

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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### **UNIDAD 092 AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA  
“TRANSFORM THE CONCEPTION OF BEAUTY BY  
PROMOTING A HEALTHY BODY IMAGE: A WORKSHOP  
FOR ADOLESCENTS AND ADULTS”  
TRABAJO RECEPCIONAL**

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

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**México, DF. a 10 de julio de 2024.**



Universidad Pedagógica Nacional



Unidad 092 Ajusco

Centro de Enseñanza y Aprendizaje de Lenguas

Especialización en la enseñanza y aprendizaje de inglés como  
lengua extranjera.

Module III

Final Project

**“TRANSFORM THE CONCEPTION OF BEAUTY BY PROMOTING A  
HEALTHY BODY IMAGE: A WORKSHOP FOR ADOLESCENTS AND  
ADULTS”**

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July 10th, 2024.



Ciudad de México, 18 de septiembre de 2024

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

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"EDUCAR PARA TRANSFORMAR"

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## I. Introduction.

The workshop is designed with the purpose of enriching four skills in the acquisition of a second language, in this case the English language. The aim is to develop speaking and listening skills through interactive activities that will lead the participant to an understanding of the topic and in this way generate meaningful learning. Reading skills will be developed through information that will be gathered from reliable sources and texts in books to carry out questionnaires in which understanding of what has been read is demonstrated. And finally, participants will be invited to carry out a written reflection to find out what they acquired about the topic during the sessions.

Addressed to: The workshop is aimed at people interested in making practical use of the English language with a level B1 or higher, to gain more confidence when communicating in another language and at the same time enrich life skills.

Maximum number of participants: For the workshop to be developed in a personalized way, it is suggested that it have a maximum of 20, in order to address the doubts and participation of all participants.

Minimum number of participants: The workshop requires a minimum of 8 participants to be able to carry out those team activities and is also enriched by having diverse points of view.

Number of sessions: The workshop is designed to cover a week, that is, one session a day, 5 sessions in total lasting one hour and thirty minutes.

Teacher: The teacher must know the topic and at the same time investigate, that is, be up to date. An important characteristic of the teacher is that they must be sensitive to identifying and understanding diversity and establishing strategies to improve their practice and thus become an agent of change.

Teachers need to facilitate student learning by giving input to “understand the world and to communicate across linguistic and cultural boundaries and to play an active role at many levels in the world.” The teacher tries to convey meanings with students so that the target language becomes a vehicle to

understanding their own culture. Teachers may foster awareness to then understand new cultures and perspectives by building a nice respectful learning community (EEAILE: Log In To The Site, s. f.).

To learn a second language, of course there must be a need to communicate, however the main component to learn and acquire the language is being exposed to it, which represents a huge advantage is that we already have a way to communicate, that is, our mother tongue, that is why our main interest to use a second language is to understand other people's ideas and be able to interact with them. With all this I want to explain that in my point of view the aspect that occurs in the first instance in language learning and acquisition is the language comprehension.

## **II. Summary**

During the development of the specialization assignments, as well as what was learned related to the practice, it was triggered by seeing the development of a language in initial stages compared to adult stages. That is why I want to implement a workshop to motivate people on different topics using the English language as a means of communication.

For the workshop to be developed in a personalized way, it is suggested that it have a maximum of 20 and a minimum of 8 participants to be able to carry out those team activities and is also enriched by having diverse points of view.

The workshop is aimed at people interested in making practical use of the English language with a level B1 or higher, to gain more confidence when communicating in another language and at the same time enrich life skills.

Everything learned during the specialization were considered but in specific Noam Chomsky who thought that humans have innate capacity for language acquisition. Dell Hymes who proposed the Communicative Competence about the social knowledge, referring to verbal o nonverbal. And Michael Byram with his Model of

intercultural attitudes to understand another culture, since we reviewed the concept of beauty around the world.

The methodology used in the design of the workshop was project-based methodology which is functional when you have groups of different ages. The Reggio Emilia approach that addresses content based on projects, uses art and the concepts that the protagonists, this is how it calls the students since they are the protagonists of their learning process, they define the concepts that will be developed in the project based on their interests and concerns. Finally CLIL that provides structure to the workshop considering that it addresses a topic of social and emotional interest such as physical conception, addressing standards of beauty that have developed over time, with the aim of generating a real and positive self-concept using the English language as a means to exchange ideas and generate confidence in its use.

Each session aims to focus on a skill:

1. **WRITING.** My body is fantastic - work collaboratively on a board writing the reasons why your body is fantastic.
2. **LISTENING.** Differences between negative and positive body image - show a video “Psychology of selfies” to complete an exercise.
3. **SPEAKING.** Unconscious comparison - share a good and a bad experience that occurred on social media.
4. **READING.** Different times and cultures - read a slide from the presentation and sharing their points of view.
5. **PORTFOLIO.** Self-respect - make a poster “The beauty in the eye of the beholder”

It is also important to mention that before the workshop, participants have a session where they will review the vocabulary that will be used in the workshop to facilitate understanding. In this session, the materials, worksheets and links that will be used in the workshop are also shared.



The assessment used in the workshop is a portfolio of evidence, using two important factors in the Reggio Emilia approach, which are the documentary of everything learned or what the protagonists (participants) consider relevant, making art and using creativity to generate meaningful learning. Also, the activities carried out and some rubrics in the reading and writing activities will serve to provide feedback to the participants at the end of the workshop.

### **III. Chapter 1 Philosophy and theory.**

#### **3.1 Teaching context.**

The things that really enhances learning is the diversity of ways of teaching and that teaching style that generates a climate in the classroom, these small practices help the teacher to have control in the group or be more dynamic, etc.

