

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Are you a watcher or a changer?

TRABAJO RECEPCIONAL

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

PRESENTA:

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México, DF. a 21 de junio de 2024



Ciudad de México, 18 de septiembre de 2024

**DICTAMEN DE APROBACIÓN DEL TRABAJO DE ESPECIALIZACIÓN PARA LA OBTENCIÓN
DEL DIPLOMA**

Se hace constar que el/la participante Gómez Iniesta Ana Lilia con matrícula 230926062 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Are you a watcher or a changer?", que es un requisito para la obtención del diploma de especialización.

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ATENTAMENTE
"EDUCAR PARA TRANSFORMAR"

GABRIELA RUÍZ DE LA ROSA
RESPONSABLE DE LA ESPECIALIZACIÓN EN
ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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1. Introduction

In the context of fostering environmental awareness and planet care with young learners, designing assessments and tests that align with the teaching and learning activities is crucial for several reasons. We can measure the learning outcomes because assessments that go beyond simple memorization can be engaging and promote deeper learning. For instance, participating in a debate about the agenda 2030, *“there are some super easy things we can adopt into our routines that, if we all do it, will make a big difference”* (United Nations, 2023).

Activities for life can promote data that gauges student understanding and identify areas needing improvement. If student projects on endangered species reveal limited knowledge about taking care of our common home, you can revisit that topic with additional activities and resources. If they are well-designed, assessments can empower students by giving them ownership of their learning. When assessments align with your teaching activities, they become powerful tools.

The importance of assessment and testing goes beyond simply getting a grade. When designed thoughtfully and aligned with learning activities, they become a perfect weapon that can help us to know if what we are teaching is what we are expecting our students to learn. Well-designed assessments can be like a treasure map, guiding you to hidden knowledge and revealing the progress. Imagine participating in a debate about sustainable practices asking them what do they want to be a “Watcher or a changer”.

It is important to mention that assessments are a two-way street. They provide valuable feedback. The right assessments can empower! In essence, assessments become partners in your learning journey. They help you solidify understanding, actively engage with environmental issues, and feel confident in your ability to make a positive impact not only for academic issues, but also for life. *The degree to which an assessment can aid both teachers and students in thinking and planning more strategically predicts its power to affect learning in a positive way.* (Tomlinson, 2013)

2. Body

2.1 Teaching Context

I am Ana Lilia Gómez Iniesta, I teach fourth grade students, assuming a typical school year structure they are between 9-10 years old. I am also in charge of the English Coordination with the following profile:

Private School: Colegio Cristóbal Colón La Salle indicates the students likely come from families with a middle-class or above socioeconomic background.

Middle-class or above: Attending a private school suggests students come from families with a comfortable standard of living. This is a wealthier area in Naucalpan de Juárez, State of Mexico. Students likely come from families with a comfortable standard of living.

Educational Context: Catholic and Lasallian Inspiration: The school emphasizes Catholic values and the Lasallian educational philosophy focused on social justice, faith, and service.

Technology integration: Students are likely comfortable using technology for learning and exploration.

Spanish Language: As a school in Mexico, the primary language of instruction is likely Spanish.

Cultural Context: Mexican Culture: Students would be exposed to Mexican culture and traditions within the school environment.

Potential International Exposure: The school have international students or exchange programs, providing exposure to different cultures.

Students' profile: English Level A1, they are bright and curious, they are students who enjoy participating in class activities. They are a bit shy when speaking English but is eager to learn. Also, they are good listeners. Their learning preferences are games, songs, and crafts. They love science and arts as well as spending time outdoors and exploring nature.

As a language teacher I am a teacher who really loves to work with them with real life situations, activities that can help them to gain confidence while they are learning. I believe language learning should be fun and engaging. I strive to provide students with interactive activities, games, and simulations that make practicing English enjoyable and real. My goal

is to empower students to take ownership of their learning and to be confident of what they have read. I try to provide them with opportunities to practice speaking, writing, and listening in a supportive environment.

2.2 Philosophy and identity

I'm on a constant quest to stay informed about the latest advancements in language learning pedagogy. Integrating new research into my classroom practices is more than just a goal, it's the fuel that keeps me innovating. My ultimate objective transcends rote memorization – I yearn to ignite a fervent curiosity and genuine enjoyment of English within my students. This goes far beyond the classroom walls. I envision them as self-directed global explorers, equipped with the essential skills and resources to confidently navigate their own English language development journeys.

My passion lies in igniting a lifelong love for the English language in my students. I go beyond simply teaching vocabulary and grammar; I aim to empower them to "live the language" by using engaging tools and resources. This fosters the development of critical 21st-century skills, transforming them into well-rounded global citizens. I envision them confidently navigating the world, using their English language proficiency to connect with others, solve problems, and contribute meaningfully.

