

- Intrinsic Motivation is manifested when the individual has an internal desire to carry out the activity, that is “el solo hecho de llevar a cabo algo es gratificante en sí mismo, como la afinidad o predilección por alguna tarea intelectual particular del idioma meta” (pág. 9).
- Extrinsic Motivation occurs when the activity to be carried out is not related to affinity, but rather the benefits that performing it represents.
- Instrumental Motivation is related to an objective proposed by the student. For example: graduating from an institution, needing to read an article or texts in a language other than the native one, or getting a job.
- Integral Motivation takes place when the student wishes to learn English for social purposes. That is, because she wants to be part of a community.

Shehri, (2012) also recognizes that there are three phases of motivation:

- Initial Motivation is the psychological aspect that triggers the desire to learn a language. These can be personal aspects, positive impressions caused by previous experiences. These are the main catalysts to undertake a long and arduous process like learning a language.
- The Actional Motivation, this stage is defined when the learner has already overcome that initial stage and although he has experienced challenges in the new language, his desire to learn it has not disappeared.

- Post-actional motivation is when the student successfully overcomes the previous stages.

It must be considered that the attitudes of the students are very important, since they are considered components of motivation, together with the desire and effort made to achieve the objective.

The attitude is personal; however, the teacher can contribute with changes in their class plan where they will have an adequate learning environment, acquire their own type of motivation, and include interesting topics that make them get involved and take responsibility for their own learning.

### **2.3.2 The influence of anxiety in English learning**

Anxiety defined by the Dictionary of the Royal Spanish Academy, (2014) as “Estado de agitación, inquietud o zozobra del ánimo”, is recognized as the condition in which the human being feels discomfort, nervousness, or concern in the face of a determined situation. These conditions are as normal as happiness or fear. In fact, anxiety helps to alert us to risks.

However, when it is constantly “puede llegar a bloquear cualquier actuación humana, también el aprendizaje” (Sánchez, 2013, pág. 289).

Learning anxiety can manifest as lack of interest, little participation in class, exaggerated perfectionism. Physical reactions such as: squirming, fidgeting, stuttering, lack of eye contact, and hostility may also be observed.

In the field of teaching English, anxiety frequently arises due to the fear that the student experiences in the face of a language that is not competent. Studies carried out by Pizarro & Josephy, (2010) classify three types of anxiety that affect learning:

Communicative apprehension is the degree of fear of communicating with other people. For him, personality traits such as calmness, shyness and reticence affect communicative apprehension. They have the desire to participate in class but cannot verbalize the ideas due to the features mentioned. In classes we can observe students who interact satisfactorily in their mother tongue but are inhibited in the second due to this type of anxiety.

Test anxiety: There are some reasons that cause test anxiety. For example: Anticipatory anxiety about having to take a test and not being sufficiently prepared.

Fear of negative evaluation: The fear of being evaluated or questioned causes the student to feel a high level of anxiety, harming their learning process (Pages 213 – 215).

Additionally, Sànchez, (2013), includes other elements such as anxiety triggers; Low acceptance of disconcerting situations: Exercises with the target language lead to confusion, Little risk taking: Students do not dare to participate for fear of making mistakes, Competitiveness; It can be exhilarating for some but a pressure for others. Identity and cultural shock, High level of anxiety when finding oneself in a new community.

Classroom activities and practices: Oral narrations and presentations in front of the class have been identified as generating anxiety, Absolute prohibition of the use of the mother tongue: Not understanding what the teacher speaks and not being able to use the known language to express ideas or clarify doubts. (Pages 285 - 286).

Due to these elements, Sànchez, (2013) exposes in his research that the organization of tasks in class can increase or reduce anxiety, for which he recommends group dynamics, teaching through tasks as strategies to create confidence in learning (p. 288).

### **2.3.3 The influence of the self-esteem in English learning**

According to the Diccionario de la Real Academia Española, (2014) self-esteem is the “valoración generalmente positiva de sí mismo”. In the field of education, Montes De Oca, (2005) defines it as “juicio que tienen los estudiantes de sí mismo” which is linked to attitudes, feelings, knowledge of their physical appearance, social acceptability, and capacity. The level of self-esteem arises from learning, experiences, and environmental influences. The author also adds that the assessment they have of themselves stems from ethnic aspects, gender, socioeconomic level (p. 62). Many of these concepts, the human being adopts them during their growth.

Students with low self-esteem have a passive behavior, without enthusiasm to work in a group, not very creative. On the other hand, high self-esteem makes the student take risks and actively participate in classes.

In the field of language acquisition Oxford (1999) cited by (Montes De Oca, 2005) states that when the student has experienced failure in learning a language, he tends to adopt low self-esteem unlike those who have had success. “A person whose general self-esteem tends to be normal, may feel threatened or diminished and her particular self-esteem (as related to learning a language) impaired; if for her, for some reason, learning English has a higher level of difficulty than for the rest of her classmates”. (Andrés 1999; p. 87 cited by Montes De Oca Rodríguez, (2005, pàg 67).

Fostering an effective learning environment can contribute to raising the level of self-esteem.

“Un aula debe ser en realidad el lugar donde las debilidades de los estudiantes se revelen como un espacio para el crecimiento y el desarrollo” Montes De Oca,(2005, pàg 67).

The teacher and the student participate in raising the student's self-confidence. Although having self-confidence depends on personality and experiences, the teacher can strengthen it by explaining what the objective of such a strategy is and how it will help their learning. These words of support will give you the confidence to overcome your limitations.

To achieve a change in the self-esteem of students, Diaz, Quiroga, & Buadas, (2014) state that it is important to know the students and their needs well, that they feel valued in the classroom and belong to the group. Autonomy is a fundamental human right because it makes the student responsible, which leads him to improve his socio-affective and cognitive performance. (p. 182).

#### **2.4 Ludic Approach, an element for English teaching**

In this section of the present work, the different theories and authors who speak of the ludic aspect in the field of education will be shown. Likewise, those that contribute the most to its theorization will be related. It is important to mention that the ludic approach as a fundamental part of the human dimension is not a science, nor a discipline, much less a new fashion. The ludic is rather an attitude, a predisposition of being in front of life, in front of everyday life. It is a way of being in life and of relating to it in those everyday spaces in which enjoyment occurs, accompanied by the relaxation produced by symbolic activities such as play, sense of humor, art and another series of dance activities, love, affection), which



occurs when we interact with others, with no other reward than the gratitude that these events produce. (Bolívar Bonilla, Carlos. Approach to the contexts of play and gambling).

For Motta (2004), play is a pedagogical procedure. The ludic approach exists before knowing that the teacher is going to promote it. The ludic methodology generates playful spaces and times, provokes interactions and playful situations.

According to Torres (2004), playfulness is not limited to age, both in its recreational and pedagogical sense. The important thing is to adapt it to the needs, interests, and purposes of the educational level. In this sense, the initial education teacher must develop ludic activities as pedagogical strategies, responding satisfactorily to the integral formation of the boy and the girl.

According to Percy Reyes (2011), the concept of ludic is as broad as it is complex, since it refers to the need of the human being to communicate, feel, express himself and produce in human beings a series of emotions oriented towards entertainment, fun, relaxation, which leads us to enjoy, laugh and even cry in a true source that generates emotions.

In this sense, it is allowed to conclude that ludic is a difficult concept to define, so it has many connotations, only those who feel it, live it, can define it, since it is considered a personal and inherent state of the human being. For this, too, it must be a fundamental part of the educational process, which requires a didactic structure, which must articulate the activities and methodology to meet the proposed objectives. That is why these activities must be fun, enjoyable so that the student almost unconsciously learns and wants to learn more.

This proposal makes sense in terms of proposing a ludic environment for learning English, which facilitates and broadens the panorama of the problem to be treated. Likewise, some of the most outstanding authors and their theories about the inclusion of games in education are the following:

Vygotsky (1896) in his constructive theory of the game affirms that the child through the game builds his learning and his own social and cultural reality and promotes the mental development of the child, this leads Vygotsky to consider the game as a "zone of proximal development". He also analyzes the evolutionary development of the game in childhood.

This renowned author divides this theory into two phases: the first phase goes from 2 to 3 years; here he learns the symbolic actions of the games. In the second phase, the socio-dramatic game appears, imitates, and learns the actions of the games representing the adult world. He considers the game as a zone of proximal development, because "el niño está siempre por encima de su edad promedio, por encima de su conducta diaria; en el juego es como si fuera una cabeza más alta de lo que en realidad es". He thinks that playful activity in childhood promotes relationships with other children and thus increases what he calls the "zone of proximal development".

According to Piaget (1973) he discovers the importance of the activity of the game in the child through the different stages that the child goes through in his training and development process, from preschool age, in which the child manipulates, and he knows reality through manipulating objects around him. This author highlights a structure composed of three types that characterize children's games: Piaget tells us that the tactic of the game is essential for

the psychomotor, sensory motor, cognitive development, of the logical thinking of the child's language.

