Teaching Knowledge Test (TKT)

Young Learners (YL)

Handbook for teachers

https://www.teachers.CambridgeESOL.org/ts/teachingqualifications/tktyl

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

TEACHING AWARDS

BSI
ISO 9001 : 2008
FS514675

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Preface

This handbook is intended for course providers who are, or intend to become, involved in preparing candidates for the TKT: Young Learners module.

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Introduction

■ **Introduction to Cambridge ESOL**

TKT: Young Learners is designed and produced by University of Cambridge ESOL Examinations (Cambridge ESOL), a department of the University of Cambridge and part of the University of Cambridge Local Examinations Syndicate, which has provided examinations in English for speakers of other languages since 1913. Cambridge ESOL offers an extensive range of examinations, certificates and diplomas for learners and teachers of English, taken by over 3 million people a year, in more than 130 countries.

■ **Introduction to TKT: Young Learners – a test of professional knowledge for English language teachers who teach English to young learners**

How young is a young learner?

The term *young learner* is interpreted differently around the world. TKT: Young Learners defines a *young learner* as a child who is in their first six years of formal education, from the age of 6 to 12. The reason for this choice is that the lower limit of 6 roughly corresponds to the start of formal schooling in many countries, while the upper age of 12 approximates to a time when many children have begun to experience significant cognitive and emotional changes. This definition is also broadly in line with Cambridge ESOL's own definition of 7-12 for its *Starters, Movers* and *Flyers* exams for young learners.

How is teaching English to young learners different from teaching English to adults?

There are of course similarities between teaching young learners and teaching adults. Teachers of adults and teachers of young learners may need many of the same skills in planning, teaching and classroom management, for example. They need good language proficiency. Depending upon the educational and cultural context in which they are working, the aims of their teaching may often be similar. Both, for example, may be concerned with helping learners to understand and communicate, and to develop learning strategies which help them to learn independently of the teacher.

Like adults, young learners are individuals with their own characteristics, likes, dislikes and beliefs. It is therefore difficult to generalise about teaching them. However, four key differences between teaching young learners and adults are summarised in the following section.

1. Unlike many adults, young learners are still developing cognitively, linguistically, socially, emotionally and physically.

To a far greater extent than adults, young learners aged 6-12 are developing their thinking skills, their first language systems, discovering rules for interacting with others, understanding their own reactions to others and to events, and learning to develop hand-eye coordination and other motor skills. Smith (1995) summarises by describing young learners as 'products in process'. The breadth, volume and speed of this early development also means that there are significant differences in the abilities, interests and characteristics of children within the 6-12 age range. There can, for example, be significant learner variables between say, children aged 8-9, and children aged 10-11 (Cephe and Teflik 2001).

2. Unlike many adults, young learners often have no obvious reason for learning English.

Many adults choose to learn English for specific job-related or personal purposes. Learners at secondary school are often motivated to learn English in order to pass an exam, get a job, or go to university. Young learners, by contrast, are generally conscripts in language classes (even in private language classes), and may have no obvious reasons for learning English. They generally do not need, for example, to order a meal in English, give directions, or discuss the weather (Clark 1990), all typical focuses of an adult early language learning class. However, the lack of a clear reason for learning English may not worry the young learner, who will very often bring goodwill, energy and curiosity to learning.

3. Unlike many adults, young learners may not always have well-developed literacy skills to support their learning of English.

Many children at the younger age of the 6-12 spectrum may not be able to read and write in their own language, or may be starting to read and write L1, sometimes in a different script, in parallel with learning to read and write in English. It is often the case, therefore, that children up to the age of about 9 may not be able to use an ability to read or write to support their learning in a foreign language. Cameron (2001:108) refers to this phenomenon as a 'literacy skills lag'. This means that in many young learner classrooms talk is the main medium of input, as children may not yet have the skills to decode meaning from text.

4. Unlike many adults, young learners often learn slowly and forget quickly.

The popular belief that somehow young learners find it much easier to learn than adults is attractive, but not supported by evidence from classroom contexts where children learn English as a foreign language in their own country for a few lessons a week. From the rather limited evidence available, research tends to show that older learners (from 13 or so and up) may have advantages in terms of remembering grammar and vocabulary (Aitchison 2003, Snow and Hoefnagel-Hohle 1978), possibly due to advantages over younger learners in learning skills and cognition. In addition, given similar conditions, older learners' pronunciation may not differ significantly from that of younger learners over time (Snow and Hoefnagel-Hohle 1977).

■ Why teach English to young learners?

Though there may not necessarily be immediate linguistic benefits in teaching English to young learners, there are good attitudinal, intercultural, personal and academic reasons for doing so. Most crucially, positive early experiences of learning a foreign language may help young learners to develop self-esteem and positive attitudes to learning English. This will equip them to study English with greater confidence when they are older and can bring more developed learning and cognitive skills to the more formal and abstract learning they may experience in secondary school.

Intercultural benefits may derive from the realisation that other countries have a language with sounds and rules which are different from their own. As they realise that there are similarities as well as differences between English-speaking people and them, they may also be able to learn values of tolerance, empathy and curiosity. These values will be useful in their later life and for the society in which they live. They may gain academic benefits from learning English, too: generic concepts such as time, number and changes in the season can be consolidated through learning English, as can learning skills such as planning, organising and checking work. For more on the benefits of early start English, see Read (2003).

■ TKT: YL is an additional module of the Teaching Knowledge Test (TKT).

It tests knowledge of teaching English to young learners. It tests knowledge of concepts related to young learner learning and development, knowledge about planning young learner lessons and knowledge of teaching strategies, practice activities and resources used to support and challenge young learners' language learning. It also tests knowledge of informal classroom assessment of young learners' work.

