

Introduction

■ What are TKT and the TKT: YL specialist module?

The *Teaching Knowledge Test* (TKT) is a series of modular teaching qualifications which test knowledge in specific areas of English language teaching. It is internationally recognised and has been developed by Cambridge English. In addition to the main modules (Modules 1–3), there are the specialist modules, namely: *TKT: Young Learners* and *TKT: CLIL* (Content and Language Integrated Learning). Candidates can take as many TKT modules as they want, in any order and over any time period.

The *TKT: Young Learner Module* (TKT: YL) focuses on language learners aged 6–12; the term *young learner* is used in this book to refer to this age group. Six years old is usually the age when children start formal schooling in many countries, while twelve years old is around the end of primary, elementary or basic schooling. Developmentally, children in this age group are beyond the stage of early childhood, but are not yet adolescent. As such, they have particular developmental needs which are somewhat different from very young children or teenagers.

TKT: YL tests candidates' knowledge of concepts related to young learner learning and development, as well as knowledge of young learners from a teaching perspective: the planning, teaching and assessment of young learners' work. There are no entry requirements, such as previous language teaching experience or qualifications, however candidates' language skills should be at least at a B1 level on the CEFR scale. This is equivalent to Cambridge B1 Preliminary or Cambridge IELTS Bands 4–5, which is an intermediate level of English. Candidates are also expected to be familiar with key language teaching terminology, which can be found in the *TKT Glossary* on the Cambridge English website.

The TKT: YL test is a paper-based test lasting 1 hour and 20 minutes. It consists of objective tasks, for example matching or multiple choice, with 80 closed questions in total. Candidates respond by selecting answers and marking them on the answer sheet. There are no open response questions where candidates write their answers in words, phrases or sentences. Each question carries one mark, and performance is reported using four bands, which indicate the depth of the candidates' knowledge.

The test covers four syllabus areas, which are reflected in the four parts of this book, *The TKT Course: YL Module*:

- 1 Knowledge of young learners and principles of teaching English to young learners
- 2 Planning and preparing young learner lessons
- 3 Teaching young learners
- 4 Assessing young learner learning in the classroom

Note the *TKT: YL Module* is NOT a test of practical classroom skills or English language proficiency. The *TKT: YL syllabus* and other information about the test can be found in the *TKT: YL Handbook for Teachers*, which is available on the Cambridge English website.

The TKT Course: YL Module

■ About this book: *The TKT Course: Young Learners Module*

What are the aims of *The TKT Course: YL Module*?

The TKT Course: Young Learners Module has five main aims:

- 1 To introduce readers to some of the main concepts, theories and activities that are central to TKT: YL and teaching language to young learners more generally.
- 2 To encourage readers to make links between theory and practice by analysing and exploring the usefulness of concepts, theories and activities in their own current or future teaching contexts.
- 3 To share with readers some of the resources available to teachers of young learners.
- 4 To give readers an opportunity to do test practice with TKT: YL sample tasks and a complete test paper (with answer keys).
- 5 To build on other TKT modules, for those who have done that course before doing *The TKT Course: YL*.

Who is *The TKT Course: YL Module* written for?

The TKT Course: YL Module is ideal for readers involved in teaching, who speak English as a first or additional language, and who:

- are training to become teachers or who are already teachers.
- are in a teacher, classroom assistant or course co-ordinator role.
- intend to take the TKT: YL test. They might be preparing for it on a course, with or without this as a core textbook, or preparing alone as self-directed learners.
- have done (an)other TKT module(s) and would like to continue their professional development in teaching young learners.
- are subject, generalist or language teachers of children aged 6–12.
- are already or are planning to teach English language to children aged 6–12.
- are already or are planning to teach English language in mainstream schools, private language schools or independently.
- are already or planning to be classroom assistants working with young English language learners aged 6–12.
- are undertaking in-service or pre-service training in teaching young learners.
- are young learner teacher trainers developing or delivering a TKT: YL test preparation course or other young learner teacher training courses. *The TKT Course: YL Module* may be used in its entirety or as a supplementary resource.
- are young learner course co-ordinators or teacher supervisors.

What is the content of *The TKT Course: Young Learners Module*?

The TKT Course: YL module consists of four parts, divided into units which follow the content and order of the TKT: YL syllabus and specifications. See the table on pages 4–5 for information on the organisation of each part.

The units build on each other so that the ideas introduced in one unit provide a foundation for ideas introduced in a following unit.

Part 1 focuses on knowledge of young learners and principles of teaching English to young learners.

Part 2 focuses on planning young learner lessons.

Part 3 focuses on teaching young learners.

Part 4 focuses on assessing young learner learning in the classroom.