According to Piaget, he explains the game as a resource that drives the child's learning to structure the game at different levels (exercise game, symbolic game, and game of rules) according to the growth and mental development of the child, Vygotsky defines it more constructivist evolutionary development of play in children.

Maria Montessori (1907), in her theory, states that the teacher must be a facilitator of learning, where the child explores the environment to build their own knowledge. At the time of planning a class, the needs, interests and learning pace of the children must be considered in the classroom where freedom, communication and group work are encouraged; For this theory, the game is of vital importance as a learning strategy.

Maria Montessori divides her didactic material into: Material for practical life and material for development. This leads us to the consideration that Dr. Montessori tries to coordinate the benefits produced with analytical exercises with the sensory enhancement caused by practical activities. The child performs exercises to perceive tactile sensations and eye-motor coordination.

Calderón & León (2010) highlight the importance of recognizing that the learning environment provides conditions for all participants to have access to the knowledge and proposed activities, as well as contact with materials designed to allow a wide range of cognitive, affective, and social learning.

One of the features that will undoubtedly characterize the societies of the 21st century is the full incorporation of ICT in both the professional and personal fields. The educational field not only cannot escape this reality, but also faces the challenge of facing the social inequalities that are manifested in access to the use of these technologies and digital literacy, to the point that “uno de los indicadores de calidad de la educación en los países desarrollados tecnológicamente debe ser la forma en que la escuela aborda y reduce la creciente brecha digital, o división social entre quienes saben y no saben utilizar las nuevas tecnologías para mejorar sus relaciones sociales y laborales” (Bautista, 2004).

Society needs, more and more, people prepared with skills in the management of ICT within the different professional fields and a citizenry equally prepared and familiar with the use of technologies that are already necessary to function in society. It is therefore necessary that educational centers provide access to essential tools so that students develop the necessary skills to integrate into a changing technological environment. (Baptist, 2004).

ICTs are the set of devices and relationships between technology, information, and communication; technologies are all the means that have emerged from writing to the computer and other devices, information is given from the mass media to the internet and communication as a cultural process of the human being that is resized, now, in what Castells (2000) calls the Network Society. For the author, ICTs are the great revolution of the 21st century that has surpassed all previous technological revolutions since forms of communication, access to knowledge and learning have changed, becoming a factor of power in the information age.

For this reason, the teaching of the English language in new educational environments is a challenge for teachers because they need to be at the forefront of the teaching resources offered by the Internet, which offers programs, guides, videos, songs, games, etc. They are readily available to anyone who needs them.

However, the acquisition of a Foreign Language is a complex process in which multiple cognitive and affective variables inherent to the individual intervene, as well as factors typical of the sociocultural and educational context, such as the curriculum, the methodology used and the training and updating of the language teacher, among others. However, to understand how the child learns the foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) and how this process is related to the mother tongue. In this regard, Krashen (1981) differentiates between the terms acquisition and learning in relation to the L2.

According to Krashen, language acquisition occurs naturally and unconsciously in the form of comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language. This distinction has been questioned because it is complex to distinguish both terms, which are part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). For the purposes of this dissertation, we will refer to the terms learn and acquire interchangeably because the L2 can be acquired through playful activities in an inductive and natural way that also involves learning processes. It is important to note, however, that the contributions of Krashen and Terrel

(1983) regarding the natural approach to language are relevant to the L2 acquisition process.

According to Krashen and Terrel (1983), the child acquires a language in three stages:

**Preproduction.** In this initial stage the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence.

**Early Production.** One or two words and/or phrases begin to be produced. It is recommended to focus on the meaning, ignoring grammatical errors.

**Extended Speech.** In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

Another relevant theoretical aspect in this discussion is the controversy about the optimal age to learn an L2. The discussion about the best age to learn an L2 has been a highly influential element in studies related to this social phenomenon. In this regard, the theory of the Critical Period of the linguist and neurologist Eric H. Lenneberg (1967) has marked the research carried out on age as a determining factor in the learning of an L2. According to this linguist, the individual has a greater capacity to learn language during childhood, and this learning becomes more difficult when puberty is reached. The central argument of Lenneberg's studies is based on the hypothesis that during early and late childhood (0-7) years, children are flexible in learning any linguistic content.

According to this theory, this period would cover from the child's early years to 12, the approximate age when puberty begins. Lenneberg argued that at this stage, the individual builds most linguistic structures. For this author, language learning is closely related to the stage of development and neurological maturation of the hemispheres of the brain. Thus, language would be acquired more easily during the cerebral lateralization process, which begins in children at approximately two years of age and is strengthened at an average age between five years and the onset of puberty.

Other authors such as Brown (cited in Chacón 1996) maintain that “el periodo crítico tiene que ver más con la plasticidad neuromuscular que poseen los niños que con el proceso de lateralización” (p. 28). Due to this plasticity, the child enjoys greater ease in pronouncing with the fluency of a native since his voice apparatus and his muscles are more adaptable. That is, the younger the age, the greater the chances of acquiring the foreign language, particularly the pronunciation and fluency of a native (Roche 1990, Piñango 1993, De Olmos 1996, Kang 2006).

Although, from the point of view of cognitive psychology, Ausubel (1986) explains that there are differences between the cognitive abilities of children and adults in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and that are far from adults, who, in general, are more prone to affective blockage when expressing themselves in another language. From the previous approaches, it follows that age is a factor that affects the learning of English as L2, particularly in the acquisition of pronunciation. That is, the younger the age, the greater the probability of the boy or girl to develop the pronunciation of a native.

In the other hand, Berko and Bernstein (1999) state: "Children's ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches" (p. 467). Consequently, children construct meanings of the world around them through language and establish their own semiotic interpretation criteria for each concept they discover. For this reason, the learning of the L2 must start from the previous knowledge and the schemes of the mother tongue, since the representations developed in previous learning and previous experiences constitute the scaffolding to build, through the L2, new mental schemes or expand the already existing ones. existing. Below are the cognitive, affective, motor, and sociocultural characteristics that, according to some researchers (Piaget 1976, Goodman 1989, Brown 1994, De Olmos 1996, Berko and Bernstein 1999), favor the learning of a foreign language:

a) Cognitive. They involve mental processes. They refer to auditory plasticity, strategic immersion, oral plasticity, animism, artificialism, cerebral lateralization, enumerations, observation, sensory perception, series, classification, and spatial laterality.

b) Affective They involve emotional states. They include the capacity for risk, intrinsic and extrinsic motivation, free and uninhibited participation, interest and curiosity, spontaneity in speaking and writing, self-esteem, teacher and parent affection, contribution, and full willingness to participate in group activities, openness towards ludic activities.

c) Motor. They refer to body movements, such as gross motor skills, fine motor skills, ease in solving problems with one's own body, body language. d) Sociocultural. They involve the



language-culture connection, among them, the facility to develop group interactions, interest in knowing the culture of the speakers of the foreign language, the wide dissemination of songs, games, and information in the social media in the English language. These biopsychosocial characteristics favor the learning of an L2 before puberty, as corroborated by Goodman (1989), Roche (1990), Soberon and Villarroel (1994), Berko and Bernstein (1999).

Considering the above, we understand by ludic approach to all those didactic, entertaining and pleasant activities developed in a recreational environment and whose pedagogical impact promotes significant learning that is planned through play. Hence, a ludic proposal must incorporate educational games, puppets to narrate and dramatize stories, children's songs accompanied by gestures and pantomime; in addition, coloring, gluing and crafts among other educational experiences, which can be organized in "corners" such as the drawing corner, and the music corner to guide the child to explore, investigate, discover, organize, and know their surroundings by using the L2. According to Uberman (1998), ludic activities “motivan, entretienen y enseñan al niño a descubrir y valorar la belleza del lenguaje como medio de comunicación” (p.20). Coinciding with Uberman, De Borja (1998), states:

The game is not only a mere spontaneous activity, but it is made available to the child so that some objectives can be met, and their full potential developed, since it allows the socialization of children in the school environment, favors significant learning, stimulates imagination, enhances logical thinking, promotes emotional learning, and fosters learning situations with a critical sense (p. 156).

From the words of Uberman and De Borja it follows that the school should incorporate this practice that favors the comprehensive development of children, not only in L2 but in other areas. And it is that learning through play as a learning approach, is a variation of the school linguistic routines that favors the motivation of the boy and girl towards learning and fosters an environment of fun and pleasure, ideal for learning and the development of attitudes positive towards the use of the L2. Consequently, the game represents a pedagogical alternative to teach and learn English because it is an essential element to promote interaction, communication, and cognitive development of the child.

Learning English from Primary Education is, in principle, trying to understand how speech occurs, playing with it, trying to produce and reproduce it. Through play as a spontaneous, free, uninhibited, and disinterested activity, the boy or girl expresses his or her concerns and learning, without barriers or inhibitions. Through the game as a ludic activity, the student uses the language in a meaningful way using her creative potential to sing, play, draw, color, dramatize and improvise in English. Within this perspective, we suggest that the teacher consider the contents in an interdisciplinary way, relating English to the child's environment and the other thematic areas foreseen in each stage, bearing in mind that the acquisition of English should be fostered through brief actions that promote, stimulate, motivate, and arouse interest to explore, manipulate, experiment, question, take risks, and develop cognitive processes in the L2.