TKT: YL is designed to offer maximum flexibility and accessibility for candidates and therefore does not test context-specific knowledge nor does it include compulsory teaching practice. It is intended to be a platform for professional development. However, it is likely that centres and other institutions will offer preparation courses for the TKT: YL module. These may include practical issues arising from specific young learner contexts and some teaching practice. It should be noted that TKT: YL tests knowledge of teaching young learners rather than teaching ability.

The TKT: YL module offers candidates a step in their professional development as teachers. As a result of the global need for language learning, candidates who are language teachers can add TKT: YL to their existing qualifications.

The TKT: YL module can be taken at any stage in a teacher's career. It is suitable for pre- or in-service teachers of English or classroom assistants who work with young learners of English. It is intended for international candidates who may either be non-first language or first language teachers. It is suitable for general young learner teachers who already teach other curriculum subjects in their first language, specialist young learner teachers who teach only English, or teachers of older learners or adults who also teach young learners. This module forms part of a framework of teaching awards and tests for teachers offered by Cambridge ESOL. This includes the Teaching Knowledge Test (TKT); TKT: Content and Language Integrated Learning (CLIL); TKT: Knowledge about Language (KAL); TKT: Practical; CELTA (Certificate in English Language Teaching to Adults); ICELT (In-service Certificate in English Language Teaching); and the three Delta (Diploma in English Language Teaching to Adults) modules. These are based on the following content areas: language knowledge, pedagogical knowledge, pedagogical content knowledge and knowledge of context. A summary of the entry requirements and content of Cambridge ESOL's teaching awards and tests for teachers can be found on page 4.

Cambridge ESOL teaching awards and tests for teachers

	TKT Module 1 TKT Module 2 TKT Module 3	TKT: CLIL	TKT: KAL	TKT: Practical	TKT: YL	CELTA	ICELT	Delta Module One	Delta Module Two	Delta Module Three
Teaching experience	not essential	not essential	not essential	required	not essential	not required	required	recommended	required	recommended
Previous qualifications / training	not essential	not essential	not essential	not essential	not essential	qualifications which allow access to higher education	local requirements apply	an initial teaching qualification	an initial teaching qualification	an initial teaching qualification
Suggested language level	minimum of Council of Europe B1	minimum of Council of Europe B1	minimum of Council of Europe B2	minimum of Council of Europe B1	minimum of Council of Europe B1	minimum of Council of Europe C2/C1	minimum of Council of Europe B2	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1	minimum of Council of Europe C2/C1
Teaching age group	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	children aged 6 - 12	adults (16+)	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults	primary, secondary or adults
Can be taken pre-service	yes	yes	yes	no	yes	yes	no	not recommended	no	not recommended
Course attendance	not required	not required	not required	not required	not required	yes	yes	not required	yes	not required
Assessed teaching practice	no	no	no	yes	no	yes	yes	no	yes	no
Continuous assessment	no	no	no	no	no	yes	yes	no	yes	no
Involves coursework	no	no	no	no	no	yes	yes	no	yes	no
Written test / examination	yes	yes	yes	no	yes	no	no	yes	no	no

Note: Cambridge ESOL also offers IDLTM and the Young Learner Extension to CELTA. IDLTM is an educational management qualification. Entry for the Young Learner Extension to CELTA is conditional on candidates having completed CELTA.

An overview of TKT: Young Learners

■ The aims of TKT: YL

- to test candidates' knowledge of
  - concepts related to young learner learning and development
  - planning and preparing young learner lessons
  - the practice of teaching young learners
  - the practice of assessing young learner work in the classroom
- to provide an easily accessible test about teaching young learners to speakers of other languages which is prepared and delivered to international standards, and could be used by candidates to access further training, and to enhance career opportunities
- to encourage teachers in their professional development by providing a step in a developmental framework of awards for teachers of English.

■ TKT: Young Learners candidature

TKT: YL is suitable for:

- teachers who teach young learners aged 6-12
- teachers who will teach this age group in the future
- classroom assistants who work with young learners aged 6-12
- classroom assistants who will work with this age group in the future.

Candidates taking TKT: YL will normally have some experience of teaching English to speakers of other languages. TKT: YL may also be taken by:

- pre-service teachers
- teachers involved in training programmes
- candidates studying for teaching qualifications who may have non-native learners in their classrooms.

To access TKT: YL, teachers need at least an intermediate level of English – Level B1 of the Council of Europe's Common European Framework of Reference for Languages (CEFR) – e.g. PET or IELTS band score of 4. However, candidates are not required to have taken any English language examinations. **Candidates taking the TKT: YL module are expected to be familiar with the language of teaching as represented in the separate TKT glossary.** Candidates are not required to take any other modules of TKT or to fulfil any specific entry requirements for the TKT: YL module. Successful candidates are likely to have some experience of teaching English to young learners.

■ Test format

The TKT: Young Learners module consists of 80 questions in four parts. Candidates are required to answer the questions by selecting a letter for the correct answer. As the module tests candidates' knowledge related to teaching young learners rather than proficiency in the English language or performance in classroom situations, candidates are not required to listen, speak or produce extended writing when taking TKT: Young Learners.

■ Approaches to teaching and learning

A range of approaches to teaching and learning may be covered in the test material. Approaches which might bias against candidates from particular backgrounds or teaching contexts are avoided. Knowledge of communicative and other approaches to teaching is expected, as is familiarity with common ELT terminology.

■ Sources and text types used in TKT: YL

Extracts, original or adapted, from the following sources may feature in the TKT: YL module:

- young learner coursebooks, activity books or supplementary materials including young learner materials found on the web
- articles relating to young learners from journals, magazines and the internet
- diagrams and other visuals
- descriptions of classroom situations.

