



TKT: YL (Young Learners) Part 1: Developing children's cognitive and communication strategies through language learning – Trainer's notes

Description

This session covers the syllabus area of children's learning and development and focuses on developing their cognitive and communication strategies through language learning. It uses a mingling and matching activity to examine ways in which children can develop these strategies. The session ends with a 3/4/5-option matching task.

Time required: 45 minutes

Materials required:

- *Participants' worksheet 1 (copied and cut into slips)*
- *Participants' worksheet 2 (one copy for each participant)*
- *Sample Task (one copy for each participant)*

Aims:

- *to consider children as language learners and ways of developing cognitive and communication strategies*
- *to examine implications for the young learner classroom*
- *to share classroom knowledge and experience*
- *to practise a 1-1 and a 3/4/5 – option matching task*

Procedure

1. Before the session, copy and cut up **Participant's worksheet 1** so there is one slip for each participant. If there are fewer or more than 24 participants in your group, make sure that each slip you give out has a matching pair from the other column. If there is an odd number of participants in your group, give one participant 2 slips and tell that person they must make a group of 3.
2. Remind or elicit from participants:
 - TKT: YL focuses on children from 6–12 years
 - Part 1 focuses on children as language learners and how they learn language
 - This session is about developing children's cognitive and communication strategies through learning English
3. (15 minutes) Give out a slip of paper from **Participant's Worksheet 1** to each participant. Explain that each piece of paper contains a different strategy for developing children's cognitive or communication strategies, or an example of a strategy. Participants mingle to find their partner by matching a strategy with its



example. If you have an odd number of participants, give one person 2 slips, to form a group of 3 (see **Key** below).

4. Feed back with whole group. Elicit or point out:
 - cognitive strategies include the mental processes involved in thinking, understanding or learning.
 - children's communication strategies may be developed through their functional language, e.g. describing, asking for information or telling stories.
 - **Participant's worksheet 1** gives many examples of the strategies children use in language learning and participants can identify others through observation of learners in class and reviewing the TKT: YL Handbook (page 7).
5. (15 minutes) Hand out **Participant's worksheet 2** and ask participants to work in pairs to complete the matching task.
6. Feedback with whole group (see **Key** below). Point out:
 - TKT: YL focuses on children from 6–12 years and within this age range learners are at different stages of development
7. (10 minutes) Give out the **Sample task**. Participants work individually to complete the task. Allow no more than 7 minutes for this (candidates have an average of 1 minute per question in the TKT: YL exam). They then compare answers with a partner.
8. Check answers together (see **Key** below). Point out:
 - TKT: YL tests candidates' knowledge of cognitive and communication strategies and is contextualised within a teaching framework
 - TKT: YL tests its syllabus through objective tasks
9. (5 minutes) Round up to review and summarise points covered. Ask participants:
 - **Which part of TKT: YL have they covered?** (*Part 1: Developing children's cognitive and communication strategies through learning English*)
 - **Which test types have they practised?** (*1:1 matching and ratio matching*)
 - **What have they learned about this part of TKT: YL and how confident are they to answer test questions on it?**
 - **How can they prepare for this part of TKT: YL?** (*To prepare for this part of the test, candidates can monitor and take notes of young learners' ability to work effectively at different stages of the lesson using cognitive and communication strategies to do this.*)



Additional Information

- For information on the other three parts of TKT: YL, see the TKT: YL handbook at <http://www.cambridgeesol.org/resources/teacher/tkt.html>
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4*, *TKT: YL Part 1 Overview* and *TKT: YL Part 1 Children as language learners and Developing children's learning strategies* for more information on the test format and content.

