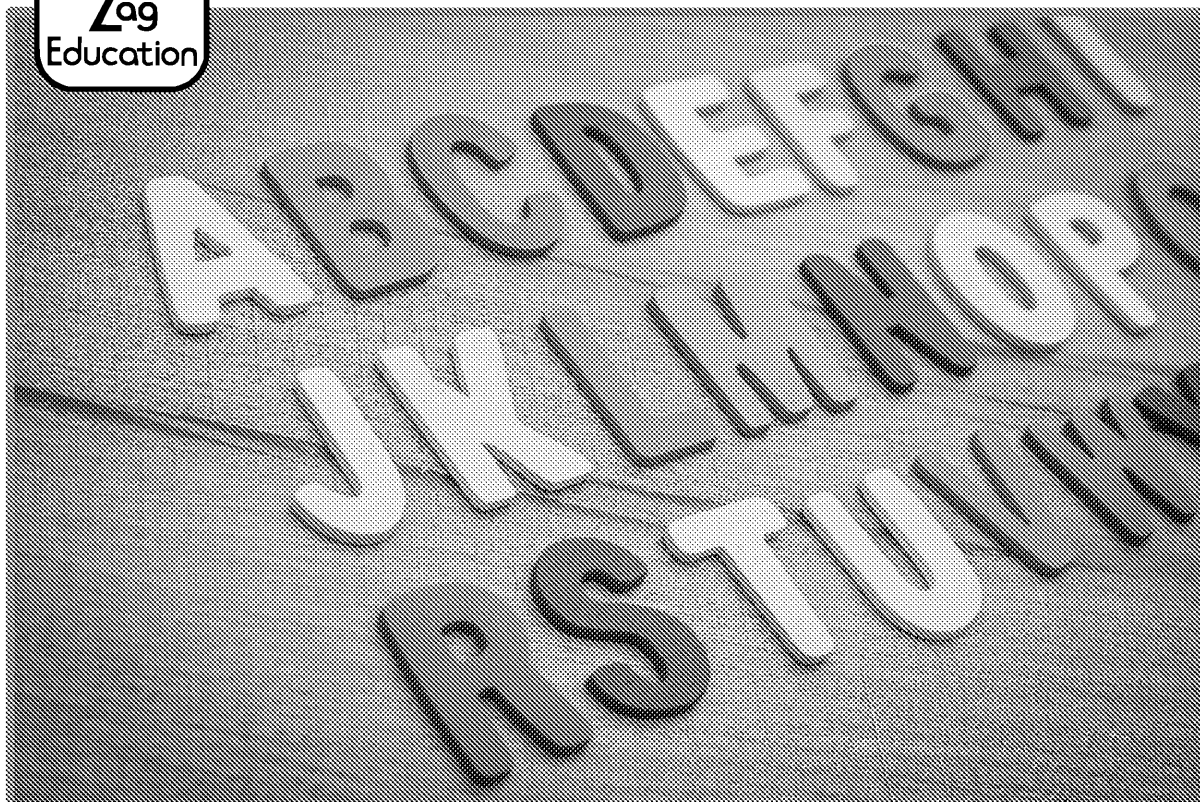




Course Companion

for T Level Technical Qualification
in Education and Early Years

Element 12: English as an Additional Language

Update v1.1, August 2023

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Teacher's Introduction

This course companion is for **English as an Additional Language**, part of the NCFE Cache T Level Technical Qualification in Education and Early Years (603/5829/4). The aim of this resource is to guide students through the core content of this unit, providing them with in-depth information that covers each of the specification points. This resource aims to provide students with the knowledge and skills that will help them succeed in the assessment for this unit, which involves demonstrating an understanding of how additional needs are determined and how support can be provided to those with additional needs.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

For clarity and ease of use, the content of this course companion matches the order of the specification points. The content is structured as follows against the unit's learning aims:

- **12.1** – Characteristics of the five stages of acquiring an additional language
- **12.2** – Factors which affect the acquisition of an additional language
- **12.3** – Effect of the home language on additional language acquisition for a child or young person
- **12.4** – The various needs of children or young people learning an additional language, including social and emotional needs
- **12.5** – Strategies which might be employed to support a child or young person learning EAL

Throughout the resource, there are key features to keep an eye out for:



Keywords: used to draw students' attention to various keywords throughout the unit.



Did you know?

Provides further information and additional content to inspire students.

Case studies



Help students to apply the issues identified in the resource to real-world scenarios.



Applied activities encourage application of knowledge to the case studies or to real-world scenarios in the health and social care sector.

Research activities inspire further research and stretch and challenge higher-ability students.



Some of the activities can be completed using either computers, mobile phones or tablets to aid students' research, and/or can be completed outside the classroom as homework.

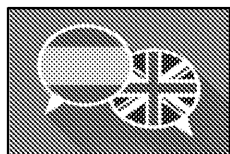
There is also a set of **revision questions** provided at the end of each section (with answers included). These should help students recap their knowledge throughout the course companion, and will ensure that they have understood what they have read.

March 2022

Update v1.1, August 2023 (to match specification changes for first teaching September 2023)

- Reference to 'Education and Childcare' has been amended to 'Education and Early Years' throughout.
- Reference to 'Positive outcomes of multilingualism' has been added to pp. 30 and 41.

How do we acquire a new language?



How did you learn to speak your first language, as a young child? Did you simply pick it up by hearing it? You probably cannot say. Learning language as a child is a natural part of development. Without difficulty, it will have happened without you being aware.

Acquired or learnt?

This leads us to question whether we can simply go to another country and acquire a language without actually having to attend classes. We know that as children grow, they acquire their first language from their parent/childminder through interactions and the environment they are in. So, then, how do humans acquire a language. But is this limited to only the first language?

'Acquired' suggests that an additional language is 'picked up' rather than learnt, like a second native language.

- If a learner is living in the country where their additional language is the majority language, they are surrounded by it – *signposts, television, voices in the street or classroom*, etc. Some words will be understood without ever being explained. For example, 'restaurant' on buildings which are clearly restaurants you will learn that word and how to pronounce it.
- Pupils in school will acquire some language simply to survive; for example, they learn to order food for a particular food at lunch or to begin to socialise with their peers. Words will be acquired quickly. In this case they may hear or speak the words before they see them.
- Gradually some words and phrases can be spoken without thought as the learner's second language no longer translates them from their native language every time.

In these ways language is acquired with no formal teaching. Learning it takes place in the **subconscious**. If language is taught in a classroom, it becomes a **conscious** activity. The learner actively seeks to improve their understanding of the language they are learning and to be able to use it accurately. Language can be both acquired and taught.

What is the role of a teacher or more formal learning?

- **Language acquisition** can happen more quickly, to some degree, with extra input. For example, more new vocabulary can be introduced and practised without waiting for the learner to 'come across' it in the real world.
- In class, a pupil can learn the structure of the language and so develop their ability to read and write as well as listen and speak.
- Academic English or subject-specific words and phrases, needed for the work in school, for example, can be included in lessons.
- Pupils can be given the opportunity to practise the language and **vocabulary** can be reinforced.

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All four skills (*speaking, listening, reading and writing*) can be helped to develop input whereas, without input, these might develop at very different rates.



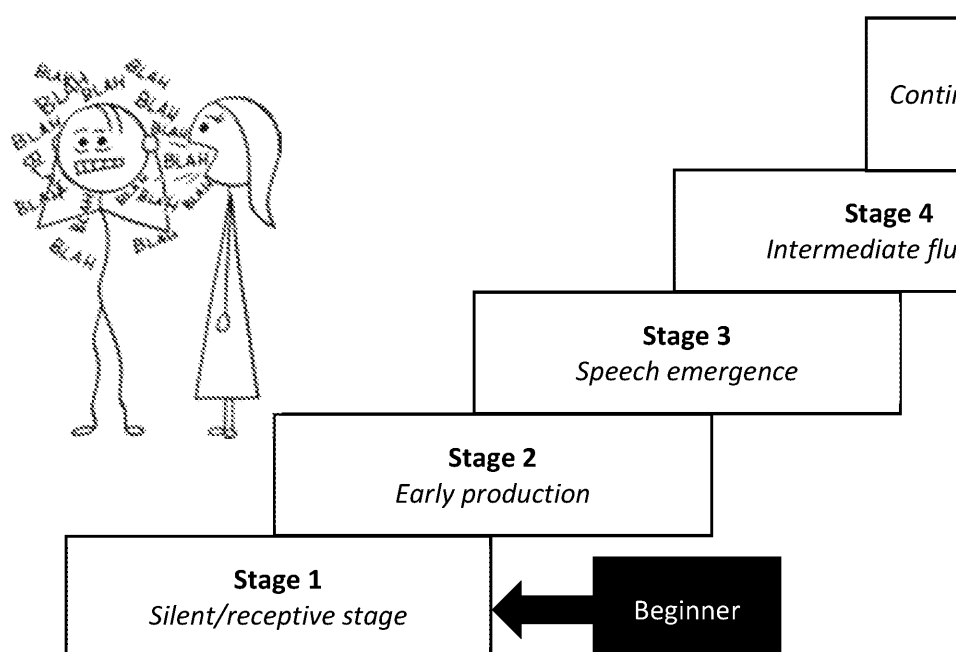
Not everyone agrees about how language is acquired or learnt.