TKT: Young Learners

GENERAL DESCRIPTION

Examination format	TKT: YL consists of four parts.
Timing	1 hour 20 minutes
Number of items	80
Task types	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out.
Answer format	For all parts of this module, candidates indicate their answers by shading the correct lozenges on their answer sheets. Candidates should use a pencil and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.
Marks	Each item carries one mark.

SYLLABUS

TKT: YL is an examination for teachers and classroom assistants who teach or will teach English to young learners. It tests knowledge of concepts related to young learner learning and development, and knowledge of young learners from a teaching perspective: the planning, teaching and assessment of young learners' work.

PART 1

Title	Knowledge of young learners and principles of teaching English to young learners
Number of items	13
Areas of knowledge	• children's characteristics as language learners (theory-focused) • developing children's learning strategies through language learning • developing children's cognitive strategies through language learning • developing children's communication strategies through language learning
Task types	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out

PART 2

Title	Planning and preparing young learner lessons
Number of items	21
Areas of knowledge	• lesson plans – components / headings • providing support and challenge when selecting and using coursebooks and supplementary materials • additional resources – selecting, adapting and supplementing
Task types	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out

PART 3

Title	Teaching young learners
Number of items	33
Areas of knowledge	• scaffolding children's understanding of language and use of language through teacher language and teaching strategies • using practice activities to consolidate children's language learning • managing young learners in class
Task types	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out

PART 4

Title	Assessing young learner learning through classroom-based assessment
Number of items	13
Areas of knowledge	• purposes of different types of classroom-based assessment • focus of different types of classroom-based assessment • acting on classroom-based assessment evidence
Task types	3-option multiple choice; 1-1 matching; 3/4/5-option matching; odd one out

■ **Part 1**

This part of the TKT: YL module tests candidates' knowledge of children's characteristics as language learners and knowledge of how language learning can help young learners to develop learning strategies, cognitive strategies and communication strategies.

■ **Syllabus area** Knowledge of Young Learners and Principles of Teaching English to Young Learners

■ **Possible testing focus**

- **Children's characteristics as language learners (theory-focused)**
  - capacity for play and fun
  - capacity for indirect learning: tendency to respond to meaning and the situation rather than to language
  - need to feel relaxed/safe
  - learning from social interaction (with peers and teacher)
  - using chunks
  - using limited language at their disposal creatively
  - some children may already be able or be beginning to understand abstracts, generalise and systematise
  - characteristics which vary between children: e.g. learning styles, previous learning experience, L1 background, motivation, personality, attention spans (depending on activity and topic)

- **Developing children's learning strategies through language learning**
  - planning learning
  - setting learning objectives
  - selecting activities
  - organising learning
  - reviewing learning
  - remembering language or information about language
  - using reference resources
  - developing hypotheses about language rules
  - comparing
  - contrasting
  - self assessment
  - self correction

- **Developing children's cognitive strategies through language learning**
  - predicting
  - skimming
  - scanning
  - identifying
  - matching
  - categorising
  - deducing meaning from context
  - risk-taking
  - sequencing
  - ranking

- **Developing children's communication strategies through language learning**
  - asking for an object (Can I have…?)
  - asking for clarification or help (Can you help me?/ How can I…?)
  - asking for information (What's a dragon? / How do you…?)
  - asking for permission (Can I go/take/use/work with…?)
  - attracting someone's attention (Miss!)
  - clarifying (Yes, a blue one.)
  - describing routines or states (I go to bed at…/ It lives in the jungle.)
  - describing a personal experience (We went to the park.)
  - describing an action (He's singing.)
  - describing appearance (It's green.)
  - expressing a reason (Because I found it.)
  - expressing agreement/disagreement (OK/I don't think so…)
  - expressing an intention (I'm going to draw a house.)
  - expressing an opinion (I like cats.)
  - giving instructions (Open it! Don't do that!)
  - narrating (The king said…)
  - offering something (Do you want some?)

■ **Part 2**

This part of the TKT: YL module tests candidates' knowledge of planning and preparing language lessons for young learners.

■ **Syllabus area** Planning and preparing young learner lessons

■ **Possible testing focus**

- **Lesson plans (components/headings)**
  - learning outcomes
  - personal teaching aim
  - previous learning
  - resources needed
  - interaction patterns (plenary, groups, pairs, individual)
  - procedure
  - possible problems and solutions
  - differentiation
  - assessment evidence
  - syllabus fit
  - follow up suggestions
  - lesson evaluation

- **Providing support and challenge when selecting and using coursebooks and supplementary materials**

  Adding to, omitting from and adapting coursebooks and supplementary materials to support and challenge children's learning:

  - adding visual support
  - adding word banks
  - adding possible answers
  - omitting unnecessary detail
  - simplifying language
  - personalising content
  - changing layout
  - adapting tasks

- **Additional resources – selecting, adapting and supplementing**

  Planning and sequencing lessons involving coursebooks and supplementary materials through the use and adaptation of:

  - stories
  - games (e.g. physical response, guessing, memory, categorisation games)
  - puppets
  - realia
  - flashcards, pictures and drawings
  - blackboard/whiteboard
  - art and craft materials and activities (e.g. making and designing mini-books, origami animals, personal dictionaries, masks, puppets, weather charts, cards for special occasions)
  - action rhymes, songs and chants
  - ICT
  - DVD clips (both commercial and class-made)

■ **Part 3**

This part of the TKT: YL module tests candidates' knowledge of strategies for teaching language to young learners.

