

UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

Multiculturalization + Politeness.

TRABAJO RECEPCIONAL

PARA OBTENER EL DIPLOMA DE

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

PRESENTA: Anastasiia Lemesh

ASESOR: Elin Emilsson Ingvarsdottir

México, DF. a 19 de junio del 2022

Chapter 1: Philosophy and theory

1.01 Teaching identity and philosophy.

I would like to start with my compatriot's words: "If a teacher has only love for the cause, it will be a good teacher. If a teacher has only love for student, as a father, mother, he will be better than the teacher, who read all the books, but has no love for the cause, nor to the students. If the teacher combines love to the cause and to his disciples, he is the perfect teacher." — Leo Tolstoy.

Sooner or later each person thinks about the future profession. Someone begins to think about the profession during the games. And they proudly declare that they will be writers, salesmen, scientists or even astronauts and will conquer the universe. And someone chooses their profession in their school years. I started to dream about being a teacher since I was very little, as I had an example of my mom, she is a history teacher. I saw how she enjoyed teaching and how pupils liked her. So, I think since that time I was dreaming to be a teacher.

A teacher is a person who is in love with his profession, has a huge soul and patience. I do not deny the fact that the profession I have chosen is quite difficult. But I am proud of my profession, because in this area there are no boundaries, and there are great opportunities for creativity. For me, this profession is the road to the world of miracles and new discoveries.

Being an English teacher is not only about creativity, but it is also a huge responsibility for the future. Knowledge of foreign languages is especially important today. Some people learn languages because they need them in their work, for others, knowledge of languages helps in traveling abroad, or may be learning foreign languages is a hobby. In general, knowledge of a foreign language always was an indicator of the level of education of a person.

Of course, teaching English is not an easy task. But I try to make every effort to make my students feel comfortable on my lessons, encourage them to enjoy the acquired knowledge and make them like English language.

The task of the teacher is not to give students a volume of knowledge that is relevant today, but to teach how to extract information and acquire the knowledge on their own, navigate in

the rapid flow of information and process it. With such skills, our students will become competitive.

This is what I must teach my students. This is my pedagogical philosophy – to teach them to learn. The center of our attention is our students and not the teacher. Nowadays the teacher is provider of new information and learning facilitator.

I believe that anyone can learn a language given enough time and practice. As a teacher, I feel the satisfaction of being able to share all my knowledge with my students, guide them and help them when they have doubts or when they want to know more.

Also, I would like to say that a lot of things depend on a teacher. There are people that are passionate about their job. Also, there are teachers that love their job, that love teaching and that try to do their best to make their students learn and to make their lessons interesting and meaningful. But on the other hand, there are teachers that are not interested in that their students learn, and they just make their students to feel bored and not interested in learning another language on their lessons.

All these thoughts about useless activities, I have got after I read about a social practice and that one of the main ideas of learning any languages is the ability of communication and the expression of thought. One of the excellent questions that made me also think about it was, what do we teach when we teach English? What do we teach every activity for in our classrooms? What's their purpose?

I know that memorizing some texts or writing something without knowing the grammar is an absolutely useless way of learning English. So, as a teacher I don't use it.

In my lessons, I do pay attention to the grammar aspect, I believe that without knowing how to build a sentence according to some grammar rules, without knowing the word order in the sentences we won't be able to communicate in the future. Of course, I understand that language learning is not only to learn how to read and write, it's also how our students are able to communicate with others and this is where we need to apply Speaking practices.

As a teacher, I use the Humanistic School of thoughts. I really like the idea of personal growth and the concept of self-actualization. The lifelong learning is really relevant nowadays and I guess it's a conviction of future. I think this concept helps us to motivate our students and show the necessity of learning. Also, I like The Cognitive School of thoughts. We should know about the meaningful learning processes, attention time (It's very important when we work with kids) and short/long- term memory. I cannot say what

school of thought is the best and which one we must apply on our lessons; I think we just need to take the best from some of them and adapt them to our teaching- learning process.

Also, my goal is to show my students other sides of the world and prepare them for intercultural communication with authentic materials, technology, and variety of techniques. They need to know that learning about other traditions, beliefs, manners, and customs is a very important component for successful intercultural communication and that communication with people of other nationalities enriches themselves.

I think, our students need to achieve the understanding that all the cultures are unique and special with their typical things, such as: religion, beliefs, behaviors, food, clothes, holidays. That respecting other cultures, trying to learn about them, receiving the information and foreign people without judging and without stereotyping is the key for successful communication, peaceful world, and open-minded learning.

In addition, I would like to talk about motivation. Most of the difficulties that appear in learning processes are related to motivation. Motivation controls the behavior of the student and is what makes our students to take action in a learning process. I think, motivation is a movement of progress. If our students are motivated, they progress and they learn.

The world is changing, technologies, standards, methods of work are changing, and teachers have to change, but this is the beauty of our work. We develop, discover something new for ourselves, and we give this new to our students.

1.02 Theory underlying your teaching practice and identity

Let`s talk about approach, method, and technique, as we already know approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. A method is an application of an approach in the context of language teaching. Techniques are activities and exercises that we apply in our classrooms.

English learning approaches:

The Grammar-Translation Method

With this method students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Also, they translate some texts from target language to the native language. (1)

Direct Method

In this case, using of native language is forbidden. The lessons are built around the use of everyday vocabulary that can be found in the classroom and should be built around simple actions. Gradually, the lessons can include more complex actions by including language used in common situations and settings outside the classroom. (2)

Audiolingual Method

Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in target language. This method is taught through imitation and practice, by memorization of some texts and dialogues. The first Language isn't allowed in the classroom. (3)

Communicative Language Teaching and Task-based Language Teaching

In the Communicative Approach everything should be done with a communicative intent. Students use and learn the language through communicative activities such as games, role-plays, and problem-solving tasks. The goal of language education is the ability to communicate in the target language, also this approach focuses on the teacher being a facilitator, rather than an instructor. (4)

Sociocultural Theory.

This theory is formed on Lev Vygotsky's work. He believed that language is learned as a result of interactions between social and cognitive factors. According to Vygotsky, learning has its basis in interacting with other people. (5)

The Second Language acquisition and language learning, what's the difference? (6)

SLA	Language Learning
unconscious process	conscious process
Naturalistic settings	Formal settings

Nativelike learning process	Second language learning
Without learning grammar particularly	Learning grammar structures

Stephen Krashen's hypothesis.

Stephen Krashen is a representative of the view which prefers Second Language Acquisition before learning. The main idea of all his works is that any language must be taught in a natural way, then learning will be as fast and productive as possible.

The Acquisition-Learning hypothesis. Krashen believed that there are two ways to learn any language. The first one is acquiring language process; learners acquire a language in a natural way by being exposed to a language.

The other one is learning. A conscious process with a grammar structure learning.

The Monitor hypothesis. According to this hypothesis by monitoring the language production students can modify their output. The monitor of student's production is the knowledge that they have acquired.

