



Effective Teaching Techniques for Young English Language Learners

A Practical Manual for Classroom Management, Lesson Planning, and Assessment





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ENGLISH LANGUAGE PROGRAMS
The World is Your Classroom

Welcome!

This teacher training manual contains three topics relating to best pedagogical practices to help in the support of all English language teachers throughout Albania in acquiring and strengthening their efforts in the classroom. The focus of this manual, which consists of classroom management, lesson planning, and formative assessment, is grounded on a student-centered approach to teaching and learning. With the students at the center of their learning, a greater opportunity to create meaningful and, therefore, engaging lessons. While this manual is geared more specifically for the first and second grade classrooms, many of the concepts and techniques described can be adapted to all age groups.

The intent of this training module is to provide professional development opportunities in a practical manner to English language teachers. The topics that are included are designed to assist them to plan and implement effective lessons.

It is the hope of all involved in the development of this manual that the training topics and suggested strategies are practical, current, and useful. The trainers and trainees ongoing feedback will provide continuous relevancy of what teachers and their students need to be prepared to contribute to the requirements of the 21st century.

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Please note:

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1. A Profile of First Graders

First grade young learners often enter school full of life and undergo significant changes in their development. From physical growth to emotional and social maturation, first graders make rapid transitions as they enter what is often their first “formal” classroom setting. To effectively manage the first-grade classroom, it is important to understand the general profile of a first-grade young learner.

The typical characteristics of first graders described below give teachers a guide to what to expect in the first-grade classroom. It should be noted that children develop in different aspects of life at different paces; for example, one child may have the social development of a second grader but has physically developed more slowly. If a child does not display growth in an expected area of development or behavior, it does not mean that the child is not “normal”. They all have an enormous potential for learning. While every young learner is unique in terms of their development, interests, strengths, and learning styles, knowing some common traits of first graders gives teachers a good place to start as they create and manage the classroom.



Physical Development

First graders are often in constant motion. They are constantly testing their muscle strength and can be found running, skipping, jumping, dancing, grabbing, fidgeting in their seats, throwing, catching, chewing, and gesturing as they speak. They are also developing their motor skills. Their handwriting is improving (though they may flip letters such as “b” and “d”), and they are developing the ability to copy shapes and designs. They are learning to distinguish between right and left, and their hand-eye coordination is improving to the point of tying their shoelaces and zipping their jackets, and they are also learning how to correctly use the school supplies.



Social and Emotional Development

First graders are beginning to think about how they are viewed in the eyes of others, particularly their parents and teachers. They often feel self-conscious; thus, they are often sensitive to criticism and thrive on encouragement. In addition to their yearn to challenge themselves, they have a strong desire to perform well and do things correctly due to their strong need for approval from their parents and teachers.

They also start developing their moral sense through keen observation and the teachings of their parents and educators. However, they may have unrealistic expectations and are crushed when those expectations are not met. They view things as right or wrong, wonderful or terrible, with very little middle ground. First graders also want to make friends, but independently creating new friends with classmates has its challenges. They can be bossy and then not understand why an offer of friendship is rejected.

Young learners are moody – they can be very friendly and enthusiastic one minute, then unruly and short-tempered the next minute. They can also be very competitive and need to learn how not to be a sore loser or a sore winner.



Intellectual Development

First graders are driven by achievement. They love to ask questions to learn and perform well. They are interested in real life tasks and activities, and they often learn best through discovery and active involvement. They're beginning to understand the past when it's tied closely to the present, and they've developed a solid concept of time and days of the week. They learn to question things and show a gradual increase in attention span. They rapidly learn new vocabulary, including some abstract concepts. When reading, they are beginning to match letters to sounds, and they are learning to read common sight words, such as the. However, they have a short attention span and become restless easily.



Transitioning from Kindergarten to First Grade

Being in a formal classroom is often a very new experience for first graders. Kindergarten is often structurally different from elementary school. Before entering first grade, young children had more freedom to roam the classroom, talk to anyone they wanted, and freely work on activities that interested them. Kindergarten schools often provide activities that are geared towards inclusivity and support for their well-being.

The transition to first grade is often jarring. However, it is important to keep in mind that a successful start to school depends on a good transitional process. Children's entry into school is accompanied by enormous feelings. Children are exposed to new rules that restrict their desire for free movement. They may no longer get out of their seats without permission, which frequently leads to difficulties of sitting still. They are also limited to when they are allowed to speak. They are taught to raise their hand before speaking, repressing the urge to blurt out the answer to a question the teacher asks. They are no longer allowed to talk to their friends as they please; they must wait for activities and breaks to do so.

Additionally, the group size is larger and with fewer adults to support them in the room. Teachers also sometimes implement assigned seating, and learning tends to become less cooperative and more individually based. There is less choice for young learners in activities performed in class.

These new classroom rules and expectations repress young learners' high energy levels, leading to frustration, restlessness and fidgeting in their seats.

2. Motivating First Graders to Learn English

Motivation is sometimes a challenge when it comes to teaching English to first graders. The other subjects (Albanian language, mathematics, science) offer direct and practical value to their daily lives. However, young learners might not have many opportunities to use English outside of the classroom. Many children's parents, relatives, friends, and communities do not speak English. With few opportunities to use English in their daily lives, young learners may question why they must learn English.

It is also important to remember that *they are still learning their first language*. Additionally, young learners often struggle with thinking long-term, so it is important to remind them why learning English is important and useful.

Teachers can motivate young learners to learn English by triggering their interests through:

- a) Personalizing tasks
- b) Integrating engaging activities
- c) Integrating technology
- d) Praising their effort and behavior
- e) Encouraging English language experiences outside of the classroom.

2.1 Personalizing Tasks

Young learners of any age are more likely to be engaged if they can relate the target language to their own lives, experiences, and interests. Fortunately, several activities and homework assignments can help young learners personalize their learning.

Examples of personalized tasks:

TOPIC: COLORS

Activity 1:

Teacher calls out color, young learners hold up one of their own objects of that color.

Activity 2:

Young learners draw something blue, something yellow, and something red.

- Teacher monitors classroom, helps young learners with vocabulary as needed.
- Young learners share what they drew with classmates: "This is a(n) (color) (item)."
- Purpose: Young learners have the freedom to draw whatever they wish to draw, as long as they are using the correct colors when presenting their drawings.

Activity 3:

Homework: Bring something blue, something yellow, and something red to class to the next lesson.

Activity 4:

Throw different colored balls or balloons randomly at the children and as they try to catch them, they must shout out the color before they touch them. This activity incorporates movement into learning.

TOPIC: DAILY ROUTINE

Activity 1:

Teacher asks students what the first thing they did today was (usually “Wake up”), then elicits the next few things. The teacher draws pictures or posts flashcards of the activities on the board, then asks students which activities they do every day and what time they usually do them.

Activity 2:

Teacher hands students a worksheet divided into four sections with pictures of morning, afternoon, evening, and night. Students draw pictures of what they do during each time of day. Students then describe their activities to their groups, and some can volunteer to share with the class.

Activity 3:

Guessing the daily routine activity mimed by a friend.

2.2 Integrating Engaging Activities

Young learners are more likely to learn English when they are engaged with the target language. Engaging work stimulates young learners’ curiosity, helps them express creativity, and promotes positive relationships with others. Young learners are disengaged when they have repetitive work that requires little or no thought and is forced upon them. Research has shown that young learners show three characteristics when they are engaged: attraction to their work, persistence in their work despite challenges, and visible delight in their accomplishments.

Some common features of engaging activities include:

- Authentic materials
- Activating background knowledge
- Incorporating multiple learning styles (visual, audible, kinesthetic, tactile)
- Personalizing tasks
- Constructive and positive feedback
- Creative use of language

Fortunately, activities can be designed to be engaging at every stage of a lesson. Below are a few examples of pre, during, and post activities, and more can be found in Chapter II.

Pre-stage activities






Brainstorming activities

- *Ex. “Brain Stormers”.* The teacher calls out a category, e.g. “Five foods that are red.” Students try to draw five items from different categories related to the topic. The first team to draw the five items wins the round after showing the pictures to the class. Play several rounds. The teacher helps with vocabulary as necessary.
- *Mind map:* Place the topic or the concept in the middle of the map and branch off of ideas.

	<i>Brainstorming activities</i>	PRE-STAGE ACTIVITIES
	<i>Songs</i>	
	<i>Pictures, flashcards, or realia to activate background knowledge</i>	
	<i>TPR (Total Physical Response) activities</i>	

During- stage activities

	<i>Physical and verbal responses when hearing key vocabulary</i>	DURING STAGE ACTIVITIES
<ul style="list-style-type: none"> The teacher posts flashcards around the room. The teacher says the vocabulary term, and students point to the correct flashcard. After repeating this several times, the teacher points to the flashcards and the students say the words. 		
	<i>“Teacher Says”</i>	
	<i>“I Spy”</i>	

Post-stage activities

	<i>Activities that build on previous learning</i>	POST-STAGE ACTIVITIES
	<i>Role play</i>	
	<i>Draw pictures</i>	
	<i>Bingo</i>	
	<i>Flashcard Pictionary</i>	

- Groups of 6 are divided into teams of three and have a pile of flashcards related to the topic. One student from one team picks a card and whispers the vocabulary word to a second member. The second team member draws the word, and the third team member tries to guess the word. The time limit is one minute per round.

2.3 Integrating Technology

Children of the modern era have become digital natives – they are growing up with technology as a key component of daily life. They feel comfortable and confident using and interacting with technology. Thus, as technology becomes more rapidly available in the classroom, it is important to know how to use it effectively in a given lesson.

Technology has many benefits in the classroom. It can help young learners develop their listening, speaking, reading, writing, and critical thinking skills. Additionally, the variety of online media can help address multiple learning styles and promote diversity. However, it is important to remember that technology should be considered a tool, not a substitute, for learning.

While many classrooms in Albania only have regular access to a single computer, there are several ways to incorporate basic technology to create an interactive and engaging learning environment.

Note: This manual assumes that the English language classroom has one computer, an internet connection, a projector, and speakers. Teachers should also check that the technology works before each class, and they should be prepared for instances in which the technology does not work.



Slide Decks

One of the most common uses of basic technology in the classroom is to create slide decks to supplement instruction. There are a few advantages to using slide decks during a lesson:

- The legibility of a teacher's handwriting is not an issue.
- The text and images are enlarged enough for every young learner to be able to see clearly.
- It is simple for teachers to incorporate pictures, videos, sound, hyperlinks to online media, and other engaging visuals.
- Time saving as the teacher prepares everything in advance and not during the lesson.

When creating slide decks, there are a few important measures to keep in mind:

- The color scheme should have a high contrast between the background and the text. For example, purple has a high contrast with yellow, but purple has a low contrast with pink or blue. This point is especially important for young learners who have visual impairments or color deficiencies.
- The font should be very legible and large enough for young learners in the back of the room to see clearly.
- There should only be a handful of bullet points in each slide.
- Images and videos should be checked for copyright issues.



Video Clips

Using short video clips (maximum 5–8 minutes) can be an entertaining and engaging way to supplement a lesson plan. They can be used to introduce a topic, reinforce or teach new vocabulary, strengthen listening skills, and other ways that can help young learners reach a learning objective. They can be great resources for listening, speaking, and pronunciation activities. For example, a video might assist learners with minimal pairs, such as “ship” and “sheep.” For young learners, there are countless videos that incorporate TPR activities, songs, and storytelling.

However, video clips should not be used as a substitute for instruction. While visual media can help young learners process information more efficiently, it does not by itself allow for reflection, analysis, or imagination. When using video clips, teachers need to incorporate activities that build on what the learners watched. Below are sample types of activities that a teacher can use after viewing:

- *General Comprehension*: “What is the girl’s name? Where is she? What is she doing?”
- *Analysis*: “Why did the girl fight with her brother?”
- *Predicting*: (Teacher pauses video) “What do you think will happen next?”
- *Information Seeking*: “Do you think the girl was right? Why?”
- *Discriminating*: “What would you do in this situation? Why?”
- *Transforming Knowledge*: “Have you ever fought with your brother or sister? Why? What happened after the fight?”



The Akelius Digital Learning Platform

The Akelius Foundation and UNICEF co-developed the Akelius digital learning platform, a tool that can be used in a blended learning environment using interactive multimedia. Teachers can use Akelius’s audio, video, songs, games, and more to create a lesson that can meet all young learners’ learning styles and needs. Below are links to two digital booklets that provide guidance to using Akelius in the classroom, including sample lesson plans.

- [English Language Content for Level A0 \(Pre A1\) in Akelius Digital Learning Platform](#)
- [Lesson Planning Using the Akelius Digital Learning Platform booklet](#)



2.4 Praising Young learners

Praising young learners is an effective way to motivate young learners to learn and behave in the English classroom. It encourages young learners who are struggling and rewards hardworking learners.

