Young Learners Online

Young Learners Online:

A Guide for Foreign Language Teachers

By

Fanny Piat and Sanja Vičević Ivanović

Cambridge Scholars Publishing

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This book first published 2022

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

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ISBN (10): 1-5275-8108-X
ISBN (13): 978-1-5275-8108-1

Big thanks go to our wonderful colleagues who helped us at various stages of this work: Chris Cooke, Ruth Dunmore, Jan Kelly and Sarah Neville. Special thanks go to Bernadette O'Donnell and her linguistic support.

We are particularly grateful to our reviewers for their thoughtful and thorough review.

Many thanks to the parents of our amazing students that gave us permission to use their child's work.

CONTENTS

List of tables xii

List of figures xiii

Key abbreviations xv

Introduction 1

Chapter 1 3
Young language learner's characteristics and remote foreign language teaching and learning
1.1. Part 1: Theoretical framework 4
1.1.1. Brief theoretical introduction into young language learner's psychology 4
1.1.2. The portrait of a young language learner 6
a. Development of thought from concrete towards abstract 6
b. Development of memory 8
c. Development of metacognition 9
d. Development of self-concept and self-regulation 10
e. Physical development 12
1.2. Part 2: Practical implementation 14
1.2.1. Brief practical introduction into young language learner's psychology 14
1.2.2. Vocabulary acquisition based on a multisensory approach 16
1.2.3. Example of vocabulary lessons based on a multisensory approach 17
1.2.4. TPR activities in remote foreign language teaching and learning 19
1.2.5. Instructional versus educational TPR 20
a. Instructional TPR 21
b. Educational TPR 24
1.2.6. Steps for implementing implicit grammar 25
a. Step 1: Choose and introduce the topic 26
b. Step 2: Exposure to the target structure 26
c. Step 3: Analysing the target structure 26

d. Step 4: Understanding the grammar rule 27
e. Step 5: Double-checking the understanding of the grammar rule 28
f. Step 6: Practising the new grammar rule 29
1.2.7. Example of an implicit grammar lesson 29
What have I learned in this chapter? 31
Answers 31

Chapter 2 33
Young language learner's motivation in remote foreign language teaching and learning
2.1. Part 1: Theoretical framework 34
2.1.1. Brief theoretical introduction into motivation within foreign language teaching and learning 34
2.1.2. Understanding motivation 36
2.1.3. What determines a young language learner's motivation? 38
a. The teacher as a key aspect of a young language learner's motivation 38
b. The curriculum as a key aspect of a young language learner's motivation 41
c. Peers as a key aspect of a young language learner's motivation 41
d. The temporal dimension of a young language learner's motivation 42
2.2. Part 2: Practical implementation 43
2.2.1. Brief practical introduction into motivation within foreign language teaching and learning 43
2.2.2. Tips for step-by-step educational game design and implementation 45
a. Tip 1: Identify the learning objective 46
b. Tip 2: The purpose of the games is not only to remember information 48
c. Tip 3: Create a scenario 49
d. Tip 4: Create a diversity of games for each level 50
e. Tip 5: Map out the progress 51
f. Tip 6: Announce the mission 52
g. Tip 7: Lead the game 52
h. Tip 8: Reflect with your students during and after the game 52
2.2.3. Example of a reality-based, educational game 54
What have I learned in this chapter? 56
Answers 57

Chapter 3 59
Language learning strategy use in remote foreign language teaching and learning
3.1. Part 1: Theoretical framework 60
3.1.1. Brief theoretical introduction into language learning strategies 60
3.1.2. What are language learning strategies? 61
3.1.3. Describing language learning strategy use among young language learners 63
3.1.4. Strategy-based foreign language teaching and learning 67
3.2. Part 2: Practical implementation 69
3.2.1. Brief practical introduction into language learning strategies 69
3.2.2. Step-by-step implementation of language learning strategies 70
a. Step 1: Preparation for language learning strategy use 70
b. Step 2: Presenting and modelling new language learning strategies 73
c. Step 3: Practice and scaffolding 76
d. Step 4: Promoting evaluation of the effectiveness of language learning strategies 78
e. Step 5: Language learning strategies transferred to new tasks 81
What have I learned in this chapter? 82
Answers 82

Chapter 4 85
Implementation of an e-portfolio in remote foreign language teaching and learning
4.1. Part 1: Theoretical framework 86
4.1.1. Brief theoretical introduction into portfolio pedagogy within foreign language teaching and learning 86
4.1.2. What is an e-portfolio? 88
4.1.3. E-portfolios in a reporting role 90
4.1.4. E-portfolios in a pedagogical role 90
4.1.5. The ELP in use among young language learners: advantages, pitfalls and challenges 92
a. The younger the better 92
b. Integration of the ELP in the curriculum 92
c. The teacher's role 92
d. Language awareness 93

