Pre-Webinar Poll Questions

1. Do you have trouble keeping your students engaged during lessons?

2. The Young Learner classroom should be _____________.

3. Visuals, hands-on activities, and a strong community help young students learn.
How many of you work with young learners?
How are young learners different from secondary or older learners?
Goals

- Gain a better understanding of the Young Learner (YL)
- Describe four strategies designed to engage and challenge YLs
- Provide examples for implementing these strategies in the language classroom
Have you heard of Jean Piaget? Raise your hand if you have!
Piaget’s Cognitive Development Stages

- **Sensorimotor**
  - (Birth - 2 Years Old)

- **Preoperational**
  - (2 - 7 Years Old)

- **Concrete Operational**
  - (7 - 11 Years Old)

- **Formal Operational**
  - (12 - Adulthood)
The Young Learner (YL)

Social
Imagination
Excited
Physical
Talkative
Curious
High-Energy
Hands-On
Spontaneous

5 – 12 Years Old
What types of activities do you think would engage young learners?
Classroom instruction should be . . .

- Enjoyable
- Interesting
- Active
- Hands-on
- Supported
- Meaningful
- Culturally appropriate and relevant
Strategy Focus:

- Building classroom community
- Making choices and taking risks
- Shaping individual learning
- Providing structure through classroom routines
Goal Directed Learning

- Set a clear goal for the activity
- Identify activities and materials that will be of interest to learners
- Create opportunities for working toward goals and making choices
- Create a rich and supportive environment

(Keen, Pennell, Muspratt, Poed, 2011)
Raise your hand if you have tried community building activities in your classroom.
Creating a Community
Community through Portraiture

Step One: Explanation

Create a self-portrait that demonstrates personal facts

- Favorite Food
- Hobbies
- Family
- Favorite sports/activities

Step Two: Model Activity

Perform a “think aloud” model of the activity while creating an example self-portrait
**Community through Portraiture**

**Step Three:** Model Language Structures

After portraits are created, model target language structures to give students an example of how to talk about themselves/their partner’s picture.

- *My name is* Lauren.
- *Her name is* Marta.
- *I like to* run.
- *She likes to play* tennis.

**Step Four:** Partner Up

Assign each learner a partner. Partners present their portraits to each other using the modeled structures.
Community through Portraiture

Step Five: Partner Presentation

Each partner introduces their classmate to the whole group. The portrait is displayed and the student stands next to it as they are being introduced.
Making Choices and Taking Risks
Raise your hand if you frequently use images in your classroom.
Visual Thinking Strategies (VTS)

A strategy in which the teacher leads the students in a discussion of a picture or photograph.
The Benefits

- Supports comprehension
- Activates prior knowledge
- Promotes meaningful collaboration
- Stimulates language use
- Allows students to make meaning through individual choices
- Brings life and realism to lessons
“A human being can develop by seeing and at the same time having and integrating other sensory experiences.”

(Debes, 1969, 27)
What makes a photo engaging?
The most memorable photos have a little "strangeness" about them, and include people and a sense of movement. These observations support the evolutionary theory that our brain is wired to notice movement, other people and objects we can interact with, the researchers say, because these things would have been the most important features of the landscape we evolved in.

- Shows something strange
- Includes people
- Depicts movement
- Contains common objects
Helpful Resources

1. New York Times Learning Network
   *What’s Going On In This Picture? (WGOITP)*

2. Americanenglish.state.gov
   - Picture US
   - “Winter Scenes”
   - “Fall Photos”
   - “Summer Time Photos”
   - “Pictures for Classroom Activities”

3. Students’ photographs or drawings

4. Local newspapers/magazines
The **Three Open-Ended Questions**

<table>
<thead>
<tr>
<th>What is going on in this picture?</th>
<th>What do you see that makes you say that?</th>
<th>What more can you assume?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Step One: First Impression Discussion

Step Two: Close Observation

Step Three: Making Inferences
Step One: First Impression Discussion

What’s going on in this picture?
Step Two: Close Observation

What do you see that makes you think that?
Step Three: Making Inferences

What more can you assume?
What do you think will happen next?
Making Inferences: Picture Stories
Making Inferences: Picture Stories

Step One:
Students get into groups of 3-4, and each learner chooses one section to observe closely.
Step Two:

Students use the three-column chart to list people, things, and actions they see in their section of the picture. Challenge them to list as many items as they can.

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What do you see in this picture?
Type your list in the chat box!

<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

[Image of a cartoon car with a person pointing]
<table>
<thead>
<tr>
<th>People</th>
<th>Things</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two men</td>
<td>Car</td>
<td>Pointing</td>
</tr>
<tr>
<td></td>
<td>Sunglasses</td>
<td>Driving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smiling</td>
</tr>
</tbody>
</table>
Step Three: Sections are put together to form a whole, and students share the items on their list.

Step Four: Teacher gives each group the first sentence of a story.

*After school, the boys went to the beach.*
Step Five: The students each contribute one sentence to the story based on their observations and creativity.

Step Six: Each group then presents their picture and story to the class.
Shaping Individual Learning
Student Generated Materials
“Children learn by doing, therefore, YLs will benefit most from activities which are hands-on and require them to interact with and manipulate realia.”

(Shin, 2014, p. 558)
Promote learner autonomy

Creativity encourages learners to make connections and take risks

Students brainstorm, plan, and make choices

Students engage in peer learning

Learners create and shape learning at their own pace
Principles for Incorporating Student Generated Materials

- Believe in students’ creativity
- Set a clear goal for each activity
- Refer students to something familiar
- Provide examples
- Have students share their work
Creating Classroom Visuals

**Step One:**
Provide an example

**Step Two:**
Divide Learners into pairs and provide supplies

**Step Three:**
Give learners time to make posters, and provide support as needed

**Step Four:**
Learners check spelling and grammar, and then posters are hung on the walls

Moiseenko, 2015
The sun is bright and hot!
Raise your hand if you would have students help make materials.
Classroom Routines
Do you have any classroom routines?

If yes, what types of routines do you use?
Why use routines?

- Security and confidence
- Sense of community
- Cooperation and shared purposes
- Opportunities for natural language acquisition
- Learner autonomy
Successful routines have . . .

Plan

Reward System

Movement or Action

Demonstration
Before class . . .

Date and Weather

Friday 26th September 2014

Cloudy + Rainy
During class . . .

Signals
Exit Ticket

Write one complete sentence about your family.

I have one brother and one sister.

Write one word that we learned today. Draw a picture that will remind you of the word.

APPLE
Now it’s your turn!

One strategy I would like to try from the webinar is ______________.
## Putting It Together

### Young Learners . . .

- are spontaneous and eager to learn.

- perform best with activities which are social, active, purposeful, and creative.

- benefit from a strong classroom community where they have input.

- need visual support.

- need to interact with content in meaningful and purposeful ways.

- benefit from a structured and organized learning environment.


“Pictures for Classroom Activities,” *English Teaching Forum*, 2006, Volume 44, Number 2
“Summertime Photos,” *English Teaching Forum*, 2012, Volume 50, Number 3
“Fall Photos,” *English Teaching Forum*, 2012, Volume 50, Number 4
“Winter Scenes,” *English Teaching Forum*, 2012, Volume 50, Number 1