◻ **Syllabus area**   Teaching young learners

◻ **Possible testing focus**

- **Scaffolding children's understanding of language and use of language through teacher language**
  - using language at children's level
  - adjusting language to children's level: repeating, rephrasing, allowing wait time after asking a question
  - asking appropriate questions: closed, open, divergent, convergent
  - supporting language with gestures and actions (facial expressions, making sounds, pointing, nodding)
  - correcting: reformulating, recasting, ignoring error
  - using L1 when appropriate

- **Scaffolding through teaching strategies (see Moon, 2000)**
  - creating a clear or familiar context for an activity
  - creating a clear purpose for an activity which makes sense from a child's perspective
  - providing language models or prompts for an activity or topic (e.g. through puppets, drawings)
  - revising language needed for an activity or topic
  - demonstrating through a model and/or example how to do an activity
  - moving from known to unknown in an activity
  - focusing on visible objects, actions and information
  - using practical activities in which language is supported by action
  - supporting meaning with visuals and/or objects (e.g. puppets, mascots)
  - creating opportunities for learning through different senses
  - relating activities to children's personal experiences
  - use of word banks, language frames, substitution tables, sentence starters, speech bubbles, different kinds of charts, diagrams and grids to support both input and output

- **Using practice activities to consolidate children's language learning**
  - stirrers and settlers
  - competitive and cooperative activities
  - listen and do (physical response), listen and make, listen and draw, listen and say
  - dictation
  - visualisation
  - brainstorming
  - drills
  - chants
  - dialogue
  - songs
  - role-play
  - stories
  - surveys
  - information-gap activities
  - guessing activities
  - memory activities
  - categorisation activities
  - problem-solving activities

- **Managing young learners in class**
  - getting and keeping 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

■ Part 4

This part of the TKT: YL module tests candidates' knowledge of assessing young learner learning in the classroom, and knowledge of how to respond to the information provided by classroom assessment.

■ **Syllabus area**   Assessing young learner learning through classroom-based assessment

■ **Possible testing focus**

- **Purposes of assessing learning**
  - identifying progress in language, learning strategies, use of skills
  - identifying achievement in language, learning strategies, use of skills
  - diagnosing strengths and weaknesses in language, learning strategies, use of skills, gaining feedback on learning objectives of lesson or of syllabus
  - identifying children's likes and dislikes

- **Focuses of assessing learning**
  - language
  - behaviour
  - learning strategies
  - cognitive strategies

- **Acting on assessment evidence**
  - providing oral and written formative feedback in class
  - adjusting teaching materials
  - adjusting task types
  - adjusting classroom management

Preparing for the TKT: YL module

General

■ TKT: YL is concerned with teaching English as a foreign language to young learners. Teachers may therefore be able to use their own teaching situation as a means of preparing for the test.

Before a lesson, teachers could:

– look at the language demands of the lesson and decide what kind of support is needed so that learners can understand and produce the language in spoken and written English

– notice any particular difficulties and include additional support for the less able young learners

– think about providing additional challenge for the more able young learners

– provide young learners with an opportunity to reflect on what they have learned at the end of the lesson.

While teaching a lesson, teachers could:

– note any common strengths and problems young learners have in understanding and using key language

– monitor and take note of young learners' ability to work effectively at different stages of the lesson.

After a lesson, teachers could:

– consider possible reasons for young learners' success or difficulty in understanding and using key language

– consider possible reasons for the effectiveness or ineffectiveness of different lesson stages

– consider what changes, if any, they might make in their future lesson with their young learners class.

■ Become familiar with supplementary materials for teaching English to young learners. When looking at these materials it is useful to think about how the learner can access them by asking questions such as:

– Is the topic appropriate for my young learners?

– Is the language load manageable and relevant for my young learners?

– What will I need to adapt, omit or add to in the materials?

■ Become fully familiar with the exam format and task types for TKT: Young Learners. See page 7 for details of the number of sections the test contains, the number of tasks in each section and the task types that could be used in each section. Look too at the sample paper on pages 12-20 of this handbook. The task types used are:

– 1-1 matching (See the first task on page 13 for an example.)

– 3/4/5-option matching (See the second task on page 13 for an example.)

– 3-option multiple choice (See the second task on page 17 for an example.)

– odd one out (See the second task on page 18 for an example.)

Notice the instructions for each task, read them carefully and always do as instructed.

■ Check that you can complete the questions in the given time limit (80 minutes) and make sure you know how to record your answers on the answer sheet. (See page 25 for a sample answer sheet.) Remember that all answers must be given on the answer sheet by lozenging the correct letter.

By part

- **Part 1: Knowledge of young learners and principles of teaching English to young learners**

  Candidates can consider, discuss or read about:
  - young learners' characteristics as language learners
  - how language learning can help young learners to develop learning strategies, cognitive strategies and communication strategies.

- **Part 2: Planning and preparing young learner lessons**

  Candidates can consider, discuss or read about:
  - what needs to be planned before teaching a young learner lesson or series of lessons
  - different ways of providing support and challenge in young learner materials
  - the use of additional classroom resources in young learner lessons.

- **Part 3: Teaching young learners**

  Candidates can consider, discuss or read about:
  - scaffolding young learners' understanding and use of language
  - using practice activities in young learner lessons
  - managing young learners in class.

- **Part 4: Assessing young learner learning through classroom-based assessment**

  Candidates can consider, discuss or read about:
  - purposes of and focuses for assessing young learners' work in class
  - ways of responding to the information classroom assessment provides.

Sample test

Candidate Name _____

Centre Number | Candidate Number

UNIVERSITY OF CAMBRIDGE ESOL EXAMINATIONS

English for Speakers of Other Languages

TEACHING KNOWLEDGE TEST   **006**

YOUNG LEARNERS   **Sample Test**

1 hour 20 minutes

Additional material:
Answer sheet

TIME   1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both the question paper and the answer sheet.