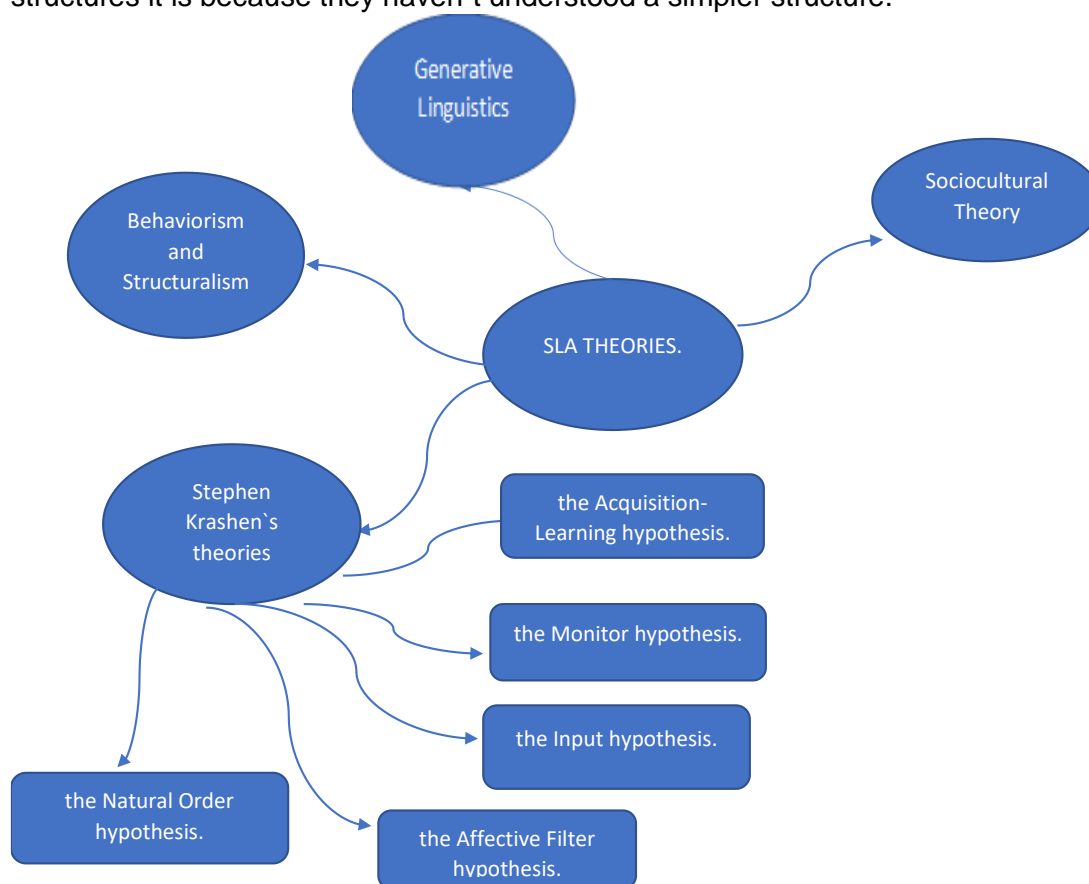
Three important conditions:

1. Focus on form
2. Knowledge of the grammatical rules
3. Time

The Input hypothesis. The Input hypothesis is only about acquisition and not learning. Stephen Krashen thought that learners develop and improve their knowledge only when they receive an input (written or spoken message) that is one level higher than the students have.

The Affective Filter hypothesis. This hypothesis is about the different factors that can influence a learning process, in both negative and positive ways. Krashen knew that learners with high motivation, self-confidence have more probability to learn an input. (In this case they have affective filter down and learning up). But students with low motivation, shy, with fears to speak in front of people can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

The Natural Order hypothesis. This hypothesis according to Krashen is about Natural order of language acquisition. If our students have any problems with understanding some structures it is because they haven't understood a simpler structure.



Language acquisition is a complex process. It refers to the human unique ability to communicate in society. All these theories helped me to understand different fields of opportunity for my teaching process and they guide me to find helpful condition to facilitate successful language learning. These theories of language acquisition explain the subconscious process in which children understand and speak in the language without instructions.

Each of these theories involve various contributions for second-language acquisition and I tried to obtain the most useful and most important from each of them, and use it in my lessons.

Zone of Proximal Development

The Zone of Proximal Development is a term for determining the relationship between the learning process and the mental development of a child.

The Zone of Proximal Development is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

1. The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
2. Social interactions with a skillful tutor that allows the learner to observe and practice their skills.
3. Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD. (7)



Input, intake, interaction, and output.

Input in a teaching-learning process is language that students need to process and they are exposed to, while reading or listening. (The receptive skills)

The input is multidimensional. It comes from the teacher, the coursebook, and the students themselves. It may also be derived from sources outside the confinement of the classroom (for example: TV, podcasts, social media, etc.). (8)

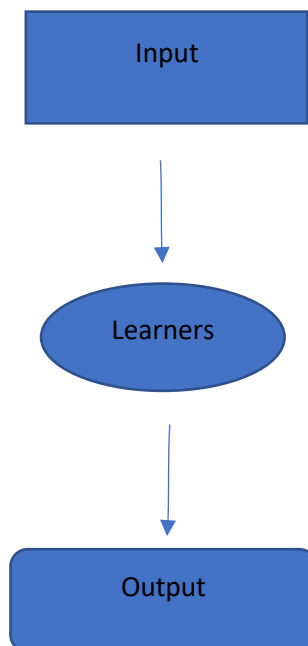
Intake refers to the part of input which the learner comprehends and acts on to develop his or her internal grammar of the target language and its rules of use.

The Interaction in a language learning refers to communication between two speakers.

If there is a misunderstanding, the speakers need to modify their input and negotiate for the meaning that they are trying to communicate

The output is the language learners produce, either in speaking or writing (The productive skills).

There is an interaction between the input and the output – between the receptive and the productive skills. There is an interdependence between the input and the output. The four skills are interconnected to serve the learners' interlanguage development. (9)



For me as a teacher, the lesson begins much earlier than the scheduled lesson. It starts with a lesson plan so the roles should be taken since that time. I not only teach, but also try to help my students to get the most useful knowledge that possible. My role as a teacher is to provide all the opportunities for learning to the students and give them an access to the resources they need.

Another role that I have as a teacher, which I apply when I start working with students, is the identification of difficulties and problematic topics that may appear in a learning process. Also, as a facilitator I try to facilitate and at the same time stimulate the learning process, as an observer I observe, catch the mistakes, and correct them.

Chapter 2: Methodology and Practice

2.01 A practical and useful lesson plan.

Lesson Plan

The term multiculturalism has a range of meanings within the contexts of sociology, political philosophy, and colloquial use. In sociology and in everyday usage, it is a synonym for "ethnic pluralism", with the two terms often used interchangeably, and for cultural pluralism in which various ethnic groups collaborate and enter into a dialogue with one another without having to sacrifice their particular identities. It can be described as a mixed ethnic community area where multiple cultural traditions exist (such as New York City) or a single country (such as Switzerland, Belgium or Russia). (10)

Why did I choose this topic?