Thus, the game has an educational potential as a learning experience, in which boys and girls act in a symbolic-integral way through activities that revolve around the development of knowledge, doing, being, living together, building in this way a holistic view of other cultures and, therefore, of diversity, tolerance and respect for others.

## **CHAPTER III**

Action research is a term coined and developed by Kurt Lewin in several of his investigations (Lewin, 1973), currently, it is used with different approaches and perspectives, depending on the problem to be addressed. It is a way of understanding teaching, not just researching it. Research - action supposes understanding teaching as a research process, a process of continuous search. It involves understanding the teaching profession, integrating reflection and intellectual work in the analysis of the experiences that are carried out, as an essential element of what constitutes the educational activity itself. The problems guide the action, but what is fundamental in research - action is the reflective exploration that the professional makes of his practice, not so much because of his contribution to problem solving, but because of his ability for each professional to reflect on his own practice. Plan it and be able to introduce progressive improvements. In general, cooperative action research constitutes a way of systematic reflection on practice to optimize teaching-learning processes.

### **3.1 Action research in teacher training**

Elliot is the main representative of action research from an interpretive approach “El propósito de la investigación–acción consiste en profundizarla comprensión del profesor (diagnóstico) de su problema. Por tanto, adopta una postura exploratoria frente a cualesquiera definiciones iniciales de su propia situación que el profesor pueda mantener...La investigación acción interpreta lo que ocurre desde el punto de vista de quienes actúan e interactúan en la situación problema, por ejemplo, profesores y alumnos, profesores y director”. (Elliot, 1993).

If we had to point out the most significant successes in the history of action research, we can highlight the following three, according to Contreras (1994); · The first is the work of Kurt Lewin (1946, 1952). Although the idea of action research had already been used by other authors previously, it was Lewin, in the 1940s, in the United States, who gave it entity by trying to establish a form of research that was not limited, according to his own expression, to producing books, but to integrate scientific experimentation with social action. He defined the work of action research as a cyclical process of exploration, action, and evaluation of results.

It's not until the early 70's and in Britain, Lawrence Stenhouse and John Elliott. But for them it no longer means a research technique to bring about change, but rather the conviction that educational ideas can only express their true value when they are tried to be translated into practice, and this can only be done by teachers doing research with their practice and with the ideas with which they try to guide themselves (Stenhouse, 1984). As defined by Elliott (1993: 88), action research is understood as “the study of a social situation to try to improve the quality of action in it”. Stephen Kemmis, together with Wilfred Carr and the team from Deakin University, in Australia, since the beginning of the 1980s, have sought a reconceptualization of action research. They consider that this cannot be understood as a process of transformation of the individual practices of teachers, but as a process of social change that is undertaken collectively.

Although, Gollete and Lesgard - Hervert (1988) identify three basic functions and purposes: research, action, formulation, and refinement. They affirm that this type of research simultaneously benefits the development of skills, the expansion of theory and the resolution of problems.

Within the investigation - action it is presented as a research methodology oriented towards educational change and is characterized, among other issues, by being a process that, as Kemmis and MacTaggart (1988) point out;

1. It is built from and for practice,
2. seeks to improve the practice through its transformation, while seeking to understand it,
3. demands the participation of the subjects in the improvement of their own practices,
4. requires a group action by which the subjects involved collaborate in a coordinated manner in all phases of the research process,
5. implies carrying out a critical analysis of the situations and
6. It is configured as a spiral of cycles of planning, action, observation, and reflection.

Among the key points of action research, Kemmis and Mctaggart (1988) highlight the improvement of education through its change, and learning from the consequences of changes and planning, action, reflection allows us to give a reasoned justification of our educational work with others because we can show how the evidence we have obtained and the critical reflection we have carried out has helped us to create a developed, tested and critically examined case for what we do.

- a. It cannot be reduced to the classroom because teaching practice is neither limited nor reduced to it. Investigating leads us to change the way we understand practice: what we take for granted, what we question, what seems natural or inevitable (or beyond our possibilities or responsibilities), and what seems debatable and necessary to transform, and what we feel committed.
- b. It is a way by which teachers can reconstruct their professional knowledge as part of the process of constituting public discourses linked to practice, and their problems and needs.

- c. It can never be an individual task. It must be, on the contrary, a cooperative work. Any research task requires a social context of exchange, discussion, and comparison. This type of context is what makes possible the elaboration and reconstruction of professional knowledge that is not private and secret, but in dialogue with other voices and with another knowledge.
- d. Like any approach that tries to defend a reflective, investigative, collaborative teaching practice with colleagues, it needs working conditions that make it possible.
- e. It is a task that consumes time because it is consumed by the discussion with colleagues, the joint planning of tasks, the collection of information, its analysis.

Action research is not limited to testing certain hypotheses or using data to reach conclusions.

Action research is a process, which follows a systematic evolution, and changes both the researcher and the situations in which he acts.

Some advantages of getting involved in action-research processes are related to an increase in professional self-esteem, a decrease in professional isolation and the reinforcement of professional motivation. Allow professionals to investigate and form a reflective professional.

### **3.2 Lexical approach for teaching a second language**

During the 1990s, what would later become one of the most innovative and characteristic approaches of these times in the field of teaching/learning foreign languages began to take shape. The most important guidelines of the lexical approach are defined by Michael Lewis in 1993, under his work entitled *The Lexical Approach*. The state of ELT and the way forward.

According to Lewis, we can define the lexical approach as belonging to the slope of a deeper approach: the communicative approach. Only here we will give more relevance to the lexicon as an essential element in communicative situations.

This approach leads us to re-conceptualize and redefine the role of grammar and vocabulary in language teaching. For the author, the essential component of a language would be the lexical sequence, or «lexis». Said sequence, or «chunks», would be prefabricated pieces of language to which we usually resort to when carrying out communicative activities. When a person faces the challenge of wanting to communicate an idea, they do not start from scratch, they do not dedicate themselves to exhaustively putting together single words with grammatical rules, on the contrary, the strategy consists of resorting to those prefabricated lexical sequences. The construction of texts, from a lexical approach, starts from a baggage of lexical phrases. Consequently, language is understood not only to consist of grammar and vocabulary, but also of "multi-word prefabricated chunks".

During several of his presentations, Lewis was the target of harsh criticism, before which he defends himself by opening his hand to the following sentence: When you travel to a country whose language you do not know, what do you take with you? A grammar book or a phrase book?

The lexical approach is based, from a psycholinguistic perspective, on the recognition that, as in the case of native speakers, a very important part of the acquisition of an L2 is the ability to understand and produce lexical phrases without analyze (chunks). Exposure to these lexical segments allows students to implicitly assimilate linguistic patterns that have traditionally been considered part of grammar. The teaching focuses on fixed expressions that occur frequently in spoken language.

Lexical approach is based on the idea that a part of language acquisition is the ability to produce lexical phrases as unanalyzed wholes, or “chunks,” and comprehend the raw data by which learners perceive patterns of language thought grammar (Lewis, 1993, p. 95).

According to Michael Lewis (1993), the term lexical approach, suggests the following:

- The basis of language is lexis
- In language teaching lexis is misunderstood
- “Language consists of grammaticalized lexis, not lexicalized grammar.”
- Any meaning centered syllabus should be lexis.

Lexical approach says language consists of meaningful chunks, when they are combined, produce coherent text.

According to Lewis (1997b), the following taxonomy of lexical items:

- words
- polywords
- collocations, or word partnerships •institutionalized utterances
- sentence frames and heads

Lewis proposes a model that comprises the steps, observe–Hypothesize–Experiment, as opposed to the traditional Present–Practice–Produce paradigm. Nevertheless, implementing a lexical approach in the classroom does not a radical methodology. It involves a change in the teacher’s mindset. The most important thing is language activities consistent with a lexical approach must be directed toward naturally occurring language and learners’ awareness of the nature of language.



### **3.3 Ludic approach as a proposal for vocabulary learning**

In this research proposal, action research was used, which focuses on generating changes in a studied reality, it is evident in the sample that they are the students of the 2nd grade group B in which it is intended to improve their level of English from of the different recreational activities that will be applied. With a mixed methodology insofar as it handles the analysis of information from the quantitative and qualitative aspects thanks to the characteristics of its collection instruments.

The research proposal was carried out at the Escuela Secundaria Tecnica Industrial y Comercial No. 17 “Lic. Emilio Portes Gil” located in Nezahualcoyotl, Estado de México. With a population of 450 students. The vast majority are from the lower-middle class, with a precarious economic situation. The parents of families have a low academic level, some are illiterate or have finished secondary education. It consists of 12 classrooms, a library, lab room, computer room, with a regular size patio. In total there are 35 teachers, all graduates, most with specialization studies and only 2 with master's degrees. The work environment is warm and pleasant. It is directed by director Elizabeth Damián Morales.