INFORMATION FOR CANDIDATES

There are 80 questions on this paper.

Each question carries one mark.

This paper consists of 14 printed pages and 2 blank pages.

3

For questions **7 – 13**, match the teachers' instructions with the main cognitive strategies they are helping to develop listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Main cognitive strategies

A	categorising
B	predicting
C	ranking
D	inferring

Teachers' instructions

7 Look at the monsters in these pictures. Which one's naughty? How do you know?

8 Look at these letters and then try to find the animal word I'm thinking of. Are you ready?
First word: D – O –…, Next word: S – N – …, next one: C – A –…

9 Cut out the five pictures of food. Stick your favourite one here at the top and write the name under it. Then put your next favourite one under it, and so on.

10 Listen to these people's voices. Which person sounds happy?

11 On this paper you've got two circles. In this circle, draw two things you only wear in winter and in the other, circle two things you only wear in summer.

12 On the board there are pictures of Sue, a shoe and a zoo. Listen to this word and tell me which picture to write it under. Now listen to these words.

13 Here are pictures of 10 things to take on holiday. In pairs, choose the five most important for you.

2

For questions **1 – 6**, match the teacher's comments on her approach to learning with the young learner needs and characteristics listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Young learner needs and characteristics

Young learners like to have:

A	routines in the classroom
B	personalised feedback on their language
C	opportunities to respond to and use language creatively
D	chance to have fun as a whole class
E	help with underlying language patterns
F	physical movement/activity
G	enough time to complete their work

Teacher's comments

1 They're often sleepy in the afternoons so we generally do some group project work where they're measuring or doing something like a science experiment.

2 They worry about their spelling so, each week, we choose a vowel sound and brainstorm all the words we can think of. Then we look at how they're spelt and categorise them.

3 One of the things my pupils like most is to learn a chant and then try to say it faster and faster but still keep in time. That part's really hard!

4 At the start of the lesson, two pupils give out the books and another writes the date on the board.

5 We often do visualisations. They close their eyes and I ask them questions about a story: who's in it? where are they? what happens? Then they draw a picture and write a few sentences about it.

6 I've got a bank of worksheets at the back of the room for fast finishers so that they don't get bored waiting for everyone else.

5

Memory Game Lesson plan

Vocabulary focus
kitchen, knife, fork, spoon, plate, cup, bowl, fruit, vegetables

Before class
Copy the vocabulary worksheet of pictures and words, and cut them into flashcards.

In class
- Review the topic of vocabulary.

- Explain the game by example, with yourself as one player, and three more children.

Game rules
- Mix the cards, and put the word cards face down on the table, in four rows of two, and the pictures face down on the other side of the table, also in four rows of two.

- Ask a child to turn over a card from the picture side and to say the word, and to do the same for a card on the word side.

- If the picture and word cards are the same object, the child keeps the two cards. If the picture and word do not match, the child puts the two cards face down again.

- The next child continues in the same way.

- The game is over when all the pictures and words have been matched.

Teacher comments

14 *Good: they're doing healthy eating in science.*

15 *One group of children can't read it, so I'll make a set of matching pictures for them.*

16 *Great! Children could make their own game sets to keep and practise with.*

17 *Important, because this game might be new for some children.*

18 *Explain that they must pay attention to remember where their words are.*

19 *I'll know if they have learned something if they use English rather than L1 for picture cards.*

20 *I must try to listen to all the pairs this time.*

Turn over ▶

4

For questions **14 – 20**, match the teacher's notes on a vocabulary lesson plan from a resource book with the lesson plan headings listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Lesson plan headings

A   Assumptions

B   Assessment evidence

C   Differentiation

D   Extension activity

E   Interaction patterns

F   Syllabus fit

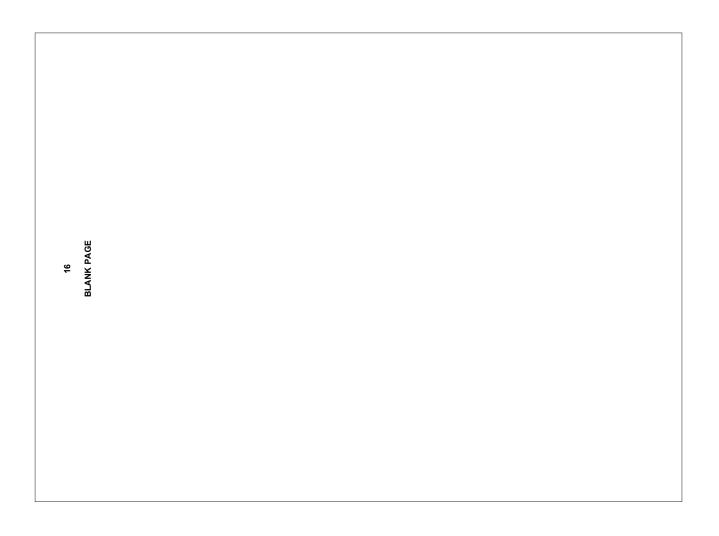G   Personal teaching aim

H   Procedure

7

For questions **28 – 34**, choose the best option (**A**, **B** or **C**) to complete each statement about using additional resources.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

28 I often use action rhymes with my class because _____ help the children to associate words with meanings.

A the words that rhyme
B the movements
C the tunes

29 I find computer games where children put sentences in the right order to make a story can be useful because children get _____.

A immediate feedback on their answers
B the chance to invent interesting stories
C plenty of listening practice

30 Making origami animals in class is particularly useful for practising _____.

A the words for different animals
B listening for gist
C following instructions

31 Wordsearch puzzles can be a useful way of _____.

A practising reading comprehension
B improving learners' word stress
C reviewing a lexical set

32 When I'm showing a DVD clip for the first time, I sometimes turn the sound down and ask the children to _____ what the characters are saying.

