

Im Folgenden finden Sie zwei Texte auf den Niveaus „B1“ und „B2“, mit deren Hilfe Sie eine Selbsteinschätzung Ihrer Englisch Kenntnisse vornehmen können. Die beiden Texte stammen aus den an der FSP2 (BS21) verwendeten Unterrichtsmaterialien.

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Text 1; Niveau „B1“; Fiand, Kreber, Müller-KnospeSchweer: Join In – English for Child Care and Education, 2016, Verlag Handwerk und Technik GmbH

Going on an outing

Janet is planning an outing with the group she works with. Mary Parson asks her about her plans.

Mary: Hi Janet. Theresa says you are planning to go out with your group next month.

Janet: Yes, I'm planning to go to the pet zoo in Green Park. Do you know it?

Mary: Yes, it's a nice place to go to.

Janet: I think it fits in exactly with what we are doing with the children at the moment. We are talking about pets and we are planning some activities like making an animal mobile. Today we are going to sing different songs about animals and we are planning to do a mime game. I think it will be nice for the children to see some of the animals and how they live in real life.

Mary: Yes, I think it's a good idea. It's always special for the children to go out.

Janet: I hope we are going to enjoy it and have a lot of fun!

Mary: Oh, but it's not always a lot of fun for us, you know. There are many things you must think of first and take care of. The parents must be informed, for example.

Janet: Yes, they will be informed. And I know we must keep an eye on the children on our way to the pet zoo and of course watch them at the zoo as well.

Mary: Well, what about the walk?

Janet: It's not along walk, just 10 or 15 minutes and it's not very complicated. I know the route very well. I often walk along it with my little nephew.

Mary: It's different with a group. A groups needs more time and is not that easy to look after.

Janet: That's true. It can take more time.

Mary: Yes, and it needs preparation. Perhaps you should walk along it once more today and do a risk assessment. Is there a dangerous crossing? And what about the traffic? Does the road you walk along have much traffic?

Janet: Well, the traffic is just normal but we have to cross Baker Street at one point. But I don't think it will be a problem because there is a pedestrian crossing a bit further down. We can also take the zebra crossing not far from our nursery school. So we should be safe.

Mary: That's good. Always use pedestrian crossings! Never take a risk! You must always be careful and you mustn't leave the pavement if you don't need to.

Janet: I'm not going alone, Theresa, Sandra and three mothers are coming with me.

Mary: It's always good to have someone else with you to supervise. It is important to have enough supervision of a group. At least one person at the front and one at the back, with plenty in between. How many children are in the group?

Janet: There are 19 children but one is ill with chicken pox.

Mary: 18 children, that's a good number. Tell the children to join hands. That is a simple way to keep the group together and no one can get lost.

Janet: I am becoming a bit nervous now. There are so many things I must think of.

Mary: Don't worry. You will cope if you are well prepared and Theresa and Sandra will give you a helping hand.

Text 2; Niveau "B2"; Kählau, Kamende, Klockmann, Meisterburg, Payne, Payne: *Work with me – English for Early-Childhood Teachers and Youth Workers, 2017, Verlag Handwerk und Technik GmbH*

The Window of Opportunity

Just a Hypothesis?

The "window of opportunity" theory is a part of a long-standing debate in language learning. The question is, to what extent is the ability to learn a second language biologically linked to age? The "window" hypothesis claims that there is an ideal time to learn a second language and if language input does not occur until after this time, then the individual will never achieve a full command of the second language – especially of its grammatical system.

The evidence however if there is a window of opportunity is limited because it is based mainly on theoretical arguments taken from biological research. Nonetheless this hypothesis is widely accepted. Some writers use the term "critical" while others say it is a "sensitive" period – as shown by the diagram. *(das erwähnte Diagramm ist aus urheberrechtlichen Gründen nicht abgebildet; FSP2)* The length of the period also varies greatly in different accounts.

In second language learning the strongest evidence for the „window of opportunity“ comes from the study of accent, where most older beginners do not reach a native-like level. However, under certain conditions, a native-like accent has been observed. So one might suggest that accent is affected by multiple factors, such as the personality and the motivation of the learner, rather than by the constraints of a critical development period. Certainly, older learners of a second language, despite making more rapid progress in the initial stages, rarely achieve the native-like fluency which younger learners show. David Singleton, a professor of Applied Linguistics, states that in learning a second language, "younger is better" in the long run. But he also points out that there are many exceptions, noting that five percent of adult bilinguals master a second language, even though they begin learning it when they are well into adulthood – long after any critical period has presumably come to a close.

Paul Robertson, founder of a linguistic journal, observed that other factors – such as personal motivation, the quality of teaching inputs, the quality of the learning environment, the linguistic ability of learners and, not least, their time-commitment – may be even more significant than age in successful second language learning.