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TÍTULO

INTERACTIVE STRATEGIES FOR TEACHING FAMILY VOCABULARY TO FIRST-GRADE STUDENTS: A MULTI-METHOD APPROACH

OPCIÓN DE TITULACIÓN
TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE:

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA

P R E S E N T A:

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CIUDAD DE MÉXICO, JUNIO 2024

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DEGREE OPTION
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SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

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

Se hace constar que el/la participante Calzado Coca Joan con matrícula 230926001 de la generación XII de la Especialización en Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, modalidad en línea, promoción 2023-2024, presentó el trabajo recepcional: "Interactive Strategies for Teaching Family Vocabulary to First-Grade Students: A Multi-Method Approach", que es un requisito para la obtención del diploma de especialización.

El trabajo recepcional ha sido APROBADO por el jurado formado por el/la directora/a y dos lectores:

Elin Emilsson Ingvarsdottir

Director	Elin Emilsson Ingvarsdottir
Lector/a	Alma Daniela Otero Sosa
Lector/a	Alma Delia García Salazar

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ENSEÑANZA Y APRENDIZAJE DE INGLÉS

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Tabla de contenido

Resumen:

El propósito principal de este estudio fue implementar y evaluar estrategias interactivas para la enseñanza del vocabulario familiar a estudiantes de primer grado en un contexto de aprendizaje de inglés como lengua extranjera. El estudio buscó determinar cómo diferentes enfoques pedagógicos, como el constructivismo, la teoría sociocultural de Vygotsky, la Respuesta Física Total (TPR) y la instrucción diferenciada, pueden mejorar las competencias lingüísticas de los estudiantes. Además, se pretendió explorar cómo el uso de tareas interactivas y herramientas tecnológicas pueden facilitar la adquisición del inglés y fomentar una mayor participación y compromiso de los estudiantes en el proceso de aprendizaje.

El estudio adoptó una metodología mixta, integrando tanto enfoques cualitativos como cuantitativos. La base teórica incluyó el constructivismo, que enfatiza la importancia de que los estudiantes construyan su propio conocimiento a través de la interacción con el entorno, y la teoría sociocultural de Vygotsky, que subraya el papel fundamental de la interacción social en el aprendizaje. Se llevaron a cabo cinco sesiones didácticas que combinaban actividades de escucha, escritura, lectura, habla y conciencia intercultural. Durante las sesiones, los estudiantes participaron en actividades de aprendizaje activo como juegos de rol, práctica en parejas, uso de materiales visuales y tareas relacionadas con la cultura. Se emplearon técnicas de evaluación formativa para monitorear el progreso de los estudiantes, proporcionando retroalimentación continua y adaptando las actividades a las necesidades individuales de cada estudiante.Los resultados obtenidos en las cinco sesiones mostraron una mejora significativa en las habilidades lingüísticas de los estudiantes, particularmente en el uso de vocabulario familiar. Un 80% de los estudiantes fueron capaces de identificar y utilizar correctamente las expresiones de saludo y el vocabulario relacionado con la familia. Las actividades de escucha y repetición demostraron ser efectivas para mejorar la discriminación auditiva y la pronunciación de los estudiantes. Además, el uso de actividades interactivas y juegos de rol fomentó la confianza en el uso del inglés en conversaciones simples. Las actividades basadas en la interacción social y el trabajo en equipo promovieron un ambiente de aprendizaje colaborativo, donde los estudiantes se apoyaron entre

sí para mejorar su comprensión y producción del idioma. Las actividades interculturales también resultaron efectivas, permitiendo que los estudiantes desarrollaran una mayor apreciación y respeto por la diversidad cultural, lo que contribuyó a un entorno de aprendizaje más inclusivo.Este estudio concluye que el enfoque metodológico mixto utilizado, que combina teorías del aprendizaje como el constructivismo, la teoría sociocultural y enfoques interactivos como la TPR, es eficaz para mejorar las competencias lingüísticas de los estudiantes de primer grado. Las actividades que promueven la interacción social, el uso del idioma en contextos auténticos y la adaptación a las diferentes necesidades de los estudiantes resultaron ser particularmente efectivas. Sin embargo, se identificaron áreas de mejora, como la necesidad de proporcionar más apoyos visuales y extender las actividades de juegos de rol para mejorar aún más la fluidez en la comunicación. Se recomienda también continuar utilizando herramientas de evaluación formativa para personalizar el aprendizaje y garantizar que todos los estudiantes avancen en su dominio del inglés. Finalmente, se destaca la importancia de seguir incorporando elementos interculturales en las lecciones para promover una mayor sensibilidad y competencia cultural entre los estudiantes.

FIRMA

Joan Calzado Coca

PALABRAS CLAVE

Teoría sociocultural, Respuesta Física Total (TPR), Instrucción diferenciada Aprendizaje de lenguas, Evaluación formativa, Estrategias interactivas, Enseñanza de inglés Vocabulario familiar.

COMO REFERENCIAR ESTE DOCUMENTO

Calzado,Joan(2024) Interactive strategies for teaching family vocabulary to first graders: a multi-method approach [Trabajo recepcional especialización] Universidad Pedagógica Nacional.

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Piaget, J. (1981). La teoría de Piaget. Infancia y Aprendizaje, 4(sup2), 13-54. Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.

Abstract:

The main purpose of this study was to implement and evaluate interactive strategies for teaching family vocabulary to first-grade students in an English as a foreign language learning context. The study sought to determine how different pedagogical approaches, such as constructivism, Vygotsky's sociocultural theory, Total Physical Response (TPR), and differentiated instruction, can improve students' language skills. Furthermore, the study aimed to explore how the use of interactive tasks and technological tools can facilitate English acquisition and encourage greater student participation and engagement in the learning process.

The study adopted a mixed-methods approach, integrating both qualitative and quantitative approaches. The theoretical foundation included constructivism, which emphasizes the importance of students building their own knowledge through interaction with the environment, and Vygotsky's sociocultural theory, which highlights the fundamental role of social interaction in learning. Five instructional sessions were conducted, combining listening, writing, reading, speaking, and intercultural awareness activities. During the sessions, students engaged in active learning activities such as role-playing, partner practice, the use of visual materials, and culture-related tasks. Formative assessment techniques were used to monitor

students' progress, providing continuous feedback and adapting activities to the individual needs of each student.

The results obtained from the five sessions showed a significant improvement in students' language skills, particularly in the use of family vocabulary. Eighty percent of the students were able to correctly identify and use greeting expressions and family-related vocabulary. Listening and repetition activities proved effective in improving students' auditory discrimination and pronunciation. Additionally, the use of interactive activities and role-playing fostered confidence in using English in simple conversations. Socially interactive activities and teamwork promoted a collaborative learning environment where students supported each other in improving their comprehension and production of the language. Intercultural activities were also effective, allowing students to develop a greater appreciation and respect for cultural diversity, contributing to a more inclusive learning environment.

This study concludes that the mixed-method approach used, which combines learning theories such as constructivism, sociocultural theory, and interactive approaches like TPR, is effective in improving the language skills of first-grade students. Activities that promote social interaction, the use of language in authentic contexts, and adaptation to the different needs of students were particularly effective. However, areas for improvement were identified, such as the need to provide more visual supports and extend role-playing activities to further enhance communication fluency. It is also recommended to continue using formative assessment tools to personalize learning and ensure that all students progress in their mastery of English. Finally, the importance of continuing to incorporate intercultural elements into lessons is highlighted to promote greater cultural sensitivity and competence among students.

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Sociocultural theory, Total Physical Response (TPR), Differentiated instruction, Language learning, Formative assessment, Interactive strategies, English teaching, Family vocabulary.