Specifically, the population of the present investigation was made up of 34 second-grade students group B. The ages of the students in this grade range between 13 and 14 years, of which 16 are men and 18 women. Most come from multifamily homes, with separated parents, children in the care of stepparents, stepmothers, or grandparents.

The instruments that were considered for data collection were the following:

Field diary:

This is one of the instruments that day by day allows us to systematize our investigative practices; In addition, it allows us to improve, enrich and transform them. According to Bonilla and Rodriguez “el diario de campo debe permitirle al investigador un monitoreo permanente del proceso de observación. Puede ser especialmente útil [...] al investigador en él se toma nota de aspectos que considere importantes para organizar, analizar e interpretar la información que está recogiendo”.

Likewise, it allows enriching the theory-practice relationship, where the set of personal notes, a chronological record of events allow the researcher to systematize the experiences and then analyze the results.

In this project, the field diary describes the chronological events of the visits made to the educational institution and especially the registration of 3 classes by the teacher, which contributed to the analysis and reflection on the pedagogical task, thus enabling the realization of this study. proposal, allowing to improve the learning process in students. The subject consists of 3 hours per week, on the schedule of Wednesday, Thursday, and Friday, coinciding with these, after the break.

Photographs were taken of the school facilities and specifically of the second-grade group B classroom, which is spacious, well ventilated and in good condition. Likewise, evidence was taken of the behavior of the students in the face of the activities proposed by the teacher.

Interview:

The interview is a very useful technique in qualitative research to collect data; It is defined as a conversation that proposes a specific purpose other than the simple fact of talking. It is a technical instrument that takes the form of a colloquial dialogue. Channels defines it as “the

interpersonal communication established between the researcher and the subject of study, in order to obtain verbal answers to the questions raised about the proposed problem". Heinemann proposes to complement, the use of other types of stimuli, for example visual, to obtain useful information to solve the central question of the investigation.

It is argued that the interview is more effective than the questionnaire because it obtains more complete and in-depth information and presents the possibility of clarifying doubts during the process, ensuring more useful answers. The interview is very advantageous mainly in descriptive studies and in the exploration phases, as well as to design data collection instruments, where the interview in qualitative research, regardless of the model that is decided to be used, is characterized by the following elements: its purpose is to obtain information in relation to a certain topic; the information collected is intended to be as accurate as possible; the aim is to obtain the meanings that informants attribute to the issues in question; The interviewer must maintain an active attitude during the development of the interview, in which the interpretation is continuous in order to obtain a deep understanding of the interviewee's speech. The interview is often complemented with other techniques according to the specific nature of the investigation.

For this reason, throughout this proposal, interviews were conducted about the taste for the English subject and about the teacher's methodology.

Poll:

According to García Ferrando we define the survey as "una técnica que utiliza un conjunto de procedimientos estandarizados de investigación mediante los cuales se recoge y analiza una serie de datos de una muestra de casos representativa de una población o universo más

amplio, del que se pretende explorar, describir, predecir y/o explicar una serie de características”.

To carry out this proposal, recreational activities will be carried out, which will be supported by the curricular guidelines and the subject plan of the institution, with the aim of Increase the vocabulary of second grade students group B. With the following content days of the week, months of the year, describing people, adjectives and present simple. These will take place from January to June.

The data analysis will be carried out based on the information provided by the following research instruments: direct observation of the English classes by the teacher, which will be recorded in the field diary. An interview and a survey applied to the students of the second-grade group B, which will allow the analysis of the problem that became the object of study.

After having carried out the analysis of each instrument chosen for the collection of information, as soon as the development of the English classes, a diagnosis was made, which showed that one of the main causes of the low performance in them, the little motivation and the strategies used by the teacher to carry out the classes. Most students feel unmotivated to learn the language, despite pointing out that it is an important subject and that they like it, they point out that it is very difficult and takes a long time to learn.

It is also well known that the teacher needs to implement recreational activities or include ICTs in the classroom, to improve the teaching-learning process and achieve the expected objectives.

Considering the rate of loss and the apathy towards the subject of English, the pedagogical proposal, it is necessary because it facilitates language learning in a fun, entertaining, and almost imperceptible way.

The fundamental purpose of English classes with 2nd B grade students is to create a playful learning environment, where students learn from their peers and from mistakes, and in each of the activities they encourage leadership, coexistence, and teamwork.

Involving playfulness in the learning of a second language has incalculable value, since a greater disposition and motivation is achieved, which improves academic results and the development of skills.

ICTs make a valuable contribution to the teaching-learning process in this world current, it is known that students draw attention to what has to do with technology, that is why it is a challenge for the teacher to involve them in the environment school.

### **3.4 Development of ludic activities for learning a second language**

#### Activity 1: Lottery

Development of the activity: Carry out a lottery with the vocabulary learned in the previous sessions. Days of the week and months of the year. Two pieces of cardboard of 1/8 each are taken, each of them is divided into 9 spaces of equal size, in one of them different cuts of the vocabulary that you want to learn will be pasted, in the other the word will be written in English.

Later, the class will be divided into groups and the vocabulary will be put into a bag, one of the students will be taking out and the word that is taken out, the others will cover the word on their board, the winner will be the one who completes all the words on their board.

Materials:

- Cardboard
- Color sheets
- Markers
- Images
- Scissors
- Glue
- Beans

Activity 2: Drawing my body

Students draw their body on white bond paper. They lie down in prison to draw their silhouette to later color it and identify each of the body parts in English.

Materials:

- Bond paper
- Markers
- Colors
- Body

Activity 3: Mime

The class is divided into several groups and slips of paper from the different occupations seen are placed in a bag. A representative of each group comes to the front and puts his hand in and chooses a role that should represent the occupation he draws with mimes, if his group answers correctly they will earn a point, if not, another group can answer and this one will win the point. In the end, the group with the most points wins.

Materials:

- Cards

#### Activity 3: Mime

The room is divided into groups of 6, each of them will make 2 descriptions of both classmates and teachers, then they are placed in a bag, each group will take out a description and read it, the group will have to guess the person described. If they succeed, they will have a point in favor if they do not pass the turn to another.

Materials:

- Cards

#### Activity 4. Memory

20 squares of 10x10 are made where the vocabulary to be reviewed and images related to the topic are written so that they can match the pairs. In teams they play with the memory of the members, the one who collects the most pairs in the games will win a point.

Materials:

- Cardboard
- Markers
- Images
- Pair of scissors
- Glue



## CHAPTER IV

In this chapter we will discuss the results obtained throughout the application of this proposal. To begin with, different interviews were conducted with the students of the 2nd grade group B, where the students mentioned that throughout the intervention of the teacher in training, they have felt comfortable, understood, where the teacher in training gives them the confidence to ask their doubts without feeling dazed or uncomfortable. Likewise, during the sessions carried out with the group, a notable change in attitude has been seen, where the students observe each other with a positive, friendly, and hard-working attitude. His attitude towards teamwork has improved since everyone involved does their part and works. Even the students mention being happy for the incentives that the trainee teacher gives them. They mention that these details motivate them to work and participate during English classes.

Next, the sessions where the teacher in training puts into practice her proposal in the second-grade group B will be reported.

Class	1
Activity	Lottery
Development	The topic of the week was "Moths of the year", where prior to the other sessions it would be addressed implicitly, reminding students of moments or experiences they had in a certain month of the year, as well as asking them what their favorite month was. of the year.

Subsequently, the students were asked in pairs to carry out a lottery in cardboard size, together with their 10x10 cm cards.

The teacher in training even informed the students that a contest would be held where the three best lotteries would be awarded.

Likewise, the teacher in training

At the next class the students would already have their material to play.

The activity was carried out in the patio, so before leaving, the students would have to spell the complete alphabet, in favor of improving the students' pronunciation, so that the couple said it at the same time to be able to leave.

Once all the students were in the courtyard, the trainee teacher asked them to sit on the floor in a circle to start playing.

Shortly after, the teacher told them that the contest and the vote would take place that same day.

Before the end of the session, a vote was taken to reward the students.

The students who won were awarded their medal and their prize, which were: chips, chocolate, and a juice.

