



TKT: YL (Young Learners) Part 3: Overview – Trainer's notes

Description

This session gives an overview of TKT: YL Part 3, which covers the syllabus area of teaching young learners. Participants familiarise themselves with the content of this syllabus area, and practise a 3-option matching task.

Time required: 45 minutes

Materials required:

- *Participants' worksheet 1 (copied and cut up; see Procedure below)*
- *Participants' worksheet 2 (one copy for each participant)*
- *Sample Task (one copy for each participant)*

Aims:

- *to familiarise participants with the format, content and task types of TKT: YL Part 3*
- *to consider different teaching strategies to support children's language learning*
- *to share classroom knowledge and experience*
- *to practise a TKT: YL 3 option matching task*

Procedure

1. Before the session, copy and cut up **Participant's Worksheet 1** so that there will be enough strips for each participant to have one teaching strategy and one example each. Copy **Participant's Worksheet 2** and the **Sample Task** so there is enough for one for each participant.
2. Elicit or make the following points about TKT: YL:
 - It focuses on children from 6–12 years
 - Children at this age are developing physically, emotionally and cognitively, which has implications for selecting teaching strategies
 - Part 3 focuses on teaching young learners, covering 3 areas of knowledge:
 - scaffolding children's understanding of language and use of language through teacher language and teaching strategies
 - using practice activities to consolidate children's language learning
 - managing young learners in class.

Note: Check **Additional Information** below for meaning and examples of *scaffolding*.



3. (5 minutes) Put on the board the three areas of knowledge for Part 3, and one example of each:

<i>Scaffolding learning through teacher language and teaching strategies</i>	<i>Using practice activities to consolidate language learning</i>	<i>Managing young learners in class</i>
e.g. using language at children's level	e.g. role-plays	e.g. getting children's attention

Brainstorm examples from the group for each area from their own experience (see **Key** below).

4. (15 minutes) Give out 2 cut up slips from **Participant's Worksheet 1** to each participant (one strategy and one example). Ask participants to find an example which matches their teaching strategy by mingling and talking to each other. When they find a match, participants should keep their teaching strategy and hand over their example, so everyone finishes with a strategy and its example.
5. Give out **Participant's Worksheet 2**. Participants now work in pairs or small groups to complete the table with six teaching strategies and examples that they remember from Step 4. Stop the activity when participants are running out of ideas, even if they have not completed six strategies.
6. Feed back answers with the whole group, allowing participants to complete their tables with strategies and examples that they did not already have (**see Key to Participant's Worksheet 1 below**).
7. (10 minutes) Give out the **Sample Task** to each participant. Point out:
- The format of this task is ratio matching, which is one of the task types in TKT: YL. It is important to read instructions carefully so that you know what the requirements of the task are.
 - There are 4 different task types in the test – 3-option multiple choice, 1-1 matching, 3/4/5-option ratio matching and odd one out.
 - In the TKT: YL test there are 80 questions to do in 1 hour 20 minutes
 - There are 4 knowledge areas covered by TKT: YL syllabus (see Additional Information)
8. Allow participants up to 8 minutes to complete the task. Feed back with the whole group to check answers. Ask participants how confident they feel about answering questions on Part 3 and share opinions (see **Key** below).
9. (10 minutes) Ask pairs to write 3 statements about Part 3 of TKT: YL. Some statements should be true and some should be false. Participants then pass their statements to another pair, who decide if they are true or false. Feed back with the whole group.
10. (5 minutes) Round up to review and summarize main points covered. Ask participants:



- **What is covered in Part 3 of the test?** (*The title of Part 3 is teaching young learners, which includes:*
 - *scaffolding children's understanding of language and use of language through teacher language and teaching strategies*
 - *using practice activities to consolidate children's language learning*
 - *managing young learners in class.*)
- **What have you learnt about the TKT: YL test in this session?** (*Participants can share learning about the content and format of this part of the syllabus so answers are varied*)
- **How can you prepare for this part of TKT: YL?** (*Participants can:*
 - *consider using some of the ideas covered in this session to support teaching and learning;*
 - *consider what changes, if any, they might make in their future lessons with young learners*
 - *try TKT: YL practice tests and become familiar with the task types and answer sheet format*)

Additional information

- **Scaffolding** refers to different ways in which teachers support children's learning and understanding through language and action. There are examples of strategies for scaffolding children's understanding and use of language in the activities in this session and in the session *TKT: YL Part 3: Scaffolding learning*.
- The four syllabus areas for TKT: YL are:
 - Part 1: Knowledge of young learners and principles of teaching English to young learners
 - Part 2: Planning and preparing young learner lessons
 - Part 3: Teaching young learners
 - Part 4: Assessing young learner learning through classroom based assessment
- Show participants the practice test and a sample answer sheet from the **TKT: YL Handbook** and point out:
 - In the TKT: YL test they have to write answers on a separate answer sheet
 - The answer sheet has to be completed in 1 hour 20 minutes. Some people complete it as they work through the test; others leave it until they have finished all the questions. It doesn't matter which technique you use so long as the answer sheet is completed accurately before the end of the test.



