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Introduction

This document contains the syllabus and assessment guidelines for CELTYL (Certificate in English Language Teaching to Young Learners) and the Young Learner (YL) Extension to CELTA. It should be read in conjunction with the CELTYL/YL Extension to CELTA Administration Handbook.

The YL Extension to CELTA course allows holders of a CELTA (Certificate in English Language Teaching to Adults) to extend their previous training to include to work with young learners.

Equal Opportunity Statement

CELTYL and the YL Extension to CELTA are based on the principle of open and equal opportunity for all, irrespective of gender, marital status, sexual orientation, creed, colour, race, ethnic origin, age or disability.

The principle is promoted in all aspects of CELTYL and the YL Extension to CELTA, including:

- statements of eligibility for entry on to all courses that are based solely on professionally relevant criteria
- the methods of recruitment, selection, briefing and training of all those working for or on behalf of Cambridge ESOL Teaching Awards
- language assessment criteria based on the use of English in ELT classrooms world-wide.

The Cambridge ESOL Teaching Awards' procedures ensure that all aspects of practice are and remain non-discriminatory.

CELTYL

Certificate course programmes focus on teaching young learners either from 5–10, or 8–13 or 11–16. During the course, candidates develop familiarity with the principles of effective teaching and acquire a range of practical skills for teaching English to young learners. The course includes teaching practice, observation of experienced teachers in the classroom and completion of a range of practically focused written assignments.

YL Extension to CELTA

The YL Extension to CELTA course is for those who have little or no previous experience of teaching young learners and have previously been awarded the CELTA. The course is designed to enable CELTA holders to build on and transfer the skills and knowledge from their CELTA course to the area of teaching young learners.

Application procedures and entry requirements

It is the responsibility of individual centres to ensure that all applicants are screened before entry on to the course. Screening procedures should be comprehensive in order to ensure that candidates have the ability to deal with all components of the course. The centre's application procedures should ensure that applicants are only selected for the course if they meet the following entry requirements.

Applicants must:

- be at least 18. It is generally recommended that candidates should be aged 20 or over, but candidates aged between 18 and 20 can be accepted at the centre's discretion
- have an awareness of language and a competence in English, both written and spoken, that enables them to undertake the course
- have the potential to develop the necessary skills to become effective teachers of young learners and to successfully complete the written assignments and the assessment of practice teaching.

Candidates should normally have, as a minimum entry requirement, a standard of education equivalent to that required for entry into higher education. Centres may, at their discretion, accept candidates who do not have formal qualifications at this level if screening indicates that they would be likely to complete the course successfully.

Candidates in this category should be interviewed personally and the evidence should be convincing.

In addition centres should also satisfy themselves that the course is suitable for all applicants in terms of their experience, background, and their career plans. It should be made clear to applicants that CELTYL is a qualification aimed at those teaching in language schools and does not confer Qualified Teacher Status (QTS) for teaching in primary or secondary schools.

It is recommended that applicants for the YL Extension to CELTA course should have gained the CELTA within eighteen months of enrolling on the Extension course and that applicants should not enrol for the Extension course immediately on completion of the CELTA.

However, centres may at their discretion accept candidates who have a greater amount of post-CELTA experience.

Screening procedures

Screening is the responsibility of individual centres, not of Cambridge ESOL.

Applicants

- Applicants should provide their National Teacher Registration number on application, if they have one.
- All applicants should provide the names of three referees, including their most recent employer. At least two of these referees should be contacted by the centre, via letter, phone or using a pro-forma, and specifically asked to comment on the applicant's suitability to work with young learners, stating whether they know of any impediment to their being employed in this context. There should be at least one written reference on each candidate's file.
- All applicants should sign a self-declaration in which they specifically comment on their suitability to work with young learners, stating whether they know of any impediment to their being employed in this context. This may be presented in the form of yes/no questions on a sheet accompanying the application form.
- If, after having contacted the referees and conducted an interview, there is still doubt concerning an applicant's suitability, centres may decide to request further checks (see

below). However, it is suggested that these are only used as a last resort. Applicants should be advised on the application form that centres may run these checks if circumstances warrant.

The following checks can be carried out on people resident in or citizens of the UK. Overseas centres will need to seek advice locally as to what procedures they should follow.

NATIONAL TEACHER NUMBER

In the UK, all teachers with qualified teacher status (QTS) have a national teacher number referred to as either their DES, DfE or DfEE number.

POLICE CHECK

In the UK, a police check can be requested on anyone who will be working with or in contact with children. This will check the person against national police records and information will be given about any offences which relate to children. Other offences are confidential. This check can be done through the local constabulary, who may make a small charge for this service.

LIST 99

A school or educational establishment which has a DES/DfEE reference number has access to List 99. This is a list of all DES/DfEE registered teachers who have been through a disciplinary procedure, whether charged or convicted, and/or who have committed serious offences against children.

The UK Children Act 1989 covers children until their 16th birthday and those with special needs until their 18th birthday. The Protection of Children Act 1999 covers children up to 18 years for those in full time education and/or a 'child care' organisation i.e. a school, guide group etc.

CELTYL course programmes

Certificate course programmes focus on teaching young learners either from 5–10, or 8–13 or 11–16. The Certificate awarded to successful candidates is endorsed with the specific age range on which the course has focused.

CELTYL course programmes should be designed to enable candidates to:

- develop an awareness of language and a knowledge of the description of English and apply these in their professional practice
- develop an initial understanding of the contexts within which young learners learn English, their motivations and the roles of the teacher and the learner
- develop familiarity with the principles and practice of effective teaching to young learners of English
- develop basic skills for teaching young learners in the language classroom
- develop familiarity with appropriate resources and materials for use with young learners of English for teaching, testing and for reference
- identify opportunities for their own future development as professionals in the field.

The CELTYL is awarded to candidates who have completed the course and the assessment successfully.

Certificate course programmes are designed by individual centres using the syllabus and course objectives. The following requirements are included as an integral part of the programme:

- 106 contact hours between the candidates and the course tutors including:
 - input
 - tutorial support
 - supervised lesson planning
 - six hours teaching practice (TP) for each candidate supervised by a course tutor
 - feedback
 - peer observation.
- in addition, eight hours directed observation of lessons with young learners taught by experienced ELT professionals, two hours of which may be lessons on video. (Please note that videos are produced by centres for their own use on the course, not by Cambridge.)