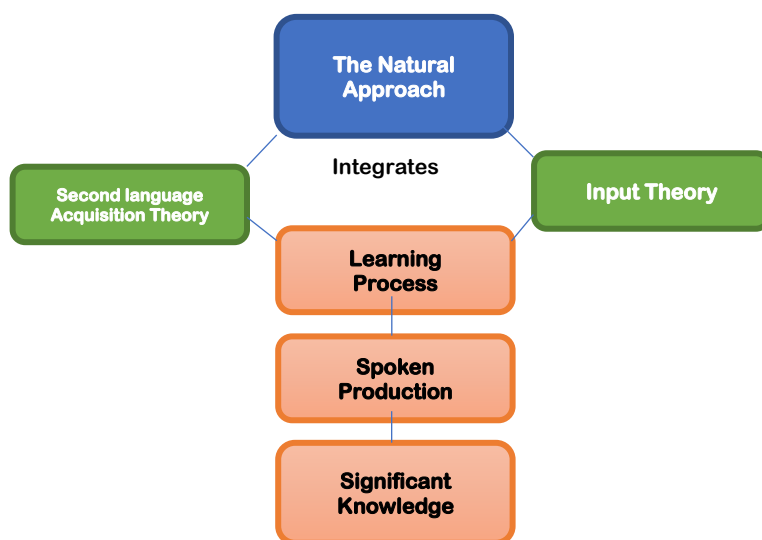
Every lesson is an opportunity to bridge the gap between knowledge and experience, ensuring they graduate not only with strong English skills, but also with the tools and confidence to become lifelong learners and active, engaged global citizens. To achieve this, I weave interactive activities, multimedia resources, and real-world applications into my lessons. I foster a collaborative learning environment where students not only learn from me, but also from each other.

By fostering critical thinking and celebrating individual learning styles, I empower them to become independent learners who can not only excel within the classroom, but also continue their English language adventures beyond the final school bell. Year after year, I fight for

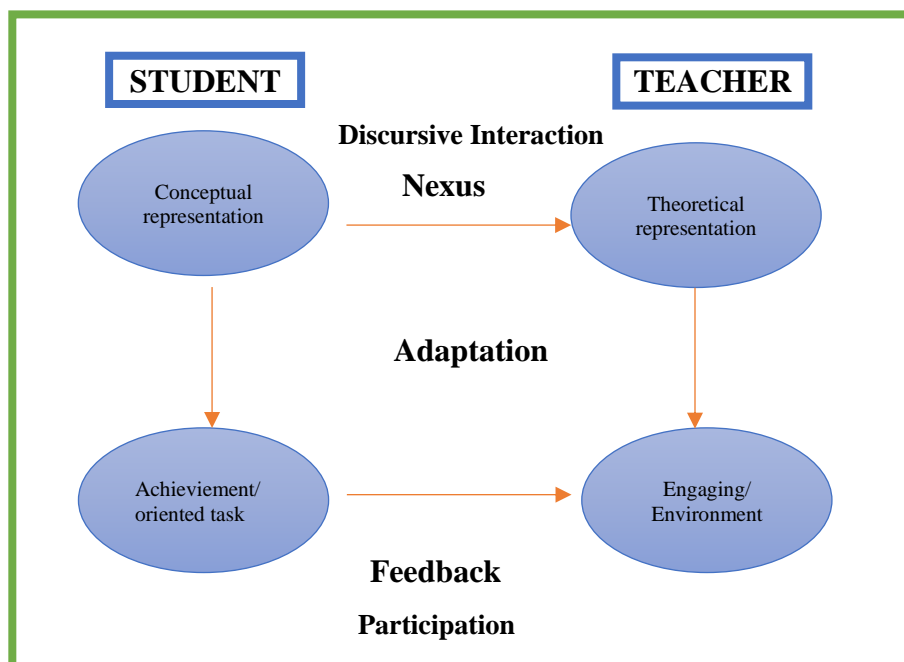
this objective with unwavering determination. There will be challenges, but as long as I see a spark of curiosity ignite in a student's eyes, I know I'm succeeding. My journey as an educator is fueled by the constant pursuit of fostering a lifelong love of learning in my students.

