



**UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Architecture and Gentrification**

**TRABAJO RECEPCIONAL**

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


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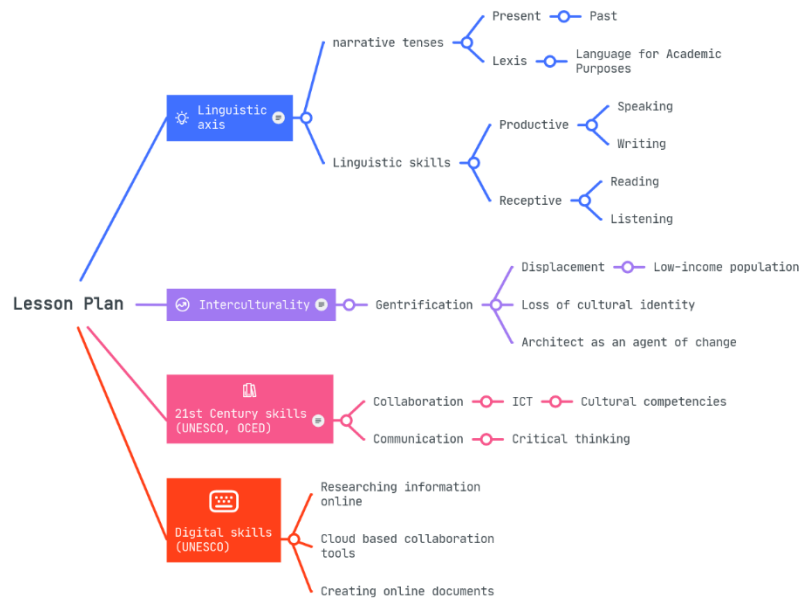
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# Introduction

The following work shall report the procedures of deploying an educational intervention to improve the quality of education at the Superior School of Engineering and Architecture campus Tecamachalco of the National Polytechnical Institute. The chosen



group was a Level III English subject, with fifty-one students of different levels of proficiency but the large majority are located at a B1 level of the Common European Framework of Reference. The topic of the series of lessons is related to Gentrification and Architecture as this is part of their educational development.

Fig. 1 Outline of the lesson Own work based on <https://digitalskills.unlv.edu/digital-marketing/what-are-digital-skills/#:-:text=Digital%20skills%20are%20defined%20as,such%20as%20computers%20and%20smartphones.and> <http://www.ibe.unesco.org/es/node/12124>

The Intercultural goal of the lessons was to raise awareness of the role of the Architect in preserving the cultural heritage of certain areas as well as the inherent risks of transforming redevelopment into gentrification. The linguistic goal was to use the narrative tenses in English to produce coherent speech in both written and oral way using current cases of potential gentrification. The mean of instruction was a lesson designed with Task-Based Learning combining new trend in education by employing soft skills and Information and Communication Technology.

## 1 Identity and Teaching Philosophy

From the early years of my learning stage to the current day, I have seen the evolution of language teaching in the national and international context. In a time spanning almost 45 years, there have been changes which are relevant to the profession, with positive and negative impact in the development of education in the late XX century and the beginning of the XXI.

Language education is a complex enterprise as several factors are involved. Psychology and learning processes are present to solve the question about how people learn. This varies with the context as we may talk about child, teenager, and adult learning. The factors to be considered such age, educational background, family context, personality, and social interaction have influence in the teaching-learning process.

Additionally, there are the factors related to linguistic theories which depart from a theoretical frame, supported by empirical knowledge. However, there is not a clear foundation to assure there is one universal method which is effective in every context. I remember a word from my initial teaching training course: 'eclectic'. This was the solution for every possible problem that might arise as we were told that there is not a unique solution. At that time, it was a novelty to consider every single approach and choose the best and that would be, as a result, the best option for learning. Time has proven, that statement was not correct.

During the course we studied the principles of language teaching, and we had a glimpse of each of the teaching methodologies, from the criticised grammar translation to the latest, the communicative approach. We learnt about the principles and had some examples on how to employ each methodology. Our tutors referred the grammar translation and the audiolingual approach as something "old and ineffective". The communicative approach was considered as the "newest and most effective". After three months of training, I was ready to commence my teaching path in my life.

Since that moment, I think I have employed each method to cover the requirements and expectations of my students. I particularly find the grammar translation as something useful, yet not as the only resource available. From this approach, we can find the advantage of the use of literature as a model of language that goes beyond the register or English presented in common coursebooks, which are focused on colloquial speech used for general communicative purposes (Horowitz, 1998). L1 is always a resource to compare and understand the difference between languages and how they work (Richards and Lockhart, 1996). Correctness is always a goal for learners and teachers.

If analysing my current teaching position, apart from teaching the curriculum according to the standard of my institution, plus all the administrative workload it implies. I can say the main role outside this is being a researcher. I identify this role as the primary because I try to find solution to the lack of apparent progress when deploying the curriculum (Bailey et al., 1996).

These roles are shaped by my former education and belief about teaching as a tool of social transformation. Over the last decades, the role and perception of teachers have changed and there are other names to identify us as moderator, facilitator, guide, mentor, even guru and professional experts. It is my conception that those names are created to be adapted to a specific paradigm that endeavours to present language learning as something apart from the “traditional” thinking of education which it is presented as something “antique and evil” according to current trends.

The dimensions of present time education would lead us to have areas to be addressed such as classroom management and organization to follow the routine in a daily basis. Along with this, control of behaviour within the class is expected and even though I work in Higher Education, there are discipline issues I must cope with. I can say these are the adult versions of childhood issues. Motivation, certainly, is the key factor when dealing with adults as they need to have a clear idea on how to study and balance their studies with the personal and professional life.

In terms of students and their roles, there is a large amount of information available as I have over 600 students in my charge. Due to limitations of space and the scope of this work, I cannot express all the universe I have to deal in my professional practice. It is a matter of study to understand the context of the Institute and its population.

Again, according to Richards and Lockhart (1996), I can identify every role mentioned by them. I have task-oriented, phantom, social, dependent, isolated, and alienated students in every class I teach. However, these roles are changed during the pandemic period we have had. With the new fashion of using communication technologies, the way of participation has changed. Despite this situation, the roles are identified as they are related to the personality of the student (Burns, 1996). The perceived observation is that the number of ‘phantom’ students as they wish not to turn on the camera or participate more actively during class. There is number of possible reasons why they do not want to participate.

The most common issue is due to technological problems, largely caused by the Internet Service Provider and the configuration of their wireless connections. Other factors are the quality of their computing equipment, the geographical localisation, and the weather conditions. These factors have increased the alienated number of students, or at least, the home environment has changed the perception of their roles as they may react in a hostile way. And to conclude, the role of dependent student has risen as they expect teacher to give clear instructions on how work should be performed and to take into consideration the deadline to hand in work and assessment.

From the years of experience as a learner and teacher, I can say that my system of beliefs and conceptions is founded in the behaviourist dimension of habit creation and constant work. It is not applied only to language learning, but everything that is proposed in life and requires to command any skill or knowledge. Almost thirty years have passed since I started my teaching career, and the results are not those expected by several parties. The question is how is that my generation could achieve higher goals in educational terms and the current generation is struggling to complete each stage in their educational path.

It is certain that education must evolve to be more democratic and accessible for every individual regardless their background or social situation. The trends in the las decades have tried to focus on the student and the learning process. It is a noble adventure to extend possibilities for every student. However, this is not reached only by good will and wishes. It is required to follow philosophical and scientific principles to close the gap between the subject and the object matter.

For this reason, I recognise the dimensions that conform my being as a teacher. I am aware that my curiosity and eagerness to learn is constant and that is the heading I take to deliver my classes. The constant work and organisation have been the key to achieve my goals. This is the reason I want to go further and at the same time, be an inspiration for my students so that they can achieve the goals they have, I want not only to maintain, but improve every day to become a professional the institution and society expect from me.

In an exercise of honesty, there are dimensions in my life that I need to improve to excel as an individual and professional. The first I wish to improve is my ability to manage large classes as it represents a higher challenge than usual. As I consider adequate, pushing myself sometimes represent a hinderance in my development as I want to do more, yet the pace I give my students

is higher than their abilities (Cotterall, 1995). I must be aware of this so I can set goals according to their level and allowing them to develop their inner voice as speakers of other languages.

The current challenges are worth the effort. From the state of uncertainty before the pandemic, during this time and the aftermath when normality will be reshaped, the challenge is to deal with the expectations created by the excessive ideas of easy achievement and the lack of interest in investing time and effort, along with resources, no matter in the official discourse and the expectations created by society, this will be the challenge to make XXI century education a real asset in the cultural capital of every person.

This is because an English textbook is not suitable for the general profile of our learners' community. This book works on the principle of mechanical grammar drilling and as a result our learners only repeat the structure given and there is no clear understanding of the content. So, the teacher's role is quite important to assure the learning is effective. The idea of our language centre comes from the main purpose of learning for them is 'learning the language as means of international communication and not as just a simple set of rules to produce simple parts of speech'. (Widdowson, 1990)

Using the context of a person's life, the presentation of the new item is successful as students are participating actively during this stage and they felt comfortable of having an idea of the new item due to the previous task. According to Harmer, using this helped 'to connect the learners to their previous knowledge to make them deduct the new functions' (Harmer, 1990).

The relevance of visual aids, as to lure student's attention into the structure and meaning of a goal language structure, has been shown to be a good resource, since images are used in a way to attract students' attention. The use of this was a good resource, because of images as 'pedagogical aid where pieces of reality were shown to help students to transfer knowledge to areas of their everyday life'. (Gschwind-Holtzar, 1981) It also helped them to identify possible connotation of the language in use as they were participating actively in the presentation as their schemata was activated and they engaged into the class and focused their attention. Nowadays, the use of computers and the internet is a resource for teachers and students alike.

The positive use of lesson planning was having implemented a more structured and organised lesson. It helped to run the lesson in a better way as I was having my own support to keep the lesson in the direction it was intended. Moreover, lesson planning helped to make my goals clear, and it also provided an opportunity to reflect about my options to give a better class and

select a better framework, I could keep track of the time to take the lesson in good terms and offered a guide to solve the problems presented during the class to be fixed in a fast and convenient way.

To sum up, the balance among interest: choice of the topic and the presentation and practice stages were key points to almost achieve the effectiveness of the lesson. This was something that increased most of my students' confidence to communicate effectively using the present perfect in real life situations as I could notice some of them were later giving other examples according to their own life and interests.

Even when I checked with some students randomly, there were some others that could not start the exercise properly as they did not understand the procedure of the activity. However, 'after a brief explanation they could start and completed the activity with a high rate of successes. (Ur, 2012)

When the practice stage was in course, the class went into a more stable situation as a task of riddle solving was set. (Skehan, 1998) Working in groups of two or three, they selected one of the samples of the present perfect tenses and they decided upon one of them to draw or graphically represent the situation where they could be possibly used.

At certain point, it was very hard to control the class because some students were behaving in a disruptive way, so I had to call them off to keep order and allow the class to continue in a peaceful way. This situation arose while some of my students asked me to check their work while monitoring to decide about the sentences to do the task and in a moment of distraction when I was assisting some students to plan their drawing, a group of students were already interfering with those in the front of the class. This activity took more time than planned because some of them wanted to draw very complex situation even I gave my instructions asking to do something simple and clear to the class.

The main aspect I should cover is to choose better activities focusing more on my learners' needs to present effective activities instead of covering the book unit without analysing what is really required. I consider it was too early to ask my students to transfer knowledge in other areas of everyday life, as I intended with the exercises given as hand-out for the controlled practice.



Even as I designed the activity to make it as clear as possible, there were some problems when trying to internalise the meaning of certain structures. Moreover, I shall look for more suitable practice activities using skills than simple grammar gap filling to have a well-connected and balanced lesson. It is also possible to divide the practice into 2 small activities instead of a large one

Monitoring should be more effective to avoid problems about misbehaving and use of L1 to solve the activity or not doing it as it happened in the practice stage, because students are talking about other things not related to the class (Gower, Diane, & Walters, 2014). I shall administrate my time to try to be around the classroom to assist learners in equal way to prevent possible breakdowns of pace and order.

After this lesson I realise I need to improve my teaching skills specifically, giving instructions and classroom management. In addition to this, the main advantage I see preparing a class with a specific aim in first place is to self-monitor my performance during a lesson. Then, devoting more time and attention to cover all the aspects of the lesson, from planning to execute it will give me the chance to offer quality teaching on behalf of my learners.

## 1.2 Theoretical Foundations

The main aspect of these classes beyond this is to provide students with enough practice to tackle the problem that has been during the previous lessons. Remedial work on persistent problems should be done as needed, not on regular basis like review work” (Davies & Pearse, 2000) so, assessing the class performance I do believe that remedial work must be done during this stage. With this and the course of the programme, there are aspects in my theoretical background which I shall use in my further practice

I have reflected that instead of seeing my class in the Cartesian way about reductionism where everything should be reduced to it minimal block. Language usage should be used to promote language awareness among students. (Dubin & Olshtain, 2002). This means that language should be given in context and not focusing my attention on the form. The sequence for this plan is to work based on context, getting students understanding stage by stage. Practicing all the aspects covered will ensure a better use of language.

Firstly, the lesson after the class should be to practice the language in a communicative and effective way. I choose this to keep going with the language practice in terms of structure, just to assure they are using properly the verbal forms. This will be used for extra practice and could be used both in the classroom and as homework. Then we proceed to see language working in real contexts. This is a part of the philosophy within the classroom as the more exposure to language, the sooner students should acquire the language. Here, an issue arises: how much exposure is required by an individual?

According to behaviourism, the formation of habits is relevant to achieve the goal. New habits must be developed to improve the learning of a language. Despite this theory is now considered to be outdated and non-effective, as it is a common conception that it only relies on memory and repetition without comprehension. It is believed that the modern approaches in language learning can solve the problem. Empirical knowledge shows that behaviourism can give a solid foundation to exercise the cognitive capabilities of the brain. And it must not stay here, the use of other approaches and methodologies can provide supplementary resources to achieve learning goals.