In my case, I teach children from 2 to 7 years old and they always want to help. Something that helps my class dynamics is that I choose one assistant per day to distribute the material and books to their classmates. This action makes them feel motivated and appreciated.

In the school where I work, it is a private school with a non-traditional approach, called Reggio Emilia, in which as a teacher we have the responsibility and in some way the freedom to design activities in which learning is developed through art and work is done through projects placing the student as the protagonist of their own learning process.

In the private sector we can see students being in contact with the language at an early age, thus developing skills that help them communicate in another language more easily, it is also common to see groups of no more than 10 students. It is known that at a younger age the acquisition of a new language will be easier, in my case, the interest arose when I was already an adult and I consider that many of the barriers that people face when learning a language is that they tend to show more fear of being wrong than the little ones.

After teaching another language to preschool children for 7 years and giving courses to primary level children, I have noticed that their learning is generated in a very natural way, which helps them not be afraid of expressing in the wrong way and being modulated by their teacher, learning is generated by paying attention to the mistakes that are made, but that zero fear that they have of making mistakes is what makes them acquire the language without feeling of shame or anxiety.

During the development of the specialization assignments, as well as what was learned related to the practice, it was triggered by seeing the development of a language in initial stages compared to adult stages. Thinking that I can use the experience working with children and consider what has worked for adults, generating learning spaces that promotes confidence. That is why I want to implement a workshop to motivate people on different topics using the English language as a means of communication.

An essential thing to have structure is reaching an agreement at the beginning of the course, the clearer it is, the more effective our work will be. There are some project-based methodologies, but the approach itself is quite enriching as it gives students the opportunity to develop their knowledge and skills through projects with relevant topics to them that might be a challenge, they may face using another language and generating learning in many ways.

Using a project-based methodology is functional when you have groups of different ages, it is interesting to see the way they learn a language with topics relevant to them, in this way they don't even notice that they are learning a language with a project or a special class anymore. Whether it's cooking or science, they learn the same way they learned their mother tongue.

As has been described, putting the student as the center of the teaching and learning process generates independence and better decision-making opportunities, favors the regulation of learning by integrating aspects that favor the use of the language in a real environment.

Pointing out the differences between learning and its acquisition. In learning we could focus on understanding, I consider that a first approach to the form of communication is comprehension, even before the need to communicate. A comparison can be made when the mother tongue is learned, babies initially understand the language, to interact and later the need to communicate begins, at first the language comprehension occurs, which is when they are in receiver, later they begin to interact and this is where the context would come in, to continue with the communicative intention.

### **3.2 Teaching identity.**

Something that I identify when designing my activities is the use of creativity and, above all, educational intention. It is precisely to add something to the lives of my students, because there is learning that is generated indirectly, that is why it is extremely important to be an innovative teacher and to be updated on relevant topics and to make use of technology, which today can be an inspirational source for all teachers.

Also, it is essential to learn ways to become a user of the language; pronunciation, grammar and vocabulary will be tools to communicate with others but they will also improve the language. In some cases, students memorize a few sentences, but it is important to start thinking in English, then use the language in daily routines and study some structures to complete the understanding of the language.

These tools converge to achieve effective communication, it is essential as teachers to encourage our students to actively participate in their learning for better expression, remembering that the more they are exposed to certain practices in the language, the greater their learning will be, their self - management of progress and evaluation of their areas of strengths and weaknesses. This will also trigger an evaluation of our teaching practice, the more autonomous the students are, the more our practice will have fulfilled its function.

Therefore, the better prepared the teacher is, the better teaching skills will have so that the foreign language does not become boring for the new generations. For example, making small changes in the daily live such as listening to music, watching movies in English, reading, even changing the settings of some devices from Spanish to English and getting out of our comfort zone helps to improve communication skills because learning a language is perseverance and day-to-day practice.

During this specialization my way of seeing my teaching practice has been enriched because I have realized that some methods demonstrate a certain similarity, such as the Direct Method with CLIL where the student is invited to use the second language all the time, deciphering the meaning of the words observing the context. Now I want to investigate more about the methods, approaches and techniques that exist to use the most appropriate one with respect to the needs and characteristics of my students.

### **3.3 Teaching philosophy.**

*“Tell me and I forget, teach me and I may remember, involve me and I learn”*

Benjamin Franklin

First of all, without wanting to romanticize teaching, look inside ourselves to find out what moves us to share knowledge and find the best way to do it, that is, to stay motivated in our teaching practice using different methodologies such as those described in this project on the benefit of learning. To generate an understanding of the language, it is essential to try to ensure that students are exposed to the language for as long as possible and as effectively as possible so that the most natural L2 acquisition emerges, reducing frustration levels.

Generate learning that promotes meaning in the lives of the students so that said learning lasts for years, learning based on experience has greater relevance than just memorizing things or presenting them, a teacher giving his lecture will be

of no use and the student will remain static to the class and the learning process, involving them in their own learning has positive impacts because it alludes to motivation and autonomy. Innovating to create dynamic classes and getting involved in their learning will always be paramount in my philosophy.

### **3.4 Theoretical framework.**

Taking into consideration a theoretical framework favors the structure of the workshop to provide support for what is intended to be developed. Having a solid base of information, plans and programs can be designed, developing general and specific objectives to later evaluate along the same lines.

In reality, all the contents addressed during the specialization are reflected in the theoretical framework, however, it is the authors and topics mentioned below that specifically give meaning to the structure of the development and execution of the workshop.

#### **a. Chomsky**

In the development of second language learning, the terms linguistic and grammatical competence refer to the learning of signs and rules in the use of language, without considering the use of words and structures in a real social context.