2.3 Theoretical Concepts

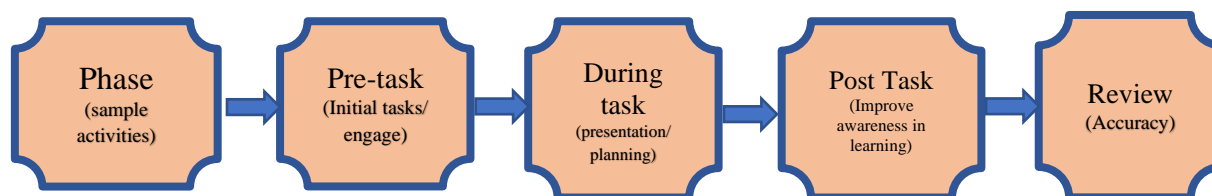
Our curriculum utilizes the Natural Approach to language learning. This method prioritizes communication skills and language exposure over explicit grammar instruction, mirroring how children acquire their first language. This approach fosters the campaign of interculturality and environmental consciousness we aim to achieve within our five-week program. By encouraging students to actively engage in discussions, we empower them to practice English for real-life situations. “based on the use of language in communicative situations without recourse to the native language” (*Krashen, 1981*)



Conversational theory, which emphasizes student-teacher interaction and collaboration, seamlessly aligns with this approach. Continued engagement between students and teachers fosters confidence and allows students to grapple with real-world contexts. (*Pask, n.d.*)



Task-Based Language Teaching (TBLT) aligns perfectly with our goals. TBLT recognizes that language acquisition flourishes through authentic situations. By engaging in communicative tasks, students actively participate in the learning process, refine their fluency, and naturally discover language rules as they collaborate to complete tasks. As students strive to achieve shared objectives, they organically grasp new concepts and refine their understanding of the language. (*Ellis. R, 2003*)



2.4 Methodology and rationale behind the activities

The best methodologies often depend on the specific context, learner needs, and teacher preferences. Effective teachers often use an eclectic approach, combining elements from different methodologies to create a well-rounded and engaging learning experience for their

students. This engaging unit, aimed at 4th graders, tackles environmental awareness through a focus on action and collaboration. Here's a breakdown of the rationale behind each session created by myself in order to reach the intercultural understanding and caring for the planet in English class, specifically for the Cristobal Colon students developing cognitive and socio-emotional aspects, preparing students to face the challenges and opportunities of an increasingly globalized and interconnected world.

Cognitive Skills:

- a) **Critical Thinking:** Students will learn to analyze information from diverse sources, including texts, images, and videos, from different cultures and perspectives. This allows them to develop a critical understanding of global and local issues related to interculturality and caring for the planet.
- b) **Problem Solving:** By working on collaborative projects that address intercultural and environmental themes, students learn to identify problems, generate creative solutions, and work in teams to achieve common goals.
- c) **Effective Communication:** Exposure to different cultures and communication styles in English fosters the development of intercultural communication skills, such as empathy, active listening, and the ability to express ideas clearly and respectfully.
- d) **Creative Thinking:** Students explore their creativity through activities that allow them to express their ideas and emotions about intercultural and environmental topics, using various creative formats like writing, drawing, music, and acting.

Socio-Emotional Skills:

- a) **Empathy and Respect for Diversity:** Students develop a greater understanding and appreciation of different cultures, values, and perspectives, which fosters respect for diversity and inclusion.

- b) **Social and Environmental Responsibility:** By becoming aware of global problems related to interculturality and caring for the planet, students develop a sense of social and environmental responsibility, motivating them to take positive actions to improve the world.
- c) **Collaboration and Teamwork Skills:** Working on collaborative intercultural and environmental projects promotes the development of collaboration, teamwork, conflict resolution, and consensual decision-making skills.
- d) **Self-Awareness and Self-Esteem:** By exploring their own cultural identity and expressing themselves in English, students develop greater self-awareness and self-esteem, strengthening their sense of belonging to a global community.

Session 1: “Introduction to Watcher vs. Changer”

Warm-up:	Create a positive and nature-centric atmosphere.
Picture discussion:	Introduce the concept of positive and negative environmental actions, building vocabulary and critical thinking.
Watcher vs. Changer:	Establish the core concept are you a watcher / changer- taking initiative for environmental well-being.
Group Discussion:	Encourage self-reflection talking also about interculturality and prompts students to identify their own environmental actions in different countries. Using different technological tools.

Session 2: Are you a watcher or a changer? / Let's Create... Eco Actions Inventions

Warm-up:	Reinforce positive environmental actions through a fun game.
Picture Analysis:	Raise awareness of global environmental issues across different cultures. Are you a watchers or a changer? Make them reflect through the activity if they are watchers or changers.
Invention Challenge:	Encourage creative problem-solving and fosters a sense of agency in tackling environmental challenges
Group work and presentations:	Develop teamwork, communication, and presentation skills while applying knowledge to create solutions. Use different formats for the expositions using the smartboard. This activity will help us to work with the conversational theory. Use the iPad for exposing a solution and their posture.