<p>Results</p>	<p>The students showed a positive and participatory attitude towards this activity. Through observation, it was noted that the students were happy and excited about the teamwork that was carried out with their other classmates.</p> <p>Likewise, in the interviews with the students, they mention that they liked the activity a lot, since it leaves the routine of only taking classes in the classroom.</p> <p>They comment that they liked playing with their classmates since that makes them feel more confident in the group.</p> <p>During these sessions, greater participation was observed in the students, greater work, and interest in the subject.</p> <p>One of the main reasons why there has been an increase is that, as the students mention, they have felt confident and motivated by the teacher in training and their classmates.</p> <p>Even throughout the sessions, the teacher in training gives a sticker on the forehead to the student who has participated 3 or more times, which makes the students participate more to get their sticker.</p>
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Class	2
Activity	Drawing my body
Development	<p>The topic of the week was Parts of the body.</p> <p>During the development of the classes, different resources were used, such as posters, images and songs.</p> <p>On the day of the session to apply the playful activity, the students were asked for 1.50 m of white bond paper, markers and colors.</p> <p>The teacher in training explained to the students that they would organize themselves in pairs, so that among them they could mark their body to later color it and locate the corresponding body part.</p> <p>The activity was carried out in the courtyard, where the students had space to lie down on the floor.</p> <p>Once the students were in the courtyard, they began to locate themselves, some of them were looking for a part of the floor that did not have so much relief to be able to mark their bodies better. Some students brought umbrellas in their backpack since there was a lot of sun on those</p>

	<p>days, they took them out and among them they took turns to shade their classmates.</p> <p>Later, 10 minutes before the end of the session, the teacher-in-training asked the students to form 2 rows so that she could play the song "head, shoulders, knees and toes" so that the students sang and touched each part of the body that was mentioning the song.</p> <p>At the end, the trainee teacher asked the students to return to the classroom to put away their material.</p>
<p>Results</p>	<p>Within this activity, the students were very excited when singing the song and locating the parts of the body. They mention that they had had a heavy day and when doing the activity, they felt free and fun.</p> <p>Later, when the activity "drawing my body" began, it was observed that the students were happy and a little nervous because some mentioned that they did not know how to draw. However, all the students participated in the activity, taking out their materials and working hard to do a good job.</p> <p>It is concluded that the camaraderie that was observed in them has had an increase, since they</p>

supported each other to draw, to hold the paper, to color, etc.

The student who brought his umbrella stood in front of his classmates who were lying down to provide shade and not get too hot.

As a result of the Covid 19 pandemic, the students lost that communication and that empathy, even in the return to classes little by little that attitude has changed and there is an increase in empathy, solidarity, and comparability since these types of activities favor the interaction between them.

The students were interviewed about the activity, and they mentioned that: they liked it a lot, that it was fun to mark their body and that of their classmates. Other students commented that they found it strange since they had never done that activity.

However, some students said that their favorite part was the song because some of them reminded them of their childhood, since they mentioned that they learned that song in kindergarten.

In general, the attitude of the students was positive and collaborative.

	<p>However, some students said that their favorite part was the song because some of them reminded them of their childhood, since they mentioned that they learned that song in kindergarten.</p> <p>In general, the attitude of the students was positive and collaborative.</p>
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Class	3
Activity	Mime
Development	<p>During that week, the theme was “simple present”. To begin with, the classes created a group dynamic. The trainee teacher divided the students into 4 teams. Each team received 6 slips of paper with a verb. Each student took a piece of paper which had a verb written in English. The students had to take a turn to be able to act while their other classmates watched to be able to guess.</p> <p>Later, the student who guessed the verb had to say the verb in English to work on the pronunciation.</p>

	<p>Once the team guessed all the verbs, they would have to choose another team to exchange slips of paper to act out other verbs.</p> <p>Once all the teams have passed, the teacher in training will write all the vocabulary on the board to be able to work on the pronunciation with the whole group.</p>
<p>Results</p>	<p>Within this activity it was observed that the students felt fun since they said that it was like playing "faces and gestures" which they liked a lot.</p> <p>Excitement filled the class, as the competition to guess more verbs was evident. The trainee teacher also noted frustration in some teams as they mentioned that some people on their team were not acting well and could not understand what they were referring to.</p> <p>However, something that the teacher in training noticed was that the students were distracted that day, since that class took place after recess and the students were not one hundred percent focused, they were distracted and some continued with the same energy.</p> <p>Subsequently, interviews were conducted with the students about the activity where they</p>



	mentioned that the activity was fun, that it made them feel good and with activities like this they will remember the topic.
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Class	4
Activity	Memory
Development	<p>The topic of the week was "describing people" where the students were introduced to the vocabulary in an indirect way with the image of a famous actor, where the students described how the actor was physically, thus making an equivalence in English and writing examples in the blackboard so that the students could observe it.</p> <p>Subsequently, the teacher in training showed them the missing vocabulary on the blackboard where they checked the pronunciation of each of the words. Asking the students to repeat after the teacher in training.</p> <p>After several classes working on the topic, the teacher-in-training asked the students to create a memory for playing the next session.</p> <p>The memory would consist of 20 cards of 10x10 cm, thus generating 20 pairs where the</p>

	<p>vocabulary seen in previous sessions was included.</p> <p>The vocabulary would be written on one card and the image representing that word would be on the other.</p> <p>In the next class, the teacher-in-training entered the group, called the roll as usual, and asked the students to get together in pairs. Once again, to carry out the activity in the playground, the students had to spell their names in order to go out and play.</p> <p>Once in the courtyard, the teacher in training told them that they could get together in small groups to be able to play with all the memories of each member.</p>
<p>Results</p>	<p>During the classes, the students showed interest in the different activities that were carried out. Their attention improved as the sessions progressed.</p> <p>Most of the students participated in the classes. One of the most important observations of this activity was that the students began to support each other so that everyone could do the activities on time, properly and correctly.</p>

	<p>The relationship between the students that this activity generated was remarkable, since when playing with their memories the students shouted and were happy when playing with their classmates. Likewise, it was observed that the students tried to remember more of the vocabulary to accumulate more pairs and be able to win the game.</p> <p>A healthy competition was even generated where the students were motivated, since at the end of each game the student with the most pairs would win a gold star on their forehead.</p> <p>Within this activity, the camaraderie, emotion, competition, and motivation were remarkable.</p>
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After carrying out the ludic activities presented, an evaluation is carried out with the contents addressed throughout the internship period. An exam of 20 questions was applied with the following topics: Months of the year, parts of the body, verbs, adjectives, physical characteristics.

The exam applied to the students of group 2° B consisted of the resolution of 20 multiple-choice questions, the results obtained were evaluated according to the correct answers compared to 100% of the students. Of 34 students, 34 answered the exam, of which 6 obtained 20 correct answers, 6 of them 19 correct answers, 4 with 18, 3 with 17, 4 with 16, 6 with 15, 2 with 14, 2 with 13, 1 with 11 and 1 student with 10 correct answers only.

If we make a comparison with the initial results in the diagnostic test, we can see that there is an increase in correct answers. It is important to mention that during the practice session different resources were used to teach the topics.

Shortly after concluding with the application activities under the ludic approach within the group, a survey was carried out to the second-grade students group B where they were asked to be answered anonymously, which consisted of the following:

The students were asked specifically within the survey if after all the classes their perspective about the English language changed, 34 students answered if the classes were fun, boring or normal, if they liked the activities and games, if they liked listening songs in English during the class, if they liked to participate in the English class, if they felt confident with the trainee teacher to express their doubts in class and if they felt motivated by the teacher in training.

Likewise, it is important to mention that, thanks to the application of motivational strategies, a change in the students' attitude towards the learning process was observed. The students generated confidence in themselves, as well as with the teacher in training. Over time, participation within the English classes increased so that the students were no longer afraid to participate or make mistakes.

In addition, as previously mentioned, because of the pandemic generated by COVID 19, the students lost interaction and communication with each other, which when they returned from face-to-face classes was a challenge for the teacher in training, since the students only they were quiet and did not work in rhythm and form. However, over time, companionship, empathy, collaborative work, and solidarity increased.

Some of the activities that were carried out were in teams, strengthening the values already mentioned.

In general, making a punctual analysis of all the information collected, it was possible to notice a great change in English vocabulary in the students of the second-grade group B.

It is essential to know that the recreational activities implemented were based on the subject's own interpretation of the world and reality, everything resulted from their environment, that is, from their personality, social and cultural environment, experiences, memories, etc. and each of the senses must be experienced to complement each other as a social being.

During the investigation, proposals were made which were given a solution through the development of the proposed strategies, within this section it is intended to respond to each of them, such as: What are the benefits of working under the ludic approach in the classroom? Motivate the student to acquire a second language through fun activities that promote learning, to express themselves orally during English classes. The active participation within the sessions while working on these activities, in such a way that the proposal favored the acquisition of vocabulary in a second language, since when observing that the students did not have enough basic vocabulary, the implementation of these strategies was important. that, it would not increase the acquisition of language but also the confidence and security in themselves.

Through the different evaluations that were made to the study group, we were able to notice a positive attitude towards the subject, since over time they did not only work on content, but also on pronunciation and even with their body.

The benefits are evident when the strategy becomes daily, trying to motivate students class by class to obtain a positive response, create dynamic classes and encourage collaborative work.