Noam Chomsky's theories of generative grammar and the language acquisition device suggest that humans have an innate capacity for language and that language acquisition is largely independent of other cognitive abilities. Chomsky's ideas have also influenced the development of language assessment tools. His work on syntax and the underlying structure of language has led to the development of tests that measure a learner's ability to recognize and use the underlying rules of language, rather than just focusing on their ability to produce correct surface-level sentences (Eslit, E. R. 2023).

Chomsky emphasizes the innate ability that human beings have to recognize and use social rules in the use of a language, undoubtedly something that is acquired with practice and immersion in the social context.

### **b. Dell Hyme´s – Communicative Competence**

Dell Hyme's publication of his theory communicative competence. In this theory, he asserts that competence in a language includes not only grammar, words, and sounds but also the social knowledge of when and how to use them appropriately. Communicative competence refers to both verbal and nonverbal communication (EEAILE: Log In To The Site, s. f.).

To communicate, it is important to have the basic knowledge to be able to appropriate a new language. This knowledge will be the vehicle to communicate ideas, which arise from a social context and function to express feelings and thoughts about what the environment provides. Both complement each other since without experiences there are no ideas and without grammar and learned words there is no way to communicate.

### **c. Michael Byram - Model of Intercultural Competence**

One of the objectives of the workshop is to generate reflection, this is achieved by considering the reflection of the conception that one has of the other, one's own culture is defined by knowing others and knowing the history of each person or region, in the case of the workshop they are addressed the different conceptions of beauty, around the world and during certain times, the conception of beauty is an intercultural issue since it is built based on what is perceived from the environment.

Table 1 offers the model as presented in Byram, Gribkova, and Starkey.

Intercultural attitudes	Curiosity and openness, readiness to suspend disbelief about other cultures and belief about own.
Knowledge of social groups	Knowledge of social groups, the general processes of social and individual interaction.
Skills of interpreting and relating	Ability to interpret a document or event from another culture, to explain it and relate it to documents on events from one's own.
Skills of discovery and interaction	The ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.
Critical cultural awareness	Ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

(EEAILE: Log In To The Site, s. f.).

This factor is essential to move from one culture to another, recognizing one's own culture, getting to know the different cultures around the world. In the case of learning, it provides context and opens a panorama of alternatives to discuss in different languages.

#### **d. The experiential learning approach**

In the learning itself, the need to provide information necessary to generate knowledge and at the same time criteria can be identified about topics that directly affect emotions and values. A clear example of this is the topic of self-concept, self-esteem, concepts that are addressed in the workshop, information is provided and experiences are provided to generate criteria and empathy.

The Kolb's Experiential Learning Cycle states that it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to

be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy (EEAILE: Log In To The Site, s. f.)

#### **e. Adolescent psychosocial development**

At different stages of development, identity and a sense of belonging are built in an important way. At each stage it is built differently. In the case of adolescence, the reference of the other becomes relevant since, based on others, identity and personality are constructed.

The achievement of a personal identity towards the end of adolescence and beginning of adulthood involves several aspects: acceptance of one's own body, objective knowledge and acceptance of one's own personality, sexual identity, vocational identity, and that the young person defines a personal ideology (philosophy of life), which includes own values (moral identity). This self-knowledge makes it necessary for the adolescent to distinguish between who he really is and who he wants to be, and to take charge of both his potential and his limitations (Gaete, V., 2015).

Nowadays, an important factor of communication and influence has been added to young people and adults, which are social networks. Every day new ways of socializing and getting to know the world from a device are created. This is not an issue for teenagers. Adults and even children also use social networks. For social networks, positive and negative consequences are considered.

Well-understood psychological mechanisms, such as social comparison (ie, comparing oneself to others in either an upward or downward direction: that is, with those who are seen as better or worse than oneself, respectively), self-disclosure (sharing information about the self with others), and impression management (acting to highlight positive aspects of the self and minimize characteristics that are perceived as unattractive) have been identified in studies of social media and are associated with adolescents'



behavior, both positively and negatively (Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K., 2017).

The workshop seeks to contribute to the psychosocial development of adolescents and adults. Likewise, it benefits emotional intelligence to make more conscious and informed decisions. It seeks to strengthen self-knowledge to have a self-esteem that achieves a certain shield, that is, that with it it is possible to address different daily circumstances in a resilient way.

#### **IV. Chapter 2 Methodology and practice.**

##### **4.1 Methodology**

In order to organize the way in which the workshop will be carried out, a method and an approach are selected that function as a guide in the development of the activities, the first is the main basis of the workshop and the second will serve to give structure to the workshop. way of working and guarantee joint learning.

##### **a. CLIL Method**

For the design of the workshop, the CLIL method was considered to address a topic using a language as a form of communication. It is a very complete methodology since it involves the four skills for acquiring a language that to understand it requires speaking, listening, writing and reading it.

CLIL is built on the following principles: content is about the learners creating their own knowledge and understanding and developing skills (personalized learning); cognition is related to learning and thinking to enable the learners to create their own interpretation of content; communication language needs to be learned through that language, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning; culture the relationship between cultures and languages is complex. Intercultural

awareness is fundamental to CLIL. Its rightful place is at the core of CLIL (Meyer, O. 2010).

In this way, CLIL, in addition to promoting the four essential skills in the acquisition of the English language, integrates an important point in the development of culture within the classroom since our context is immersed in our own culture and that of others, with The CLIL method incorporates the use of a language addressing different topics that could well be intercultural.

CLIL provides structure to the workshop considering that it addresses a topic of social and emotional interest such as physical conception, addressing standards of beauty that have developed over time, with the aim of generating a real and positive self-concept using the English language as a means to exchange ideas and generate confidence in its use.

### **b. Reggio Emilia Approach**

Teaching methodologies and approaches have the flexibility to merge with an educational intention, to enrich the teaching and learning process, the Reggio Emilia approach has a particularity that it is used around the world with children, however the teaching of a language encourages teachers to use dynamic resources that promote a fun environment and where students feel motivated and confident.

