



# TKT Young Learners

*TKT: YL* is an examination for teachers and classroom assistants who teach or will teach English to young learners. It tests knowledge of concepts related to young learner learning and development, and knowledge of young learners from a teaching perspective: the planning, teaching and assessment of young learners' work.

TITLE	AREAS OF TEACHING KNOWLEDGE (Syllabus Area)	Example testing Focus
<p><b>Knowledge of young learners and principles of teaching English to young learners</b></p>	<p><i>Children's characteristics as language learners (theory-focused)</i></p>	<ul style="list-style-type: none"> <li>• Capacity for play and fun, capacity for indirect learning: tendency to respond to meaning and the situation rather than to language</li> <li>• Need to feel relaxed/safe</li> <li>• Learning from social interaction (with peers and teacher)</li> <li>• Using chunks</li> <li>• Using limited language at their disposal creatively</li> <li>• Some children may already be able or be beginning to understand abstracts</li> <li>• Characteristics with vary between</li> </ul>
	<p><i>Developing children's learning strategies through language learning</i></p>	<ul style="list-style-type: none"> <li>• Planning learning</li> <li>• Setting learning objectives</li> <li>• selecting activities</li> <li>• organising, reviewing learning</li> <li>• remembering language or information about language</li> <li>• developing hypotheses about language rules</li> <li>• comparing</li> <li>• contrasting</li> <li>• self- assessment, self-correction</li> </ul>
	<p><i>Developing children's cognitive strategies through language learning</i></p>	<ul style="list-style-type: none"> <li>• predicting</li> <li>• skimming</li> <li>• scanning</li> <li>• identifying</li> <li>• matching</li> <li>• categorising</li> <li>• deducing meaning from context</li> <li>• risk-taking</li> <li>• sequencing</li> <li>• ranking</li> </ul>
	<p><i>Developing children's communication strategies through language learning</i></p>	<ul style="list-style-type: none"> <li>• asking for an object (Can I have...?)</li> <li>• asking for clarification or help (Can you help me?/ How can I...?)</li> <li>• asking for information (How do you....?)</li> <li>• Asking for permission (Can I go/take/use....?)</li> <li>• attracting someone's attention</li> <li>• clarifying (Yes, a blue one)</li> <li>• describing a personal experience, an action, appearance</li> <li>• expressing a reason</li> </ul>



TITLE	AREAS OF TEACHING KNOWLEDGE (Syllabus Area)	Example testing Focus
<p><b>Planning and preparing young learner lessons</b></p>	<p><i>Lesson Plans - components/headings</i></p>	<ul style="list-style-type: none"> <li>• learning outcomes</li> <li>• personal teaching aim</li> <li>• previous learning</li> <li>• resources needed</li> <li>• interaction patterns (plenary, groups, pairs, individual)</li> <li>• procedure</li> <li>• possible problems and solutions</li> <li>• assessment evidence</li> <li>• syllabus fit</li> <li>• follow-up suggestions</li> <li>• lesson evaluation</li> </ul>
	<p><i>Providing support and challenge when selecting and using course books and supplementary materials</i></p>	<p>Adding to, omitting from and adapting course books and supplementary materials to support and challenge children's learning:</p> <ul style="list-style-type: none"> <li>• adding visual support</li> <li>• adding word banks</li> <li>• adding possible answers</li> <li>• simplifying language</li> <li>• personalising content</li> <li>• changing layout</li> <li>• adapting tasks</li> </ul>
	<p><i>Additional resources - selecting, adapting and supplementing</i></p>	<p>Planning and sequencing lessons involving course books and supplementary materials through the use and adaptation of:</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• games</li> <li>• puppets</li> <li>• flashcards, pictures and drawings</li> <li>• blackboard/whiteboard</li> <li>• action rhymes, songs and chants</li> <li>• video clips</li> </ul>



TITLE	AREAS OF TEACHING KNOWLEDGE (Syllabus Area)	Example testing Focus
<p align="center"><b>Teaching young learners</b></p>	<p align="center"><i>Scaffolding children’s understanding of language and use of language through teacher language</i> ☑</p>	<ul style="list-style-type: none"> <li>• using language at children's level</li> <li>• adjusting language to children's level: repeating, allowing wait time after asking a question</li> <li>• asking appropriate questions</li> <li>• supporting language with gestures and actions</li> </ul>
	<p align="center"><i>Scaffolding through teaching strategies</i></p>	<ul style="list-style-type: none"> <li>• creating a clear or familiar context for an activity</li> <li>• creating a clear purpose for an activity which makes sense from a child's perspective</li> <li>• reviewing language nodded for an activity or topic</li> <li>• supporting meaning with visual and/or objects</li> <li>• use of words bank, language frames, different kinds of charts</li> </ul>
	<p align="center"><i>Using practice activities to consolidate children’s language learning</i></p>	<ul style="list-style-type: none"> <li>• listen-and-do, listen-and-make, listen-and-draw, listen-and-say</li> <li>• dictation</li> <li>• visualisation</li> <li>• brainstorming</li> <li>• drills</li> <li>• chants, songs, dialogue, surveys, role-play</li> <li>• guessing activities</li> <li>• memory activities</li> <li>• problem-solving activities</li> </ul>
	<p align="center"><i>Managing young learners in class</i></p>	<ul style="list-style-type: none"> <li>• getting and keeping children's attention</li> <li>• checking understanding</li> <li>• correction strategies</li> <li>• using and managing individual, pair, group and whole-class work</li> <li>• giving children practical responsibilities</li> </ul>



TITLE	AREAS OF TEACHING KNOWLEDGE (Syllabus Area)	Example testing Focus
<b>Assessing young learner learning through classroom-based assessment</b>	<i>Purposes of assessing learning</i>	<ul style="list-style-type: none"> <li>• identifying progress in language, learning strategies, use of skills</li> <li>• identifying achievement in language, learning strategies, use of skills</li> <li>• identifying children's likes and dislikes</li> </ul>
	<i>Focuses of assessing learning</i>	<ul style="list-style-type: none"> <li>• language</li> <li>• behaviour</li> <li>• learning strategies</li> <li>• cognitive strategies</li> <li>• communication strategies</li> </ul>
	<i>Acting on assessment evidence</i>	<ul style="list-style-type: none"> <li>• providing oral and written formative feedback in class</li> <li>• adjusting teaching materials</li> <li>• adjusting task types</li> <li>• adjusting classroom management</li> </ul>