The course should be timetabled to enable candidates to have additional time (minimum 50 hours) for the required reading, research, assignment and lesson preparation.

Attendance

Occasional absence does not need to be notified to Cambridge ESOL, but in cases where candidates are absent for a crucial part of the course and the centre is unable to reschedule classes/TP, or where a candidate is absent for a substantial part of the course, the course tutor should seek advice from Cambridge ESOL.

If absence is due to medical reasons or extenuating personal circumstances, an exception may be made and the candidate will be deemed eligible for entry for the award, subject to certain conditions.

However, under no circumstances will candidates be eligible to enter for the award if they have been absent for more than 20% of the course programme, observation or teaching practice, or if the written assignments are incomplete.

CELTYL Syllabus overview

1 LANGUAGE AWARENESS

- 1.1 Basic concepts and terminology used in ELT for describing form and meaning in language and language use
- 1.2 Basic concepts and terminology used for describing language skills and sub-skills
- 1.3 Language description and syllabus design for the teaching of English to young learners
- 1.4 The practical significance of similarities and differences between languages
- 1.5 Reference materials for language awareness

2 THE LEARNER, THE TEACHER AND THE TEACHING/LEARNING CONTEXT

- 2.1 The young learner's educational background and traditions
- 2.2 The context for learning and teaching English at young learner level
- 2.3 Different motivations young learners have for learning English at different stages in their development
- 2.4 Different learning and teaching styles at young learner level

3 PLANNING FOR EFFECTIVE TEACHING OF YOUNG LEARNERS OF ENGLISH

- 3.1 The principles of planning for effective teaching of young learners of English
- 3.2 Lesson planning for effective teaching of young learners of English
- 3.3 The selection and evaluation of appropriate materials and resources for specific lessons
- 3.4 The selection and evaluation of appropriate exercise types, activity types, and tasks for specific lessons
- 3.5 The evaluation of lesson preparation

4 CLASSROOM MANAGEMENT AND TEACHING SKILLS FOR TEACHING ENGLISH TO YOUNG LEARNERS

- 4.1 The effective organisation of the classroom
- 4.2 Classroom presence and control
- 4.3 Teacher and learner language
- 4.4 The use of teaching materials and resources
- 4.5 Practical skills for teaching at a range of levels and ages
- 4.6 Monitoring and evaluation of young learners' performance and progress
- 4.7 The evaluation of classroom management and teaching skills

5 RESOURCES AND MATERIALS FOR TEACHING ENGLISH TO YOUNG LEARNERS

- 5.1 Knowledge of commercially produced resources and materials for teaching English to young learners
- 5.2 Knowledge of non-published resources and materials for teaching English to young learners
- 5.3 The selection and evaluation of resources and materials for use in teaching and testing young learners of English, and for reference
- 5.4 The adaptation of resources and materials for specific groups of young learners of English
- 5.5 Effective use of aids and equipment

6 PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH TO YOUNG LEARNERS

- 6.1 Self-assessment: understanding the teacher's own development needs and building on strengths
- 6.2 Preparation for employment: preparing to become a teacher, colleague and employee
- 6.3 Professional development: support systems, publications, and courses for teaching English to young learners

CELYL Topic 1: Language awareness

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
1.1 Basic concepts and terminology used in ELT for describing form and meaning in language and language use	<ul style="list-style-type: none"> • understand and make practical use of the basic terminology used in ELT for describing the form and the structure of English, including its phonology, and the way these are used to express meaning
1.2 Basic concepts and terminology used for describing language skills and sub-skills	<ul style="list-style-type: none"> • understand and make practical use of the basic terminology used to describe the skills of reading, writing, listening and speaking, and related sub-skills
1.3 Language description and syllabus design for the teaching of English to young learners	<ul style="list-style-type: none"> • understand the basis on which different elements are selected to design different types of syllabus for the teaching of English to young learners with specific reference to the balance between topic and language • use appropriate terms to describe these different types of syllabus
1.4 The practical significance of similarities and differences between languages	<ul style="list-style-type: none"> • identify and be aware of some significant differences between their own language and a foreign language, and demonstrate in practice their understanding of the relevance of some of these differences for the teacher and learner at young learner level
1.5 Reference materials for language awareness	<ul style="list-style-type: none"> • make practical use of reference books which will help them to develop their understanding, knowledge and awareness of language, and of the problems that may be faced by young learners.

CELTYL Topic 2: The learner, the teacher and the teaching/learning context

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
<p>2.1 The young learner's educational background and traditions</p>	<ul style="list-style-type: none"> • show awareness of the variety in the educational backgrounds and cultures of young learners, with special reference to the pedagogic traditions and experiences that they bring to classes • make practical use of this awareness and work in ways that are sensitive to these backgrounds
<p>2.2 The context for learning and teaching English at young learner level</p>	<ul style="list-style-type: none"> • show awareness of the context in which teaching is taking place, with special reference to the learners' age, parents, the national education system, the approach to examinations and to the teaching of languages • make practical use of this awareness in adapting their teaching to this context • understand in broad terms how learners' English language learning relates to their general development and the curriculum as a whole
<p>2.3 Different motivations young learners have for learning English at different stages in their development</p>	<ul style="list-style-type: none"> • understand in broad terms young learners' cognitive, affective and social development at different stages • make practical use of this understanding to maintain and develop the motivation of the learners they teach
<p>2.4 Different learning and teaching styles at young learner level</p>	<ul style="list-style-type: none"> • understand in broad terms the different learning styles and preferences which young learners bring to learning English • demonstrate a basic knowledge of how young learners learn languages • understand in broad terms the different roles which a teacher may adopt at different stages of teaching and in different teaching/learning contexts • make practical use of this understanding in the planning and implementation of their teaching.

