



TKT: YL (Young Learners) Part 1: Overview – Trainer’s notes

Description

TKT: YL Part 1 focuses on knowledge of young learners and principles of teaching English to young learners. The session looks at how young learners differ from older students on physical, emotional and cognitive levels and the effects of these differences. It outlines the test format and task types.

Time required: 45 minutes

Materials required:

- *Participant’s worksheet 1 (one copy for each pair or group of three participants, cut into strips)*
- *Sample Task*

Aims:

- *to familiarise participants with the format and content of TKT: YL Part 1*
- *to consider ways young learners are different to older students and implications in the classroom*
- *to share classroom knowledge and experience*
- *to practise a TKT: YL odd one out task*

Procedure

1. Before the session, copy **Participant’s worksheet 1** so there is one copy for each pair or group of three participants, and cut each copy into strips.
2. Make these general points about TKT: YL :
 - Young learners in TKT: YL are from 6–12 years
 - The test aims to encourage professional development of teachers and classroom assistants who work with young learners
 - TKT: YL aims to test candidates’ knowledge in 4 syllabus areas
 - Knowledge of young learners and principles of teaching English to young learners
 - Planning and preparing young learner lessons
 - Teaching young learners
 - Assessing young learner learning through classroom based assessment
 - There are 80 questions to do in 1 hour 20 minutes in the test.
3. Elicit or make the following points about TKT: YL Part 1:
 - it focuses on the ways young learners are different to older students



- it considers these differences on three levels which are physical, emotional and cognitive
- it looks at developing their learning strategies, cognitive strategies and communication strategies

4. (10 minutes) Write the following three headings on the board:

Physical

Emotional

Cognitive

Brainstorm ideas with the group of children's needs in these areas e.g. children have a physical need for play and activity (see **Key** below).

5. (15 minutes) Hand out **Participant's worksheet 1** cut up into strips. Ask participants to work in pairs or groups of three with the two headings (*Young Learners* and *Older Students*) and to classify the characteristics of the two different groups of language learners (see **Key** below).

6. Point out that some characteristics may overlap between young and older learners. Participants might discuss, from their own experience, the changes that occur in children as they develop on different levels. Examples are:

- physical changes shown through growth and improved co-ordination
- emotional changes seen in behaviour and language used
- cognitive changes shown through language and understanding of abstract ideas

Feedback to whole group to check answers and share ideas.

7. Give out the **Sample Task**. Elicit or point out the following:

- the format of this task is odd one out, which is one of the TKT: YL task formats. Participants should always read instructions carefully so they are clear of what they are expected to do.
- there are 4 different task types in TKT: YL:
 - 3 option multiple choice
 - 1-1 matching
 - 3/4/5 ratio matching
 - odd one out
- a. Show participants the practice task and a sample answer sheet from the TKT: YL Handbook (page 25) and point out:
- in the test they have to write answers on a separate answer sheet
- the answer sheet has to be completed in the 1 hour 20 minutes allocated for the exam. 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.

8. (10 minutes) Participants work individually to complete the **Sample Task**. Allow no more than 7 minutes for this (candidates have an average of 1 minute per question in the TKT: YL exam). Feedback to whole group to check answers and share opinions (see **Key** below).



9. (5 minutes) Round up to review and summarise the main points covered. Ask participants:
- **What is covered in Part 1 of the test?** (*children as language learners and developing their cognitive, learning and communication strategies*)
 - **What have they learnt about the TKT: YL test in this session?** (*The test has 80 questions and candidates have 1 hour 20 minutes to complete it. There are 4 different question types and today they have practised an odd one out task type*)
 - **How can they prepare for this part of TKT: YL?** (*Candidates can prepare by:*
 - *considering children's physical, emotional and cognitive needs when planning classes*
 - *looking at other worksheets on TKT: YL which cover Part 1*
 - *becoming familiar with the TKT glossary*)

Additional Information

- For the TKT glossary and 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 Children as language learners and Developing children's learning strategies* and *TKT: YL Part 1 Developing children's cognitive and communication strategies* for more information on the test format and content.
<https://www.teachers.cambridgeesol.org/ts/teachingresources>

Suggested follow-up activity

- Ask pairs to write 3 'facts' about Part 1 of TKT: YL – some of them should be true and some should be false. Participants then pass their statements to another pair who decides if they are true or false. Give whole group feedback.



TKT: YL (Young Learners) Part 1: Overview – Answer keys

Key to Procedure Steps

Step 4

- | | |
|-----------------------------------|--|
| Children's physical needs | <ul style="list-style-type: none">• to have opportunities for play and activity• to have opportunities to develop manual dexterity for writing and handicrafts |
| Children's emotional needs | <ul style="list-style-type: none">• to feel relaxed and safe• to feel valued• for routines• to express emotions e.g. excitement |
| Children's cognitive needs | <ul style="list-style-type: none">• to have opportunities to develop numeracy/literacy skills• to have opportunities to develop the ability to think abstractly |

Key to Participant's Worksheet 1

Young Learners

- need to feel safe and valued
- are excitable
- have capacity for play
- need to be active
- are developing manual dexterity
- are developing numeracy and literacy skills
- have limited world knowledge
- are developing the ability to think abstractly
- need for games, songs and stories
- tend to be self-centred and preoccupied with their own world

Older Students

- can work independently
- are emotionally mature
- are responsible
- can think abstractly and out of context
- have developed literacy skills
- are in high school, university or working
- can talk about language
- have external pressures to succeed
- can sit quietly for long periods
- have wide knowledge and experience of the world

Key to Sample Task

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



TKT: YL (Young Learners) Part 1: Overview – Participant’s worksheet 1



Young Learners	Older Students
tend to be self-centred and preoccupied with their own world	can talk about language
are excitable	are emotionally mature
need to feel safe and valued	can work independently
have capacity for play	are in high school, university or working
need to be active	have external pressures to succeed
are developing numeracy and literacy skills	have wide knowledge and experience of the world
are developing manual dexterity	can think abstractly and out of context
Are developing the ability to think abstractly	have developed literacy skills
need games, songs and stories	are responsible
have limited world knowledge	can sit quietly for long periods



TKT: YL (Young Learners) Part 1: Overview – Sample task

For questions 1 – 7, look at some teacher's comments about children learning English and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly.

- | | |
|--|---|
| 1. At the start of class I always ask two children to give out books and another to write the date on the board because young learners | A. need routines and responsibilities.
B. like to feel valued.
C. need time to finish their work. |
| 2. I ask the class to make 'classroom language posters' to put on the notice boards and use throughout the term to develop | A. numeracy skills.
B. use of everyday English.
C. ability to ask for things in the lesson. |
| 3. Children need to develop learning strategies in English so I often ask them to practise a new song for homework to | A. find ways of remembering words and phrases.
B. use reference resources.
C. encourage them to review class work at home. |
| 4. After reading a story I usually do an activity to develop children's cognitive strategies such as | A. sequencing the events of the story using picture cards.
B. drilling target language from the story.
C. using flashcards to match target language with pictures. |
| 5. Children come to class with different language learning experiences, motivation and learning styles so I | A. ask them to work in pairs.
B. plan a variety of tasks to include visual, auditory and kinaesthetic challenges.
C. use star charts to reward good English, behaviour and progress. |
| 6. I encourage pairs and groups to communicate in English when they are playing games to practise | A. giving instructions.
B. expressing reasons.
C. role-plays. |
| 7. I want to raise awareness of their learning so I often ask the children to | A. look at their own written work and correct 3 mistakes.
B. do follow up activities if they finish quickly.
C. complete 'Can do' self assessment statements at the end of term. |