First of all, my own experience, when I came to live here in Mexico, I faced different situations that were connected to judging and stereotyping me as a foreign person, also living in another country I could notice that Russians are not very polite people and the rest of the world live differently. For example, in Russia we don't ask: "How are you?". Or we don't greet people that we don't know, also we don't smile to people that we don't know, etc. It's kind of another world in there. So, another reason is my future plans. I would like to

teach English to my compatriots too. I would like to make them understand that we can be different, but we need to respect any culture and we can live in a harmonic world without judging. Multiculturalism has many benefits. The main one is that it encourages open-mindedness amongst different groups of people, and it eliminates negative stereotypes.

Another reason is lack of polite vocabulary that my students have. They didn't know how to make polite requests. So, a bonus to multiculturalization topic is politeness. I think, if we are polite, life is much easier in any country.

Stephen Krashen's works about Natural Approach are very familiar for me, on my lessons I use natural approach, the principal method of language acquisition is communication. I provide a lot of comprehensible input (such as pictures, videos, infographics, etc.) and I use of visual aids to help comprehension. Also, I focus on meaningful communication rather than on form.

In addition, on my lessons I apply ZPD, I provide a lot of different tools and resources for my students' language development, so they are able to grow their ZPD and after that use the new knowledge without any help.

Subject/Course	English
Topic	Multiculturalization
Lesson Title	Politeness
Level	6 th grade
Lesson Duration	4 lessons 60 mins
Lesson Objectives	To achieve the next aims: <ol style="list-style-type: none"> 1. Listen and be understanding 2. Learn how to sound polite

	<ol style="list-style-type: none"> 3. Making polite requests 4. Meeting new cultures 5. Intercultural communication 6. Life without judging and stereotyping
Actions	<p>Discussing, reading authentic text, realizing activities, watching presentation, applying the learning information in dialogues.</p> <p>Activity #1 :</p> <p>To activate the previous knowledge, I will ask "What polite phrases do you know in English?" (the answers will be written in a chat)</p> <p>Activity #2</p> <p>We will read an authentic text (https://www.quora.com/What-country-has-the-most-polite-people-in-the-world)After reading aloud they will answer some questions.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1 What does the author think about Canadians? Is there any kind of stereotypes about them? 2 What does the author say about Germans? 3 What about Brazilians? 4 What´s another example of a polite country? 5 Do you think that there are many stereotypes about different countries in the world? <p>Activity #3 What is stereotype?</p> <p>Let`s watch the video about it.</p> <p>(https://www.youtube.com/watch?v=l1N81MB3EWS)</p> <p>What do you think about it?</p> <p>Does our appearance define us?</p>

Activity # 4

Watch video about different stereotypes
(<https://www.youtube.com/watch?v=4MRZbWuUmkk>)

Do you think that stereotypes are right?

The main point that I will tell my students is:

All the countries are different, and we need to be aware of it. Cultural awareness is very important. We need to understand it and treat ´people without judging.

Activity #5 (continuing with the previous topic)

Reading the article "Culture shock"

After reading it students will answer True/ False activity.

1 Miranda didn´t get angry, when her husband asked her to pour some tea.

2 Russians don´t add polite words when they ask for something.

3 Miranda taught her husband how to be polite.

4 They liked food at a dinner party in England.

5 Russians smile a lot.

Answers (F, T, T, F, F)

Activity # 6 Let´s watch video about different countries!

<https://www.youtube.com/watch?v=RwSYrsjTiW4>

Activity # 7

Work in Nearpod

What do we know about the word culture? How can we explain this word?

Let`s see the differences and similarities between the people and their culture.

<https://app.nearpod.com/command?puid=b8fe082e6ae781600a204aba941cd426-1&sid=ee3f4f20f0600c8c8460cff6ccc645cb&origin=My%20Library>

Activity #8

Let's learn how to be polite!

Watch the video (<https://www.youtube.com/watch?v=0Nv-zlhdb7Y&t=210s>)

Choose only polite phrases:

Could you give me five minutes?

Move out of the way

I'm afraid I can't.

I'd like a cup of coffee, please.

Stop talking on your phone in the cinema!

Can you hold, please?

I want a glass of water.

Go away!

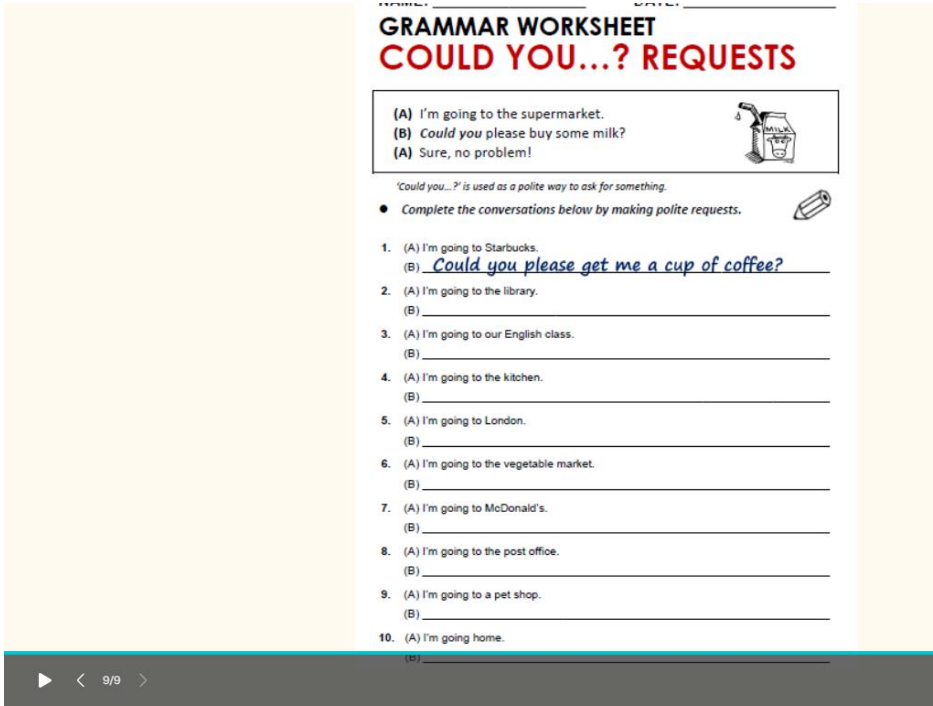
Activity #9

Role playing

We will look at the page Say and Don't say and play some situations.

Examples:

1. You are in a school cafeteria and want your friend to seat with you. What will you say?
2. You want to know the name of new classmate.
3. You need a pen.
4. You need help.
5. You didn't understand something.