It is important to remember that not all praise is created equal. Teachers sometimes tend to praise young learners' abilities and qualities, such as "You have a great memory for vocabulary!" or "You have such good pronunciation!". However, praising young learners' abilities has been proven to demotivate young learners from challenging themselves. Instead of praising quality young learners have, teachers should praise the effort and behavior behind them:

Ineffective Praise	Effective Praise
You have a great memory for vocabulary	You did a great job on your vocabulary quiz. Keep up the good work!
You are such a smart student.	Great job! You must have studied hard.
You are good at English. You got an A on your quiz.	You worked really hard in class, and your improvement shows it.

Teachers should use praise that focuses on what young learners can control, such as effort and behavior. Effort-based praise emphasizes how much time and thought they put into their work. It can be given both in-the-moment and after a good result:

Examples of effort-based praise

- "I can see you really tried hard with this homework. Well done!"
- "I'm so impressed with how hard you worked on this project."
- "I like how you tried hard until you finally got the correct answer."

Behavior-based praise can promote future instances of the desired conduct children may display in the future. It should be given in-the-moment:

Examples of behavior-based praise


- "You were really paying attention during the lesson – good job!"
- "You did a great job working with your group today. Keep it up!"
- "Great job sitting quietly when other students were asking questions!"


Using Praise Effectively

Below are a few tips for using praise effectively:

Be specific. Instead of leaving the child to guess what you're praising, specific praise can help the child remember the desired effort or behavior the next time a similar circumstance occurs:

Example:

 "You did such a good job today!"


 "Thank you for being so helpful when your friend had a problem."

Give praise in the moment. There is a better chance that children will repeat the desired effort or behavior if they receive praise soon afterwards.

Avoid comparisons with other young learners.

Example:

 "You got the best mark in the class – well done!"

 "You got a very high score in the reading test. Your hard work has really paid off this term!"

Keep track of who you give praise to. Teachers have a tendency to devote their effort and praise for the strongest and weakest young learners and the best-behaved and worst-behaved young learners, often ignoring the middle majority. Before each class, choose a few young learners who will receive some kind of praise that day to make sure all will eventually get praise during the week.

Don't overpraise. Young learners can sense a lack of sincerity if a teacher overpraises them.

2.5 Encouraging English Language Experiences Outside the Classroom

One of the most effective ways for young learners to learn English is to practice speaking outside of the classroom. Unfortunately, they might not have many opportunities to speak English at home if their families do not also speak English. However, there are several ways to encourage young learners to use English outside of the classroom.

- *Teach young learners English-language games that they can play at home or with friends*
- *Encourage young learners' families to practice speaking English at home.*
- *Share English-language apps, cartoons, songs, and videos with parents for their children to use at home.*
- *Assign homework that involves video or voice recordings (see the above 2.3 Integrating Technology section).*
- *Practice English in daily life. Ask young learners to tell some of the things they see or do every day.*

3. Establishing Classroom Rules

Young learners entering first grade often experience a formal classroom setting for the first time. Teachers need to establish rules and routines to get young learners feel comfortable and safe while also maintaining order in the classroom. Prior to your first day of class, it is best to devise a set list of rules and standards you want your young learners to follow, as well as consequences if those rules are broken. Ideally, the general rules should be agreed upon among all the teachers of the same grade, regardless of subject. Below is a list of common rules to be established in the first grade:

- Listen when your teacher is talking.
- Raise your hand to speak.
- Be safe, kind, and honest.
- Respect yourself and others.
- Line up at the end of class (or before lunch, the end of the day, etc.).
- Come to class prepared.
- Do your best.
- Ask for help if you need it.

On the first day of class, teachers should discuss each of the selected rules in detail. Another common practice to reinforce the rules is to post them around the room in very simple terms and with pictures (see below and the appendix for some examples). In the English class, the rules should be taught and reinforced in very simple terms in English.

Examples



The consequences for breaking the rules should also be clear and procedural. Teachers may demonstrate examples of what breaking the rules looks like and what the consequences are. Additionally, it is important to inform the young learners' parents or guardians of the classroom rules and consequences for infractions.

4. Addressing Misbehavior

It is imperative for teachers to address misbehavior in a swift and appropriate manner. Whether the misbehavior is minor or more serious, consequences must be implemented consistently from the start of the school year. Failure to address misconduct gives young learners the freedom to misbehave without fear of retribution.

There are several practices to keep in mind when addressing rule breaks:

Use nonverbal cues to continue teaching without interruption while still getting the message across.

- touch ear to get young learners to listen,
- point to eyes for young learners to look at the teacher,
- palm down to be seated, etc.

Start strict – the stricter a teacher is in the beginning; the more seriously young learners will take the rules.

Be consistent – the way a teacher addresses a rule break should be consistent from the start of the year to the end and among all young learners.

- Be specific in identifying the behavior. Giving general behavioral corrections like “Stop that” is ineffective because the young learner might not know what exactly they are doing wrong.
- Point out how the misbehavior affects teacher/classmates/learning environment

Example

- “If you talk while I’m talking, other young learners can’t learn.”
- “I’d like everybody to listen, please, and that includes you, Qemal. Thank you.”
- “Lorena, please stop distracting Mirela and get back to the activity.”

Get young learners to learn each other’s names. If a consequence of misconduct is detrimental to the class as a whole, other young learners can help enforce the rules and plea for the young learner(s) to stop misbehaving. Of course, they need to know each other’s names in order to do that.

Some common consequences for misconduct can include the following (in order of least to most severe):

- Look at young learner(s) disapprovingly.
- Call out the name of the misbehaving young learner(s).
- Count down from 5, then punish further if the behavior continues.
- Take points off their team during an activity.
- Re-seat the whole class.

Note: Only re-seating the misbehaving young learner with another rule-abiding young learner also specifically punishes the rule-abiding young learner. By re-seating the whole class, there can be some added peer pressure for the young learner to correct their conduct.

- Write young learner’s name on board.
- Exclude young learner from next activity.
- Stop the game for everyone.
- Talk to young learner after class.
- Tell principle and/or parents.

Below is an example of a procedure a teacher may implement when young learners break the rules repeatedly:

- The young learner receives a verbal warning with a reminder of the expectation.
- The young learner receives a second warning with the young learner's name written on the board.
- The young learner loses a privilege and receives a checkmark next to their name.
- The young learner receives a second checkmark, and the teacher informs the parent.
- The young learner goes to the director's office for further consequences.

If a young learner is consistently a troublemaker, it is important for the teacher to try to identify potential causes. Communication with the administration, the young learner's other teachers, and the parents is an effective way to determine what works with that young learner (and what does not work). Teachers should also review their lessons and determine if their activities address the young learners' learning styles and need for movement.

Additional factors that could affect a young learner's behavior could include undiagnosed conditions, such as ADHD or autism, and troubles at home, such as too little food, sleep, or physical safety.

5. Classroom Routines

People are creatures of habit; thus, it is important to create habits and routines for young learners to make them feel that they are in a comfortable learning environment. Setting several routines also helps create an efficient and effective lesson.



Benefits of Classroom Routines

There are several benefits when routines are set in a classroom:

- Routines allow learners to know what to expect in class. Having expectations leads to young learners feeling more comfortable in the classroom.
- Learners more likely to come prepared to class. If they know that they will always use required materials, books, and homework in each class, they will build a habit of bringing all of them to each class.
- Routines help keep young learners from getting distracted between activities. When young learners know what to do when an activity closes, the transition time is reduced, and the teacher can better prepare them for the next learning activity.
- Routines can help young learners practice all four skills (listening, speaking, reading, writing). If a teacher has several routines throughout the lesson
- Learners are more likely to understand what is happening in the lesson and maintain focus during instruction. When routines are built in an English language classroom, the young learners' mindset will be focused on learning English.
- Routines provide repeated exposure to contextualized language outside of curriculum.
- Routines enhance behavior management.
- Routines allow learners to have greater independence in the classroom. Rather than having to guide learners through each part of the lesson, they learn procedures and work independently. This gives a great deal of time for other important tasks, such as addressing group needs and conferring.



Types of Routines

Entry Routines

- Starting class on time.
- Sing a “hello song”.
- Getting into their assigned seats.
- Getting out the required materials and books.
- Personalized greetings while taking attendance.
- Reviewing the lesson agenda, the date, the weather, etc.
- Schema activating activity.



In-lesson Routines

- “Fast Finishers” routines (how young learners signal that they are finished, doing an extra assignment or activity, etc.).
- Instruction-giving and instruction comprehension routines.
- Transitions between activities.
- Behavior corrections and consequences.

Exit Routines

- Recapping the day’s lesson and the homework assignment.
- Packing.
- Lining up to exit the classroom.

6. Attention-Getters

Getting the young learners’ attention when closing an activity can often be a challenge. Only sending an audible signal to ask for attention is not enough – young learners who do not hear the signal will continue talking and may only stop when they finally notice other young learners being quiet. Thus, teaching young learners to respond to a signal multiple times can help draw their attention to the teacher and transition to the next learning activity.

Below are examples of call-and-response techniques to get young learners to stop the activity and transition to the next:

Example 1

Teacher: “Clap your hands once if you can hear me.” (Young learners clap)

Teacher: “Clap your hands twice if you can hear me.” (Young learners clap twice)

Repeat further as necessary.

Note: Some young learners may not hear the teacher’s first call, but they are very likely to hear the subsequent clap from some of their classmates. More young learners will then notice the second call for attention and act accordingly.

Example 2

Teacher: “Who is listening?”

Young learners: “I am listening”.

Repeat further as necessary.


Example 3


Nonverbal: Teacher places one hand on their head and a finger to the mouth. When young learners notice, they stop talking and put their own hands on their heads and fingers to the mouth. This method is useful in group settings where some young learners will have their backs to the teacher, but they will then see their classmates copy the call to attention and react accordingly. It is often used when the teacher wants groups to finish their conversations but does not need an immediate transition.


Other Call-and-Response Attention-Getters:


- One, two, three, eyes on me. One, two, eyes on you.
- Hocus pocus! Everybody focus.
- Mac and cheese, everybody freeze.
- Hands on top. That means stop.
- Zip, zip, zap! Hands on your lap.
- Alligator chomp. Chomp, chomp!
- Everybody rock. Everybody roll.

7. Other Classroom Management Tips

 **Set a time limit for each activity.** The time allotted should be enough for young learners to complete the activity if they work the whole time. Too little time will rush young learners, while too much time allows for distraction. The teacher should announce the time limit at the start of the activity. The teacher can then give a 1–2-minute warning, monitor the classroom for progress, and add time if necessary.

 **Get 100% of young learners' attention when giving instructions.** If some young learners are talking during instructions, they and other young learners may not understand what to do before the activity, thus harming the chances of achieving the lesson objectives.

 **Hand out materials after giving instructions.** If a teacher distributes materials before giving instructions, the young learners will likely be exploring the materials instead of listening to the instructions. The teacher can show the materials at the front of the class as they explain the procedures; once the teacher checks for instruction comprehension, the teacher can then circulate the materials. Demonstrate. For some learners, just telling them what those procedures are will not be enough. Showing them, however, will help stick.

 **Keep activities and instructions short and simple.** First graders have short attention spans and need a lot of structure. Thus, tasks and activities should be short and incremental towards achieving the overall lesson objective.

1. From Course Objectives to Lesson Plans

Once the overall program and course goals are determined, it is up to the teacher to determine how to best lead the young learners to achieve those overall language goals. In most cases, courses are broken down by units that address each program goal. Additionally, each unit builds on each other to help young learners gradually build their overall language skills.

Just like courses are comprised of several units, units are comprised of several individual lessons. These individual lessons build on each other that progressively help young learners attain their language goals. However, there is a limited amount of time in each lesson and each unit for teachers to lead their young learners to program success. Thus, it is important for teachers to create effective individual lessons that incrementally build young learners' knowledge and abilities to reach the language objectives.

There are three key components of effective lesson plans that manual outlines:

- Learning Outcomes
- Learning Activities
- Formative Assessment

Note: Learning outcomes and learning activities are covered in Chapter II (Lesson Planning), while formative assessment is covered in Chapter III (Assessment).

2. Learning Outcomes



Learning Outcomes vs. Learning Objectives

Educators often use “outcomes” and “objectives” interchangeably. However, the difference between the two is a matter of perspective. A learning objective generally describes the purpose of the lesson or course, while learning outcomes generally describe what young learners will learn and are to do after the learning experience (lesson, project, course, etc.). In other words, learning objectives are teacher-centered, while learning outcomes are young learner-centered.

Sample Learning Objective

Students will learn how to correctly formulate simple questions.

Students will improve their speaking ability in English, both in terms of fluency and comprehensibility.

Students will be able to use simple prepositions of location.

Sample Learning Outcome

Students ask Wh- questions as they interview their classmates.

Students use the correct third person singular pronunciation endings (/ɪz/, /s/, /z/) when identifying animals in the plural.

Students place and draw household items in the correct place when listening to their partner's description of their room.

2.1 Characteristics of Effective Learning Outcomes

Learning outcomes should be written in clear and simple language that specifically and clearly relate to the program learning objectives. They should also be young learner-centered and SMART (Specific, Measurable, Achievable, Relevant, Time-Limited).