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Introduction:
When teaching English to first-grade students, I draw upon a blend of educational concepts and theories to ensure effective learning experiences. One fundamental

approach I embrace is constructivism, which suggests that learners actively construct their understanding through interactions with the environment. Authors like Jean Piaget and Lev Vygotsky have greatly influenced my teaching philosophy in this regard.

Incorporating Piaget's (1981) theory of cognitive development, I recognize that first graders are in the preoperational stage, where they are beginning to use language more symbolically and logically. Therefore, I design activities that allow them to explore language through hands-on experiences, such as storytelling, role-playing, and interactive games.

Linguistics, which may be broadly defined as the comprehensive exploration and investigation of the multifaceted nature of language and the intricate intricacies of human capacities for comprehending, deciphering, and utilizing language as a means of effective communication, is inherently and fundamentally engrossed in the captivating realm of language acquisition. The extensive and profound process through which the human mind attains mastery and proficiency in its native language(s) and/or additional languages has been a captivating and enduring subject of utmost fascination and intrigue throughout the course of history. Since the very inception and emergence of written communication, humanity has been ceaselessly enthralled by the elusive essence of language acquisition, ceaselessly grappling with profound inquiries aimed at unravelling the enigmatic nature of language learning. Merely by contemplating queries such as, "By what miraculous means can juvenile individuals so effortlessly, organically, and ubiquitously absorb the complexities inherent in language, despite its intricacy and vastness?" an endless pathway of profound contemplation and introspection is illuminated, inevitably leading us back to the earliest traces of written records, where the nascent thoughts and reflections of humanity concerning the very essence of existence, purpose, and the fundamental fabric of being first began to blossom. A myriad of compelling and engrossing factors have been identified and analyzed as potential explanations for this timeless and archaic intrigue surrounding the phenomenon of language acquisition, encompassing the intimate and indissoluble connection between language learning and our ceaseless quest to unravel the enigma that is

the human species, while simultaneously endeavoring to decode the very nature and magnitude of the human intellectual capacity that resides within each and every one of us.

Communication is a complex and multifaceted process that involves the exchange of information, ideas, and emotions between individuals or groups. It encompasses various components and factors that contribute to its effectiveness and understanding. Speech preparedness, which refers to the ability to plan and organize one's thoughts before speaking, and pragmatic context, which involves considering the social and cultural factors that influence communication, are tools provided within the communicative approach. These tools can help explain the underlying structure of communication and how language rules are elaborated in the minds of individuals or groups.

In addition to speech preparedness and pragmatic context, there are other academic insights that provide valuable perspectives on communication. For example, understanding the errors that individuals make during the development of sentences can shed light on how language is acquired and processed. It reveals the challenges and complexities involved in constructing coherent and meaningful messages. Furthermore, exploring the concept of mental storage helps us grasp how language is stored and retrieved in the mind, providing insights into memory and language processing.

The cognitive approach offers another lens through which communication can be understood. It examines cognitive development, including Piagetian stages, which highlight the different cognitive abilities that individuals possess at various stages of life. By studying cognitive levels, researchers can decode the intricate connections within individuals and groups, unraveling the inner workings of communication. This approach acknowledges the power of individuals to communicate and the complexities that lie within their minds.

Lastly, the neurological approach delves into the scientific study of how language functions in the brain. It explores the neuropsychological processes that occur during language activities. By examining the relationship between mental activity and language, researchers are able to identify the specific areas in the brain that are involved in language processing. This approach provides valuable insights into the neurological basis of communication and contributes to our understanding of how language is produced and comprehended.

communication is a rich and intricate phenomenon that encompasses diverse perspectives and approaches. By considering tools such as speech preparedness and pragmatic context, as well as academic insights from error analysis, mental storage, cognitive development, and the neurological basis of language, we can gain a deeper understanding of the complexity and beauty of communication. These approaches complement each other, offering unique viewpoints that converge to form a comprehensive understanding of the underlying structures and processes that govern human communication.

Each approach to language acquisition has substantial value in that it represents a carefully formulated and well-grounded opinion based on extensive scientific observations and research findings. Furthermore, the methods and results embodied in each approach serve as indispensable tools that greatly aid language teachers in effectively facilitating language learning and development.

Over the course of scholarly investigations, scientists have diligently identified and classified several distinct approaches to language acquisition. It is important to note that no single approach alone can comprehensively account for all the multifaceted behaviors, cognitive activities, and intricate neuropsychological aspects involved in the process of language acquisition. Rather, each approach offers valuable insights into specific facets of this complex phenomenon.

The linguistic approach, deeply rooted in Saussurean theory, postulates that language is an intricately interconnected and sophisticated system of rules that fundamentally represent and intricately describe the inherent nature of language itself. This approach emphasizes the intricate intricacies of language structure,

syntax, semantics, and phonetics. By thoroughly understanding the underlying rules and principles that govern language, language teachers can effectively guide their learners in developing both their receptive and expressive language skills.

On the other hand, the more structural approach to language acquisition, heavily influenced by the valuable contributions of Cohen, maintains that languages are deliberately and artificially constructed with a well-thought-out plan in mind. By focusing on the structural aspects of language, such as grammar, vocabulary, and discourse patterns, this approach provides language teachers with a practical framework and systematic approach to teaching and learning language. By engaging with this approach, learners can acquire a solid foundation in language structure and effectively communicate within the specific linguistic system they are learning.

While these two approaches serve as essential frameworks for understanding language acquisition, it is crucial to recognize that they offer distinct perspectives and are inherently limited when viewed in isolation. Language acquisition encompasses a wide range of functional, cognitive, and neurological aspects, and these approaches alone cannot fully capture the complexity and richness of this process.

Therefore, it is imperative that language teachers and researchers approach language acquisition from a comprehensive and holistic perspective, synthesizing the valuable insights and contributions from various approaches. By embracing a multidimensional viewpoint, language educators can effectively cater to the diverse needs and abilities of their learners, fostering a deep understanding and appreciation for the intricate interplay of linguistic, cognitive, and neurological factors involved in the mastery of language.

In conclusion, each approach to language acquisition brings unique value and perspective, drawing from meticulous scientific observations and research. These approaches serve as invaluable tools for language teachers, providing them with essential guidance and resources. However, it is crucial to recognize the limitations

of individual approaches and strive for a holistic understanding of language acquisition by integrating and synthesizing the insights from multiple perspectives. By doing so, language educators can effectively nurture language learners and facilitate their journey towards linguistic competence and proficiency.

Vygotsky's (1924) sociocultural theory underscores the importance of social interaction and language in learning. Thus, I create a supportive classroom environment where students collaborate, discuss, and share ideas in English. By providing scaffolding—support tailored to each student's level—I help them gradually acquire language skills while building on their existing knowledge.

Additionally, I integrate principles from the communicative approach, emphasizing meaningful communication over rote memorization. Drawing from the works of Diane Larsen-Freeman and Michael H. Long (2023), I prioritize activities that promote authentic language use, such as pair work, group discussions, and real-life simulations. Through these activities, students develop both their linguistic competence and communicative confidence.

Furthermore, I incorporate elements of the Total Physical Response (TPR) method, as advocated by James Asher, recognizing the significance of movement and action in language learning, especially for young learners. I incorporate gestures, games, and kinesthetic activities to engage students physically while reinforcing language concepts.

Lastly, I am guided by the principles of differentiated instruction, as proposed by Carol Ann Tomlinson (2014), recognizing the diverse learning needs and styles within my classroom. I adapt my teaching strategies, materials, and assessments to accommodate various learning preferences and levels of proficiency, ensuring that all students have opportunities to succeed and progress in their English language development. by integrating constructivist, sociocultural, communicative, TPR, and differentiated instructional approaches, I strive to create a dynamic and inclusive learning environment where first-grade students can thrive in their English language acquisition journey.

