



TKT: YL (Young Learners) Part 3: Managing young learners in class – Trainer's notes

Description

This session covers the area of knowledge of managing the class to support children's language learning. Participants do a mingling task to examine aspects of classroom management such as challenging fast finishers and establishing classroom routines. There is a sample task covering this area and information on the test format.

Time required: 45 minutes

Materials required:

- *Participant's worksheet 1 (see Procedure Step 1)*
- *Sample Task (one copy for each participant)*

Aims:

- *to familiarise participants with the format and content of TKT: YL Part 3*
- *to consider different aspects of managing the class to support children's language learning*
to share classroom knowledge and experience by personalising a task
- *to practise a 3 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 20 participants in your group, make sure that each **slip A** you give out has a matching **slip B**. 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. Copy the **Sample Task** for each participant.
2. Elicit or make the following points about TKT: YL:
 - TKT: YL focuses on children from 6-12 years
 - Children at this age are developing physically and emotionally as well as cognitively, so classroom management is different to managing older students and adults
 - This session focuses on areas of managing young learners in class such as getting and keeping children's attention and establishing routines and responsible behaviour.
3. (5 minutes) Write the following heading and example on the board:

Aspects of managing young learners in class
e.g. getting children's attention



Participants brainstorm areas of young learner classroom management from their own experience (see **Key** below).

4. (10 minutes) Give each participant a slip from **Participant's Worksheet 1**. Participants do a mingling activity to match an aspect of managing young learners in class (**slip A**) to an example of the technique (**slip B**). Once participants have found their match they should sit together with their partner. If you have an odd number of participants, give one person 2 slips, to form a group of 3.
5. Feed back with the whole group (see **Key** below).
6. (15 minutes) In their pairs, participants write examples of what they say or do in class to illustrate some of the classroom management areas from the mingling activity. They can think of verbal and non-verbal examples such as tone of voice, gesture or using music.
7. Feed back in plenary. Ask volunteers to read out one example. The rest of the group listens and identifies the aspect of managing young learners in class. Point out that:
 - classroom management is dependent on many things such as teaching style, school expectations, the role and use of L1 in class and cultural norms.
 - Teachers develop their own management techniques depending on the combination of these factors and personal preferences.
8. (10 minutes) Give out the **Sample Task**. Participants work individually to complete the task in no more than 6 minutes.

Point out:

- The format of the task is 3-option 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 the TKT: YL syllabus is tested through objective tasks.
 - The task is contextualised within a teaching framework – in this case that of managing a young learner class
 - 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).
9. Feed back in plenary to check answers and ask participants which classroom management strategies they already use and which new ones they are likely to use in their own classes (see **Key** below).
 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 areas of classroom management are covered?** (*Participants suggest any areas discussed in the brainstorming and mingling activities.*)
- **What have they learnt about the TKT: YL test in this session?** (*Participants can identify and share their own gaps in knowledge of TKT: YL*)
- **How can they prepare for this part of TKT: YL?** (*Participants can:*
 - *try a strategy from today's session during lesson preparation to support teaching and learning*
 - *review and reflect on the effectiveness of their chosen classroom management techniques after a lesson*

Additional information

- 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 Scaffolding learning*, and *TKT: YL Part 3 Practice activities* for more information on the test format and content.
<https://www.teachers.cambridgeesol.org/ts/teachingresources>



TKT: YL (Young Learners) Part 3: Managing young learners in class – Answer keys

Key to Procedure Steps

Step 3

- Getting children's attention
- Keeping their attention
- Giving children practical responsibilities
- Managing individual, pair, group and whole class work
- Establishing routines to develop responsible behaviour and help children feel safe
- Using correction strategies

Note: This list covers the points on the TKT: YL syllabus (**Handbook** p. 9). There are other examples of classroom management which participants give and can be added to those already listed above.