Session 3: Are you a watcher or a changer? / Let's Collaborate: Taking Care of Our Planet Together

Warm-up:	Highlight the power of collective action through a cooperative game.
Collaboration:	Emphasize the importance of working together for environmental solutions. Being just CHANGERS
World map and pictures:	Expand students' understanding of diverse environmental challenges faced globally.
Presentations:	Provide a platform for students to share ideas and discuss the benefits of collaboration.
Action planning:	Promote student agency by planning actions within the school/community and fostering intercultural understanding through environmental practices. They should be aware of being changers.

Session 4: Are you a watcher or a changer? / Let's Communicate: Sharing Ideas for a Better Planet"

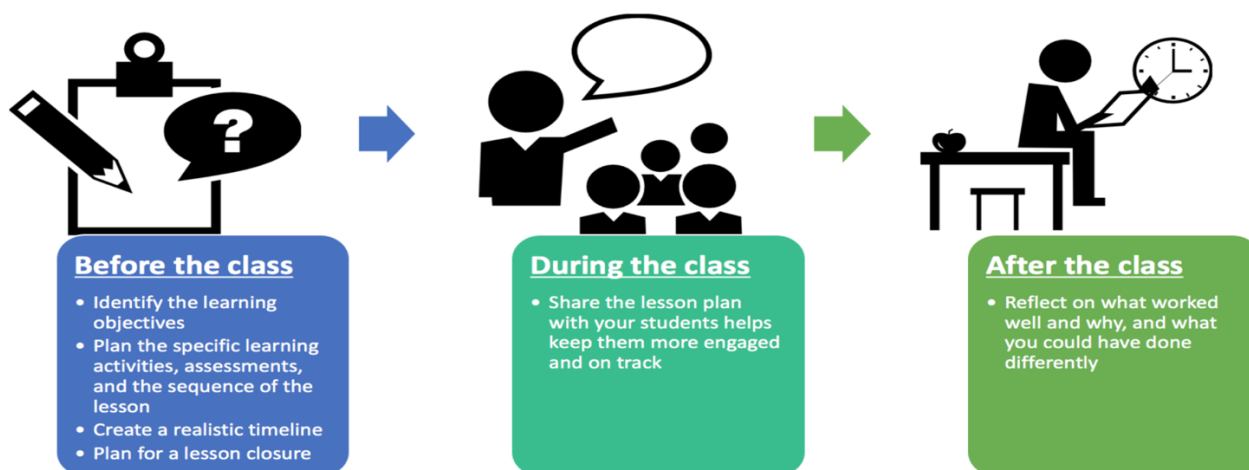
Warm-up:	Highlight the power of collective action through a cooperative game.
Focus discussion:	Connect communication to addressing environmental challenges.
Global voices and global map:	Explore how different cultures communicate environmental issues and emphasizes the role of communication in raising global awareness.
Communication challenge:	Develop intercultural understanding by learning about communication styles and encourages students to strategize effective communication for environmental advocacy.
Action planning:	Provide opportunities to share communication strategies, refine them for global audiences, and plan actions within the school/community.
Intercultural Activity:	Promote intercultural understanding by exploring environmental stories and messages from different cultures.

Session 5: Are you a watcher or a changer? / Let's Change! Be the Change for a Better Planet"

Warm-up:	Reinforce positive environmental actions through a game.
Individual Action introduction:	Empower students to understand their role as agents of change.
Power of Change & Global Changemakers:	Highlight the impact of individual actions and showcases real-world examples of environmental movements across cultures.
Wrap-up:	Encourage personal commitment to environmental action through self-reflection and planning.
Intercultural Activity:	Provide an opportunity to learn about and celebrate environmental heroes from other cultures.

Overall, this unit effectively combines environmental awareness with action-oriented learning and intercultural understanding. It empowers students to be "changers" and equips them with the knowledge, skills, and motivation to make a positive difference for the planet.

3. Lesson Planning according to the (SMU) Singapore Management University



Adapted from *Principles of Instructional Design (Image)*, Gagne, 2005, Singapore Management University. <https://cte.smu.edu.sg/lesson-planning>

3.1 Plan to sequence the lesson in an engaging and meaningful manner

When crafting lesson plans, consider Robert Gagne's "Nine Events of Instruction." (*Kurt, 2021*) This framework outlines a sequence of steps that promote optimal learning:

1. **Gaining Attention:** Start by grabbing students' interest and setting the stage for the lesson.
2. **Informing Objectives:** Clearly communicate what students will learn by the end of the lesson.
3. **Stimulating Recall:** Activate prior knowledge by connecting new information to what students already know.
4. **Presenting Content:** Deliver the main content in a clear and engaging manner.
5. **Providing Guidance:** Offer support and structure to help students process the information.
6. **Eliciting Performance:** Provide opportunities for students to practice what they've learned.
7. **Providing Feedback:** Offer constructive feedback to reinforce understanding and identify areas needing improvement.
8. **Assessing Performance:** Evaluate student learning to gauge the effectiveness of the instruction.
9. Enhancing retention and transfer

By incorporating both Gagne's structured lesson planning framework (*Appendix A*), and Bloom's Taxonomy (*Appendix B*), educators ensure their lessons cater to diverse learning goals. This goes beyond simply conveying information. It allows for activities that target various levels of cognitive development, from basic memorization to critical thinking and problem-solving. This results in lessons that not only inform but also encourage deeper understanding and practical application of knowledge, ultimately leading to more meaningful learning experiences for students. Appendix A

4. Improved Lesson Plans formats according to the SMU (Singapore Management University)

4.1 Lesson plan

TIME				
45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
MATERIAL				
Pictures of environmental changes people can make (recycling, using reusable bags, planting trees, etc.) Pictures or short videos depicting environmental change movements from different cultures (e.g., community clean-up events, youth climate strikes) - iPads notebooks				
SKILLS				
Listening/ Speaking	Writing	Reading	Listening	Speaking
LEARNING OBJECTIVES				
Students will be able to identify actions that help or hurt the planet. Students will be able to understand the difference between someone who watches problems and someone who acts all over the world. (changer) Students will be able to brainstorm ways to take care of the planet in other cultures	Students will brainstorm ideas that help the planet. Students will develop creative solutions to environmental problems in the countries that they chose. Students will write their ideas.	Students will understand the importance of collaboration in taking care of the planet. Students will identify how different cultures approach environmental issues. Students will brainstorm collaborative actions for a better world.	Students will understand the importance of communication in addressing environmental challenges. Students will explore ways different cultures communicate about environmental issues. Students will develop communication skills to advocate for taking care of the planet.	Students will understand the importance of individual action in creating positive change for the planet. Students will explore how different cultures approach environmental change. Students will develop a plan to act in their own lives.
WARM-UP				
Start chanting about the environment. Ask students "What are some things we see in nature?" Write their answers on the board (e.g., trees, rivers, animals). Which countries do they know? How do they take care of the planet? Show the pictures of positive and negative environmental actions one at a time. Ask students if the picture helps or hurts the planet (thumbs up/thumbs down). Briefly explain each action (e.g.,	Play a quick game of "Simon Says" with environmental actions (e.g., Simon Says pick up trash, Simon Says turn off lights when not in use). Show pictures: Show pictures of environmental problems all over the world with different cultures at a time. Ask students to brainstorm what problems they see in each picture. Briefly discuss the issues. Introduce the Challenge: Explain that today, they will be inventors! Their mission is to create something that helps solve one of the environmental problems in	Ask them if they want to be heroes or villains in order to understand better which are the actions that can help to change in our world and not being just a watcher.	Presentations: Have each group share their communication ideas with the class. Class Discussion: After each presentation, discuss the strengths of their communication strategy: "How would this message be clear and engaging?" "Would it be effective for a global audience?" Action Planning: "How can we use communication to make a difference in our own school or community?" Ideas could include creating posters, writing letters to the local government, or	Play a quick game where students mimic different actions that help or hurt the planet. Ask students "What are some things we can do to change the way we treat our planet?" Write their ideas on the board. Emphasize that even small changes can make a difference. Introduce Individual Action: Explain that everyone, including young people like them, can be agents of change for the planet.

throwing trash - bad, recycling - good).	the country that they saw to help other cultures as well as our planet.		organizing a presentation for younger students. Let's take Interculturality Actions: Have students research traditional environmental stories or songs from different cultures and share them with the class. Learn a simple environmental message in another language. Let them talk about the 5r's	Create a meeting session with students from other groups to interchange your ideas.
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LEARNING ACTIVITIES