The Reggio Emilia approach addresses content based on projects, uses art and the concepts that the protagonists, this is how it calls the students since they are the protagonists of their learning process, they define the concepts that will be developed in the project based on their interests and concerns. It is a method that could be applied with adolescents and even adults since topics of joint interest are addressed, as is the case with this workshop.

An interesting peculiarity in this approach is that the teacher documents the project with photos and notes describing what the students commented during the sessions, at the end of the project, the teacher compiles the information to create a reflection of what was achieved in the development of the activities that made up the project.

For teachers, learning to document what takes place in the classroom means learning to listen, see, observe, and interpret student intentions and actions. This process moves teachers of the arts away from simply collecting works for displays to collecting and creating pieces that can educate others. This display and collection of work can radically heighten the effectiveness of arts learning as an educative experience and can play a key role in advancing the field as a whole (Schroeder-Yu, G., 2008).

In this case, the product that is intended to be developed at the end of the workshop is a portfolio of evidence, using two important factors in the Reggio Emilia approach, which are the documentary of everything learned or what the protagonists (students) consider relevant, making art and using creativity to generate meaningful learning.

#### **4.2 A practical and useful lesson plan.**

Many things are included in the concept of beauty, for example self-perception, self-esteem based on what is observed around us, it is a concept that is difficult to define because many factors are involved in the background, which is why it is important to identify the influence of the medium to raise awareness in people and generate a strong self-esteem based on self-respect and self-love so that everything they are exposed to every day does not negatively change the way they perceive themselves.

This is how the idea of the workshop was born, with the purpose of contributing to the socio-emotional education of people combined with the

acquisition and practice of a second language using dynamics that favor both (See appendix 2).

General objectives of the workshop:

- Use the specific grammar to the language level to be able to communicate effectively within the workshop.
- Generate basic knowledge to reflect on the conception of the human body by providing relevant data from reliable sources.
- Promote an environment of trust to understand human behavior through life experiences.

Each session aims to focus on a skill:

1. WRITING. *My body is fantastic* – this session is to introduce participants to the topic by explaining the reasons why their bodies are fantastic. They work collaboratively on a board writing the reasons why their bodies are fantastic.
2. LISTENING. *Differences between negative and positive body image* – this session is to show the difference between negative and positive body image.

The activities for this session are the follow:

- Participants answer a quiz to identify the negative and positive statements that people make about their physical appearance.
- They ask to look in a mirror to identify what they like most about themselves, because people often look in the mirror to fix something about their appearance.
- They take a selfie with their cellphone and share the experience how they did it, they looked for the best angle, modified the light, smiled, etc.
- Participants show that photo to someone else to observe and listen other people's reactions and comments.
- Show them a video "Psychology of selfies" to complete an exercise.

- Finally, participants make a note of one of their invisible abilities and paste it in a visible part. For example, I am a good friend, I like to listen others, I run too fast.
3. SPEAKING. *Unconscious comparison* – this session is to identify the way people compare themselves and how this happens. The facilitator show them photos of different people and they have to say the first thing that comes to mind when they look at the photo, they share a good and a bad experience that occurred on social media and an anecdote that they heard someone else making a negative comment about their or another person’s physical appearance.
  4. READING. *Different times and cultures* – This is the intercultural topic, and it is to analyze the way in which the time and culture in which they are immersed affects the conception of beauty. They read a slide from the presentation and sharing their points of view. Then they investigate about body ideals around the world. Finally, they make a poster with the title “The beauty in the eye of the beholder”
  5. PORTFOLIO. *Self-respect* – this final session is to develop skills of self-knowledge, self-care and self-respect. The facilitator gives them a topic to develop in teams or duos, they have a debate, unify ideas and present it to the group either with a performance or with a team reflection. At the end they make a portfolio with relevant ideas and reflection which they take with them from the workshop.

### **4.3 Assessment.**

In this workshop we intend to use non-traditional alternative evaluations since its content evokes a reflection about oneself using language as a means of expression.

Alternative or performance-based assessment is also known as assessment for learning. Pierce and O’Malley (1992) define alternative assessment as “any method of finding out what student knows or can do that is intended to

show growth and inform instruction and is not a standardized or traditional test” (Puskás, A. 2017).

As the learning that is intended to be developed is complicated to evaluate with a numerical figure, the portfolio of evidence will be taken as a principal way of evaluation since in this type of topics what is sought to be evaluated is the participation and the manner in which participants are involved and not the content of their participation, as it is sensitive content.

The idea of Self-assessment, Byram, point out, is “significant both as a means of recording what has been experienced and learnt, and as a means of making learners become more conscious of their learning and of the abilities they already have” (EEAILE: Log In To The Site, s. f.).

Although the four skills are linked in each activity, they are divided by days to pay special attention to what we want to strengthen. It is worth mentioning that the scores that the rubrics give will be used to provide more detailed feedback, for this the teacher will take notes during the sessions to design personalized recommendations.

#### Activity 1. Writing

While they write on the board, the teacher will evaluate the writing and make the appropriate corrections so that everyone can see them and thus provide feedback to each other. However, this skill will be evaluated to provide feedback in the evidence portfolio which is the final activity.

The product-based approach, as the name implies, focuses on the final product, i.e. the final written text produced by the learner, which is grammatically correct, which includes proper spelling, punctuation, capitalization and vocabulary. It includes controlled, guided and free writing,

each employing different level of freedom given to learner when producing the written text (Puskás, A., 2017).

## Activity 2. Listening

After listening to Ted's talk, participants are asked to fill in the blanks in some sentences.

Instructions: Fill in the gaps with what you hear in Ted's talk.