<https://www.teachers.cambridgeesol.org/ts/teachingresources>



TKT: YL (Young Learners) Part 1: Developing children’s cognitive and communication strategies through language learning – Answer keys

Key to Procedure Step 3

Cognitive or communication strategy	Example of cognitive or communication strategy
Matching exercise	Find someone whose definition or strategy corresponds to yours
Asking for clarification or help	I don’t understand, can you tell me what ‘ranking’ means?
Predicting	What other activities do you think we will do in today’s session?
Describing a personal experience	It was a good day for me - I felt confident and passed the test.
Classifying	Put the strategies into two groups - ‘cognitive’ and ‘communication’.
Saying what you are going to do	You are going to read different people your piece of paper until you find the matching word or definition.
Ranking	Can anyone put the cognitive strategies on order of difficulty?
Giving instructions	First of all talk to people in the group, next find your partner and then sit down.
Remembering	Look at the list of strategies for 1 minute and then see how many you can say without looking.
Telling a story or saying what happened	First we discussed strategies, then we did a mingling exercise and finally we tried a TKT: YL test task.
Repeating	Say each new word from the list in a different way, for example slowly, quickly or very quietly.
Asking for permission	I’ve finished, can I borrow some TKT: YL practice tests, please?

Key to Participant’s worksheet 2

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



Key to Sample task

1. D

2. B

3. C

4. D

5. A

6. A

7. C



TKT: YL (Young Learners) Part 1: Developing children's cognitive and communication strategies through language learning – Participant's worksheet 1

Matching exercise	Find someone whose definition or strategy corresponds to yours.
Asking for clarification or help	I don't understand, can you tell me what 'ranking' means?
Predicting	What other activities do you think we will do in today's session?
Describing a personal experience	It was a good day for me - I felt confident and passed the test.
Classifying	Put the strategies into two groups - 'cognitive' and 'communication'.
Saying what you are going to do	You are going to read different people your piece of paper until you find the matching word or definition.
Ranking	Can anyone put the cognitive strategies on order of difficulty?
Giving instructions	First of all talk to people in the group, next find your partner and then sit down.
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Telling a story or saying what happened	First we discussed strategies, then we did a mingling exercise and finally we tried a TKT: YL test task.
Repeating	Say each new word from the list in a different way, for example slowly, quickly or very quietly.
Asking for permission	I've finished, can I borrow some TKT: YL practice tests, please?



TKT: YL (Young Learners) Part 1: Developing children's cognitive and communication strategies through language learning – Participant's worksheet 2

For questions 1–7, match the trainer's instructions with the cognitive or communication strategies they are practising, listed **A – E**.

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

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

Strategies
A scanning
B risk-taking
C inferring
D describing routines or states
E expressing a reason

Trainer's instructions

- 1 Look at the 8 pieces of information about TKT: YL around the room. Here's a list of questions about the test. Walk around the room and see how quickly you can write an answer for each one.
- 2 We are doing a ratio matching task because it is one of 4 types of task in the TKT: YL test.
- 3 Listen to these people's voices. Which ones do you think have passed the TKT: YL test? How do you know?
- 4 Who can say some other cognitive strategies children use to learn English?
- 5 This is a syllabus for TKT: YL without the headings for each part. Look at it quickly and match the 4 headings on the board to the 4 different parts.
- 6 Can anyone write on the board some other communication strategies children use when learning English?
- 7 We usually start sessions with a reminder of features of TKT: YL and finish with a review of the main points.



TKT: YL (Young Learners) Part 1: Developing children's cognitive and communication strategies through language learning – Sample task

For questions 1 – 7, match the teachers' instructions with the main cognitive strategies they are helping to develop listed A – D.

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

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

Main cognitive strategies

- | | |
|----------|--------------|
| A | categorising |
| B | predicting |
| C | ranking |
| D | inferring |

Teachers' instructions

- 1** Look at the monsters in these pictures. Which one's naughty? How do you know?
- 2** Look at these letters and then try to find the animal word I'm thinking of. Are you ready?
First word: D – O ..., Next word: S – N – ..., next one: C – A ...
- 3** Cut out the five pictures of food. Stick your favourite one here at the top and write the name under it. Then put your next favourite one under it, and so on.
- 4** Listen to these people's voices. Which person sounds happy?
- 5** On this paper you've got two circles. In this circle, draw two things you only wear in winter and in the other, circle two things you only wear in summer.
- 6** On the board there are pictures of Sue, a shoe and a zoo. Listen to this word and tell me which picture to write it under. Now listen to these words.
- 7** Here are pictures of 10 things to take on holiday. In pairs, choose the five most important for you.