To achieve this, providing activities where they first understand with live language the meaning of the structure or linguistic competence. After that, an activity linked to the previous one would help them use the language and thereof, to solve the possible doubts they might have. According to the principles in methodology of the communicative approach, students will be required to simulate real world language in the classroom to effectively communicate outside the classroom. (Nunan, 2018, p. 87). This will target on handling information from authentic material used in any real-life situation. With this activity, I plan to focus their attention to the key uses of passive voice, analysing the text to have a clear idea of how language is being used in real context. The activity would be designed to challenge their skills using language as adult learners can engage with abstract thought. This suggests that we do not have to rely exclusively on activities such as games or songs – though these may be appropriate for some students (Harmer, 2019, p. 40).

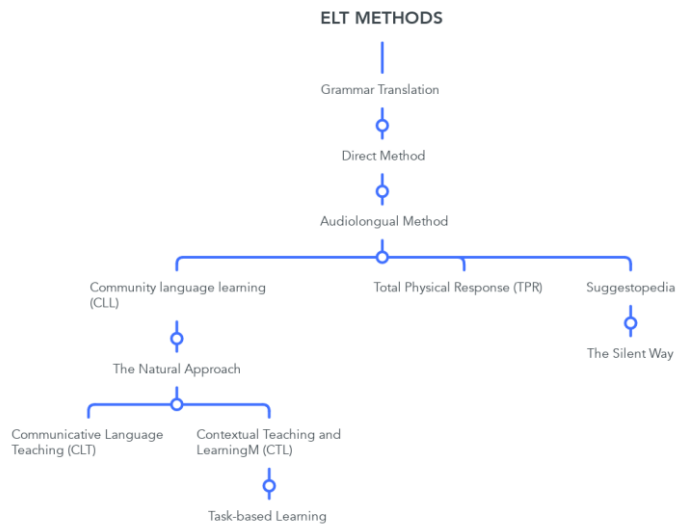
The direct method has not been widely used, at least I have not done it at all during my teaching career. The peculiarity of this method is that it appeared to be a direct and opposite answer to the grammatical translation method (Brown, 2014). In this sense, oral language was used more, emphasizing listening skills. Reading and writing, even more so, were not emphasized like the

other skills. The conception of this point in teaching was that the essence of English would be kept solely and exclusively as the target language (Lightbown and Spada, 2001). No comparison should be allowed between English and other languages. That is, the case of the classroom completely immersed in the target language. In turn, English could not be equated with other European languages.

The method also employed the use of visual material that would later become part of the essence of the communicative method. Besides, certain linguistic aspects were already noticeable that laid the foundations of the communicative paradigm (Krashen, 2013). This paradigm already postulated in the 60s on an understandable input, information processing, even though this included a lot of repetition, and a resulting linguistic product of the student was obtained within a dialogue or conversational situation. The student in his process of acquiring the language gave much acceptance to this method because it seemed that results were obtained in a reasonable period.

On the other hand, this method argues that in this way we acquire the first language and using the case of children who first learn to speak and then to write. That this process could be repeated in all adults regardless of their age, and this generated popularity among people who thought that they could overcome the obstacles to learning English as if they were a child learning their own language. Nothing could be further from the truth, it was that, in the case of adults, the situation changes due to even more complex cognitive processes that are generated over the years.

Although we can talk about some characteristics of the direct method that continue to be exploited today in the classroom. So, this has been a part of the communicative method in which it goes from simple to complex actions to advance in the use of more elaborate language to express certain communicative actions or situations within a social context (Nunan, 1999). In addition to this, we will have to use images and meaningful relationships that will promote the acquisition and then the production by the student to use the target language. Even today many schools maintain this principle and a lot of time, money and effort is invested in the creation of visual material that is attractive, in addition to that, if this is supported by the VARK method on learning styles, then, the direct method will always have a presence in people who use it.



Despite having had a short time of effective life, approximately a period of 20 years, the audiolingual method was the method which has had as much acceptance as the others, but its activities have been maintained until today. Its secret consists of the repetition and practice of dialogues and grammar patterns.

These are modified in lexical or

structural aspects. It is here that the teacher remains the first model and contact with the target language. The teacher asks the students to repeat and then transform the sentences according to certain circumstances. And these same dialogues and patterns are used as material to memorize or as control practices, or role plays. It is important to mention that this method is still present to this day in many classes worldwide.

Experimental learning method consists of four basic elements that are: concrete experience, reflective observation, abstraction, and conceptualization and, finally, active experimentation. Given that this method is said to be used in Mexican secondary schools, so far, I have not been able to identify some similarities within my experience and especially listening to teachers who work in basic education. But this does not remove how important it is to know this model. However, we must take precautions when implementing it because it requires a greater degree of thought in the teacher who wishes to apply it.

Any current textbook on the market ensures that it contains three main elements: 1) that it is based on the descriptors of the Common European Framework. 2) that it presents grammar in a friendly way so that it can be discovered by deductive method and 3) that the activities of its program develop critical thinking among students. I find a similar case in this experimental learning model, which is not another process other than that of epistemological reasoning that goes from observation to the issuance of a value judgment. The steps that are followed are like

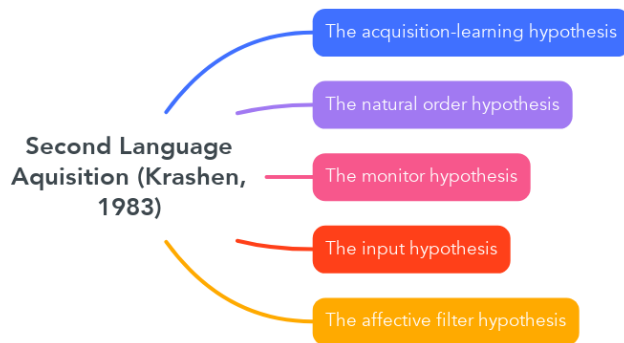
this philosophical process because you must first start with what concrete experience and observation are.

Concrete experience is about doing something, and one must be focusing cognitive, practical, and even manual resources to observe a certain phenomenon. In this case, there is a phenomenon of language behaviour in each circumstance. This is like the start of the task cycle. Where you first have contact with a real text, in which the target language is presenting itself in a natural way. Students must fixate and observe those patterns that are required to understand a certain grammatical structure or communicative function. Thus, after observing, the student must think about what these relationships are between the elements of the text. And in the end, it must emit a prejudice of how it works.

Abstract observation is when you are looking for an understanding and that the reasoning of the previous phases is completely internalized by the person. This is where, according to the same author, the concepts of taxonomies can be associated or related to task-based learning. At this stage the rules and new knowledge are being processed Internally. This we can even refer to what is the internal dialogue related to Vygotsky because through previous experimentation or in this case, through the game that the child learns (Lightbown and Spada, 2001). When you have that internal dialogue, which in this case we call abstract conceptualization, it is when you are already being incorporated into the knowledge system and the mental structure of the individual.

Until now, it is important to know the key issues to avoid problems. This also has an important role which lead to success or failure in the student. Despite what this theory of constructivism and education may appear, where it says that the student is responsible for their own knowledge. In other words, the pursuit of a student-based and student-centred education, the teacher is still the person who, according to Vygotsky (1987), has the experience, the knowledge and is the key to success, which is where the concept of zone of proximal development is present. It is at this point where our student wants to arrive with a certain structure of the language that is being learned. And that this can help you in the future to solve a situation in real life.

This human development, postulated by the model. The teacher needs to know how to guide the student so that he can find the key, because if at the beginning of this model (Bernat and Gvozdenko, 2005). It is not clear and cannot be denoted what it is that the student is seeking



to master, it would be very difficult for the student realize what you are learning, and this can cause frustration that considering the theory of behaviourism, this can lead to rejection and flight, something that is not desired and that you want to avoid at all costs.

The performance is expected to be carried out in a satisfactory way any activity because of the previous practice we have been doing from the last sessions. This will develop understanding in the use of English, moreover, the ability to use it effectively to solve a problem very alike a real-life situation. This can be meaningful, and it will appeal their interest to solve this stage of the class. When motivation is engaged in the right track, a cognitive view of motivation includes factors such as the need for exploration, activity stimulation, new knowledge, and ego enhancement (Harmer, 2001).

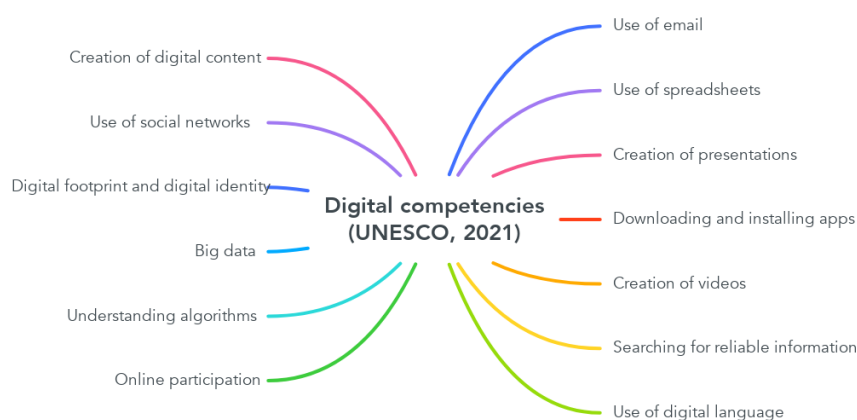
The possible difficulties are several. Just to mention the most important. Problems with vocabulary related to the topic of the lesson, which I should encourage students to deduct meanings from context. Another possible problem would be that students would be confused because of the tasks, for this, checking instructions and convey the activity with some students to make clear the activities. Another problem would be students using L1, to prevent this, I should monitor while they are working encouraging and assisting them to use L2 in the way they could use language effectively. Another major problem I can foresee is they may take longer time than the one set during the instructions. To avoid this, I will remind them about the time.

Krashen (1983) has stated in the second language acquisition theory that 5 elements can be related to this purpose: input hypothesis, monitor hypothesis, natural order, affective filter, and acquisition-learning hypothesis. This has been reviewed over the years and it remains the most prevalent theory about language learning. From here, Noam Chomsky has developed the language acquisition device theory where it states that every individual is capable of learning language.

This is related to Lev Vygotsky's (1987) work of the socio-cultural theory. Concepts as the inner speech and the Zone of Proximal Development have been the backbone of learning a language after his work was translated for the Western world. With the formula of input+1, there is potential learning after knowing the state of the students and from there, the careful planning of lessons related to the official and hidden curriculum of a school is a step closer to develop a second language in each student.

## 1.2.1 XXI Century Skills

Years pass and the new methodologies of the XXI century are a matter of confusion. The fast-

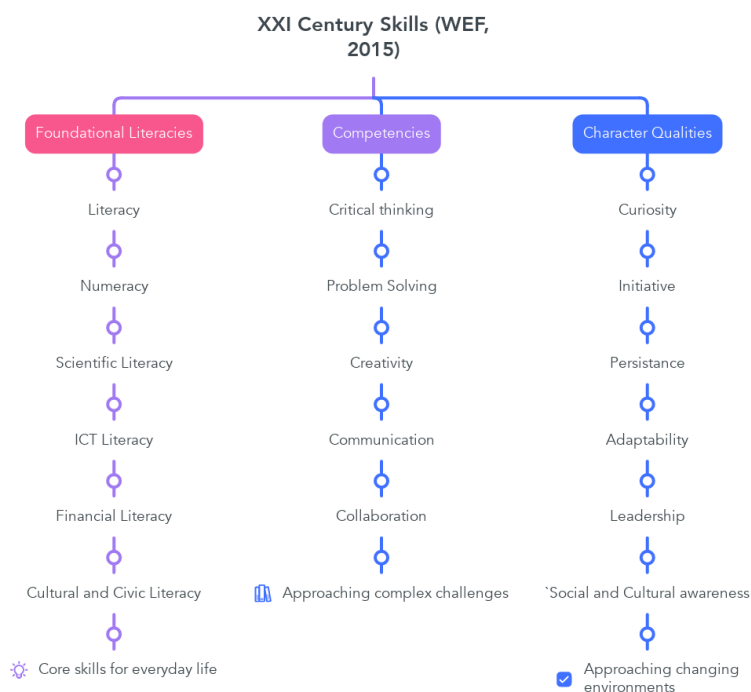


changing ideas do not provide confidence to teachers as we are always demanded to implement something new without having enough time to adequate their teaching practice.

Besides, the implementation of computers into the teaching practice is not giving the expected results. We import the educational theories from developed countries, and it has problems to be adapted into the Mexican context.

For the purposes of this work, the following skills are related: a) for the foundational skills, literacy, scientific literacy, ICT literacy and cultural and civic literacy are employed. Numeracy and financial literacy are not required within the scope of this series of lessons; b) competencies required by the students to be shown are critical thinking, problem solving, creativity, collaboration and communication are present; and c) characters qualities demonstrated during the lesson are curiosity, initiative, adaptability and social and cultural awareness. As these qualities are rather subjective, it is complicated to assess the extent of qualities displayed by every student during the lessons.

From the official discourse to the ideas developed by society, technology plays a fundamental role in the common classroom. However, the situation is broad as there are schools which lack the minimal resources due to factors as no budget allocated, geographical situation, staff available or political willingness to schools fully equipped with the latest models of computers,



internet and software specialised in language acquisition. The implementation of technology carries a burden to schools, teachers, and stakeholders.

After this course, technology should be used to improve the teaching quality and effectiveness. Yet, the position is to be creative with technology to use

the tools in a way that makes the teaching process problem free. Teachers must use the computers to solve problems, i.e., to be considered a tool and not the end of the class. The only option which is visible now is that the school has become a customer of corporative interests that want every teacher and student to consume their products and having a captive market to ensure profit from public and private investment to improve education. How is it possible to browse for relevant and accurate information on the internet when we still struggle with literacy and numeracy problems. Is the educational system promoting human development or increasing the gap between the low-income and high-income countries? It is a point to discuss in academic forums as the so called “international trends on education” are relevant and realistic in Mexican society.



## 1.2.2 The ICT

I believe the only way we can handle this excessive amount of information and advises from the context outside education is through the light of epistemology and science to focus teaching techniques, methodologies, and ideas to a specific classroom. There is no way to think education is a mass product that can be measured with manufacturing standards about the figures of school graduation, dropping out and test results. This is an issue every teacher should reflect on to understand that every teacher is an agent of change. When ICT is regarded as a future skill, there is debate over the amount of knowledge required for everyone. When talking about the digital competencies, I see there are two variants of it: basic, which includes use of email, spreadsheets, presentations, video, and digital content creation. When referring to advanced skills, there are concepts such as digital footprint, security, digital citizenship, understanding algorithms, Artificial Intelligence, big data, or Machine Learning.