Continuing with my approach to teaching English to first-grade students, I also draw inspiration from additional authors in the field of ESL (English as a Second Language) education.

One such influential figure is Stephen Krashen (2007), known for his input hypothesis, which posits that language acquisition occurs through exposure to comprehensible input. Building on this idea, I ensure that the English language input provided to first graders is engaging, understandable, and relevant to their interests and experiences. By immersing students in rich linguistic environments through stories, songs, and interactive media, I aim to facilitate natural language acquisition. Moreover, I integrate principles from the task-based language teaching (TBLT) approach, as advocated by Rod Ellis. TBLT emphasizes learning through the completion of meaningful tasks, fostering language use in authentic contexts. For first graders, tasks could include simple projects, role-plays, and problem-solving activities that require communication in English. By engaging students in purposeful language tasks, I encourage active participation and foster language development.

Furthermore, I incorporate strategies from the multiple intelligence's theory proposed by Howard Gardner (2016). Recognizing that students have diverse strengths and learning styles, I design activities that appeal to different intelligences, such as linguistic, musical, interpersonal, and bodily-kinesthetic. By providing varied learning experiences, I cater to the individual needs and preferences of first-grade learners, promoting a holistic approach to language learning.

Additionally, I draw insights from the zone of proximal development (ZPD) framework introduced by Lev Vygotsky. By identifying each student's current level of English proficiency and their potential for growth, I scaffold instruction to provide the right amount of support and challenge. Through guided practice, feedback, and gradual release of responsibility, I guide students toward higher levels of language competence and autonomy.

Incorporating these diverse perspectives from Krashen, Ellis, Gardner, and Vygotsky, I strive to create a dynamic and inclusive English language learning environment for first-grade students. By combining theory with practical teaching

strategies, I aim to foster a love for learning English while equipping students with the language skills they need for success.

These lesson plans integrate a variety of theoretical concepts and teaching approaches to create engaging and effective learning experiences for students. By combining constructivist principles, sociocultural theory, communicative language teaching, scaffolding techniques, and cultural awareness activities, teachers can provide comprehensive English language instruction that meets the diverse needs of students in the classroom.

The lesson plans incorporate constructivist principles by engaging students in active learning experiences. Through activities such as listening to audio recordings, participating in group discussions, and completing comprehension worksheets, students construct their understanding of English language and culture.

The lesson plans also align with sociocultural theory by emphasizing social interaction and collaborative learning. Activities such as pair work, group practice, and peer review provide opportunities for students to interact with their peers, share ideas, and learn from each other within a supportive classroom environment.

The communicative approach is evident throughout the lesson plans, with a focus on meaningful communication and language use. Students engage in authentic language activities, such as role-plays, group discussions, and collaborative writing, which promote fluency and communication skills while reinforcing language learning in context.

The lesson plans are designed to scaffold learning according to students' individual needs and abilities, aligning with the concept of ZPD. Teachers provide support and guidance as students engage in progressively more challenging activities, ensuring that learning experiences are both accessible and challenging for each student. The cultural component of the lesson plans promotes cultural awareness and respect for diversity. By introducing students to different cultures, traditions, and customs, teachers foster an appreciation for cultural differences and encourage students to become global citizens who respect and celebrate diversity.

Introducing multicultural elements into the classroom fosters an environment where students from different cultural backgrounds feel valued and included. It helps create

a sense of belonging for students who may come from diverse ethnic, linguistic, or cultural backgrounds. Exposing first-grade students to multiculturalism early on helps them develop an understanding and appreciation for different cultures, traditions, languages, and perspectives. This fosters cultural sensitivity and empathy, essential qualities for living and working in a diverse society. Learning English in a multicultural environment provides students with opportunities to practice language skills in authentic contexts. By interacting with peers from various cultural backgrounds, students are exposed to different accents, dialects, and language nuances, which enriches their language learning experience and enhances their language proficiency. Integrating multiculturalism into the ESL curriculum exposes students to a wider range of literature, music, art, and traditions from around the world. This broadens their horizons and encourages them to explore beyond their own cultural boundaries, fostering curiosity and a love for learning about the world.

In today's interconnected world, cross-cultural communication skills are essential. By embracing multiculturalism in the ESL classroom, educators prepare students to navigate and thrive in a globalized society where they will encounter people from diverse backgrounds in their personal and professional lives. Multicultural education teaches students to respect and celebrate differences while also recognizing commonalities among cultures. This cultivates a culture of tolerance, acceptance, and respect for diversity, which is essential for fostering positive relationships and building a harmonious classroom community. working with multiculturality in an ESL classroom for first grade not only enhances language learning but also promotes diversity, cultural understanding, and prepares students to become compassionate and globally-minded individuals. It lays a strong foundation for building inclusive communities and fostering intercultural competence from a young age.

My teaching philosophy

I have been a student for a long time. I realized what my teacher did in the classroom to create a learning environment, I noticed that when the teacher has a well-planned class the activities go well, I decided that all my classes have to be previously planned, I try to prepare everything from the warm-up to the assessment. Through

time I have learned what to do or how to adapt my activities because sometimes things change in the classroom.

I try to create an environment where students feel free to do what they want, sometimes students are shy because they think that if they make any mistake the rest of the students will laugh or make fun of them, I always talk to them about cooperative learning, we learn from each other. As a group of students, we have strengths and weaknesses, we are always learning so it is ok to make mistakes.

I am always enthusiastic in the classroom, and I enjoy so much my job, being with my students makes me understand that the world can be changed if we change the way we educate people. So I try to bring "a good vibe" into the classroom.

Communication is also important in my teaching philosophy because I have to be clear in what I want and what I request from students, I try to make myself clear in my instructions and also have good communication with parents, it is necessary to achieve our goals, parents, students, and teachers have to work collaboratively to succeed.

Adaptability is always in my teaching philosophy, I attend a big amount of students so I work with children with disabilities, problems at home, and economic issues so I need to take all of this into account when I have to plan my classes, every group of students is different.

I try to motivate students by bringing different kinds of activities, such as art projects, performances, and roll plays etc., I like my students to know that every class is different. I set high but achievable expectations for the students. I believe in students' potential and encourage them to strive for excellence.

I give my students feedback in every activity; feedback helps students understand their strengths and areas for improvement. I provide constructive feedback on assignments, assessments, and class participation, guiding students toward growth. In the psychological sense, learning is an incredibly comprehensive term that encompasses a wide array of stages or aspects involved in the development of organisms. It entails various intricate processes, including but not limited to The intricate and intricate process of apprehending and comprehending the intricate patterns or intricate relationships that exist between countless elements or disparate

types of information; The systematic and methodical experimentation and exploration of the vast expanse of matter that has already been acquired and known, thus resulting in the extraction and deduction of sophisticated and abstract insights, as well as the skillful organization and synthesis of copious amounts of data; The profound and transformative extraction of substantive and profound meaning, as well as the discernment of conceptual significance, derived from the continuous and frequent encounters with an extensive variety of particular objects or profound events that shape an individual's perception and understanding of the world; The highly intricate and sophisticated interpolation and integration of the multitude of matter to which abstract concepts and abstractions precisely refer to, combined with the thorough evaluation and critical analysis of these constructs or abstractions in terms of their accuracy, congruence, and how faithfully they portray actual experiences.