Below are some important elements of effective learning outcomes:



Student-Centered

Learning outcomes focus on what young learners achieve and demonstrate during the lesson. Thus, learning outcomes are student-centered. One helpful way that teachers can keep the learner-centered aspect of lesson planning is to incorporate the following formula into each of their learning outcomes.

LEARNING OUTCOME FORMULA

Measurable Outcome
+
Target Language
and Contextual Information

LEARNING OUTCOME EXAMPLE

Young learners identify and define school items... during a scavenger hunt.

Teacher-Centered Outcome:	Student-Centered Outcome:
I will teach Wh- questions in today's lesson.	Young learners ask Wh- questions while playing "Two Truths and a Lie."
The teacher will demonstrate how to use the simple present tense.	Young learners use the simple present tense while discussing their daily routines.
The teacher will teach students vocabulary related to animals.	Young learners talk about their favorite zoo animals.



Using "Active" Verbs

Learning outcomes should use active verbs. These verbs, such as ask, discuss, and identify, make learning visible and observable to the teacher, making it easier for teachers to assess whether young learners have attained the learning outcomes. Active verbs are how young learners demonstrate their learning of the target language.

Additionally, active verbs help guide what strategies and activities should be used during a lesson. For example, if a learning outcome is for young learners to conduct interviews using Wh- questions, it is vital to implement more lesson activities that involve speaking practice. In contrast, passive verbs like learn, understand, and grasp, are vague and difficult to assess. Teachers cannot measure learning or understanding until young learners demonstrate through some kind of action.

 **Specific**

Learning outcomes need to be well-defined with specific and narrow outcome in mind. Specific outcomes help guide appropriate teaching strategies and activities that best lead young learners to successful learning. A learning outcome that is too general cannot be feasibly achieved in one lesson and is often not measurable.

<u>Too General</u>	<u>More Specific</u>
Students use the past tense.	Students distinguish past tense verbs that end in /-d/, /-t/, and /-ed/ sounds.
Students know the present continuous tense.	Students use the present continuous tense to talk about activities they are currently doing using key vocabulary terms.
Students talk about food.	Students talk about what foods they like and dislike using key vocabulary terms.

 **Measurable**

Verbs like “learn,” “understand,” “be aware of,” and “know” are passive verbs, which are vague and difficult to assess. Thus, teachers need to use measurable action verbs when formulating their learning outcomes.

Below is a list of sample action verbs for each of the categories of the revised version of Bloom’s Taxonomy:[1]

Remember

Define, Name, Recognize, Label, List, Relate, Recite

Understand

Classify, Describe, Discuss, Explain, Identify

Apply

Implement, Use, Demonstrate, Illustrate, Perform, Present, Produce

Analyze

Differentiate, Organize, Relate, Compare, Contrast, Distinguish

Evaluate

Argue, Defend, Debate, Predict, Review

Create

Design, Construct, Conjecture, Develop, Formulate

 **Achievable**

Learning outcomes need to consider how realistic they can be attained during a lesson. It is essential that they can be achieved. This means they should not be too difficult or too easy, either. The outcomes need to be realistic about what learners are capable of doing, considering the time and resources. The outcomes should be challenging but reasonable enough for young learners to achieve if they work throughout the lesson. Factors to consider include the young learner’s abilities and language levels, age and maturity, the length of the lesson, and obstacles to overcome.

[1] An expanded list of action verbs can be found in Appendix A.

 **Relevant**

The “relevant” part of a learning outcome answers the question, “Why?”. Learning outcomes describe the purpose of the lesson, which is usually to fulfill a program goal or objective. Additionally, the learning outcome should be relevant to the young learners themselves. Young learners should understand how the outcome is relevant to their studies, work, and/or personal lives. Content, materials, and activities should be tailored according to the young learner demographic, needs, and interests.

 **Time-Limited**

Generally, it is implied that a learning outcome will be reasonably attained by the end of the lesson. To keep the time limitation in mind, many teachers being their outcomes with “By the end of the lesson, young learners will be able to...”.

However, there are also instances where the time limitation exceeds the length of one lesson. For example, the lesson might help fulfill one part of a larger project. In this case, a teacher may write, “Young learners use Wh- questions when interviewing their classmates as part of their long-term projects.”

The following are examples of improving weak learning outcomes for young learners:

Weak Learning Outcome	Missing Element(s)	Improved Learning Outcome
<i>We will cover the Wh- question form.</i>	<ul style="list-style-type: none"> - Teacher-centered - Not measurable - Not time-limited 	Young learners ask Wh- questions while playing Two Truths and A Lie.
<i>By the end of the lesson, young learners will have learned vocabulary related to classroom items.</i>	<ul style="list-style-type: none"> - Passive verb - Not measurable 	Young learners identify and ask for common classroom items.
<i>By the end of the lesson, first grade young learners will be able to read, understand, and perform role plays of The Cat in the Hat.</i>	<ul style="list-style-type: none"> - Passive verb (<i>understand</i>) - Not achievable in one lesson 	Young learners identify vocabulary related to household items from <i>The Cat in the Hat</i> in preparation for their role plays.
<i>By the end of the lesson, young learners will be able to write a five-paragraph essay about marine biology.</i>	<ul style="list-style-type: none"> - Not achievable for first graders - Not a relevant topic for 1st graders 	Young learners identify and describe ten common animals using key vocabulary terms.
<i>Young learners will be provided opportunities to pronounce vocabulary correctly.</i>	<ul style="list-style-type: none"> - Not clear (What vocabulary? What does “correctly” mean?) - Not an outcome (describes program, not young learner learning) - Not measurable 	Young learners differentiate the ending /-s/ sounds in key vocabulary.

3. Lesson Activities

The lesson outcome is the core of a lesson plan. Once the lesson outcome is determined, the teacher can determine appropriate activities, teaching strategies, resources, and other components of the lesson plan. All aspects of learning should be aligned with the outcomes. If an activity, strategy, or resource does not help young learners meet the learning outcome, it should not be used in the lesson.

This concept also applies to the class textbook. Novice teachers often feel that the course objective is to use and complete the class textbook. However, textbooks should not be the lesson outcomes themselves, nor should they be the centerpieces of the lesson. Textbooks and workbooks should be used as a guide or a resource to achieve the lesson objectives.

3.1 Designing Effective Activities

Teachers should implement effective activities that help young learners achieve the desired lesson outcomes. When designing activities, teachers should consider how they relate to the learning outcomes, the language level and age of the young learners, level of scaffolding, and the time length.



Relation to Learning Outcomes

Learning activities will enable young learners to engage in, practice, and gain feedback on specific progress towards those objectives. When designing activities within a lesson, it is important for young learners to gain enough practice with the skill(s) necessary to demonstrate their learning.

For example, if a learning outcome is for young learners to talk about their weekends using the simple past tense, the teacher should incorporate speaking activities in the lesson to prepare them to discuss their weekends. If young learners are only undergoing written worksheets and activities that do not incorporate speaking, they will not have an optimal chance of being able to discuss their weekends orally.



Language Level and Age

Young learners generally have low English language skills. First-grade young learners are not yet taught to read and write in English. Thus, activity explanations and instructions should be very clear and concise. Using visuals, movement, art, and music is vital to successfully teaching and managing the first-grade classroom.

Additionally, explanations, situations, analogies, and examples should be as modern and relevant as possible. If a teacher decides to reuse a lesson plan from a previous year, they should make sure that their examples are modern enough to be relevant to their current young learners. An example from ten years ago might not be relatable to young learners who were not even born yet.



Time Length

Young learners have short attention spans. When teaching the first grade, each activity should only last 5–10 minutes. However, teachers should also build in time for extended explanation or discussion. Sometimes, instructions are understood completely in one class, but the same instructions do not work in another class. Therefore, it is necessary to prepare and build in time for additional examples and explanations. Teachers should also consider how much time it takes for young learners to transition between activities (refer to the Classroom Management section for strategies regarding activity transitions).

3.2 Structuring an Effective Lesson Plan

There are countless activities that can assist young learners' learning. However, even the most effective and creative activities need to be implemented logically; if not, young learners are less likely to achieve the lesson outcomes. When activities are logically designed and ordered in a lesson plan, there is a higher likelihood that young learners will be engaged in the lesson and be able to demonstrate their learning by the end of the lesson.

One of the most popular in the TESOL field is the PDP (Pre, During, Post) format. Not only does each PDP component help structure the lesson properly, but the format is very flexible in terms of approaches (content-based instruction, project-based learning, total physical response, etc.), topics, and skills. The PDP lesson plan layout also allows for both receptive and productive language skills, and it can be used for classes of any level and age group.

While there are numerous lesson plan formats, this manual will focus on a PDP-style lesson plan. After describing the Pre, During, and Post stages, a sample lesson plan can be found below.

Pre Stage

The Pre stage is the first few minutes of class (usually 5–10 minutes) that prepare young learners for what they are going to learn. The Pre stage also gives the lesson a purpose to reading or listening to a text. It can be argued that while the During stage is the “meat” of the lesson, the Pre stage is an important appetizer that sets the tone of the meal.

There are several benefits to implementing effective Pre stage activities, including:

- Gaining young learners' attention
- Generating interest in the topic
- Motivating young learners to learn
- Assessing young learners' background knowledge of the topic

Pre stage activities also gives young learners a greater chance of success in demonstrating learning outcomes. Without the Pre stage, young learners will likely not be as motivated to be engaged in the lesson, and thus they will be less likely to learn the target language effectively. Additionally, the teacher will not have the opportunity to assess young learners' prior knowledge of the topic; therefore, the teacher will not easily know if the During stage activities are too difficult or too easy for the young learners.

It is also the stage where the teacher informs learners of the lesson objectives or learning outcomes and pre-teaches any necessary vocabulary leading to the ensuing reading or listening activities.

Examples

- *Four Corners*

If there is room for students to move, the teacher asks learners a question with four preferences. The students stand up and move to the corner that they prefer the most and discuss accordingly.

Ex. “Where would you like to go for vacation: Durrës, Vlorë, Berat, or Sarandë?” Students go to the part of the room that corresponds with their preferred city. They then discuss why they want to go to that city and what they would want to do there.

- Community Blackboard

Students brainstorm ideas or words in small groups of 3-5. They can draw pictures if they cannot write or do not know the word in English. One representative from each group write some of their responses on the blackboard/whiteboard. It is a way to visually see all the students' ideas on one board. Redundant answers are okay and even encouraged, as they represent common interests or ideas among the class.

- General discussion questions
- Show-and-Tell
- Videos/Songs
- Visuals/Realia
- Predicting
- Brainstorming
- Pre-teaching vocabulary
- Think-Pair-Share
- Open-Ended Questions
- Sorting Activities


 **During Stage**

The During stage of the PDP lesson is the “meat” of the lesson. It is the stage where young learners are practicing the target language in a controlled setting until they are ready to use it independently. Activities in this stage are sequenced and scaffolded in such a manner that the learners are provided with the support they need to fully understand the given information.

The vehicle to learning is often a short text or listening that is repeated for several activities. The learning activities should be varied and progressively more difficult, and they should also address as many learning styles as possible.

It is also an opportunity for the teacher to assess young learners' performance and learning as they interact with the target language. If young learners demonstrate that they are learning the target language quickly, the teacher can dedicate more time to activities where young learners can use the language more independently. In contrast, if young learners appear to struggle with the tasks, the teacher can provide additional guidance and structured practice until the young learners better grasp the language.

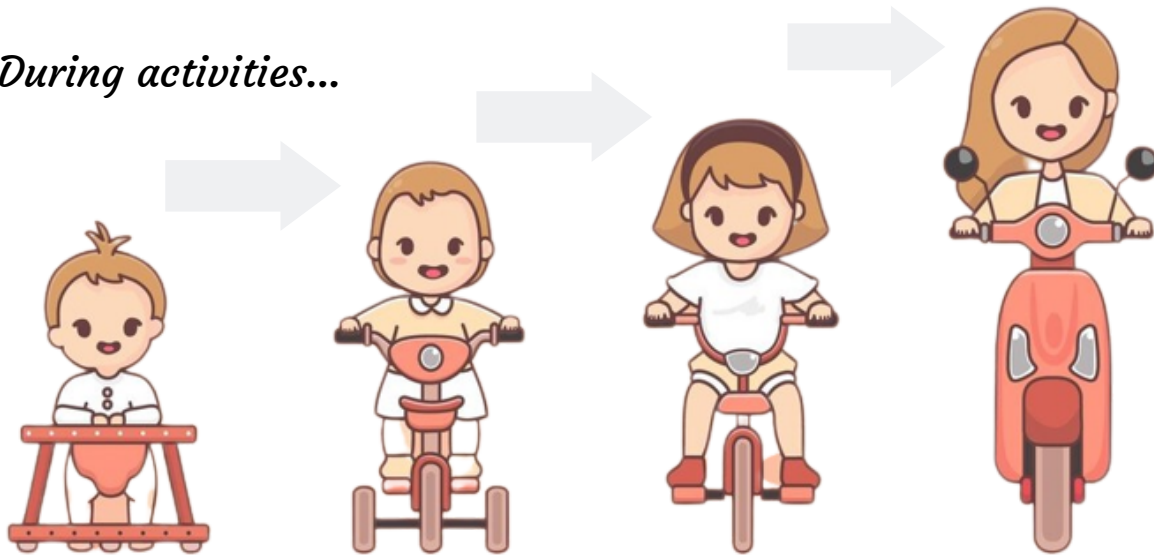
If young learners do not have enough practice, they will not be able to demonstrate their knowledge of the learning outcome. If young learners have too much practice, they will likely become bored, and there will not be enough time in the lesson for them to demonstrate their learning in the Post stage.

