



Engaging teenage learners in the Foreign Language lesson



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Teaching teenagers : challenging experience

- **variables** affect the teaching process
- **cannot be controlled by teachers**
- physical, emotional and cognitive characteristics affect communication ➡ language (Fonseca & Toscano, 2007)
- significance of peers
- tendency to rebel against authority
- frequent mood swings
- concern about their body image
- identity construction



Student engagement

- ▶ “a condition of emotional, social, and intellectual readiness to learn characterized by curiosity, participation, and the drive to learn more.” (Abla & Fraumeni, 2019)
- ▶ factors involved in learning that can be handled by teachers
- ▶ affective factors (Fonseca & Toscano, 2007)
- ▶ effective handling of disruptive




What teachers can control

- content (by designing suitable activities/ transforming those included in the course book)
- teaching methodology
- material to add
- tools to use



Pre-conditions

- ▶ provide knowledge that is meaningful, relevant and useful
 - ▶ in an enjoyable way
 - ▶ that caters for all learning profiles
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- ▶ acknowledge ss' strengths, needs and interests
 - ▶ build rapport
 - ▶ teacher reflection

A framework for engagement (1)

➤ ***Student-centered methodology:***

- Ss have active and collaborative role in the learning process
- interact without constant supervision
- T provides feedback / correction
- *formative assessment*
- *Ss work independently / collaboration and communication skills / more interested in learning*
- *T: Class management skills*

A framework for engagement (2)

- **Communicative Approach** : interaction and meaningful communication in the target language (Richards, 2006)
- **Content-based teaching**: explore meaning through content (Coyle, Hood & Marsh, 2010)
- **Inductive / exploratory learning**: rules of language use and structure
- **Cooperative learning**: language learning is a social activity and depends on interaction with others



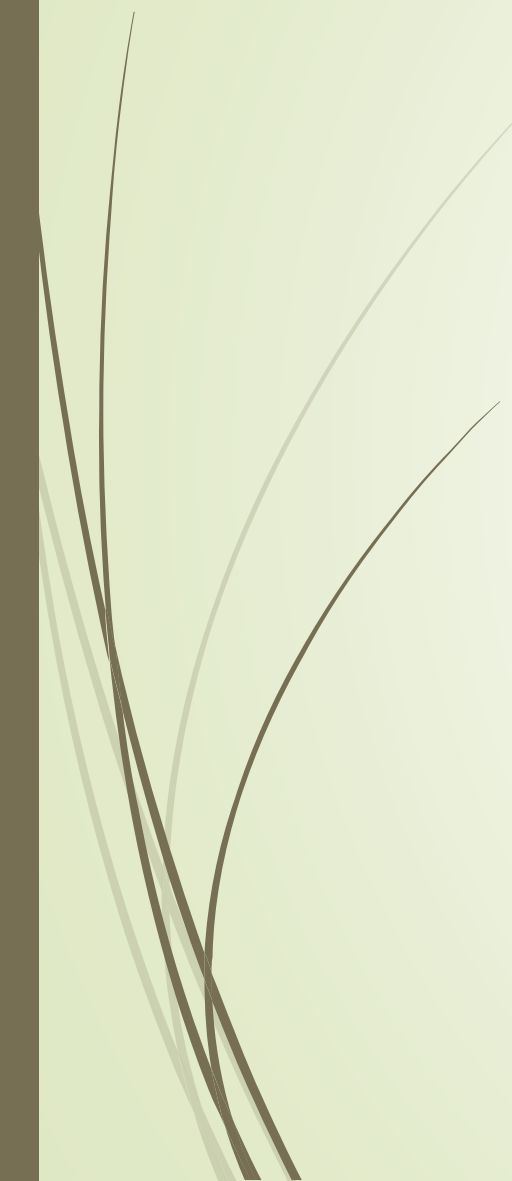
A framework for engagement (3)