The theory of Jean Piaget, a renowned Swiss psychologist, exhibits intriguing similarities to the aforementioned behaviorist model. However, it possesses immense potential for further systematic development. In contrast, the structural theory proposed by Nicolai Bernstein appears to clash with the behaviorist scheme. It not only diverges from the suggested nature of the change in response to the environment within the behaviorist or Piagetian models but also postulates the existence of a distinct form of accommodation. This accommodation deviates from the one specified in these two models.

Vygotsky, on the other hand, presents a distinct learning process that intertwines with the external format of certain activities. This process is profoundly influenced by the sociocultural context of the behavior being observed. It is within the rich tapestry of the social environment that these nascent abilities are patiently cultivated. It is here that growth, development, and even transformation take place within the intricate structure of an infant's blossoming brain.

One may offer a comprehensive and nuanced categorization of behavioral theories about learning into three distinctive and interlinked varieties, according to the three different kinds of entities which the theories assume are deeply involved in the

intricate process of knowledge construction and acquisition. These varieties encompass stimuli, responses, and reinforcements, each playing a crucial role in shaping and molding the acquisition and assimilation of knowledge and skills within individuals.

According to the venerated and time-honored traditional learning theory, it posits that the student is endowed with enhanced knowledge and understanding when they skillfully produce the right response to the teacher's deliberate and purposeful reinforcement. However, as the realm of scientific research expanded and delved further into the intricate nature of learning, it was discovered that certain organisms exhibited the capability to learn and grow in the absence of traditional reinforcements. This startling revelation propelled scholarly attention towards the often overlooked and underappreciated relationship between the experienced stimulus and the ensuing response from the newly constructed cognitive framework. It became evident that the organism's profound and multifaceted ability to accommodate and integrate new knowledge within its cognitive architecture emerged as the fundamental and indispensable unit of learning.

Considering the countless influences and variables that intricately shape the field of education, the unit of learning anchored in an organism's accommodation to the evolving cognitive structure emerged as a profound and apt mechanism to explore diverse approaches to conveying the same fundamental content. It became abundantly clear that the richness and diversity inherent in the process of learning necessitated a holistic understanding of the multifaceted relationship between stimuli, responses, and reinforcements, thereby allowing for the development of innovative methodologies and pedagogical strategies that catered to the diverse needs and inclinations of learners.

Expanding upon the realm of language, learning encompasses a cumulative and ongoing progression through which a child gradually and steadily develops an expanding command, mastery, and proficiency over an extensive repertoire of vocabulary and grammar. Moreover, learning entails the internalization and profound

understanding of the intricate significance of word order, inflection, prepositions, and various other linguistic nuances and subtleties that inherently shape and define linguistic expression. Furthermore, learning entails the mastery and acquisition of whatever strategic and deft social behaviors that may be indispensably required for the successful and fluid performance of complex verbal tasks. In essence, learning in the context of language acquisition constitutes an incredibly rich and multifaceted process that paves the way for an individual to develop superb communication skills and fluency in a given language.

A theory, in the context of psychology and language acquisition, is a comprehensive framework comprising a set of generalized assumptions. These assumptions aim to encompass a wide range of observable phenomena, establishing their relationship in specifiable manners. The essence of a theory lies in its ability to undergo rigorous empirical verification using diverse methods such as controlled experimentation, meticulous observation, content analysis, common sense, and thought. Collectively, these sources provide the necessary evidence to reinforce or refine the theory's validity.

It is important to note that when constructing a theory, some of its foundational assumptions may be subjective and indeterminate. However, despite their inherent ambiguity, these assumptions can possess a notable degree of explanatory power while offering valuable insights into the observed phenomena. Within the realm of psychology, particularly in the study of language acquisition, theories often encompass a blend of empirical findings and fundamental assumptions. This amalgamation allows for a comprehensive understanding of the intricate processes involved in the development and mastery of language. By integrating various sources of empirical verification, researchers can construct theories that generate informative and significant predictions, further contributing to our comprehension of the multifaceted aspects of human cognition and communication.

Context

The educational center is named "Escuela Primaria Federal Benito Juárez." It is

located in the northern part of the city of Puebla, in the Ignacio Romero Vargas neighborhood, in the heart of the community. This area is classified as a high-marginalization zone due to crime and insecurity. Most residents have a lower-middle economic level, and the parents generally have a high school or technical school education.

An important point to highlight is that most parents are always willing to work together with the school. Although some circumstances may hinder students from reaching their full potential, parents generally view education as a means to improve their standard of living, so most are willing to cooperate in the educational advancement of their children.

A survey conducted during the pandemic to gather information about students' connectivity revealed that 90% of households have internet access, so the school primarily used digital tools to maintain communication and implement strategies to continue learning. The primary economic activities in the community are commerce and jobs related to manufacturing factories. The parents are generally between 21 and 30 years old. Access to the educational center is easy, with good transport links, allowing students to get to school without problems. There are also vendors outside the school offering food to children, such as tamales, fruit, sandwiches, and junk food.

The school has 19 classes: four in first grade, three in second grade, three in third grade, three in fourth grade, three in fifth grade, and three in sixth grade, with an average class size of 43 to 46 students in a 4 by 5-meter space. There are 19 classroom teachers, a special education teacher, a physical education teacher, an English teacher, an administrative support staff member, and the principal. Students have shown a growing interest in technology, especially after the pandemic. During the pandemic, many classes became virtual, and students submitted their assignments online, prompting parents to acquire mobile phones for their children to continue their education. This sparked the idea of using mobile devices to develop digital skills.

Students now spend more time on their mobile devices exploring games, apps, and multimedia resources, giving them unlimited access to information. This has sparked

creativity and the ability to filter information based on what is relevant or useful at the moment, especially among sixth-grade students.

At the school, sixth-grade students have specific activities because they are about to transition to high school. They participate in end-of-year rehearsal protocols or have access to additional classes for academic support. This is also where they can explore other learning methods, such as mobile applications, to improve their English proficiency.

Assessment Tools for Teaching and Learning Practices

Formative assessment emerges as an ongoing assessment intended for the ongoing learning process that we called teaching. While 'assessment as teaching and learning' has been a hot topic for some time, it is clear that a variety of definitions and conceptual frameworks exist. There were many definitions used for assessment in those multiple frameworks, but common to each one, is that the focus of the construct is on improving learning and not high-stakes testing. It is eferred to the review by Angus MacNeil in his book on Teacher Assessment and the CMEC variety of working reports on literacy assessment, which indicate that the literacy assessment has a broader meaning for education than does numeracy and creativity (MacNaeil, 2008)

Buyers tell us tabout the potential confusion found among both scholars and educators regarding the nature of formative assessment. Given the lack of a median on assessment that includes not only a variety of assessment types but also supports the multiple purposes for which assessment is necessary, formative assessment will continue to be interpreted in multiple ways and in defining the term, thus producing misleading implications on both assessment application and practice. Based on the need to articulate a view on formative assessment that is comprehensive and conceptually coherent, the review highlights several constructs that are fundamental to teachers wanting to build formative assessment into their ongoing process of teaching and learning. Jointly these constructs are argued as serving as a 'big idea' for formative assessment. They are assumed to be interconnected and interdependent, which means it is important that they are

diagnostic in nature to be useful. If the assessment is not used to inform the subsequent teaching, then it is meaningless. A written test counts word identification, fluency, and comprehension and aims to assess the student's strategic use of the instructional material. The different sections of the tests were labeled with a picture so that students could adequately answer the questions. According to Fathman & Whalley (1990), "comprehension" refers to the "process of perceiving" written language and is divided into two processes: listening and reading. In connection with the "production", it implies the "production of both speech and written language". However, for this study, the focus would be on the first process. It is important to state how the text affects the individual learner according to his or her language acquisition, the background knowledge, and language skills that the student possesses; and the need to specify what has been learned in certain reading units. Young ESL students are in constant transition when it comes to learning to read and write. Their proficiency level is crucial since it affects the way they interpret and process reading texts. This leads to the adjustment of instructional interventions and the way speaking, reading, and writing components are assessed. Although there are researches that have studied the different assessment methods and tools, it would be important to focus on written comprehension since it is important that first-grade students understand written sentences.