 **Scaffolding Activities**

Every activity should have some amount of teacher support and feedback. However, not every activity in a lesson should require the same amount of teacher support. There should be stronger teacher support as the young learners are first learning the target language, but more young learner freedom to use the target language as the lesson progresses.

The During-stage can be analogized to teaching a child to ride a bicycle. A parent does not simply give a young child a bicycle and expect them to be able to ride it without falling. Instead, children often start on a tricycle and progress to a bicycle with training wheels. Then the training wheels come off, but a parent might hold the bicycle steady as the child learns how to start pedaling without falling. Finally, the child can start and complete riding the bicycle on their own.

During activities...



More support to less support

Similarly, activities at the beginning of the During- stage should have a lot of structure and teacher support as young learners begin to practice learning and using the target language. As the lesson progresses, young learners should gradually gain more independence when practicing the target skill or language. If the young learners read or listen to a material more than once, they should do a different and incrementally more difficult task for each activity. By the end of the During- stage, young learners should have a good amount of independent use of the target language.

For example, after the first reading, it is appropriate to ask young learners general comprehension questions (“Who are the characters?”, “What are they doing”, “Where are they?”, etc.). However, this activity would be an inappropriate final During stage activity, as it would be too simple for them. Likewise, asking young learners to respond abstractly to details of the story is more appropriate at the end of the During stage than at the beginning.

In summary, During activities should go from easy to difficult, general to specific, and concrete to abstract. The last During activity has young learners demonstrating full comprehension of the target language.

Examples

- General comprehension questions
- Identification and categorization activities
- Worksheets (true/false, matching, multiple choice, fill-in-the-blank, error correction, etc.)
- Games that provide an appropriate amount of support, such as “Teacher Says” and “I Spy”.



Post Stage

Now that the young learners have fully grasped and practiced the target language, it is time to build and expand on what young learners have learned. The Post stage involves a productive activity where young learners fully demonstrate the targeted learning outcomes. It is also an opportunity for creative, independent use of the new language, such as role plays or creating an advertisement. Young learners can also personalize the new content by applying it to their personal lives, such as using the past tense to talk about what they did the previous weekend. Young learners can also apply the new language to current events; for instance, young learners who learn how to read weather forecasts may check the week's forecasts of different regions and produce their own weather reports.

Examples

- Response to content
- Creative writing
- Role playing
- Story-telling
- Discussion/Opinions
- Relate to personal experiences
- Continuation of long-term project that incorporates new learning
- Portfolio work
- Sequencing sentences to complete a summary
- Using pictures to retell the information
- Detailed questions

3.3 Sample Lesson Plan for 1st Grade Classroom²

Target Language: Fruits, Vegetables, Days of the Week

Learning Outcome: Young learners use new vocabulary (fruits, vegetables, and the days of the week) in a short role play of the short story "The Hungry Caterpillar."

Pre- Activities

1. *General Discussion Question:*

- a. Teacher asks young learners what they had for breakfast that day

2. *Pre-teach Vocabulary:*

- a. Teacher shows pictures of fruit (or brings real fruit if available) and asks if anybody ate them that day.

- b. Fruit: Teacher introduces pictures of fruit and vegetables and tapes them on the walls around the room

- i. Teacher says the name of the fruit, young learners point to the correct picture

- ii. Teacher points to the fruit, young learners say the name of the fruit

- iii. Young learners repeat the activity in pairs

- c. Days of the Week: Teacher introduces days of the week, shows fingers to signal each day (1 = Monday, 2 = Tuesday, etc.)

- i. Teacher says the day of the week, young learners show correct number of fingers

- ii. Teacher shows finger(s), young learners say the correct day

- iii. Young learners repeat the activity in pairs

[2] See Appendix B for additional sample lesson plans.

During Activities

1. *1st Reading*: Young learners point to fruit/vegetables and show finger(s) when they hear the vocabulary terms
2. *2nd Reading*: Teacher points to fruit/vegetables or shows finger(s) instead of reading the fruit/day, young learners say the words
3. *Teacher hands out chart of days of week*. From memory, young learners draw fruit and vegetables that the caterpillar ate for each day.
 - a. Young learners retell story to small groups in their own words using their chart

Post Activity

1. Gallery Walk: Young learners create their own version of “The Hungry Caterpillar”
 - a. Teacher gives young learners sheet with blank columns for each day of the week.
 - b. Teacher tells young learners that they are going to create their own story using fruit and vegetables for each day of the week.
 - c. Young learners draw at least one fruit and one vegetable for each day.
 - d. Young learners post drawings on the wall. With a partner, young learners walk to other drawings and attempt to retell the stories using the food vocabulary and days of the week.

4. Formative Assessment³

Because this manual focuses on aspects of lesson planning, this manual will specifically examine formative assessment.



Benefits of Formative Assessment

There are several benefits to formative assessment for both teachers and young learners:

- Teachers can identify strengths and gaps in young learners’ knowledge.
- Teachers can evaluate and reflect on their own teaching strategies and effectiveness.
- Teachers can adjust the pace of the lesson.
- Teachers can adjust activities and explanations based on their assessment of learning progress.
- Teachers collect information that indicates young learners’ needs.
- Young learners gain valuable feedback from the teacher.
- Young learners can actively participate and volunteer answers without fear of losing points.
- Young learners are assessed in a low-stakes, low-stress environment.
- Young learners are more motivated. By regularly using feedback to inform, teachers can keep the young learner motivated to learn.



Considerations for Young Learners

Age is a very important factor in language learning. The first fact that teachers should take into consideration is that young learners differ from older ones in the way they learn new languages.

- Young children have short attention spans. Hence, the tasks and focuses should be limited and singular. If the activities are not interesting and engaging enough, young learners get bored easily. Feedback should be given on a single criterion or learning focus.

[3] For further references on formative assessment please refer to chapter III

- Repeating tasks can help build successful learning for young learners.
- Progression is non-linear. Teachers should consistently monitor young learner progress at all times and adjust and repeat instruction when necessary.
- Young learners have highly specific areas of interest. In other words, they often have strong interests and strong disinterests. Hence, tasks and assessments should be flexible enough to relate learning to their own lives and interests.
- Young learners are very sensitive to what teachers think and say. Teachers should provide some kind of positive feedback even when they make mistakes, such as doing task on time.
- Every “quiz” or “test” feels high-stakes to young learners. Scoring should be avoided when possible.

1. Definition of Assessment

Assessment in language learning refers to “the act of collecting information and making judgments about a language learner’s knowledge of a language and ability to use it” (*Chapelle & Brindley*).



Testing vs. Assessment

Traditionally, testing has been treated as the primary way of measuring young learners’ learning progress. Tests take place during a limited time after the lessons in order to quantify young learners’ level of skill or knowledge of the objectives.

However, tests are only one way to measure learning, and there are several disadvantages to relying solely on tests:

- Tests are stressful events for young learners, especially young children. They can affect young learner confidence and possibly lead to negative feelings about school in general.
- Tests are unnatural settings. Tests do not measure how young learners perform and behave in real life.
- Teachers often feel pressured to “teach to the test,” as test scores are often used to evaluate job performance and can affect their careers. If they teach to the test, however, learning is less interactive, leads to young learner boredom, and limits young learners’ personal development and creativity.
- Tests only measure what is quantifiable. They do not measure other skills that young learners learn in school, such as cooperation, motivation, and creativity.
- Tests often focus on a narrow range of topics and may not accurately reflect the broader curriculum. This can lead to a lack of diversity in the assessment process and limit students’ understanding of a subject.


While tests are often a “necessary evil” in many school systems, assessment is a vital tool that every teacher should use in every lesson throughout the school term. Assessment is an ongoing process used throughout a lesson. Teachers assess learning in the Pre, During, and Post stages of the lesson. In the Pre stage, teachers collect information about what the young learners already know, and they judge how much interest they have in the topic and where they may struggle. In the During stage, teachers use several activities and techniques to judge how quickly young learners are grasping the material. They may slow down or provide further explanation if young learners are struggling, and they may proceed more quickly to more productive activities if it appears that young learners are learning quickly. In the Post stage, teachers observe how well young learners produce and use the new learning and judge if additional instruction and practice are needed in the next lesson.


Assessment is also used to evaluate young learners’ learning to alter subsequent lesson plans. A teacher might create or adjust the next lesson’s activities to incorporate more learning styles, movement, or interaction if young learners have been demonstrating boredom or responding well.


Additionally, assessment has another advantage over testing in that young learners can assess themselves (they can’t well test themselves, after all). Young learners can assess their own learning, identify their own strengths and weaknesses, and discern how to improve their performance both on tests and in-class learning. Examples of self-assessments are written or oral reflections, reflective surveys, KWL charts, and journals.

2. Types of assessment

There are three main types of assessment in teaching: formative, summative, and diagnostic.

 **Formative assessment** uses information of young learner progress to inform teaching strategies. Teachers use it in the moment to determine strengths and weaknesses in their learning and provide valuable support and feedback. It occurs at all stages of instruction, from Pre stage activities where the teacher evaluates young learners' background knowledge of the topic, to checking comprehension of the target language and instructions, to observing young learner participation in Post activities that demonstrate their learning. Formative assessment is rarely graded, though it can be used to gauge participation grades and as a classroom management tool.

 **Summative assessment** evaluates young learner learning at the end of instructional units or terms. It occurs when teachers need to provide objective evidence of young learner learning to measure against educational standards and benchmarks. Summative assessments are generally high-stakes, graded work that take place in a formal setting. Examples of summative assessments are unit quizzes and tests, midterm and final exams, graded written work such as essays or paragraphs, presentations, and cumulative portfolios.

 **Diagnostic assessment** is performed by the young learners themselves. Young learners monitor and reflect on their own learning, what they know and can do, and their strengths and weaknesses. Diagnostic assessment can be thought of as "learning how to learn" activity.

	Formative Assessment	Summative Assessment	Diagnostic Assessment
When?	Before, during, and after instruction (<i>ongoing</i>)	After instruction	Continual Reflection
Why?	Assessment <u>for</u> learning	Assessment <u>of</u> learning	Assessment <u>as</u> learning
Examples	In-class discussions, peer review, productive activities	Exams, presentations, essays, cumulative portfolios	KWL charts
Graded?	Rarely	Yes	No
Emphasis	Support, feedback, collaboration	Scoring, grades	Reflection, self-evaluation, collaboration

2.1 Pre-Instruction Assessment

One of the main purposes of the Pre stage of a lesson is to assess young learners' background knowledge and interest in the topic. This is done through pre-assessment, which is a way teachers can gather important information about what young learners already know and are able to do before instruction, what young learners are interested in, and what their learning styles are.

Pre-instruction assessment is *diagnostic* in nature; thus, it is never a graded assignment. Pre-assessment generally consists of informal activities that help teachers understand what young learners already know and what prerequisite learning gaps might exist. From there, teachers can adapt lessons at an appropriate pace based on the evidence gathered.

Example 1

Young learners sort pictures of furniture into categories according to rooms of a house. The teacher can then review the vocabulary and diagnose what words young learners know and do not know. If it seems that the class already knows most of the vocabulary, the teacher can adapt the initial receptive activities to focus on only the terms the class does not know well and proceed more quickly to the productive activities in the lesson. If, however, the class does not seem to know much of the vocabulary, the teacher can spend more time in the pre-teaching or receptive activities; the teacher can then implement more review activities in subsequent lessons to reinforce the vocabulary.

Example 2

The teacher divides the whiteboard into four sections and labels them “Breakfast”, “Lunch”, “Dinner”, and “Snack” and implements a Four Corners activity. Students group themselves in different parts of the room according to which meal they prefer the most. They talk in their groups about why they like that meal the most and what kinds of food they typically eat at that meal. The students draw the food items they eat, then present their pictures to the class. The teacher can assess which food items the students already know and do not yet know and proceeds accordingly.

When teachers implement effective pre-assessment activities and adapt their instruction and lessons accordingly, young learners are more likely to demonstrate progress and growth by the end of the lesson. Additionally, young learners are also more likely to be engaged and motivated to learn the new material when teachers adapt their instruction according to pre-assessment strategies. If the young learners already know a lot of the target language, they will likely become restless if the teacher spends too much time pre-teaching vocabulary they already comprehend. Likewise, if the young learners are unaware of much of the target language, they will become frustrated if the teacher moves too quickly into productive activities.