4.2. Part 2: Practical implementation 93
4.2.1. Brief practical introduction into portfolio pedagogy within foreign language teaching and learning 93
4.2.2. Tips for step-by-step portfolio implementation 95
a. Tip 1: Define a clear purpose for the e-portfolio 95
b. Tip 2: Choose the appropriate Learning Management System 96
c. Tip 3: Share your expectations with your students 97
d. Tip 4: Share viewing access with parents 97
e. Tip 5: Make the e-portfolio part of the curriculum 97
f. Tip 6: Communicate the learning goals 98
g. Tip 7: Organise the content intuitively 99
h. Tip 8: Show progress using summative and formative assessment 100
i. Tip 9: Encourage students to reflect on their learning process 100
j. Tip 10: Use the full potential of the chosen learning management system 101
k. Tip 11: Encourage your students to save their e-portfolio for future use 104
l. Tip 12: Keep improving your practice 104
What have I learned in this chapter? 105
Answers 106

Chapter 5 108
Focus on formative assessment in remote foreign language teaching and learning
5.1. Part 1: Theoretical framework 109
5.1.1. Brief theoretical introduction into formative assessment within foreign language teaching and learning 109
5.1.2. What is formative assessment? 112
5.1.3. Self- and peer assessment in view of formative assessment 114
5.1.4. Self- and peer assessment among young language learners 116
a. Development from less to more objective assessors 117
b. Development from specific towards general focused assessment 118
c. Development of metacognitive assessors 118
d. The teacher's role 118

5.2. Part 2: Practical implementation 119
5.2.1. Brief practical introduction into formative assessment within foreign language teaching and learning 119
5.2.2. Tips for step-by-step self- and peer assessment implementation in remote FLTL 122
a. Tip 1: Raise awareness of self- and peer assessment 122
b. Tip 2: Introduce checklists 124
c. Tip 3: Transform checklists into criteria for self-assessment or peer assessment 126
d. Tip 4: Use self- and peer assessment as a starting point for reflection on learning 128
e. Tip 5: Ensure that students answer your feedback 129
What have I learned in this chapter? 136
Answers 136

References 139

Index 157

LIST OF TABLES

Table 1-1 Online vocabulary lesson with 7- to 8-year-old students learning German
Table 1-2 Online vocabulary lesson with 9- to 10-year-old students learning French
Table 1-3 Pattern showing use of the definitive article in the German language
Table 1-4 Rule for using articles in German presented in a table
Table 1-5 Online implicit grammar lesson with 9- to 10-year-old students learning German
Table 2-1 Feedback prompts
Table 2-2 A reality-based, educational game for YLLs learning French as an FL
Table 3-1 LLS observation report
Table 3-2 LLS log focused on use of LLS for 10-year-old students
Table 5-1 Example of simply graded criteria for SA
Table 5-2 Classroom chart for simple PA upon task completion
Table 5-3 Example of a checklist for writing for YLLs aged 8-10
Table 5-4 Example of criteria for SA or PA in writing for YLLs aged 8-10
Table 5-5 Template for SA or PA in writing for YLLs aged 8-10 including teacher's assessment
Table 5-6 Example of listening skill prompts for YLLs aged 8-10
Table 5-7 Example of reading skill prompts for YLLs aged 8-10
Table 5-8 Example of speaking skill prompts for YLLs aged 8-10
Table 5-9 Example of writing skill prompts for YLLs aged 8-10

LIST OF FIGURES

Figure 1-1 Teacher showing the symbol for matching as instructional TPR
Figure 1-2 Teacher showing the symbol for listening as instructional TPR
Figure 1-3 Teacher showing the symbol for speaking as instructional TPR
Figure 1-4 Teacher showing the symbol for whole-body movement as instructional TPR
Figure 1-5 Teacher showing the symbol for the "what" question as instructional TPR
Figure 1-6 Teacher showing the symbol saying "your turn to answer" as instructional TPR
Figure 1-7 Rule for using present tense of reflexive verbs in French presented in a mind map (Coogle)
Figure 2-1 Example of a role-playing game (Canva)
Figure 3-1 Example of a learner's reflection on use of LLS
Figure 3-2 LLS categorisation activity (Seesaw)
Figure 3-3 LLS poster presenting some memory strategies to 8-year-old students (Pic Collage)
Figure 3-4 Teacher's feedback focused on reinforcing the use of LLS in German
Figure 3-5 Sharing knowledge on the use of LLS
Figure 3-6 Questionnaire on the use of LLS (Seesaw)
Figure 3-7 Comparison between the reflection on the use of LLS and on the content of the FL lesson
Figure 4-1 Example of group work
Figure 4-2 Example of summative assessment
Figure 4-3 Example of reflection about the learning process
Figure 4-4 Example of unit overview for 9-year-old students (Seesaw)
Figure 4-5 Example of folders organised in IB spirit (Seesaw)
Figure 4-6 Example of assessment used for reporting and pedagogical functions
Figure 4-7 Example of a self-reflection sheet for 9-year-old students (Seesaw)
Figure 4-8 Example of a student's video recording
Figure 4-9 Example of a student's photo
Figure 4-10 Example of a student's audio recording

