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

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 | Use visuals like flashcards, props, or videos to capture and maintain interest. |
| Giving children practical responsibilities | Rotate responsibilities weekly to give every student a chance to take on different roles. |
| Checking understanding | Implement peer teaching, where students explain concepts to each other. |
| Establishing classroom routines such as signaling change | Create a visual schedule or timetable that students can refer to throughout the day. |
| Using correction strategies | Encourage self-correction by asking leading questions instead of directly giving answers. |
| Getting children’s attention by stirring the class | Incorporate movement into lessons, such as quick brain breaks or energizing activities. |
| Helping children feel safe by organising the classroom | Establish clear rules and expectations for behavior, and consistently reinforce them. |
| Managing the whole class such as settlingchildren after activity | Develop a transition routine, such as a calming activity or brief reflection, after high-energy activities. |
| Correction strategies e.g. correcting children’s written work | Implement peer review sessions where students exchange and provide feedback on each other's work. |
| Managing individual work by challenging fastfinishers | Create extension activities or additional challenges for fast finishers to explore. |