

Praxis Paper

Adopting teaching strategies that cater to each student's needs, irrespective of their cultural background, preferred method of learning, or level of language proficiency, is essential in the current different educational environment. This paper investigates an instructional method for teaching irregular verbs to junior-level students from various language and cultural backgrounds. This method places a strong emphasis on social justice and multi-modality in language acquisition with the goal of fostering an inclusive learning environment that supports the success of all students.

Sociocultural theory, which emphasizes the value of language use, cultural context, and social interaction in the learning process, is the basis for this paper. Our methodology, which is based on this theoretical framework, recognizes the value of incorporating students' cultural experiences and backgrounds into language acquisition. Furthermore, we acknowledge the variety of learning styles that children possess, adopting a multi-modal strategy that accommodates different preferences and capacities, including visual, aural, or kinesthetic modalities of learning.

Our instructional approach begins with a review activity focusing on regular past tense verbs, like "talked" or "walked." This activity serves as both a refresher and a foundation for introducing irregular past tense verbs. Making use of flashcards enables a multimodal learning experience that takes into account our students' varied learning preferences. After completing the review exercise, students participate in a quick teacher-led conversation about irregular past tense verbs. By helping students realize that not all words have the "-ed" ending, this introduction sets them up for the activities that will follow in the session.

As part of the primary lesson, students work in groups to identify present tense verbs and then together change them into irregular past tense verbs through a collaborative storytelling exercise. A sense of relevance and belonging is fostered in the learning process when a story prompt is thoughtfully chosen to connect with students from culturally and linguistically diverse backgrounds. As a small group exercise, students practice several verb tenses by playing a game with a "snake and ladder" theme. In addition to fostering practical learning, this game promotes student collaboration and social engagement.

The sociocultural approach is shown in the emphasis on establishing a warm and accepting learning atmosphere where all students feel valued and included (Wertsch, 1998). The lesson plan's structuring of learning tasks to meet each student's unique needs and consideration of their varied cultural and linguistic backgrounds conforms to the concepts of sociocultural theory.

Students are required to use irregular past tense verbs in a paragraph that describes their activities earlier in the day to expand their study outside of the classroom. With this homework project, students can put their recently learned language abilities to use in authentic settings.

Our pedagogical methodology is a manifestation of our dedication to advancing inclusive language learning methodologies that respect students' cultural heritage, provide a range of learning preferences, and preserve social justice principles. Teachers may create an environment that is both supportive and enjoyable for all students to achieve in their language learning journeys by using multi-modal activities, culturally relevant content, and collaborative learning opportunities.

References

Wertsch, J. V. (1998). *Mind as action*. Oxford university press.