



Emotions As The Key For Creating Engaged
Foreign Language Learning Experiences
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Why are you here?

Why are you here? - Padlet

Overview

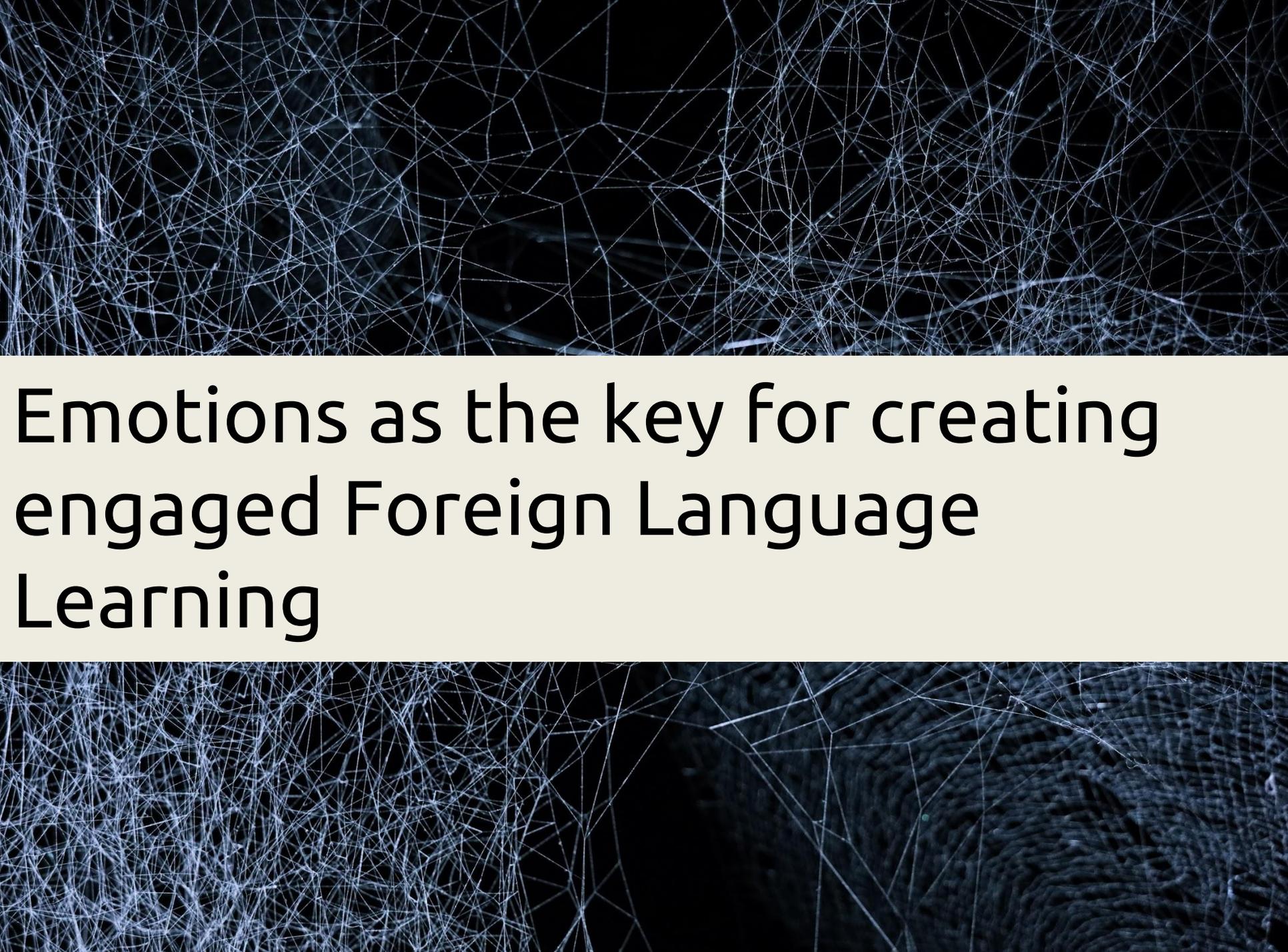
I. About the emotional brain

- What is emotion?
- Emotions in the brain
- Enhancing FLL - purpose
- The Limbic System
- Emotions are the on/off switches for language processing
- Emotions impact learning
- Emotions orchestrate attention
- Attention drives learning and memory