Research activity

Find out more about Stephen Krashen's ideas on '**acquisition**'
Make notes to use in a class discussion.

The five stages of acquiring a language

It is generally agreed that there are five stages between beginning to learn an ad fluent. How quickly a person moves from one step to another will vary, and plat real progress seems to be being made, although during these times consolidation happening. The rate at which a person reaches each stage varies, and the factor looked at in the next chapter. You should see the stages as blocks which build on below suggests.



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Characteristics of each stage

These are not definitive lists but give examples to help identify which stage a learner is at. The characteristics of each stage are and what level of support they might need.

Stage 1: Silent/receptive stage

- Vocabulary learning is key in this early stage
- New words and their pronunciation are practised
- Learners may be reluctant to speak but some will say words to themselves, sometimes referred to as 'self-talk'
- There is no fluency in either speaking or understanding
- Focus is on repetition and copying
- Very simple reading and listening might be introduced
- A child's silence does not necessarily mean they are not understanding. They are simply trying to understand and listen to new sounds.
- Receptive language (how your child understands language) precedes productive language

This stage can last from a few hours to a few months, and the reasons for this are many.

Stage 2: Early production

- Vocabulary increases as up to 1,000 words are **acquired** (by this I mean they are understood)
- The learner begins to speak some words
- The learner will start to group words into short phrases; although the grammar is not correct, the speaker can be understood
- Short or yes/no questions might be answered

It can take 6 months to a year to reach this stage

Stage 3: Speech emergence

- New words continue to be added to the learner's vocabulary, up to 3,000 words
- The learner starts to group words into simple or short sentences, phrases and clauses
- There will still be mistakes in the grammar and syntax of the sentences and phrases
- Reading and writing in the additional language begins
- Easy stories with pictures are understood

This stage can take between 1 and 3 years to reach

Stage 4: Intermediate fluency

- Vocabulary increases to up to 6,000 words
- Sentences become longer, more varied and more complex in both spoken and written language
- Language becomes more 'internalised', which means the learner is thinking in the additional language and translating less so that fluency increases
- Can read different types of texts more easily
- Writing is longer and more correct, and can be adapted for different purposes

This stage may not be reached for 3 to 5 years

Stage 5: Advanced fluency

- The learner is now sufficiently fluent to be able to engage in academic study independently
- Reading, writing, speaking and listening will be fluent and generally accurate
- A wide vocabulary has been acquired
- The learner will be thinking in the additional language and becoming ever more aware of the nuances of that language (idioms; how words are used for different effects, etc.)

It can take a learner up to 5 or even 10 years to reach this stage

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Applied activity

Design a poster / an infographic that is aimed at educators to suggest how to support language acquisition in:

- Early years children to learn a language for the first time or
- Secondary school age children to learn a second language

Consider the strategies educators can apply at each stage, e.g. providing support, resources, etc.

Case study 1

Rama, who is from Syria, has just arrived at your school. She is conscientious and determined to do well. She is able to write and speak short phrases but gets frustrated because her grammar is not good. She spends an excessive amount of time on her schoolwork, trying to keep up and looking up words on a translator. Her written answers are sometimes wrong and hard to understand.

Case study 2

Sophie is from France and is a confident girl. She is talkative and she speaks English well. However, she speaks English using short sentences and some of the questions she asks are not accurate but mostly correct. She is able to use a range of strategies to try to speak and understand.

Applied activity

Look at the two case studies above. Which stage of language acquisition was each at, and why?

Answer:

You may have found this task tricky. Pupils move between stages at different rates and may enter a new stage. There is not always a clear dividing line between the stages.

Rama is probably still at stage 2. She may appear to be at a higher stage because she is able to write and speak short phrases, but she is not yet able to write in sentences or understand the grammar of her answers. She always communicates successfully and clearly needs a lot of support in school.

Sophie is probably at stage 3 as she seems to have a wider range of vocabulary and is able to ask questions, even if her writing and speaking are not accurate. Her confidence will help her to understand some questions.

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12.1 Revision questions

1. Copy and complete the table below and categorise the information given below.

- Advanced fluency
- Early production
- 6,000 words
- Short phrases spoken
- Begin to think in the language
- Able to ask simple questions
- Yes/no questions
- 3,000 words
- Begin to use more complex sentences
- Silent/receptive

Stage	Title	Characteristics
1		- Limited vocabulary - Mostly learning by listening and copying
2		
3	Speech emergence	- Grouping words into short sentences
4	Intermediate fluency	
5		- Fluent speaker, reader, listener and writer - Able to undertake academic study in the additional language

- Which stage of acquiring a new language is characterised by 'being able to speak but still be errors in grammar or syntax'?
- Define the term 'language acquisition' and give an example to support your definition.
- Explain the term 'receptive' in the first stage of language acquisition.
- Give **two** characteristics of stage 4 of language acquisition.
 - Ricky is from Hong Kong. He is 14 and a talented violinist. He was shy at first but now seems good and he is able to cope with everyday situations. His writing does not understand the academic vocabulary in some of his school subjects. He looks words up, but this does not always help. His writing is not always clear of his ideas.*

Explain why Ricky might be said to be at stage 4.

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Chapter 12.2: Factors which affect the acquisition of an additional language

What factors help or hinder language acquisition?

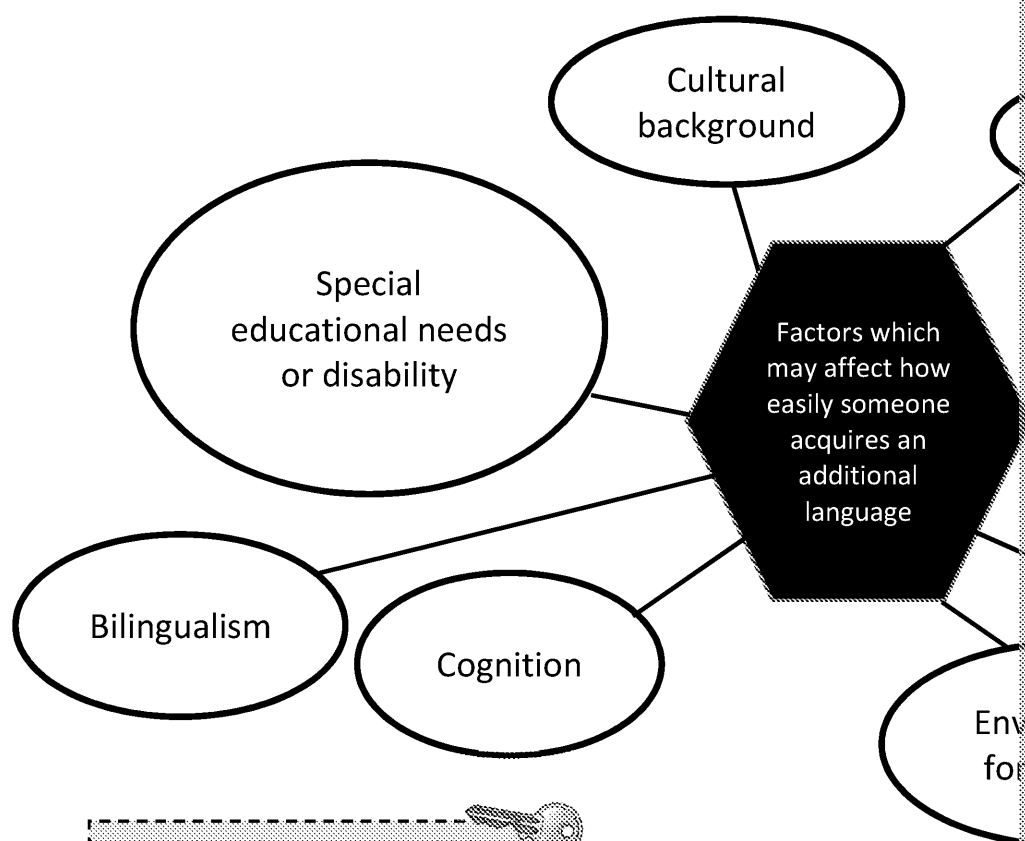
The rate at which someone acquires an additional language will vary enormously. The factors mentioned in Chapter 12.2 are very much generalised. Aspects such as innate ability, previous language experience, family background are all examples of areas which should be considered and help someone to acquire an additional language more readily than others.