Figure 4-11 Example of listening and reading tasks
Figure 4-12 Example of a speaking task
Figure 5-1 Discussion between the teacher and the student (7 years old) developed in the Seesaw chat box
Figure 5-2 Example of a criterion in reading for SA of a 10-year-old student (Seesaw)
Figure 5-3 Example of a checklist for a writing activity in German completed by a 10-year-old student (Seesaw)
Figure 5-4 Example of SA completed by a 9-year-old student (Seesaw)
Figure 5-5 Example of SA completed by a 7-year-old student (Seesaw)

KEY ABBREVIATIONS

CALLA	Cognitive Academic Language Learning Approach
ELP	European Language Portfolio
ELLiE	The Early Language Learning in Europe project
FL	foreign language
FLTL	foreign language teaching and learning
L1	first language
L2	second language
L3	third language
LLS	language learning strategies
PA	peer-assessment
SA	self-assessment
SBI	Strategies-Based Instruction
TPR	Total Physical Response
YLL	young language learner

INTRODUCTION

After being in teaching practice for many years and having published several student books over the years, we were very confident in our work with young language learners (YLLs). However, the COVID-19 pandemic made us rethink and redesign our foreign language teaching and learning (FLTL). This book aims to share our views on contemporary topics within foreign language (FL) methodology that we find relevant for the e-learning context. With our examples of good online practice, we are hoping to offer help and support to FL teachers in different educational contexts across public and private schools.

By focusing only on some notions of FLTL in remote settings, we do not intend to give exhaustive guidelines on developing and delivering a remote FL curriculum. We suggest what aspects every FL teacher should pay special attention to and what actions should be considered to make students' FL learning in the online environment as effective and as enjoyable as possible. When we write about remote FLTL, we are referring to synchronous as well as asynchronous e-learning. In this book, our focus is exclusively on YLLs. The concept of YLLs covers the age group between 6- and 10-year-old children.

This book is divided into five chapters devoted to the YLL's characteristics, motivation, language learning strategies (LLS), e-portfolio and formative assessment. Each chapter is divided into two parts, theoretical framework and practical implementation. In the theoretical framework, we elaborate on the key concepts of FL teaching to YLLs in the online context. These sections of the book have several reflection activities to keep readers actively engaged with the text. Starting with the theoretical background, each chapter has a second part dedicated to practical implementation. This section provides examples of online FLTL with concrete tips for good online practice with YLLs. This book can become a beneficial aid to pre-service and in-service teachers, curriculum developers, teacher trainers, university students and researchers in pursuit of engaging online FLTL among YLLs. The contents of each chapter are as follows.

Chapter 1 provides insight into the psychological development of YLLs. The theoretical section of the chapter introduces readers to the YLL's physical, cognitive, and socio-affective characteristics, which will allow us to discuss the pedagogical implications of psychology on remote FLTL. The practical section of the chapter is devoted to examples of good practice in remote FLTL that take account of a child's psychological development.

Chapter 2 stresses the importance of the YLL's motivation in e-learning. In the theoretical section, based on the analysis of the most relevant models of language learning motivation, the YLL's teacher, curriculum and classmates come to light as the critical dimensions of their motivation, and these factors are taken as a starting point to discuss the most important aspects of motivation in remote FLTL among YLLs. The practical section of the chapter focuses on the gamification of FLTL as an innovative way of integrating the key elements of a YLL's motivation. It provides a detailed guide on keeping YLLs engaged through computer game design and computer game elements in remote FLTL.

Chapter 3 explains the role of LLS in remote FLTL. The theoretical section outlines issues related to understanding the concept of LLS and how these issues reflect on FL practice among YLLs. Regarding practical implementation, we focus on strategy-based remote FLTL among YLLs, illustrating each step of implementation with examples of good practice.

