

## Appendix B

### Instructional Tools, Techniques, Activities, and Strategies

This appendix provides descriptions of the tools, techniques, activities, and strategies discussed in this book.

**Analytic Rubric:** An assessment tool to score oral or written language for an assignment based on specific criteria. It lists each criteria the teacher wants to assess and has points or descriptors for each criterion that helps teachers score an assignment and give feedback to students and helps learners know how to accomplish the assignment successfully.

**Autobiography Wall:** A wall in the classroom or at the classroom entrance on which teachers post students' autobiographical projects. Teachers can use it to create a positive learning community. Autobiographical projects can be a photo of the student with a short bio, an illustration of a student with their family labeled in English and the student's native language, and so on.

**Brainstorming:** A teaching technique for activating learners' background knowledge that involves having learners generate vocabulary or ideas related to a given topic. Learners work alone, in pairs, or in groups to create word lists or mind maps on a given subject, or to predict what a text, story, book, or a listening task is going to be about.

**Choice Boards:** A type of activity that gives students multiple options to complete an assignment. Teachers usually prepare a handout that shows students the various options and let students choose different ways of demonstrating a language objective through writing, drawing, roleplaying, singing, recording their voice, or making a video.

**Circle Time:** An activity that is often used as a routine to start the day for very young learners. Both children and teachers sit or stand in a circle facing each other to start the day. Teachers can start the day with a song and dance in the circle, or introduce the topic for the day's lesson in a fun way. It can also allow teachers to greet and check in with each student by saying hello and noticing if they look tired or sad or appear to be overly energetic.

**Class Poster:** An activity teachers can create with the class at the beginning of the school year to create a positive atmosphere and give students a sense of belonging. It can include the names and photos of each student. They can come up with a class name to put at the top, like "English Stars" or "English Thinkers."

**Classroom Helpers:** A classroom management technique that gives students some responsibilities in the classroom. Teachers can assign helpers for different jobs around the classroom and include this information on the whiteboard or poster. Depending on students' age and interests, teachers can assign helpers to take attendance (roll caller), be first in line (line leader), pass out and collect papers (paper manager), erase the board (board manager), pass out and collect materials and supplies (supplies manager), or any other job that can help manage class activities. Teachers rotate helpers so that all students get a chance to do each job.

**Feedback Burger:** An assessment strategy that provides child-friendly feedback in the form of a burger. The teacher starts with praise (bun), then corrects the error (meat), which should be related to the target language and language objective. The teacher can also give a suggestion for improvement (lettuce) that might not necessarily be connected to the lesson objective but could be useful to a particular learner based on his individual needs. The teacher ends with praise (bun), to encourage the learner to keep learning. If more appropriate, it can also be a veggie burger or a taco.

**Group Response Techniques:** This is a technique where teachers check comprehension quickly to get an overall sense of how the class is following the instruction. Teachers seek a group response with routine hand gestures, such as Thumbs Up/Thumbs Down or Three Finger Scale to see who understands and who needs more clarification.

**I Do. We Do. You Do:** A strategy teachers use to scaffold students' use of language through modeling and guided practice before students try to produce language independently. First, the teacher models the task and the use of language (I do). Then, the teacher guides students by doing the task together (We do). In this stage, the teacher models and partners with students to support their ability to perform the task. Finally, students try the task on their own (You do). This comes from the gradual release of responsibility instructional framework (Fisher & Frey, 2008).

**K-W-L Chart:** A strategy using a graphic organizer that helps learners activate background knowledge, direct new learning, and review. The graphic organizer has with three columns: K, W and L. At the beginning of a lesson learners list in the first column what they already know (K) about a topic of the lesson, in the second what they want (W) to learn about it, and at the end of the lesson, they complete the third column, where they record what they have learned (L) during the lesson.

**Learning Stations:** A teaching strategy where the teacher sets up learning stations that have supplemental materials for learners of different language proficiency and learning preferences. These stations can be set up in different parts of the classroom and students can go to them independently if they finish an assignment early or if the teacher wants to work with a small group of students. Primary learners learn at their own pace and through their own learning preferences, while preprimary learners need help from teachers. Learning stations that focus on different skills can have fun names like Reading Nook, Listening Nook, Word Games Station, Fun Writing Station, and Whisper Corner.