1. I still feel good because it's clear I felt good on that day.
2. Selfie: A photograph that one has taken of oneself, typically one taken with a smartphone or webcam and share via social media.
3. I like to think about selfies as the digital evolution of the self-portrait.
4. We use them to document our lives we use them to explore our emotions to encode our memories, selfies are the new poetry.
5. Think about your selfies as a series of self-images intricately connected to your identity.
6. Identity is defined as the understanding awareness and appreciation of one's self.
7. Social psychology often refers to four fundamental psychosocial needs that are required for well-being these include: self-esteem, belonging, meaningful existence and control.
8. We have the opportunity to reclaim selfies as art and as an opportunity for mindful self-reflection, I call this self-engagement through digital self-portraiture a healthy selfie.
9. Healthy selfie, a form of self-reflection and journaling use your selfies to document your own life.
10. Healthy selfies are about self-appreciation, not self-objectification, take and make selfies that you like and you appreciate and don't delete them if they don't get likes.
11. Healthy selfies are not perfect, because people are not perfect. Use your selfies to find your flaws and figure out what makes you, you.

### Activity 3. Speaking

In the case of speaking and reading activities, two rubrics are taken into account that in a very general way give an idea to place the workshop participants with a certain score or level. During the workshop both are evaluated and reviewed in order to provide objective feedback to the student and with this they can improve in the development of both skills.

#### Speaking Rubric Test

Name \_\_\_\_\_ Level \_\_\_\_\_

	Poor	Fair	Good	Excellent
<b>Pronunciation</b>	Many errors; poor pronunciation interferes with communication	Several errors; some may interfere with communication	A few minor errors; does not interfere with communication	No pronunciation errors or only an occasional minor error
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Use of Vocabulary</b>	Student rarely uses correct words to answer questions	Student uses a limited number of words from the chapter; most answers are short	Student uses some words from the chapters; some answers are short	Student uses a variety of words from the chapters covered; answers are complete
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Grammatical Accuracy</b>	Many grammatical errors; break down in communication	Several errors; some may interfere with communication	Responses are mostly correct, with a few minor errors	Responses are grammatically correct, with only an occasional error
	1 2	3.5 3.8	4 4.4	4.8 5
<b>Fluency</b>	Many long pauses; speech is fragmented or uneven	Several pauses, but student is able to continue	Flow of communication is mostly natural, with only minor pauses	No unnatural pauses; natural flow in communication
	1 2	3.5 3.8	4 4.4	4.8 5



*(Rubric For Speaking, s. f.)*

Activity 4. Reading

Rubric for reading task, the idea is generally to know how they read a text and if they have reading comprehension, to actively participate in a discussion after reading, in this way recommendations can be provided considering the grade they give based on the rubric, to improve reading.

Score	1-Beginning	2-Developing	3-Accomplished	4-Excellent
Punctuation of words	The learner struggles to pronounce the words.	Some words are pronounced correctly.	Most words are pronounced correctly.	All words are pronounced correctly.
Fluency of reading	Struggles to read.	Reads word for word.	Words are grouped together logically.	Reading is easy and fluent.
Use of punctuation	Punctuation marks are ignored.	Punctuation marks are replaced with a breath.	Punctuation is observed, but tends to stop at the end of the line.	Punctuation is used correctly and efficiently.
Comprehension	Rarely able to answer questions about and explain what they have just read.	Sometimes able to answer questions about and explain what they have just read.	Usually able to answer questions about and explain what they have just read.	Almost always able to answer questions about and explain what they have just read.

## Activity 5. Portfolio

For the final activity, participants are asked to make a portfolio of evidence with the things that they consider relevant in the workshop. This portfolio will be reviewed by the teacher. However, it has the purpose of being evidence of learning, a tangible tool in the they document during the sessions and report their experience creatively.

“A process portfolio is a purposeful collection of student growth from novice to master. Successful process portfolios actively engage students in their creation, especially in determining their goals, selecting work to be included, and reflecting on how each piece demonstrates progress towards their goals” (Puskás, A., 2017).

In short, the portfolio is the best way to illustrate what has been learned and to know in a frank way the students' learning. It motivates both teachers and students, as well as identifying the similarity of what is intended in the objectives and objectives. contents that you want to transmit with what the students report.

### **4.4 Evidences**

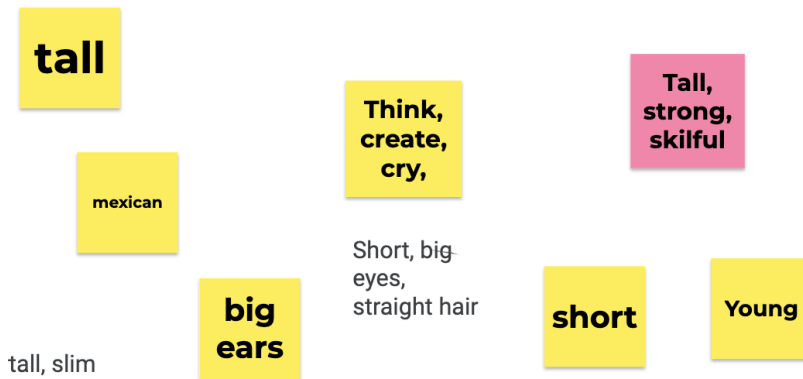
#### Activity 1.

Participants listed the things we can do with our body, the physical characteristics to filled the space with some reason to explain that their body is fantastic.

# My body can do



# Physical characteristics



# My body is fantastic



## Activity 2.

They listened a Ted talk to complete the sentences in the exercise.

### Activity 2. Listening

Name: Fernando

Date: May 2024

After listening to Ted's talk, participants are asked to fill in the blanks in some sentences.