2.2 During-Instruction Assessment

While instructing, it is important to check that students comprehend both the content and the instructions to activities for a lesson to be successful.



Assessment of Content Comprehension

It is important throughout the lesson for teachers to check young learners’ comprehension of the material to make sure young learners are progressing in their learning. Many teachers ask, “Do you understand?”, or a similar question when attempting to check comprehension. However, it is an ineffective way to assess comprehension for several reasons:

Some young learners might be too proud or shy to publicly admit that they do not understand something.

If a teacher asks, “Do you understand?”, young learners might:

- not respond.
- lie and say “Yes.”
- think they understand, but they actually do not.

There are several more effective ways a teacher can informally assess comprehension of the target language throughout a lesson:

Comprehension Check Questions (CCQs)

CCQs are questions that elicit specific feedback from learners that indicate their understanding of the target language. Asking “Do you understand?” is insufficient in this quest, as students will likely say nothing or say “yes” whether they actually do or not.

Teachers can ask either-or, yes/no, or short answer questions to check comprehension.

- *Either-Or*: “Is the banana on the table or under the table?”
- *Yes/No*: “Is the banana under the table?”
- *Short Answer*: “Where is the banana?” (“On the table.”)

During and Post Activities

Monitoring the classroom during activities. Teachers can circulate the classroom During Activities and observe young learners working in real time. They can glance at the young learners’ work or briefly listen to conversations. While doing so, teachers can provide positive or corrective feedback. Additionally, some young learners who do not feel comfortable asking questions in front of the class can take the opportunity to inquire in a more private setting.

Reviewing Answers

Example 1

Holding up cards. Young learners or groups are given a set of cards (Yes/No, True/False, A/B/C/D for multiple choice questions, etc.). A young learner reads the question, and the class raises their cards according to their answers. In doing so, the teacher can see how many young learners have the correct answer and can judge if additional explanation or review is needed.

Example 2

Young learner Hand Signals. A teacher can teach young learners to use certain gestures to signal their agreement or disagreement with an answer.

- “Agree” = thumb up
- “Disagree” or “I have a different answer” = hands waved across each other
- “I don’t know” or “I’m confused” = shrug

Example 3

Green/Yellow/Red Cards. Teachers give young learners one-sided cards that are green, yellow, and red, like a stoplight. Young learners raise the card according to how confident they feel about their comprehension of the target language.

- **Green** = Got It!
- **Yellow** = Maybe/Not Sure
- **Red** = I'm lost!

Tip: Make the cards one-sided—some young learners don't want others to know if they don't understand something but need more explanation.

Example 4

Ask students to summarize. Have students summarize or paraphrase important concepts and instructions. This can be done orally, visually, or otherwise.



Instruction Comprehension Questions (ICQs)

Just as it is important to ask CCQs to make sure young learners understand the target language, it is also vital for teachers to ask instruction comprehension questions (ICQs) to make sure young learners understand the instructions for an activity. Instruction checking questions (ICQ's) are necessary for a smoothly running language classroom. However, asking "Do you understand what to do?" is an ineffective way to check for comprehension of instructions for the same reasons a similar question is ineffective as a CCQ.

In a second language class, it is very common for students to misunderstand a teacher giving instructions, particularly at lower levels. They may be too embarrassed to admit that they did not understand in front of their classmates, or they might not have the language ability to formulate a question related to instructions. Whatever the case, instruction checking questions are vital for ensuring a well-run language class.

Effective ICQs provide the teacher with clear feedback. If young learners answer an ICQ incorrectly or not at all, the teacher knows the instructions are not clear enough. If young learners answer an ICQ correctly, the teacher can feel confident that they young learners have mostly understood the instructions. Allow shy young learners to listen to ICQs and answers. Most importantly, ICQs prevent young learners from doing the activity without fully listening to and understanding the instructions.

Although ICQs (instruction checking question) and CCQs (concept checking questions) are similar, they test different things. ICQs are designed to test understanding of instruction while CCQs test whether or not students have understood something related to language. For example, a CCQ might be related to the difference between curly and straight hair, or the rules for the simple past.

ICQs can be asked in a similar manner as CCQs:

**EITHER-OR:**

"Do you work by yourself or with a partner?"
"Should you talk in a big group or 1-1?"

YES/NO:

Do you work with a partner?" ("Yes" or "No")
"Should you colour these pictures?" ...

SHORT ANSWER:

"How many people are in a group?" ("Four")
"How many minutes do you have to finish?" ("Five")
"What page is it on?" ("Nine") ...
"When is the homework due?" ...
"What do you have to write?" ...
"How many sentences do you need to write?" ...

The following are some teaching tips for using ICQs in English language classes.

- a) ICQs should be simple- The best ICQs are very simple. Think yes/no questions (Should you stand up?), or, a question that requires only a one-word answer (How many people in a group? 3).
- b) Ask ICQs immediately after giving instructions and before starting an activity or game. They should be simple, planned in advance, and designed to make sure students understand what they need to do.
- c) Write Instruction Checking Questions Down. When making a lesson plan, jot down a few ICQs for each activity or game. Experienced teachers can often think of them on the spot but this is not as easy to do when just starting out. Write them down in the lesson plan.
- d) More Complicated Instructions = More ICQs – If the instructions are simple such as "Start now", "You have three minutes to do this exercise", there is no need for ICQs. However, instructions like this "Turn to page 7. Do questions 2/5/9 with a partner. Circle the verbs and underline the nouns. You have three minutes and then we will check answers" may challenge many students, and as a result, you will have to use more ICGs.

2.3 End-of-Lesson Assessment

End-of-lesson assessment, also known as closure activities, can be used as quick assessments that allow teachers to evaluate what young learners have learned. Unfortunately, closure activities are often the first things omitted in a lesson as time runs out. Nevertheless, they are important tools that can guide teachers to judge if additional practice or re-teaching in future lessons is needed or not.

In a closure activity, the teacher can direct young learners to quickly produce what they learned in class on a notecard or sheet of paper and turn it in at the end of class. It is an ungraded activity that the teacher reviews after class to determine what young learners have learned, and what needs to be reinforced in future lessons.

Example 1

3-2-1

Young learners write on a notecard: 3 things they learned from the lesson, 2 things they found interesting, 1 question they have. (See Appendix B for a sample 3-2-1 notecard)

Example 2

Postcards

Young learners write a postcard to absent young learners to summarize the main ideas of the lesson.

Example 3

Doodles

Young learners can draw three things or concepts they learned in the lesson.

Example 4

Young learner-Created Quizzes

Young learners create their own quiz questions. They then quiz each other at the end of class or at the beginning of the next lesson.

Example 5

Gallery Walk

- Young learners create graphic organizer to represent their learning.
- Young learners hang their posters and materials on the wall.
- Young learners and teacher circle the classroom, observe each other's work, and provide feedback.

Example 6

Snowstorm

- Young learners write one thing they learned or a summary of the lesson on a piece of paper.
- Young learners crumble the paper and throw them into a pile.
- Each young learner picks up a ball and reads it aloud.

Example 7

DJ Summary

Young learners write what they learn in the form of a song. Offer a bonus or a treat if the young learners sing the song in class.



Resources

https://wch.wayland.k12.ma.us/for_young

[learners/Claypit%20Hill%20Classrooms/grade_one/mrs__dines/characteristics_of_a_first_grader](https://wch.wayland.k12.ma.us/for_young_learners/Claypit%20Hill%20Classrooms/grade_one/mrs__dines/characteristics_of_a_first_grader)

<https://www.responsiveclassroom.org/sites/default/files/ETIintro.pdf>

<https://norwegianscitechnews.com/2022/03/abrupt-transition-from-kindergarten-to-school-is-tough-for-kids/>

<https://www.english.com/blog/classroom-management-routines-very-young-learners/>

<https://bridge.edu/tefl/blog/esl-classroom-management-routines-for-young-learners/>

<https://www.english.com/blog/praise-classroom/>

<https://www.understood.org/en/articles/ways-praise-can-empower-kids-learning-differences>

<https://www.successbydesign.com/blogs/news/importance-of-classroom-routines-and-procedures>

<https://www.ascd.org/el/articles/strengthening-younglearner-engagement-what-do-young-learners-want>

<https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

<https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>

https://jennafettigportfolio.weebly.com/uploads/2/3/5/8/23582594/fettig-moving_lesson_plan.pdf

https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/44/Formative_Informal.pdf

<https://www.ascap.edu.au/wp-content/uploads/2022/09/Methodology.pdf>

<https://www.fluentu.com/blog/educator-english/assessing-english-language-learners/>

<https://dpi.wi.gov/sites/default/files/imce/cal/pdf/pre-assessment.pdf>

https://www.cambridge.org/us/files/9516/0217/6403/CambridgePapersInELT_AssessmentForYLs_2020_ONLINE.PDF

<https://theteachingfactor.wordpress.com/2012/03/18/beyond-the-exit-slip-closure-activities-for-classroom-instruction/>

<https://www.semanticscholar.org/paper/Reevaluating-Bloom's-Taxonomy%3A-What-Measurable-Can-Stanny/953ce1d15996d61906516da695cc39037e226910/figure/0>

<https://gradelearning.com/pros-cons-standardized-tests/>

<https://www.harapnuik.org/?p=8475>

Appendixes

Appendix A: Classroom Rules Signs

RAISE YOUR HAND





LINE UP QUIETLY





SIT DOWN,
PLEASE!





BE QUIET,
PLEASE!



**Appendix B: Measurable Verbs & Bloom's Taxonomy**

<u>Remember</u>	<u>Understand</u>	<u>Apply</u>	<u>Analyze</u>	<u>Evaluate</u>	<u>Create</u>
Arrange	Articulate	Act	Analyze	Appraise	Arrange
Choose	Associate	Adapt	Appraise	Argue	Assemble
Cite	Characterize	Apply	Break down	Assess	Choose
Copy	Cite	Calculate	Categorize	Attach	Collect
Define	Clarify	Change	Classify	Choose	Combine
Describe	Classify	Choose	Compare	Compare	Compile
Draw	Compare	Classify	Conclude	Conclude	Compose
Duplicate	Contrast	Complete	Contrast	Contrast	Construct
Identify	Convert	Construct	Correlate	Create	Create
Label	Defend	Demonstrate	Criticize	Criticize	Design
List	Demonstrate	Develop	Debate	Critique	Develop
Locate	Describe	Discover	Deduce	Decide	Devise
Match	Differentiate	Dramatize	Detect	Defend	Evaluate
Memorize	Discuss	Employ	Diagnose	Describe	Facilitate
Name	Distinguish	Explain	Diagram	Design	Formulate
Order	Estimate	Generalize	Differentiate	Determine	Generalize
Outline	Explain	Identify	Discriminate	Discriminate	Generate
Quote	Express	Illustrate	Dissect	Estimate	Hypothesize
Read	Identify	Implement	Distinguish	Evaluate	Improve
Recall	Illustrate	Interpret	Evaluate	Grade	Integrate
Recite	Indicate	Interview	Examine	Invent	Invent
Repeat	Interpret	Manipulate	Experiment	Judge	Make
Reproduce	Locate	Modify	Group	Manage	Manage
Select	Match	Operate	Identify	Mediate	Modify
State	Observe	Predict	Infer	Rate	Originate
Underline	Organize	Prepare	Inspect	Reconcile	Plan



Appendix C: Sample Lesson Plans for the 1st Grade Classroom

Lesson Plan #2

Topic: Parts of the Body

SLO: Young learners identify parts of the body.

Pre- Activities:

Matching Activity

- Young learners match pictures of body parts
- Pre-Assessment: Teacher shows completed worksheet, asks young learners what the body parts are.

Pre-teach Vocabulary Sets:

- 1st Set: Head, Shoulders, Knees, Toes
- Use flashcards or point to body part. Young learners listen, point, and repeat vocabulary
- Teacher says body part, young learners touch their part of the body and say the word
- Repeat steps with 2nd Set: Eyes, Ears, Mouth, Nose. Then mix all eight words

During Activities:

• Play song “Head, Shoulders, Knees, and Toes”.

- *Head, shoulders, knees and toes,
Head, shoulders, knees and toes,
Eyes and ears and mouth and nose,
Head, shoulders, knees and toes!*
- Teacher demonstrates once, then leads young learners slowly.
- Repeat. Verses become quicker until it’s very fast and fun.
- Young learners play together in small groups. One young learner leads the group, then another young learner, until all group members have led the activity.

“Teacher Says” Game

- “Teacher says touch your (knees)”. Teacher does action, young learners follow along
- Teacher does a few more “touch your ears”, “touch your mouth”, etc.
- Teacher repeats a command but without saying “Teacher says”, then makes it clear that they should not do this when the teacher does not say “Teacher says”
- oPlay the game faster and faster. When young learners make a mistake, they sit the rest of the game out. The last young learner standing is the winner.
- Repeat game in large groups. Young learners lead the game.