II. FL curriculum fundamentals

- Foreign language program
- Time and Age are critical factors that affect the process of language acquisition
- Good Emotional Climate benefits learning
- Learning design Tips: Time, stimulating, repetition, connections
- Physical environments change the emotional brain
- “Each brain is uniquely organized” - What is Differentiation?
- Ongoing formative assessment and prompt feedback

III. References



Emotions as the key for creating engaged Foreign Language Learning

What is emotion?



Emotions Video



Emotions in the Brain

Structures of the Limbic System

I Love you
With my whole Limbic System

Cingulate cortex

Septal area

Hypothalamus

Hippocampus

Amygdala

lim·bic sys·tem /limbik/

Noun:

A complex system of nerves and networks in the brain that controls the basic emotions and drives.

Limbic System

Emotions and sensory input are on/off switches for learning processes.



Pair Share

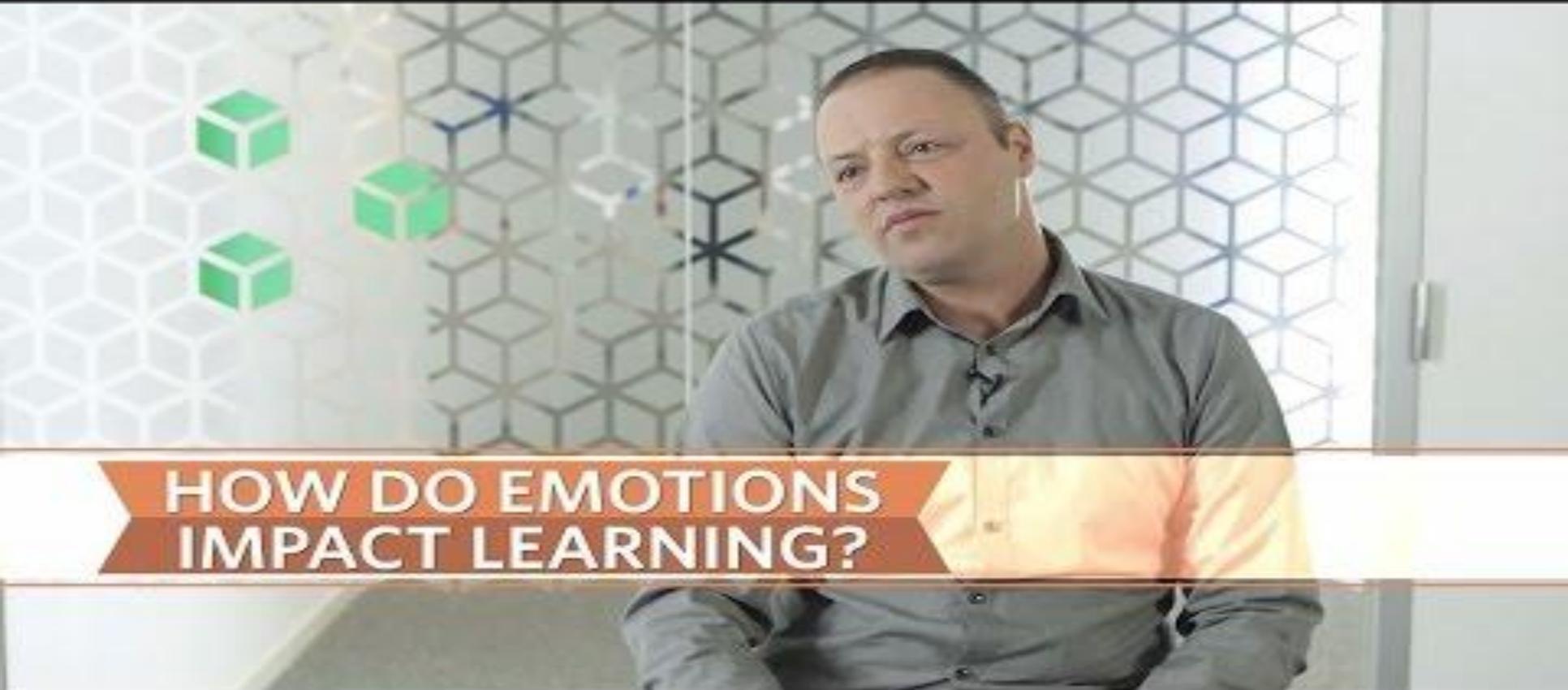
Emotional triggers like

- the first kiss..
- the sound of the dentist's drill..
- the smell of jollof rice...

Emotions Impact Language Learning



How Do Emotions Impact Learning?



**HOW DO EMOTIONS
IMPACT LEARNING?**

Emotions orchestrate attention



Photo by: Davide Ragusa

Teach students: Impulse Control

- **What does it mean?**
Impulse control helps a student think before acting.
- **Strategy to improve:**
 - Provide students with a “Wait 5” strategy—counting to five before verbally responding to an input in the classroom,
 - a “Wait 3” in personal conversations to think before speaking in pairs or groups.

Teach students: Self- monitoring

What does it mean?

Self-monitoring allows students to evaluate how they're doing.

Strategy to improve:

“Stop & look”–periodically call out to the class

“Stop and look” so that students can intentionally pause at any given moment and assess what they're doing, how they're feeling, what their engagement level is, and how they are or aren't making progress towards a personal goal.

Attention Hooks

How do companies attract workers' or clients' attention?

How do you attract your students' attention?



Attention Drives Learning and Memory



Boosting Attention: 10 - 2

- Teachers have to change certain things in their lesson planning to grab students' attention at least every 10 minutes.
- The 10 - 2 strategy gives students time to process new information and share it during an oral presentation, video, or lecture.