Formative assessment in Basic Education

The assessment tools give detailed feedback, guide the creation of personalized learning strategies, and foster the development of self-efficacy. They structure the tasks in a developmental sequence coherent with the School Contextual Factors. Additionally, they are able to yield data through informal and authentic methods based on the children's performance in the tasks.

Pedagogists have designed commercial assessments according to the Unit Size and Autonomy theory. A good program has to take into account the ELLs' lives and the school context, focusing on dialogs, texts of different genres. It is important to monitor the ELLs' progress as they become increasingly proficient in English.

It is crucial for instructors to design assessment instruments that align with their teaching philosophy and the multifaceted nature of engineering education. These instruments should not only evaluate students' technical knowledge and analytical skills but also measure their ability to incorporate ethics, societal impact, and sustainability into their engineering practice. By implementing a comprehensive assessment framework, instructors can ensure that students develop into well-rounded engineers who understand the broader implications of their work. This approach will contribute to fostering responsible and conscientious engineering professionals who can address complex societal challenges while upholding ethical standards and promoting sustainable development.

Teachers should remember their role as a facilitator and implementer of thought. They need to remember the importance of teaching and learning the critical skills wherein students can think about their learning, how the language choices that they are making serve their best purpose, and to remind the learners that no two speakers are alike with their chosen words. Moreover, with access to such ubiquitous technology, learners can discover that language is not only spoken and written but, in fact, may also be accompanied by gestures, making the learning even more inclusive. Students could see what speakers do when they wish to communicate ideas that are not easily expressed by spoken or written language. Upon consideration, writing and speaking are done through technology

Lesson Plan 5 Session.
School: Primaria Benito Juárez
Grade: 1 "A"
Location: Puebla, Puebla.

Session link:

https://youtu.be/Gjem6IB3oa0?si=I21J2UYHfJhJjWHi

Session 1: Listening and speaking

Objective: To develop listening skills and vocabulary related to greetings and basic expressions.

1. **Warm-up (5 minutes):**
   - Greet students at the door individually, modeling the use of "Hello" and "Hi". Encourage them to respond accordingly.
     Greeting students individually allows for personal interaction and sets a positive tone for the lesson, reinforcing the use of greetings in real-life situations.

2. **Listening Activity (10 minutes):**
   - Play audio recordings of greetings and basic expressions, such as "Hello", "How are you?", and "Goodbye".
   - **Listening to audio recordings helps students develop their auditory discrimination skills and exposes them to authentic English pronunciation and intonation.**
   - Pause after each expression to ensure understanding, and have students repeat after the audio.

3. **Group Practice (10 minutes):**
   - Pair students up and give them a scenario (e.g., meeting a friend, saying goodbye to a family member).
   - **Pairing students up allows for peer interaction and gives them the opportunity to practice the greetings and expressions in a supportive environment, enhancing their confidence.**
   - Students take turns practicing the greetings and expressions with their partners.

4. **Wrap-up (5 minutes):**
   - Gather students together and review the new vocabulary.
   - Encourage students to use the greetings and expressions throughout the day.
   - **Reviewing the vocabulary consolidates learning and provides closure to the lesson, reinforcing the importance of using greetings and basic expressions in everyday communication.**

Session 2: Speaking and writing

Objective: To practice speaking skills through simple conversations and role-play.

1. **Warm-up (5 minutes):**
   - Begin with a review of the greetings and basic expressions from the previous session. Have students stand up and greet each other using the expressions.
   - **Reviewing greetings and expressions from the previous session primes students for speaking activities and encourages active participation.**

2. **Vocabulary Introduction (10 minutes):**
   - Introduce new vocabulary related to family members using flashcards or pictures. Practice pronunciation together.
   - **Introducing new vocabulary with visual aids helps students grasp the meaning of words more easily and facilitates correct pronunciation**.

3. **Role-play Activity (15 minutes):**
   - Divide the class into small groups and assign each group a family scenario (e.g., having dinner together, going to the park).
   - **Engaging in role-play provides students with a context for using the newly learned vocabulary in meaningful conversations, promoting fluency and communication skills.**
   - Students role-play the scenarios using the family vocabulary.

4. **Group Discussion (10 minutes):**
   - Lead a class discussion about families. Ask questions such as "Who is in your family?" and "What do you like to do with your family?"
   - **Discussing families encourages students to share personal experiences and fosters a sense of community within the classroom.**

5. **Wrap-up (5 minutes):**
   - Review the family vocabulary and expressions.
   - Encourage students to talk about their own families with their classmates.
   - **Reviewing the family vocabulary reinforces learning and encourages students to continue using the language outside the classroom.**

Session 3: Reading and writing.

Objective: To introduce reading skills through simple texts and comprehension activities.

1. **Warm-up (5 minutes):**
   - Start with a quick review of the family vocabulary.
   - **Reviewing vocabulary prepares students for the reading activity and activates their prior knowledge**.

2. **Reading Activity (15 minutes):**
   - Introduce a short, illustrated story about a family. Read it aloud to the class, emphasizing intonation and expression.
   - **Introducing a story with illustrations makes the reading material more engaging and accessible to young learners, stimulating their interest and imagination.**

3. **Comprehension Questions (10 minutes):**
   - Distribute comprehension worksheets with simple questions about the story.
   - **Comprehension questions assess students' understanding of the story and promote critical thinking skills.**
   - Students read the questions and answer them independently or in pairs.

4. **Group Reading (10 minutes):**
   - Divide the class into small groups and give each group a copy of the story.
   - **Reading in small groups provides peer support and encourages collaborative learning, while also giving students the opportunity to practice reading aloud.**
   - Students take turns reading aloud to each other within their groups.

5. **Wrap-up (5 minutes):**
   - Review the story together as a class, discussing key events and characters.
   - Reinforce vocabulary and comprehension by asking questions about the story.
   - **Reviewing the story enhances comprehension and reinforces vocabulary learning, helping students consolidate their reading skills.**

Session 4: Writing and speaking.

Objective: To practice writing skills through basic writing exercises.

1. **Warm-up (5 minutes):**
   - Begin with a quick review of the family vocabulary and expressions.
   - **Reviewing vocabulary and expressions from previous sessions prepares students for the writing activities and reinforces their learning.**

2. **Writing Activity (15 minutes):**
   - Provide each student with a worksheet containing a simple prompt, such as "Draw your family" or "Write about your favorite family activity".
   - Encourage students to write or draw their responses on the worksheet.
   - **Providing writing prompts and worksheets gives students a structured opportunity to practice writing in English, allowing them to express themselves creatively and develop their writing skills.**

3. **Peer Review (10 minutes):**
   - Have students pair up and share their worksheets with their partners.
   - Partners provide positive feedback and ask questions about each other's responses.
   - **Peer feedback promotes a supportive learning environment and encourages students to reflect on their own writing while also learning from their peers**.

4. **Group Activity (10 minutes):**
   - Lead a collaborative writing activity where students work together to create a short story about a family outing or event.
   - Encourage each student to contribute a sentence or idea to the story.
   - **Collaborative writing fosters teamwork and encourages students to work together to create a cohesive piece of writing, promoting communication and cooperation skills.**

5. **Wrap-up (5 minutes):**

- Display students' worksheets and the collaborative story on a bulletin board.
- **Celebrate their writing efforts and creativity.**
- **Displaying students' work celebrates their achievements and reinforces the value of writing in English as a means of communication.**

Session 5: Intercultural/Cultural Component

Objective: To introduce students to different cultures and promote cultural awareness.