Instructions: Fill in the gaps with what you hear in Ted's talk.

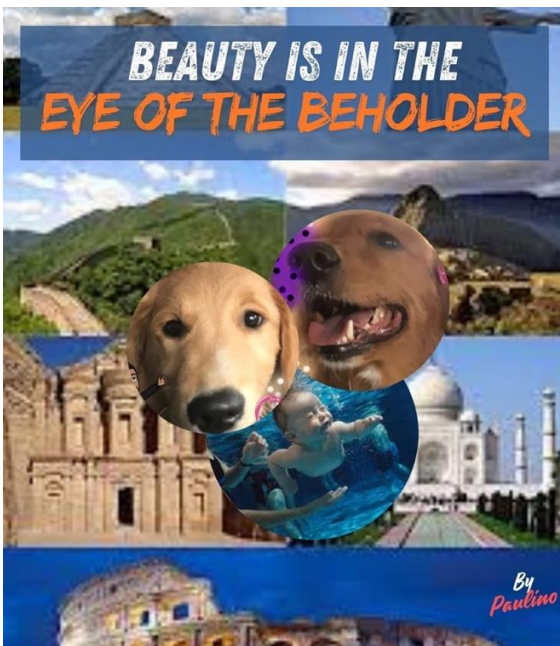
1. I still feel good because it's clear I felt good on that day.
2. Selfie: A photograph that one has taken of oneself, typically one taken with a smartphone or webcam and share social media.
3. I like to think about selfies as the digital evolution of the self-portrait.
4. We use them to document our lives we use them to explore our emotions to encode our memories, selfies are the new poetry.
5. Think about your selfies as a series of self images intricately connected to your identity.
6. Identity is defined as the understanding awareness and appreciation of one's self.
7. Social psychology often refers to four fundamental needs that are required for well-being these include: self-esteem, belonging, existence and control
8. We have the opportunity to reclaim selfies as art and as an opportunity for mindful self-reflection, I call this self portraiture through digital self portraiture a healthy selfie.
9. Healthy selfie, a form of self reflection and journaling use your selfies to document your own life.
10. Healthy selfies are about self, not self-objectification, take and make selfies that you like and you apreciate and don't delete them if they don't get likes.
11. Healthy selfies are not perfect, because people are not perfect. Use your selfies to find your flaws and figure out what makes you, you. |

#### Activity 4.

They made a poster to illustrate the “Beauty in the eye of the beholder” to express with images that we all like different things and what we like is partly to do with where and when live.

### Beauty in the eye of the beholder

Fernando Lara Vazquez



# The beauty in the eye of the beholder (Laura)



## Activity 5.

They made a presentation of a specific topic. The product of the workshop is a portfolio of evidences with relevant ideas and reflections which they took with them from the workshop.

Some of their reflections from the workshop were as follows:

“In this workshop I was able to learn the importance of recognizing and accepting my body, keeping in mind how incredible it is and everything I can do if I set my mind to it. I recommend that teenagers take this workshop, it would be useful for them.” Paola

“This workshop is of great help to recognize our virtues, our body and accept it, appreciate that beauty is ephemeral, it is a tool to use in new generations and thus guide them towards self-acceptance and not getting carried away by social networks.” Yolanda

During the sessions, the participants completed the activities without any problem. By listening to their reflections I could perceive that the objectives were being covered, although I will not be able to know if they will take this into account in their lives from now on and if the feedback I gave them understanding and appropriation of the language was useful to them, I am left with the fact that they are parents who will prioritize what they say in front of their children so as not to generate an erroneous perception of beauty in their children and with that, although it may seem little to me, it represents all the meaning that I gave it to the workshop.

#### **4.5 Workshop video sessions**

Here is the summarized version of the workshop in which two things can be highlighted, that the participants were very active in the sessions and that technical problems occurred in a few days I did not turn on my microphone when recording and I had to add the voice after editing this video as the short version.

In this link you can find the video:

<https://youtu.be/fOk-Z95vHiQ>

#### **4.6 Resources**

In the case of the workshop, it has been planned to be online, in order to reach more participants. Therefore, having this modality encourages the use of digital media to address the topics, such as electronic magazines, browsers, online games, presentations, videos and many resources considered authentic materials (See Appendix 1).

## **V. Chapter 3 Experience Report**

### **5.1 Results**

During the execution of the planning, first of all, due to the fact that it is an online workshop, effective resources are needed, such as fast internet or an account in which the session can be carried out in 90 minutes, otherwise If it is a restricted account, it can be cut off sooner, for example with what happens in Zoom, which only allows you to be in the meeting for a short period unless you have an account that allows more time.

The materials and links must be shared with the participants at least one day before the workshop, so that they can access them in a timely manner. It is also recommended to consider a session prior to the workshop to create a dynamic where an environment of trust can be generated. to present the vocabulary required to understand certain topics addressed in the workshop. In the presentation of the vocabulary, the meaning is discussed and examples are provided to generate meaningful learning.

In the development of the workshop, it is important to transmit trust and generate a serious atmosphere, since it is a somewhat delicate topic that may perhaps touch sensitive fibers in the participants, it is necessary to generate an environment of respect since everyone is putting a language into practice. but at the same time, sharing reflections and emotions.

It is also important to connect a few minutes before to perform audio or screen sharing tests so that all participants can access the resources without complications. All of the above with the aim of making it a workshop that is taught in a dynamic and prepared manner.

I realized that the sessions usually last longer depending on the participation of the people and the number of people. In the case of the first application of the



workshop, the minimum number of participants required for it to be carried out was met and I consider that it flowed dynamically and most participants were actively involved (See Appendix 3).

