TKT: YL (Young Learners) Part 3: Scaffolding children's understanding and use of language – Trainer's notes

Description

This session focuses on scaffolding children's understanding and use of language, an area of knowledge from Part 3 of TKT: YL. It looks at teacher language and teaching strategies. There is a sample task for participants to complete.

Time required:	*45 minutes*
Materials required:	▪ *Participant's worksheet (cut up into strips: see Procedure)*
	▪ *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 teacher language and teaching strategies which scaffold children's understanding and use of language*
	▪ *to share classroom knowledge and experience*
	▪ *to practise a 1-1matching type task*

Procedure

1. Before the session copy and cut up the **Participant's Worksheet** so there is one set of slips for each pair of participants. Copy the **Sample Task** for each participant.

2. Elicit or make the following points about TKT: YL if necessary:

   ▪ TKT: YL focuses on children from 6–12 years

   ▪ Children at this age are developing physically and cognitively, so teaching strategies and teacher language are used to support their understanding and use of language

   ▪ Children come to class with varying levels of English and at times can be very active, both of which have implications when choosing approaches and activities

   ▪ This session focuses on ways of scaffolding young learner understanding and use of language through teacher language and teaching strategies

   Note: Check additional information below for meaning and examples of scaffolding.

3. (5 minutes) Write on the board the following two areas of scaffolding with an example of each.

Teacher language	***Teaching strategy***
e.g. supporting language with gesture and facial expression	*e.g. demonstrating how to do an activity with a model or example*

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Ask the group to suggest further examples for each area from their own experience. Note: There is a further input of examples of scaffolding in the next step of the activity, so don't worry if participants can't come up with many ideas at the moment.

Ask participants to draw three columns in their notebooks and to write the headings from the board at the top of the first two columns. Clean the board before going on to the next step.

4. (15 minutes) Hand out the **Participant's Worksheet,** cut up into slips, to each pair. Ask participants to categorise the scaffolding techniques on the slips into **Teacher language** and **Teaching strategies**.

5. In the third column participants then personalise the task by adding an example for each teaching strategy from their own experience. (See **Key** below for examples, if required).

6. Feed back with the whole group, including some of participants' examples of teaching strategies (see **Key** below).

7. (10 minutes) Give out the **Sample Task** for participants to complete in pairs. Point out:

    ▪   The format of the task is 1-1 matching, which is one of the task types used in TKT, including TKT: YL. It is important to read instructions carefully to know what you are required to do.

    ▪   The task shows how TKT: YL tests its syllabus through objective tasks and is contextualised within a teaching framework.

    ▪   In the TKT: YL test there are 80 questions to do in 1 hour 20 minutes (i.e. roughly one minute per question, including writing answers onto the answer sheet).

8. (10 minutes) Check answers with whole group. Clarify strategies for scaffolding children's understanding and language use in the Sample Task by eliciting an example or definition for each one (see **Key** below).

9. (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 from part 3 of TKT: YL in this session?** *(Participants can compare and contrast their learning from the session and could discuss how confident they feel about answering test questions on this area of the syllabus)*

    ▪   **How can you prepare for this part of TKT: YL?** *(Participants can:*

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- *use the strategies described here and in the TKT: YL handbook to support teaching and learning*

- *incorporate scaffolding techniques into lesson plans*

- *consider how well they were able to scaffold children's learning when reflecting on lessons.)*

Additional information

- **Scaffolding** refers to different ways in which teachers support children's learning and understanding through language and action. It is the process by which an expert provides temporary support to learners to help bridge the gap between what the learner knows and can do and what he or she needs to accomplish in order to succeed at a particular task.

- A more complete list of scaffolding techniques can be found in the **TKT: YL Handbook** p.8.

- 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

- 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 Overview, 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**

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TKT: YL (Young Learners) Part 3: Scaffolding children's understanding and use of language – Answer keys

Key to Procedure steps

Step 6

Teacher language	Teaching strategy	Example of teaching strategy
Using language at children's level	Creating a clear or familiar context for an activity	*Personalising topic and language*
Using L1 when appropriate	Using visual aids to support language	*Using masks to role-play story characters*
Correcting young learners' language	Focusing on visible objects, actions and information	*Playing mime games to learn action verbs*
Using varying question forms, e.g. open, closed, concrete and creative questions	Creating opportunities for learning through the five senses	*Doing listen and do activities such as colour dictations to review the topic 'clothes'*
Allowing wait time after asking a question	Revising language children need for a task	*Using flashcards of animals for a listening task about pets*
Varying the delivery of language, e.g. slowly, quickly, loudly or quietly	Demonstrating using a model or example	*Preparing a finger puppet before making one to practise greetings*

Other ideas from participants might include:

- Adjusting language to children's level

- Moving from known to unknown in an activity

- Relating activities to children's experience

- Examples of visual aids to support language might include e.g. word banks, language frames, substitution tables, sentence starters, speech bubbles, different kinds of charts, diagrams and grids to support both input and output

Participants will have further examples for teaching strategies and other reasonable examples can be accepted.

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**Step 8**

Reformulating	An indirect way of correcting language, such as when parents correct their children. For example, a teacher can correct what a child says by repeating the sentence correctly without drawing attention to it.
Prompting	Teachers can help learners think of ideas, remember words or phrases and correct language by saying a part of the word or phrase or giving another type of clue.
Echo correcting	The teacher repeats a mistake with rising intonation to show something is wrong and encourage self-correction.
Defining	Giving an explanation of the meaning of a word, as in a dictionary.
Giving an example	Using an example of language to show its meaning.
Demonstrating	Showing the meaning of words or phrases through using models, actions or picture sequences.
Ignoring error	Teachers may focus on meaning and not form and can choose to ignore errors to encourage fluency.
Asking an open question	Open questions start with *How, When, Where, Why, What, Which* etc. and require a long answer. Closed questions, starting with *Do, Does* or *Did*, are followed by *Yes/No* answers.

Key to Sample Task

1. E   **2.** H   **3.** C   **4.** F   **5.** A   **6.** D   **7.** B

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TKT: YL (Young Learners) Part 3: Scaffolding children's understanding and use of language – Participant's Worksheet

✂ → ✂ ↓
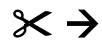
Using language at children's level	Creating a clear or familiar context for an activity
Using L1 when appropriate	Using visual aids to support language, e.g. word banks & language frames
Correcting young learners' language	Focusing on visible objects, actions and information
Using varying question forms e.g. open, closed, concrete and creative questions	Creating opportunities for learning through the five senses
Allowing wait time after asking a question	Revising language children need for a task
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For questions **1 – 7**, match the teacher classroom language in the examples with the strategies for scaffolding children's understanding and language use listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Strategies for scaffolding children's understanding and language use

A	reformulating
B	prompting
C	echo correcting
D	defining
E	giving an example
F	demonstrating
G	ignoring error
H	asking an open question

Teacher classroom language

1
Child: What does 'animal' mean?
Teacher: Cats and horses are animals.

2
Child: This Martin's pen.
Teacher: OK. Well can you give it back to him, please.

3
Child: Last Saturday my auntie take me to the cinema.
Teacher: Take?

4
Child: Sorry. I don't understand.
Teacher: Put your chair like this. Then you can't see Sam's picture.

5
Child: This dinosaur is more big.
Teacher: OK, this dinosaur's bigger.

6
Child: What's an insect?
Teacher: It's an animal with six legs.

7
Child: I can't remember the name of the colour.
Teacher: Pur …
Child: Purple.

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