1. **Warm-up (5 minutes):**
   - Begin with a discussion about what culture means. Ask students to share examples of cultural differences they may have noticed.
   - **Discussing the concept of culture sets the stage for the cultural exploration activity and encourages students to think critically about cultural differences and similarities.**

2. **Cultural Activity (15 minutes):**
   - Introduce a cultural aspect from a different country, such as traditional clothing, food, or celebrations.
   - Show pictures or videos related to the cultural aspect and discuss its significance.
   - **Introducing cultural aspects from different countries broadens students' cultural awareness and promotes respect for diversity**.

3. **Discussion (10 minutes):**
   - Facilitate a class discussion about the cultural aspect introduced.
   - Encourage students to ask questions and share their thoughts about the similarities and differences between their own culture and the one being discussed.
   - **Facilitating a discussion about the cultural aspect allows students to express their opinions, ask questions, and deepen their understanding of different cultures.**

4. **Hands-on Activity (10 minutes):**
   - Engage students in a hands-on activity related to the cultural aspect, such as coloring flags, making traditional crafts, or trying a simple cultural snack.
   - **Engaging in hands-on activities related to the cultural aspect provides students with a multisensory learning experience and reinforces their understanding of the cultural concept**.

5. Wrap-up (5 minutes):	
	• Recap what they've learned about the new culture and its significance. • Emphasize the importance of respecting and appreciating different cultures and encourage students to continue exploring and learning about the world around them. • **Recapitulating cultural learning reinforces key concepts and encourages students to reflect on the importance of cultural diversity in today's globalized world.**

Materials:

Class 1:
Greetings

https://www.youtube.com/watch?v=X2gvuL6ZZXQ

Pictures

Lesson 2

Picture Dictionary (Family)

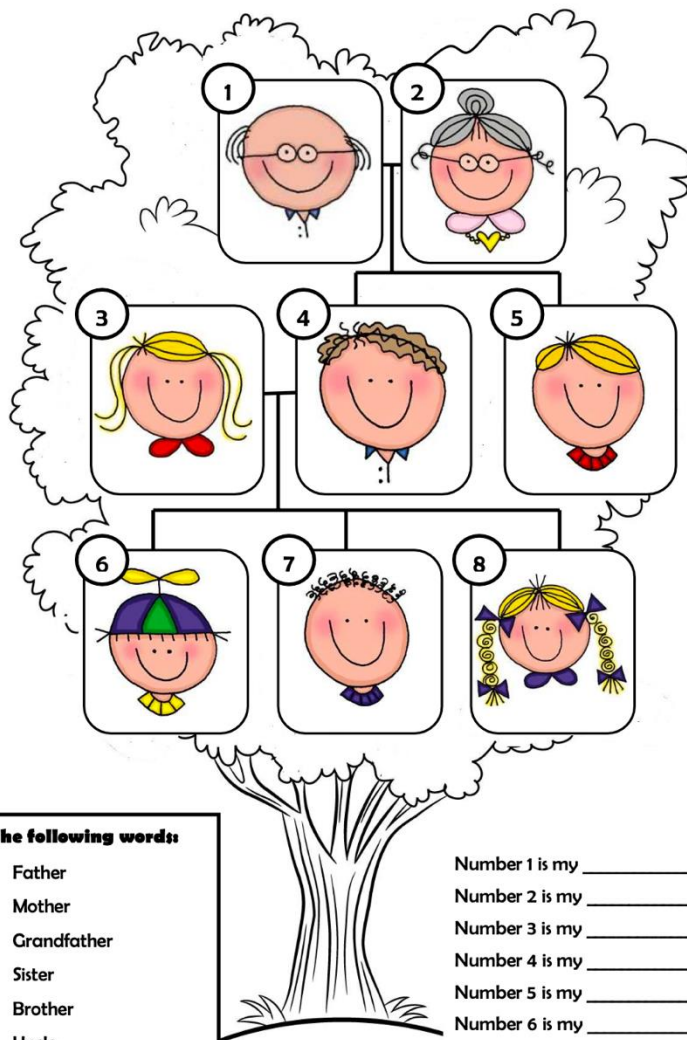|				
aunt	baby	bride	brothers	daughter
father	granddaughter	grandfather	grandmother	grandson
groom	mother	nephew	niece	siblings
sisters	son	twins	uncle	

Lesson 3

Family Story

Family

Hello! My name is John and I am number 7. Look at my family tree and complete the sentences with the right word from the box below.

Use the following words:

- Father
- Mother
- Grandfather
- Sister
- Brother
- Uncle
- Grandmother

Number 1 is my _____.

Number 2 is my _____.

Number 3 is my _____.

Number 4 is my _____.

Number 5 is my _____.

Number 6 is my _____.

Number 8 is my _____.

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ONCE UPON A TIME.

A modern fairy tale.

Coronation of King George VI, 21st May 1937

Queen Elizabeth II is the queen of the United Kingdom. She was crowned on February 6, 1952. She is the oldest reigning monarch in history.

Once upon a time, in 1926, in London lived a little princess called Elizabeth Alexandra Mary Windsor. Her grandfather was King George V, her grandmother Queen Mary. Her father was Prince Albert, Duke of York and her mother was Lady Elizabeth Bowes-Lyon. Her uncle Edward was the Prince of Wales, heir to the throne.

She loved riding horses, long walks in the country with her dogs and playing with her little sister Princess Margaret.

But sometimes fate takes a hand. Uncle Edward became King in 1936 but fell in love and abdicated. Therefore, her father Prince Albert became King George VI and the little princess the next heir to the throne.

She now lived in Buckingham Palace and had to prepare for her future role and not an easy one.

When World War II began, the little princess started to get involved. She gave her first radio broadcast in 1940 on the BBC's Children's Hour. She also trained as a car mechanic and a driver in the Auxiliary Women Branch of the army.

One day, she met her prince, Prince Philipp of Greece and Denmark. They fell in love and got married in 1947.

They had four children, Charles, Ann, Andrew and Edward and many grandchildren, the most famous being Prince William and Harry.

Coronation of Queen Elizabeth, 2nd June 1953

Lesson 4

<div style="border: 3px solid green; padding: 20px;">

"Draw your family"

"Write about your favorite family activity".

</div>

Students write collaborative writing on a piece of paper.

Lesson 5:

Cultural Diversity

Before You Read:

1. Watch the video and discuss its intended meaning.
2. With a partner, discuss what culture means to you.

As You Read:

1. **Complete the text with the words from the list below:**

insult - - interest - impolite - intertwined

A few years ago, a Japanese student I was tutoring shared an ……………… cultural experience with me. She had attended a dinner at an American friend's home. While he was still preparing the dishes, some of the other friends began to eat. The problem was, in her culture it's ………………. to begin eating if your host hasn't started, so she sat there waiting patiently for him. However, this made the host think that she didn't like the food that he made. This is the difference between cultures. If we don't understand, then we could possibly ……………… people, even when we're not trying to be rude.

Although we're just learning English, it's also important to understand culture because culture and language are very much ……………… To learn a language better, we must become part of the culture too!

Of course Chinese, French, and Korean aren't the only important cultures to know, but I'm hoping the image above will show you that every culture has its own differences and you should be aware when you travel abroad, meet new people, or do business. In your culture, is it OK to eat before your host eats?