Applied activity

Make a list of everything you can think of which might mean one person acquires an additional language more easily than another person. If you have ever tried to learn another language, what has been difficult? You might find it helpful to share your ideas with someone else.

Help or hindrance?

The diagram shows factors which may affect how easily someone acquires an additional language.



Cognition: the processes which take place in someone's brain which allow them to learn, including memory, problem-solving and thinking.

Culture: relates to different societies which will have individual customs, ideas and practices.

Research activity

Find out all the ways in which your language is different from English. Make a list. Underneath write how this could help you to learn English as an additional language.

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Did you know?

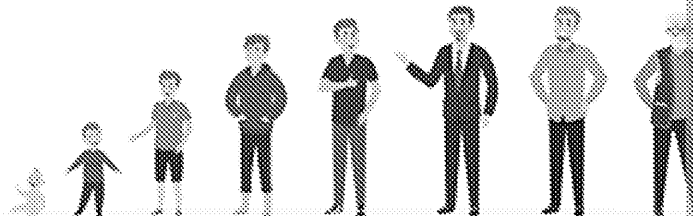
There are other factors which might also affect learning which you might like to explore in the next chapter.

- **Motivation** – if someone really wants to learn or needs to learn, they are likely to make greater progress
- **Family background** – this is explored further in Chapter 3
- **Native language** – again this is explored in Chapter 3
- **Educational background** – someone who is aware of how they learn, for example, can speed up the acquisition of an additional language

Some ideas of how the factors mentioned above might speed up and support the acquisition of a new language or impede it and slow it down are shown in the diagram below.

Age and stage of development

Not all children reach the same stage of development at the same age. This table can help to help or hinder children at different ages. These are, necessarily, generalised, and apply to all children, not least their childhood development in general.



Young children		Older children
Help	Hindrance	Help
Learn quickly	May not already know how to read and write in any language	Already able to read and write in their native language so can transfer these skills
Less self-conscious so may speak sooner	Do not have the experience of learning another language	May have devised strategies for learning which they can now use
Play with other young children will help	Vocabulary in their native language may still be limited	May already have learned other languages so can apply the methods used or transfer knowledge
Happy to do as a teacher tells them	May find themselves left out in school	Wider range of experience of life
Could acquire both languages simultaneously with the right support		Can access tools (e.g. online) to help

Applied activity

Think of any young child you know. What characteristics do they have when learning something new? Look for specific examples as you observe them and write down what you have observed.

Personality

The personality or character of a learner can also help or hinder their acquisition of language. **Confidence** and **self-esteem** as well as **self-belief**, for example, can affect a pupil's willingness to try to express themselves in a new language. On the other hand, a person who is reluctant to focus and pay attention to detail may struggle with accuracy even if they are willing speakers. Here are two personality types as generic examples and some ideas of how their personality may affect their ability to learn a new language.

Personality example 1

- Lively
- Outgoing
- Confident
- Wants to interact socially
- Not afraid to get things wrong
- Naturally talkative and friendly



- Their natural outgoing nature will help them to engage with others and practise language by both hearing and speaking
- They may be more willing to ask for help
- Likely to 'have a go' even if they make mistakes
- They may reinforce mistakes if no one corrects them, but will be understood
- Reading and writing might be slower

Personality example 2

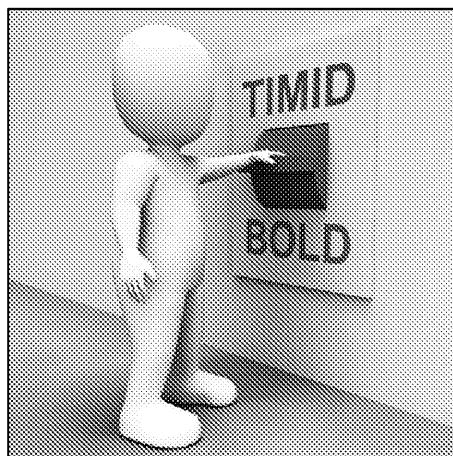
- Shy
- Quiet by nature
- Easily embarrassed
- Withdrawn
- Nervous

- May need more encouragement to practise
- May rely on others for learning
- Might be slower to learn
- May be more accurate but may struggle with fluency

Applied activity

Which types of personality do you think might be advantageous for learning a new language, and why? Make a list and discuss your findings with a partner.

Look at the ideas above. How far do you agree?



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Background and culture

In this section we are focusing on the home and cultural tradition from which a pupil may come that may affect their acquisition of a second language. The examples below are, perhaps, not exhaustive but may come from culturally mixed backgrounds. In helping pupils, however, it is important to consider how their background might play and to try to build on the understood background and not see it as a problem or disadvantage.

If a learner

- comes from a well-educated background
- come from a similar culture
- has had access to Western TV and media
- comes from a family in which English is spoken by some members, even as a second language, so they may be at an advantage.

If a learner's background is

- a family with limited **literacy** in any language
 - a home where no English is spoken
 - a culture very different and seemingly alien to Western ideas, beliefs and customs
- this learner may have more difficulties to overcome in acquiring a language.

Learners will need to learn **rituals** which may differ from their own country. This may include relatively simple things such as how to behave in a shop or how to address an adult or a teacher.

Gestures and body language may have different meanings in different cultures.

Literacy:

Gestures

Rituals: to be followed regularly

Research activity

If a child has arrived in Britain as a refugee, what effect might this have on their learning? Do some research to help inform your ideas. Do you think there are some things that can be done about? Write an email to a teacher introducing an imaginary refugee.

Educational background and special educational needs and disabilities

There is no doubt that previous experience or difficulty with learning will impact on a child's acquisition of a second language. A very young child may not be able to read or write in their native language and this may be a problem in both languages. A fluent reader in their native language will have a good understanding of how words are put together and how sentences work, and can transfer this knowledge to a second language.

Educational background is, therefore, an important factor. Here are some more detailed reasons why:

- Someone who is well educated or has learnt other languages is likely to understand how to learn, and this will help them acquire an additional language.
- Someone who already reads in a language which uses an alphabet will be used to **phonological processing** and **syntactical processing**. These abilities can be transferred to an additional language.
- If a pupil has a learning difficulty or a language disorder, obviously this will affect the acquisition of a language, especially in reading and writing. For example, a child with a diagnosis of dyslexia because of the graphic nature of their own language, will find it difficult to learn the form of symbols to represent each word. There may also be cultural related learning difficulty.

Phonological processing: understanding the letters and sounds in words

Syntactical processing: understanding the grammar and structure of sentences

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Case study

Sang Hoo is seven years old and from South Korea. He has been in England for a year. He has just started at an English school. He had not started school in South Korea. He had been to a kindergarten (pre-school).

He has been very quiet and is not able to answer simple questions but has been using some words, such as 'pen' and 'lunch'.

His father is a business person and speaks fluent English and has moved his family to England. His mother has only just started to learn English but comes originally from China. His grandfather is a business person too.

Applied activity

Look at the case study above and, in light of what you have learnt so far and your own experiences, think about what might help this pupil to acquire / hinder this pupil from acquiring an additional language. Prepare for a class discussion.

Here are some ideas to compare with your own...

*Sang Hoo has limited ability to read and write in his native language and so will be struggling to work in an additional language. He is a beginner and so at the **receptive stage** of learning. He is quiet. His parents seem to be intelligent and he can practise English at home helped by his father. He also helps his mother. He has to learn a new alphabet and word order, and understand new concepts. Attitudes to children in school are probably very different but he is adapting to go to school.*

In section 3, we will look in more detail at the effect of a child's home language on their learning.

Learning environment

The surroundings in which learning takes place can make a big difference to progress. If a child or young person is settled and happy at school, for example, they are likely to do well academically. Not all pupils will necessarily find a classroom environment easy.

Applied activity

What do you understand about the term 'learning environment'? What is the place or situation in which someone is acquiring a second language? What helps them? Make a mind map of your ideas before reading on.

Some ideas on how a positive environment can help

- ❖ A classroom with vocabulary labels on everyday items
- ❖ Pupils arranged in groups
- ❖ An environment where pupils are encouraged to ask the teacher or others
- ❖ A place where enquiry is encouraged and resources available
- ❖ Good access to technology
- ❖ A variety of books, especially picture books
- ❖ A friendly atmosphere

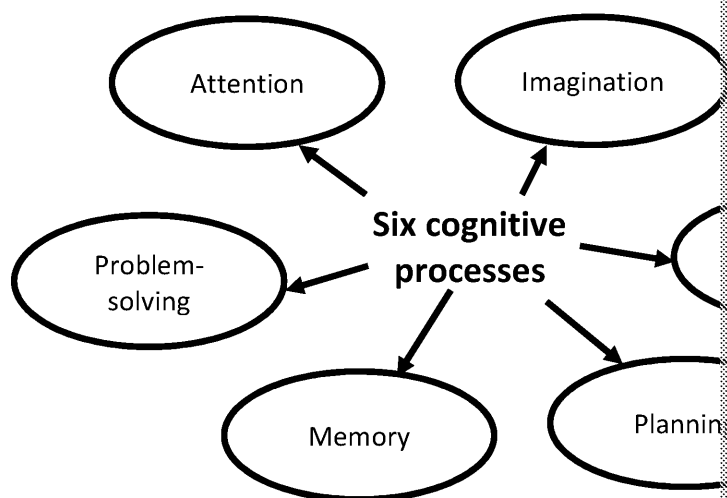
What ideas did you have?