A repeat
B imagine
C translate

33 I like making a video of my classes acting out little stories because they _____.

A realise their pronunciation is not very good
B want to practise until they can do it really well
C can see whose acting skills are particularly good

34 I find that flashcards are particularly useful for illustrating _____.

A concrete vocabulary items
B lexical chunks
C words that are hard to translate

Turn over ▶

6

For questions **21 – 27**, match the problems teachers have with materials with the ways of supplementing or adapting those materials listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Teachers' problems

21 There was a text in the coursebook about pets. I wasn't sure if my learners would know the difference between hamsters and guinea pigs and budgies and canaries. So I

22 The children were keen to find out more about a new film which came out recently. I found a good review in a newspaper and although the language was above their level, I knew they would find it all really interesting. So I

23 The coursebook had a recipe for something that isn't popular among children in our country. I thought it would be more useful for them to study the language in a recipe for something they like. So I

24 I got some information about chocolate from a local factory but I wanted the children to read only about how it is made and not about the history of chocolate making. So I

25 The recording from the coursebook about the festivals was really interesting. But I wanted the children to do something more communicative than just listen and answer the comprehension questions. So I

26 I wanted my class to draw a Venn diagram of the similarities and differences between camels and giraffes. I knew they wouldn't think of enough things to make a very complete diagram. So I

27 The story in the coursebook was written as one long paragraph in very small print and was hard to read. So I

Ways of adapting the materials

A personalised the content.
B omitted some unnecessary details.
C adapted the task.
D added a transcript.
E changed the layout.
F gave them some possible answers.
G added some visual support.
H simplified the language.

Sample test

For questions **35 – 41**, match the teacher classroom language in the examples with the strategies for scaffolding children's understanding and language use listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Strategies for scaffolding children's understanding and language use

A	reformulating
B	prompting
C	echo correcting
D	defining
E	giving an example
F	demonstrating
G	ignoring error
H	asking an open question

Teacher classroom language

35 Child: What does 'animal' mean?
Teacher: Cats and horses are animals.

36 Child: This Martin's pen.
Teacher: OK. Well can you give it back to him, please.

37 Child: Last Saturday my auntie take me to the cinema.
Teacher: Take?

38 Child: Sorry, I don't understand.
Teacher: Put your chair like this. Then you can't see Sam's picture.

39 Child: This dinosaur is more big.
Teacher: OK, this dinosaur's bigger.

40 Child: What's an insect?
Teacher: It's an animal with six legs.

41 Child: I can't remember the name of the colour.
Teacher: Pur ...
Child: Purple.

For questions **42 – 48**, match the examples of what fast finishers do in class with the scaffolding strategies for challenging them listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Scaffolding strategies for challenging fast finishers

A	Children check their own work.
B	Children help other children who have not finished yet.
C	Children do an extension activity.

What fast finishers do

42 Write the name of five objects which are usually red.

43 Compare their answers to a comprehension task about a story with the answer key at the back of their coursebook.

44 Explain in L1 how to do a sequencing task to a group having problems doing the task.

45 Draw a picture to illustrate the chant they have written.

46 Proofread their short description of a typical day in their life before they give it to the teacher.

47 Choose a graded reader from a reading box the teacher keeps in the classroom.

48 Answer another child's questions about the meaning of some words in a survey the class are preparing.

10

For questions **49 – 54**, match the descriptions of activities with the types of practice activity listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Types of practice activity

A brainstorm

B information-gap

C visualisation

D guessing

E memory activity

F role-play

G drill

Descriptions of activities

49 Children close their eyes while the teacher removes one of the story sentences from the board. They open their eyes, then say which one is missing.

50 The teacher says the sentence 'I gave her a banana', then shows pictures of e.g. a little girl, a man, a mother and father, a cat, etc. Children have to say the sentence with the correct pronoun for each.

51 After reading the story, the teacher chooses different children to act it out.

52 The teacher tells the children they are going to travel in a spaceship to another planet. In groups, they make a list of things they want to take with them.

53 Each child has a different version of a picture to their partner. Without looking at each other's picture, they take turns to describe what they see in order to find five differences.

54 The teacher asks the children a series of questions about an imaginary day out such as, 'Where are you going?, Who's with you? What's the weather like?' Children sit quietly with their eyes closed, thinking about the answers.

11

For questions **55 – 60**, choose the best option (**A**, **B** or **C**) to complete each statement about the uses of classroom practice activities.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

55 Brainstorming vocabulary before a task

A makes use of children's own experience and memories of the topic.
B helps children deduce meaning from context.
C creates an information-gap activity.

56 Role-play can provide children with the opportunity to

A practise writing skills.
B do jigsaw listening.
C consolidate language chunks.

57 Setting activities aim to

A create a competitive classroom atmosphere.
B calm and focus children after a period of activity.
C provide group practice of target language.

58 Visualisation activities involve children in

A using mind maps to record vocabulary.
B closing their eyes and listening to the teachers.
C looking at pictures in groups.

59 Total Physical Response activities involve mainly

A children's writing skills.
B children's reading skills.
C children's listening skills.

60 Problem-solving activities consolidate children's language learning by

A activating their cognitive skills.
B presenting new language.
C highlighting the importance of accurate pronunciation.

13

For questions **68 – 73**, look at the incomplete statements about assessing children in class and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One of the options does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

68 To assess their cognitive skills, the teacher asks the children to

A answer true/false questions about their favourite types of food.
B put pictures of food into two groups: food they like and food they don't like.
C sequence the prices of different foods from the cheapest to the most expensive.

69 To assess their ability to use language creatively, the teacher asks the children to

A listen to and perform a jazz chant in pairs.
B take part in a role play in pairs.
C talk about their last holiday in pairs.