The book also contains:

- A glossary of terms specific to teaching young learners which are used in the book. These occur throughout and are shown in **bold**. Terms in *bold italics* are those terms defined in the *TKT Glossary*, which can be found online. Other terms used are explained or defined as they first arise in the book.
- A complete TKT: YL practice test, answer key and sample answer sheet.
- Test tips for taking the TKT: YL test.
- An alphabetical list of the terms used in this book which are from the *TKT Glossary*.
- A glossary of young learner specialist terms and those which are included in the TKT: YL test.
- A list of titles referred to in-text and recommended further reading for each of the four parts of the book.

How is *The TKT Course: YL Module* organised, and how can it be used?

The advice in the following table is intended for those using the book on a taught course or for self-directed readers. The book can also be selected from or adapted for use by young learner teacher trainers.






The book is designed to help you, the reader, gain knowledge to prepare you for the TKT: YL test and also to support your professional development through insights gained from course content which you can apply in your own contexts. You are recommended to choose a young learner coursebook, supplementary materials and/or website to use for the activities found in each unit. Where possible, identify and keep in mind a specific learner, group of learners or teaching context for these activities. If you are not currently a practising young learner teacher, you could perhaps use another teacher's class of young learners.

You are strongly recommended to keep a *TKT: YL Professional Development (PD) Journal* as you use the book. In this PD Journal, you can keep notes and your responses to self-assessment, starter questions and activities, reflect on your learning from each unit, and consider how it might apply to your context. This could be in English or in your own language.


We hope you enjoy the challenge of teaching young learners, enjoy reflecting on your teaching of young learners and find yourself develop as a teacher of young learners. For those readers who take the TKT: YL test, all the best!

The TKT Course: YL Module

Each part of *The TKT Course: YL Module* follows the same structure:

Section	Purpose	Suggestions for use
Introduction to each part of the book	To encourage the reader to reflect on their current knowledge and experience in the broad topic area; to articulate their own learning objectives.	Do the self-assessment tasks before beginning this part of the book.
Three or four units, each with the same structure:		
Learning outcomes	To inform the reader of the knowledge and skills they should have after completing the unit.	Read these before you start the unit; add more if appropriate, based on your self-assessment.
 Starter question(s)	To give the reader the opportunity to reflect on their understanding of the meaning of key terms or concepts before reading about these.	Answer the question(s) before reading the answer(s); you could use your TKT: YL PD Journal to note and organise your ideas and answers.
 Key concepts	To introduce the main ideas of the unit content, drawing on the TKT: YL syllabus.	Read this after answering the Key Concepts pre-reading question. Build on your notes based on your reading.
 Key concepts and the YL classroom	To consider how the key concepts influence or are relevant to young learner teaching and learning, specifically.	Read this after answering the Key Concepts and the YL Classroom pre-reading question. Build on your notes based on your reading.
 Exploring the concepts in practice: Follow-up activity	To extend and deepen understanding of key concepts through active engagement. N.B. These questions do NOT follow the TKT: YL test question formats.	Do these tasks to extend your understanding on unit content, then check your answer in the commentary section towards the back of the book. You could use your TKT: YL PD Journal for this.
 Exploring the concepts in practice: Reflection	To encourage the reader to think critically about questions and issues related to the key concepts in the unit.	Follow the guidelines for individual and/or group reflection tasks. You could use your TKT: YL PD Journal for this.
Exploring the concepts in practice: Discovery activity	To explore, investigate and develop key concepts in practice and assess their usefulness.	Follow the guidelines for these activities, which require exploration by reading, trying out new ideas, conducting classroom investigation and talking to others*.

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 TKT: YL practice task	To review the unit content and to help readers become familiar with the TKT: YL task formats and level of language used in the text.	Do this task to familiarise yourself with the format of TKT: YL and to test yourself on the content of the unit. Recommended timing is built up to help you be ready for the test by the end of the book. Check your answers in the answer key on page 158.
Reflection on learning in each part of the book		
Reflecting on Learning	To encourage the reader to self-assess their learning in this part of the book, identify any gaps in knowledge or understanding and articulate new learning goals, as necessary.	Follow the guidelines in this section for self-assessment and goal setting; you could use your TKT: YL PD Journal for this. Return to your self-assessment of the can-do statements in the unit introduction.
References and further recommended reading	To give ideas for extended, independent reading on topics covered in this part of the book. To list the sources referred to in this part of the book.	Note and follow up on sources which are useful to you for your own further development.

* Some activities recommend classroom investigation. In cases where data from or about children or other third parties, such as other teachers, is collected, **it is essential that ethical procedures are followed** in order to protect the rights of the participants. This will normally include gaining informed consent and/or assent from parents or caregivers before any data is collected for any purpose.