	<p>Activity 10</p> <p>To sum up the topic</p> <p>Word Cloud with polite words</p>
<p>Materials/equipment</p>	<p>Internet, youtube video, canva presentation, worksheets.</p> <p>https://www.youtube.com/watch?v=0Nv-zlhdb7Y&t=210s</p> <p>https://www.quora.com/What-country-has-the-most-polite-people-in-the-world</p> <p>https://www.youtube.com/watch?v=4MRZbWuUmkk</p> <p>https://www.youtube.com/watch?v=0Nv-zlhdb7Y&t=210s</p> <p>https://www.canva.com/design/DAE84-1J1vQ/VRuD0kKA0IMbaceQuMufew/edit?utm_content=DAE84-1J1vQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>
<p>Take home tasks</p>	<p>Worksheet (practice to make a request)</p>  <p>GRAMMAR WORKSHEET COULD YOU...? REQUESTS</p> <p>(A) I'm going to the supermarket. (B) <i>Could you please buy some milk?</i> (A) Sure, no problem!</p> <p><i>'Could you...?' is used as a polite way to ask for something.</i></p> <p>● Complete the conversations below by making polite requests.</p> <ol style="list-style-type: none"> (A) I'm going to Starbucks. (B) <i>Could you please get me a cup of coffee?</i> (A) I'm going to the library. (B) _____ (A) I'm going to our English class. (B) _____ (A) I'm going to the kitchen. (B) _____ (A) I'm going to London. (B) _____ (A) I'm going to the vegetable market. (B) _____ (A) I'm going to McDonald's. (B) _____ (A) I'm going to the post office. (B) _____ (A) I'm going to a pet shop. (B) _____ (A) I'm going home. (B) _____

--	--

Expected outcomes:

- Reflections and new knowledge about stereotyping.
- New vocabulary.
- Knowledge about different cultures.
- Cultural awareness.
- Sounding polite.
- Making polite requests.

Outcomes:

- Cultural awareness.

First of all, and in my opinion the most important knowledge that my students have learnt , that there are a lot of different countries and cultures in the world, that all the countries are different, all the cultures are unique and special with their typical things, such as: religion, beliefs, behaviors, food, clothes, holidays. They need to be aware of it. Cultural awareness is very important. Now they understand it and they will look at people and treat ´people without stereotyping and judging.

- Knowledge about components of culture.

Second, they know about the components of culture, such as: language, clothing, religion, music and art, food, etc.

- Similarities and differences between people. (Visible and invisible)
- Make polite requests and sound polite

2.02 Assessment.

- Rubrics

Speaking skills, I assess with rubrics:

Pronunciation/ Diction, Fluency, Word choice, Usage, Ideas/meaning.

Also, I use interviews with students, a couple of questions requiring students to provide answers on some specific topics, and role-plays.

Name: 5 aspects to asses (0p- min, 2p- max)

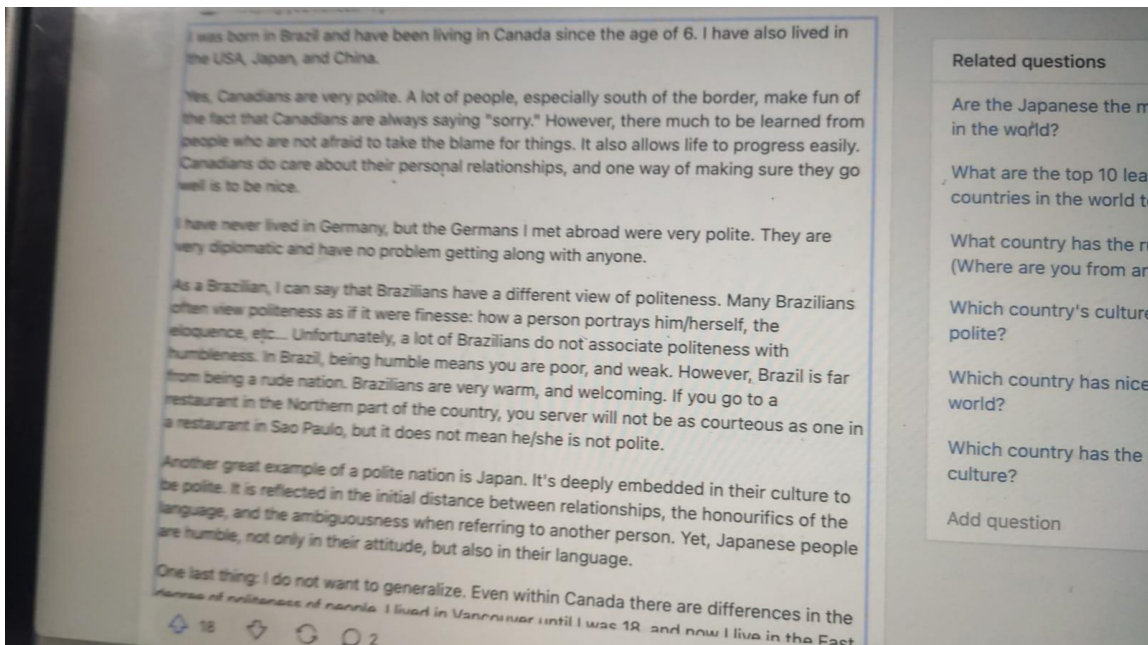
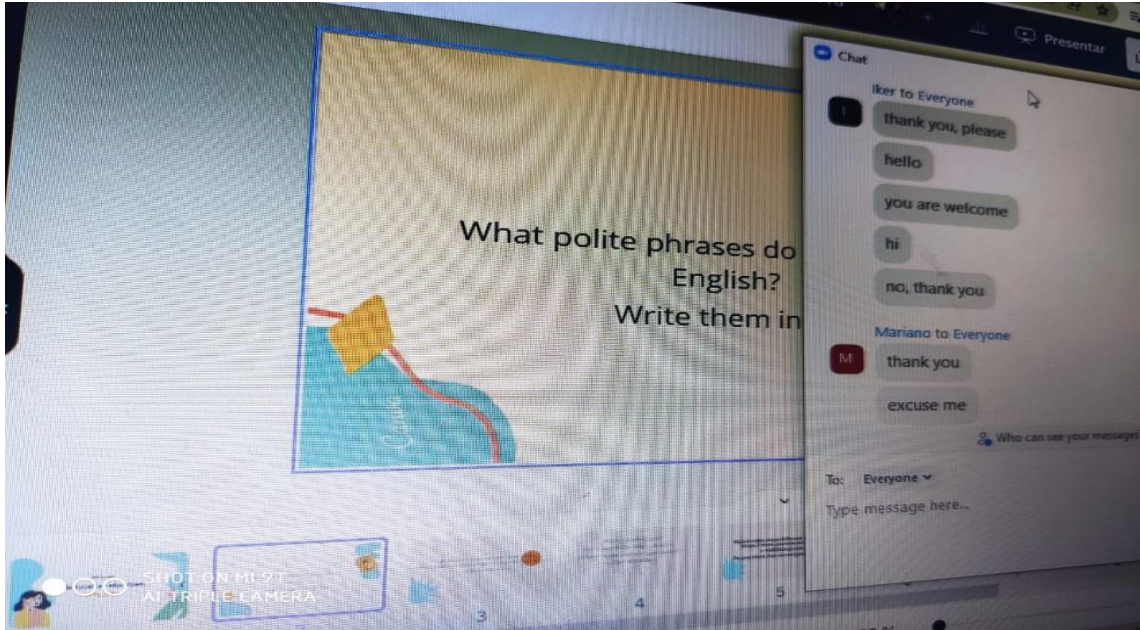
Elements of speaking	Date: Assessment	Date: Assessment	Date: Assessment	Date: Assessment
Pronunciation/ Diction S is easy to understand. S makes few errors				
Fluency S speaks with ease. S can effectively communicate in different contexts				
Word choice S uses appropriate words to express meaning				

