Cambridge TKT Young Learners

<u>Syllabus</u>

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 areaKnowledge 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?)

<u>PART 2</u>

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:

- adding visual support
- adding word banks
- adding possible answers
- omitting unnecessary detail
- simplifying language
- personalising content
- changing layout
- adapting tasks

• Additional resources - selecting, adapting and supplementing

Planning and sequencing lessons involving coursebooks and supplementary materials through the use and adaptation of:

- stories

- games (e.g. physical response, guessing, memory, categorisation games)
- puppets
- realia
- flashcards, pictures and drawings
- blackboard/whiteboard

- art and craft materials and activities (e.g. making and designing mini-books, origami animals, personal dictionaries, masks, puppets, weather charts, cards for special occasions)

- action rhymes, songs and chants
- ICT
- DVD clips (both commercial and class-made)

PART 3

This part of the TKT: YL module tests candidates' knowledge of strategies for teaching language to young learners.

Syllabus area

Teaching young learners

Possible testing focus

• Scaffolding children's understanding of language and use of language through teacher language

- using language at children's level

- adjusting language to children's level: repeating, rephrasing, allowing wait time after asking a question

- asking appropriate questions: closed, open, divergent, convergent
- supporting language with gestures and actions (facial expressions, making sounds, pointing, nodding)
- correcting: reformulating, recasting, ignoring error
- using L1 when appropriate
- Scaffolding through teaching strategies (see Moon, 2000)
 - creating a clear or familiar context for an activity
 - creating a clear purpose for an activity which makes sense from a child's perspective
 - providing language models or prompts for an activity or topic (e.g. through puppets, drawings)
 - revising language needed for an activity or topic
 - demonstrating through a model and/or example how to do an activity
 - moving from known to unknown in an activity

- focusing on visible objects, actions and information
- using practical activities in which language is supported by action
- supporting meaning with visuals and/or objects (e.g. puppets, mascots)
- creating opportunities for learning through different senses
- relating activities to children's personal experiences
- use of word banks, language frames, substitution tables, sentence starters, speech bubbles, different kinds of charts, diagrams and grids to support both input and output

• Using practice activities to consolidate children's language learning

- stirrers and settlers
- competitive and cooperative activities
- listen and do (physical response), listen and make, listen and draw, listen and say
- dictation
- visualisation
- brainstorming
- drills
- chants
- dialogue
- songs
- role-play
- stories
- surveys
- information-gap activities
- guessing activities memory activities
- categorisation activities
- problem-solving activities

Managing young learners in class

- getting and keeping children's attention
- checking understanding
- correction strategies (recasting, reformulating, ignoring errors, plus a limited focus on direct correction techniques)
- using and managing individual, pair, group and whole class work
- establishing routines to develop responsible behaviour and help children to feel safe
- giving children practical responsibilities

<u>PART 4</u>

This part of the TKT: YL module tests candidates' knowledge of assessing young learner learning in the classroom, and knowledge of how to respond to the information provided by classroom assessment.

Syllabus area

Assessing young learner learning through

classroom-based assessment

Possible testing focus

- Purposes of assessing learning
 - identifying progress in language, learning strategies, use of skills

- 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