70 To assess their listening comprehension skills, the teacher asks the children to listen and

A mime the words in a song.
B follow a text with the words of a song.
C answer some questions about a song.

71 To assess their spelling, the teacher asks the children to look at pictures and

A fill in a crossword puzzle using the pictures as clues.
B use the words in a substitution drill.
C label the items in the space provided.

72 To assess their ability to review their learning, the teacher asks the children to think about the lesson and to

A decide what things they were good at.
B list the words they understood.
C say which activities they liked.

73 To assess their ability to remember language, the teacher asks the children to

A fill in the gaps in a text about different types of clothes.
B match words relating to clothes to pictures of different clothes.
C listen to a song about different clothes.

12

For questions **61 – 67**, match the teacher's comments with the areas of managing the class to support children's language learning listed **A – D**.

Mark the correct answer (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Areas of managing a class

A getting children's attention

B checking understanding

C correcting language

D establishing routines to develop responsible behaviour

Teacher's comments

61 Very good try Martha, but remember to change the order of the words to make a question.

62 Ok, thank you everyone. Are you ready to move on to the next task now?

63 Where should I put *usually* on our list? Is it nearer to *always* or to *never?*

64 Yes, I can hear a lot of people who know the right answer but if I don't see any hands up, I don't know who to ask.

65 Five seconds to finish, and four, three, two, one excellent. Now let's watch the next part.

66 It's a lovely sunny day, so tell me which of these clothes I don't need to wear – *shorts, gloves, a scarf, a T-shirt.*

67 No, he said *fifteen* chocolates, not *fifty.*

14

For questions **74 – 80**, match the examples of teacher feedback with the main focus of the feedback listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

Main focus of feedback

A	children's use of learning strategies
B	children's use of language
C	children's behaviour

Examples of teacher feedback

74 OK: is it *he* or *she* for your sister?

75 Well done! This group, you gave everyone a chance to speak.

76 That's interesting: why did you answer the easier story questions first and the harder ones last?

77 It was a really good idea to plan your poster before you started to draw it.

78 That's right, it's a house.

79 Thanks for tidying up the desks so quickly.

80 Yes, sure, it's fine to use the picture dictionary to find words.

15

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Sample test

16

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TKT: Young Learners test administration

■ Entry procedure

Candidates must enter through an authorised Cambridge ESOL Centre. A list of Cambridge ESOL Examination Centres is available from Cambridge ESOL from the address on page 1. Institutions wishing to become Cambridge ESOL Examination Centres should contact the Centre Registration Unit at Cambridge ESOL.

The TKT: Young Learners module is available throughout the year and Centres contact Cambridge ESOL to arrange a test date. Candidate details must be submitted to Cambridge ESOL at least six weeks prior to running the session. Please note that more notice may be necessary if candidates have special requirements and therefore need special arrangements (see page 22).

Copies of the Regulations and more details on entry procedure, current fees and further information about this and other Cambridge ESOL examinations can be obtained from the Cambridge ESOL Centre Examinations Manager in your area, or from the address on page 1.

■ Answer sheet completion

Candidates mark all their answers on OMR (Optical Mark Reader) answer sheets, which are scanned by computer in Cambridge. There is one answer sheet, and candidates must fill in all their answers within the time allowed for the test.

A sample OMR answer sheet can be found on page 25, and it is useful for candidates to practise filling in an OMR sheet before taking the examination so that they are familiar with the procedure.

Grading and results

■ Grading

Each question carries one mark, so the maximum mark for the YL module is 80. Candidate performance is reported using four bands.

BAND	A candidate at this level demonstrates
1	limited knowledge of Young Learners content areas
2	basic, but systematic knowledge of Young Learners content areas
3	breadth and depth of knowledge of Young Learners content areas
4	extensive knowledge of Young Learners content areas

Our trialling research indicates that for a candidate to achieve Band 3, a score of at least 45 – 50 marks (out of 80) is required.

The reporting of results for all TKT modules is subject to ongoing research. Further guidance on the interpretation of results will be issued in the future.

■ Notification of results

Candidates receive a certificate for TKT: YL. Certificates are despatched to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL. Please note that despatch of candidates' results will be delayed if they need special consideration or are suspected of malpractice (see page 22).

Enquiries on results may be made through Cambridge ESOL Centre Exams Managers within a month of the issue of certificates.

■ Appeals procedure

Cambridge ESOL provides a service to enable Centres to appeal, on behalf of candidates, against assessment decisions that affect grades awarded to candidates, e.g. decisions relating to results and decisions relating to irregular conduct.

Candidates should first contact their Cambridge ESOL Centre Exams Manager for advice. Further information about the appeals procedure can be found at **www.CambridgeESOL.org/support**

Special Circumstances

Special Circumstances cover three main areas: special arrangements, special consideration and malpractice.

■ Special arrangements

These are available for candidates with disabilities. They may include extra time, separate accommodation or equipment, Braille versions of question papers, etc. If you think you may need special arrangements, you must contact the Cambridge ESOL Centre Exams Manager in your area as soon as possible so that the application can be sent to Cambridge ESOL in time (usually 8 – 12 weeks before the examination, depending on what is required).

■ Special consideration

Cambridge ESOL will give special consideration to candidates affected by adverse circumstances before or during an examination. Special consideration can be given where an application is sent through the Centre and is made within 10 working days of the examination date. Examples of acceptable reasons for giving special consideration are cases of illness or other unexpected events.