- ▶ activities presented **in context** and have a **communicative purpose**
- ▶ students interact in pairs, groups and the plenary
- ▶ orally and in writing
- ▶ constantly exposed to the target language
- ▶ a learning community
- ▶ differentiation of instruction
- ▶ classroom environment conducive to LL



A framework for engagement (4)

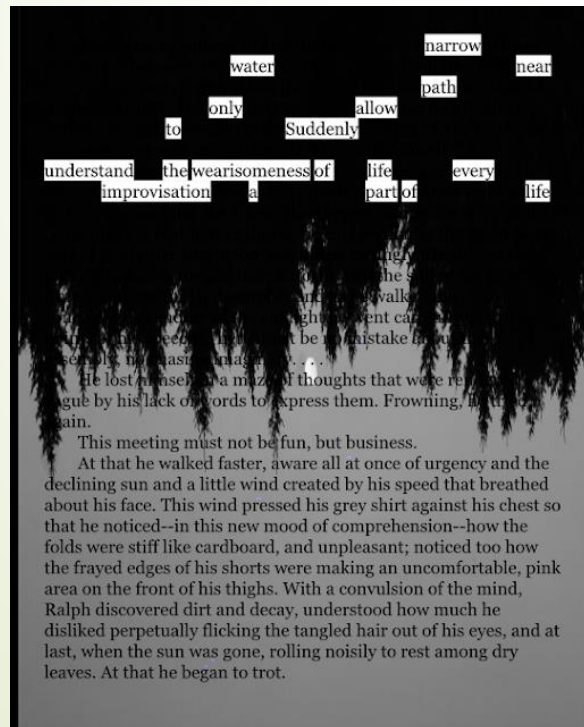
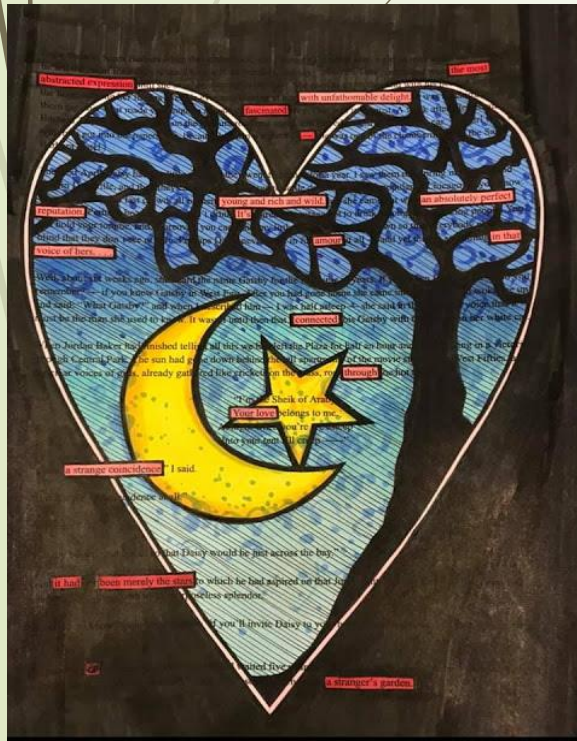
➤ 21st Century Pedagogy

- **critical thinking** techniques (observation, analysis, conclusions, assessment)
 - **creative thinking** techniques / development of skills, problem-solving, self-confidence, self-awareness (Maley, 2015; Peachey, 2018)
 - ✓ using the senses / “out of the box” activities / divergent thinking
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➤ **Experiential creativity**

- one-pager method (Potash, 2021)
- black-out poetry
- collage, brochure, digital poster
- Haiku poems / stories/ digital storytelling
- Image captions
- Involve popular songs, art, drama

<https://nowsparkcreativity.com/2021/04/blackout-poetry-roundup-examples-to.html>



<https://nowsparkcreativity.com/2018/03/one-pagers-roundup-examples-to-inspire.html>