<p>Watcher vs. Changer: Introduce the concept of "watcher" and "changer." Show the slides (or explain verbally). Ask: "Who is a watcher?" (point to the TV picture). "Who is a changer?" (point to the tree picture). Explain that a watcher sees problems but doesn't do anything. A changer sees problems and tries to fix them.</p>	<p>Group Formation: Divide students into small groups of 3-4.</p> <p>Problem Selection: Have each group choose one environmental problem they want to address. Give each group time to brainstorm ideas for inventions that could help solve their chosen problem. Encourage them to think creatively and outside the box!</p> <p>Design Phase: Provide students with materials to design their inventions. They can draw pictures, create models or write descriptions in paper or in their iPad.</p>	<p>Show the world map and point out different continents and countries. Show pictures of environmental actions from different cultures. Briefly discuss each action and where it takes place. Let's create culture Connections: Ask students: "Do you see any similarities or differences in how people around the world take care of the planet?" Encourage them to share their observations. Divide students into small groups. Give each group a specific environmental issue (e.g., water conservation, deforestation).</p> <p>Group Work: Ask each group to brainstorm ways people from different cultures could collaborate to solve their assigned environmental issue. Encourage them to think creatively!</p>	<p>Global Voices: Show pictures or videos depicting environmental issues from different cultures. Briefly discuss the issue and where it's happening. Ask students: "How do people in these pictures or videos communicate the problem, or how they solve it?" Encourage them to observe signs, symbols, or actions. Show the world map and discuss how communication can help raise awareness globally.</p> <p>Intercultural Communication: Briefly discuss a few ways different cultures communicate environmental messages (songs, art, traditional stories). Ask students: "How can understanding different communication styles help us work together for the planet?" Encourage them to think about the benefits of diverse perspectives.</p> <p>Communication Challenge: Divide students into small groups. Give each group a specific environmental issue and ask them to brainstorm: How would they communicate this issue to</p>	<p>Power of Change: Show pictures of environmental changes people can make in their daily lives. Briefly discuss each action and its impact.</p> <p>Global Changemakers: Show pictures or short videos depicting environmental change movements from different cultures. Briefly discuss the actions being taken in each example. Show the world flag and discuss how individual actions can contribute to a larger global movement. Using the technology to investigate and create. Ask students: What are some changes each of us can make in our daily lives to take better care of the planet? How can we inspire others in our community to make changes too?</p>
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			others in their own community? How could they use communication to raise awareness globally?	
WRAP-UP				
Class Discussion: Ask each group to share their ideas with the class. Briefly discuss the importance of acting taking into consideration other cultures and values, no matter how small. Ask students, "What are some things we can do to be changers and take care of our planet? Write their ideas on the board. Try a commitment activity: with the world, have students search a picture or write a short sentence about one thing they will do to be a changer similar of what they investigate and share.	Presentations: Ask each group to present their invention to the class. Encourage them to explain the problem their invention solves, which country they are talking about and how it works. Class Discussion: After each presentation, have a short discussion about the invention. Ask questions like: "How would this invention help the planet and the people?" or "Are there any improvements we can think of?" Reflection: Briefly discuss how creating solutions can be a powerful way to take care of the planet and the cultures all around the world.	Presentations: Have each group share their communication ideas with the class. Class Discussion: After each presentation, discuss the strengths of their communication strategy: "How would this message be clear and engaging?" "Would it be effective for a global audience?" Action Planning: "How can we use communication to make a difference in our own school or community?" Ideas could include creating posters, writing letters to the local government, or organizing a presentation for younger students. Let's take Interculturality Actions: Have students research traditional environmental stories or songs from different cultures and share them with the class. Learn a simple environmental message in another language. Let them talk about the 5r's	Presentations: Have each group share their communication ideas with the class. Class Discussion: After each presentation, discuss the strengths of their communication strategy: "How would this message be clear and engaging?" "Would it be effective for a global audience?" Action Planning: "How can we use communication to make a difference in our own school or community?" Ideas could include creating posters, writing letters to the local government, or organizing a presentation for younger students. Let's take Interculturality Actions: Have students research traditional environmental stories or songs from different cultures and share them with the class. Learn a simple environmental message in another language. Let them talk about the 5r's SUMATIVE. A Venn Diagram, in Sketches	Class Discussion: After each presentation, discuss the strengths of their ideas: "How is this change achievable?" "How can we make it a lasting change?" Personal Commitment: Have students write down one specific change they will commit to making in their daily lives to take care of the planet. Interculturality Actions: Research and learn about an environmental hero from another culture and share their story with the class. Creating a podcast with all the proposals

4.2 Assessment

ASSESSMENT				
Summative: Students will represent and analyze the roles of watchers and changers through physical poses, fostering engagement and deeper	Informal: Present choices where students pick between watcher and changer actions in specific situations. They	Summative: Design a 4-panel comic strip that they can read to the group, according to the country they chose Show a	Formative: Present global scenarios (littering in Japan, water access in Africa) with cultural twists. Students	Formal: Present a global social issue (e.g., endangered species protection) with cultural context variations

understanding of the topic including the countries they decided to work with.	need to write their reasoning, gauging understanding of the concepts according to the values, needs and culture of the country that they chose.	situation needing change, someone witnessing it, then acting (changer), and the positive outcome (optional). Discuss qualities & importance of being a changer according of the culture that they chose.	brainstorm "changemaker tools" considering cultural context, then discuss how culture affects solutions.	(different countries' approaches). Students research & debate solutions considering cultural perspectives (formal presentation & argument). Assess based on research accuracy, cultural sensitivity, and argument strength
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4.3 Rubric