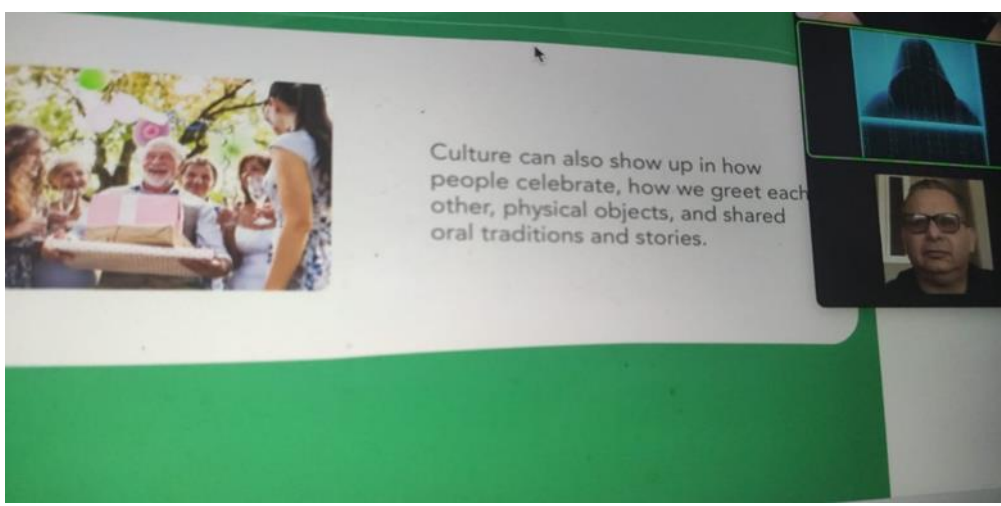
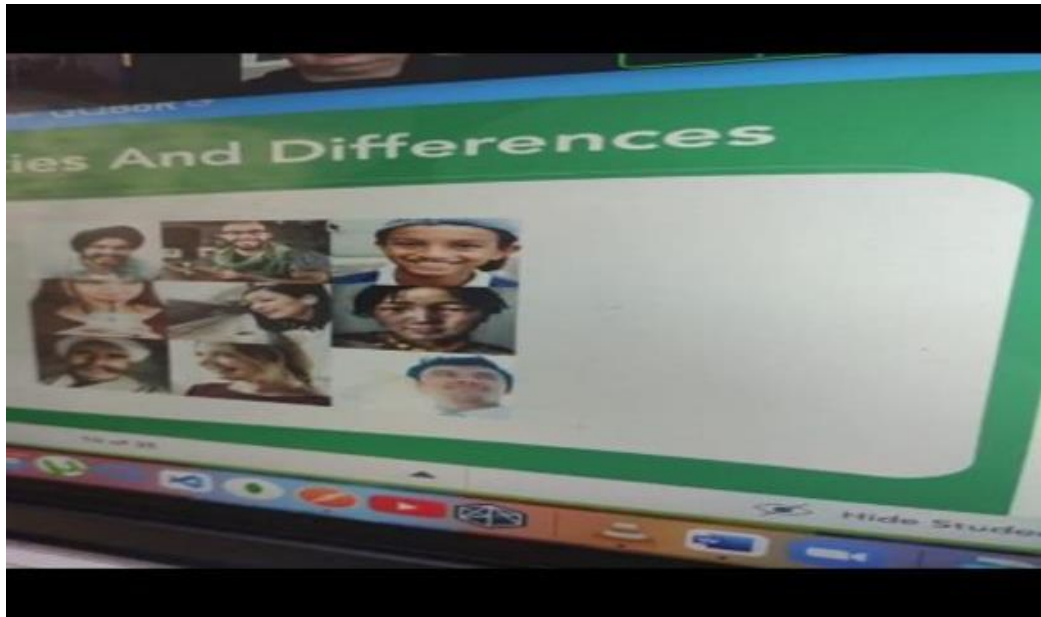
Usage S makes minor errors in grammar and structure and can be understood				
Ideas/meaning S responds with connected vocabulary and language to express ideas Response contains few errors				
Total				

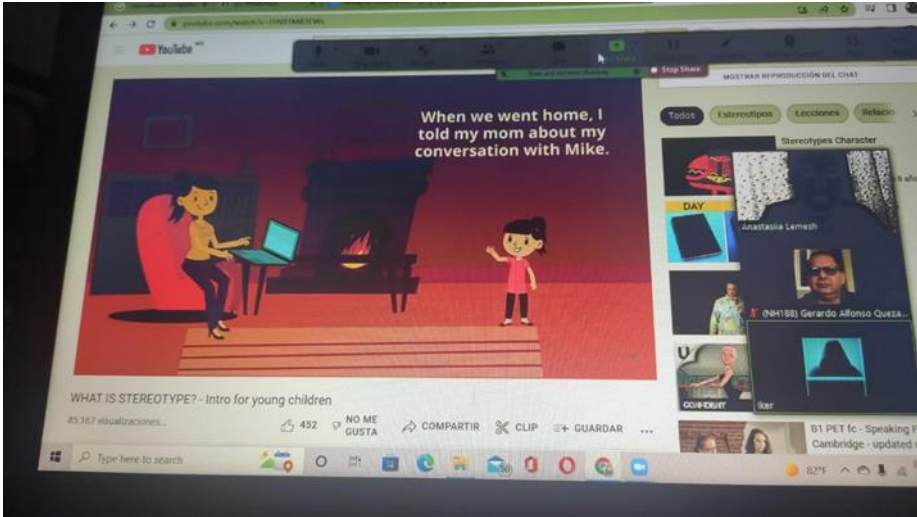
I could see the improving of knowledge during these activities throughout the 4 lessons that we had.

- Brainstorming
(I asked them to tell me all that they know about cultures.)
- Drop and match activity (word and definition)
- True/ False activity.
- Choosing the polite phrases.
- Word cloud with the polite words that they remember.

