

Cambridge TKT Young Learners

Syllabus

PART 1

This part of the TKT: YL module tests candidates' knowledge of children's characteristics as language learners and knowledge of how language learning can help young learners to develop learning strategies, cognitive strategies and communication strategies.

Syllabus area Knowledge of Young Learners and Principles of Teaching English to Young Learners

Possible testing focus

- *Children's characteristics as language learners (theory-focused)*

- capacity for play and fun
- capacity for indirect learning: tendency to respond to meaning and the situation rather than to language
- need to feel relaxed/safe
- learning from social interaction (with peers and teacher)
- using chunks
- using limited language at their disposal creatively
- some children may already be able or be beginning to understand abstracts, generalise and systematise
- characteristics which vary between children: e.g. learning styles, previous learning experience, L1 background, motivation, personality, attention spans (depending on activity and topic)

- *Developing children's learning strategies through language learning*

- planning learning
- setting learning objectives
- selecting activities
- organising learning
- reviewing learning
- remembering language or information about language
- using reference resources
- developing hypotheses about language rules
- comparing - contrasting
- self assessment
- self correction

- *Developing children's cognitive strategies through language learning*

- predicting
- skimming
- scanning
- identifying
- matching
- categorising
- deducing meaning from context

- risk-taking
- sequencing
- ranking

- *Developing children's communication strategies through language learning*

- asking for an object (Can I have ...?)
- asking for clarification or help (Can you help me?/ How can I ...?)
- asking for information (What's a dragon? / How do you ...?)
- asking for permission (Can I go/take/use/work with ...?)
- attracting someone's attention (Miss!)
- clarifying (Yes, a blue one.)
- describing routines or states (I go to bed at .../ It lives in the jungle.)
- describing a personal experience (We went to the park.)
- describing an action (He's singing.)
- describing appearance (It's green.)
- expressing a reason (Because I found it.)
- expressing agreement/disagreement (OK/I don't think so...)
- expressing an intention (I'm going to draw a house.)
- expressing an opinion (I like cats.)
- giving instructions (Open it! Don't do that!)
- narrating (The king said ...)
- offering something (Do you want some?)

PART 2

This part of the TKT: YL module tests candidates' knowledge of planning and preparing language lessons for young learners.

Syllabus area

Planning and preparing young learner lessons

Possible testing focus

- *Lesson plans (components/headings)*

- learning outcomes
- personal teaching aim
- previous learning
- resources needed
- interaction patterns (plenary, groups, pairs, individual)
- procedure
- possible problems and solutions
- differentiation
- assessment evidence
- syllabus fit
- follow up suggestions
- lesson evaluation

- *Providing support and challenge when selecting and using coursebooks and supplementary materials*

Adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning:

- identifying achievement in language, learning strategies, use of skills
- diagnosing strengths and weaknesses in language, learning strategies, use of skills, gaining feedback on learning objectives of lesson or of syllabus
- identifying children's likes and dislikes

- *Focuses of assessing learning*

- language
- behaviour
- learning strategies
- cognitive strategies

- *Acting on assessment evidence*

- providing oral and written formative feedback in class
- adjusting teaching materials
- adjusting task types
- adjusting classroom management