Chapter 4 presents key aspects of portfolio pedagogy in FLTL. First, in the theoretical section of the chapter, we discuss portfolio pedagogy through the lens of the European Language Portfolio (ELP) and its reporting and pedagogical function. Then, taking this theoretical background as a starting point, we develop in the practical part a step-by-step guide for implementing an e-portfolio in remote FLTL among YLLs.

Chapter 5 discusses contemporary trends in FL assessment, focusing on a comparison of formative and summative assessment and their roles. The theoretical section of the chapter underlines the importance of self-assessment (SA) and peer assessment (PA) as crucial aspects of formative assessment, while the practical part of the chapter elaborates on the concrete implementation of SA and PA in remote FLTL among YLLs.

CHAPTER 1

YOUNG LANGUAGE LEARNER'S CHARACTERISTICS AND REMOTE FOREIGN LANGUAGE TEACHING AND LEARNING

This chapter aims to gain insights into the psychological development of children aged between 6 and 10. After elaborating on physical, cognitive, and socio-affective characteristics, we discuss the pedagogical implications of psychology on remote foreign language teaching and learning. In conclusion, we focus on examples of good practice in remote foreign language teaching and learning that account for a child's psychological development.

Activity 1 Look at the main focal points of the chapter and reflect on your prior knowledge by determining what you already know. Set your next steps by identifying what you would you like to learn.		
What is the focus of this chapter?	What do I already know?	What would I like to learn more about?
To identify the key psychological characteristics of a YLL.		
To understand the pedagogical implications of a YLL's psychological development for remote FLTL.		
To apply knowledge of a YLL's psychology in remote FLTL.		

1.1. Part 1: Theoretical framework

1.1.1. Brief theoretical introduction into young language learner's psychology

FL teachers, as specialist teachers, often face the challenge of teaching their subject to different age groups. The key to delivering a successful FL lesson to different age groups lies primarily in recognizing a learner's psychological characteristics at a certain developmental stage and their pedagogical implications for FLTL. This gives psychology a pivotal role in second language (L2) acquisition.

Psychology helps us understand the human mind and how the mind influences human behaviour (Oxford Learner's Dictionaries, n.d.; Merriam-Webster Dictionary, n.d.). Language is undoubtedly an integral part of the human mind. Thus, language, and more specifically, first language (L1), is explored within the interdisciplinary fields of (developmental) psycholinguistics and neurolinguistics. Research findings related to acquiring and using the L1 certainly shape the study of L2 acquisition. Significantly, the study of individual differences (language aptitude, learning style, motivation, and learner strategies, to name just a few) has a long research tradition in L2 acquisition (cf. Dörnyei and Ryan 2015). When it comes to a YLL, child, educational and developmental psychology are the key psychology disciplines for understanding L2 acquisition in this specific group.

With regard to psychology, child development has been broken down into different aspects (e.g., physical, cognitive, social and emotional), age groups (e.g., infants, toddlers, pre-schoolers, middle childhood and teenagers) and milestones (e.g., in movement, visual, hearing and language) to better examine this complex phenomenon (cf. Vasta, Haith, and Miller 1999; Berk 2012). When examining the role of child development in good FL practice among YLLs, cognitive and social aspects should be considered to help teachers navigate through FLTL (cf. Cameron 2005; Pinter 2011). In this regard, two prominent figures, Piaget and Vygotski, play key roles. To clarify, Piaget (2005) is the author of the widely accepted systematic study of child cognitive development based on biological development and personal experience, while Vygotski (1986) studied child progress through the prism of social context and scaffolded learning. Additionally, the importance of the information processing approach, which gives insights into specific aspects of cognitive development such as perception or attention, needs to be highlighted. For this, we need to point out Atkinson and Shiffrin (1968, 92–94), who pioneered the field with their multistore

model of memory consisting of a sensory register, short-term memory and long-term memory. Taking these theories of child development as a starting point, we will begin by elaborating on a portrait of a YLL with a particular focus on selected psychological characteristics that are important for developing engaging FLTL for YLLs.

Further reading

- Berk, Laura E. 2013. *Child Development*. 9th Edition. Boston: Pearson.
- Pinter, Annamaria. 2017. *Teaching Young Language Learners*. 2nd Edition. Oxford: Oxford University Press.
- Vasta, Ross; Haith, Marshall. M., and Miller, Scott A. 1999. *Child Psychology: The Modern Science*. 3rd Edition. New York: John Wiley & Sons.

Activity 2 Match the characteristics from the list with the physical, cognitive, or emotional and social development within the correct age span.

