CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Learning English as a basic skill: is younger necessarily better?

Melanie Williams

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Focus

- Rationale
- Learning context
- Age of learners

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Why younger and younger?

- Age factor
- Motivation
- Learning through experience
- The sounds of the language

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Current practice: review

- Starting age
- Hours and context
- Approach and methodology
- Materials

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Current practice: review

- Teachers
- Preparation / training of teachers
- Teacher development
- Teacher support

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Current practice: review

- Lead-in time
- Overall objectives
- Monitoring
- Other factors

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Current practice: conclusions

- Tailored to local needs
- Involvement of stakeholders
- Clear objectives
- Piloting/Monitoring/Evaluation/Adaptation

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Ways forward

- Politics vs Pedagogy
- Long-term project
- Others' experiences
- Top down/bottom up process

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Ways forward

- Approach and materials
- Teachers
- ➢ Overall impact

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Ways forward

- Feasibility
- Objectives and expectations
- Implementation
- Listen, Look, Adapt ? Change ?

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