- Every ten minutes, the input is stopped, and the teacher poses a question or a problem or gives time for processing what has been learned.
- Students (in pairs) talk, summarize, or solve a problem for two minutes before a different input resumes.

Attention & The Arts



Examples in FL lessons





**Ainsi danse
Jean Petit**

**Hey ! Ainsi danse Jean Petit
Hey ! John Little is dancing like that**

Lures for the brain: Reflect and Share

- Is there **a familiar tune** that would help students remember important facts about the unit?
- Could students write **a poem, limerick, or play** to illustrate major points in the unit?
- Is there **a dance** that could help students remember some critical events or information?
- Can students act out **a play** that other students wrote?
- Are there components of the lesson that students can **draw, sketch, color, or paint**?
- Would **a visual arts project** be acceptable as an alternative assessment to measure student understanding?
- Is there **a song or other musical composition** that could be incorporated into the lesson or unit?



Foreign Language Program

What is it like?

A foreign Language program should

- be for all students from K-12;
- be a part of a systematic curriculum;
- have a sequence in instruction;
- have native speakers as instructors;
- use the Natural Language Approach;
- support intercultural learning;
- develop the 21st Century Language Skills.



Time and age are critical factors
that affect the processes of
language acquisition

GOOD EMOTIONAL CLIMATE BENEFITS LEARNING

- **Non-threatening environment**
- **Space for student-initiated ideas**
- **Cooperation among learners**
- **Positive rapport teacher and students**
- **Students feel valued**

The Emotional Atmosphere of Learning Environments Matter



Reflect - Share - Discuss

Try to reduce the stress in each situation

- Delegate punishment according to your mood at the time.
- Post grades or assignment scores in the classroom for motivation; embarrass them into achieving.
- Point at students you wish to call on and always let them know who is boss by the tone of your voice.
- Give pop quizzes to catch students who have not been studying.

“A Stressed brain does not learn the same

way.”

Learning Design
Tips:
Time,
stimulation,
repetition,
connections...
for mastery



Repeat, Reinforce, Reflect to Remember

Information should be:

- be meaningful,
- be novel,
- be in context,
- have repetition in timed intervals,
- make connections to prior knowledge and past experiences.