CELYL Topic 3: Planning for effective teaching of young learners of English

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
<p>3.1 The principles of planning for effective teaching of young learners of English</p>	<ul style="list-style-type: none"> • understand the importance of planning for effective teaching by paying special attention to the preparation of teaching which clearly addresses young learners' needs and interests • distinguish between different kinds of teaching and different kinds of lessons, with specific reference to the ways in which language can be taught through topics, tasks and activities • select the kinds of lessons that are most appropriate for particular learners
<p>3.2 Lesson planning for effective teaching of young learners of English</p>	<ul style="list-style-type: none"> • apply in practice the principles of planning for effective teaching, including as appropriate: <ul style="list-style-type: none"> – establishing aims and objectives – ways of focusing on and practising specific language – identifying appropriate skills work – anticipating difficulties – staging and timing – ensuring variety and pace – Selecting appropriate roles for the teacher and the learners at different stages of the lesson
<p>3.3 The selection and evaluation of appropriate materials and resources for specific lessons</p>	<ul style="list-style-type: none"> • evaluate and select materials and resources for teaching and assessment • evaluate, after teaching, the materials and resources chosen
<p>3.4 The selection and evaluation of appropriate exercise types, activity types, and tasks for specific lessons</p>	<ul style="list-style-type: none"> • evaluate and select different kinds of exercises, activities and tasks, including those that help to develop learner self-awareness and autonomy • evaluate, after teaching, the exercises, activities and tasks chosen
<p>3.5 The evaluation of lesson preparation</p>	<ul style="list-style-type: none"> • evaluate their own lesson preparation before, during and after teaching through reflection and by taking note of comments from tutors, colleagues and learners • take account of this evaluation in planning future lessons.

CELYL Topic 4: Classroom management and teaching skills for teaching English to young learners

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
4.1 The effective organisation of the classroom	<ul style="list-style-type: none"> • arrange the physical features of the classroom to suit the learners and the type of lesson • set up and manage whole-class work, pair work and group work as appropriate • ensure a safe learning environment
4.2 Classroom presence and control	<ul style="list-style-type: none"> • establish rapport and foster a constructive learning atmosphere • maintain discipline and manage classroom events • provide where appropriate for the learners' emotional and welfare needs
4.3 Teacher and learner language	<ul style="list-style-type: none"> • adjust their own language to the level and age of the learners and interact with the class in a way which facilitates the learners' language development • give clear instructions in a supportive way • choose appropriate moments, and appropriate strategies, for correcting learners' language • teach, where relevant, monolingual or multilingual groups and provide appropriately for the use of the students' first language(s)
4.4 The use of teaching materials and resources	<ul style="list-style-type: none"> • make appropriate use of a range of materials and resources in relation to specified aims • understand the implications of teaching with limited resources
4.5 Practical skills for teaching at a range of levels and ages	<ul style="list-style-type: none"> • work successfully with learners of different ages and ability levels, in the same or separate classes, using appropriate types of classroom activity • involve learners of different age and ability levels in the work of the class and enable them to feel a sense of progress • teach lessons which have an explicit language focus, as well as those in which language is taught through topics and tasks • use a selection of classroom activities, including, where appropriate, art, craft, music and storytelling • use, where appropriate, basic techniques for early literacy development • support learners' emotional and welfare needs, within the boundaries of their responsibility
4.6 Monitoring and evaluation of young learners' performance and progress	<ul style="list-style-type: none"> • review lessons and identify areas where both the class as a whole and individual learners have made progress and where additional support or supplementary work is necessary.
4.7 The evaluation of classroom management and teaching skills	<ul style="list-style-type: none"> • evaluate their performance in this area by reflecting on lessons, and by taking note of comments from tutors, colleagues and learners • take account of this evaluation in planning future lessons.

CELYL Topic 5: Resources and materials for teaching English to young learners

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
5.1 Knowledge of commercially produced resources and materials for teaching English to young learners	<ul style="list-style-type: none"> • access information about commercially produced resources and materials for teaching and assessing English in the young learner classroom • demonstrate familiarity with examples of children's literature and have a basic understanding of the role of stories/literature in language development
5.2 Knowledge of non-published classroom resources and materials for teaching English to young learners	<ul style="list-style-type: none"> • develop a practical working knowledge of the availability and use of locally produced and/or other non-published materials and classroom resources for use by teachers teaching English to young learners, including the role of literature and stories
5.3 The selection and evaluation of resources and materials for use in teaching and testing young learners of English, and for reference	<ul style="list-style-type: none"> • select and evaluate resources and materials for teaching English to young learners • develop a practical working knowledge of a range of published resources and materials produced for use by teachers of young learners of English in: <ul style="list-style-type: none"> – preparing classes – teaching – assessing progress
5.4 The adaptation of resources and materials for specific groups of young learners of English	<ul style="list-style-type: none"> • understand the need for, and begin to put into practice with due regard for the provisions of copyright, the adaptation of commercially produced resources and materials to meet the requirements of specific groups of young learners • understand the importance of the organisation of classroom resources and display
5.5 Effective use of aids and equipment	<ul style="list-style-type: none"> • make effective use of available technical aids and media as appropriate.

CELTYL Topic 6: Professional development for teachers of English to young learners

Syllabus content	Course objectives
<i>Successful candidates can:</i>	
<p>6.1 Self assessment: understanding the teacher's own development needs and building on strengths</p>	<ul style="list-style-type: none"> • assess their strengths and development needs, make practical use of that assessment and set goals and targets for future development • recognise and acknowledge the initial nature and scope of their training so far, and understand the importance of continuing professional development
<p>6.2 Preparation for employment: preparing to become a teacher, colleague and employee</p>	<ul style="list-style-type: none"> • listen to, take note of and act on comments by tutors, colleagues and learners on their abilities and performance • help colleagues by observing and commenting constructively on their lesson plans and lessons • demonstrate professional responsibility, by following any institutional code(s) of practice and implementing institutional requirements including: <ul style="list-style-type: none"> – health and safety procedures – equal opportunities policies – record keeping – time-keeping requirements • understand the limits of their responsibility with regard to the welfare, health, safety and supervision of young learners and know when to assume responsibility themselves or to refer responsibility, ensuring that it has been assumed by someone else • take part in a variety of teaching situations and co-operate when being observed by colleagues and supervisors • relate, where appropriate, the learner's language learning needs to learning in other areas.
<p>6.3 Professional development: support systems, publications, and courses for teaching English to young learners</p>	<ul style="list-style-type: none"> • show awareness of the broader educational context in which the teaching/learning of English is situated • find out about opportunities for further professional development in teaching English to young learners • develop a practical working knowledge about appropriate professional associations, magazines, journals and publications for teachers entering the field of teaching English to young learners.

CELTYL: Overview of assessment

Certificate award

The Certificate will be awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in all three assessment components.

Course requirements and mode of assessment

To meet the course requirements, candidates are required to attend the whole course and to:

- practice teach classes of the relevant age group and size for a total of six hours
- observe experienced teachers teaching classes of young learners for a total of eight hours, two hours of which may be on video
- maintain and submit a portfolio of all coursework, including all written assignments and materials related to teaching practice.