The second question to answer was: what elements should the teacher consider designing learning activities based on the ludic approach? Through the investigation it was found that it is important to consider the learning styles of the students because it will provide a starting point to know what strategy would favor the group, the materials and resources that the teacher has, if he can make extra material to favor the activities, to know the socioeconomic level of the student to consider if it is feasible to ask them for extra materials to carry out the different proposed activities, the internal context of the institution to know if the infrastructure allows activities to be carried out outside the classroom and that it contains the basic needs for the integrity of the student , the external context and the level of English of the students to identify the main needs of the group.

The third question is: to what extent does the ludic approach facilitate the learning of vocabulary in a second language? The application of the ludic approach favors the development of language skills and competences, to relate the school with its context and the contents with its reality since we live in a time where the English language remains present in everyday life. For this reason, the acquisition of vocabulary facilitates the understanding of the reality in which we live.

It is important to mention that the ludic approach implements the motivation in the students making them feel sure of themselves, which increases the possibility that they feel attracted by the language and make a greater effort to learn it, even creating awareness that it is not bad to make mistakes but to practice. to achieve their goal by learning a second language.

## CHAPTER V

Carrying out a reflection and assessment of my teaching practice, I can conclude that it helped me to make a gradual advance in my construction of reasoned planning, focusing my attention on student learning, however I am aware that not all schools in which exercise my profession will have the optimal conditions to work on this proposal, but within the Escuela Secundaria Técnica Industrial y Comercial no. 17 “Lic. Emilio Portes Gil” it will be improved by favoring the vocabulary of the students.

Each one of my interventions consolidated my graduation profile features; specific intellectual skills, mastery of teaching content, didactic skills, professional and ethical identity, and the ability to perceive and respond to the social conditions of the school environment.

The main challenges that I will face as a future teacher once I finish my stage as a teacher in training is the promotion of vocabulary in other less favorable conditions than those that were worked on during this cycle. The second challenge is to continue promoting English language skills in other environments (it will depend on where the school is located, the culture, etc.), as well as continuing to work on developing the ability to observe, analyze and interpretation. And the most important point as a personal challenge will be to use the playful approach as a means for students to learn in a fun and permanent way throughout their lives, both academically and socially.

However, the value of reflection to improve the quality of education and the teacher's thinking remains in the opinion, which limits the finding of new ways to transform their own practice. I have found limitations in the criteria of some teachers regarding reflection; also, in a certain way the resistance to change. Many times, teachers are predisposed to certain

forms of behavior in teaching that although they know they must change them, they do not do so for convenience or fear of what they will find, or lack of experience, experience is a starting point for learning. reflection, especially with teachers, who despite having sufficient knowledge, do not have enough experience or even the necessary imagination that they provide over time to realize how to change what does not work in the classroom.

Throughout four years I have observed that this lack of knowledge or experience is notable, since in first and second grade at Normal practices, the teachers that I observed did not have the necessary level of English to address the contents, since many of them were teaching the subject and did not have a certification that endorsed their level of English or were not in the specialty and even some teachers who had to respond to the service needs of the schools. For this reason, the English classes were very traditional.

This aroused a particular interest in me, since I noticed that over the years I became a teacher who seeks the appropriate strategies to respond to the needs of my students, since thanks to that I managed to orient my research topic towards the playful Together with my observation from the last year I can say that I encouraged the students to continue studying a second language.

Now of reflecting on the general practice of English teachers, it created in me a challenge to improve as a teacher in training to teach quality classes, where the contents were internalized and create a reflection in the students of the importance of the language throughout over time. Today it is important to emphasize that English has become a global language where it is necessary for everyday life, since we use many native English words that do not have a translation, which is why it is important to understand it.



Although I will face different challenges throughout my service as a teacher, the Normal School has given me the bases, the motivation, the observation, the self-reflection of my practice, the ideas, and the resources to be a teacher who assumes her teaching task, giving me the necessary tools to provide a quality education.

My purpose as a future teacher is to commit myself to my profession, to education and to students to find the appropriate strategies and resources to promote favorable learning environments for students, where they can express themselves without fear of making mistakes, learn without prejudice, to encourage participation, motivation and security in students to achieve the expected learning.

## CONCLUSION

To conclude my degree work I want to reflect on the advantages and disadvantages that I have found when developing this project, to work on a second language such as English with second grade secondary school students.

In the first place, it was not easy to choose a specific topic because the topic of Linguistics Applied to the Teaching of English is very broad, but knowing through conversations with my advisor, who could develop the ludic approach when teaching English, I get a lot of attention.

I implemented the ludic approach in each of my groups in the first, second and third grades of secondary school where I played games with all my students, from the smallest to the largest, because it is a motivating task that, although it is a bit complicated for the teacher for the attention, time and patience required, helped a lot to the students with whom I was working throughout this cycle. All of them took it as if it were really a game, but by introducing the aspect of competitiveness, they all want to be the best, the winners. Therefore, everyone tries harder to win, and therefore puts more interest in what they are learning without realizing it. It is a very comforting task since you can later verify that they have acquired the vocabulary that they intended.

The use of recreational activities not only enriches the students, but also us as teachers, since it is gratifying to see how the students learn in a fun, different way, where there is a motivation on the part of the teacher, and it shows them that they learn not it always has to be the same. On many occasions, it is necessary to break the monotony of the class and traditional activities, since being so repetitive it is likely that the desired productivity or

expected learning will not be achieved, and it can lead students to become discouraged and lose interest in learning a second language as important as English is today.

From my point of view, English is one of the most important languages that exist to learning this language should not be taken as an obligation, as one more subject that most adolescents do not like, because It is something new that they do not know anything about and that they do not see any use for. As teachers, we need to show them that acquiring this language is very important and make them lose their shyness when it comes to speaking another language in front of their classmates or the fear of making mistakes. It is teaching students that it is a long road that requires different processes and patience is needed to achieve the goal.

From my perspective, the use of resources such as songs and games with a purpose can be favorable for the expected learning of students, since by breaking with everyday life there is the possibility of generating situated learning.

# APPENDIXES

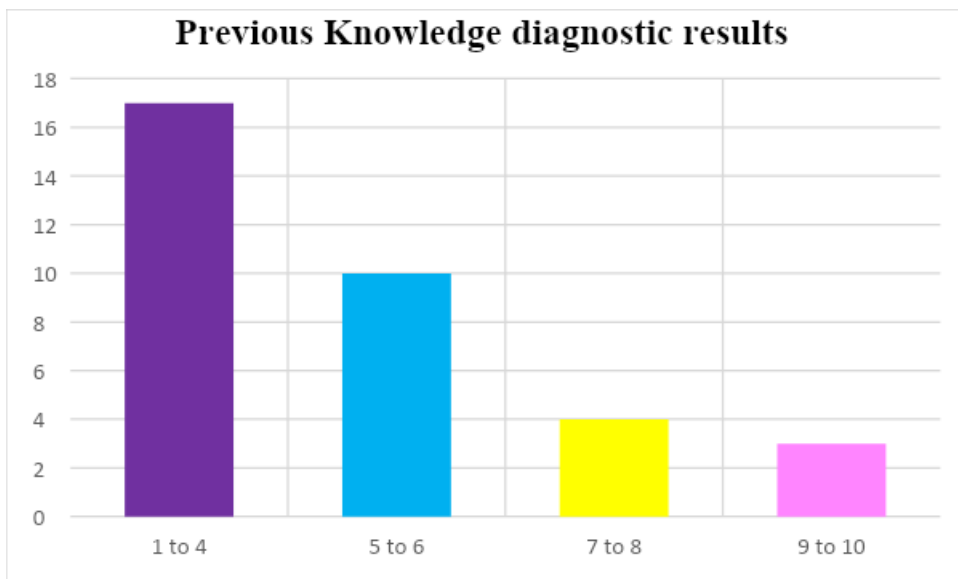
**Diagnosis test (previous knowledge)**

1. My mom \_\_\_ beautiful
  - a. Are
  - b. Am
  - c. Is
2. I \_\_\_ from Mexico
  - a. Am
  - b. Are
  - c. Is
3. My two brothers \_\_\_ doctors
  - a. Is
  - b. Am
  - c. Are
4. I \_\_\_ in Nezahualcoyotl
  - a. Lives
  - b. Live
  - c. Lived
5. María \_\_\_ cookies
  - a. Eats
  - b. Eat
  - c. Ate

**Select the correct Word in English:**

1. Sleep
  - a. Comer
  - b. Bailar
  - c. Dormir
2. Walk
  - a. Caminar
  - b. Cantar
  - c. Comer
3. Grandfather
  - a. Papá
  - b. Bisabuelo
  - c. Abuelo
4. Table
  - a. Silla
  - b. Mesa
  - c. Sillón
5. Bird
  - a. Barba
  - b. Oso
  - c. Pájaro

Appendix 1. Diagnostic exam carried out on 2nd B students, made by the teacher in training.



Appendix 2. Graph 1. Results of the application of the diagnostic test of previous knowledge in second-grade students group B.