*Post Activities:*

- Young learners draw parts of body. Then cut and paste onto a blank human body. Teacher monitors the room and asks “What part of the body is that?”.
- Add bodies to young learner portfolios.
- Young learners match the words with parts of the body.



● **Nose**



● **Eyebrow**



● **Forehead**



● **Eyelids**



● **Teeth**

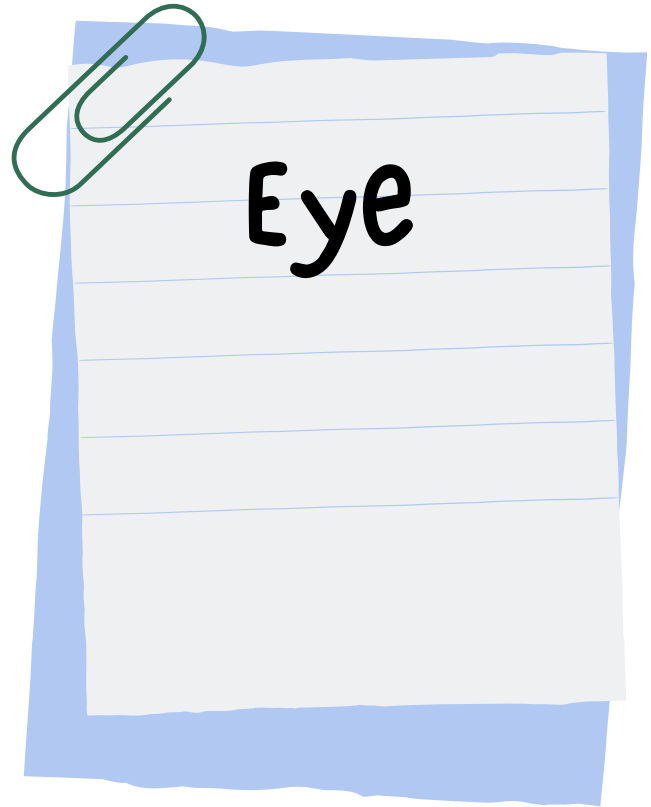
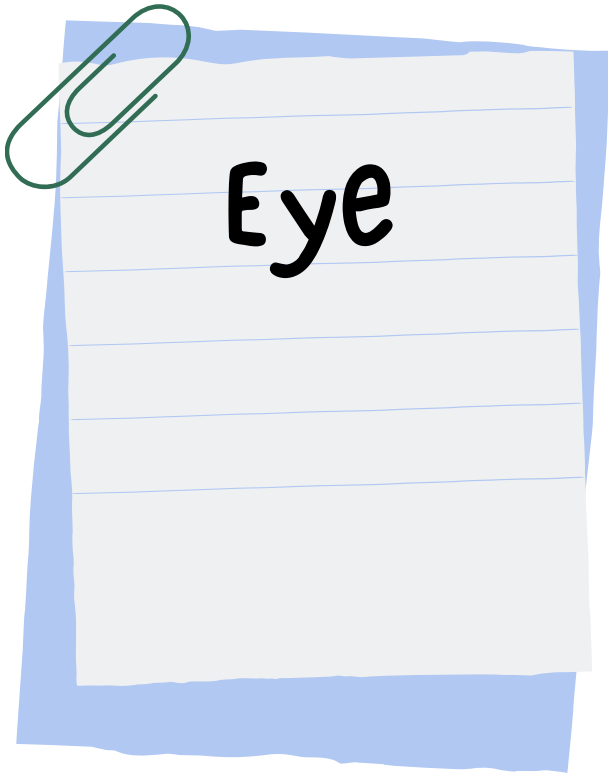


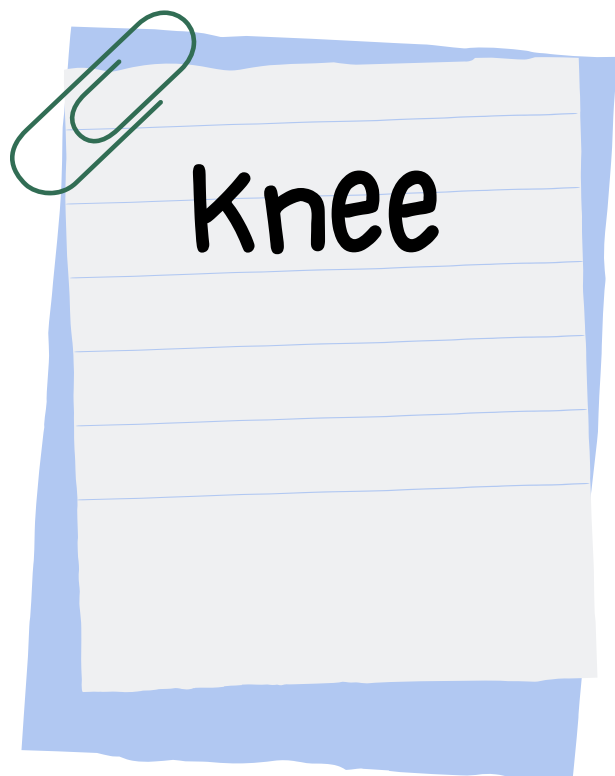
● **Mouth**



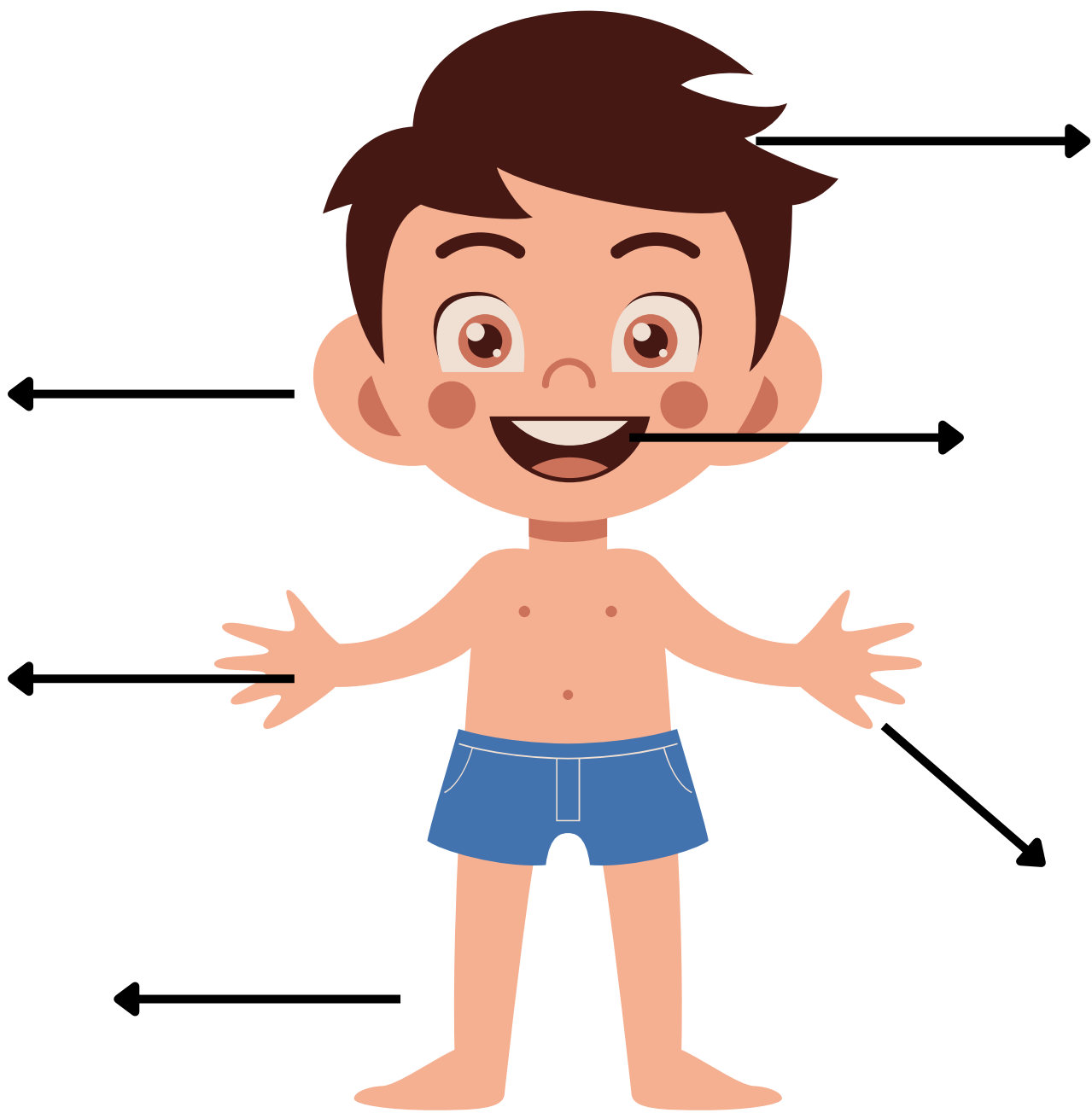
Drawing Activity:

Young learners draw parts of the body, then cut and paste to a body outline.











Lesson Plan #3

Topic: Pets

SLO: Young learners use simple “I have” and “I don’t have” statements using ten vocabulary terms related to pets.

Pre- Activities:

Flashcard Reveal

- The teacher brings flashcards of pets. The teacher hides each flashcard behind a blank piece of paper. Then, the teacher slowly pushes the flashcard up until young learners guess the animal. The teacher sticks the flashcards to the board.
- *Note: Some young learners may already know the word in English, while others may shout the word in Albanian. Either is okay, but make sure to teach the word in English no matter what.*

During Activities:

Board Race

- Put class into teams. The teacher says an animal, and one young learner from each team races to the board and draws a picture of the animal. The first young learner to draw the animal and say the word wins a point for their team. Continue until all young learners have practiced and all vocabulary words have been used multiple times.

Teaching “I have” and “I don’t have”

- The teacher draws a self-portrait and a house on the board. The teacher sticks the flashcards next to the house. The teacher points to self and says, “This is me.” Then points to the house and says, “This is my house. I have a lot of pets in my house” Then points to the dog and says, “This is my pet dog, Qofte.”
- The teacher asks some young learners, “Do you have a pet dog?” Young learners respond, “Yes, I do” or “No, I don’t.” Young learners can name their pets if they have them.
- Repeat with the other animals.

Charades

- Bring ten young learners to the front of the class and give each a flashcard (they should not show the flashcard to other young learners). Ask the first young learner “Do you have a pet?” The young learner responds, “Yes, I do.” The young learner then mimes the animal or makes the sound of the animal until the rest of the class says the name of the animal. Repeat until all young learners have participated.

Post- Activities:

Portfolio Art

- Give each young learner a worksheet with two columns: “I have...” and “I don’t have...”
- Young learners draw pictures of the pets they currently have and pets they don’t have.
- Young learners show their pictures to their groups, using “I have...” and “I don’t have...”.
- Teacher observes groups, collects worksheets for their portfolios.

**Appendix D: 3-2-1 Exit Ticket**

3 Things I Learned

- 1.
- 2.
- 3.

2 Things I Found Interesting

- 1.
- 2.

1 Question I have

- 1.



**Appendix E:** Presentation slides - Classroom Management

Upcoming Workshops

- I. **Classroom Management**
 - II. Lesson Planning
 - III. Formative Assessment for Young Learners
-
-

Workshop I: Classroom Management

Agenda:

- Classroom Management
 - Setting Routines
 - Attention Grabbers
-



Think-Pair-Share

- What are some of your favorite ways you manage the classroom?
 - What are some of the biggest challenges you face when managing the classroom?
 - What are some questions you have about classroom management?
-

The Importance of Classroom Management with Young Learners (YL)

Establishing rules and routines get YL feel comfortable and safe.

- Being in a classroom – a new experience for 1st graders.
 - Most won't know any English words.
 - Might have very little idea of what English is or why they are learning it.
 - At beginning of school year, might feel distressed from being separated from their parents.
 - Might have to learn how to get along with classmates.
-
-



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-

Establishing Class Rules on Day One

- Come with a set list of rules/standards you want YL to follow.
 - Spend time discussing each in detail.
 - Involve YL to provide visual examples of how to follow the rule and how to break the rule.
 - Post rules in very simple terms around the room with pictures.
 - Review them at beginning of each lesson.
 - Be clear about consequences.
-



When YLs Break the Rules

- Use nonverbal cues that allow you to continue teaching without interruption while still getting the message across.
 - Touch your ear to get YLs to listen, Point to your eyes for them to look at you, Palm down to be seated, etc.
 - Start strict – the stricter you are in the beginning, the more seriously your YLs will take your rules.
 - Consistency is key!
 - Be specific in identifying the behavior.
 - Point out how the misbehavior affects teacher/classmates/learning environment.
 - Identifying cause(s) of the misbehavior can help prevent future instances.
-

Community Blackboard

- 3 Minutes: What are some ways you address bad behavior?
 - Choose one person from the group to write your ideas on the board.
-



Punishments for Bad Behavior

- Look at YLs disapprovingly.
- Count down from 5, then punish if not working.
- Take points off their team.
- Call out name of misbehaving YLs.
- Re-seat everyone.
- Point to door.
- Write YLs' s name on board.
- Exclude YL from next activity.
- Make YL tidy up the room.
- Stop the game for everyone.
- Talk to YL after class.
- Tell principle, parents.