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Cognition

The way we think and our ability to remember and to solve problems are key to additional language. Different parts of the brain are responsible for different processes. Not everyone processes information in the same way because our brains are not identical. Psychologists have identified some of the major cognitive processes, as shown in the diagram below.



This diagram is rather over-simplistic, and there are other processes which could have been added. For example, a closer look at **memory** shows that it can be subdivided into short-term memory and long-term memory, the ability to retrieve information as well as learn and commit it to memory in the first place. Clearly this has a big effect on language acquisition as, for example, someone with a good long-term and short-term memory and good retrieval skills will find learning and using new vocabulary much easier.

Attention is also important. Someone with a short attention span will need a different approach to learning from someone who is able to focus on one task for longer periods of time. A greater variety of activities can help someone with a shorter attention span.

Processing refers to our ability to process what we learn. It is one thing to learn something and another to be able to make links between words and be able to apply what has been learnt in a new situation.

Imagination may not seem so relevant to language acquisition but it does affect how we learn. Some people have a very visual imagination and learn better with pictures and diagrams. Some people learn by a mental journey and words or phrases are at particular places on that journey. A strong imagination can help in seeing patterns which can help in language learning and also help a learner devise strategies for learning.

Planning is linked to decision-making. Being able to be strategic about your own learning and any set tasks and making decisions about how to approach learning are important skills.

Cognitive processes do not work in isolation from each other but one builds on another.

Research activity

Piaget is a famous psychologist who studied children's learning development and how children learn differently from adults. How does this affect language learning? Research Piaget and make a poster to show your findings.

Applied activity

How do you learn? Think about your own learning style and what helps you. How can you help someone else? Discuss your ideas with a partner.

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Available support

If you are alone in a new country and receive no support in learning the language, you would pick up words and phrases, and gradually learn enough for day-to-day living. You speed up that process and develop language in other areas, such as that needed to do things that do not readily come across, for example, words such as 'lava', or even 'rock formation'.

In addition, support helps learners understand the framework. If, for example, learners know that words can be applied in multiple situations rather than learning each phrase or sentence separately. Likewise, knowing how a regular past tense is formed allows the learner to use a verb in the past tense correctly. The use of repetition to ensure words have been learnt is another way to help, along with providing motivation, and even rewards; and giving a learner opportunities to use words they have learnt and practise speaking the language is invaluable.

Some pupils may need an extra level of support if they have a learning difficulty or disability where specialist help is necessary. For example, someone who has a specific learning difficulty with reading time to master reading and spelling in a new language and is likely to benefit from extra support. Physical disability, such as visual impairment, might require extra techniques and modification of material to suit the pupil's needs.

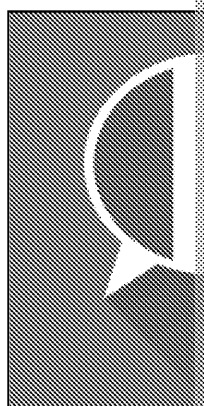
There is no doubt that good language support in a classroom will make a difference to language acquisition. Support and advice from outside of a school, from specialist teams, is also valuable.

Bilingualism

Bilingualism means to be fluent in two languages.

A pupil may already come to you fluent in two languages although not English – if, for example, their parents come from different cultural backgrounds or countries and two languages are regularly spoken at home. The fact that two languages are already used is likely to aid rather than hinder acquisition of a third. A learner will be used to different forms of expression, intonation and even syntax.

They have acquired skills which can be drawn on in any language learning.



Equally, a young child may still be learning their native language and alongside this learning English. There might be concern that the languages will become confused or mixed up. Research, however, suggests this is not the case, although a young child may mix up words even in a single sentence. Professor J Cummins of Toronto University, for example, has found great benefits in ensuring a pupil continues to develop their native language skills.

'Conceptual knowledge developed in one language helps to make input in the other language more meaningful.'
J Cummins 'Language, Power and Pedagogy: Bilingual Children in the Classroom'

If you know what 'fairness' means in one language, as an example, then the concept is easier to understand in another.

Research activity

Professor J Cummins is a leading authority on bilingualism and second language acquisition. Find out more about how bilingualism can affect language learning and how it can be supported. Write up your findings as a leaflet.

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12.2 Revision questions

1. Which of the following factors might be an advantage for a young child acquiring a second language?
 - a) Previous experience of learning a language
 - b) Their age means they are quick to learn
 - c) Ability to read and write in their native language
 - d) Being new to a country
2. Explain the term 'cognition'.
3. Evaluate the use of bilingual materials in a classroom.
4. Explain the importance of personality in language acquisition.
5. Explain **two** ways in which home and cultural background might affect acquisition of a second language.
6. Look at the case study below.

Johann is eight years old and has been in school for three months, having arrived in the UK with no knowledge of English. His mother is German and his father is Polish and both speak limited English. They are hard-working and have moved to the UK from Poland, where they both work. Johann is lively and active, but finds it hard to sit still in class and has had problems with English languages. He is a fluent speaker, however, of both Polish and German, but struggles with English language. He has not been tested for dyslexia but it has been suggested. He comes from a large family in Poland and loves to draw, but has no patience with reading or writing.

Discuss the advantages and disadvantages Johann has in acquiring a second language. What types of support might help him.

Your answer should include:

- Knowledge of aspects which can affect language acquisition
- Understanding of how these can be a help or a hindrance
- Explanation of the types of support which can help

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Chapter 12.3: Effect of the home language on language acquisition for a child or young person

Home language

The language or languages a pupil speaks at home is likely to have a considerable effect on their education and development as well as on the acquisition of an additional language. Some pupils may come from homes where more than one language is spoken – if the parents have different first languages. The level of English spoken by parents or carers can also vary, and this will be important to take into account in understanding a child's language development and educational needs. A child's home language is, however, important not the intention to replace the home language with English, but to add another language. Using bilingual resources will empower the child in being able to participate more fully in the classroom.

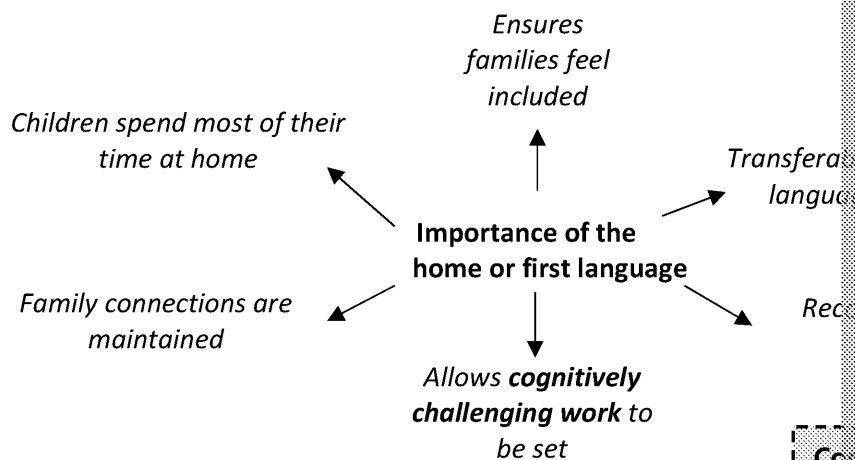


Did you know?

'Bilingualism is an asset, and the first language has a continuing and significant role in the acquisition of additional languages.'

Supporting Children learning English as an additional language. The National Curriculum Framework for School Education. <https://ncfpe.nic.in/11493-bilingualism>

The diagram shows some of the reasons why a child's home language is important.



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Understanding language and acquisition of additional languages

Home language can affect a child's understanding of languages and their ability to learn a new language. Knowing one language allows you to transfer skills into an additional language. Languages are formed in different ways, largely depending on how they have evolved. For example, Old English is a mix of Saxon (the language originally spoken in England but never formalised and with roots in Germanic, Celtic, Viking and Latin, as those were the primary early invaders. There are, however, differences between British English and there is a difference between British and American English.

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Applied activity

Look at the sentence below. It is the same sentence but in different languages.

- 그는 물을 마신다.
- Er trinkt Wasser.

Assuming you do not know any Hangul (or Korean) or German, which sentence is easier for you to translate? Why? Write down your ideas before reading on.

What makes the second sentence easier tells us how the native language of a learner affects second language acquisition. Here are the reasons why we are more likely to understand the second sentence.