6- to 8-year-old students			9- to 11-year-old students		
Development			Development		
Physical	Cognitive	Emotional and social	Physical	Cognitive	Emotional and social

1. Games with rules and "rough-and-tumble" play become common.
2. Peer groups emerge.
3. Attention becomes more selective, adaptable and planful.
4. Ability, effort and external factors (such as luck) are distinguished in attributions for success and failure.
5. Thought becomes more logical, as shown by the ability to pass Piagetian conservation, class inclusion and seriation problems.
6. The long-term knowledge base grows larger and becomes better organised.
7. Memory strategies of rehearsal and then organisation are used.
8. Self-concept begins to include personality traits, competencies and social comparisons.
9. They become more independent and trustworthy.
10. Steady gains are made in attention and reaction time, contributing to improved motor performance.
11. Several memory strategies are applied simultaneously; they begin to use elaboration.
12. Cognitive self-regulation improves.

Taken from Berk (2013, 358–359)

1.1.2. The portrait of a young language learner

The term YLL is vague because it refers to different age groups of children in different educational contexts (Nikolov and Mihaljević Djigunović 2011, 96). Hence, a YLL can be between 3 and 14 years old (Kubanek 2003, 11). This leads us to the next question, can we consider FLTL aimed at a 13-year-old appropriate for a 4-year-old. Taking physical, cognitive, or socio-affective development into consideration, the answer to this question is a definitive "no". For that reason, we believe it is essential to specify the age covered by the term YLL. The specified age covered by the label YLL is linked to developmental characteristics typical for that age group. This then needs to be considered in order to develop engaging FLTL. In this book, the expression "YLL" covers the age group between 6- and 10-year-old children, called middle childhood, which coincides with the beginning of formal education in most countries. In the next section, we will discuss different strands of a YLL's psychological development through the filter of remote learning to foster age-appropriate practice.

a. Development of thought from concrete towards abstract

According to Piaget (2003, 152, 160, 162), at the stage of concrete thought, which extends from around 7 to around 11 years of age, a child's thinking tends to be concrete and logical when applied to concrete objects. A concrete context is equally important for Vygotski (1986, 145, 147–148). For Vygotski, a child's thought is characterised by thinking in complexes where the bond between the physical objects is concrete and factual rather than abstract. This indicates that concrete objects can be grouped in different classification hierarchies, including specific groups within the general category.

To sum up, children in middle childhood can logically think about information perceived directly from their surroundings (Edelenbos and Kubanek 2009, 26). This has an important pedagogical implication for remote FLTL. The development of a YLL's linguistic competence (by which we mean knowledge about the language and understanding of grammar) and communicative competence (by which we mean the pragmatic ability to use the language) always need to be rooted in a child's physical context.

Let us now elaborate on this premise within linguistic competence, with a particular focus on grammatical systems. Explicit grammar, focused on

explaining grammar notions, is too abstract for a child's concrete thinking in this period. For that reason, implicit grammar, focused on modelling the grammar form that we want our students to learn, will lead to better results. Children can recognise the pattern and apply it even though they cannot explain the grammar rule lying behind it. An interesting example is "definite" and "indefinite articles", existing in Romance and Germanic languages but not in Slavic languages. Taking Piaget's and Vygotski's theoretical views as a starting point, explaining "articles" as a grammar form to a Russian child learning French will not be successful in early language learning. Firstly, these articles do not carry a concrete meaning like "table" or "door". Secondly, they do not exist in that child's L1. Thirdly, explicit grammar is too abstract for a child's concrete thinking typical for this stage of cognitive development. Therefore, "articles" need to be presented and learned together with nouns from the very beginning of FLTL. The pattern indicating that nouns are used together with articles may be signalled with different effects (e.g., colours, shading, underlining, or letter size) available in online document format shared with YLLs.

When it comes to communicative competence, the vocabulary used by children focuses on their physical environment, including their geographical, social and cultural context. Therefore, French taught as an FL in Greece will need to include words for Mediterranean plants (e.g., rosemary), fruits (e.g., fig) and animals (e.g., the Mediterranean monk seal). At the same time, French taught in the United Arab Emirates must cover desert flora and fauna (e.g., palm, dates, camel and fennec fox). The sociocultural context is fascinating because we need to find the right words in an FL for traditions that usually do not exist in the L1. For instance, we may want to discuss the German Carnival that does not exist in the United Arab Emirates with Middle Eastern students. However, we must be especially sensitive when working with children from diverse sociocultural backgrounds. This would necessitate careful differentiation of vocabulary and the teacher moving away from the linear link between the FL and L1 towards complex connections between the FL and different languages representing diverse YLLs' sociocultural backgrounds. As an illustration, YLLs living in a multilingual and multicultural environment such as Dubai will undoubtedly be exposed to a lot of different celebrations. Even if these celebrations are not part of YLLs' home culture or Emirati culture, they are part of YLLs' multicultural context and will need to be touched upon within FL lessons as well. For example, Diwali is not a typical celebration in either France or the United Arab Emirates, but it may be part of a student's multicultural context in Dubai. Therefore, within French lessons Diwali may be explored through the lens of similarities and