Note on Bad Behavior

- Identify reason(s) why YL often misbehaves.
- Not enough interactive or physical activity?
- ADHD? Other special needs?
- Hungry? Tired?
- Trouble at home?

Think-Pair-Share

- Why are routines important in classroom management?
- What are some routines you implement in your classroom?
- Why do they work for you?



Benefits of Routines

- Keep YLs from getting distracted between activities.
- Help YLs practice all 4 skills.
- Allow YLs to know what to expect in class.
Learners more likely:
 - come prepared to class;
 - understand what is happening in the lesson;
 - maintain focus during instruction.
- Provide repeated exposure to contextualized language outside of curriculum.



Example of Routine Schedule

- Personalized greetings at the door.
 - Children sit down, sing a “hello song”.
 - Go through schedule with YLs (time, day, weather, etc.).
 - Circle Time (present/review topic of the week).
 - Use flashcards, realia, etc.
 - Topic Work (do learning activities).
 - Tidy up, give closure/recap.
-

Building Classroom Routines

- Use English for all greetings, praise, instructions, and explanations. Over time, children will learn to expect it and eventually understand.
 - Greet each child by name as they enter the room.
 - Encourage them to learn and use each other’s names.
 - Circle Time, Book Time, etc.
 - Leave some time for YLs to pack their things, clean their areas.
 - Say goodbye to them individually.
-
-



Think-Pair-Share: Using Praise

- What are some benefits of praising YLs?
 - How do you praise YLs?
 - How often do you praise them?
-

Using Praise to Motivate Students

- Benefits:
 - Encourage YLs who are struggling.
 - Reward learners who have been working hard.
 - Types of Praise;
 - Personal praise for specific ability/quality
"You have a great memory for vocabulary!"
 - Effort-based praise
"I can see you really tried hard with this homework. Well done!"
 - Behavior-based praise
"You were really paying attention during the lesson – good job!"
-
-



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"You were really paying attention during the lesson – good job!"
-

Praising Young Learners

- Avoid "personal praise! Not actually beneficial, but can demotivate YLs to challenge themselves.
 - When praising effort & behavior:
 - be specific
 - give praise in the moment
 - avoid comparisons with other students
 - ~~*You got the best mark in the class—well done!*~~
 - You got a very high score in the reading test.*
 - Your hard work has really paid off this term!*
 - Keep track of who you give praise to – before class, choose 3-4 YLs to make sure all will eventually get praise
-



Other Classroom Management Tips

- Set a time limit for each activity.
- Get 100% of Young Learners' attention when giving instructions.
- Hand out material after giving instructions.
- Keep activities and instructions short and simple.

Getting Young Learners' Attention

- "Clap your hands once if you can hear me." (YLS clap) "Clap your hands twice if you can hear me." (YLS clap clap)
- T: Who is listening? YLS: "I am listening."
- T: 1-2-3 Eyes on Me YLS: "1-2-3 Eyes on You."
- Sound Signal (bell, buzzer, song, squeaky toy, gong, etc.)
- Nonverbal: Hand on your head (YLS notice, stop talking and put their own hands on their heads.)
- Note: You can give praise to YLS who are early to notice and stop talking.

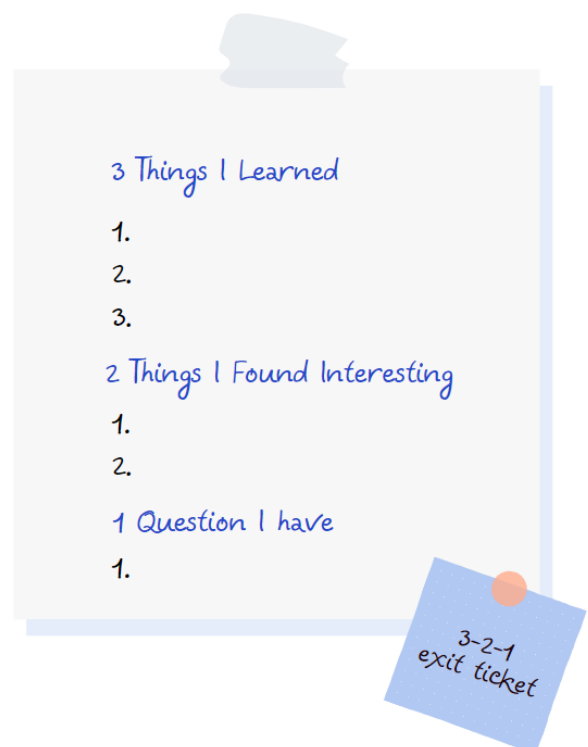


Recap

- Classroom Management.
- Establishing norms will help create a safe and effective learning environment for young learners.
- Behavioral Problems.
- ID Cause, Be consistent with consequences.
- Setting Routines from start to finish.
- Praising Students for effort and motivation.
- Attention Grabbers.
- Students responding to a signal is key.

Ticket Out the Door

- 3 Things You Learned
- 2 Things You Found Interesting
- 1 Thing You Want to Learn More About



**Appendix F:** Presentation slides – Planning Lesson Objectives & Activities

Upcoming Workshops

- I. Classroom Management
 - II. **Lesson Planning**
 - III. Formative Assessment for Young Learners
-
-

Workshop II: Lesson Planning

Agenda:

- Recap Classroom Management
 - SMART Objectives/Learning Outcomes
 - PDP Lesson Plan Activities
 - Resources: American English
-



Gallery Walk Warmup

Groups of 4

- Walk to one of the questions posted on the wall.
- 3 minutes to discuss and write some ideas down on each.
Note: "Young learners" = 1st graders
- If you have questions, write them, too!
- When time is finished, walk to the next one (clockwise).
- Read the previous group's ideas, add some more if you can.
- Repeat.

Gallery Walk Questions

- What are some general things to keep in mind when lesson planning, regardless of the age group?
- What are some important things to keep in mind when lesson planning for young learners?
- What are some common reasons why lessons "go wrong"?
- What are some common reasons why lessons "go right"?
- What are some characteristics of an effective lesson objectives?
- What are some characteristics of an effective activity for YLs?
- Review: What are some effective techniques for managing the classroom?
- What do you want to learn more about when it comes to lesson planning?



Recap: Classroom Management

- Classroom Management
 - Establishing norms will help create a safe and effective learning environment for YLs.
 - Behavioral Problems
 - ID Cause, Be consistent with consequences.
 - Setting routines from start to finish.
 - Praising YLs for effort and behavior.
 - Attention Grabbers
 - YLs responding to a signal is key.
-

3 Key Components of Effective Lesson Planning

- Learning Outcomes
 - Learning Activities
 - Assessment to Check Understanding (to be covered in the next workshop)
-
-



Lesson Objectives

- Describe what the learner will know and be able to do after the learning experience.
- Written in language that is easily understood by non-educators.
- Specifically and clearly relate to the program learning outcomes.
- Should be SMART and in SWBAT form.

Setting SMART Objectives/Learning outcomes

specific

- State clear specific learning outcomes.

measurable

- Can be measured through assessment/evaluation.

achievable

- Is the level of learning achievable in one lesson?

Relevant

- Relevant in relation to the program/subject description.

Time-limited


- Can be achieved within the time available.
-



SMART or not-SMART?

- Is it Specific? Measurable? Achievable? Relevant? Time-limited?
 - *"I want to lose weight."*
 - *"I want to lose 15kg."*
 - *"I will lose 15kg by September 15 by performing 30min of cardio and 30min of strength training per day, 5 days a week."*
-

Let's Try Together: Make These Goals SMART!

- *Students will be able to read "The Cat in the Hat".*
 - *I will be rich one day.*
-
- 



Writing SWBAT Outcomes

- *“Students will be able to _____”.*
- *Statements that specify what learners will know or be able to do as a result of a learning activity(ies).*

SWBAT Outcomes

- Describe overall goals students will be able to demonstrate by the end of the lesson.
- Use action words.
- Make learning visible.
- Are learning-centered.
- Make it clear what students can hope to gain from a particular lesson.
- Help ensure that appropriate strategies are being used.



SWBAT Format

SWBAT
+
Measurable Outcome
+
Language Skills, Function, Vocab, Grammar, etc. required for the task

Ex. SWBAT ask Wh- questions while playing Two Truths & A Lie.

Let's Try Together

- "SWBAT understand the simple past tense."
- Is this an effective SWBAT outcome?
- Why or why not?



Your Turn

- Make these SWBAT outcomes SMART!
 - *SWBAT read Romeo & Juliet.*
 - *SWBAT understand the letters of the alphabet.*
 - *SWBAT talk about the environment.*
-

Important!

- All aspects of teaching and learning should be aligned with the SWBAT outcomes!
 - Includes teaching strategies, activities, resources
 - If an activity does not help students meet the outcome, don't use it!
-

Learning Activities

- Should be directly related to the learning objectives/outcomes.
- Provide experiences that will enable learners to engage in, practice, and gain feedback on specific progress towards those objectives/outcomes.
- Build in time for extended explanation or discussion.
- Think of real-life, modern examples/analogies/situations that can help learners understand the topic.
- Identify strategies that check for understanding.

PDP Lesson Planning – Why?



- Easy three staged lesson plan.
- Allows for receptive & productive language skills.
- Flexible for multi strategy approaches.

Which events do you think belong to the Pre, During, and Post stages of a lesson plan?



Sample PDP Lesson

- **SLO:** By the end of the lesson, SWBAT demonstrate their comprehension of the short story "Moving" by writing their own story about moving and retell the story to two different partners.
- **TL:** Household Vocabulary (house, bathroom, rugs, dresses, toys, papers, living room, etc.)



Pre Stage

- Purpose
 - Helps YLs prepare for what they are going to learn.
 - Gives YLs greater chance of success in demonstrating learning of the lesson learning outcomes.
 - Give teacher opportunity to pre-assess YLs' previous knowledge.
 - Activities
 - Activate schema
 - Predicting
 - Generate interest in topic
 - Set up a reason to listen/read
 - Brainstorming, visuals, realia, situations, opinions
-

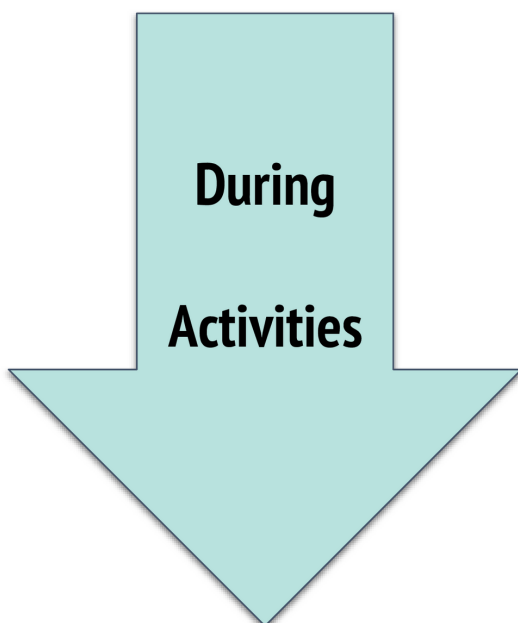
Sample Pre- Stage

- Greet YLs
 - ask YLs questions about if any have moved or know someone who has moved
 - Have you ever moved to a new home?
 - How was it?
 - What did you do?"
 - Teacher introduces vocabulary via pictures, YLs listen and repeat.
 - Matching activity – YLs match pictures with words in word bank. Compare and check results with others, then as a class.
-

During Stage

- Purpose
 - Learners interact with text/listening to improve their skills.
- Activities
 - Need to be step-by-step.
 - Scaffolding decreases for each activity.
 - If repeat listening, YLs should do a different task for each activity.

More support to less support





Sample During Stage

- **Listening Task:** Teacher reads passage, asks general comprehension Qs. YLs answer in partners, then T leads discussion.
Who are the characters? What are they talking about? Where are they?)
- **Listening Task:** YLs listen, fill T/F worksheet. Check with partner, T leads discussion.
- **Listening Task:** YLs listen, fill-in-the-blank task. Check with partner, T leads discussion.
- **Reading Task:** False reading. YLs read passage, correct errors.
- **Speaking Task:** Groups have 10 pictures depicting words from story. YLs arrange pictures in order, use the pictures to tell the story from memory.

Post Stage

- Purpose
 - Build and expand on what students have learned.
 - Integrate previous knowledge with new knowledge.
 - Personalize new content.
- Activities
 - Response to content.
 - Extension work.
 - Projects.



Sample Post Stage

- T gives YLs prompt
 - *"If you ever moved, what did you do?"*If YLs have never moved, they pretend they did.
- YLs tell their story to two different partners.