## **5.2 Challenges and achievements**

The biggest challenge for me was after teaching English to preschoolers having to face adults. The big difference that exists between teaching children and adults, even if they are adolescents, from the language that is used even the type of discussion that is generated around the topic, with the little ones we have to question everything, but they also contribute ideas from their curiosity and there is even the factor that they are not ashamed to ask or make a mistake, as happens with children. adults, in the workshop I could notice that some did not participate out of fear of making mistakes and throughout the workshop I was motivating them and creating an environment in which they felt confident, especially by clarifying their doubts or correcting some things in the best way for them. that it would not cause them shame. In the end it was possible to reach deeper conclusions that are not reached with children and even less so with these types of topics that are more sensitive.

Deal with sensitive topics. Without a doubt, I would not have dared to take on a topic like this without some prior preparation. In my case, having studied psychology, I was able to deal with this topic by placing it in the objective and developing activities that favored each aspect in a friendly way.

The internet connection when you work online. The problem I faced was the internet connection and I think it is a factor that does not work in our favor when working online, since it can fail at any time or even a participant can have errors and leave the session.

No support from the principal of the school where I work. I did not have the support of the director at the school where I work, because they were experiencing an important problem as a school and that was the perfect pretext for not allowing me to record any video with any permission, the evidence that I showed of images is

because every week it is done a documentation with photos and descriptions of what the students did to share with the parents, thanks to that I had material for the previous rehearsals, having the refusal to record the video I looked for alternatives that would manage to combine all the aspects that I have developed so much in my educational training as in my work experience. In the end I solved it with what I have and I liked the results that were generated.

All the challenges that were presented throughout the specialization were achieved with important learning results thanks to the support of many people that I would like to mention below, to my tutor Gabriela Ruíz, I thank her for the constant support and pedagogical accompaniment that she undoubtedly provided a key piece in my learning; to my family, especially my husband, who has always been and has always been an unconditional support. All my effort and learning goes with special dedication to my children, for the experience they give me every day and making me happy with such simple things.

## **VI. Chapter 4 Conclusions**

### **6.1 Reflections**

When promoting a workshop that addresses sensitive topics, facilitators need prior preparation to be able to contain the emotions it evokes. Generating reflection and then sharing the workshop documentation can provide closure with a learning reflection as well as practicing a language experimentally, leading to bidirectional learning.

The main idea of this workshop is to generate learning on a topic that is very little addressed today and that has a greater impact on the new generations. Lately, cosmetic surgeries are performed even on minors, adults also resort to them to maintain youth or solve situations that they have carried with them since they were children.

Even the forms of self-harm have been increasing, bullying in schools is increasing every day, it is understandable that it is essential to learn general culture and acquire knowledge that will serve us throughout life, but those topics whose purpose is emotional well-being are also important.

The workshop arose with the initiative of promoting emotional intelligence, which many times is not even developed as adults and if we do not put it into practice, it will be difficult to achieve progress. Taking these themes in a dynamic way fosters a positive response, a significant learning of both the contents and the language itself, since concepts immersed in daily life are addressed.

Finally, the transition from children to adults generates fewer questions and more reflections. When designing the workshop, I did not think about a specific age, only adults. When the class ended and one participant in his reflections commented that the workshop for adolescents would be very good, another wanted to add that not even as adults a positive body image can be consolidated, he added that not only for adolescents because there are adults who, due to lack of resources like this workshop continues with confusion.

The workshop focuses on certain evolutionary stages, however, talking about self-concept is something that is important to address at all ages. It would undoubtedly be quite interesting to generate a workshop or activity for children since every day they are involved in social networks from a young age.

Last but not least, a crucial source of inspiration for the design of this workshop was the Body Brilliant book by Nicola Morgan.

## VII. Appendixes

### Appendix 1.

Resources:

- Workshop presentation “Body image”

<https://www.canva.com/design/DAGDHu9B4OM/RGTHGjZA4oSlm7QpIoqk1w/edit>

- Quiz to identify the negative and positive

<https://quizlet.com/907284336/test?answerTermSides=2&promptTermSides=6&questionCount=6&questionTypes=4&showImages=true>

- Blackboard to collaborative work

[https://jamboard.google.com/d/1s94q8sjnMiLLqIMJtif\\_wNsBfk95g5KWaIVvtS1bhTo/viewer?f=0](https://jamboard.google.com/d/1s94q8sjnMiLLqIMJtif_wNsBfk95g5KWaIVvtS1bhTo/viewer?f=0)

- Topics

<https://es.piliapp.com/random/wheel/>

1. Dress for you.
2. Make up.
3. Don't pollute your body.
4. Consent – Your body, your choice.
5. Photos and consent.
6. Photos online.
7. Ethics and feelings.

- You tube video

Psychology of selfies | Charisse L'Pree | TEDxSyracuseUniversity

<https://www.youtube.com/watch?v=mzMERmRKtwU>

- Vocabulary words.

<https://www.canva.com/design/DAGFE4A7WGM/vRxzpOjjJehYmxr1p7nsuA/edi>

## Appendix 2.

Lesson plan for the workshop					
Session	Specific goal	Activity	Procedure	Materials	Time
1. My body is fantastic	To introduce participants to the topic by explaining the reasons why our bodies are fantastic.	<p>WRITING</p> <p>On a blackboard, write the heading: My body is fantastic because... now fill that space with all the amazing things your body can DO.</p>	<p>It begins by listing the things we can do with our body (run, eat, etc.), this to identify what the participants have in mind. They are then asked to list physical characteristics (tall, short, thin, fat, etc.).</p> <p>Then they have to make their own list describing the things their bodies can do. And finally, they share their ideas with the rest of the participants.</p>	<p>*Blackboard to make collaborative lists. *Choose a color and write on the blackboard.</p>	90 minutes.
2. Body image	To show the difference between negative and positive body image.	<p>LISTENING</p> <p>Looking in the mirror.</p> <p>Take a selfie.</p> <p>Other's opinions.</p>	<p>First, participants answer a quiz to identify the negative and positive statements that people make about their physical appearance.</p> <p>Afterwards, they will be asked to look in a mirror to identify</p>	<p>*Quiz *Mirror *Camera *Post it</p>	90 minutes.