2.03 Evidences of lessons



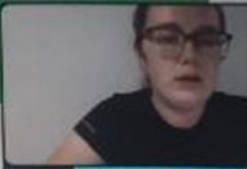




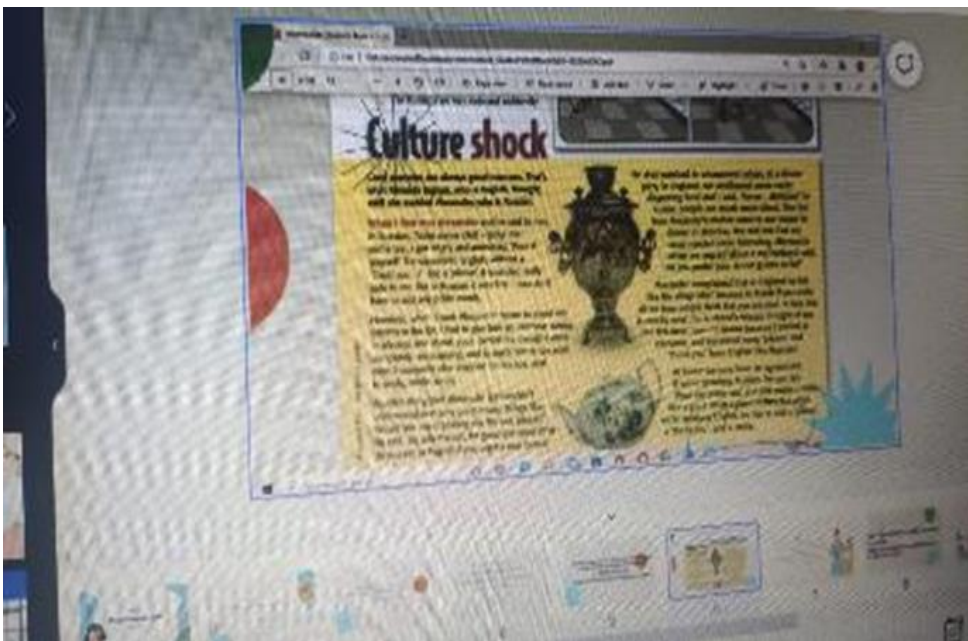


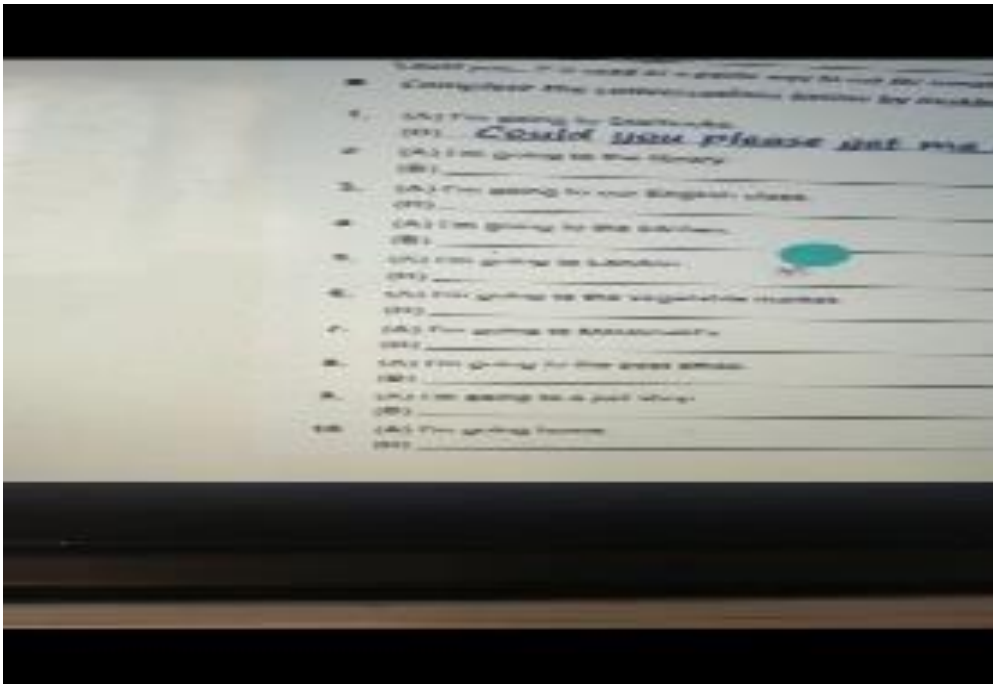
Defining Culture

To better understand our definition of culture, let's break it down into three parts:

- **Values** are standards of behavior and how we determine the difference between right and wrong.
- A **cultural custom** is a regularly repeated behavior general to a group of people that belong to the same group. Traditions are customs that are passed down from generation to generation.
- An **artifact** is an item created by humans and usually has cultural or historical importance.

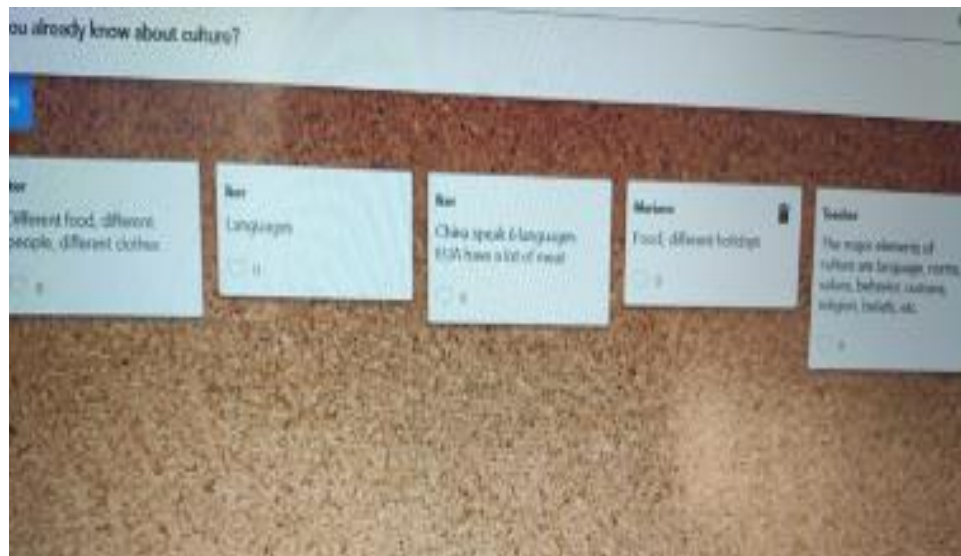




2.04 Evidences of assessment

1.