1. It uses the Latin alphabet, similar to our own. The first sentence is an example of Hangul. Other languages, such as Chinese, use pictograms and do not have an alphabet.
2. The word order, in this example, is the same as English (subject, verb, object) compared to Korean (subject, object, verb), even if we knew how to read it.
3. At least two of the words look or sound similar to English words: trinkt (drink), Wasser (water). We can guess at their meaning. If we have never learnt any Hangul, we cannot even guess. Here is the first sentence written in the Latin alphabet: *Geunyeoneun mada maseumda*. It is hard to understand because the vocabulary is distinct to Korea or borrowed from Chinese.

Languages do not all have the same roots, alphabets, grammar or even structures. This affects how language is understood by a child.

Look back at what you discovered about Chinese in Chapter 12.2. You should have noticed that Chinese does not use tenses but indicates time with a preposition or an adverbial phrase. It also has definite or indefinite articles (the/a) and these often need to be taught very specifically.

Acquiring spoken language is easier if the sounds are familiar, and reading and writing is easier if you can read and write in another language and/or the language you are learning. Languages with basic structures, and has some common roots. Learning a European language is easier for an English speaker than learning Arabic, for example.

Bilingualism or multilingualism encourages greater understanding and better thinking skills than shown. It is important that children develop their home language alongside acquiring English.

Family connections

A child spends most of their time at home. The home language is important as the child's parents are fluent in English, conversations and discussions of ideas will be in the home language. Children with parents in broken English will never replace the different levels of communication that take place every day in families.

It is also important that the value of the home language is never diminished in the school. Language and culture are closely allied.

Families need to feel included in the education of their child. This can be difficult for some families and misunderstandings can easily arise. Parents can feel excluded from school activities.

Applied activity

In pairs, brainstorm ways parents/carers with limited English could be helped to support their children and the life of the school.

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Children's concept of themselves (self-concept)

How does a child view themselves? It may be from the friendships they make, the academic attainment, other skills they have, their family and teachers, among other things. Not understanding the curriculum because of a language barrier, not being able to communicate with one's peers, not achieving well in school may all affect a child's view of themselves, and we will look at these in the next two sections.

There is a deeper issue at stake, however. A child may feel that they are of less value because their language and culture are different and they feel isolated from their peers.

Celebrating a child's home language can be a help to both the child and other pupils. Their language, their culture is being valued too. Little things matter, including being pronounced in class and, for example, in assembly. Having different languages or books from different cultures and languages available are relatively easy ways to

Celebrating festivals from a different culture can help children understand diversity. Cultures to feel understood. It can also be a way of involving them and their parents.

Research activity

Find out about an important festival from a different culture.

Write a clear plan for how this festival could be celebrated in a classroom of six. You might include children from that culture and their parents/carers. Use illustrations and be ready to present your plan to the class.

Social interactions and relationships

Working in a new language is very tiring. It can be hard to make friends and take on isolation and loneliness as well as stress. It is important to look at the experience from the child's point of view. They may be very new to the country, the climate may be very different. Language is a real barrier to their integration. What can be done to help?

- Time out – time when pupils can interact in their own language, ideally with other children who speak the same home language, even if in different year groups. Reading, writing or listening in their own language. Being allowed to communicate in other ways, such as drawing or playing games with others, can help barriers seem less constricting.
- Give children a buddy, a friend, even if they do not speak the same language. A language partner will help them get involved in games.
- Facilitating play with others of different languages at break, etc. Ensuring pupils are included.
- Giving choices so that observation will aid understanding of interests, which can help build relationships with others of similar interests.
- Ensuring inclusion not exclusion. Children can be unkind in their comments. They may be teased because, for example, they have different food or wear different clothes. This can damage to the child's self-esteem.
- The relationship with home is also important. Using services to help with translation are available in a variety of languages, and getting to know the parents will help. Ensuring they are included in school life.

Research activity: *Find out about Hong Kong. What might a child from Hong Kong experience in the UK and going to school here? Brainstorm your ideas and findings with your class.*

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Mastering the curriculum

Imagine arriving in England at the age of 10. You speak a little day-to-day English. In your own country you were a good student, getting good grades and in secondary school. Your parents have moved to work in the UK and have sent you to a new school. Your world has changed. You are in a different culture and climate, and you are doing schoolwork in a language you are able to say only a few words in. How would you feel stressed. They are a good student with an ambition to do well. The only thing is, they don't speak the language, and it can take five to seven years to become fluent enough to cope fully with an additional language. Not all EAL children are the same; like all children they will have different interests as well as learning styles. Helping them to access the curriculum, however, is a challenge.

Working only in English would mean this pupil would be set work well below their level. They would be on language only. Their ability would go unrecognised and this may lead to disengagement. Work set, therefore, needs to be challenging, but support is needed to help this pupil access it. This support might take the following forms:

Linguistic	Offering bilingual resources as well as allowing translation to the home language. Textbooks in the home language might be available. The pupil can give answers in their home language, but clearly translation is needed to communicate in this language. LEAs (local education authorities) have specialist teams who can provide both human and written resources.
Visual	A picture, we are told, speaks a thousand words! A well-placed image can aid understanding of a topic. Visual support not only allows access to the curriculum but also supports language acquisition.
Non-verbal communication	Body language, miming, showing how something is done can help support pupils. Further suggestions on support are given in Chapter 10. The home language is not to be excluded from the classroom, but it will speed up the learning of English. Rather it has a vital role to play.

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12.3 Revision questions

1. What is meant by cognitively challenging work?
2. Give **two** reasons why celebrating a pupil's home language in school is important.
3. Evaluate the use of bilingual resources in the classroom to support the learning of a language that is not English.
4. Discuss ways in which social isolation can be alleviated in school for those who do not speak English.

You should include in your answer:

- Knowledge of how the home language can affect a child's concept of the world.
- An explanation of steps which might be taken to overcome social difficulties.
- A judgement of when it is important to implement a plan for an EAL child.

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Chapter 12.4: The various needs of children or young people with an additional language, including social and emotional

Communication, social and emotional

In Chapter 12.3, the value of a pupil's culture and home language were explored and how these can be valued in a school setting. A young person being taught EAL will, however, be primarily speakers of English as well as other languages, and sometimes without a home language, speaking their home language. In addition, the curriculum will be delivered in English. This results in young people who are being taught EAL having particular emotional needs which need to be both understood and, as far as possible, addressed. This is not damaging to the young person and a barrier to their integration and education.

Chapter 12.5 will look at practical ways support can be offered to pupils, but in the meantime, it is important to understand the needs which are particular to young people being taught EAL.

Communication

The primary medium used to deliver the curriculum and to communicate in school will be English. Pupils with no, or even some, understanding of the language will be affected in four ways:

1. Speaking

- Speaking follows understanding
- A pupil may be more proficient in speaking than in writing
- Silence does not necessarily mean that there has been no understanding

Receptive language (listening, reading and understanding) comes before **productive language** (speaking and writing). Speaking is easier than writing, especially as much early language is acquired through hearing. Translating sounds into letters on a page and grasping grammar and syntax is a much more complex process and so a pupil may struggle to show their level of understanding through written answers.

2. Accessing the curriculum

Even young people who are academically able are likely, if they are being taught the curriculum in English. This leads to a variety of issues:



Isolation: A pupil can feel isolated as they cannot participate in class, may find working in groups hard and may even feel unable to engage in what is going on around them in class in any meaningful way.



Frustration: Frustration at not understanding, not being able to do the work set and achieving below their academic ability because of communication difficulties is a natural response and could lead to emotional problems or behavioural changes.

Low self-esteem: Low self-esteem can result from repeated failure or from feeling that they are not good enough. This can lead to a lack of confidence and a feeling of failure or embarrassment.

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3. Resources

Resources in school will be mainly written in English. A young person learning EAL textbooks, worksheets and other curriculum resources. Even those who are more confident find the academic language in resources a challenge. Remember it takes five or more years to be able to cope well with academic language. Bilingual resources may help, and they are not always as helpful as you might think because:

- If they are not a direct translation of the resources others in class are using, they can cause confusion, integration in class or feeling part of what is going on. They might help, with little gain in understanding.
- If a pupil is meeting technical terms in their home language for the first time, they may not understand these as a pupil meeting these terms in English for the first time. Such words in English. For example: a contour line on a map can be shown and explained to demonstrate the use of the lines visually.
- A pupil may not be literate in their home language, especially if they are very young or have been in school for some time. Parents may also not be literate in some cases.

4. Responses

A teacher generally assesses pupils' understanding by asking questions and evaluating their responses to setting tasks (often involving writing) for a pupil to complete. This presents two challenges for pupils acquiring English as an additional language:

? Understanding the question/task

! Being able to respond or complete a task using written or spoken English

Joining in class question and answer sessions or participating in discussions is a huge challenge in an additional language and takes a great deal of confidence, which is why pupils being taught EAL may appear silent, or even disengaged. This may not always reflect a lack of understanding.