In the scope of ICT in this work, there is not much to do as students are in Higher Education and they have commanded the basic skills over the time. They can command the basic skills and they even use the Building Information Modelling (BIM) system to help themselves to create all the required aspects of designing and calculating construction structures plus all the details of any given architectural project demanded by their studies and profession.

Whereas the digital competency is present in their everyday life, there are still thing to learn about the use of computers such as deep knowledge of spreadsheets and its application in management and data analytics, the proper use of presentation software, enhance the security of their communications and have a healthier presence on social networks, it is not the scope of this project as it is mostly related to excel the literacy regarding information about the phenomenon of gentrification in urban areas.

## 1.3 Theoretical Basis about Language, Language Learning and Language Teaching of your Model

To carry out this activity, a template or format was provided for you to make sure that you are covering all the expected steps that a lesson plan must have. It is important to mention that you can adapt your lesson plan according to your context & needs. Include a detailed description

and a deep analysis of the procedure of the learning activities, mentioning what your students and you will be doing. Please describe your expected outcomes on processes and attitudes.

For this series of lessons, the methodology used for this purpose shall be Task Based Learning (TBL). This method is to cover the requirements and expectations of students. TBL is something useful, yet not as the only resource available. From this approach, we can find the advantage of the use of literature as a model of language that goes beyond the register or English presented in common coursebooks, which are focused on colloquial speech used for general communicative purposes (Horowitz, 1998). L1 is always a resource to compare and understand the difference between languages and how they work (Richards and Lockhart, 1996). Correctness is always a goal for learners and teachers.

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Concrete experience is about doing something, and one must be focusing cognitive, practical, and even manual resources to observe a certain phenomenon. In this case, there is a phenomenon of language behaviour in each circumstance. This is like the start of the task cycle. Where you first have contact with a real text, in which the target language is presenting itself in a natural way. Students must fixate and observe those patterns that are required to

understand a certain grammatical structure or communicative function. Thus, after observing, the student must think about what these relationships are between the elements of the text. And in the end, it must emit a prejudice of how it works.

Abstract observation is when you are looking for an understanding and that the person completely internalizes the reasoning of the previous phases. This is where, according to the same author, the concepts of taxonomies can be associated or related to task-based learning. At this stage, the rules and new knowledge processed internally. This we can even refer to what is the internal dialogue related to Vygotsky because through previous experimentation or in this case, through the game that the child learns (Lightbown and Spada, 2001). When you have that internal dialogue, which in this case we call abstract conceptualization, it is when you are already being incorporated into the knowledge system and the mental structure of the individual.

Until now, it is important to know the key issues to avoid problems. This also has a significant role which lead to success or failure in the student. Despite what this theory of constructivism and education may appear, where it says that the student is responsible for their own knowledge. In other words, the pursuit of a student-based and student-centred education, the teacher is still the person who, according to Vygotsky, has the experience, the knowledge and is the key to success, which is where the concept of zone of proximal development is present. It is at this point where our student wants to arrive with a certain structure of the language that is being learned. And that this can help you in the future to solve a situation in real life.

A practical application in the classroom is to create a whole lesson in TBL (Willis, 2005) to understand the principles of experimental learning applied in the classroom. The Presentation, Practice, Production (PPP) model, which focused on accurate use of the grammatical forms taught at the Presentation stage, was in common use, and it is current in schools and practitioners alike. Research findings in of Second Language Acquisition such as those reported by Ellis (1993) and summarized by Skehan (1996) provide evidence of the relevance of TBL

This task-based framework differs from a PPP cycle because the focus on language form comes at the end. The communication task itself is central to the framework (Willis, 1997). Such a task may involve student production of language and/or may be linked to a spoken or written

text. A single task would normally involve both productive skills, e.g., speaking and note-taking, and receptive skills, e.g., listening and often reading.

Learners begin by conducting a communication task, using the language they have learnt from previous lessons or from other sources. They then talk or write about how they did the task and compare findings. At some point, they might listen to recordings of other people doing the same task or read something related to the theme of the task, again relating this to their own experience of doing the task. Only after that is their attention directed towards specific features of language form - features that occur naturally in the recordings they have heard or the texts they have read.

In other words, learners begin with a holistic experience of language in use. They end with a closer look at the features naturally occurring in that language. By that point, the learners will have worked with the language and processed it for meaning. It is then that the focus turns to the surface forms that have carried the meanings.

It is certain that education must evolve to be more democratic and accessible for every individual regardless their background or social situation. The trends in the last decades have tried to focus on the student and the learning process. It is a noble adventure to extend possibilities for every student. However, this is not reached only by good will and wishes. It is required to follow philosophical and scientific principles to close the gap between the subject and the object matter.

First, here are some definitions and explanations which describe the key concepts and ideas. There is inevitable simplification, and anyone can think of many exceptions, but the purpose is to establish the main trends in the relationships among languages and identities (Byram, M., Gribkova, B., Starkey, H., 2002). People communicate with each other using the shared language of their group. The group might be as small as a couple who share a 'private' language where only they know the meaning of some words or as large as a nation, where everyone understands the meaning in their shared language. The 'secret' language of the smallest group and the 'public' language of the national group are two 'varieties' of the same language.



### 1.3.1 Intercultural approach

An individual can be a member of a group and (unconsciously) speak in each group a variety of 'the same' language. They become conscious of this only if someone uses the 'wrong' words for the group or does not recognise the allusions made in a group conversation. Speaking the 'correct' variety makes the individual an 'insider,' a member of the group. Not doing so identifies the individual as an outsider or a member of an 'external group.' Individuals acquire the (spoken) language variety of a group naturally: Children are (usually) born into a family and acquire the language variety of the family.

They go through the same process with their group of friends and acquire a different language variety of 'the same' language, one which may be incomprehensible to their parents and is meant to create a sense of inclusion in an in-group. When the group of friends speaks a completely different language to that of the family, the difference is noticeable, and people say that the child is 'bilingual'. (Byram, M., Gribkova, B., Starkey, H., 2002) This process of acquiring either new language varieties or completely new languages can continue throughout life as people become members of diverse groups within the same society or move to a different society.

Sometimes they do not notice they are acquiring a new variety of 'the same' language, and sometimes they do – especially if they must acquire a completely different language. Schools teach standard language formally: Children acquire spoken language naturally and inevitably; written language must be formally taught and learnt. They are encouraged to speak the

language they write, to make their spoken language more like the language of the common standard.

Language, national identity, and teaching Language as Compulsory Subject (LCS) is found in the national curriculum of many countries and states. There are several consequences. This means that when children learn LCS, they learn the language which they and others will use to identify themselves with the social group called 'the nation'. In such cases, the language of LCS is, for most children, the 'same' language as that of the family and the differences of variety are not noticed. It is therefore possible to say that most children are taught their 'mother tongue' in LCS classes. However even in these examples but especially among all the exceptions to this simple, 'ideal' case, the language of LCS may not be the same variety as the language of the family.

In the language classes, individuals learn not only to read and write the language(s) but are also encouraged or perhaps obliged to speak this variety, to speak as they write. In some cases, too, learners are encouraged to forget the variety they speak at home and/ or among other social groups – for example, the 'dialect' they speak – and, by implication, to forget their other identities in favour of the national identity.

On the other hand, they may be encouraged to become 'bilingual', writing and speaking both school/ national and other varieties. This means they are encouraged to keep both identities, their regional identity, and their national identity (Native Language and English, for example). However, the use of the *campus* and *habitus* proposed by Bourdieu, can clarify the cultural mobility of an individual and how they affect and change the language to be part of a particular cultural sphere.

If language is the mean to achieve intercultural competence, it is relevant to "translate" that cultural awareness into different areas of human life. It is not only to recognise the language as a cultural expression, but through language achieve higher levels of cognitive skills to identify situations of cultural difference and how to cope with this issue.

Learning a language is the core of human knowledge and the way it is transmitted from person to person and generation to generation. In the context of Higher Education, a foreign language becomes the gateway to acquire knowledge in the field of the major. In the case of Architecture, students must understand social scaffolding and how to develop social sensitivity to solve social problems.

The concept of 'culture' has changed over time from emphasis on literature, the arts and philosophy to culture as a shared way of life, but the idea of imitating the native speaker has not changed and consequently native speakers are experts and the models, and teachers who are native speakers are better than non-native speakers. In contrast the 'intercultural dimension' in language teaching aims to develop learners as intercultural speakers or mediators who can engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. It is the command of the language that provides the foundation of constructing a cultural identity. And it is not only related to the sole use of language, but how an individual shall interact with the world.

Intercultural communication is communication based on respect for individuals and equality of human rights as the democratic basis for social interaction. So, language teaching with an intercultural dimension continues to help learners to acquire the linguistic competence needed to communicate in speaking or writing, to formulate what they want to say/write in correct and appropriate ways.

But it also develops their intercultural competence i.e., their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality. Social identities are related to cultures. Someone who is 'Mexican' will have acquired that identity through being brought up surrounded by other Mexicans, unconsciously learning their beliefs, values, and behaviours. Similarly, someone whose social identities include being 'a teacher' will have acquired the knowledge, values, and behaviours they share with other teachers through a process of socialisation.

However, an intercultural speaker also needs an awareness that there is more to be known and understood from the other person's perspective, that there are skills, attitudes and values involved too which are crucial to understanding intercultural human relationships (Yang, 2010). Consequently, the 'best' teacher is neither the native nor the non-native speaker, but the person who can help learners see relationships between their own and other cultures, can help them acquire interest in and curiosity about 'otherness', and an awareness of themselves and their own cultures seen from other people's perspectives.

The intercultural dimension is concerned with helping learners to understand how intercultural interaction takes place, how social identities are part of all interaction, how their perceptions of other people and other people's perceptions of them influence the success of communication how they can find out for themselves more about the people with whom they are communicating. So, a teacher does not have to know everything about 'the target topic' (Zárate et al, 2000). This is in any case impossible and in fact there are cultures associated with a particular language, for example many countries where English is spoken as the first language, and within those countries many variations on beliefs, values, and behaviours which people share, in other words many cultures.

For this reason, the topic of gentrification is relevant to achieve the goals of the lesson and it is aligned with the curriculum of the major. When referring to intercultural competence, ethnic differences are considered the main trend. However, with this topic, the differences are stated in different social layers of one given society. In this case, the difference of income in specific areas can produce the effect of gentrification where those who are targeted to take over their area to develop an attractive zone for investors and potential inhabitants of higher income. This endangers the culture of those residents who will be displaced and the culture if being predated by an economic-driven culture. The history, values, traditions, and even language of the affected population may disappear if the gentrification process continues disguised as "progress and higher life quality," but only for those who can afford invest in gentrified areas.

Having this cultural background, the purpose of the series of lessons is to develop language skills, cultural awareness and learning about concepts related to architecture and urbanism. The lesson shall provide the social interaction as well to discuss the ideas presented during the lessons, so the cultural exchange is not only between the material and the students, but among them to exchange points of view about the topic and how each interpret the situation according to their own perspective.

For the language axis, the purpose of this lesson is to have a review of the narrative tenses which have been taught previously during the term. It is known that students keep having problems with the use of the past tense, specifically, the use of irregular verbs. Besides, the cohesion and coherence of their speech is to be assessed in terms of the productive skills (Speaking and Writing). With this, it will be a main goal to assess the use of proper language required to provide effective communication. In the receptive skills, I am using real material will



provide students the confidence to handle information of authentic context related to their professional area.

In the intercultural axis, the decision over the use of the topic of gentrification is related to the understanding of the culture within the country. It is always used topics about cultural differences of Mexico and other countries. It is neglected the subject about the cultural aspects provided within a certain society, and in this case, how the urban development and city expansion may risk cultural ecosystems and social groups settled in areas where time and political decision have left behind those groups. With the idea of order and progress, private stakeholders and even the government carry out plans to displace low-income population to attract wealthy people into these areas offering new developments, destroying the social layer which have been over generations.

In the area of the 21<sup>st</sup> century skills, communication, collaboration, the use of ICT and critical thinking to solve problems will be shown by students. With the right lead and input, they would be able to show cogent reasoning, collect evidence to produce a text regarding a topic of gentrification. They will demonstrate the analytical thinking to solve the tasks for assessment and they would be able to communicate their ideas in both speaking and written forms.

Finally, for the digital skills students will show their ability to use digital devices, communication applications and networks to manage information according to UNESCO. As I am performing this in Higher Education, tertiary level, the level of digital skills is already developed among my students. They will have to access the material through Google classroom plus the use of their devices to look for information relevant to topics of gentrification related to the New Felipe Angeles Airport, the Mayan Train or the “Dos Bocas” oil refinery. This is related to their literacy and numeracy skills, to find innovative approaches of thinking and handle their socio-emotional skills.

## 2 Lesson Plan



### Teaching sequence template



Tomado de Velasco, R. (2006) *Método de clase con Lectura de comprensión*. Curso "Estrategias de lectura formativa en inglés para secundaria". Cursos y Talleres en línea. Recuperado de <http://red.ilce.edu.mx/>

Date & Place México, D. F. 2022

1. Lesson plan identification cell.	
Author	Hector Ramiro Ordóñez Zúñiga
Educational stage	Inglés III (B1 CEFR)
Title of your Lesson plan	<b>Architecture and Gentrification</b>
Learning Objective of the plan/Competency	<p><b>Propósito de lenguaje</b></p> <ul style="list-style-type: none"> <li>To develop the skills required to understand academic texts with the use of narrative tenses in present and past</li> </ul> <p><b>Propósito formativo-intercultural</b></p> <ul style="list-style-type: none"> <li>To guide the participants in acquiring information and to develop the higher cognitive skills to produce language related to academic and professional purposes.</li> </ul>
Communicative skill considered	Reading/Writing/Speaking/Listening
State of the following options	Recycling vocabulary
Functions	-Relay information -write an essay.
Main Grammar structure	Narrative tenses
Other Grammar structures	Lexis
Brief description of the plan	The selected text is relevant to the professional development of the students, and it will help to develop intercultural skill as it is not focused on ethnic principles, but in social aspects that require attention from the students as they will have their skills acquired during their school time to become practitioners with social awareness.