differences between some typical celebrations in France and those in the United Arab Emirates. To conclude, although the Common European Framework of Reference for Languages (Council of Europe 2001) gives guidelines on topics and related vocabulary, the FL teacher needs to adapt these guidelines and implement them among YLLs characterised by a specific sociocultural background.

b. Development of memory

With regard to information processing, Atkinson and Shiffrin (1968, 92–94) postulate three components in their multistore model of memory: a sensory register, short-term memory and long-term memory. Between each of these, a variety of control processes regulate the transfer of information. Taking the described information processing theory as a starting point, a child throughout middle childhood becomes more able to retain information for longer periods. This, in turn, allows the processing of larger amounts of information and makes the information processing more complex (Vasta, Haith, and Miller 1999, 312). Compared to the beginning of middle childhood, when YLLs prefer learning an FL by repetition (Lütze-Miculinić and Vičević Ivanović 2018, 271), diverse learning strategies to store and retrieve information begin to emerge, and children start to use them more efficiently. This is because the hippocampus and surrounding areas of the cerebral cortex continue to develop, which paves the way to considerable gains in memory becoming possible (Berk 2012, 178–190).

With memory development in mind, let us focus on the memorisation of FL words, which undoubtedly constitutes an essential part of the FLTL process. With younger learners, the repetition of FL vocabulary plays a central role, and it is usually based on a multisensory approach through the activation of different sensory channels. Repetition by activating different senses is strongly focused on memorisation, which is the preferred learning strategy among YLLs, but it makes the learning process more engaging. For example, when learning the alphabet YLLs may sing the alphabet song, draw the alphabet's letters, create alphabet letters with clay or make them with their bodies. A multisensory approach merits teachers' attention because multisensory learning activities straighten holistic learning which reflects the child's natural flow of learning. Although YLLs may find the repetition of FL vocabulary by activating diverse sensory channels engaging, it remains clear that the plain memorisation of information by repetition does not link the new FL input to the already learned content. In this regard, enhanced memory by the end of middle

childhood permits YLLs to move away from learning by repetition as an effective memory strategy. The organisation of information into categories and subcategories allows YLLs to retain more information and manipulate it. To put it differently, the categorisation of words, for example, as naming words (or nouns), doing words (or verbs), or describing words (or adjectives), helps YLLs to find the content they need and combine it creatively with other content depending on the communication goal.

At this point, we would like to highlight that the most important pedagogical implication of the dramatic gains in memory development is undoubtedly a YLL's use of diverse strategies. YLLs use cognitive, social and metacognitive strategies such as inferring meaning, asking for help, using reference books and studying artefacts (Kirsch 2012, 384, 386–387, 393). If we take cognitive strategies as an example, YLLs move away from listening to the interlocutor and repeating to generalising or analysing strategies. In the first instance, this helps a YLL find the most suitable way to retain the FL input. Furthermore, choosing from different strategies allows YLLs to link the old content to the new content, making the storage and retrieval of information more accessible.

c. Development of metacognition

Paris and Winograd (1990a, 8; 1990b, 17–18) indicate two essential aspects of metacognition: self-management of thinking (choosing, adjusting and revising the study plan) and self-appraisal of thinking (considering the level of acquired knowledge and skills). The second aspect is vital for a child's learning because it helps the child differentiate between what is learned and what needs to be acquired. However, younger school children are not as successful in assessing their thinking as older children (White and Coleman 2000, 128). Both aspects of metacognition are challenging because, despite the fact that a child's thought becomes more complex throughout middle childhood, experience indicates that YLLs still find it hard to manage their learning. A teacher's support is needed to set goals, direct the learning process towards the goals, and assess the goals achieved.