The assessment will be continuous and integrated.

Continuous here means that:

- assessment takes place throughout each course.

Integrated here means that:

- each assessed component contributes to the overall grade
- any one assessed component can cover a number of topics and objectives in the syllabus.

The three components of assessment

Component 1: Teaching practice

In this component, candidates are required to practice teach for a total of six assessed hours, working with a minimum of two groups of young learners of different ages and ability levels. Candidates must cover the full age range of the certificate in their practice teaching classes.

By the end of the six hours of assessed teaching practice, candidates should have demonstrated successful achievement of all the teaching practice assessment criteria, detailed on page 17.

Component 2: Written assignments

This component consists of four written assignments:

- one assignment focuses on an aspect of the language system of English
- one assignment requires reflection on classroom teaching and the identification of action points
- two assignments explore aspects of the teaching and learning of English at young learner level through a focus on:
 - young learners and learning contexts
 - an analysis of teaching/learning materials.

The centre is responsible for designing the written assignments, which together should not be less than a total of 3,000 words. The assignments are internally assessed and externally moderated. Two assignments may be conflated into one larger assignment provided that all the assessment criteria are met.

Component 3: Candidates' professional development

Specific tasks or assignments are not set to assess this component, but in designing and assessing each of the written assignments and the assessed teaching practice sessions, tutors should include the related syllabus focus and assessment criteria as appropriate.

CELYL Grades

The Certificate will be awarded to candidates who meet the course requirements and whose performance meets, or exceeds, the criteria in all three assessment components.

Candidates are ineligible for the award in cases where dishonesty or plagiarism are brought to the attention of Cambridge ESOL.

A **Pass** is awarded to candidates whose performance overall in the teaching practice and in the written assignments meets the specified criteria.

They will continue to need guidance to help them to develop and broaden their range of skills as teachers in post.

A **Pass (Grade B)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to:

- classroom teaching skills.

They will continue to need some guidance to help them to develop and broaden their range of skills as teachers in post.

A **Pass (Grade A)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of ability and achievement significantly higher than that required to meet pass-level criteria in relation to:

- planning for effective teaching
- classroom teaching skills
- awareness of teaching and learning processes.

They will benefit from further guidance in post but will be able to work independently.

Candidates who fail to meet criteria in any or all assessed components will be awarded a **Fail**.

CELTYL Component 1: Teaching practice

Supervised teaching practice

Centres are responsible for including supervised teaching practice as an integrated part of the course programme.

The teaching practice should be timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to demonstrate that they are:

- able to prepare, plan and teach lessons designed for young learners of English
- able to apply ELT theory to practice in classroom teaching
- able to teach language through topics, tasks and activities
- familiar with key ELT concepts and methodology
- sensitive to relevant aspects of professional development
- able to use written and spoken language in the classroom which is clear and coherent and essentially free of mistakes in spelling, punctuation and grammar.

The programme for the six hours teaching practice should provide each candidate with opportunities to teach for a minimum of two hours at two different levels. The learners in the classes should include the extremes of the age group. The number of occasions on which candidates should practice teach is not specified, but on two occasions opportunities to practice teach for at least 40 minutes should be provided. Candidates should have an equal number of teaching practice opportunities.

The preparation and planning for teaching should be clear and well-presented. In their teaching and in lesson plans, candidates should demonstrate an increasing ability in their achievement of the assessment criteria. The overall scope and assessment criteria for teaching practice are described opposite. There is no cross reference between the assessment criteria and specific points in the syllabus, as specific assessment criteria can relate to more than one topic area.

Syllabus Focus

The syllabus focus relating to the assessment criteria:

Language awareness

(Syllabus Topic 1)

The learner, the teacher and the teaching/learning context

(Syllabus Topic 2)

Planning for effective teaching of young learners of English

(Syllabus Topic 3)

Classroom management and teaching skills for teaching English to young learners

(Syllabus Topic 4)

Resources and materials for teaching English to young learners

(Syllabus Topic 5)

Professional development for teachers of English to young learners

(Syllabus Topic 6)

Preparing, planning and practising teaching

Scope

By the end of the six hours teaching practice, successful candidates at pass level should show convincingly and consistently that they can:

- 1.1 plan for the effective teaching of young learners by:
 - a) identifying appropriate learning outcomes which relate, where appropriate, to the learners' overall learning programme
 - b) planning for a learner centred classroom
 - c) selecting and analysing language appropriate for the learners, for the stage of the lesson and the overall lesson objectives
 - d) selecting and/or designing tasks and activities appropriate for the learners, for the stage of the lesson and the overall lesson objectives, with thought to balance and variety of activities
 - e) selecting and making appropriate use of a range of materials, resources, technical aids and support
 - f) adapting materials for use with a particular group
 - g) presenting materials for classroom use with a professional appearance and with regard to copyright requirements
 - h) anticipating potential difficulties with language and tasks
 - i) setting out details of staging and timing
- 1.2 demonstrate classroom teaching skills by:
 - a) establishing rapport and developing motivation
 - b) adjusting their own language to meet the level and needs of the learners
 - c) giving clear instructions
 - d) providing accurate and appropriate models of language
 - e) focusing on appropriate specific language areas and/or skills through topics, tasks and activities
 - f) conveying the meaning of new language with clear and appropriate context
 - g) checking learners' understanding of the new language
 - h) clarifying forms of language
 - i) identifying errors and sensitively correcting learners' oral and written language
 - j) monitoring and evaluating learners' progress
 - k) maintaining discipline and control
 - l) providing appropriate practice activities
 - m) integrating activities for developing literacy, if appropriate.
- 1.3 demonstrate an awareness of teaching and learning processes by:
 - a) teaching a class with sensitivity to the needs, interests and background of the learners both as individuals and as learners in a group
 - b) organising the classroom to suit the learners and/or the activity
 - c) setting up and managing pair, group, individual and whole class work
 - d) responding to learners' language performance by adapting activities where and if appropriate
 - e) responding to classroom circumstances by adapting activities where and if appropriate
 - f) adopting a teacher role appropriate to the stage of the lesson and the teaching context
 - g) teaching in a way which helps to develop learner self-awareness and autonomy.

CELTYL Component 2: Written assignments

Scope, focus and assessment criteria

Centres are responsible for designing a range of written assignments which relate directly to the course programme. A variety of assignment formats should be developed that enable candidates to demonstrate that they are:

- able to relate ELT practice to theory
- able to describe, analyse and grade language for teaching purposes
- familiar with key ELT concepts and methodology
- sensitive to relevant aspects of professional development
- able to write at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.