Applied activity
Make a poster to show how a young person might have.

Social and emotional needs

There is clearly a link between social and emotional needs and communication needs. This link is wider-reaching but possibly less obvious.

Social and emotional needs are complex for all pupils, but those facing challenges have specific needs which need to be considered. These include the following (although not exhaustive):

Isolation

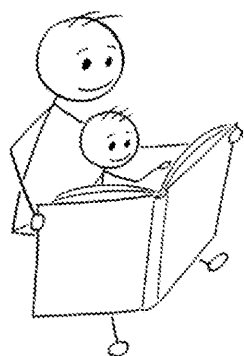
Think about how you make friends. Language and shared culture play a vital part in forming relationships as you chat to friends about shared interests in music, sport or similar hobbies. Social interaction for someone for whom English is an additional language will be difficult or impossible; understanding conversation going on around them or engaging in playground games for which they may not know the rules, added to the tiredness of working in another language all day, makes it hard for integration to occur. If a pupil feels isolated from their peers, school can become a lonely place, especially if no one else speaks the same home language. A young person being taught EAL can feel isolated both in and out of the classroom.

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Negative attitudes

Isolation is increased if other pupils show negative attitudes to a young person's culture, religion, ethnicity or language. Negative attitudes can escalate into bullying and/or exclusion and teasing. Negative attitudes might arise from ignorance, preconceived ideas or a person's own insecurity and need to feel part of a group. In Chapter 12.3, some suggestions were given for helping to overcome this, but attitudes can be subtle, hidden from a teacher's view, and may appear outside the classroom. Pupils might be deliberately excluded for a variety of reasons. A pupil might, however, be excluded unintentionally. Going home to tea to a family which speaks a different language and may eat different food could be a barrier, for example, and if conversation is hard, then the situation is less comfortable for all concerned.



Language support at home

Chapter 12.3 made the value of a pupil's native language clear. Parents who may speak little or no English and who may themselves have a different culture and language may not be able to offer the support needed. They may have questions about school and behaviours, homework, reading and may not be able to intervene with the school where necessary. This can be a challenge living in two different worlds and two different cultures, which may make it difficult and finding it hard to make friends. Parents may not always understand the social isolation their child is experiencing or know how best to support them. The home language does allow the child's emotional needs to be met, but may not be enough.

Research activity

Find out about **Maslow's hierarchy of needs**.
Make a PowerPoint presentation to explain how these needs are or are not met for a young person who is being taught EAL.



Applied activity

Prepare a speech to become a more multicultural school.

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12.4 Revision questions

1. Which **one** of the following statements is true?
 - a) If a pupil who is learning EAL is silent, it means they have not understood
 - b) A young person who is being taught EAL may be more able at speaking than writing
 - c) Writing answers for a young person who is being taught EAL is easier than speaking
 - d) Receptive language comes after productive language
2. Explain **two** ways a young person being taught EAL may feel isolated in a classroom.
3. Evaluate the benefits of a home where language support is available to a young person.

In your answer you should show:

 - Knowledge and understanding of the social and emotional needs of a young person
 - An explanation of ways in which language support at home could help a young person
 - A reasoned judgement on the benefits of language support and use of the home

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Chapter 12.5: Strategies which might be employed for young person learning EAL

Support strategies

Children and young people being taught EAL are placed in a mainstream setting. This is a challenge for classroom practitioners who may have 30 or so other pupils in the class requiring attention. A pupil with limited or even virtually no English is going to need a great deal of support. This chapter looks at 10 strategies to support young people being taught English as an additional language. Of course, each pupil is an individual with their own needs, and the level of support required as well as the type of support will vary accordingly. It is important to ensure that each child or young person is engaged in learning using whatever level of support is needed despite the difficulty in a large mainstream class.

Specialist support

There may be a variety of specialist EAL support available within or outside of the school.

- **EMA consultants**

Ethnic minority achievement (EMA) consultants are usually part of the local education authority for pupils whose first language is not English. They offer advice, meet with families, and work with the **classroom practitioners**. They may be able to help with services for the school. As ever, they may have limited visits owing to demand on their time, but their support is invaluable to schools.



Did you know?

Different local authorities may have different names for EAL consultants, e.g. EMA and MEA. These are different names for the same service.

Classroom practitioner: a person who works with pupils in a classroom setting, including teachers, teaching assistants, and support teachers.

- **School-based EAL coordinator**

A teacher or specialist EAL teacher may have the responsibility for coordinating support for pupils and young people who are being taught English as an additional language, as well as advice or active support. They are likely to have some specialist knowledge of the education of children whose first language is not English.

- **Specialist teachers and support teachers**

These may be employed by the school or the local education authority to provide specialist language teaching to pupils. This may be in or beyond the classroom and take the form of support in class or a mixture of the two. They may work with individuals or small groups, but are an invaluable source of advice.

- **Teaching assistants**

Sometimes a teaching assistant, especially if bilingual, might be allocated to support and aid access to the curriculum.

- **Mentors**

A mentor will look after the interests of a pupil and perhaps offer them support and advice on their behalf. This might be part of the role of a support teacher or be a specialist role, but not regularly in the classroom.

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Support arrangements and staff will be different in every school depending on need. Secondary and primary schools will also often operate in different ways because of the ages of those involved. **Good communication and planning** are crucial in making support as beneficial as possible. There is no one model which will apply to all schools or every

Research activity

Look up the website www.Naldic.org.uk

Read more on how supportive people can be used to support children and young people taught EAL.

Peer and group support

Everyone benefits from support from their peers. Sometimes a fellow pupil can explain a way they can understand. Older pupils may listen to younger pupils read, and bring their own experience. Those children and young people who are learning English can equalise with their peers and classmates both academically and socially.

The Bell Foundation (Bell-foundation.org.uk) makes a good case for EAL pupils being placed in similar academic ability rather than in the low sets their low levels of language make. It is good for their self-esteem but the pupils with whom they are being taught will learn and model better English and learning habits. Sitting a pupil who is learning English with a group of pupils who are hard-working and able will allow all to benefit. Explaining to someone else is one sure way of consolidating learning while helping a fellow pupil have good

Peer support might involve some of the following, but this is not an exhaustive list:

- Paired reading (perhaps reading alternate paragraphs or sentences).
- Sharing ideas. It might be easier with limited communication to express ideas in writing.
- Talking before writing helps all pupils develop ideas and think about how best to express them. It has already looked at EAL pupils being more able to speak than write.
- If there are speakers of the same first language, letting them work together on a task or discussion of material and mutual support. It also would give them a break from working in an additional language.
- Buddies are a well-established practice in schools. Pairing a new pupil with someone who can help, for example, can be very helpful while they settle in. This is even truer for those who are learning English and who may be experiencing a huge cultural shift. Choosing the right buddy can make a huge difference. Sometimes two buddies are given so that no one feels isolated.
- Allowing someone to copy someone else's work. This may seem like cheating in a secondary school. It does ensure that a young person who is learning EAL has access to good notes and they are seeing good notes being modelled in English and spellings of tricky words. It is a long-term solution, however, and if there is no understanding the copying is not a

There are enormous benefits to be found from a good system of peer support for all:

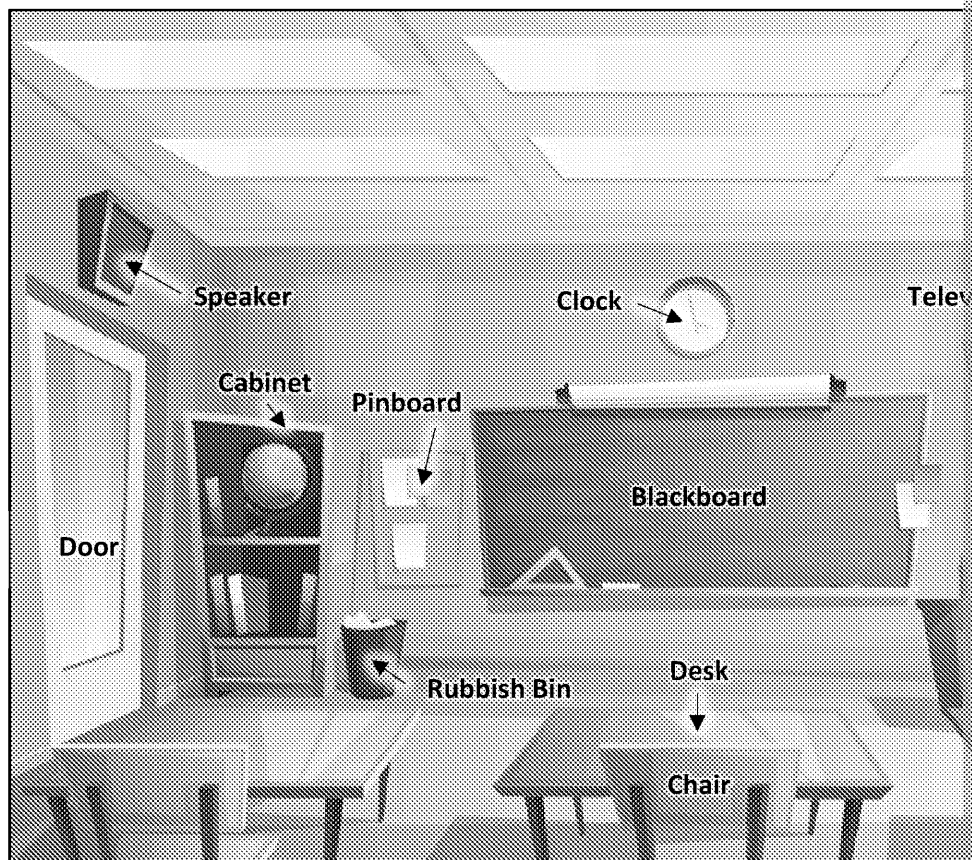
1. **Social** – pupils learn about their responsibility to others and the value of working together.
2. **Value** – everyone's contribution is valued and no one is left behind.
3. **Educational** – learning from each other adds to the value of the classroom experience.