Teaching sequence template

Hours of the plan implementation	4.5 horas
Number of sessions	3 sessions of 1.5 hours
Contents required for the lesson	Reading and listening about gentrification
Link of the content	<a href="https://drive.google.com/drive/folders/1kgXEWxyOdiBTBEYtesMJT7VxhIveWgb?usp=sharing">https://drive.google.com/drive/folders/1kgXEWxyOdiBTBEYtesMJT7VxhIveWgb?usp=sharing</a>
EEAILE tutor on line	Ericka Shelick Galván García

2. Introduction to the Lesson.

Step of the lesson	Teacher activities	Students activities	Session number
Activation Before the lesson	Teacher uploads the copy of the text for his students.	Students take to the session information in English about the topic of the reading with their sources searched previously.	00

Teaching sequence template

During the lesson	<p>Teacher welcomes students to the class.</p> <p>Teacher creates the context based on the assignment that the students did and go over the following questions:</p> <ul style="list-style-type: none"> <li>• What do you know about gentrification?</li> <li>• How does gentrification affect society?</li> <li>• Can you mention an example of gentrification?</li> </ul>	<p>Students greet the class and express briefly how they feel that day.</p> <p>Students talk about their previous knowledge about gentrification, and they discuss what is according to their experience.</p>	01
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Teaching sequence template

Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]	Teacher writes the learning purposes of the lesson and have students read it and comment,	Students read the learning purposes of the lesson, clear doubts, and express opinions briefly.	01
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3. Communicative skills development.

Reading and Listening					
Step of the lesson	Teacher activities	Students' activities	Materials	Session number	Evaluation
<p>Vocabulary introduction</p> <ul style="list-style-type: none"> <li>• Exercise I</li> <li>• Exercise II. Inferring vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher asks them to identify concepts of gentrification, development, redevelopment, and displacement</li> <li>• Teacher has student to</li> </ul>	<p>A. Students identify the key elements of gentrification and the difference within</p> <p>Students the following the</p>	<p>Reading</p> <p><i>Gentrification: an introduction</i></p>	01	<p>Concept map with the key elements of the reading</p> <p>Exercise of the reading</p>

Teaching sequence template

	follow the instructions of the listening part	instructions discover the meaning of the new words of the reading.		completed
Information processing activity & 1st practice			01	Students participation
• Prediction	Teacher asks students	Students brainstorm about the	01	

Teaching sequence template

	what they think the Reading will deal with.	contents of the reading.		
• Reading	Teacher asks a student, who has not read, to explain the paragraphs read. He asks clear questions to motivate a good explanation.	Students read the content of the text		
• Explanation	Teacher makes sure all the students have read or explained at least once	Students explain with their own words the paragraphs read. When they finish, others can add information to enrich the explanation.		
• Listening	Teacher asks students to answer individually the Listening 02Of the reading. Right after, he has them Exchange their answers. Then, he asks a student to read a question and to another one to	Students read and/or explain the paragraphs. They ask and search the meaning of the remained unknown words, so they can explain them or give examples with them.	01	
• Exercise V. Comprehension skills		Students answer the questions individually.	01	

Teaching sequence template

<ul style="list-style-type: none"> <li>• VI. Inferring ideas</li> <li>• VII. Moral.</li> </ul>	<p>answer it. He asks the class to confirm if the answer is right. Once they have the right answer.</p> <p>Comprehension skills, making corrections if needed.</p> <p>He encourages the students to discover the mistakes by themselves and correct them.</p> <p>Teacher asks students what ideas they can infer from the reading. He guides the discussion and asks a student to write the ideas on the board.</p> <p>Teacher asks the students to come up with a sentence that summarizes the whole text. He verifies that the ideas represent the text,</p>	<p>Students suggest sentences that may summarize the content of the reading as secondary ideas. They write them on the exercise VI. Inferring ideas.</p> <p>Students make a consensus to build a sentence that states the main idea of the text.</p> <p>One student writes the idea on the board and then on the exercise VII.</p>			<p>Students complete Exercise VI. Inferring ideas</p>
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Teaching sequence template

		Moral of the reading				
		Speaking				
<p>2nd practice or social interaction</p> <ul style="list-style-type: none"> <li>• VIII. Reflections.</li> </ul>	<p>Teacher asks students to answer individually the section <i>Reflections</i>. He supervises the activity. Then, he motivates a discussion based on the issues dealt. He always shows objectivity and makes sure the ideas exposed have bases and argumentations. He does not allow any lacks respect. He encourages the use of the new vocabulary and the structures seen. He takes notes of the language mistakes, but he does not go over them just yet.</p>	<p>Students answer individually the questions of the section <i>Reflection</i>. They state and debate their ideas with arguments and respect. They use the vocabulary &amp; structures just seen.</p>		02	<p>Students' participation</p>	
Step of the lesson		Teacher activities	Students' activities	Materials	Session number	Evaluation

Teaching sequence template

Grammar Focus	<ul style="list-style-type: none"> <li><b>Feedback</b> Teacher gives students feedback about the mistakes detected in the debate about vocabulary, pronunciation, structure, etc. He leads them into detecting &amp; correcting the mistakes by themselves.</li> <li><b>Grammar focus</b> Teacher writes an example of the used structures. He asks students to discover the patterns.</li> </ul>	<p>Students go over their mistakes in the debate. They correct them and clear doubts.</p> <p>Students analyse the structures presented, discover their patterns, and reflect on the use.</p>		03	Students' participation
2nd practice or social interaction	<ul style="list-style-type: none"> <li><b>VIII. Use of language.</b> Teacher has students do exercise VIII. Use of language, which includes vocabulary and Writing.</li> </ul>	<p>Students write sentences with the vocabulary of the reading according to the exercise VIII. Use of language. They write about one of your favorite celebrities.</p>		03 03	Students complete Exercise
Summary	<p>Teacher elicits the highlights of the lesson since it started. Emphasizes important aspects and clear doubts</p>	<p>Students summarize the lesson. Emphasizes important aspects and clear doubts</p>		03	Students' participation

Teaching sequence template

4. **Intercultural component** the freer activities of this lesson, where oral & written communication are the focus, the teacher will insert the intercultural component, based on the concept and analysis of gentrification and how it affects the population in low-income areas of the country with the projects deployed by the government.
5. **Evaluation** Being that this lesson is immersed in Competencies, based on a rubric, it will be marked the evident development in students categorized in Knowledge, Abilities, and attitudes. See further information about this in the theoretical foundations.
6. **Conclusion** The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). So, student will express what they learned and how they did it, but also, they will state what they can and will apply in their own lives related to the reading.
- Follow up activities** After the teacher reviews his students' writings and gives them a feedback, students make a definitive version of their products.

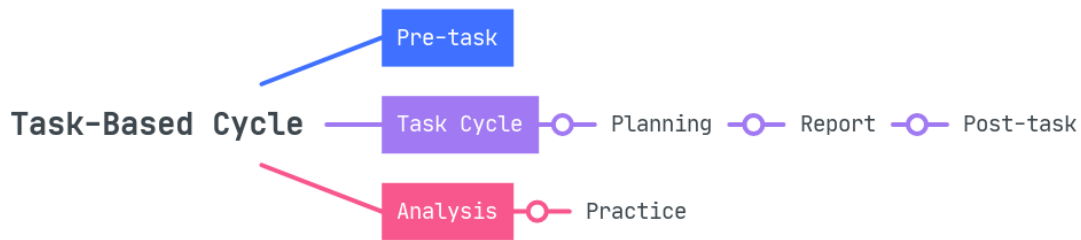
## 2.1 Applications

The Pre-task phase and the Task cycle proposed below take advantage of the sociolinguistic norms described above and ensure a smooth and natural transition from private to more public interaction. The complete framework aims to create in the classroom the essential conditions for language learning.

### PRE-TASK

Introduction to topic and task to understand the theme and objectives of the task, e.g., brainstorming ideas with the class, students may do a pre-task. Students can read the task is based on a text and time is given to think how to do the task.

This initial phase gives useful exposure which helps students to recall relevant words and phrases and to recognize new ones. Besides, the activation of schemata related to the topic of gentrification will hint the kinds of things they can say and seems to result in better quality language use at the task stage.



### THE TASK CYCLE

The task is done by Ss (in pairs or groups) and gives Ss a chance to use whatever language they have already to express themselves and say what they want to say. This may be in response to reading a text. It is important to monitor and encourage in a supportive way everyone's attempts at communication in the target language. The emphasis is on spontaneous, exploratory talk and confidence-building, within the privacy of the small group. Success in achieving the goals of the task naturally helps raise students' motivation.



## Planning

Planning prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was. Students draft and rehearse what they want to say or write for their reports. If the reports are in writing, Teachers can encourage peer-editing and use of dictionaries.

The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation. Individual students often take this chance to ask questions about specific language items.

## Report

The teacher asks students to report briefly to the whole class so everyone can compare findings. The teacher chairs, comments on the content of their reports, rephrases perhaps but gives no overt public correction. (T can note language items that are still causing problems.)

This component gives learners practice in public, prestige use of language and increases other students' exposure to spoken or written language.

## Post-task listening

Ss listen to a recording of fluent speakers doing the same task and compare the ways in which they did the task themselves. This component gives additional exposure to topic-related material and increases students' experience of the target language in use.

## Analysis

The teacher sets some language-focused tasks, based on the texts students have read or on the transcripts of the recordings they have heard. These are often called 'consciousness-raising activities'. (Willis and Willis 2006)

The teacher reviews the analysis with the whole class, writing relevant language up on the board in list form. The class shares the useful phrases. The aim is to help students to explore language, to develop an awareness of aspects of syntax, collocation, and lexis, to help them systematize what they have observed about certain features of language, to clarify concepts and to notice new things.

## Practice

Teachers conduct practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript. It is not suggested that learners will necessarily gain instant command of any of these features. The task helps them to notice salient features as they will recognize them when they meet them again in other texts and recordings and slowly begin to use those they need.

## 2.2 Procedures

English, with its complex spelling derivative from the influence of Latin language via French, makes this much more difficult than it is in other languages, such as Roman languages with more regular spelling systems. So, if students are to persist, teachers need to make reading and learning to read both pleasurable and engaging. Unfortunately, language schools are less successful at building positive attitudes to reading and this has an impact on learners' decoding proficiency and their readiness to make the most of the written word. If teachers are to help students understand themselves and the world around them in complex ways, then reading must be made an engaging activity for them – one that they will choose to do outside the academic context as well as inside it.

Becoming familiar with the language of written texts is an essential part of this early learning, for written language is quite different from spoken language. It tends to be constructed both at the level of the sentence and over large stretches of text. This is true for texts ranging from shopping lists to novels and is certainly true of texts written for students of other languages. Extensive written texts also tend to use a wider range of vocabulary. So, if they are to become effective and enthusiastic readers, students need to become familiar with the language of books, to experience making sense of the world through this language, and to take meaning in its power.

Listening is a constant part of the lesson as the communication of teachers and students are mainly handed oral way. Since greetings to instructions and question and answer moments. As it seems simple, it is not as several factors are converging during the lesson. Firstly, it is important to clarify the subskills required during the general auditory act. There is a relationship between listening sub skills and listening tasks (Rivers,1981). Considering what confident listeners are likely to do, the activities should focus on the adequate level to maintain lessons manageable by giving students more control over the text.

A task designed for listening purposes may provide a listening sub skill that increases confidence in the students so that they would not normally show if the texts were not suited for that kind of task or proficiency level. If during the class a text selected considering the profile of the group would not be natural or useful to scan listen just for the numbers mentioned if it is related to economic or finance aspects only to extract the figures given in the text. It would improve the ability to listen and understand if the main points the speaker are required to be comprehended by the students.

In listening lessons, core listening sub skills to learn, and practice are the following: listening for gist, listening to infer information, listening for detail, listening for text or discourse patterns, scan listening, listening for language items.

Listening for gist is to grasp the general idea of the text without focusing on every detail. Listening to infer information is to get the underlying message in the text for information beyond the text. Listening for detail is to get specific information required to complete a task. The same for patterns where parts of the text are to be identified.

The source of the speech, in this case, the speaker has a certain command of the language, possibly being a native speaker or a non-native speaker with a certain command of it (Bruder & Paulston, 1976). As any other act of communication, the text is confirmed by several aspects which could make the text deviant from a “standardised” language which includes slang, regional dialect variants, colloquial expressions, or lexis items which the student is not used to handle in their quotidian communicative act. Other factors to consider is the quality of the speech in terms of volume, pitch, tone, and volume.



Lesson. Own work



Lesson. Own work

During training in the classroom, it is preferable to design activities and lessons to practising one or two sub skill at a time. By using an array of different texts, it helps to start with a manageable task that practises gist listening and then move on to tasks that require students to understand in more detail. Provided that course books usually provide listening tasks, it is necessary to check beforehand if it is relevant to cater the students' listening needs, level, and relevance. It may be needed to supplement with an extra task if required.

To create own listening material, there is a wealth of listening material online that can be used when required. This means creating tailored tasks thinking about how a confident listener would listen to the text and create activities that mirror this. However, students probably are not confident listeners so providing a series of tasks that practise different listening sub skills and allow students to gradually develop their understanding of the text. To this lesson, I have created my own material by using the authentic text with the topic of gentrification and adapted it to suit the needs of the lesson. The voice was provided by a service of AI voice which I have used to create my own material so it can be tailored to any specific situation in my classroom. This is no to depend on the material commercially available. For this mean, I have used the Speechelo® software.

A common criticism of listening lessons is that they often do not represent the authentic context in which most listening takes place – a conversation, where listeners also must speak as they reply to what the other person has said. A second criticism is that in listening lessons students have little control over the text. Below is an idea that goes some way to dealing with these issues (Vandergrift, 1999).

If the purpose of a listening is to tell a story or explaining narrative, it can be re-told it as if it were one own story or a story being heard about. Making notes of key words and tell the story using these rather than reading the audio script aloud – this will make the listening sound more

natural. This would enhance the narrative and the capabilities of the listener to engage perception, decoding and prediction and selection as the whole of the text (Vandergrift, 1999). By identifying the sounds from the phonemes, intonation, and the sounds in general, it would provide a better option for increasing comprehension.

While the challenges posed by the speaker or the situation may be out of the listener's hands, there are skills or 'strategies' that English learners can use to help them along.

Depending on the context, prediction the kind of words and style of language the speaker will use. the knowledge of the world helps anticipate the kind of information presented. When listening, gist is also possible to get the 'whole picture' but with one difference: information comes in a sequence. And in that sequence of information, there are content words (the nouns, adjectives, and verbs) can help to form that picture.