The design of assignments will vary and any one assignment may be made up of a variety of tasks that combine to form a single assignment, or two assignments may be conflated to form a longer assignment.

The scope, assessment criteria and focus for each of the four assignments are described below. Word limits are not specified for individual assignments but the total amount of assessed written work should not be less than a total of 3,000 words.

2.1 Language related tasks

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • identification of significant features of the form, meaning and use of language items/areas, and the use of relevant information from reference materials. <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) understanding and use of basic ELT terminology relating to form/meaning/language use b) ability to analyse language for teaching purposes c) ability to show how understanding of language can be checked. 	<p>The syllabus focus to include:</p> <p>Language awareness. <i>(Syllabus Topic 1)</i></p>

2.2 Lessons from the classroom

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • candidates' identification of their own teaching strengths and development needs • reflections on their own teaching • reflections on the implications for their own teaching from the observations of experienced ELT professionals and colleagues on the course. <p>Successful candidates can show evidence of:</p> <p>a) ability to identify their main strengths and development needs on the basis of reflecting on both their own teaching and the teaching of others.</p>	<p>The syllabus focus to include:</p> <p>Planning for effective teaching of young learners of English (<i>Syllabus Topic 3</i>)</p> <p>Different learning and teaching styles at young learner level (<i>Syllabus Topic 2.4</i>)</p>

2.3 Focus on the learner

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • investigation of the learning context and identification of specific areas of language difficulty/weakness in English for a specific young learner or group of young learners • suggestions for specific language/skill focused activities and an explanation/rationale for the use of these activities with the specific learner(s) outlined. <p>Successful candidates can show evidence of:</p> <p>a) awareness of factors which influence teaching and learning</p> <p>b) ability to analyse learner(s) language</p> <p>c) understanding the purpose and rationale for using specific activities with (a) specific group(s) of learner(s)</p> <p>d) sensitivity to individual learners and different learning contexts.</p>	<p>The syllabus focus should include:</p> <p>The learner, the teacher and the teaching/learning context (<i>Syllabus Topic 2</i>)</p> <p>Monitoring and evaluation of young learners' performance and progress (<i>Syllabus Topic 4.6</i>)</p> <p>The practical significance of the similarities and differences between languages (<i>Syllabus Topic 1.4</i>)</p>

2.4 Evaluation of teaching/learning materials

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • identification of the significant characteristics of (a) course book(s) or supplementary material(s) in terms of syllabus and approach, and an evaluation of the material for a specific group of young learners <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) awareness of different ways of defining and organising the content of teaching/learning materials b) ability to evaluate learning/teaching material(s) and select material(s) suitable for (a) specific group(s) of young learners. 	<p>The syllabus focus to include:</p> <p>The selection and evaluation of resources and materials for use in teaching and testing young learners of English, and for reference <i>(Syllabus Topic 5.3)</i></p> <p>Language description and syllabus design for the teaching of English to young learners <i>(Syllabus Topic 1.3)</i></p>

CELTYL Component 3: Professional development

It is not intended that specific assignments should be designed to assess this area but, in designing each written assignment and teaching practice session, tutors should include the appropriate syllabus focus and assessment criteria from the description below:

Scope	Syllabus focus
<p>Successful candidates can:</p> <ol style="list-style-type: none"> a) assess their strengths and development needs and make practical use of that assessment in their current teaching and in the setting of targets and goals for future development b) listen to and learn from comments made by supervisors, colleagues and learners on their abilities and performance c) help colleagues by observing and commenting constructively on their lesson plans and lessons d) liaise with colleagues and act supportively and in co-operation as well as independently e) take part in a variety of teaching situations, including being observed by colleagues and supervisors f) behave in a professionally responsible manner by implementing institutional codes of practice and procedures, including health and safety, record keeping and time-keeping g) demonstrate awareness of the broader educational context in which learning takes place h) recognise the nature of initial training and understand the importance of personal development in a professional context. 	<p>Self-assessment:</p> <ul style="list-style-type: none"> • understanding the teacher's own development needs and building on strengths (<i>Syllabus Topic 6.1</i>) <p>Preparation for employment:</p> <ul style="list-style-type: none"> • preparing to become a teacher, colleague and employee (<i>Syllabus Topic 6.2</i>) <p>Professional development:</p> <ul style="list-style-type: none"> • support systems, publications and courses for teaching English to young learners (<i>Syllabus Topic 6.3</i>)

THE YOUNG LEARNER EXTENSION TO CELTA

YL Extension to CELTA course programmes

Course programmes for the YL Extension to CELTA focus on teaching young learners either from 5–10, 8–13 or 11–16.

YL Extension to CELTA course programmes should be designed to enable candidates to:

- transfer and apply their awareness of language and knowledge of the description of English from an adult to a young learner context
- gain an initial understanding of the context within which young learners learn English, their motivations and the roles of the teacher and learner
- transfer, adapt and apply the principles and practice of lesson-planning from an adult to a young learner context
- transfer, adapt and apply basic skills for teaching English from an adult to a young learner context
- gain an initial awareness of appropriate resources and materials for use with young learners of English for teaching, testing and for reference
- continue to identify opportunities for their own future development as professionals in the field.

The YL Extension to CELTA is awarded to candidates who have completed the course and the assessment successfully. Extension course programmes are designed by individual centres using the syllabus and course objectives. The following requirements are also included as an integral part of the programme:

- 54 contact hours between the candidates and the course tutors including:
 - input
 - tutorial support
 - supervised lesson planning
 - four hours teaching practice (TP) for each candidate supervised by a course tutor. This should include a minimum of six teaching practice occasions divided equally between the age groups. All candidates should have the same number of teaching opportunities.
 - feedback
 - peer observation.
- six hours directed observation of lessons taught by experienced ELT professionals, of which two may be on video. (Please note that videos are produced by centres for their own use on the course, not by Cambridge.)

Successful candidates receive a re-issue of their CELTA Certificate with an endorsement confirming that they have additionally been awarded the Young Learner Extension, and stating the specific age range on which the course has focused.

Attendance

Occasional absence does not need to be notified to Cambridge ESOL, but in cases where candidates are absent for a crucial part of the course and the centre is unable to reschedule classes/TP, or where a candidate is absent for a substantial part of the course, the course tutor should seek advice from Cambridge ESOL.