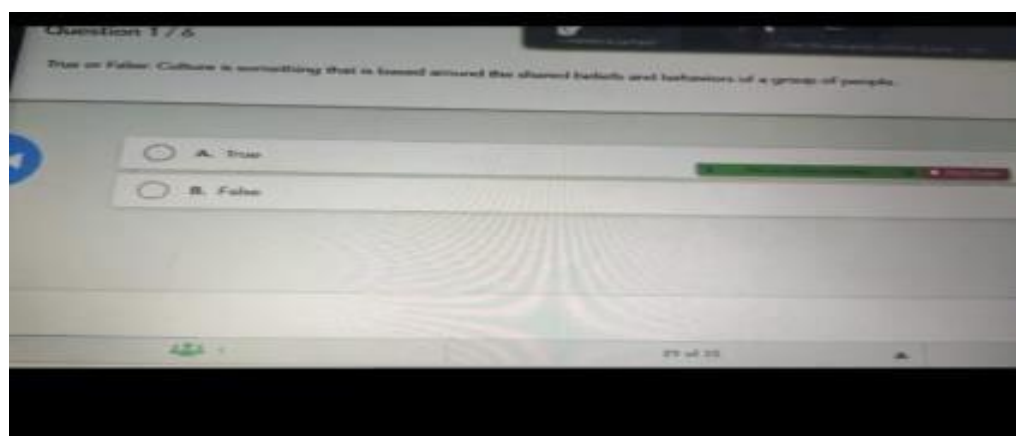
Nama: Nurhanika		3 mata pelajaran (30 min, 2p-100)			
Elemen of speaking	Date: 10/11/2023	Date: 10/11/2023	Date: 10/11/2023	Date: 10/11/2023	Assessment
Pronunciation/ Dicision S is easy to understand S makes few errors/ Fluency	1.5	1.5	1.5	1.5	1.5
S speaks with ease S can effectively communicate in different contexts Word choice	1.3	1.5	1.5	1.5	1.5
S uses appropriate words to express meaning Usage	1.3	1.5	2	2	1.5
S makes minor errors in grammar and structure and can be understood Ideas/meaning	1.3	1.7	1.7	1.7	1.7
S responds with connected vocabulary and language to express ideas Response contains few errors	1.4	1.7	1.7	1.7	1.7
Total	6.9	7.9	8.4	8.6	



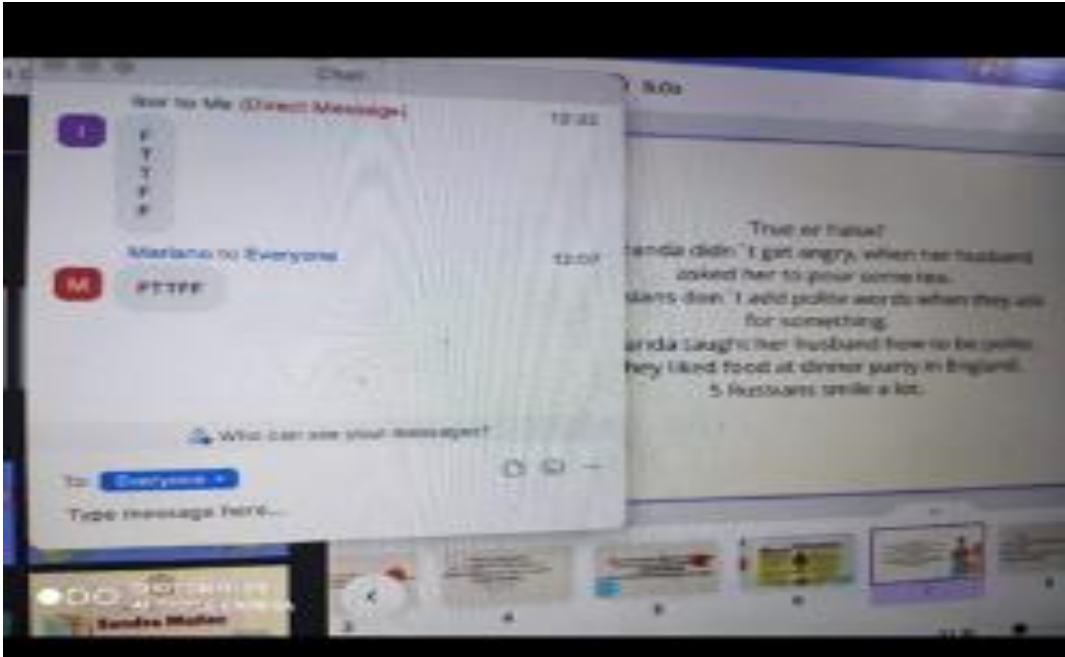
2.



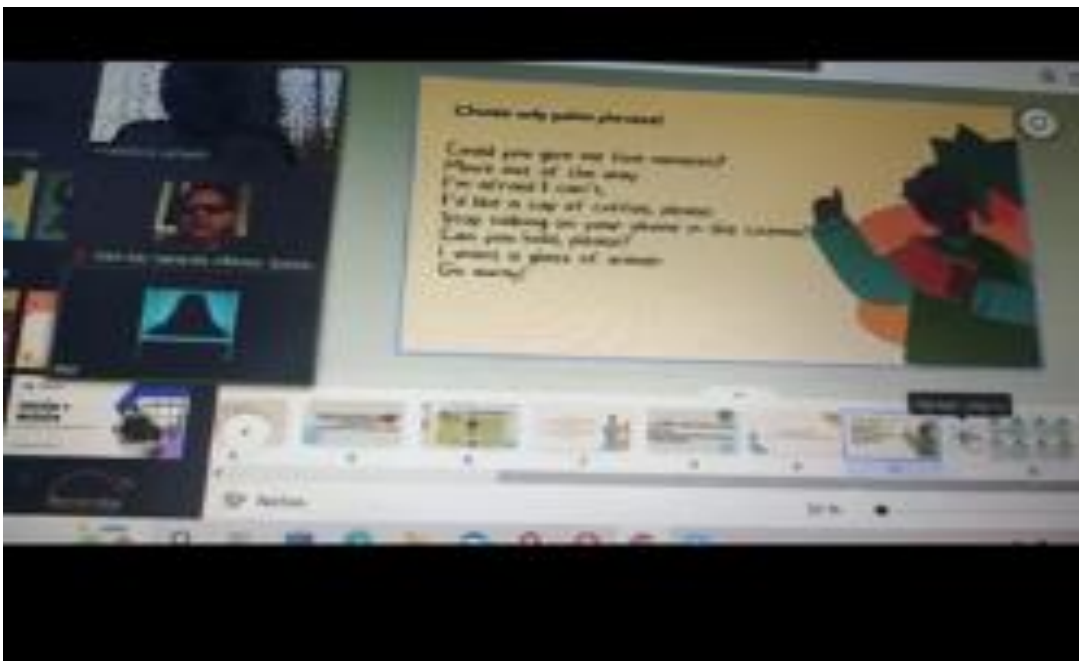
3.



4.



5.



6.

or women in future, cannot work, only boys- men in future can” and another boy said that Chinese people are white and African are dark.

We started to see the difference between people, but in most of the cases they describe different clothes of people. So, I decided to check this part deeper, that people can have different physical appearance. They can speak different languages, they can practice different religions or eat distinct food, it doesn't matter. We must understand it, to be aware of it, that there are many different countries and treat people without judging and stereotyping.