RUBRIC

1. Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
Research Accuracy	Information is factually accurate and demonstrates in-depth understanding of the global issue and cultural variations.	Information is mostly accurate but may lack specific details or cultural nuances.	Some inaccuracies present, or limited understanding of cultural variations.	Information is inaccurate or misleading.
Cultural Sensitivity	Demonstrates a thoughtful and respectful approach to cultural perspectives, proposing solutions that consider these differences.	Considers cultural perspectives, but solutions may not fully address them.	Limited consideration of cultural perspectives, or solutions might be insensitive.	Disregards cultural perspectives.
Argument Strength	Presents a clear, well-organized argument with strong supporting evidence and persuasive reasoning.	Argument is mostly clear and organized, but may lack some evidence or persuasive strength.	Argument is unclear, poorly organized, or lacks sufficient evidence.	Argument is weak, illogical, or lacks supporting evidence.
2. Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
Scenario & Choice	Clear scenario, identifies watcher & changer actions, chooses appropriate action.	Scenario mostly clear, some confusion on actions/choice.	Unclear scenario or inappropriate action chosen.	Missing or irrelevant scenario/choice.
Reasoning & Culture	Strong justification using concepts, considers values, needs & culture of chosen country.	Some justification with concepts, limited cultural consideration.	Weak justification or ignores cultural context.	Missing or irrelevant justification.
Communication	Clear, concise writing, well-organized explanation.	Mostly clear writing, some organizational issues.	Unclear or confusing writing, poorly organized.	Difficult to understand due to writing problems.
3. Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
Research Accuracy	Information is factually accurate and demonstrates in-depth understanding of the global issue and cultural variations.	Information is mostly accurate but may lack	Some inaccuracies present, or limited	Information is inaccurate or misleading.

		specific details or cultural nuances.	understanding of cultural variations.	
Cultural Sensitivity	Demonstrates a thoughtful and respectful approach to cultural perspectives, proposing solutions that consider these differences.	Considers cultural perspectives, but solutions may not fully address them.	Limited consideration of cultural perspectives, or solutions might be insensitive.	Disregards cultural perspectives.
4.Criteria	Excellent (4 pts) / Needs Improvement (1 pt)			
Content & Impact	Comic portrays a clear situation, character acts as a changer considering cultural impact. / Unclear scenario, character lacks changer actions, or cultural impact is ignored.			
5.Criteria	Mastery (4 pts)	Proficient (3 pts)	Developing (2 pts)	Needs Work (1 pt)
Research & Cultural Understanding	In-depth research on global social issue, demonstrates clear understanding of cultural variations in approaches.	Solid research, some understanding of cultural variations, but may lack specifics.	Limited research, limited understanding of cultural variations.	Inaccurate or superficial research, ignores cultural variations.

5. Extra Activities

5.1 Are you a watcher or a changer?

EXTRA ACTIVITIES				
According to the TBL methodology we can: Create a "Watcher vs. Changer" Poster: Divide the class into two groups. One group creates a poster depicting a "watcher" scenario related to the environment (e.g., littering), while the other creates a poster for a "changer" scenario (e.g., picking up litter). Display both posters and discuss the differences.	According to the Conversational Theory Real-World Eco-Inventions: After brainstorming their own inventions, have students research real-world eco-friendly inventions. They can create short presentations or fact sheets highlighting these inventions using different technological tools.	Create a Collaborative Mural (TBL): Provide art materials and have students create a collaborative mural with heroes and villains depicting different cultures working together to address environmental challenges. Using free forms in your iPad	Create a Slogan or Song: (Input) Challenge students to create a catchy slogan or short song promoting environmental awareness. Creating a podcast.	Community Action Project: Organize a school-based or community-based action project, such as a local park clean-up or a tree-planting event. Record the evidences in a short video

6. Results

Assessing students across five different sessions, with a focus on contributions, transversal skills, grammar structures, and topic knowledge, can have a significant impact on their learning experience. Here's a closer look at the potential benefits and considerations:

Enhancing Learning and Participation to speak in another language, frequent assessments act as data points to gauge student progress. This allows to identify areas where students might need additional support and tailor your instruction accordingly. Knowing they will be assessed can motivate students to stay engaged and actively participate in class discussions and activities, leading to deeper understanding and knowledge retention and confidence.

