**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
* Establishing Classroom Rules: Clearly communicate and establish rules to create a structured learning environment
* Engaging Activities: Plan and implement age-appropriate, interactive activities to keep young learners engaged and motivated.
* Positive Reinforcement: Use positive reinforcement strategies to acknowledge and reward good behavior, fostering a positive classroom atmosphere.Clear Instructions: Provide clear and simple instructions, considering the language proficiency of young learners, to ensure understanding.
* Varied Teaching Techniques: Utilize a variety of teaching techniques, incorporating visual aids, games, and hands-on activities to cater to diverse learning styles.
* Classroom Management Strategies: Develop effective classroom management strategies to handle disruptions and maintain a productive learning environment.

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 | One TKT technique for keeping children’s attention is incorporating interactive and engaging activities. For instance, using “Total Physical Response” (TPR) can be effective. In a language lesson, you might instruct students to act out vocabulary words or commands physically. This hands-on approach not only maintains their interest but also reinforces learning through movement and participation, making the lesson more enjoyable and memorable. |
| Giving children practical responsibilities | In TKT, a technique for giving children practical responsibilities is incorporating “Classroom Jobs.” Assigning specific tasks to students, such as being the line leader, passing out materials, or being the timekeeper, not only empowers them but also instills a sense of responsibility and cooperation. This approach fosters a positive and inclusive learning environment while teaching young learners the importance of contributing to the classroom community. |
| Checking understanding | A TKT technique for checking understanding with young learners is using “Thumbs Up, Thumbs Down.” After explaining a concept or giving instructions, ask the students to show a thumbs-up if they understand or a thumbs-down if they don’t. This simple and visual method allows you to quickly gauge the overall comprehension of the class, and you can address any confusion or provide additional clarification as needed. It encourages active participation and ensures that young learners are on the same page before moving on to the next task. |
| Establishing classroom routines such as signaling change | In TKT, a technique for establishing classroom routines with young learners involves using a visual or auditory signal to indicate changes in activities. For instance, you can use a chime, a designated sound, or a visual cue like raising your hand to signal transitions between different tasks or activities. This helps young learners anticipate changes, reduces anxiety, and creates a structured environment, promoting smoother transitions and a more organized classroom experience. |
| Using correction strategies | In TKT, a technique for correcting young learners is employing “Peer Correction.” Encourage students to work together and correct each other’s work in pairs or small groups. This not only promotes collaboration but also allows them to learn from their peers. Additionally, it can create a supportive atmosphere where students feel comfortable helping each other and understanding common mistakes. Always ensure that corrections are constructive and focus on the learning process. |
| Getting children’s attention by stirring the class | In TKT, a technique for getting children’s attention is using a “Call and Response” method. For instance, you might say, “Clap once if you can hear me,” and wait for the students to respond by clapping once. Then, gradually increase the complexity, such as clapping twice or using other signals. This not only captures their attention but also adds an element of fun and engagement, making it an effective strategy for refocusing the class in a lively and interactive manner. |
| Helping children feel safe by organising the classroom | In TKT, a technique for helping children feel safe is creating a well-organized and predictable classroom environment. For example, establish designated areas for different activities, clearly label supplies, and maintain consistent routines. When young learners know where to find materials and understand the flow of the day, it creates a sense of security and stability. This organization contributes to a positive learning atmosphere, as children feel more comfortable and assured in their surroundings. |
| Managing the whole class such as settling  children after activity | In TKT, a technique for managing the whole class, especially during transitions like settling children after an activity, is using a “Quiet Signal.” For example, you might raise your hand or use a visual cue, and instruct the students to do the same. Once everyone is quiet and focused, provide clear instructions for the next activity. This method helps regain attention, establishes a calm atmosphere, and facilitates a smooth transition between activities in a way that is easily understood by young learners. |
| Correction strategies e.g. correcting children’s written work | In TKT, a correction strategy for children’s written work is using a “Two-Star and a Wish” approach. After reviewing their written assignments, identify two positive aspects (the “stars”) and provide one constructive suggestion for improvement (the “wish”). This method emphasizes the strengths of their work while offering specific guidance on areas for enhancement. It encourages a positive attitude toward feedback and helps children focus on both their achievements and areas for growth in their writing skills. |
| Managing individual work by challenging fast  finishers | In TKT, a technique for managing individual work, especially with fast finishers, is implementing “Extension Tasks.” Provide additional, more challenging assignments or activities for students who complete their work quickly. These extension tasks should align with the lesson content and offer opportunities for deeper exploration or creative thinking. This strategy keeps fast finishers engaged and motivated, allowing them to continue learning at their own pace while maintaining a productive classroom environment. |