Lastly, inferring meaning is a strategy of great relevance for the listener. This technique of inferring meaning by using clues and prior knowledge about a situation to work out the meaning of what we hear.

For the writing activity I have previously taught the ways that a paragraph can be great and using two conventions, the Schaffer paragraph and the PEAL model which is widely employed in international certifications such as TOEFL or IELTS. We analyse their requirements of an essay in which there should be stated a thesis, an antithesis, and a synthesis. With this we can develop a five-paragraph essay in which it should contain an introduction and a conclusion. With this, students can develop them sentence construction according to the model requires in academic and general writing. Over the term, I have made emphasis on the relevance of writing in a proper and ordered way to achieve higher levels of cognitive skills and gain proficiency in the language.

Before reading activities, having those in a previous day, we can understand that. reading and writing are correlated in terms of using written language in in which we can understand that this is a linear activity, which means that it has one central point of team in every part contributing to the mainline of argument without discretion or repetitions. Its objective is in its form rather than to entertain being this a standard written form of the language. There are ten main features in academic writing, which is often discussed. So, to mention these, we can take account of complexity, formality, precision. Objectivity, explicitness accuracy, hedging responsibility, organisation, and planning.

So, the first point to understand is that this kind of texts are more complex than spoken language. This is based on the input theory (Krashen, 1983) where it is rated  $i+1$  so they can use their schemata from previous courses. It has proportionately more lexical words and grammatical words. Greeting text are shorter and have longer more complex words and phrases. They have more known based phrases, more nominalizations, and more lexical variation. Written language is grammatically more complex than spoken language. It has more subordinate clauses. More that, and to complement closes more long sequences of prepositional phrases, more attribute adjectives and more passive than in spoken language.

For the speaking assessment of the activities planned. I follow the rubric model with specific characteristics for this task. Students must be assessed according to their actual level of performance and not what teachers feel students may be capable of producing. The students' performance in all parts of the lesson should be considered in deciding the final mark for each of the criteria. In both holistic and analytical. For this purpose, the rubrics employed must fit the relevant criteria. Each descriptor should be interpreted independently from any other descriptor to be applied.

The elements considered for this activity within the analytical rubric should be interpreted as Discourse management, grammar and vocabulary, pronunciation and interactive communication based on the scales provided by Cambridge Assessment for the Speaking Exams of their main suite. For the holistic rubric the overall achievement of the student in dealing with the task. This is translated into the teacher's perception of the performance of everyone.

Link to video: <https://youtu.be/MXG7fNq3mzc>

## 2.3 Lesson planning

According to Brown (2014) "a lesson is a unified set of tasks that cover a period of classroom time. These classroom time units are administratively significant for teachers because they represent "stages" along a curriculum before which and after which teachers have a milestone to evaluate and prepare for the next lesson from the point of view of teachers and students' time management, are practical, tangible units of effort that serve to provide a rhythm to a course of study." In other words, what Brown affirms is that a lesson is a proposal for action

rather than a blueprint to be followed verbatim. And once teachers put their proposal for action into action, all sorts of things might happen, which we might not have anticipated.

In these lessons, the goal is to design a series of activities to enable learners to discuss and draw conclusions from their own experience of the topic solely because of what they have heard or read. The activities provide information related to the topic current in the world and patterns usually followed by stakeholders. But the key moment is to encourage comparative analysis with learners' own knowledge and how to apply it in potential situations. For example, students' views about gentrification in the texts might be compared with the learners' own experience of and views about their own context. As a result, they will discover there is a difference.

They can then be asked to think whether their perceptions of gentrification will be the same as those of the inhabitants themselves. The methods of doing this includes discussion which will activate their schemata and background knowledge about other situations given in the urban transformation of the city.

This experiential learning is powerful in developing self-awareness as well as perceptions of topic related to their professional development. Learners are sure to emerge out of these experiences much better prepared to communicate with other students and professionals, tolerate the differences and manage everyday situations they are likely to encounter in their working environment. The focus is on how learners respond to others and others' views of themselves, and how they interact with people from other perspectives and opinions.

The choice of topics for comparative study is therefore partly determined by learners' existing perceptions of other countries and cultures, not by predetermined syllabus which is supposed to represent the 'correct' view of another country. This means that no curriculum for language education should or could be transposed directly from one national system to another. This is especially true about the cultural curriculum which should be set from within the educational system and should not reflect the intentions of one or more of the target cultures.

Where direct encounters with specific topics are not available for either teacher or learners, the key issue is to prepare learners for asking questions of the appropriate kind. There may be people from one of the countries in question ready to talk with learners, but the important thing is not for them to ask questions. And in this case, learners must be aware of the surrounding

cultural messages, generally non-verbal, that gives hints of the knowledge, values, and beliefs of the other culture through the words of the other person.

The activity designed in this task has been the product of my years teaching in Higher Education, specifically in the context of technical education where General English is deemed as the only source of acquiring the culture. Nonetheless, English for Specific Purposes is required to give a wider view of the culture, not only in the social aspect, but the professional part of it. In this case, Architecture and Civil Engineering is technically and culturally different in Mexico from the English-Speaking countries, specifically the United States of America.

So, with this lesson, information technology, language skills and cultural sensibility is present to give them an experience on how they can be agents of social transformation and their point of view as experts in construction can be taken into consideration to mediate with difficult situations about the construction, demolition, or refurbishment of a building and to find a socially beneficial solution for the community.

### 3 Design of Assessment Tools

To start, I would say language testing is a complex subject and it would be hard to mention specific authors as over the time, it has been the work of many people to have the modern tests we apply in our practice. If I must mention one source of my testing practice, I will mention the Association of Language Testers in Europe (ALTE) which I am member. This association gathers most of the European languages and the institutions which create standardized tests which we know as our language certificates.

As we conceive testing and assessment today, it is the product of two main areas: psychology and statistics. With this, we have psychometrics, which it relates to the theory and techniques of measurement. We can relate this to measurement theories such as classical test theory or item response theory. We can have an exam or test and students must answer it in the best possible way. Then we see how many correct and incorrect answers they have and with this, according to a scale which the most common is have the percentage of correct answers then we decide if the student passes or fails the test. It seems simple and with this, we say if the learning is taking place or not.



However, it is not as easy or simple as one may perceive. Any exam is a valuable source of data which it can be transformed into knowledge. This knowledge can give us a better position to make decisions about many things. So, it is important that we can learn how to collect that data by using the right tools of measurement and with the proper statistical analysis we have a clear picture of what is going on in the classroom. Passing an exam is not only “studying” for it, but a whole process which starts on the very first day of class.

The factors affecting evaluation, testing and assessment are many and we as teachers must know and understand the relationships among those factors. We can have a group of students who perform well in the day-to-day class. But in the exam, their performance is not corresponding to the behaviour we observe during the class. Was the exam too easy? Was it too hard? Too long? Too short? Was it hot that day? Where are the instructions clear? The format? The size of the font? The images?

Besides, we must understand that testing is not something that can be done by following our guts but by knowing the most about theory and applying it to the practice so our students can see the exam as an opportunity to learn and demonstrate their command of the language in many aspects. When we talk about the parameters of validity, reliability, and fairness we are referring to psychometrics. When we see the results, it is not just to count the right answers but to be sure those items are measuring the right thing. From the array we can choose from, we have the parametric test such as the multiple-choice question, open-ended questions, matching, completion, or alternative response. For the non-parametric test, we have the essay or the oral test.

Even when we talk about the big names in certificates, Cambridge Assessment, Trinity College London or ETS, there is big machinery of psychometrics working behind the test a candidate is taking. It is easy to try to emulate those exams or maybe, use them for our own purposes. I think that every teacher should know the basics of psychometrics to understand how the process is carried out and create better testing tools which would benefit their communities. It seems complicated to get into statistics and this could be perceived as wizardry, but with the simple use of Microsoft Excel we can start to understand the process and see what is impeding the language to be acquired by our students and even our practice can improve as we have reliable information to decide what is the best course of actions.

According to the social construct, if I will sit for an exam, the expected mark I must have been a 10 on our Mexican scale. However, over time I have found this unrealistic because it is almost impossible to get always a 10. Here is when statistical analysis has helped me to understand the picture and the true purpose of testing. We know that our scale in Mexico is from 0 to 10. A passing grade would be 6 and the reared 5 is the threshold of educational failure. We consider an 8 to be a fair grade and a 10 is the Holy Grail for most of our students. If you allow me, I will present my answer using an example.

One day, my group will sit for an exam with the main core of the test being the past simple. According to the age and level of proficiency, I would create several options from the simple transformation of the verbs into the past form or fitting the verbs in the right form into a sentence and this could be done by them providing the right verb or I could give them options to choose from. Anyway, I would administer the test to 20 students, and I have 20 items in the exam.

Then I have the results if applying statistical parameters, I would have 16 students with passing grades, 2 with failing grades and 2 more with outstanding grades. And those 16 students with a passing grade have a 6 as a mark. On a common day, most people would be worried about those 16 students getting a 6. However, it is not that bad because this is their first contact with irregular verbs and this theoretical exam is properly constructed with the right validity and reliability. When we have an exam, we expect students to have the right knowledge according to the level. And the construction of exams should challenge the student to see what they know and what needs to be reinforced.

If that exam is administered to a higher level of proficiency, the same result would trigger an alarm because it is expected that at that level the past form of the verbs should be fully commanded. Then, it would show that they are not using them in a constant way, or they are giving for granted that they know that and were showing overconfidence. For my early-stage students, 20 verbs are the goal, then saying that if they answer 10 items correctly, they have 50% of the learning goal. If they answer 12, means they are in the process of advancing the goal and hopefully, 20 correct answers are following the learning objective.

But it is important to mention that the 20-item exam must be properly designed to avoid bias or flawed marks. Many things should be considered before, while and after the exam. It is hard to deal with the previous conceptions of exams most students have. The exams are seen as a punishment or a tool for discrimination. Who passes and who fails? Over the years we have

had this judge related view. Exams are the thermometer to see what actions must be taken. But our exams are at high stake as it depends on the promotion for the next course. And I consider that when we have a test, it does not necessarily must have an impact on the grading scale. You can have tests or quizzes just to show what is happening. But this is also a double-sided sword as many students may find this as proof of their failure and they may lose their motivation if they consider those results may be a prediction of the official test. Those exams must be seen as training for the important ones. And as I always tell my students those high-performance athletes do not receive a medal for their training, they get the medals in competitions.

I expect my students to see the reality and they must take the initiative to correct their flaws to progress. I also understand that this common belief about exams is something rooted in our cultural being. So, we must have an open conversation with them about the philosophy of testing in the class. Or at least, I can do this because of my condition as a Higher Education teacher and I can freely talk about certain topics related to the class. But in the other educational levels, it is not possible because of the expectations of the school management or parents.

To get this transformation, it is important to know that there is a shadow behind this, and it is subjectivity. The purpose of the parametric test is to avoid subjectivity, but when it comes to the productive skills, speaking and writing, we must be careful how we are making this.

In my experience, following rubrics is the best way to reduce the amount of subjectivity. But for this, we must have solid rubrics which show a solid construction and must be aligned with the purpose of the test. Having this is a great tool. And ideally, but I know it is not possible in many schools, to have 2 people assessing the same candidate. Or at least, when marking a piece of writing, ask another teacher to mark it according to the rubric to gather more information.

To conclude; I want to say that in my experience, testing is something that could be crafter according to the school curriculum and tailored to suit the needs of the students. Yet, I am aware that creating assessment tools is a daunting task and the person in charge must be fully trained to do this. Our teaching experience is helpful, but it is not everything for testing purposes as we need to understand the theory behind the exams. I see that many book publishers provide software to create exams as part of the post-sale service. I am not very sure if those tests can provide a solid foundation of validity and reliability but at least they are based on the

products they sell, and this can create a sense of fairness as students may recognise it is part of the textbook they currently use in class.

Educational measurement is a whole new world, and it is worth knowing more about this as this can bring justice to our students and possibly revendicate the educational system in our country. For a relevant aspect for this series of lessons is to use the CLIL methodology. This is an acronym that means “Content and Language Integrated Learning” and indicates the learning of contents of a non-linguistic subject in a language other than the students’ one. (“THE CLIL METHODOLOGY by NICOLETTA CANGIANO - eBook | Scribd”) It is focused on two fundamental objectives: language command and knowledge about a specific subject of the curriculum.

In other words, English is used to explain the subject matter of the teaching. Language constitutes a mean rather than the end of the lesson. However, it is accepted that students improve grammar, pronunciation and expands vocabulary applying it to the subject of study. It is important to mention that the CLIL method represents a two-sided challenge: on the one hand, learning of the subject must be pursued in a prevalent foreign language, and on the other, all this must be done by paying attention to the content of the subject which is the goal.

This represents a greater involvement of the students in the learning process as they need to focus on both language and content. As a result, the learning of the language is more natural as the emphasis is placed on authentic and direct communication. This promotes critical thinking through a constant assessment of what cultural values are.

To complement CLIL, and considering an evolution of it, we find English as a Mean of Instruction (EMI). A definition if it is referred as “the use of English language to teach academic subjects in places where the first language (L1) of the majority of the population is not English.” (Dearden, 2014). Even this is applied for all educational levels, the definition provides a sound foundation for Higher Education (HE). This excludes English in native speaking countries and focuses on non-native countries. This is relevant for the Mexican context as the subject of English is only related to general English, so the use of language for academic or specific purposes is neglected as there is an idea that only a trained professional in the area would be capable to teach.

This lays a dichotomy about lecturing in HE levels: there are teachers with enough expertise in their subject but lack the command if language and we have fully trained language teachers

who may not have the knowledge to teach subjects related to the curriculum. So that, stakeholders prefer to implement the subject of English in a general communicative level for two reasons: the lack of staff capable of teaching subject matters in English and the level of proficiency of students.

Here is important to mention that in the public sector the level of command of the language is heterogenous. From the universe of the student population, we may encounter students with scarce command of the language or those who come from private schools with higher level or proficiency or those who attend specialised schools of language within the institution or external venues as an extra-curricular activity.

Assessing CLIL vs EMI, the goals of each are clear. CLIL advocates to improve language skills by using academic content to cater knowledge to provide students with better resources to engage in effective communication in both professional and social situations (Coyle et al., 2010). EMI, as it is mentioned, focuses on the sole mastery of the content, and makes “no direct reference to the aim of improving students’ language ability” (Dearden and Macaro, 2016). According to Brown and Bradford (2017) language proficiency is only perceived as an implicit or incidental outcome.

