**PREPARATION ACTIVITIES**

**TKT YOUNG LEARNERS**

**PREPARATION ACTIVITY 7**

**Part 3 – Managing young learners in class**

**Aims:**

* to consider different aspects of managing the class to support children’s language learning.

**ACTIVITY 1: ASPECTS OF MANAGING YOUNG LEARNERS IN CLASS**

Read the **TKT YL Handbook** and analyze your own experience, then answer the following questions:

1. Brainstorm as many aspects of managing young learners in class as possible.

* Ex. Getting children´s attention
* Divide the group into work teams and designate a leader.
* Teach through games and fun activities
* Work in corners for better organization of space, time and attention
* Establish and follow routines
* Plane the class to prevent students from having to ask “What are we doing?” or “What are we doing next? And to keep their attention focused.

1. Match an aspect of managing young learners in class **(slip A)** to an example of the technique **(slip B)**.

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| **Aspect of managing young learners (A)** | **Example of the technique (B)** |
| Keeping children’s attention | ‘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!’ |
| Giving children practical responsibilities | ‘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...’ |
| Checking understanding | Use a happy face to show good written work and write clear corrections of target language on learner’s worksheets. |
| Establishing classroom routines such as signaling change | ‘Can I have a volunteer to repeat the instructions for this activity... first you colour the puppet, then... O.K. Maira can you continue? ’ |
| Using correction strategies | “Have you finished Adriana?... Good girl, now can you help Maria to finish her work, please.” |
| Getting children’s attention by stirring the class | The teachers matches her fingers to the words of a sentence to show where the mistake is and focus learner’s attention |
| Helping children feel safe by organising the classroom | ‘Everyone look at me please. Now, watch very  carefully, watch my mouth and see how I say the words in English’ |
| Managing the whole class such as settling  children after activity | ‘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.’ |
| Correction strategies e.g. correcting children’s written work | ‘I want Aziz to give out these worksheets and  Hamid... please write the date on the board.’ |
| Managing individual work by challenging fast  finishers | ‘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...’ |

1. Write different examples of techniques you use **in your classroom** to work with each aspect of managing young learners.

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| **Aspect of managing young learners (A)** | **Example of the technique (B)** |
| Keeping children’s attention | Teach through games and fun activities; sing and make active breaks. |
| Giving children practical responsibilities | They have to clean the tables and put their chair in, pick up the toys and put their things into the backpack. |
| Checking understanding | I ask to someone to explain me and the class the activity we are going to do, to check if they understood the instructions correctly. |
| Establishing classroom routines such as signaling change | Every day, I ask to someone to help me to write the date and count all the students who came to the class. |
| Using correction strategies | We check the answers in group when we finish the activity to see if it was correct and to make corrections if it is necessary. |
| Getting children’s attention by stirring the class | take active breaks, dance, and do relaxation and stretching exercises |
| Helping children feel safe by organizing the classroom | put a photo of yourself in each place so that they know your place. Follow the same routine to start the morning every day. |
| Managing the whole class such as settling  children after activity |  |
| Correction strategies e.g. correcting children’s written work | Given the opportunity to present the answers as a group to make corrections if necessary. |
| Managing individual work by challenging fast  finishers | I offer the opportunity to choose a game to those who finish the activity first |