Key to Sample Task

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

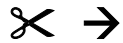


Key to Participant's Worksheet 1

A	B
Keeping children's attention	<i>'Everyone look at me please. Now, watch very carefully, watch my mouth and see how I say the words in English'</i>
Giving children practical responsibilities	<i>'I want Aziz to give out these worksheets and Hamid... please write the date on the board.'</i>
Checking understanding	<i>'Can I have a volunteer to repeat the instructions for this activity... first you colour the puppet, then... O.K. Maira can you continue?'</i>
Establishing classroom routines such as signalling change	<i>'O.K., 10 seconds to finish off and put pens away, 9, 8, 7, let's see who has finished...good Pau and Xavi, 6, 5, 4, books and pencil cases tidy please, 3, 2 and ... 1. Well done everyone!'</i>
Using correction strategies	<i>The teachers matches her fingers to the words of a sentence to show where the mistake is and focus learner's attention while she corrects speaking</i>
Getting children's attention by stirring the class	<i>'Everyone stand up and come to the front of the class. Come here and make a circle. Are you ready? Let's sing... Head, shoulders knees and toes...'</i>
Helping children feel safe by organising the classroom	<i>'O.K. everyone, let's keep the classroom tidy. Please hang your coats on the hooks and put your bags under your table like this...'</i>
Managing the whole class such as settling children after activity	<i>'Let's sit down on the floor in a circle. Don't touch anyone else, just cross your legs and relax... and ... rest. That's very quiet...well done.'</i>
Correction strategies e.g. correcting children's written work	Use 😊 to show good written work and write clear corrections for target language.
Managing individual work by challenging fast finishers	<i>'Have you finished Adriana? ... Good girl, now can you help Maria to finish her work, please'</i>



**TKT: YL (Young Learners) Part 3: Managing young learners in class
– Participant’s Worksheet 1**



A. Keeping children’s attention	B. <i>‘Everyone look at me please. Now, watch very carefully, watch my mouth and see how I say the words in English’</i>
A. Giving children practical responsibilities	B. <i>‘I want Aziz to give out these worksheets and Hamid... please write the date on the board.’</i>
A. Checking understanding	B. <i>‘Can I have a volunteer to repeat the instructions for this activity... first you colour the puppet, then... O.K. Maira can you continue?’</i>
A. Establishing classroom routines such as signalling change	B. <i>‘O.K., 10 seconds to finish off and put pens away, 9, 8, 7, let’s see who has finished...good Pau and Xavi, 6, 5, 4, books and pencil cases tidy please, 3, 2 and ... 1. Well done everyone!’</i>
A. Using correction strategies	B. <i>The teachers matches her fingers to the words of a sentence to show where the mistake is and focus learner’s attention</i>
A. Getting children’s attention by stirring the class	B. <i>‘Everyone stand up and come to the front of the class. Come here and make a circle. Are you ready? Let’s sing... Head, shoulders knees and toes...’</i>
A. Helping children feel safe by organising the classroom	B. <i>‘O.K. everyone, let’s keep the classroom tidy. Please hang your coats on the hooks and put your bags under your desks like this...’</i>
A. Managing the whole class such as settling children after activity	B. <i>‘Let’s sit down on the floor in a circle. Don’t touch anyone else, just cross your legs and relax... and ... rest. That’s very quiet...well done.’</i>
A. Correction strategies e.g. correcting children’s written work	B. Use ☺ to show good written work and write clear corrections of target language on learner’s worksheets.
A. Managing individual work by challenging fast finishers	B. <i>‘Have you finished Adriana? ... Good girl, now can you help Maria to finish her work, please.’</i>



TKT: YL (Young Learners) Part 3: Managing young learners in class – Sample task

For questions 1 – 7, match the teacher's comments with the areas of managing the class to support children's language learning listed A – D.

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

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

Areas of managing a class

- | |
|--|
| <p>A getting children's attention</p> <p>B checking understanding</p> <p>C correcting language</p> <p>D establishing routines to develop responsible behaviour</p> |
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Teacher's comments

- | | |
|----------|---|
| 1 | Very good try Martha, but remember to change the order of the words to make a question. |
| 2 | Ok, thank you everyone. Are you ready to move on to the next task now? |
| 3 | Where should I put <i>usually</i> on our list? Is it nearer to <i>always</i> or to <i>never</i> ? |
| 4 | Yes, I can hear a lot of people who know the right answer but if I don't see any hands up, I don't know who to ask. |
| 5 | Five seconds to finish, and four, three, two, one excellent. Now let's watch the next part. |
| 6 | It's a lovely sunny day, so tell me which of these clothes I don't need to wear – <i>shorts, gloves, a scarf, a T-shirt</i> . |
| 7 | No, he said fifteen chocolates not fifty. |