Physical environments change the emotional brain



A 21st Century Classroom is...

- welcoming,
- comfortable,
- safe and open for mobility,
- well illuminated, bright and colorful,
- uncluttered, easy access to resources,
- equipped with appropriate technology.

Step Inside

Please type in the address below to get to our next activity.

<https://padlet.com/mlogun/brain1>

Design your ideal brain-friendly classroom environment

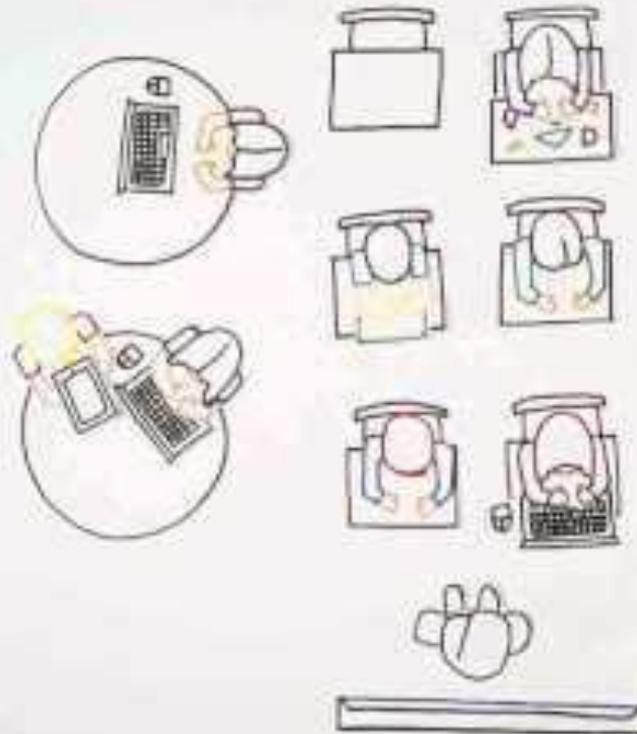
- Use one A3 or A4 sized paper.
- You may work individually or in pairs.
- You have 8 minutes.
Remember it's just a sketch.
Have fun!

“Each brain is uniquely organized”