For this end, I have decided to use authentic material so that I can align the material with the learning objectives, the general curriculum of the school and the necessity of showing natural language. The concept of teaching a subject generally depends on the analysis of the nature of the subject, its teaching and learning doctrines ingrained in research and the theories related to philosophy and psychology of education (Rao, 2019). Teaching-learning materials constantly deal with methods, approaches, materials, syllabus, and evaluation. Language teachers use two types of materials, i.e., the materials that are exclusively prepared to teach a language, for example textbooks and authentic materials. The materials used in the classroom are especially prepared by the subject experts of the English language to meet the needs and requirements of the learners. Even though these materials provide standard information, they are monotonous, and they do not cover the range of needs or interest within the class. In motivating the learners, the materials prepared by the subject experts, and they fail to present the real world or situational language and it leads to teachers’ burnout.

The teachers select as authentic materials according to the needs and interests of the learners to involve them in learning the English language skills and to demonstrate their skills in and

outside the classrooms, the English language classrooms, they are frequently adopted in teaching the English language using real-life situations.

### 3.1 Testing Tools for Activities

The most essential element to bear in mind when developing test questions is that the job as an educator is to instruct people so that they can learn and be successful. The idea is not to trick learners, or fail them, or dazzle them with your brilliance. Within this context, an effective test question is one that assesses whether a particular objective was achieved or mastered by the learner and whether the instruction was successful.

This points to the direct relationship between the learning outcomes and objectives and the questions you develop to assess learner progress. It also points to the idea that tests are not just for learners. They also provide feedback to instructors and course developers about the effectiveness of the course content and its presentation.

By the time developing test questions, one should have already written and classified each objective in the related learning material. Ideally, a variety of cognitive levels is represented in the objectives, that is, some deal with facts, some with concepts, and some with the application of the information. Most tests rely too heavily on testing recall of facts. If the objectives are clearly defined and professionally written; however, the result will be test questions that also address a variety of cognitive levels.

Test reliability refers to the consistency of scores students would receive on alternate forms of the same test. Due to differences in the exact content being assessed on the alternate forms, environmental variables such as fatigue or lighting, or student error in responding, no two tests will consistently produce identical results. This is true regardless of how similar the two tests are. In fact, even the same test administered to the same group of students a day later will result in two sets of scores that do not perfectly coincide. Obviously, when we administer two tests covering similar material, we prefer students' scores be similar. The more comparable the scores are, the more reliable the test scores are.

A hundred years ago, all college course exams were essay exams. The multiple-choice exam had not yet been invented, and students were expected to demonstrate their learning by producing detailed answers to question prompts in clear prose. Today, teachers still consider

essay questions the preferred method of assessment. Arguments in favour of the essay exam are clear for those who seek a deeper knowledge of the actual process of teaching and learning in the class.

Essays require both more effort and deeper understanding on the part of the student than do other types of questions. For example, students typically cannot produce an adequate answer to an essay question simply by recognizing or recalling the correct information, as they often can with multiple-choice or short-answer questions.

Essay questions can better assess the complexity of students' thought processes, as well as their ability to think critically and solve problems in a particular domain of knowledge, than can multiple-choice or fill-in-the-blank items. Besides, essays require students to express their thoughts in grammatical, well-crafted sentences and paragraphs—a skill that all educated persons should be expected to master.

Still, the essay form has its limitations. There are major arguments against using essay questions to assess student learning: essays take longer than other types of assessment items for students to write and for teachers to grade. Consequently, for a fixed amount of examination time or grading effort, fewer items can be administered, which weakens the validity of the exam. Specifically, an exam that does not sample the entire domain of knowledge being assessed (i.e., what the student is supposed to have learned) may not yield an accurate indication of how well the student has mastered the course content. One way to achieve adequate domain coverage with essay exams is to administer exams that require hours or days to complete), but this is not a realistic option for most college instructors.

Grading of essay exams can be influenced by extraneous factors (Klein & Taub, 2005; Joseph, 2005; Greifeneder et al., 2010). In addition, if the exams are not graded anonymously, teacher expectations regarding the quality of a student's work the grader's personal feelings toward the student may influence essay scoring (Chase, 1986; Hughes, Keeling, & Tuck, 1983). Contrast or order effects may also play a role; essays preceded in the grading queue by mediocre quality papers tend to receive higher scores than do the same essays when preceded by high quality papers (Spear, 1997). Because these factors have no systematic relationship to the quality of the ideas expressed in a student's essay, their influence weakens the validity of the assigned score in that the score assigned to the essay does not accurately indicate the degree of subject knowledge the student attained.

Essay grades are unreliable. Due in part to the influence of extraneous factors, there tends to be relatively poor agreement among graders in the score assigned to an essay. Moreover, even individual graders are often inconsistent in the scores they assign to an essay on two different readings. Specifically, in empirical studies of reliability in essay scoring, both consensus (i.e., exact numerical agreement between scores) and correlation (i.e., degree to which the essays in a set are ranked similarly by different graders) have been found to be low (Brown, 2010). The fact that different graders (or even the same grader in the case of multiple readings) often cannot agree on what score a given essay should receive undermines confidence that a student's score on an essay exam accurately reflects the student's proficiency in the material being tested.

Essay exam performance conflates course subject matter knowledge with writing skill. Some authors argue that essay exams are a poor method of assessing subject matter knowledge because the student's performance—and, consequently, her exam score—depend not only on her knowledge of the subject matter being tested but also on her written communication skills. To this end, during the term, I have devoted time to develop writing skills to foster critical thinking and help students overcome the affective filter so they can handle information related to architecture and construction in a confident way.

However, the use of statistical analysis, data processing and the use of rubrics, both holistic and analytical help to centre the attention of discovering the level of language proficiency and the learning of the subject beyond the plain aspects of the grammar rules commonly associated in prescribed tests by schools or material providers.

## 3.2 Rationale behind the Assessing and Testing Tool

Purposes of assessment and intended learning outcomes are good places to start in developing a rationale. It is worth considering previous performance and learner feedback on the same or similar tasks. A rationale might include reasons for the choice and design of task, what learners will get out of it, why they should undertake it in a particular way and the reasoning behind the assessment criteria. Rationales for tasks which are common and usual, such as essays and exams, may need particularly careful thought. Rationales may also include issues which do not pertain to learners, such as workload concerns or resource restrictions. In fact, identification of these may also assist in developing assessments which benefit learners as much as possible



within the reality of workplace constraints. The rationale may also help redesign or define the tasks as required.

The purpose of assessment and the outcomes will focus on the understanding of the task, producing the relevant outcome regardless the type of test. By using 5 tests, 2 parametric and 3 non-parametric the range covered with the tasks will cater different taxonomical levels according to Bloom. From simple recognition, to creating and evaluating information previously gathered from the input in the form of texts, audio, and authentic material the relation between the subject and the object can be identified in a more objective way.

The tools designed for this purpose are those already know from the array of evaluations in the English class: true and false questionnaires, multiple choice questions, essay writing, reporting in public speaking, elaboration of mind maps and reflection on their responses will give them the confidence required to effectively use the language with communicative purposes and apply the knowledge they have from the other subjects in the programme. This combination will assure the output to be realistic and in concordance with the expected level of proficiency.

The task designed should cater all students' needs at the end of the course to have the final assessment. This will be adequate to complete the cycle of three terms with English as a compulsory subject. Over the period of 18 months, students are exposed to a variety of tasks and assessment periods. They are already familiar with the conditions of assessment, the procedures, and the stakes of these tools.

The benefit of these tools is in the first place, students, and their grades. With this, they can have a variety of tools to demonstrate their command of the language and it will provide variety to take the most of their strengths and will provide evidence for the areas that need to be improved for further attention and development of their career in English, as students and professionals.

As the final assessment of the cycle in English, a presentation is set to demonstrate the skills acquired during the time of class. However, this was expanded to provide them comprehensible input with a topic related to their professional future as they will be required to make decisions about developing new projects, especially in areas that must be renewed. As this programme is designed to focus on the four skills, plus now adding some other statements from Mediation and Interaction according to the CEFR.

When thinking about the rationale for a task design it is important to review the principle of authenticity. Because in an applied field that means thinking about how the task, students can be asked to do reflects what practitioners do 'in the real world'. And this is way the explanation to students about the importance of the task and the way asked them to approach it. Keeping the workload manageable both for students and for the teacher can be a real challenge.

## 4 Report and Analysis

The lesson was performed in two days, as I have classes of 3 hours on Fridays, so I asked the Friday group if it was possible to switch days with the focus group. They agreed and the lesson was carried out on the 20<sup>th</sup> and 27<sup>th</sup> May 2022. This group was selected as candidates because they could have the highest level of proficiency within the curriculum. However, it is important to mention that this, as any other group in public education has the characteristic of having an array of levels of proficiency with students who are more confident to express themselves, specially about oral skills and those who still struggle to utter their ideas in English.

On the other hand, I can say that the level of reading comprehension is in a good standard. Listening is a challenge for a minority of students. Writing, as speaking, requires more time and practice for some. However, I have noticed they also have to develop their writing skills even in Spanish. And not to mention that due to the personality of some, it is difficult to make them participate actively in the class.

Having this into consideration, I started planning the lesson. As mentioned before, I decided to include concepts of CLIL, and EMI combined with Task-Based learning to provide a meaningful aspect of the class by combining relevant content to their area of knowledge and linguistic skills. This is to have more opportunities of expressing their knowledge about architecture and English. This was a challenge to suit the intercultural component of the programme to raise awareness of the differences in culture.

When we refer to intercultural awareness, the core of the idea is related to the differences between ethnic groups associated with different geographical places. In this topic, I encountered that gentrification is also a cultural aspect as it refers to the displacement of certain socio-cultural groups to give the space to social layers with high income and other cultural

values. With gentrification, social, cultural historic and identity values are preys of stakeholders with capital so that cultural capital may be lost to a global culture of welfare.

The cultural aim of this lesson is to raise awareness that their profession is closely related to the history, culture, and values of the community. In informal conversations with students, they refer to the projects that they must develop during their university years are presented as opportunities to improve the standard of living of a specific area. After completing the lesson, students recognised that some of the projects required by other subjects may be labelled as gentrification because they directly or indirectly affect the original community and there is a high risk of displacement.

In the linguistic aspect of the lesson, the plan is set to practice the language by handling information in both written and oral means, i. e. reading and listening so it must be processed to produce language in spoken and written form. Writing must accomplish specific criteria in terms of writing stiles, organization, and readability. Speaking must be of quality to be performed in terms of public speaking. Being speaking a less controlled activity, it helped to detect certain patters which require further practice to improve the quality of the discourse.

Planning the lesson was difficult at the beginning due to provide a better integrated lesson. This is not the case when classes are performed with specific material of commercial grade as the so called “soft skills” are imbedded into the lesson and the teacher must follow the prescribed lessons of this material.

Planning was interesting in terms of selecting material and adapting it to suit the students’ needs. After evaluating some texts with the topic of gentrification, I decided for this one as it provided enough material to analyse and adapt to the different tasks of the lesson.

When conducting the lesson. I can say this was not very different from the regular lesson during the term. In terms of behaviour of my students, they were the same as in any other class. If there was a difference, was the level of interest as it was a novelty to focus on topics which may be of their professional interest. This is not solely related to general social topics, but one which may be part of their future professional career.

The reading part was not a problem for many. The usual routine of asking to clarify vocabulary was present. Most of the students can handle information in simple texts and this is a good advantage. The stage of assessing comprehension was complicated by one specific reason:

their training in visual arts. The task was to create a concept map with the main ideas from the reading and this was with the double purpose of practicing reading for gist and reading for specific information. The problem is the time required for them to complete the task. I appreciate the effort to present works with high level of visual elements. Even if asked to create something simple, it is against their education to present a work which could be considered monotonous or with lack of visual creativity.

For the part of listening, it was difficult for a minor part of the class as they have been dealing with the listening skills from the first level of English in the curriculum. Even by providing them with extra practice and focusing on the development of the aural skills, it is complicated for them to achieve a minimal level of comprehension. For this stage of the listening, I decided to use a Google forms questionnaire to get the answers in an electronic way. This is to have immediate availability of information to process it using spreadsheet software and using it to analyse different aspects of the text and the functionality of the test.

For the writing stage, it was required my help to explain the scope and length of the text. But they were planning carefully what would be their conclusion about the aspects taken from the reading and the listening stages so they could focus the main ideas and then communicate them to the rest of the class. It was also a problem of time constrain to decide who would pass to the front and explain the concept of gentrification asked in the task.

For the speaking part, there was a good level of participation in the stage of reporting the results of the class. It was useful for detecting the errors produced in terms of language accuracy. Then, I analysed with them those patterns to correct the mistakes and have a better version of the text. Another writing was set as homework where they could extend the ability of writing longer pieces of text.

The following class we were having the reflection and the morale of this topic. I could say that the participation was better than other days because they had all the input from the previous lesson plus the homework to be delivered via Google Classroom. So, with this, I intended to have an aspect of flipped classroom so I could devote time to the development of speaking and the social skills of communication. At the end, I can say the lesson was without problems beyond a normal class where some students want to participate more than others. These students who do not engage in the activity have my support to help them improve both their speaking skills and social interactions.

Once the lessons were completed, the analytical process began. Here, I started the statistical process to understand what aspects of the lesson were satisfactorily completed and which need reinforcement. This showed the performance of my students as well as my own performance designing assessment tools to be implemented with my future classes. As part of the teaching-learning process, assessment and testing is relevant to see how the lesson is delivered and the learning objectives are to be achieved or not.

Testing and assessment are a part of the English Language Teaching philosophy. However, the understanding of statistical power and its relevance is not part of the common practitioner. The common conception about it is related to the performance of students during tests and it is dependent on the scores during the course. Mostly, the statistic in a class is related to complete a certain number of items and then it is seen if there is a pass or fail score. It is reduced to complete n percent of correct answers to get a mark and then it states if learning is current or not. However, this part of the teaching process requires further review and be part of the teaching process as just having knowledge about the language and methodological training is not enough to ensure a practitioner is delivering quality lesson.

In this part, I have designed five tests to cover the assessment and testing part of the lesson and the purpose of this assignment. The areas to be tested include the four linguistic skills plus a simple exam to assess the understanding of the topic of gentrification. Apart from the evidence of the performance of the students, these tests also provided information about the quality of the tools created for this purpose.