**Maker Movement Approach:** An approach to learning that focuses on the process of designing, making, and ultimately solving real-world problems. Children learn by doing through collaborative projects and problem solving. Maker-centered learning encourages children to “tinker” (i.e., experiment and craft designs). Based on the work by Agency by Design, a part of Project Zero from Harvard Graduate School of Education (Anderson, 2013).

**Multisensory Activities:** Activities that encourage children to engage their five senses in classroom activities. This involves teaching young learners through hands-on activities that are concrete and encourage development of their fine- and gross-motor skills, using sounds and pictures, moving body parts, touching realia, smelling flowers, and tasting foods.

**Peer Assessment:** A type of informal assessment where students receive feedback from their peers. Teachers often provide age-appropriate rubrics or strategies for the students to complete for their classmates, such as the Feedback Burger.

**Personalization:** A pedagogical strategy that allows children to relate new language and content to themselves and their lives. Children can do a Show and Tell, create a poster, write a mini-book, create a digital story, or even give an example to show use of new language in a meaningful context related to themselves.

**Photo Wall:** An activity teachers can create with the class at the beginning of the school year to create a positive atmosphere and give students a sense of belonging. It can include the names and photos of each student, like a Class Poster. Teachers can create a template for students' names and photos and allow students to decorate it before they post it on the wall. Older learners can write a poem or a short bio about themselves.

**Portfolio Assessment:** A type of alternative assessment that shows children's progress over a period of time. A portfolio contains a collection of students' works throughout a session, semester, or academic year. Teachers or students select their work—including drawings, writing samples, posters, journal entries, videos, audio clips, and materials from their projects—and put them into a portfolio as a record of their progress. Teachers support students in the selection of work by giving some criteria. Through regular selection and reflection on their work, young learners can increase their “motivation and enthusiasm for learning” (Becker, 2015, p. 269) and develop as independent learners.

**Project-Based Learning (PBL):** A teaching approach that engages learners in problem solving or answering complex questions. Learners work on their project as a homework assignment individually or in small groups over a longer period (from a week to a whole semester). Projects usually mirror real-life problem solving or investigations. Using PBL in the English language classroom can prepare learners for their future jobs and teach them lifelong learning skills. Integrating digital skills into project tasks while searching for information and producing it gives projects a vital role in developing young learners' 21st-century skills.

**Readers Theater:** A strategy effective for developing reading fluency that changes a story into a play for students to perform. After reading a story with students, a teacher can create a script that tells the story through a narrator and characters. Learners read their parts orally several times (but do not have to memorize them) to practice pronunciation, speed, and expression. When they are ready, they perform reading the script in front of an audience. Readers Theater helps students improve reading comprehension and become more self-confident, independent readers.

**Role Play:** An activity where students pretend to be characters, such as characters in a story or people in a real-life scenario. For example, students might role play a store owner and a customer to practice language for shopping. This encourages spontaneous language use by involving learners in age-appropriate roles in dialogues, such as talking to a puppet, dressing up, wearing costumes and props like hats, scarves or funny glasses. Such activities are enjoyable as they involve moving around and active participation in pairs or groups of all children regardless of proficiency level.

**Self-Assessment:** A type of assessment where students judge their own performance and progress. Teachers can pass out copies of their assessment rubric at the beginning of the assignment and read through it, so learners know what their teachers' expectations are and can use it to assess themselves when they complete the task. For very young learners in preprimary school, teachers can provide emojis or use hand gestures to guide their self-assessment.

**Self-Organized Learning Environment (SOLE):** A student-centered pedagogy that “utilizes technology and peer interaction as a centerpiece of learning” (Weisblat, Stiles, & McClellan, 2019, p. 61). It was introduced by Sugata Mitra to encourage teachers to be facilitators of learning and give students the tools and the freedom they need to explore a topic. In a SOLE activity, students organize themselves into groups of four or five to explore a research question. Each group has at least two devices that are connected to the internet and about 30–40 minutes (depending on the class period) to research information about their research question. Then each group prepares a presentation, which should have a visual or some kind of multimodal display of their results. After all the groups present, the teacher leads students in reflection, self-assessment, and evaluation of the process.