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Making verbal communication more visual

It has commonly been said that a picture paints a thousand words. In a classroom of English, there is no doubt that visual cues are an enormous aid to understanding and accessing the curriculum.



Posters in a classroom, such as the one shown above, is one example of how visual communication can aid learning. Seeing the words alongside the pictures also helps a learner to associate the item with the word. Of course, it does not help with pronunciation, so the words will also be needed. This is one example of how communication can be made more visual to better help those being taught English as an additional language access the curriculum.

Here are some other examples of how we can make verbal communication more visual. The poster above, may help other learners too.

- **Labels** in the classroom of everyday items such as door, window, textbooks, etc. can aid acquisition. Posters like the one above can be more curriculum specific.
- **Illustrations** on worksheets or alongside written text can aid meaning. However, where they do not relate to the writing, breed confusion. Illustrations need to be as helpful as possible, perhaps with relevant words written under them, for example.
- **Instructions** – for example, for a science experiment – could be given visually to aid understanding relating to labelled items in the classroom.
- **3D models** to explain concepts such as contour lines on maps are another example of visual aid understanding, especially if labelled with the key words.
- **Body language** can help someone make a better guess of what someone is saying. This is an invaluable tool. For example, miming different types of movement with the hands will make the vocabulary accessible to all.
- **Diagrams** and charts with limited words might also be a useful aid in enhancing understanding.

Not only can the curriculum be made more visual in terms of its delivery, but pupils can also demonstrate understanding, using models, mimes, pictures or diagrams. This will help to reinforce learning and provide a welcome break from writing, where communication will be more challenging.

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Applied activities

1. *Create a series of simple instructions for making cupcakes, using a few key words. Underneath make a list of what else you could do to make this task more interesting.*
2. *Make a classroom poster illustrating the meanings of a series of adjectives. Use the adjectives to describe a person.*

Talk before you write

Writing in a new language is harder than speaking it as you need to think about grammar, spelling as well as the vocabulary. In addition, language is initially acquired by listening rather than reading, so it is natural that speech comes before writing. Composing sentences and exploring ideas before writing breaks a task down into easier steps. Once you know what you want to say, you can focus on the business of writing, spelling and grammar.

Composing sentences orally before committing them to paper is common practice and is helpful to a wide variety of pupils, including those with specific learning difficulties and those learning English as an additional language. A support teacher or teaching assistant can write the sentences initially, allowing for changes to be made before the pupil writes.

Talking before writing can also mean sharing ideas – listing pros and cons, for example. This helps build confidence before answers are written, as it will provide a focus. Ideas created in pairs can serve the same purpose.

Linking speaking to pictures can also help with writing. For example, putting pictures on cards, understanding, linking key words and then writing simple sentences, breaks the task down. Using a picture to tell a story orally before any attempt to write is another useful strategy. A support teacher can use questions to help with the development of ideas and vocabulary. Words the learner can use later.

There is no doubt this takes more time, and sometimes a written response which demonstrates understanding could be replaced with talk.

Drama and role play

Role play is an excellent way for learners of a new language to practise speaking. Learners of modern languages in school will be familiar with café and shop scenes and can practise phrases and vocabulary. This is also useful for learners of English as an additional language and can be used in the same way to practise newly learnt vocabulary. Drama can, however, be extended beyond mere role play to allow physical responses to be used as a way to assess understanding.

Young children love acting, and other pupils who find sitting still harder will also benefit from this approach to learning, which encourages cooperation and group work, but also the involvement of all pupils more equally.

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Here are some suggestions of activities which could be used in a classroom setting:

- Playing statues – freezing in different poses as a way of practising adjectives.
- Maths games – a human Venn diagram, for example.
- Acting factual information. For example, different ways a river moves as it gets faster or slower, or getting slower with bigger bends.
- Acting out scenes from a story or as a development of a story read, such as a play or a film. Key events from history might also be explored in this way.
- Physical responses to something they are reading – approval, disapproval, surprise, etc.
- Recreating rituals, celebrations or festivals from different cultures. This can be done by acting them out or by drawing them.
- Presenting ideas. For example, a group could show key events in a famous story or a historical event.

There is a great deal of scope here and the list above is designed to get your imagination going. One of the strengths of drama is that it asks people to put themselves in someone else's shoes, playing out different scenarios. This can help build understanding of how someone is feeling and break down barriers. Carefully handled, drama is not only a useful tool but a powerful tool in a classroom.

Scaffolding learning

Scaffolding learning means building up to a task in stages. The foundation or starting point is the pupil and their prior learning or knowledge, which is then built on, developed and refined. A task is often also broken into 'steps' or 'stages', each one adding to the learning and support. Below are some examples of how scaffolding might work in a school or classroom situation and some of the stages which might be used:

- Establishing what pupils already know / can do (prior learning)
- Using a learner's first language as a starting point for a task or to aid understanding.
- Modelling – a teacher or peer models the task through speaking or writing. For example, a scientific experiment might be modelled or shown and then pupils asked to perform it based on the model they have been demonstrated.
- Using paired or group work to discuss a task and/or plan before the task is carried out.
- Visual images might be used to assist in understanding a task or to develop it. This is not restricted to pictures but make use of charts, models, diagrams, tables, graphs, etc.
- Writing frames, including language prompts, can help a learner structure a response.

Applied activity

Use the Internet to find more examples of scaffolded learning. Write a plan similar to the one above, adding clear examples of charts, etc. which you might use to help a pupil write a description of a technique, such as long division.

Here is an example of how scaffolded learning might take place.

Task: Write a description of how a river changes from its source to the mouth where it meets the sea.

1. Class discussion or small group work looking at a diagram of a river with labels. Pupils are asked to label correctly to the picture, thereby establishing prior knowledge and adding to it.
2. Learners of English might use a translator or bilingual source to help them understand the labels.
3. A flow chart is created to establish the different stages of the river as it progresses from source to mouth. The original diagram, which can be correctly labelled with support.
4. A writing frame is given with a starting sentence for each paragraph and phrases to use.
5. The task is completed, using a diagram alongside the written description to check that understanding has been achieved.
6. The final written description can be used as a means of teaching new English vocabulary, correcting some errors and helping the learners' grasp of academic English.

Ultimately the aim is that learners could complete a similar task without the scaffold. They should continue to plan, make use of resources available and be willing to build on their own knowledge. The key to scaffolded learning is that support is given at every stage.

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The danger of scaffolded learning is that it can become oversimplified, taking away the challenge. It is very important that this does not happen, and understanding prior knowledge is a challenge.

Not all pupils will need the same level of support at every stage. For some pupils, no support may not be needed, and if forced into working through them all, they may become frustrated. Learning is a useful approach for learners of English as an additional language but it is not the only one.

Creating language-rich environments

A language-rich environment means no opportunity to use language is missed. Language is heard and seen, surrounds learners, and language is repeated, with sentences spoken and written, for example, helping learners to absorb new structures and words naturally by hearing them.

We have already seen that labels and diagrams, posters and displays can help pupils learn language. Pupils need to **see** and **hear** language, however. This might include:

- Class show and tell sessions, with learners taking turns to show something to the class
- Class reading poetry together aloud, making use of flash cards or similar means to support
- Sharing ideas as a group or class
- The teacher modelling language in a particular way which pupils copy
- Creating word walls on a topic from shared sessions
- Talking while doing. For example, a teacher gives an instruction with words and actions but also shows how to carry out that instruction or asks another pupil to demonstrate.