The tests were divided into two parts: parametric and non-parametric tests. There were two parametric tests, for listening and general knowledge and the rest of non-parametric: reading, speaking, and writing. This is a quantitative approach to measure the performance and it includes correlation test, descriptive analysis, and T Test to prove reliability.

Test	Results
Cronbach Alpha	.959
Analysis of Variance (ANOVA)	501.37
T Test	337
Descriptive	Range 3-10 Mean 7,71, error .240

**Prueba T cuadrado de Hotelling**

T-cuadrado de Hotelling	F	gl1	gl2	Sig.
4110,685	337,076	10	41	,000

**Estadísticos de resumen de los elementos**

	Media	Mínimo	Máximo	Rango	Máximo/mínimo	Varianza	N de elementos
Correlaciones inter-elementos	,153	-,155	,739	,895	-4,753	,064	11

Statistics for listening. Own work

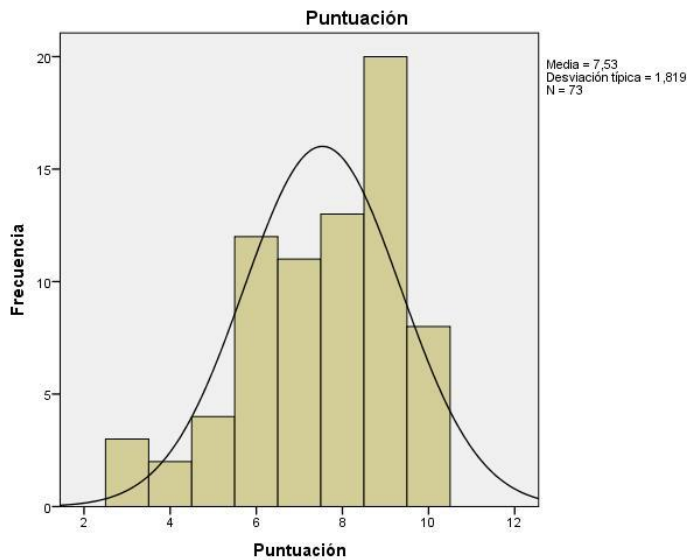
**Estadísticos descriptivos**

	N	Mínimo	Máximo	Media	Desv. tip.
	Estadístico	Estadístico	Estadístico	Estadístico	Estadístico
Puntuación	73	3	10	7,53	1,819
Ourideasaboutgentrificationisaffectedbyexaggeratedinformation	73	0	1	,90	,296
UniversitystudentsandprofessionalsareNOTacauseofgentrification	73	0	1	,78	,417
InSouthKoreawereseveraldisplacementswithminimalrelocation	73	0	1	,97	,164
Gentrificationisaneighborhoodtransformation	73	0	1	,81	,396
Neighborhoodtransformationcanoccurwithoutdisplacementanywhere	73	0	1	,79	,407
Gentrificationinthe20thcenturyfocusedprimarilyon	73	1	3	2,37	,825
Citieswithanindustrialhistoryareoftencharacterized	73	1	3	2,49	,766
Gentrificationremainsaveryrelevantissue	73	1	3	2,85	,462
Dynamicprocessesshouldkeepgentrification	73	1	3	2,44	,601
Gentrification3swhentransformationanddisplacement	73	1	3	2,49	,748
N válido (según lista)	73				

**Estadísticos descriptivos**

	Varianza	Asimetría	
	Estadístico	Estadístico	Error típico
Puntuación	3,308	-,697	,281
Ourideasaboutgentrificationisaffectedbyexaggeratedinformation	,088	-2,803	,281
UniversitystudentsandprofessionalsareNOTacauseofgentrification	,174	-1,386	,281
InSouthKoreawereseveraldisplacementswithminimalrelocation	,027	-5,913	,281
Gentrificationisaneighborhoodtransformation	,157	-1,599	,281
Neighborhoodtransformationcanoccurwithoutdisplacementanywhere	,166	-1,489	,281
Gentrificationinthe20thcenturyfocusedprimarilyon	,681	-,790	,281
Citieswithanindustrialhistoryareoftencharacterized	,587	-1,120	,281
Gentrificationremainsaveryrelevantissue	,213	-3,167	,281
Dynamicprocessesshouldkeepgentrification	,361	-,547	,281
Gentrification3swhentransformationanddisplacement	,559	-1,104	,281
N válido (según lista)			

Statistics for listening activities. Own work



These graphics and charts were generated using IBS SPSS V21. Own work

c.f. appendix for written samples and concept maps made by students.

## 5 Conclusions

Over the lapse of this programme, there are certain reflections which must be considered to understand the current situation in the professional practice. The time I have spent in this diploma has given me the chance to reflect, refresh and renew my knowledge

About the lesson planning, I can say that I feel more confident about the activities I was intending to do. I had the time to think and analyse the lesson I was to give under the parameters of the assignment. I consider this time I worked out the rationale of each activity and it could design the right activities for the class. I found rather difficult to choose the topic of the lesson with some aspects related to culture and being relevant in terms of language and content for my students. But at the end I decided to go for the topic of gentrification and from my point of view was a key element to catch my students' attention. This time I read more about the planning of a lesson. I think that my lesson plan could be improved, as I was not familiar with the template given. This gave me the opportunity to extend the vision of the lesson and its content to consider aspects teachers may overlook as culture and human expressions. I could follow the lesson plan better than in earlier occasions as I spent more time designing the activities and the task itself.

The first point to cover was to integrate the knowledge and experience gained during this programme. From the early part of the term, I detected students have the belief that the speaking skills are the standard to judge a person's performance in English. This or any group must understand that communication is not only speaking, but there are also other ways, and they can learn the essential for them. I must say that this group is participative, and they understand the value of knowing a language. They are very willing and eager to learn and improve their command of English. In this case, they were able to complete the tasks in terms of the task itself. On the other hand, the linguistic aim of the lesson, the narrative tenses, were used during the class despite of the fact they could complete everything in the terms of recognising the use of different tenses.

I am content with this lesson because I spent more time doing the preparation. I can say it was not the first time I used a Task-Based Lesson; however, I could follow all the stages of a task and they flowed without problem, and the pace of the class was fair enough. I consider the transition between the stages was natural and it did not find any major obstacles despite the fact my students were hesitating in the very beginning as they knew this was a special class. It is also important to mention that I tracked the time much better than in a regular class. I want to mention the participation of my students who were the ones who lead the class. I should keep working to have better lessons and structuring the class according to my students' needs

From the earlier assignments during the course, I think I am improving my lesson plans and the general understanding of Second Language Acquisition, yet I also know that there is still much to be learnt about planning and carrying out the thing we write to follow the class. I will keep a personal file of my lessons taught to evaluate and ponder the effectiveness of my plans. I shall get more mindfulness, and the language used in it.

I have no doubt to mention that the rapport with this group is particularly good. I think that it was developed from mutual consent and as I have been teaching this class because I enjoy the experience of sharing my knowledge and experience. This has allowed me to gain confidence and to be myself during the class. I have always believed that self-awareness must exist between the parts to have a better atmosphere during the class, which shall lower the affective filter or anxiety of students. This is a key to promote students' autonomy because they trust me, and I trust them because they can use the language and they know that I am there to aid them when they have a problem or to praise them when they exert. During the lesson there



was no major discipline problem, except for a few amount students speaking in L1 who were encouraged to use L2 by myself and other students.

During the class, the use of the whiteboard was minimal, just to write questions and the language gathered to be analysed. With reference to the material created for online use, I know that they must be improved to cover a more appealing visual communication purpose. As I know that I am not exactly a visual style learner/teacher, I should give an extra effort to design better handouts. At the first chance I would like to enrol a course for material design, either visual or computer oriented because I know this is an area of opportunity for me to discover the talents I could have.

Before this lesson I refreshed my knowledge more about TBL and the rest of methodologies, the goal of each module of the programme and using the Willis and Willis theory, I decided to go for this as it is quite complete. This TBL approach is very suitable for my students because they want to see a real use of English as they are very participative and the real chance to use English in a meaningful way motivates them to try to take part. They shared their ideas, but as I have mentioned before, the timing set by the assignment, I would say that could not process the information at their normal rate, because in other lessons after using TBL, their response has been much better.

After the experience gained during the course, specifically, working on my assignments from Module 1 I have realised how important is not to have a student-centred class, but a person centred. I tried this time to keep watching all my students and not focusing on just my right side of the classroom. I would say that all my students took part and were responding to the pace and the demands of the class. I can mention that they enjoyed the class because they were taking part and proposing things while doing the task. They got everything in a solemn way and at the same time, they were commenting and having fun as the class was going. I noticed that because they were trying to get their best to complete the goal of each part.

When I was planning the lesson, I did my best to have the four skills included during the class however due to the time, we could not have the chance to practice reading because that would take more time and I only had 60 minutes to complete the task given for this assignment. The target was to use speaking in a way to discuss, convey and agree to fulfil the activities. While they were also practicing listening while having an active exchange of information with their peers and when they were listening to their peers during the report stage. In a later lesson,

reading was also covered. In this class, I was giving the chance to use their language focused on fluency rather than accuracy.

As the main goal of the lesson was to solve a problem using the language, I can say that they reached the goal. On the other hand, the language I was expecting did not occur because it was a reinforcement from an earlier class where we covered the linguistic aspect of conjunctions and connectors. In this point I cannot say they used the language I wanted nevertheless they performed quite nice during the lesson. Their language was clear enough to keep communication flowing.

One of the predicted problems during the class was to have students using L1 while doing the task, and this was to happen. I just reminded them that they should use L2 to continue with the flow and learning of the class. I noticed that even students were reminding their peers to use L2. As I mentioned in my lesson plan, I had students arriving late, and I just asked them to integrate to the class, apart from this I did not have anything to report or mention. Not considered a problem, but part of the personality of my students is the meticulous way to present their homework. They spend time to get the best visual aspect due to the nature of their major. As I know this, it was taken into consideration when planning the lesson. And as they knew this lesson was part of my assignment, they decided to have an extra effort for their maps.

After a general balance considering all the earlier aspects, I would like to mention that I liked this class and I feel in a much better position of teaching after the time in this programme. I am now in the position of having a better understanding of my teaching and that is what I like the most now. This was reflected during the class. I know I could have it done better; it was just the rush of time what I could have preferred to have more. Anyway, I liked the way I managed the class, trying to cover all the learners, the way I planned my lesson and the overall performance of my students.

What I need to read more carefully is about the modern methodologies to understand them better. However, I think this is a reaction over the “traditional” education, which it is related to behaviourism, the communicative approach, and the concept of the “old school”. I have the idea that the modern pedagogy is not based on factual evidence, and it could be a false positive as it only gives result in specific context. Yet, if the modern theories of Education were certain, in the last thirty years the level of language command, and education in general would have

improved to be in the first position of international standards. Meanwhile, we must excel ourselves to improve the education, not in the country but in our classroom. I think I shall not change the fate of a country, but the fate of those in my class.

I hereby want to express my gratitude to my students of the groups 3AM13 and 2AM34 who eagerly participated during the implementation of this project.

*List of all the ICT resources used for the creation of this project:*

*Google Classroom – for classroom management*

*Google Gmail – for communication with students*

*Google YouTube – for creation of audio tracks suitable for Google Forms*

*Google Forms – for data collection with reading and listening tests*

*Speechelo – for generating the audio tracks*

*Mindmeister – for concept maps and illustrations*

*Textinspector – for analysing the writing work of students and measuring the metric of the reading exercise*

*IBM SPSS V.21 – for data analysis*

*Davinci Resolve – For video editing and processing*

*All the software and websites are trademark and property of their respective owners.*

## 6 Appendices/Letter of Originality

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## ***Gentrification: An Introduction***

Gentrification is a fundamental concept of neighbourhood transformation comprised of two necessary processes. The first is an inflow of affluent residents and investment (also referred to as capital) into a neighbourhood. The second is the outflow of the low-income population from the same neighbourhood. In urban areas, we see diverse types of development. For example, a new project develops an undeveloped site, a redevelopment occurs upon an already developed site, or individual remodelling projects improve existing properties. These all improve the living environment, and they also change the attributes of our communities, one investment at a time. Is this gentrification?

What stands out about gentrification, among the various development and redevelopment activities, is its effect on the low-income population. Indeed, the critical problem of gentrification is the displacement of the low-income population. Despite the volumes of research on the causes and implications of gentrification, there exists no universal solution to address it. Therefore, this issue is still researched and debated in both the popular press and the academic literature.

When gentrification happens, different stakeholders will bring different perspectives to the debate. Indeed, gentrification is a battle between people pursuing their satisfaction with a new living environment, those profiting from supplying it and the low-income residents in that area, often resulting in a victory for the new investors and residents with a displacement of current residents. These stakeholders cannot coexist in the same space given our current economic and policy realities.

We often encounter coverage of the related topics of gentrification, urban development, redevelopment, and renewal through various mass and social media outlets. Even though these are familiar terms, they are often conflated. This is understandable since to the casual observer, development, redevelopment, renewal, and gentrification seem similar regarding both the process and the outcome. They are all simply different words describing the same changes to the urban landscape. Some key dimensions set these processes of urban change apart from one another.

Urban development is the first improvement upon undeveloped urban land. It is important to note that urban development is not restricted by location within an urbanized area, but only by the criteria that the land is previously undeveloped. As a city grows over time, opportunities for this initial development naturally occur farther from a city's core—land closer to the core is already developed. Urban development also need not occur in a central city—urbanized areas extend beyond core city boundaries into the surrounding inner-ring suburbs (typically adjacent to central cities) and outer ring suburban areas.

Whatever the location of this initial development, it is possible that these changes are occurring relative to a comprehensive urban planning effort for the region. The closer the development is to the core, the greater the likelihood of a forward-looking development plan being in place. Urban development might be undertaken by any variety of development agents—public, private, non-profit, or some combination. Urban redevelopment is to redevelop or improve urban areas (or sites) such as deteriorated residential, industrial, and commercial areas by

private developers (or investors) or the government. Urban redevelopment is often thought of, and undertaken, at a scale and scope larger than an individual developer would undertake. These projects subsume not only physical changes in target areas but also economic, cultural, and political factors.