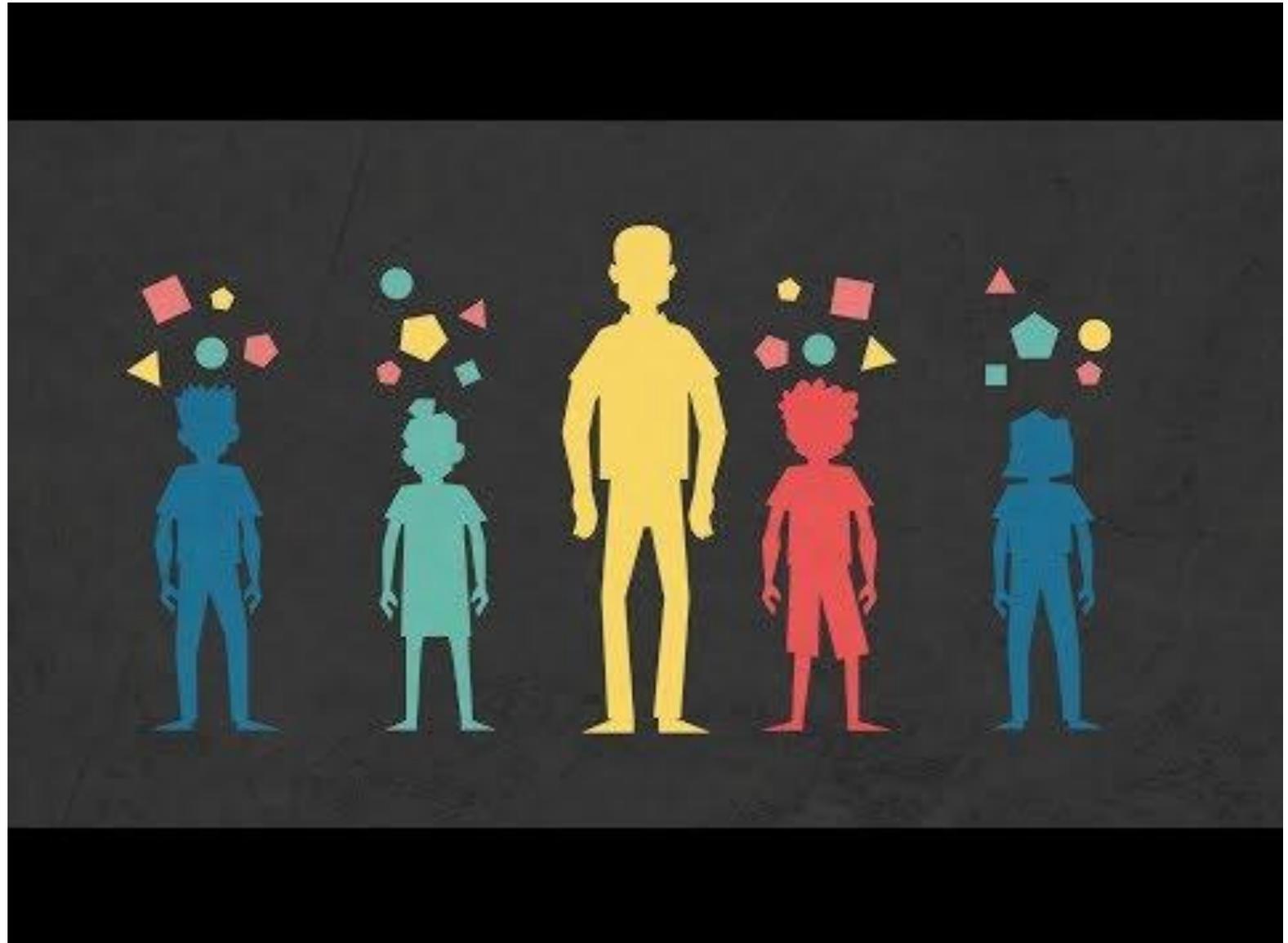
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Photo by: Greg Rakozy

What is Differentiation?



What ways can we differentiate?



Group # 1: Adapted

- Give student strips (of index cards) of at least 20 words that are associated with a subject
- Give them post-its labeled with the categories to sort the 20 words
- Have them sort the index cards under the labeled post-it categories.

Group # 2: Medium/Basic

- Have students brainstorm a list of at least 20 words that they associate with a subject given and have them write them on index cards strips.
- Give them the categories pre-written on post-its
- Have them sort the words under each post-it category.

Group # 3: Advanced

- Have students brainstorm a list of at least 20 words that they associate with a subject given
- Have them write them on index cards strips.
- Have the group sort the cards into appropriate categories.
- Have them create labels for each category on post-its.



Ongoing
formative
assessments
and prompt
feedback

Think - Share:

How is feedback used in these scenarios?

In a class of 1st graders, pairs must create a simple map of the whole school, with concentration on a map of a room in the building. The map's success is assessed, in part, by other students' ability to use the map to find something, using the map key and compass rose. After each team has had others use their map, students self-assess using a few prompts (with smiley faces or sad faces) for each criterion to be circled reflecting their self-assessment as to how helpful and clear their map was.

7th-graders research and discuss the problem of pollution. Then, they prepare for an oral editorial for a mock TV newscast – What Should We Do About Garbage? The speech is videotaped. They review the videotape with a teacher and assistant. They look at two model videos. They self-assess their performance against rubrics. They propose revisions, and give they talk again. The rubric for the talk stresses the thoughtfulness of the self-assessment and the deliberate self-adjustments, not just the quality of the speech.

Designing Brain - Friendly Lessons

Think about the best lesson you have ever taught or been taught. Using this memory you will create of a sketch of a lesson using different brain-friendly components.

In a few sentences explain why you used these components and how would they make the lesson outstanding.

A leaving thought ...



Today's PD Evaluation

Please click the link above.

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