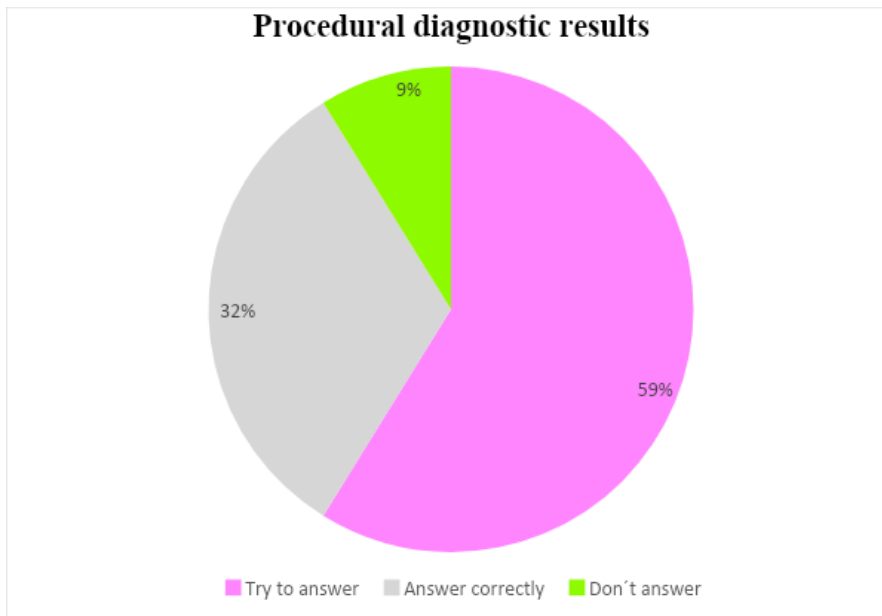
Nombre completo: \_\_\_\_\_ Grado: \_\_\_\_\_ Grupo: \_\_\_\_\_

### Nivel de desarrollo evolutivo

Lee cuidadosamente y contesta el siguiente problema.

Una florista ha realizado 880 ramos con 5 flores azules cada uno y 384 ramos con 3 flores rosas cada uno. ¿Cuántos ramos realizó en total? y ¿Cuántas flores utilizó en total para elaborar todos los ramos? Escribe tu respuesta y procedimiento para la resolución del planteamiento.

Appendix 3. Diagnostic test of the level of evolutionary development applied to students of the second-grade group B.



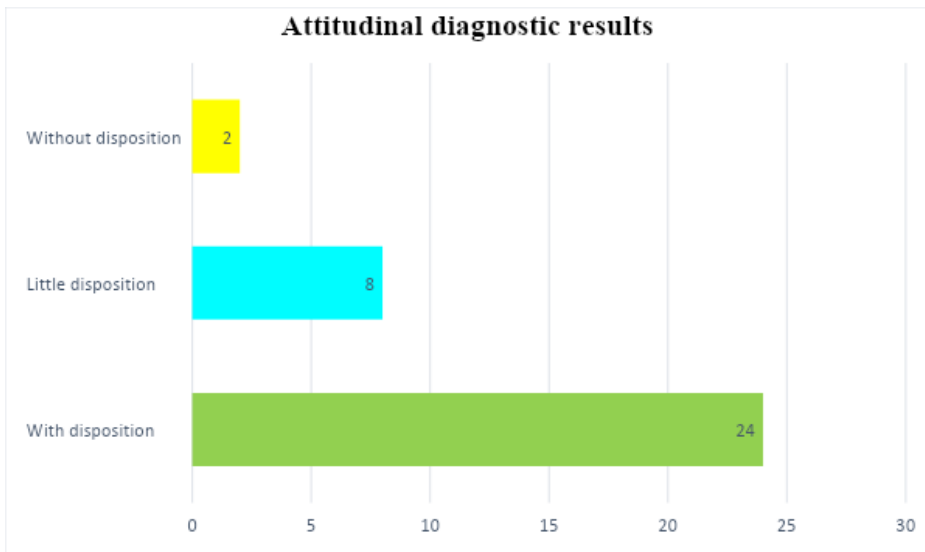
Appendix 4. Graph 2. Results of the application of the diagnostic test of the level of evolutionary development in second-grade students group B.

Nombre completo: \_\_\_\_\_ Grado: \_\_\_\_\_ Grupo: \_\_\_\_\_

### Disposición para aprender

	Si	No	A veces
¿Te gusta asistir a la escuela?			
¿Eres puntual en las clases?			
¿Prestas la debida atención a las clases?			
¿El idioma inglés es importante para ti?			
¿Eres capaz de buscar información por tu cuenta?			
¿Utilizas recursos tecnológicos?			
¿Te gusta buscar la información en libros?			
¿Realizas en tiempo y forma tus tareas?			
¿Te muestras confiado/a al hablar en inglés?			
¿Te gusta realizar el trabajo en equipo?			
Cuando no sabes la respuesta de algo, ¿te apoyas preguntando a algún compañero?			
Cuando tienes dudas en alguna actividad o tarea, ¿preguntas a algún miembro de tu familia?			

Appendix 5. Diagnostic test of the disposition to learn applied to the students of the second-grade group B.



Appendix 6. Graph 3. Results of the application of the diagnostic test of the willingness to learn in second-grade students group B.

# VARK



1. Te encuentras a punto de dar instrucciones a una persona que está junto a ti. Esa persona es de fuera, no conoce la ciudad. Está alojada en un hotel y quedan de encontrarse en otro lugar más tarde ¿qué harías?

- a.  Le dibujo un mapa en un papel.      b.  Le digo cómo llegar.      c.  Le escribo las instrucciones (sin dibujar un mapa).      d.  Voy por ella al hotel.

2. No estás seguro de cómo se deletrea la palabra trascendente o tracendente ¿qué harías?

- a.  Busco la palabra en el diccionario.      b.  Veo la palabra en mi mente y escojo según como la veo.      c.  La repito en mi mente.      d.  Escribo ambas versiones en un papel y escojo una de ellas.

3. Has recibido una copia de un itinerario para un viaje alrededor del mundo. Un amigo tuyo está interesado en él ¿qué harías?

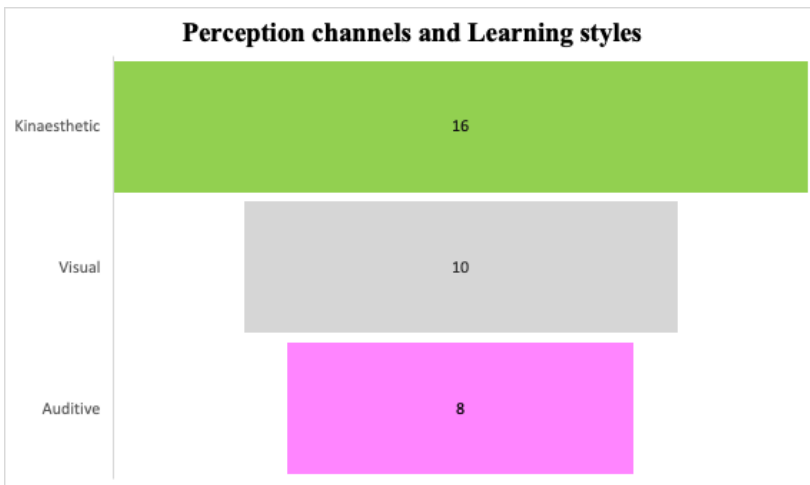
- a.  Le llamarías inmediatamente por teléfono y le contarías acerca de él.      b.  Le enviarías una copia impresa del itinerario.      c.  Se lo mostrarías en un mapa del mundo.      d.  Le compartirías lo que vas a hacer en cada lugar que visitarás.

4. Vas a cocinar algo especial para tu familia ¿Qué harías?

- a.  Cocinar algo familiar sin necesidad de instrucciones.      b.  Hojearías el libro de cocina buscando ideas de las ilustraciones.      c.  Buscarías en un libro especializado de cocina donde haya una buena receta.

5. Te han asignado un grupo de turistas para que les enseñes las reservas de vida salvaje en que trabajas ¿qué harías?

## Appendix 7. Diagnostic test of learning channels applied to second-grade students group B.



## Appendix 8. Graph 4. Results of the application of the diagnostic test of perception channels in second-grade students group B.



Appendix 9. Photograph taken during the “lottery” activity with the second-grade students, group B.



Appendix 10. Photograph of the lottery boards made by the students of the second-grade group B.





Appendix 11. Photograph of the prizes awarded to the winning students of the best lottery carried out by the second-grade students in group B.



Appendix 12. Photograph taken of the winning students in the “best lottery” contest.



Appendix 13. Photograph taken during the activity "Drawing my body" carried out in the courtyard with the second-grade students group B.