The impact of assessing in an accurate way is that we can develop transversal skills, by incorporating assessments that evaluate transversal skills throughout the five sessions, we can encourage students to develop these essential abilities in a holistic manner. Transversal skills like communication, collaboration, and critical thinking are crucial for success not only in academics but also in future careers and life in general. Regularly assessing these skills through presentations, group projects, and discussions can highlight areas for improvement and provide opportunities for students to practice and refine these skills.

By analyzing their performance across different assessments, they can identify their strengths and weaknesses, and develop self-assessment skills. Feedback from assessments allows students to correct their mistakes and identify areas needing improvement, fostering a sense of ownership and self-directed learning. Align assessments with specific learning objectives for each session, ensuring they measure the intended skills and knowledge.

Utilize a combination of formative assessments for ongoing feedback and summative assessments to evaluate overall learning outcomes (Stanford, 2019). Timely and specific feedback on assessments is crucial for students to understand their strengths and areas for improvement. Furthermore, incorporating low-stakes assessments can encourage participation and risk-taking without the pressure of high grades.

Also, we can have data for improvement it highlights how assessments can reveal areas where students need further support and guide adjustments in teaching. With the precise feedback.

empowering students we can argue that well-designed assessments can give students ownership of their learning and build their confidence and to start discussing or exposing more about the topic according to the natural approach method.

To sum up, assessments are valuable tools for both teachers and students to measure progress and guide learning as well as to take into consideration what have we taught and how we do it. Here we can grade with the debate analyzing how they are implementing the structures as well as the new vocabulary. And furthermore, we can connect assessments to real-world application and lifelong learning. (Tomlinson, 2013) to strengthen the argument about the power of well-designed assessments.

7. Conclusions and reflections

By the end of the five sessions we can organize a class field trip to new and better knowledge efforts. Encourage students to keep an eye in all the skills that they will be able to develop. These extra activities provide additional opportunities for students to engage with the unit's themes, deepen their understanding, and develop a sense of agency in protecting the planet. These concerns resonate with current discussions in language pedagogy.

There's a growing emphasis on meaning-based activities, learner-centered curricula that prioritize student needs and interests, and the importance of affective factors like motivation and enjoyment. Task-based learning (Ellis, 2003), Conversational and Natural Approach (Krashen, 1983) theories which incorporates many of these elements, is attracting increasing attention as a way to address these evolving pedagogical considerations.

In conclusion, by creating learning experiences that cater to students' abilities, connect with their lived experiences, and utilize a variety of engaging resources, including technology, we empower students to become the center of their own learning journey. By embracing the evolving practices in language pedagogy, we can create optimal learning environments that

promote inclusion and equip students to be conscious and active participants in building a better world.

8. Link (URL of the video)

https://drive.google.com/file/d/1HKtKS-2Vv3P0_Gi-dYS1iB9QrRkpWT66/view?usp=sharing

9. Appendices

9.1 Appendix A: Gagne's Nine Events of Instruction



Note. Adapted from *Nine Events of Instruction* (Image), Gagne, 2015, (<https://www.coursearc.com/gagnes-nine-events-of-instruction/#>), CourseArc licensed under [CC BY-NC-ND 4.0](#)

9.2 Appendix B: Thinking Levels of the Bloom's Revised Taxonomy

Characteristic	Description
Clearly stated tasks	Free from jargon and complex vocabulary; describe specific and achievable tasks (such as 'describe', 'analyse' or 'evaluate') NOT vague tasks (like 'appreciate', 'understand' or 'explore').
Important learning goals	Describe the essential (rather than trivial) learning in the course which a student must achieve.
Achievable	Can be achieved within the given period and sufficient resources are available.
Demonstrable and measurable	Can be demonstrated in a tangible way; are assessable; achievement and quality of achievement can be observed.
Fair and equitable	All students, including those with disabilities or constraints, have a fair chance of achieving them.
Linked to course and program objectives	Consider the broader goals - i.e. course, program and institutional goals.

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11. Declaration Letter

DECLARACIÓN DE AUTENTICIDAD DE DOCUMENTOS O AVANCES DE TESIS ANTE LA UNIVERSIDAD PEDAGÓGICA NACIONAL

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

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2. Módulo 2: Assignment Unit 1&2, Assignment Unit 3 y Proyecto de modulo 2
3. Módulo 3: Assignment Unit 1, Assignment Unit 2a, Assignment Unit 2b y Proyecto de modulo 3

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Programa de posgrado:	Especialización de Enseñanza y Aprendizaje de Inglés como lengua extranjera	Tutor(a), Asesor(a) o Director(a):	Shelick Galván
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Atentamente,
Ciudad de México a 12 de mayo de 2024. _____



Ana Lilia Gómez Iniesta

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