Based on this theoretical framework, it is important to highlight that although YLLs may need help to monitor their learning process, it does not mean that they should not do it. On the contrary, in every lesson, YLLs should be actively involved in setting learning goals. Some of these may be general and applicable to the whole class, while others may be individual and reflect personal needs. Raising awareness about learning

goals through active engagement in their setting will make the learning process more transparent to YLLs. Simple questions such as “What did we learn last time?” and “What might be our goal this time?” at the beginning of the lesson are helpful starting points. On another note, reflecting on the learning process by labelling the LLS used in the activity and deciding on their effectiveness play a vital role in awareness about FLTL. We can make students aware of the LLS by asking straightforward questions like “How did we learn in this lesson?” and “What did we do to learn FL words and sentences?” Taking this practice further, students may elaborate on questions and explain the learning process step-by-step. With the help of SA and PA, they can redirect unsuccessful attempts to complete the tasks, gain insight into their learning progress, and help set the next steps. For example, exit cards may be beneficial because they can be used again in the next lesson as starting points.

d. Development of self-concept and self-regulation

According to Erikson (1993), in middle childhood a child develops a sense of industry by learning how to become a productive component of society. At this stage, a child usually starts to attend school, learns to produce things, and wins recognition. The transition from early to middle childhood is illustrated by Piaget’s understanding of a child’s talk classified into two groups: egocentric speech and socialised speech. A child’s egocentric speech, which is typical for pre-intuitive thought, is about the child and for the child, and is focused on the child’s perspective only. Socialised speech, typical for concrete thought, requires the child to be able to put themselves in the listener’s shoes as a starting point for interaction. In addition, learning how to become a productive member of society inevitably must be considered from Vygotski (1986) and Bruner’s viewpoints (1983). They argue that the crucial factor for cognitive development is the sociocultural context. Taking language as an example, scaffolded learning is essential to support a child’s (language) attempts through the suitable (language) intervention of a more able interlocutor. The difference between what a child can do without support of a more able interlocutor and what a child can do with support is described as the zone of proximal development (ZPD). Ideally, in the ZPD the teacher should support YLLs in extending their output in FL. For example, when answering a question in an FL a child is strongly focused on getting the message across, usually in a one- or two-word answer. To extend the child’s output, the teacher may embed the YLL’s message in a complete sentence and show how linguistic structures from the question can be used to give a complete answer. The goal of such language intervention is to

make the YLL aware of a pattern indicating that linguistic structures from the question can and should be used to extend the answer in the FL.

To summarise, egocentrism is one of the key characteristics of the previous pre-intuitive thought, and it is reflected in a high self-concept. In this book, self-concept is understood as the set of beliefs about one's abilities. Once children start their education, they will go through a diverse evaluation process and inevitably compare their knowledge, skills and abilities, and behaviour with their peers, which will result in a more realistic self-concept. Scaffolded learning allows a YLL to manage negative emotions. For example, if a YLL is struggling to get the message across this might cause negative emotions. Through scaffolded learning, if YLLs are supported by the teacher and their peers, they manage to get the message across. This process reduces negative emotions and FL anxiety. At the same time, they reciprocate this support to their peers which, on the other hand, increases positive emotions. A realistic self-concept and social awareness help to develop emotional self-regulation and emotional sensitivity towards others.

Starting from Piaget's theoretical presumption that children can adopt the point of view of their interlocutor puts them in a position to benefit from PA. Based on experience, information coming from peers is sometimes more effective than that which comes from the teacher. However, PA needs careful planning and step-by-step implementation among YLLs. By careful planning we mean the development of criteria, usually in collaboration with students. The biggest challenge here is the formulation of criteria in simple, concise and positive language. A list of criteria for students to tick is the best way to introduce PA. Once students develop the culture of PA, they are ready to provide feedback to their peers. In order to give constructive feedback, students need to formulate it positively with a clear next step for the recipient. Gradual implementation is the key point in this process whereby students learn to give their own opinions and accept those of others. With remote FLTL in mind, it is important to couple PA in real-time with audio and video recorded PA. This requires extra effort from the teacher to find a suitable learning platform, such as Microsoft Teams.

On another note, taking Bruner and Vygotski's postulation about scaffolded learning as a starting point, YLLs may progress further and more efficiently through receiving and providing support in group work in middle childhood. Project-based learning is an excellent example of scaffolded learning. However, it must be carefully planned with clear roles

for each student participating in the project. A checklist should also be provided that will help students and teachers assess their progress. With YLLs, the teacher's guidance might be needed throughout the different stages of the project. In this regard, setting groups that will work on the project is the first step, followed by choosing the learning platform to allow communication among group members in real-time. Finally, short online sessions with the teacher are a must to keep YLLs on track.