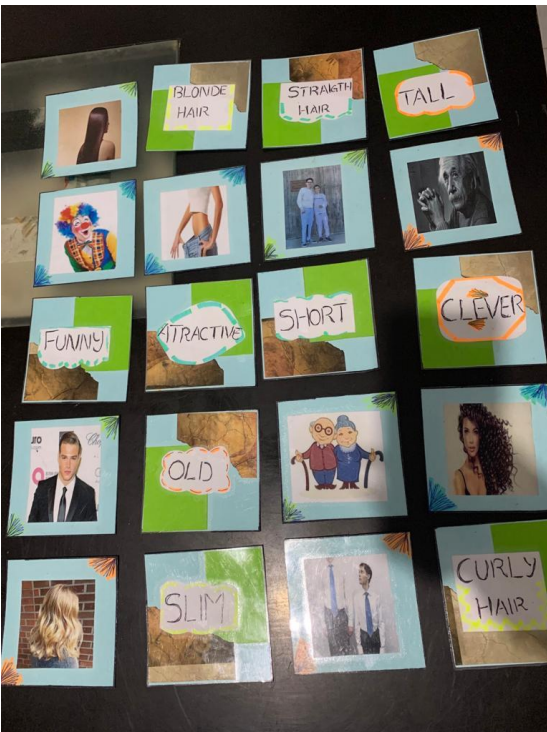


Appendix 14. Photograph taken during the "mime" activity carried out in the courtyard with the second-grade students group B.

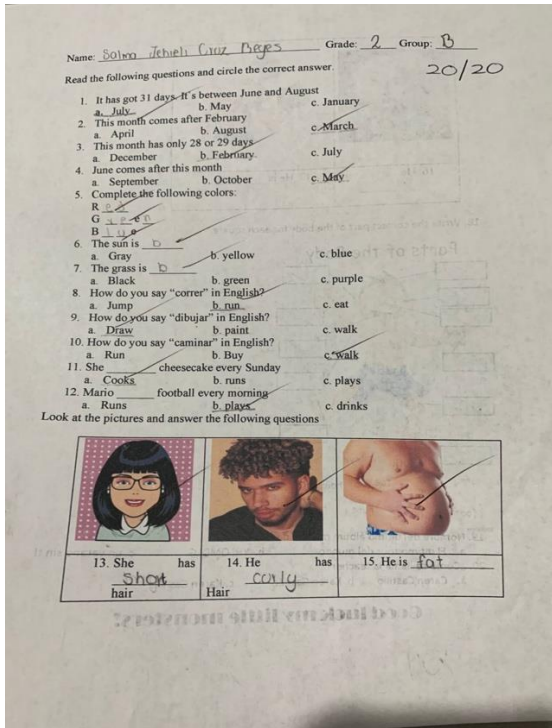




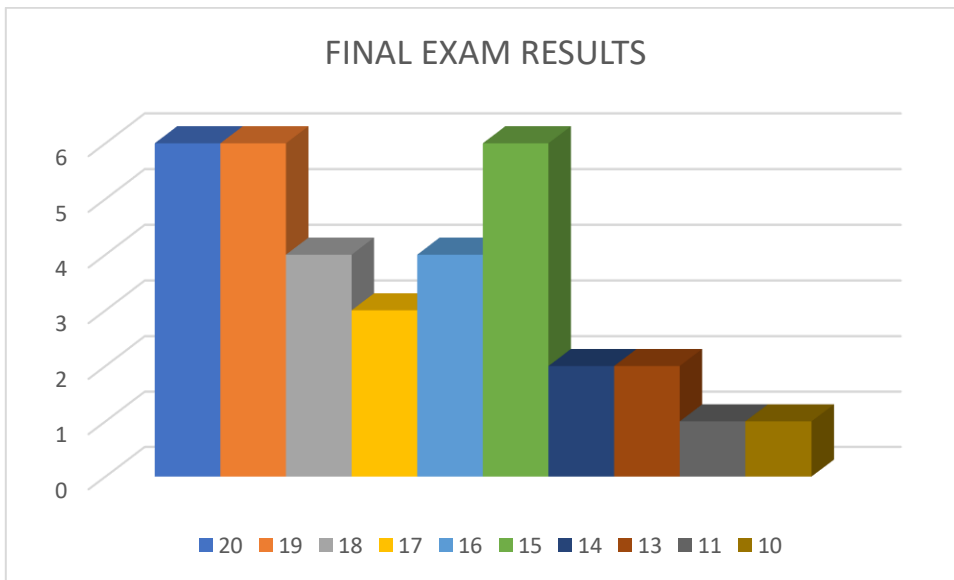
Appendix 15. Photograph taken during the "memory" activity carried out in the courtyard with the second-grade students group B.



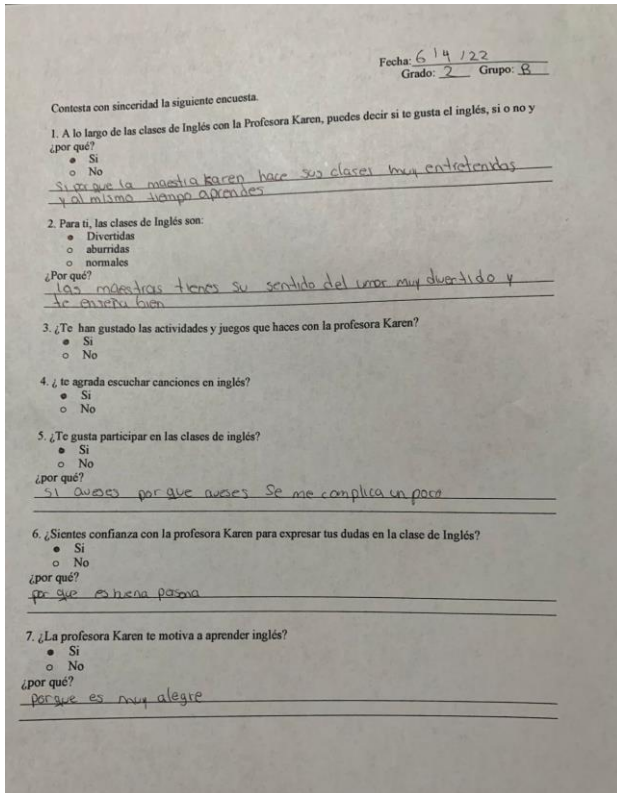
Appendix 16. Photograph of an example of memory carried out by the students of the second-grade group B.



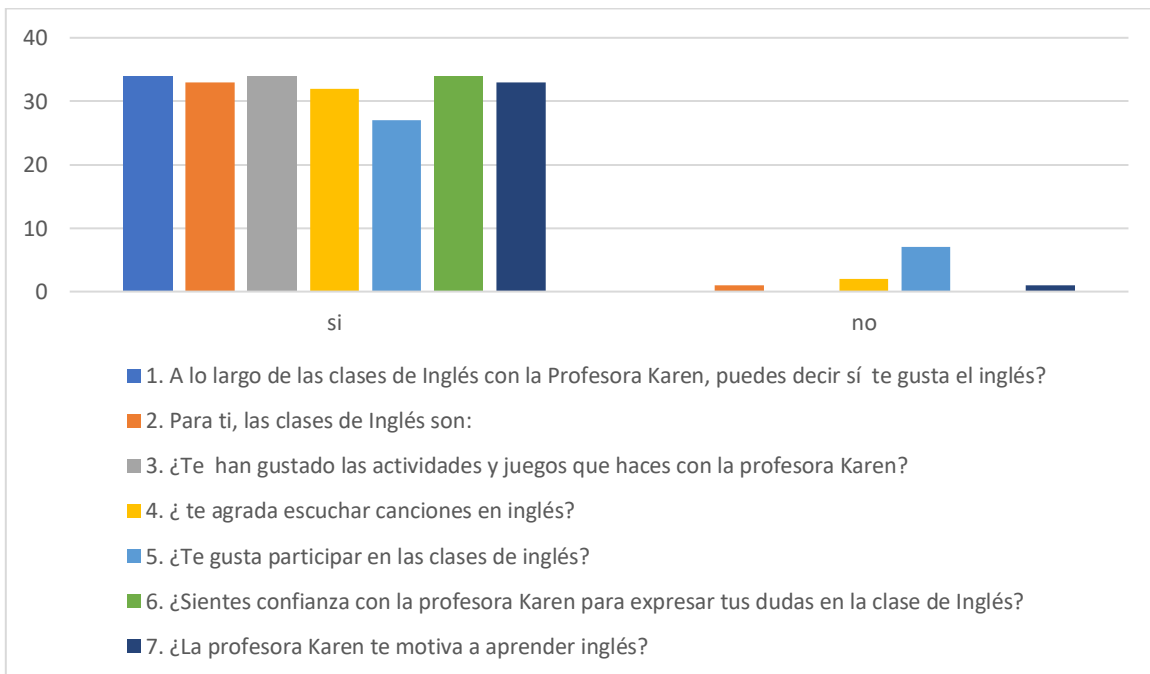
Appendix 17. Photograph of an exam taken by a second-grade student in group B.



Appendix 18. Graph 5. Results of the application of the final content exam of the second-grade students group B



Appendix 19. Photograph of a survey answered by a second-grade student group B.



Appendix 20. Graph 6. Results of the application of a survey to second-grade students group B.

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