2. **After reading the text, split into pairs to form questions to ask to your classmates.**
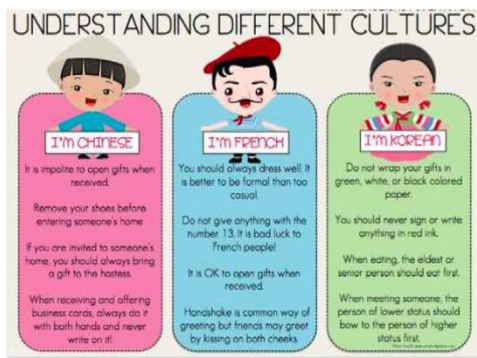
Assessments tools

Session 1: Listening and Speaking

Objective: To develop listening skills and vocabulary related to greetings and basic expressions.

Observation: Teacher observes students' responses to greetings to assess their ability to use and understand basic greetings.

Listening Activity (10 minutes)

Listening Quiz: Short oral quiz where students identify the greetings and basic expressions after listening to the audio recordings.

Repeat-after-me: Teacher assesses pronunciation and understanding through students' ability to repeat the expressions correctly.

Group Practice (10 minutes)

Peer Assessment: Students assess each other using a simple checklist (e.g., correct greeting used, clear pronunciation).

Wrap-up (5 minutes)

Session 2: Speaking and Writing

Objective: To practice speaking skills through simple conversations and role-play.

Observation: Teacher observes student interactions to assess recall and proper use of greetings.

Vocabulary Introduction (10 minutes)

Flashcard Quiz: Teacher uses flashcards to quiz students on new family vocabulary, assessing both recognition and pronunciation.

Role-play Activity (15 minutes)

Performance Checklist: Teacher uses a checklist to assess students during role-play on aspects such as correct use of vocabulary, fluency, and interaction.

Group Discussion (10 minutes)

Class Participation: Teacher notes student participation and ability to use new vocabulary in context during the discussion.

Wrap-up (5 minutes)

Session 3: Reading and Writing

Objective: To introduce reading skills through simple texts and comprehension activities.

Quick Quiz: Verbal or written quiz on family vocabulary to assess recall.

Reading Activity (15 minutes)

Observation: Teacher observes students' engagement and comprehension as they follow along with the story.

Comprehension Questions (10 minutes)

Worksheet: Students complete comprehension questions; teacher assesses for understanding of the story.

Peer Feedback: Students provide feedback to each other on reading fluency and accuracy.

Class Discussion: Teacher assesses comprehension through questions about the story's key events and characters.

Session 4: Writing and Speaking

Objective: To practice writing skills through basic writing exercises.

Vocabulary Quiz: Quick written or oral quiz on family vocabulary and expressions.

Writing Activity (15 minutes)

Worksheet Assessment: Teacher collects and reviews worksheets to assess writing skills and content.

Peer Review Form: Students use a simple form to give feedback on their partner's worksheet.

Group Writing Rubric: Teacher assesses the collaborative story using a rubric focused on creativity, vocabulary use, and coherence.

Wrap-up (5 minutes)

Class Display: Assessment through observation of students' reactions and engagement with the displayed work.

Session 5: Intercultural/Cultural Component

Objective: To introduce students to different cultures and promote cultural awareness.

Class Discussion: Teacher assesses prior knowledge and understanding of cultural differences through student contributions.

Cultural Activity (15 minutes)

Observation and Questions: Teacher observes student engagement and asks questions to assess understanding of the cultural aspect presented.

Discussion (10 minutes)

Participation Checklist: Teacher uses a checklist to note student participation and depth of understanding during the discussion.

Hands-on Activity (10 minutes)

Activity Outcome: Assessment through the quality and completion of the hands-on activity (e.g., accuracy in coloring flags, making crafts).

Reflection: Short oral or written reflection where students share what they learned about the new culture and its significance.

Results:

Session 1: Listening and Speaking

Objective: Develop listening skills and vocabulary related to greetings and basic expressions.

Observation: Most students were able to respond to greetings ("Hello," "Hi") appropriately. A few students needed additional prompts but improved with repetition.

Listening Quiz: Approximately 80% of the students correctly identified the greetings and expressions from the audio recordings. Students showed good auditory discrimination skills.

Peer Assessment: During paired practice, students showed a high level of engagement. Peer feedback indicated that around 85% of the students used greetings correctly, though some struggled with pronunciation.

Exit Ticket: Almost all students could recall at least one greeting or expression, indicating a successful acquisition of basic vocabulary.

Session 2: Speaking and Writing

Objective: Practice speaking skills through simple conversations and role-play.

Observation: Students confidently used greetings from the previous session, demonstrating good recall and usage.

Flashcard Quiz: On average, students correctly identified and pronounced 7 out of 10 family-related vocabulary words. Visual aids proved effective in vocabulary retention.

Performance Checklist: Role-play activities were successful, with about 90% of students effectively using the new vocabulary in context. Fluency and interaction were high, though a few students needed more support.

Class Participation: Most students eagerly participated in the discussion about families, sharing personal experiences and practicing new vocabulary.

Oral Summary: Students could summarize the family vocabulary and expressions well, showing that the lesson's objectives were met.

Session 3: Reading and Writing

Objective: Introduce reading skills through simple texts and comprehension activities.

Quick Quiz: Students recalled family vocabulary well, with an average score of 8 out of 10.

Observation: During the reading activity, students were engaged and followed the story attentively. Intonation and expression used by the teacher helped in maintaining interest.

Worksheet: Comprehension questions were answered correctly by about 75% of students, indicating good understanding of the story. Some students needed help with specific details.

Peer Feedback: Group reading sessions showed positive peer interactions, and students were supportive of each other's reading efforts.

Class Discussion: Students could discuss key events and characters from the story accurately, reinforcing their comprehension skills.

Session 4: Writing and Speaking

Objective: Practice writing skills through basic writing exercises.

Vocabulary Quiz: Students scored an average of 7 out of 10 on vocabulary recall and usage, indicating solid retention of the words taught.

Worksheet Assessment: Most students completed their writing prompts effectively, demonstrating creativity and correct usage of family vocabulary. Writing varied in complexity, reflecting individual skill levels.

Peer Review Form: Feedback sessions were constructive; students provided positive and helpful comments, showing their ability to engage critically with peers' work.

Group Writing Rubric: Collaborative story activities resulted in creative and cohesive narratives. Students worked well together, with each contributing ideas, though some required guidance to stay on task.

Class Display: Students showed pride in their work, and the display generated excitement, reinforcing the value of their writing efforts.

Session 5: Intercultural/Cultural Component

Objective: Introduce students to different cultures and promote cultural awareness.

Class Discussion: Students demonstrated an initial understanding of cultural differences and shared personal observations. Engagement was high, indicating curiosity and openness.

Observation and Questions: During the cultural activity, students were attentive and asked relevant questions, showing interest and understanding of the cultural aspect introduced.

Participation Checklist: Most students participated actively in the discussion, showing an ability to compare and contrast cultural elements thoughtfully.

Activity Outcome: Hands-on activities were completed with enthusiasm. Students' work, such as colored flags and crafts, showed attention to detail and comprehension of the cultural significance.

Reflection: Reflections indicated that students gained a deeper appreciation for cultural diversity. They could articulate what they learned and expressed a desire to learn more about different cultures.

The assessment results indicate that first-grade students effectively met the objectives of each session. They demonstrated strong engagement, comprehension, and retention across listening, speaking, reading, and writing activities. Cultural awareness activities were particularly successful in fostering curiosity and respect for diversity. Moving forward, reinforcing pronunciation and providing additional support for students who need it will help ensure all students continue to progress.