		<p>what they like most about themselves, and sometimes people often look in the mirror because they want to fix something about their appearance.</p> <p>They are asked to take a selfie with their cell phone, then they are asked how they did it, they looked for the best angle, modified the light, smiled or made another gesture, etc.</p> <p>Participants are asked to show that photo to someone else to observe and listen other people's reactions and comments.</p> <p>They are shown a video "Psychology of selfies" and asked to complete the sentences.</p> <p>Finally, they are invited to make a note of their invisible abilities in the mirror where they usually always</p>		
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			look at themselves, for example, I am a good friend, I like to listen to others, I run too fast.		
3. Unconscious comparison	To identify the way people compare themselves and how this happens.	<p>SPEAKING</p> <p>Show pictures of different people.</p> <p>Social Media.</p> <p>Parents and other adults.</p>	<p>Photos of different people are presented with the purpose of asking them the first thing that comes to mind when they look at the photo.</p> <p>They are asked to share a good and a bad experience that occurred on social media.</p> <p>Finally, participants are invited to share an anecdote with their parents or an adult who they have heard make a negative comment about their physical appearance or that of another person. If they are parents, they are careful how they express themselves in front of their children. If they achieve it, how they do it and if not, what factors do they think are involved.</p>	*Presentation with photos.	90 minutes.

<p><b>4. Different times and cultures</b></p>	<p>To analyze the way in which the time and culture in which they are immersed affects the conception of beauty.</p>	<p>READING</p> <p>Make a poster</p> <p>Research about body ideals.</p> <p>Differences around the World.</p> <p>Skin Color.</p> <p>Perceptions of perfections.</p>	<p>As a first activity they will make a poster to illustrate “Beauty is in the eye of the beholder” we all like different things and what we like is partly to do with where and when we live.</p> <p>For the research they are asked to choose a culture and focus on finding body ideals outside the 21st century.</p> <p>They are then asked to share a relevant piece of information from their research.</p> <p>To finish, everyone takes turns reading a slide from the presentation and sharing their points of view.</p>	<p>*Internet to make the poster and to research information. *Presentation with specific information.</p>	<p>90 minutes.</p>
<p>5. Self-respect</p>	<p>To develop skills of self-knowledge, self-care and self-respect.</p>	<p>Participants’ presentations.</p> <p>Final activity.</p>	<p>They are given a topic to develop as a team or duo, they have to debate, unify ideas and present it to the group either with a performance or with a team reflection.</p> <p>The topics are:</p>	<p>*Topics to give participants. *Portfolio</p>	<p>90 minutes.</p>



			<p>Dress for you. Make up. Don't pollute your body. Consent – Your body, your choice. Photos and consent. Photos online. Ethics and feelings.</p> <p>Final activity, make a portfolio with relevant ideas and reflection which you take with you from the workshop.</p>		
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## IX. 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

Me dirijo a usted en mí carácter de estudiante de la Especialización en Enseñanza y Aprendizaje de Inglés como lengua extranjera modalidad en línea, para señalar que asumo la autoría original de los siguientes documentos vinculados al programa:

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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

Mismos que presentaré en mi proceso de formación en el programa educativo indicado como parte de los requisitos académicos establecidos por el programa que me corresponde, de conformidad con el Reglamento General de Estudios de Posgrado, los Acuerdos del Consejo de Posgrado y las disposiciones del Instructivo de Operación del programa académico de posgrado en que estoy inscrito(a).

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En razón de lo anterior, manifiesto mi consentimiento para que todos los documentos que elaboré —o elaboraré— en los diversos espacios curriculares sean revisados mediante el software y herramientas aprobadas por el Consejo de Posgrado de la UPN, que permite la detección de duplicidad de contenidos. De igual forma, acepto que, de encontrar en más de 10% su porcentaje de similitud con otro texto previamente publicado por mí o por terceras personas, escrito para ser valorado en los diversos espacios curriculares sea retirado del programa de posgrado que me corresponde, en cuyo caso deberé presentar un nuevo documento para tales efectos, según lo establecido por el Instructivo de operación del programa.

**Datos de identificación de quien suscribe y del nombre del proyecto de indagación registrado para desarrollar durante el proceso de formación.**

Nombre del trabajo de indagación:	<ol style="list-style-type: none"> <li>Módulo 1: Assignment Unit 1, Assignment Unit 2 y Proyecto de modulo 1</li> <li>Módulo 2: Assignment Unit 1&amp;2, Assignment Unit 3 y Proyecto de modulo 2</li> <li>Módulo 3: Assignment Unit 1, Assignment Unit 2a, Assignment Unit 2b y Proyecto de modulo 3</li> </ol>		
Programa de posgrado:	Especialización en Enseñanza y Aprendizaje de Inglés como lengua extranjera modalidad en línea	Tutor(a), Asesor(a) o Director(a):	Gabriela Ruiz de la Rosa
Nombre completo del(la) autor(a):	Stephanie Manjarrez Cortés		
Matrícula:	230926052		
Domicilio:	Avenida México 1048 Colonia: Santa Teresa CP.10710		
Teléfono:	5535785603		
Correo electrónico:	230926052@g.upn.mx		

**Atentamente,**  
**Ciudad de México a 10 de Julio de 2024**

**Nombre completo y firma de la persona estudiante**  
**Stephanie Manjarrez Cortés**