If absence is due to medical reasons or extenuating personal circumstances, an exception may be made and the candidate will be deemed eligible for entry for the award, subject to certain conditions.

However, under no circumstances will candidates be eligible to enter for the award if they have been absent for more than 20% of the course programme, observation or teaching practice, or if the written assignments are incomplete.

YL Extension to CELTA syllabus overview

1 LANGUAGE AWARENESS

- 1.1 Language description for the teaching of English to young learners
- 1.2 The practical significance of similarities and differences between languages
- 1.3 Reference materials for language awareness

2 THE LEARNER, THE TEACHER AND THE TEACHING/LEARNING CONTEXT

- 2.1 The young learner's educational background and traditions and the context for learning and teaching English at young learner level
- 2.2 Different motivations for young learners learning English at different stages of their development
- 2.3 Different learning and teaching styles in a young learner classroom

3 PLANNING FOR EFFECTIVE TEACHING OF YOUNG LEARNERS OF ENGLISH

- 3.1 The principles and practical realities of planning for effective teaching of young learners of English
- 3.2 The selection and evaluation of appropriate materials and resources, including exercise types, for specific lessons with young learners
- 3.3 The evaluation of lesson preparation

4 CLASSROOM MANAGEMENT AND TEACHING SKILLS FOR TEACHING ENGLISH TO YOUNG LEARNERS

- 4.1 Classroom presence, control and organisation
- 4.2 Teacher and learner language
- 4.3 Practical skills for teaching young learners of different ages and ability levels
- 4.4 Monitoring and evaluation of young learners' performance and progress

5 RESOURCES AND MATERIALS FOR TEACHING ENGLISH TO YOUNG LEARNERS

- 5.1 Resources and materials for teaching English to young learners
- 5.2 Criteria for selection and evaluation of resources and materials for use in teaching and testing young learners of English
- 5.3 Ways in which materials and resources may be adapted for use in teaching English to young learners

6 PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH TO YOUNG LEARNERS

- 6.1 Self-assessment: understanding the teacher's own development needs and working on strengths
- 6.2 Preparation for employment: preparing to become a teacher, colleague and employee
- 6.3 Professional development: support systems, publications, and courses for teaching English to young learners

YL Extension to CELTA Topic 1: Language awareness

Syllabus content	Course objectives
<i>The transfer and application to a young learner context of:</i>	
<i>Successful candidates can:</i>	
1.1 Language description for the teaching of English to young learners	<ul style="list-style-type: none"> analyse language for teaching purposes teach language through topics, tasks and activities identify areas where (a) learner(s) need(s) additional support
1.2 The practical significance of similarities and differences between languages	<ul style="list-style-type: none"> identify and be aware of some significant differences between their own language and a foreign language, and demonstrate in practice their understanding of the relevance of some of these differences for the teacher and learner at young learner level
1.3 Reference materials for language awareness	<ul style="list-style-type: none"> make practical use of reference books which will help them to develop their understanding, knowledge and awareness of language, and of the problems that may be faced by young learners.

YL Extension to CELTA Topic 2: The learner, the teacher and the teaching/learning context

Syllabus content	Course objectives
<i>The transfer and application to a young learner context of:</i>	
<i>Successful candidates can:</i>	
2.1 The young learner's educational background and traditions and the context for learning and teaching English at young learner level	<ul style="list-style-type: none"> show awareness of the variety in the educational backgrounds and cultures of young learners and work in ways that are sensitive to these backgrounds describe the broad context in which a specific learner is learning English and adopt teaching roles appropriate to the particular context
2.2 Different motivations for young learners learning English at different stages of their development	<ul style="list-style-type: none"> show an initial understanding of young learners development at different stages make practical use of this understanding to maintain and develop the motivation of the learners they teach
2.3 Different learning and teaching styles in a young learner classroom	<ul style="list-style-type: none"> understand in broad terms the different learning styles and preferences which young learners bring to learning English make practical use of this understanding in the planning and implementation of their teaching.

YL Extension to CELTA Topic 3: Planning for effective teaching of young learners of English

	Syllabus content	Course objectives
	<i>The transfer and application to a young learner context of:</i>	<i>Successful candidates can:</i>
3.1	The principles and practical realities of planning for effective teaching of young learners of English	<ul style="list-style-type: none"> • prepare and plan lessons which clearly address young learners' needs and interests • prepare and plan lessons in which language is taught through topics, tasks and activities
3.2	The selection and evaluation of appropriate materials and resources, including exercise types, for specific lessons with young learners	<ul style="list-style-type: none"> • evaluate and select a range of materials and activities in their planning and teaching • evaluate the effectiveness of these materials and activities
3.3	The evaluation of lesson preparation.	<ul style="list-style-type: none"> • continue to evaluate their planning and teaching skills • continue to evaluate the effectiveness of their language analysis and selection of items to be taught • continue to evaluate their selection of procedures and activities.

YL Extension to CELTA Topic 4: Classroom management and teaching skills for teaching English to young learners

Syllabus content	Course objectives
<p><i>The transfer, adaptation and application to a young learner context of:</i></p>	<p><i>Successful candidates can:</i></p>
<p>4.1 Classroom presence, control and organisation</p>	<ul style="list-style-type: none"> • establish rapport and foster a constructive learning atmosphere • maintain discipline and manage classroom events • provide, where appropriate, for learners' emotional and welfare needs
<p>4.2 Teacher and learner language</p>	<ul style="list-style-type: none"> • adjust their own language to the level and age of the learners and interact with the class in a way which facilitates the learners' language development • respond appropriately to learners' use of their mother tongue
<p>4.3 Practical skills for teaching young learners of different ages and ability levels</p>	<ul style="list-style-type: none"> • work successfully with learners of different ages and ability levels in the same class, using appropriate types of classroom activity • teach lessons which have an explicit language focus, as well as those in which language is taught through topics, tasks and activities • use a selection of classroom activities including, where appropriate, art, craft, music and storytelling • support learners' emotional and welfare needs, within the boundaries of their responsibility
<p>4.4 Monitoring and evaluation of young learners' performance and progress</p>	<ul style="list-style-type: none"> • observe and comment on the performance of (a) specific learner(s) within a lesson or lessons • continue to develop their teaching skills through personal reflection and comments from tutors, colleagues and learners.