Conclusion and reflection:

According to the results I could change some aspects such as, I would increase individual attention by spending more time with students who need additional prompts during greetings, providing one-on-one support to ensure they feel confident in their responses. To enhance audio activities, I will incorporate varied audio materials, such as songs or interactive listening games, making the listening activity more engaging and helping students improve their pronunciation through fun and repetition. Introducing flashcards or visual cues alongside audio recordings will help students connect spoken words with visual images, reinforcing their understanding and recall of greetings. Additionally, I will monitor peer practice more closely by circulating actively during paired practices to provide immediate feedback and support, ensuring all students are correctly using and pronouncing greetings.

To improve all sessions , I would incorporate more visual aids, such as family tree diagrams or picture cards, during vocabulary introduction to help students better

understand and remember new words. I would extend role-play time, allowing students to practice speaking in more varied and extended scenarios, thus improving their fluency and confidence. Providing structured support, such as sentence starters or conversational prompts during role-plays, I would help students who struggle with coming up with dialogue on their own. Additionally, I would introduce more varied and engaging discussion topics related to families to maintain student interest and encourage more personal sharing, which will help in practicing new vocabulary.

Teaching first grade in an elementary school is both a challenging and deeply rewarding experience. It is a pivotal time in a child's educational journey, where foundational skills are established, social interactions are nurtured, and a love for learning can be ignited. First-grade teachers play a crucial role in shaping young minds, guiding students through the basics of reading, writing, and math while fostering curiosity, creativity, and emotional growth.

In conclusion, success in teaching first grade requires patience, adaptability, and a deep understanding of child development. Effective educators create inclusive and engaging classrooms, promoting a sense of community, and encouraging active participation. They also collaborate with parents and other educators to ensure a supportive learning environment. Ultimately, teaching first grade is about more than academics—it's about building a strong foundation for lifelong learning and helping children become confident, compassionate, and capable individuals.

To improve in the future I will stay updated on the latest teaching methodologies and educational research. Attending workshops, conferences, and professional development sessions will help me gain new skills and insights into effective teaching practices. I plan to seek feedback from peers, administrators, and parents regularly. Reflecting on my teaching style, classroom management, and student outcomes will guide me in making necessary adjustments to improve. Also I will work with other teachers in my school and beyond to share ideas and resources. Collaborating with colleagues will enable me to explore innovative teaching methods and create a more engaging classroom environment. Then I aim to embrace technology in my classroom. Using educational apps, interactive whiteboards, and online resources will help me create a dynamic learning experience that captivates

my students' attention, and I will focus on the needs and interests of my students. Differentiating instruction and allowing for student input will ensure that I meet the diverse learning styles and abilities in my classroom. I recognize the importance of taking care of my physical and mental health. I will prioritize self-care to ensure I am at my best for my students, as a well-rested teacher can make a significant difference in the classroom.

By following these strategies, I will continue to grow as a first-grade teacher and make a lasting impact on my students' educational journey.

Importance of well-designed instruments to assess students and their alignment with teaching philosophy. Engineering requires the holistic development of student skills, attitudes, and knowledge. How best to assess the impact of interventions? College engineering programs seek to develop students with strong analytical abilities and a holistic appreciation of engineering. This holistic appreciation includes an engineer's role in ensuring the safety, security, health, and wellness of the society they serve, and in minimizing the impact to the environment and society systems within which engineering solutions operate. Yet students often view these non-technical, non-analytical aspects of engineering as optional extras, rather than as central to the role of an engineer.

Appendixes:

Rubric to assess students:

Writing Rubric 1st Grade Elementary School Descriptive writing in short paragraphs. Use of the structure: subject + can + action				
Criteria	**Excellent 4**	**Good 3**	**Basic 2**	**Incomplete or below-level 1**
Content and format	The S wrote sentences using the structure: animals + can + verb in an excellent way. (in three short paragraphs)	The S wrote sentences using the structure: animals + can + verb in a good enough way. (in two short paragraphs)	The S wrote sentences using the structure: animals + can + verb in a good way (in one short paragraphs)	The S wrote sentences with the structure: animals + can + verb inadequately in any of the three paragraphs)
Spelling and use of punctuatio n marks	The student's work has no spelling mistakes.	The student's work has two to three spelling mistakes.	The student's work has four spelling mistakes.	The student's work has more than five spelling mistakes.
Neatness and handwritin g.	The student's presentation is absolutely neat and clear.	The student's presentation is neat and clear enough.	The student's presentation isn't clear and neat enough.	The student's presentation isn't neat and clear.
				Score: _____/12

Speaking skills

	5	4	3	2	1	
Vocabulary Knowledge **Use of appropriate terminology (content-area, academic)**	-may use limited descriptive words, with assistance (e.g. *colours, big, small*) -begins to name common objects and personal needs in the school environment (e.g. *survival vocabulary - bathroom*) -begins to use high-incidence utility words, with assistance (e.g. *pencil, water, book*)	-begins to describe objects using simple adjectives (e.g. *colors, size*) -begins to identify and use familiar nouns (e.g. *family*) and verbs (e.g. *walk, run, play, go*) -begins to use limited content area vocabulary, with assistance -uses high-incidence utility words with increased accuracy	-begins to describe familiar topics using more complex adjectives (e.g. *open, close, bottom, top*) -uses familiar nouns and verbs -uses limited content area vocabulary, with assistance -begins to use academic words, with assistance (e.g. *estimate, solve, design, different/similar, predict*	-begins to use increasingly advanced adjectives, with support (e.g. *smooth, shiny, etc.*) -uses content area vocabulary, with support -uses academic words, with increased accuracy	-uses increasingly advanced adjectives, with prompting (e.g. *huge, gigantic*) -uses content area vocabulary independently -uses academic words frequently	-uses adjectives frequently to enhance meaning -continues to use and develop a variety of grade appropriate content and academic vocabulary, including words with multiple meanings and word forms (affixes)

	5	4	3	2	1	
Pronunciation **Production of speech and speech sounds that contribute to listener comprehension**	-pronunciation may impede others' understanding	-mimics some stress and intonation patterns -pronunciation may impede others' understanding	-begins to demonstrate control of volume, intonation, stress, and rhythm -pronunciation leads to occasional misunderstanding	-demonstrates control of volume, intonation, stress, and rhythm -pronunciation is comprehensible, with occasional errors	-demonstrates emphasis by varying volume, intonation, stress, and rhythm -pronunciation is comprehensible	-pronunciation may approach that of a native speaker

Rubric number 2

Performance Elements or Criteria	Inadequate (0)	Developing but below expectations (1)	Accomplished/ Meet Expectations (2)	Exemplary / Displays leadership (3)	Score
Level of engagement and active participation	Student **never** contributes to class discussion; fails to respond direct questions	**Few** contributions to class discussion; hardly ever volunteers but responds to direct questions.	**Proactively** contributes to class discussion, asking questions and responding to direct questions	**Proactively and regularly** contributes to class discussion; initiates discussion on issues related to class topic	
Listening Skills	Does not listen when others talk, interrupts, or makes inappropriate comments	Does not listen carefully and comments are often nonresponsive to discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the contributions of other students.	
Relevance of Contribution to topic under discussion	Contributions, when made are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant	Contributions are relevant and promote deeper analysis of the topic	
Preparation	Student is not adequately prepared; Does not appear to	Student has read the material but not closely or has read only come of	Student has read and thought about the material in advance of class	Student is consistently well-prepared; Frequently raises	

	have read the material in advance of class	the assigned material in advance of class		questions or comments on material outside the assignment	
Behaviour	Student **almost always** displays disruptive behaviour during class	Student **occasionally** displays disruptive behaviour during class	Student **rarely displays** disruptive behaviour during class	Student **almost never** displays disruptive behaviour during class.	

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