■ Malpractice

The Malpractice Committee will consider cases where candidates are suspected of copying, collusion or breaking the examination regulations in some other way. Results may be withheld because further investigation is needed or because of infringement of regulations. Centres are notified if a candidate's results are being investigated.
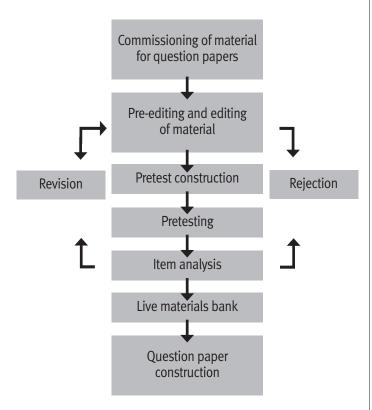
The production of TKT: Young Learners

Cambridge ESOL is committed to providing examinations of the highest possible quality. This commitment is underpinned by an extensive programme of research and evaluation, and by continuous monitoring of the marking and grading of all Cambridge ESOL examinations. Of particular importance is the rigorous set of procedures which are used in the production and pretesting of question papers.

The production process for TKT: YL is the same as that for the Cambridge ESOL language examinations. It begins with the commissioning of materials and ends with the printing of question papers.

There are five main stages in the production process:
- commissioning
- pre-editing and editing
- pretesting
- analysis and banking of materials
- question paper construction

```
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│    for question papers     │
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│    Pre-editing and editing │ ──▶ Revision
│        of material         │ ──▶ Rejection
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│       construction         │
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■ Question paper production cycle

Pretesting of TKT: YL test material provides Cambridge ESOL with valuable information about candidates' performance on particular tasks. Pretesting is also useful for Centres or institutions as it gives candidates the opportunity to familiarise themselves with the standard task-types under test conditions and to receive feedback on areas of strength and weakness.

If your Centre or institution would like to be involved in the pretesting of materials for the TKT: Young Learners module, please contact the Pretesting Unit TKT Administrator on + 44 (0) 1223 558454 or **TKTpretesting@CambridgeESOL.org**

Support for candidates and course providers

General information on TKT: Young Learners, including administration details and downloadable versions of this Handbook, the Sample Test and other support materials, can be found by visiting
https://www.teachers.CambridgeESOL.org/ts/ teachingqualifications/tktyl

Support material for teacher trainers will be available on the Teaching Resources website
www.CambridgeESOL.org/teach/TKT

Further support is also available in the form of seminar programmes in different countries. Contact Cambridge ESOL Information for further details by emailing
ESOLhelpdesk@CambridgeESOL.org

Frequently asked questions and answers

Can candidates make notes on the question paper?

Candidates may write on the question paper during the examination, but their notes will not be marked. Candidates must complete an answer sheet, which is then scanned.

Does it matter if candidates write in pen or pencil?

Candidates must use a pencil to mark their answers on the answer sheet. Answer sheets marked in pen cannot be read by computer.

Is the use of dictionaries allowed?

No.

What is the mark allocation?

One mark is given for each correct answer.

Do candidates have to take the other TKT modules?

No. The Young Learners module is free-standing. Candidates are not required to take TKT Modules 1, 2 and 3 in addition to TKT: Young Learners.

What is the pass mark?

Results are reported in four bands. There is no pass or fail. All candidates receive a certificate stating which band has been achieved.

What is the date of the TKT: YL examination?

Dates are set by Centres in consultation with Cambridge ESOL, taking into account local needs and conditions.

Where can candidates enrol?

Your Cambridge ESOL Centre Exams Manager can give you information about Centres where the examination is taken. Candidates enrol through local Centres, and not through the Cambridge ESOL office in Cambridge. Fees are payable to the local Centre.

How do candidates get their results?

Certificates for TKT: YL candidates are issued to Centres approximately two weeks after receipt of answer sheets by Cambridge ESOL.

Do candidates need to have taken a particular English language examination before taking TKT: YL?

No. However, it is advisable for candidates to have a minimum language level of Council of Europe Framework level B1.

What kind of teaching terminology will be tested in TKT: Young Learners?

See syllabus guidelines on pages 6 - 9. Candidates are also expected to be familiar with the contents of the TKT glossary **www.CambridgeESOL.org/assets/pdf/tkt_glossary.pdf**

Sample test answer key

1	F	**42**	C
2	E	**43**	A
3	D	**44**	B
4	A	**45**	C
5	C	**46**	A
6	G	**47**	C
		48	B
7	D		
8	B	**49**	E
9	C	**50**	G
10	D	**51**	F
11	A	**52**	A
12	A	**53**	B
13	C	**54**	C
14	F	**55**	A
15	C	**56**	C
16	D	**57**	B
17	A	**58**	B
18	H	**59**	C
19	B	**60**	A
20	G		
		61	C
21	G	**62**	A
22	H	**63**	B
23	A	**64**	D
24	B	**65**	A
25	C	**66**	B
26	F	**67**	C
27	E		
		68	A
28	B	**69**	A
29	A	**70**	B
30	C	**71**	B
31	C	**72**	C
32	B	**73**	C
33	B		
34	A	**74**	B
		75	C
35	E	**76**	A
36	G	**77**	A
37	C	**78**	B
38	F	**79**	C
39	A	**80**	A
40	D		
41	B		

TKT: Young Learners sample OMR answer sheet

UNIVERSITY *of* **CAMBRIDGE**
ESOL Examinations

Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

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3	3	3	3
4	4	4	4
5	5	5	5
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7	7	7	7
8	8	8	8
9	9	9	9

Use a pencil.

Mark ONE letter for each question.

For example, if you think F is the right answer to the question, mark your answer sheet like this:

0 A B C D E F G H I

Rub out any answer you wish to change with an eraser.

1   A B C D E F G H I
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3   A B C D E F G H I
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TKT answer sheet

Print Directive Limited 01384 241442

DP542/042

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