**Show and Tell:** An activity where children are invited to bring a personal object from home to show and speak about it in class. This relates new language directly to students' lives and can even tap into students' sense of fun as they share things like toys with their peers.

**Slow Down, Simplify, and Support:** Three ways teachers can modify their oral language input to make it comprehensible for students. After teachers check comprehension and realize students are lost, they can: slow down their speech, but still keep speaking with a natural flow and intonation; simplify their speech by shortening their sentences, using less complex grammatical structures, avoiding slang or idiomatic expressions, and using fewer pronouns (TESOL International Association, 2018); or support the comprehension of what students are saying by using visuals, realia, gestures, acting out, or writing or drawing on the board.

**Storyboarding:** A graphic representation of a story made up of squares with pictures or illustrations that represent different scenes of story events. Storyboarding enhances learners' comprehension of a story through visual representations of meaning and relating new language to the contexts created by the visuals. It also provides opportunities for repeating and recycling of the language, and for practicing storytelling.

**Storytelling:** An authentic form of communication and the use of stories as language input. It introduces young children to cultures, develops their imagination, and taps into their fantasy world. Children enjoy engaging in story-related activities, such as dressing up as characters.

**Think Aloud:** A technique teachers use to demonstrate how to do a task or use a strategy, such as previewing a picturebook and making predictions about its content. This is a helpful tool for strategy instruction because the teacher shows students how to use a strategy while thinking out loud. This demonstrates how to use the strategy and shows students what is going on in one's head while using the strategy.

**Think-Pair-Share:** An interactive technique in which learners think to themselves for a moment, talk in a pair, and then share their ideas with the whole class. It can lead to a whole-class discussion of a topic, with negotiation of choices made at various stages of the discussion.

**Three Finger Scale:** A group response technique that helps teachers get immediate feedback on learners' readiness to start a task. The teacher asks learners to hold up their right hand and show one finger if they are not ready at all, two fingers if they need more practice, and three fingers if they are ready for the activity. The feedback allows the teacher to notice how many students have one or two fingers up and adjust her teaching by providing more review and practice if needed.

**Three-Two-One (3-2-1) Slip:** A strategy teachers use to gather feedback about the effectiveness of a day's lesson. Teachers can give students a handout or ask them to write down the following on a piece of paper: 3 things I learned today, 2 things I found interesting, and 1 question I still have. For very young learners, the slip could have emojis to indicate how they felt about the class. Teachers can also ask some questions about the day's lesson and have students show their answers or feedback by hand gestures.

**Total Physical Response (TPR):** An approach typically used for beginning learners who respond to the teacher's instructions by doing and performing the action. It is based on listening to comprehensible input and responding to it through physical activity. The teacher gives a command (Stand up!) and performs the action alone or with volunteers in front of the class while the other children listen and observe. Then, the teacher gives already taught commands and children respond through movement, action, mime, or gesture. This approach helps children develop aural comprehension and acquire the language by associating the actions with the meaning of the words. Children like to move, so they learn well when teachers provide opportunities for them to get out of their seats and move around during active games like Simon Says or charades.

**Translanguaging:** This is a multilingual pedagogy where teachers allow the use of all the languages of their multilingual learners as a way of supporting learning and valuing children's multilingual competencies as resources.

**Turn and Talk:** An interactive technique where learners turn to talk to a partner about a task before the teacher checks for comprehension. The learners follow this routine: they look at their partners, listen to them, speak quietly to them, and then they turn to the front and wait until the teacher is ready.

**What's Missing:** A game to practice vocabulary that is played in small groups. The teacher uses real objects or pictures of the vocabulary they are teaching and places them on the board or the desk where all members of the group can see them. The teacher asks learners to take a good look and try to remember the objects or pictures and the English words for them. Then learners close their eyes, and the teacher removes one of the objects or pictures. Next, the teacher tells learners to open their eyes and say what's missing. The teacher can play multiple rounds of this game to give students lots of practice.