Also, I could see that they need to revise and learn more vocabulary words, I prepared the list of useful and meaningful words that were used during the lessons. The purpose of English language education is to provide students with the capabilities to understand the language in appropriate way and to have good ability in written and oral (Richard, 2008). If students are not able to speak English fluently and clearly, this purpose will be hard to achieve. Besides, it is important to be comfortable and confident when you speak, so one of the goals to follow is to develop this feeling. Also, it is crucial to show a clear connection between each point that you are trying to make while you are speaking. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills are. So, this is another aim to take into account and learn more vocabulary.

In my lesson I tried to apply all for language skills activities, since each reinforces the other. The main point is balancing the four skills to improve proficiency in the language. These skills cannot be taught separately because they represent complex processes that require practice in which students' schemata need to be activated to increase and create more structures in our students' brains to acquire correct methods for learning English.

When our students learn English, we need to make our students to read as much material written in the English language as possible. In my lessons I had some reading activities, as I know that this is a great way to develop their vocabulary as they will meet new words in new situations.

To conclude, I would like to say that I am satisfied with the results of my lesson, I think I could achieve all the main goals. Now they know that there are many different countries in the world, that we need to be aware of it, they know about components of culture, they know about stereotypes, they learned new vocabulary to describe physical appearance, and finally they know how to make polite requests and sound polite in different situations.

Chapter 4: Conclusions

To sum up everything, this specialization was very useful for my development as a teacher. It contained a lot of helpful and practical information. This specialty is like a guide for a perfect teaching and learning process. For me it was very interesting to learn new things and analyze them. Apply some new methods in my lessons and see the results of them.

I understood that to reach our teaching goals, we need to expose our students to the target language as much as possible. With different activities, most of them should be applied with a communicative way and with a lot of useful speaking practice.

Whenever our students develop their reading skills, they will also improve their writing skills because they will improve their understanding of grammar and how to construct sentences. Reading will help them to develop a sense of which words are best used in which situations. Slight variations in nuance will become clearer the more they read English. It is helpful to slowly explore different situations and contexts through their reading so that they are exposed to more vocabulary.

I would like to say that reading is an extremely important skill, it helps us to improve our language (any language, L1 or L2), the other skills, and build our vocabulary. But sometimes developing reading skills can be challenging for us as teachers and for our students too. Mexico isn't a very reading country and this fact isn't very pleasant for us and our students. It would be great to involve parents to participate in the reading skill development, and I as teacher will do my best to progress in this task.

This specialty made me see the importance of using technology during my lessons. Whether students learn best through lectures, reading, examples, or video, technology allows me to accommodate every learning style.

Students can learn via online videos, audiobooks, interactive online games, and more, all at their own pace. And because online content is easily updated, me and my students can immediately access the most recent information. Technology in the classroom helps students engage with the material they're learning.

I have learnt a lot. This specialization helped me to improve my lessons and we could share some new ideas of materials, actions, activities, and teaching processes in the classrooms with our colleagues. Now I know the difference between an approach, a method, and a technique. We revised different approaches and their application in our classrooms. Also, throughout my studying time I learned about the roles in a teaching-learning process according to the different teaching approaches.

This specialization was full of useful recommendations and activities for me. I will apply all of them during my lessons.

Learning a foreign language is not an easy task, requiring a lot of effort and time, but if we work on the main language skills with our students with sequence and frequency, we can reach our main aims easily.

We need to use a lot of different strategies in order for our students to achieve the established learning outcomes, even if in the learning process many external factors are involved, we have to assure the effectiveness of our activities within the classroom so that our learners can focus on developing new skills. We have also realized the impact of using a wide variety of tools as a way to immerse our students in an environment that guides them into the acquisition of English as a second Language.

In addition, now I know that assessment is an important part of our teaching practice, and it involves taking into account the characteristics of a good test that offer a more objective way to interpret the knowledge our students have gained during the development of a certain project or content.

When I assess I realize how my students have advanced in their learning process, which makes me feel very proud of them, it also helps me to identify if there is any knowledge to improve and what is the knowledge gap they are struggling with. Through the different methods of evaluation as presentations, participation in class and their performance in collaborative work.

Assessments are necessary at every level of learning. They provide the necessary data that every teacher needs. Quality assessment in elementary school makes the most of the process, involving both student and teacher, evaluating learning processes and areas to improve.

To teach effectively, teachers need to know if their teaching methods are working and how well their students are learning. By assessing the progress of our students, we can see how successful our lessons and our teaching strategies are.

Different types of assessments can help us understand student progress in various ways. Different learning tasks and skills of our students are best measured in different ways, and that's why we need to have a variety of assessment tools.

And the last important thing that I learned is the feedback, we need to guide our students whether they do activity good or bad. Our feedback should be meaningful and affective, but we have to be careful with what we say and encourage them to continue participate in the lessons.

Appendixes and APA style references.

References:

- (1) Britannica. (n.d.). Retrieved from <https://www.britannica.com/topic/language>
- (2) Dorsch, M. (2010). Second Language Acquisition vs. Second Language Learning. Retrieved from <https://www.grin.com/document/181754#:~:text=Learning%2C%20as%20mentioned%20before%20means,additionally%20to%20the%20mother%20tongue%20>.
- (3) McLeod, S. (2020). Retrieved from Vygotsky's Sociocultural Theory of Cognitive Development: <https://www.simplypsychology.org/vygotsky.html>
- (4) Multiculturalism. (n.d.). Retrieved from Wikipedia: <https://en.wikipedia.org/wiki/Multiculturalism>
- (5) McLeod. (2019). The Zone of Proximal Development and Scaffolding. Retrieved from SIMPLYPsychology: <https://www.simplypsychology.org/Zone-of-Proximal-Development.html>

- (6) Rhalmi, M. (2019). Input and output in second language acquisition. Retrieved from <https://www.myenglishpages.com/blog/input-and-output-in-second-language-acquisition/>
- (7) O'Malley, J. M. & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. In Kuhlman, N. (Ed.) An Introduction to Language Assessment in the K-12 Classroom. ELT Advantage modules.
- (8) Tessa. (n.d.). Retrieved from international school: <https://tessais.org/children-learn-languages-faster-adults/#:~:text=It%20is%20because%20of%20the,as%20the%20%E2%80%9Ccritical%20period%E2%80%9D>.
- (9) Five essential listening skills for English learners. (n.d.). Retrieved from British Council: <https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners>
- (10) Information from module 2, listening. (n.d.). Retrieved from <http://eeai.eupnvirtual.edu.mx/mod/book/view.php?id=4111&chapterid=9013>
- (11) The Latest Technology Used in Classrooms Today. (n.d.). Retrieved from https://www.teachonology.com/teachers/educational_technology/#:~:text=There%20are%20many%20new%20technologies,new%20technologies%20being%20developed%20today
- (12) Reading and writing. (n.d.). Retrieved from My English language: <https://www.myenglishlanguage.com/esl-students/reading-and-writing/>
- (13) The Importance of Cultural Awareness in Teaching. (2018, October 11). Retrieved from American college of education