Your Turn (15 minutes)

- Write one lesson learning outcome for your topic (audience: 1st graders).
- Create at least one Pre, one During, and one Post activity.
- Topics:
 - Colors
 - Possessive adjectives (my, your, his/her/its, etc.)
 - Animals
 - Greetings
 - Items in the classroom
 - Describing People
 - There is/There are



Recap

- SMART Objectives.
- PDP Lesson Plan Activities.
- Check out the American English website for resources.

American English Resources

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A E AMERICAN ENGLISH

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U.S. Culture, Music & Games
Webinars
Massive Open Online Courses (MOOCs)
Other Resources
English Club Texts and Materials
Teacher's Corner
Comics for Language Learning
Online Professional English Network (OPEN)

ENGLISH TEACHING FORUM

Programs provides programs for English programs are implemented by (RELOs) at American Embassies or

Programs for Non-U.S. Educators and Professionals

Access Microscholarship Program

The Online Professional English Network (OPEN) program offers virtual learning opportunities to foreign English language

For non-U.S. students, the English Access Microscholarship Program teaches talented students, normally between the ages of 18 to 30, English

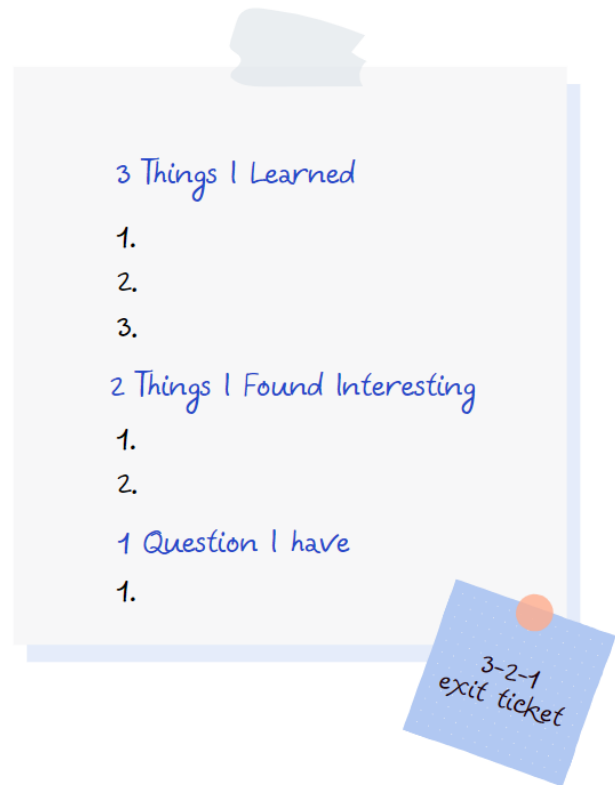
- My Favorites:
- Teacher's Corner
- Monster Book
- Children's Response
- MOOCs
- English Teaching Forum

<https://americanenglish.state.gov>



Ticket Out the Door

- 3 Things You Learned
- 2 Things You Found Interesting
- 1 Question you have



**Appendix G:** Presentation slides – Formative Assessment for Young Learners

Upcoming Workshops

- I. Classroom Management
 - II. Lesson Planning
 - III. **Formative Assessment for Young Learners**
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Workshop III:

Agenda:

- Intro to Assessment (formative vs summative, benefits, considerations with young learners)
 - Pre-Assessment
 - Comprehension Assessment
 - Instruction Comprehension Questions (ICQs)
 - End-of-Lesson Assessment
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Discuss: Poster Session (15 minutes)

- **Group 1:** What is assessment? Is it different from testing? How so?
 - **Group 2:** When do you assess your students?
 - **Group 3:** How do you assess your students?
 - **Group 4:** What are some benefits of assessment for students?
 - **Group 5:** What are some benefits of assessment for teachers?
 - **Group 6:** What are some considerations to take note of when assessing young learners (1st/2nd grade)?
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What is assessment?

“In the context of language teaching and learning, ‘assessment’ refers to the act of collecting information and making judgments about a language learner’s knowledge of a language and ability to use it.”

Carol Chapelle and Geoff Brindley, Universities of Iowa State and Macquarie



Testing vs Assessment

Testing

- Set time.
- Used after lesson.
- Used to measure the level of skill or knowledge of objectives.

Assessment

- Ongoing.
- Used before, during, and after lesson.
- Used to modify teaching and improve student learning.

Benefits of Assessment

For Students

- Encourage retention for information.
- Identify strengths and weaknesses.
- Increase motivation.

For Teachers

- Identify gaps in students knowledge.
- Evaluate teaching effectiveness.



Types of Assessment: Formative vs Summative

Formative

- During, Before, and After instruction.
- Assessment **FOR** learning.
- Give feedback to help students improve.
- Teacher uses information to modify instruction.
- Examples: self-assessment, KWL charts, in-class. discussions, peer-review.

Summative

- After instruction.
- Assessment **OF** learning.
- Evaluate students learning at end of unit, chapter, or semester.
- Examples: exams, presentations, essays.

Assessment Considerations for Young Learners

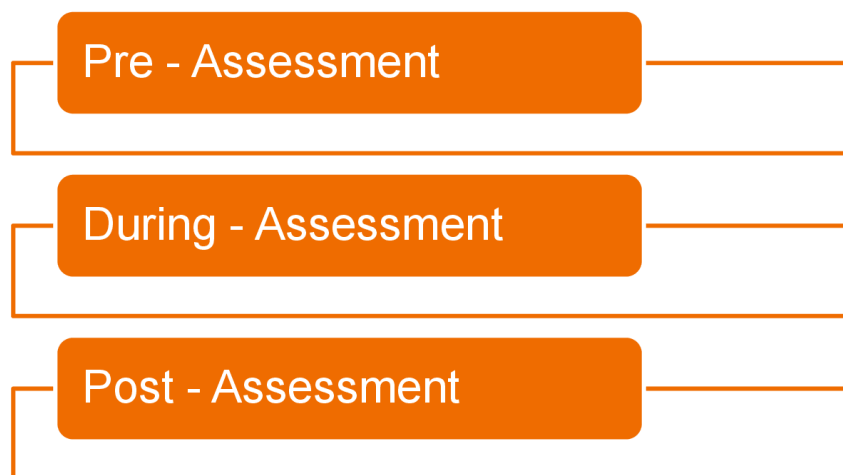
- Short attention span.
 - Limited tasks, singular focuses.
- Highly specific areas of interest
 - Tasks should be flexible enough to relate learning to their own lives and interests.
- Progression is non-linear.
- Very sensitive to what teachers think and say.
 - Give them some kind of positive feedback even when they make mistakes (like doing task on time).
 - Repeat tasks to build success.



Assessment Considerations for Young Learners

- Every “quiz” or “test” feels high-stakes.
 - Scoring should be avoided when possible.
- Depend on repetition.
- Still learning first language.
- Feedback should be given on single criterion/learning focus.

Assessment Stages





Discuss

- What does “pre-assessment” mean to you?
 - How do you “pre-assess” your students?
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Pre-Assessment

- A way teachers can gather important info about what students already know and are able to do before instruction, what students are interested in, what their learning styles are, etc.
 - Benefits:
 - YLs are more likely to demonstrate progress and growth.
 - Teachers can adapt lessons at correct pace based on evidence.
 - YLs are more likely to be engaged at 1+1 activities.
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Examples of Pre-Assessment Activities

- **Four Corners**
(topic: food) Breakfast, Lunch, Dinner, Snack
- **Think-Pair-Share**
- **Open-Ended Question**
(topic: hobbies) "What do you like to do during the weekend?"
- **Sorting Activities**
Furniture you find in the bedroom, kitchen, bathroom.
- **Brainstorming**
"What are 5 things that are green?" or "Draw 5 things that are green."

Pre-Assessment Activities



Community Blackboard

- Students brainstorm answers to a question or think of associated words to the topic at hand.
- Can draw pictures instead!
- Individuals or representatives of groups respond on the whiteboard.



Your Turn

- In your group, think of one language focus for 1st grade students (vocabulary set, conversation questions, pronunciation, grammar point, etc.).
 - Create two pre-assessment activities you could use for this language focus.
-

Question:

- How do you check for comprehension of the target language during a lesson?
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Comprehension Assessment Strategies

- **Circulate the classroom**
Listen to convos, glance at work, give small feedback, answer questions (esp. for shy students).
- **Quick class check**
*Ask a quick comprehension question.
Everyone raises M.C. or True/False or Yes/No cards.*
- **Student Hand Signals**
*"Agree" = thumb up
"Disagree" or "I have a different answer" = hands waved across each other
"I don't know" or "I'm confused" = shrug
"I can't hear" = hand cupped behind ear*



Comprehension Assessment Strategies

- **Green/Yellow/Red Cards**
Green = Got It!
Yellow = Maybe/Not Sure
Red = I'm lost!
Students raise card
- **Tip:** Make color one-sided – some students don't want others to know if they don't understand something but need more explanation



Teaching Techniques: ICQs

ICQ = Instruction-Checking Question

“Do you understand?”
“Does that make sense?”



Are these effective ICQs? Why or why not?

Why Not Ask “Do You Understand?”

- Students are proud and/or shy.
- They do not like to publicly admit that they do not understand something.
- If you ask “Do you understand?”, students might:
 - Not respond.
 - Lie and say “Yes.”.
 - Think they understand, but actually do not.



Effective ICQs

1. Provide the teacher with clear feedback.
 - a) *If students answer incorrectly or not at all, the teacher knows the are not clear enough.*
 - b) *If students answer correctly, the teacher can feel confident that they students have mostly got it.*
 2. Allow shy students to listen to ICQs and answers.
 3. Prevent students from doing the activity without listening to instructions.
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Types of ICQs

- **Either-Or**
Do you work by yourself or with a friend?
 - **Yes/No**
Do you work with a partner? ("Yes" or "No")
 - **Short-answer**
How many people are in a group? ("Four!")
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Activity: What Has Your Partner Done?

Sentence	Guess (T/F)	Real Answer (T/F)
1. (S)he has gone fishing.		
2. (S)he has broken a bone.		
3. (S)he has gone to the beach.		

Activity Tasks

1. Look at a series of sentences about their partner and guess if the statements are true or false.
2. Students put a "T" or "F" next to each statement according to their guess.
3. Partners have a conversation and put a "T" or "F" in the second column with the actual information they receive.
4. Finally, they will see who guessed most accurately.



What students might understand/ What they might do that you don't want them to do.

1. Look at a series of sentences about their partner and guess if the statements are true or false.
2. Students put a "T" or "F" next to each statement according to their guess.

Note: Students may immediately start talking to their partner rather than guessing first.

What students might understand/ What they might do that you don't want them to do.

1. Students put a "T" or "F" next to each statement according to their guess.
2. Partners have a conversation and put a "T" or "F" in the second column with the actual information they receive.

Note: Students may put their answers in the wrong column.



What students might understand/ What they might do that you don't want them to do.

1. Partners have a conversation and put a "T" or "F" in the second column with the actual information they receive.

Note: Students may give one- or two-word answers, but the teacher wants to encourage fluency and conversation in the activity.

What are some ICQs for this activity?

- "What do you do first – ask your partner or guess about your partner?"
- "Where do I write my guess?" (gesture to handout)
- "Do you give a one-word answer, or give your partner more information?"

Your Turn

- Create at least two ICQs for each of the activities posted on the wall.

- Activities

Simon Says

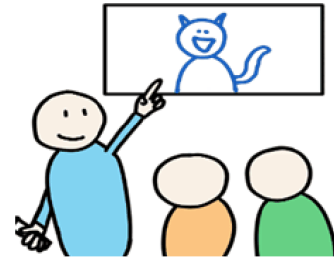
Board Race

Pictionary

The Mime

Hot Seat

What's Missing



End-of-Lesson Assessments (“Post” Assessment)

- Allows teachers to evaluate what students have learned.
Is additional practice or re-teaching needed?
- Unfortunately, “Closure” is often the first thing omitted as time runs out.
- Closure activities should be conducted by students, not teacher.



End-of-Lesson Assessments

- **3-2-1**
Yls write on a notecard 3 things they learned from the lesson, 2 questions they have about the topic, 1 thing they want the teacher to know.
 - **Postcards**
Students write a postcard to absent students to summarize the main ideas of the lesson.
 - **Doodles**
Students can draw 3 things or concepts they learned in the lesson.
 - **Student-Created Quizzes**
*Students create their own quiz questions.
Can quiz each other at end of class or at beginning of next lesson.*
 - **Gallery Walk**
Students create graphic organizer to represent their learning.
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Recap:

- Formative Assessment Benefits.
 - Pre-Assessments allow teachers to gather info before instruction.
 - Checking comprehension of TL.
 - ICQs provide clear feedback and don't allow students to start without fully understanding what to do.
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Ticket Out the Door

- 3 Things You Learned.
- 2 Things You Want to Try in Your Classroom.
- 1 Thing You Want to Learn More About.