- The TKT: YL handbook is available to download at <http://www.cambridgeesol.org/resources/teacher/tkt.html>
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4* and for *TKT: YL Part 3 Scaffolding learning*, *TKT: YL Part 3 Practice activities* and *TKT: YL Part 3 Managing young learners* for more information on the test format and content. <https://www.teachers.cambridgeesol.org/ts/teachingresources>



TKT: YL (Young Learners) Part 3: Overview – Answer keys

Key to Procedure Steps

Step 3

<i>Scaffolding learning through teacher language and teaching strategies</i>	<i>Using practice activities to consolidate language learning</i>	<i>Managing young learners in class</i>
<i>e.g. using language at children's level</i>	<i>e.g. role-plays</i>	<i>e.g. getting children's attention</i>
<ul style="list-style-type: none"> • using gesture • correcting children's language • rephrasing • varying question types e.g. open, closed • allowing wait time after questions 	<ul style="list-style-type: none"> • dictation • stories • songs and chants • surveys • listen and do tasks • information gap activities • brainstorming 	<ul style="list-style-type: none"> • keeping children's attention • giving children practical responsibilities • establishing routines • challenging fast finishers • using stir and settle activities • managing individual, pair, group and whole class work

Note: These points are covered on the TKT: YL syllabus. Other reasonable examples can be added to lists.

Key to Participant's Worksheet 1

<u>YL Teaching Strategy</u>	<u>Example</u>
Using language at children's level	The teacher tells the story in the present and changes or omits difficult vocabulary
<u>YL Teaching Strategy</u>	<u>Example</u>
Using role-plays to consolidate learning	After reading the story, the teacher chooses different children to act it out
<u>YL Teaching Strategy</u>	<u>Example</u>
Reformulating learner language	The teacher corrects learner language by repeating it correctly



<u>YL Teaching Strategy</u>	<u>Example</u>
Stirring and settling the group	The teacher changes the pace of class by doing an active task after a period of quiet or a quiet activity after movement or excitement
Creating a clear or familiar context for language	The teacher presents language in a familiar situation or in a personalised way
Using information-gaps to consolidate learning	Each child has a different version of a picture to their partner. Without looking at each other's, they take turns to describe what they see to find five differences
Dealing with fast finishers	The teacher prepares follow up activities such as a worksheet or helping classmates to challenge those who complete tasks first
Supporting meaning with visuals	The teacher uses puppets, realia or flashcards to give meaning to language
Using mind maps	Learners use a diagram to make a visual record of vocabulary on the same topic
Creating a clear purpose for an activity which makes sense to children	Learners do a survey of their classmates to find out the most and least favourite foods in the class

Key to Sample Task

1. C 2. A 3. B 4. C 5. A 6. C 7. B



**TKT: YL (Young Learners) Part 3: Overview – Participant’s
Worksheet 1**



<p><u>YL Teaching Strategy</u> Using language at children’s level</p>	<p><u>Example</u> The teacher tells the story in the present and changes or omits difficult vocabulary</p>
<p><u>YL Teaching Strategy</u> Using role-plays to consolidate learning</p>	<p><u>Example</u> After reading the story, the teacher chooses different children to act it out</p>
<p><u>YL Teaching Strategy</u> Reformulating learning language</p>	<p><u>Example</u> The teacher corrects learner language by repeating it correctly</p>
<p><u>YL Teaching Strategy</u> Stirring and settling the group</p>	<p><u>Example</u> The teacher changes the pace of class by doing an active task after a period of quiet or vice versa</p>
<p><u>YL Teaching Strategy</u> Creating a clear or familiar context for language</p>	<p><u>Example</u> The teacher presents language in a familiar situation or in a personalised way</p>
<p><u>YL Teaching Strategy</u> Using information-gaps to consolidate learning</p>	<p><u>Example</u> Each child has a different version of a picture to their partner. Without looking at each other’s, they take turns to describe what they see to find five differences.</p>
<p><u>YL Teaching Strategy</u> Dealing with fast finishers</p>	<p><u>Example</u> The teacher prepares follow up activities such as a worksheet or playing a game to challenge those who complete tasks first</p>



<p><u>YL Teaching Strategy</u> Supporting meaning with visuals</p>	<p><u>Example</u> The teacher uses puppets, realia or flashcards to give meaning to language</p>
<p><u>YL Teaching Strategy</u> Using mind maps</p>	<p><u>Example</u> Learners use a diagram to make a visual record of vocabulary on the same topic</p>
<p><u>YL Teaching Strategy</u> Creating a clear purpose for an activity which makes sense to children</p>	<p><u>Example</u> Learners do a survey to find out the most and least favourite foods in the class so they can draw a graph</p>



TKT: YL (Young Learners) Part 3: Overview – Participant’s Worksheet 2

Complete the table from memory with **6** strategies and examples from the previous activity. Then check with other people in the group to complete all the strategies and examples.

Teaching Strategy	Example



TKT: YL (Young Learners) Part 3: Overview – Sample task

For questions 1 – 7, match the examples of what fast finishers do in class with the scaffolding strategies for challenging them listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Scaffolding strategies for challenging fast finishers

- A** Children check their own work.
- B** Children help other children who have not finished yet.
- C** Children do an extension activity.

What fast finishers do

- 1** Write the name of five objects which are usually red.
- 2** Compare their answers to a comprehension task about a story with the answer key at the back of their coursebook.
- 3** Explain in L1 how to do a sequencing task to a group having problems doing the task.
- 4** Draw a picture to illustrate the chant they have written.
- 5** Proofread their short description of a typical day in their life before they give it to the teacher.
- 6** Choose a graded reader from a reading box the teacher keeps in the classroom.
- 7** Answer another child's questions about the meaning of some words in a survey the class are preparing.