Tools

- ▶ specific aims, based on ss' level
- ▶ Common European Framework (CEFR)
- ▶ Bloom's taxonomy
- ▶ content flexibility
- ▶ digital competence

STAGE-SKILL	STRATEGIES	CEFR DESCRIPTORS	BLOOM TAXONOMY VERBS (indicative)
<p>Introduction (Brainstorming Activating previous knowledge- Relating content to personal experience)</p>	<p>Creating word-clouds Concept maps Categorizing vocabulary</p>	<p>Oral interaction - Informal discussion with friends. Linguistic competence- Vocabulary range</p>	<p>interpret, list, compare, define, hypothesize, recall, conclude, express, describe, visualize</p>
	<p>Discussing the content of images - Matching images to ideas-Narrating a personal experience</p>	<p>Oral production-(Sustained monologue-Describing experience) Pragmatic competence (Thematic development- Language awareness and interpretation)</p>	

STAGE-SKILL	STRATEGIES	CEFR DESCRIPTORS	BLOOM TAXONOMY VERBS (indicative)
<p>Reading comprehension</p> <p>Poem analysis Critical analysis of text Finding examples of grammar structures Reflecting grammar structures - creating new examples.</p>	<p>Poem analysis Visual representation of information Black-out poetry / Creating a comic strip/ Presenting main ideas in a web with sketchnotes/ Choice board with differentiated tasks/ Creative thinking questions</p>	<p>Text Mediation (Analysis and criticism of creative texts (including literature), Expressing a personal response to creative texts, Visually representing information)</p>	<p>relate, create , interpret, comprehend, contrast, explain</p>
<p>Oral comprehension</p> <p>Videos Songs Audio books Podcasts Films</p>	<p>Sequencing images/ Writing captions to images/ Understanding main points/ Catching important information/ Identifying speaker mood, attitudes and viewpoints</p>	<p>Audio-visual comprehension (Watching TV, film and video) Oral comprehension (Understanding as a member of a live audience) Oral interaction (Understanding an interlocutor)</p>	<p>understand, apply, evaluate, compare, elaborate, distinguish, express, conclude</p>

STAGE-SKILL	STRATEGIES	CEFR DESCRIPTORS	BLOOM TAXONOMY VERBS (indicative)
Oral production	<p>Discussing and presenting the results of online search/ Jigsaw technique/ Debate/ Simulations and role plays/ Presentations</p>	<p>Oral interaction (Interviewing and being interviewed/ Using telecommunications/ Information exchange Conversation) Mediation (Facilitating communication in delicate situations and disagreements)</p>	<p>apply, demonstrate, express, argue, present, criticize</p>
Written production	<p>Essay, report, persuasive speech, article, social media post, story, email</p>	<p>Written production (Creative writing, Reports and essays) Written interaction (Correspondence)</p>	<p>combine, apply, summarize, relate</p>

STAGE-SKILL	STRATEGIES	CEFR DESCRIPTORS	BLOOM TAXONOMY VERBS (indicative)
<p>Assessment End product Group project Web quest Presentation e-Poster Video Brochure Podcast e-book Class padlet</p>	<p>Discussion for project planning/ Collecting information / SWOT analysis/ Presenting search results/ Self-peer assessment with rubrics / Transferring information from L1 to target language and vice-versa</p>	<p>Oral interaction (Goal-oriented co-operation/ Goal-oriented online transactions and collaboration/ Information exchange) Linguistic competence- (Vocabulary range- Grammatical accuracy) Pragmatic competence (Thematic development Sociolinguistic competence (appropriateness) Mediation (Facilitating pluricultural space, Explaining data, Relaying specific information)</p>	<p>apply, demonstrate, express, illustrate, compose, create, synthesize, explain</p>



Final thoughts

- fully engaged FL class
- interplay of various factors
- implementation of student-centered methods.
- reflection is critical:
- teacher philosophy is and how ready we are to change.

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Thank you!



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<https://usarri.blogspot.com/>