Like urban development, urban redevelopment ideally occurs within the context of an urban plan, and with the involvement of not only a (re)developer but also local stakeholders, such as residents and existing business owners in the surrounding neighbourhood. The physical improvements to the area will not be the only goal of urban redevelopment, however, but will also consider changes in socioeconomics, population, culture, and place. In fact, in terms of its character, urban redevelopment shares all its characteristics with urban development, save one: the site. Urban redevelopment occurs upon land that has been previously developed. In that vein, redevelopment and gentrification share the same location profile.

Working with previously developed land introduces a host of potential complications. It may be difficult to assemble enough land for a successful redevelopment project from the variety of current owners that might exist. There may be complicated ownership issues to resolve if the property has been abandoned by its previous owners. There may still be structures on the location to be redeveloped, and they might be in various states of disrepair. Environmental concerns relating to previous industrial uses or construction materials are also often concerns of redevelopment projects.

Because of its similarity in location and physical improvements, the process and outcome of urban redevelopment could be quite easily confused with the process and outcome of gentrification. Both gentrification and redevelopment are in fact redevelopment projects. Both often occur in/to areas with deteriorated housing, commercial, and industrial character. Most broadly, urban renewal refers to plans and activities to improve neighbourhoods or suburbs that are in a state of distress or decay. Fundamentally, this involved demolishing deteriorated housing or other facilities and rebuilding public housing and reoccupying them with low-income households.

Thus, through urban renewal policies, public housing became home to a city's poorest residents. This created income, and often racial segregation, whereby residents of different income groups or different races lived in different neighbourhoods, and public housing became stigmatized. It is a locational characteristic of urban renewal that it tended to occur in areas where residents were helpless against the investment power of private interests and governments. Urban renewal has usually not taken place in a circumstance where the development processes assured participation and just treatment for all the parties involved. As a result, urban renewal had an isolating effect on low-income and minority communities, separating them spatially and economically from the rest of the city. Urban renewal's relationship to urban development became the subject of criticism, debate, and legislative attention.

Is "gentrification" just a modern term for urban renewal? Gentrification often happens in deteriorated areas and results in an entirely redeveloped urban landscape. However, urban renewal and gentrification are fundamentally different, if not in their location, then in their "target market." The "renewal" associated with gentrification is not for the poor. Rather, displacement of the poor is gentrification's calling card. Gentrification's changes to the urban landscape are for the benefit of new residents of middle and upper income and the developers and investors of the project. The low-income households are the subject of the displacement and victims of

gentrification. As it turns out, one similarity between urban renewal and gentrification is the negative impact of such initiatives on the original resident population.

Adapted from Yeom, Minkyu & Mikelbank, Brian. (2019). Gentrification An Introduction, Overview, and Application.

Adapted by Ordóñez, H.

## Summary

<b>Sentence count</b>	59 <a href="#">(Amend)</a>
<b>Token count (excluding numbers)</b>	1097 <a href="#">(Amend)</a>
<b>Type count (unique tokens, excluding numbers)</b>	410 <a href="#">(Amend)</a>
<b>Average sentence length</b>	18.59 words
<b>Type/token ratio</b>	0.37
<b>Number count</b>	0 / 0 total digits
<b>Syllable count</b>	2175 <a href="#">(Amend)</a>
<b>Words with more than 2 syllables</b>	311
<b>Words with more than 2 syllables - Percentage</b>	28.35
<b>Average syllables per sentence</b>	36.86
<b>Average syllables per word</b>	1.98

Syllables per 100 words 198.27

### Readability Scores

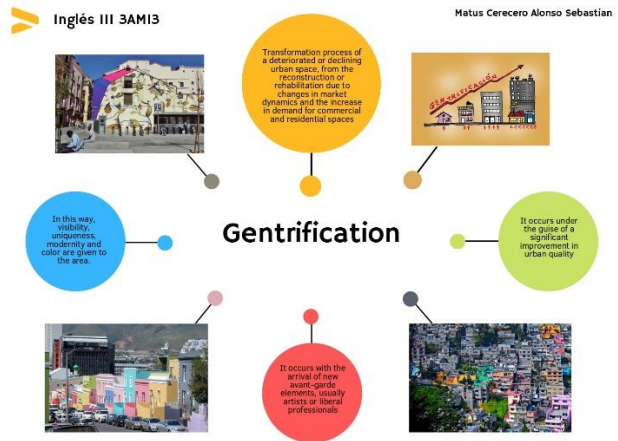
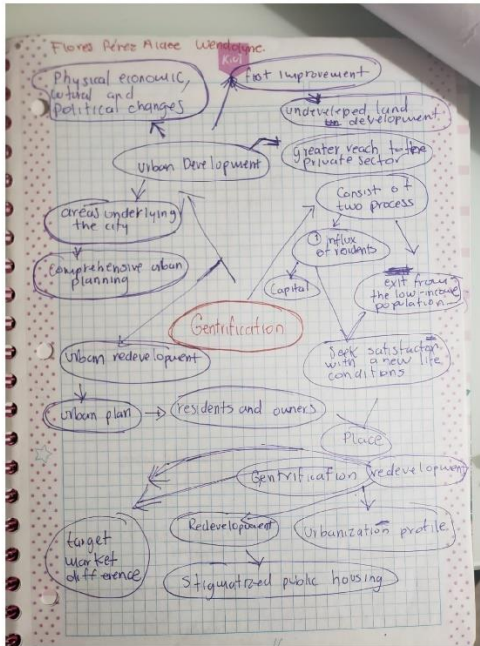
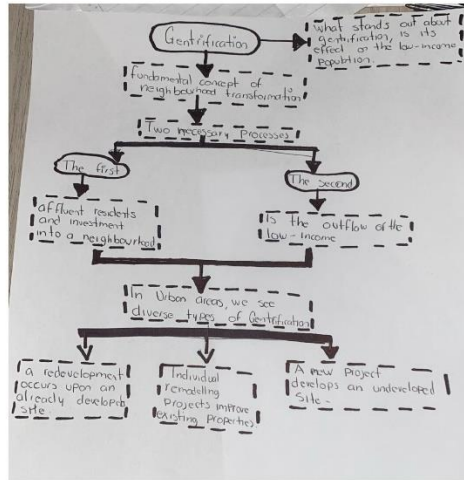
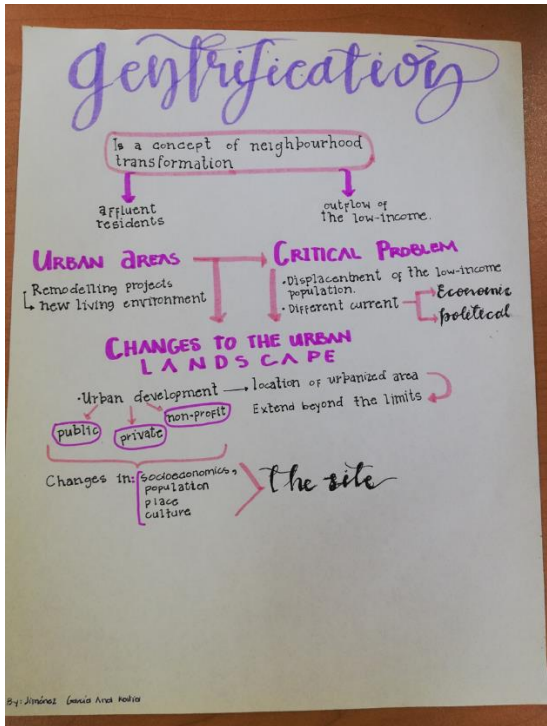
Flesch Reading Ease 20.23

Flesch-Kincaid Grade 15.06

Gunning Fog index 18.78

Word List	Types	Tokens	cumul% Types
<b>A1</b>	96 (23.59%)	511 (46.97%)	23.6%
<b>A2</b>	64 (15.72%)	115 (10.57%)	39.3%
<b>B1</b>	88 (21.62%)	151 (13.88%)	60.9%
<b>B2</b>	89 (21.87%)	166 (15.26%)	82.8%
<b>C1</b>	33 (8.11%)	75 (6.89%)	90.9%
<b>C2</b>	12 (2.95%)	18 (1.65%)	93.9%
<b>Unlisted</b>	25 (6.14%)	52 (4.78%)	~100%





## Listening 2

Identifying Gentrified Neighborhoods

\*Obligatorio

1. Apellido Paterno \*

\_\_\_\_\_

2. Apellido Materno \*

\_\_\_\_\_

3. Nombre(s) \*

\_\_\_\_\_

4. Grupo \*

Marca solo un óvalo.

- 3AM13  
 3AM14

Listening I

Answer True or False



v=BCLHbeXlddw

[http://youtube.com/watch?](http://youtube.com/watch?v=BCLHbeXlddw)

Listening II

Listen again and choose the correct option



v=BCLHbeXlddw

[http://youtube.com/watch?](http://youtube.com/watch?v=BCLHbeXlddw)

10. Gentrification in the 20th century focused primarily on \*

1 punto

Marca solo un óvalo.

- Private investment  
 Redevelopment projects  
 Government funded projects

11. Cities with an industrial history are often characterized \*

1 punto

Marca solo un óvalo.

- weak markets  
 strong markets  
 population loss

12. Gentrification remains a very relevant issue \*

1 punto

Marca solo un óvalo.

- Urban regions  
 strong markets  
 weak markets

5. Our ideas about gentrification is affected by exaggerated information \*

1 punto

Marca solo un óvalo.

- True  
 False

6. University students and professionals are NOT a cause cause of gentrification \*

1 punto

Marca solo un óvalo.

- True  
 False

7. In South Korea were several displacements, with minimal relocation efforts. \*

1 punto

Marca solo un óvalo.

- True  
 False

8. Gentrification is a "new" urban issue \*

1 punto

Marca solo un óvalo.

- True  
 False

9. Neighborhood transformation can occur without displacing anyone \*

1 punto

Marca solo un óvalo.

- True  
 False

13. Dynamic process should keep gentrification \*

1 punto

Marca solo un óvalo.

- constant  
 balanced  
 competing

14. Gentrification occurs when transformation and displacement \*

1 punto

Marca solo un óvalo.

- occur  
 target  
 question

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

## Writing task

After having read the text and solved the listening comprehension exercise, they must write an essay choosing ONE of the following topics:

New Felipe Angeles International Airport

Mayan train

Dos Bocas Refinery

In the essay, the following topics should be covered

- A) current state of the area
- B) Evidence of possible gentrification
- C) forecast of displacement of the resident population of those areas.

The essay must contain an introduction and conclusion, in addition to including the relevant paragraphs to respond to the topics with due support regarding the reading and listening exercises.

It is recommended to use the PEAL or Schaffer convention for writing this text. It is suggested to have a readability of 40 to 60 points on the Flesch scale.

Value	Excellent	Good	Fair	Poor	Not standard to
Grammar	Uses grammar in a proper way to convey the main idea. There is a range of grammatical structures that helps the reader to understand the main idea	Uses grammar properly with some minor mistakes or errors but not challenging the main idea	Uses grammar with mistakes not according to the expected level but the intention is clearly expressed	The range of grammar is low and the use of it is not clear, it presents lack of command in basic structures as pronouns, verb endings	There is no showing of competence to express an idea using the grammar in proper way
Vocabulary	Uses the adequate vocabulary showing a professional level	Uses vocabulary with a possible mixture of conventional and professional vocabulary	The use of vocabulary is not according to the level or the professional feature of a text	The range of vocabulary is too limited and the use is not giving a clear idea of the level of command	The vocabulary is reflected in interlinguism with visible evidence that a reference source was misused
Coherence	The idea is clear to follow and requires no effort for the reader	With some minor flaws but the idea is well expressed requiring minor effort from the reader	There is no structuring in the text and the ideas are scattered around the text requiring extra effort for the reader	The ideas are not well organised and there is no evidence of organisation in the text	The text has no coherence and the ideas are not stated in the text
Cohesion	The ideas are well structured using	Minor flaws in the organisation of	The proper use of punctuation is in a	There is no punctuation and the discourse	There are no orthographical marks and there is no

### Gentrification of Felipe Angeles International Airport

Carrying out a new project of a public nature and of great magnitude requires certain criteria and considerations in different areas, from its conceptualization, its formation, its design, among others. As a society we always place commercial or bourgeois needs in the first row, completely forgetting the varied reasons that the essence of developing a project contains: trying not to be so invasive with natural or population spaces.

Unfortunately, in Mexico, most companies make corruption and deliberate disinterest a selfish, day-to-day action, their actions being the main causes of gentrification in different areas of the Mexican Republic. A clear example is the disastrous development of the Felipe Angeles International Airport (AIFA). Let us start by talking about the mysterious way in which the project was developed, since it was a process of direct adjudication by the government of Mexico City, as a way of not "wasting" the plans and programs that had been formulated.

The area in which the airport was developed was not designed or planned for such magnitude. It does not contain sufficient passenger and cargo capacity, its shorter range of aeronautical operation along the runways, the sunk cost of cancelling the NAICM, the higher cost of land connections, and the lack of technical, economic, and environmental feasibility files, reiterate. In addition to this, the gentrification process was overly aggressive and sudden for the people who lived in a radius close to the area.

The AIFA construction process was a decision based on political factors and without technical support. It was the cancellation of a project like the NAICM that, although it had elements that could be perfected in its technical file, had much greater national and international support for its construction than AIFA.

The evidence of gentrification is precisely in its location, because in the development of the project there was a series of transformations, such as in the economic, social, and urban balance of an entire region, causing migrations and changing scenarios of vocations and futures for many municipalities and for the states immersed in that regional impact of that space.

In the case of the houses that have been contemplated in their Urban Development Plans for the better, it is going to be necessary to set up an efficient integral housing plan, which attends to those who will have to come in search of the promised opportunities, but also to the traditional inhabitants, who without proper planning would be exposed to the sadly fashionable "gentrification" today.

I have a feeling that the displacement of the resident inhabitants will be in an invasive way (as in most of the cases that have happened in Mexico over time), somehow disguising the situation and "motivating" the population. To move to a place that in a matter of years will be a "magic town" or an urban corridor, well, it is not the solution to all those urban problems.

Nowadays, people have called the term gentrifying a new "strategy" or solution to all the investments made by businesspeople corrupted by power. As a community, we have been taught that carrying out luxury projects in natural or protected areas with a different

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## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**Architecture and Gentrification**

**TRABAJO RECEPCIONAL**

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

**PRESENTA:**

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**México, DF. a 19 de junio de 2022**