YL Extension to CELTA Topic 5: Resources and materials for teaching English to young learners

	Syllabus content	Course objectives
	<i>To enable candidates to gain an initial awareness of:</i>	<i>Successful candidates can:</i>
5.1	Resources and materials for teaching English to young learners	<ul style="list-style-type: none"> demonstrate familiarity with both commercially produced and non-published materials
5.2	Criteria for selection and evaluation of resources and materials for use in teaching and testing young learners of English	<ul style="list-style-type: none"> select and evaluate materials and resources which are appropriate for the level and age of the learners
5.3	Ways in which materials and resources may be adapted for use in teaching English to young learners	<ul style="list-style-type: none"> understand the need for, and begin to put into practice with due regard for the provisions of copyright, the adaptation of commercially produced resources and materials to meet the requirements of specific groups of young learners.

YL Extension to CELTA Topic 6: Professional development for teachers of English to young learners

	Syllabus content	Course objectives
	<i>The transfer and application to a young learner context of:</i>	<i>Successful candidates can:</i>
6.1	Self assessment: understanding the teacher's own development needs and building on strengths	<ul style="list-style-type: none"> continue to assess their strengths and development needs continue to understand the importance of professional development
6.2	Preparation for employment: preparing to become a teacher, colleague and employee	<ul style="list-style-type: none"> continue to support colleagues and learners and take note of comments from tutors, colleagues and learners continue to develop record-keeping skills gain an understanding of the limits of their responsibility when working in a young learner context
6.3	Professional development: support systems, publications, and courses for teaching English to young learners	<ul style="list-style-type: none"> find out about opportunities for further professional development find out about appropriate professional associations and publications for teachers entering the field of teaching English to young learners.

YL Extension to CELTA: Overview of assessment

YL Extension to CELTA award

The YL Extension to CELTA will be awarded to candidates who meet the course requirements and whose performance meets or exceeds the criteria in all three assessment components.

Course requirements and mode of assessment

To meet the course requirements, candidates are required to attend the whole course and to:

- practice teach classes of the relevant age group and size for a total of four hours (a minimum of six teaching practice occasions divided equally between the age groups)
- observe experienced teachers teaching classes of young learners for a total of six hours, of which two may be on video
- maintain and submit a portfolio of all coursework, including all written assignments and materials related to teaching practice.

The assessment will be continuous and integrated.

Continuous here means that:

- assessment takes place throughout each course.

Integrated here means that:

- each assessed component contributes to the overall grade
- any one assessed component can cover a number of topics and objectives in the syllabus.

The three components of assessment

Component 1: Teaching practice

In this component, candidates are required to practice teach for a total of four hours, working with a minimum of two groups of young learners of different ages and ability levels. Candidates must cover the full age range of the YL Extension to CELTA in their teaching practice classes.

By the end of the four hours of assessed teaching practice, candidates should have demonstrated successful achievement of all the teaching practice assessment criteria, detailed on p.33.

Component 2: Written assignments

This component consists of two written assignments:

- one assignment requires reflection on classroom teaching and the identification of action points
- one assignment explores aspects of the teaching and learning of English at young learner level through a focus on young learners and learning contexts.

In addition, centres should also ensure that candidates complete two tasks as part of their preparation and planning for teaching which focus on:

- language description and analysis within teaching practice
- evaluating teaching/learning materials.

The centre is responsible for designing the two written assignments, which should not be less than a total of 1,500 words. The assignments are internally assessed and externally moderated.

Component 3: Candidates' professional development

Specific tasks or assignments are not set to assess this component, but in designing and assessing each of the written assignments and the assessed teaching practice sessions, tutors should include the related syllabus focus and assessment criteria as appropriate.

YL Extension to CELTA Grades

The YL Extension to CELTA will be awarded to candidates who have gained CELTA, who meet the course requirements and whose performance meets the criteria in all three assessment components. **Candidates are ineligible for the award in cases where dishonesty or plagiarism are brought to the attention of Cambridge ESOL.**

Candidates who fail to meet criteria in any or all assessed components will be awarded a **Fail**.

YL Extension to CELTA – Component 1: Teaching practice

Supervised teaching practice

Centres are responsible for including supervised teaching practice as an integrated part of the course programme. Teaching practice should be timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to demonstrate that they are:

- able to prepare, plan and teach lessons designed for young learners of English
- able to apply ELT theory to practice in classroom teaching
- able to teach language through topics, tasks and activities
- familiar with key ELT concepts and methodology
- sensitive to relevant aspects of professional development
- able to use written and spoken language in the young learner classroom which is clear and coherent and essentially free of mistakes in spelling, punctuation and grammar.

The programme for the four hours teaching practice should provide each candidate with opportunities to teach for a minimum of two hours at two different levels. The learners in the classes should include the extremes of the age group. The number of occasions on which candidates should practice teach is not specified, but on a minimum of two occasions opportunities to practice teach for at least 40 minutes should be provided. All candidates should have an equal number of teaching practice opportunities.

The preparation and planning for teaching should be clear and well-presented. In their teaching practice and in lesson plans, candidates should demonstrate an increasing ability in their achievement of the assessment criteria. The overall scope and assessment criteria for teaching practice are described opposite. There is no cross reference between the assessment criteria and specific points in the syllabus, as specific assessment criteria can relate to more than one topic area.

Syllabus Focus

The syllabus focus relating to the assessment criteria:

Language awareness

(Syllabus Topic 1)

The learner, the teacher and the teaching/learning context

(Syllabus Topic 2)

Planning for effective teaching of young learners of English

(Syllabus Topic 3)

Classroom management and teaching skills for teaching English to young learners

(Syllabus Topic 4)

Resources and materials for teaching English to young learners

(Syllabus Topic 5)

Professional development for teachers of English to young learners

(Syllabus Topic 6)

Preparing, planning and practising teaching

Scope

By the end of the four hours teaching practice, successful candidates at pass level should show convincingly and consistently that they can:

- 1.1 plan for the effective teaching of young learners by:
 - a) identifying appropriate learning outcomes which relate, where appropriate, to the learners' overall learning programme
 - b) planning for a learner centred classroom
 - c) selecting and analysing language appropriate for the learners, for the stage of the lesson and the overall lesson objectives
 - d) selecting and/or designing tasks and activities appropriate for the learners, for the stage of the lesson and the overall lesson objectives, with thought to balance and variety of activities
 - e) selecting and making appropriate use of a range of materials, resources, technical aids and support
 - f) adapting materials for use with a particular group
 - g) presenting materials for classroom use with a professional appearance and with regard to copyright requirements
 - h) anticipating potential difficulties with language and tasks
 - i) setting out details of staging and timing.
- 1.2 demonstrate classroom teaching skills by:
 - a) establishing rapport and developing motivation
 - b) adjusting their own language to meet the level and needs of the learners
 - c) giving clear instructions
 - d) providing accurate and appropriate models of language
 - e) focusing on appropriate specific language areas and/or skills through topics, tasks and activities
 - f) conveying the meaning of new language with clear and appropriate context
 - g) checking learners' understanding of the new language
 - h) clarifying forms of language
 - i) identifying errors and sensitively correcting learners' oral and written language
 - j) monitoring and evaluating learners' progress
 - k) maintaining discipline and control
 - l) providing appropriate practice activities
 - m) integrating activities for developing literacy, if appropriate.
- 1.3 demonstrate an awareness of teaching and learning processes by:
 - a) teaching a class with sensitivity to the needs, interests and background of the learners both as individuals and as learners in a group
 - b) organising the classroom to suit the learners and/or the activity
 - c) setting up and managing pair, group, individual and whole class work
 - d) responding to learners' language performance by adapting activities where and if appropriate
 - e) responding to classroom circumstances by adapting activities where and if appropriate
 - f) adopting a teacher role appropriate to the stage of the lesson and the teaching context
 - g) teaching in a way which helps to develop learner self-awareness and autonomy.

YL Extension to CELTA – Component 2: Written assignments and tasks

Scope, focus and assessment criteria

Centres are responsible for designing a range of written assignments and tasks which relate directly to the course programme. A variety of assignment formats should be developed that enable candidates to demonstrate that they are:

- able to relate ELT practice to theory
- able to describe, analyse and grade language for teaching purposes
- familiar with key concepts and methodology
- sensitive to relevant aspects of professional development
- able to write at a level of accuracy which does not jeopardise clarity and comprehensibility, and which reflects a knowledge of discourse, grammar, punctuation and spelling.

The scope, assessment criteria and focus for each of the two assignments are described below. Word limits are not specified for individual assignments but the total amount of assessed written work should not be less than a total of 1,500 words.

Written assignments

2.1 Lessons from the classroom

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • candidates' identification of their own teaching strengths and development needs • reflections on their own teaching • reflections on the implications for their own teaching from the observations of experienced ELT professionals and colleagues on the course • reflections on the ways in which the teaching of young learners differs from the teaching of adults. <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) ability to identify their main strengths and development needs b) an understanding of the differences between teaching young learners and adults. 	<p>The syllabus focus to include:</p> <p>The principles and practical realities of planning for effective teaching of young learners of English <i>(Syllabus Topic 3.1)</i></p> <p>Different learning and teaching styles in a young learner classroom <i>(Syllabus Topic 2.3)</i></p>

2.2 Focus on the learner

Scope	Focus
<p>The design of the assignment to include:</p> <ul style="list-style-type: none"> • investigation of the learning context and identification of specific areas of language difficulty/weakness in English for a specific young learner • suggestions for specific language/skill focus activities and an explanation/rationale for the use of these activities with the specific learner outlined. <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) awareness of factors which influence teaching and learning b) ability to analyse learner language c) understanding the purpose and rationale for using specific activities with a specific learner d) sensitivity to individual learners and different learning contexts. 	<p>The syllabus focus to include:</p> <p>The learner, the teacher and the teaching/learning context. <i>(Syllabus Topic 2)</i></p> <p>Monitoring and evaluation of young learners' performance and progress <i>(Syllabus Topic 4.4)</i></p> <p>The practical significance of similarities and differences between languages <i>(Syllabus Topic 1.2)</i></p>

Written tasks

Centres should ensure that candidates complete the two tasks outlined below as part of their preparation and planning for teaching, rather than as two separate assignments.

Task 1: Language analysis within teaching practice

Scope	Focus
<p>The task to include:</p> <ul style="list-style-type: none"> • identification of significant features of form, meaning and use of language items/areas and the use of relevant information from reference materials. <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) understanding and use of basic ELT terminology relating to form/meaning/language use b) ability to analyse language for teaching purposes c) ability to show how understanding of language can be checked. 	<p>The syllabus focus to include:</p> <p>Language awareness <i>(Syllabus Topic 1)</i></p>

Task 2: Evaluation of teaching/learning materials

Scope	Focus
<p>The task to include:</p> <ul style="list-style-type: none"> • identification of significant characteristics of (a) course book(s) or supplementary material(s) in terms of syllabus and approach, and an evaluation of the material for a specific group of learners. <p>Successful candidates can show evidence of:</p> <ol style="list-style-type: none"> a) awareness of different ways of defining and organising the content of teaching/learning materials b) ability to evaluate learning/teaching material(s) and select material(s) suitable for a specific group of young learners. 	<p>The syllabus focus to include:</p> <p>Resources and materials for teaching English to young learners <i>(Syllabus Topic 5)</i></p> <p>Language description for the teaching of English to young learners <i>(Syllabus Topic 1.1)</i></p>

YL Extension to CELTA – Component 3: Professional development

It is not intended that specific assignments should be designed to assess this area but, in designing each written assignment and teaching practice session, tutors should include the appropriate syllabus focus and assessment criteria from the description below:

Scope	Focus
<p>Successful candidates can:</p> <ul style="list-style-type: none"> a) assess their strengths and development needs and make practical use of that assessment in their current teaching and in the setting of targets and goals for future development b) listen to and learn from comments made by supervisors, colleagues and learners on their abilities and performance c) help colleagues by observing and commenting constructively on their lesson plans and lessons d) liaise with colleagues and act supportively and in co-operation as well as independently e) take part in a variety of teaching situations including being observed by colleagues and supervisors f) behave in a professionally responsible manner by implementing institutional codes of practice and procedures, including health and safety, record keeping and time-keeping g) demonstrate awareness of the broader educational context in which learning takes place h) recognise the nature of initial training and understand the importance of personal development in a professional context. 	<p>Self-assessment:</p> <ul style="list-style-type: none"> • understanding the teacher's own development needs and building on strengths <i>(Syllabus Topic 6.1)</i> <p>Preparation for employment:</p> <ul style="list-style-type: none"> • preparing to become a teacher, colleague and employee <i>(Syllabus Topic 6.2)</i> <p>Professional development:</p> <ul style="list-style-type: none"> • support systems, publications and courses for teaching English to young learners <i>(Syllabus Topic 6.3)</i>