Another important implication related to the concept of scaffolded learning is that YLLs are ready to participate in (language) games with rules. YLLs understand that they need to follow the guidelines to finish the game. For that reason, games like *Treasure Hunt* where YLLs can practise vocabulary, orientation in space, and the imperative form, are well received. Online quizzes, like Quizlet or Kahoot, are based on teamwork. However, in remote FLTL, team-based games are transferred into the virtual space, compromising on the collaboration and communication components. In other words, quizzes played in teams in the classroom are switched to individual student mode. It is a clear challenge adapting an online team game played in the classroom to an online game played in a team remotely. Therefore, the FL teacher plays a crucial role in creating team-based games such as problem-solving detective stories that YLLs can solve in a team in real-time.

e. Physical development

During middle childhood, a child's central nervous system becomes more developed, and, consequently, gross and fine motor skills improve while children integrate previously acquired skills into more complex physical actions (Berk 2013, 178–190). In line with this, children need a lot of physical activities to engage intensively with their environment using their five senses.

With the importance of physical activity in mind, Total Physical Response (TPR) activities play a central role when developing listening skills at the beginner language proficiency level. TPR tasks require from YLLs a physical activity as a response to the teacher's oral language input. For example, the games *Simon says* or the song *The Hokey Pokey* require YLLs to act out the actions. Through the association of FL input with physical movement, memory is enhanced. In an online environment, TPR can be applied to develop reading or listening skills, whereby physical activity comes as a response to written language or audio input. Coupled with TPR, a hands-on approach is very beneficial because physically

engaging with an FL input boosts memory also. To illustrate this, students can count the number of chairs at home if they are learning about furniture, explain a yoga exercise if they are learning body parts or prepare a recipe if they are learning about fruits and vegetables.

Furthermore, we have to keep in mind that the remote FL learning and teaching process happens through IT devices, which rely predominantly on audio and visual elements. Hence, the FL teacher must ensure that the content is delivered through multi-sensory experiences, making learning more accessible. To put it differently, if YLLs are focusing on animal-related vocabulary, they may listen to the sounds that animals make (sensory perception of hearing), think about how the animal feels if they get to touch it (sensory perception of touch) or look at the picture of animals to label them (sensory channel of vision). Let us have a look at another example. If students learn about food-related vocabulary, they may prepare a recipe (sensory perception of vision and touch) and taste what they have prepared (sensory channel of taste and smell). By activating different sensory channels, FLTL compensates for audio and visual elements typical for the online context.

The fact is that YLLs cannot sit still for too long and they simply have to move. Keeping this fact in mind, breaks in the form of physical movement that require YLLs to move in front of their screens should be used often, as a rule of a thumb, approximately every 15 minutes, or even more frequently with 6-year-old children. Physical movement should ensure breaks between online activities that require sitting.

Last but not least, we would like to highlight that the development of motor skills is still ongoing. For that reason, we need to be extra careful, especially regarding the level of fine motor skills that are required to use a learning application or an online game. Using student feedback on a particular game may give helpful guidelines for further implementation.

In the next section, based on the strands of a YLL's psychological development mentioned above, we will focus on age-appropriate online practice.

Activity 3 It is your first lesson, and you need to teach your students how to present themselves in the FL they learn. You need to prepare your lesson for three different student age groups, 4-year-old students, 10-year-old students and adult students. When planning your lesson for these three groups of learners what would be the psychological characteristics to take into account? Elaborate on your answer.			
	4-year-old students	10-year-old students	Adult students
Cognitive development	•	•	•
Socio-affective development	•	•	•
Physical development	•	•	•

1.2. Part 2: Practical implementation

1.2.1. Brief practical introduction into young language learner's psychology

Based on the theoretical section of this chapter, a starting point for good FL teaching practice is to have a good understanding of a YLL's developmental characteristics. Patekar (2014, 68–69) gives a very useful list of a YLL's characteristics which can be grouped in four broad areas: emotional, cognitive, social and physical. He describes a YLL's characteristics as playful and curious, strengthening self-esteem (emotional), understanding concrete concepts, developing language awareness, increasing selective attention, expanding memory strategies (cognitive), developing independence, adapting to school, learning how to cooperate with peers (social) and mastering fine motor control (physical). This is in line with the approach taken in this chapter, where we take a closer look at the physical, cognitive and socio-affective dimensions of a YLL's psychology.

At the beginning of middle childhood, a YLL's life centres around play. YLLs are curious to explore their immediate surrounding, and they like to be supported and praised by the teacher in their attempts to understand it. They get easily engaged in playful activities but quickly lose attention when they find the task tedious. A task is tedious if it is too demanding (because YLLs quickly lose interest) or too easy (because YLLs complete