All learners, especially young learners, benefit from language-rich environments. It is a natural way to support the acquisition of language and new vocabulary. Support for understanding of the language being used will come from using visual cues or actions to support words and phrases. A teacher might talk about what she is doing, for example, as she describes a task, which again supports the language development of all learners. The more of a language you acquire, the more new language you acquire.

Providing bilingual resources

A summary of what we have learnt already about the use of bilingual resources is given below.

Bilingual resources:

- can bridge the gap in understanding the curriculum, allowing greater access to learning and reduce frustration, tiredness and low esteem.
- can be of less help if pupils need to respond to a task in English as they find it difficult to understand the instructions
- can give pupils the chance to develop their home language, which has cognitive benefits
- give pupils a break from working in an additional language, which is tiring
- can validate the learners' own language and culture
- can make it hard to participate in class if the resources are not the same as those in their home language (translations) or interlinear resources showing the same ideas in two languages
- may not always explain the cultural issues, which may be an impediment to learning
- may be of limited help if a pupil is not literate in their home language
- may include vocabulary which is subject-specific and which pupils do not know

Bilingual resources help meet the communication needs of a learner, and reading from their own culture can help them to understand their cultural identity.

Applied activity

Look back at chapters 12.3 and 12.4 along with the summary above, showing the advantages and disadvantages of using bilingual resources.

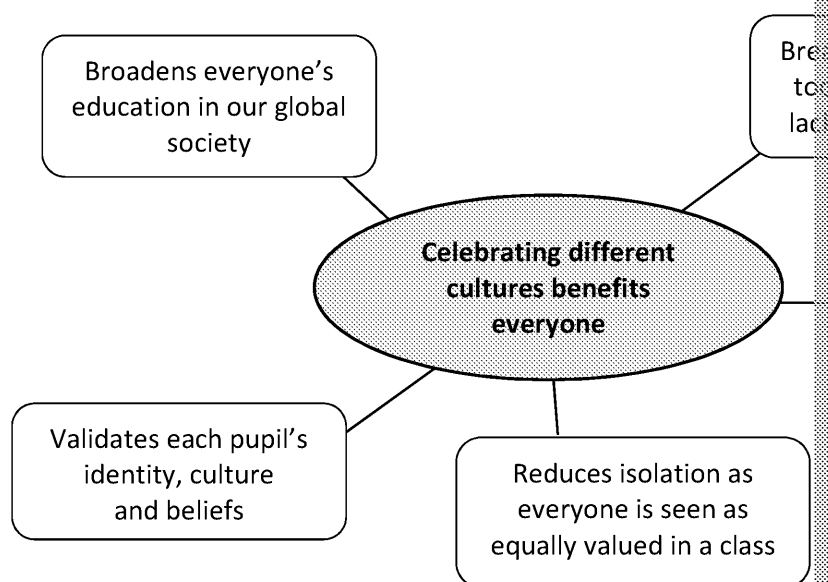
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Working in partnership with parents and carers

The importance of working with parents and carers has been discussed in full in the previous section. Children and young people benefit from the support of parents and carers for their emotional well-being. Involving parents/carers in school is important in ensuring that all children thrive. Primary classrooms often have parent helpers, and bilingual parents may be of particular benefit. Children may be experiencing a new culture, and involvement in school will ensure greater understanding of the system, the school culture and the ways they can support their child.

Celebrating different cultures



Here are some ideas about how this might work in practice, but it is not an exhaustive list.

- Special days in school to celebrate a festival from a pupil's culture
- Teaching about cultural traditions, e.g. fasting during Ramadan or why certain festivals are important
- Presentations of aspects of culture, e.g. a project on a festival important to a country, followed by a presentation to the class
- Projects on food from around the world
- Comparing different approaches to education or religion and so celebrating differences
- Projects on geography or history of different countries, or famous people

These are probably easier in a primary school but are still achievable in a secondary school. Celebrating different cultures, religious practices and traditions is a vital part of every young person's education as a citizen of a multicultural society.

Positive Outcomes of multilingualism

Practitioners can support children and young people learning English as an additional language by building on their prior language knowledge, and employing strategies that support their learning. They can encourage peer support and collaboration, assign language buddies or mentors, and use a range of supports and multimodal learning strategies. Practitioners should differentiate instruction to meet individual needs, engage parents and the community, and create an inclusive environment. By leveraging the positive outcomes of multilingualism, practitioners can empower children and young people to develop their English language skills while maintaining their linguistic and cultural identities.

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12.5 Revision questions

1. What is the starting point for scaffolded learning?
 - a) The assessment criteria
 - b) Visual input
 - c) Prior learning
 - d) Group discussion
2. Explain **two** reasons why it is important to provide a language-rich environment for learning English as an additional language.
3. Evaluate the importance of talking before writing within the classroom to support learning English as an additional language.
4. Discuss how **two** different strategies might be used to support children / young people learning English as an additional language.

Your response should demonstrate:

- Knowledge and understanding of the strategies chosen
- How the strategies might benefit both EAL and other pupils where appropriate
- A reasoned judgement for the effectiveness of these strategies and for their use in the classroom

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Answers to Revision Questions

Chapter 12:1: The five stages of language acquisition

1. 1 mark for each [maximum 10 marks]

Stage	Title	Characteristics
1	Silent/receptive (1)	- Limited vocabulary - Mostly learning by listening and copying
2	Early production (1)	- Short phrases spoken (1) - Yes/no questions (1)
3	Speech emergence	- Able to ask simple questions (1) - Grouping words into short sentences
4	Intermediate fluency	- Begin to think in the language (1) - Begin to use more complex sentences
5	Advanced fluency (1)	- Fluent speaker, reader, listener and writer - Able to undertake academic study in the additional language

2. Stage 3 [1 mark]

3. 1 mark for definition, 1 mark for example [maximum 2 marks]

- Language acquisition means subconsciously learning a language rather than consciously
- For example, by living in a country you learn everyday vocabulary which is not in your first language as 'toilets' or 'restaurant'
- This is a suggested answer but other examples can be given*

4. 2 marks for detailed explanation, 1 mark for basic explanation

Receptive means you can understand a word or phrase when you see or hear it but cannot use it independently in speaking and writing (1).

5. a) Any 2 marks from:

- Learner begins to think in the language and translates less from their first language
- Learner can write sentences which are becoming more accurate and more like native speakers
- Speech uses more complex vocabulary and grammar and can reflect on language
- Can read a range of texts but may not always understand some of the language
- Spelling is mostly accurate
- Accept any other suitable answers*

b) Any 4 marks from:

- Ricky is mostly at stage 4 but not securely so and his shyness may be holding him back
- Because accuracy is still an issue, he may still be showing characteristics of stage 3
- He is not at stage 5 because he is not able to write accurately or use complex grammar
- His ability to cope well in everyday situations, however, suggests he is progressing with language acquisition
- Accept other suitable examples*

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Chapter 12:2: Factors which affect the acquisition of an additional language

1. b) Their age means they are quick to learn (*young children are absorbing information as their brains function at a high level to allow them to do this*). [1 mark]
2. Cognition describes how our brains work when we are learning. [1 mark]

3. **Any 4 marks from:****Suggested answer:**

- Bilingual materials can give a pupil access to the curriculum and allow them to learn without being held back by their lack of language (1)
- A pupil may benefit from continuing to develop their native language alongside the additional language (1)
- A pupil might, however, become reliant on translation or using their native language to aid their acquisition of the additional language (1)
- It might set them apart from other pupils and limit their engagement in lessons if they cannot understand or cannot read and assess what they are reading or writing (1)

Other possible answers include:

- Bilingual materials can help prevent frustration for a pupil who is unable to understand the curriculum (1)
- Bilingual materials may also allow the pupil to learn the curriculum-based content in their home language (1)
- If there is no one able to speak the pupil's home language in class, so the curriculum is only shown in English, the use of materials in the home language may make it easier to understand (1)

4. **Any 4 marks from:****Suggested answer:**

- Someone who has a lively, outgoing personality may acquire language more easily. They have many friends, are willing to talk more and are not afraid to make mistakes (1). They are more willing to use resources or focus on accuracy because they are relying on their friends who can be understood (1).
- A quieter, shyer person may be reluctant to practise speaking both in formal and informal settings. This may inhibit their acquisition of the language (1). Alternatively, they may be more confident and be willing to use resources such as dictionaries, working more independently (1).
- *Accept any other suitable response*

5. **Any 4 marks from:**

- The languages spoken at home will have an effect (1)
- If the parents can speak English a pupil is likely to have more opportunities to practice (1)
- A pupil from a very different cultural or religious background may find it difficult to understand the curriculum (1)
- As they may not understand the rituals, such as how to address a teacher (1)
- *Accept any other suitable response*

Other possible answers might include: *the educational level of the parents; the cultural background of the parents; the native language may have similar roots and be alphabetic or use similar characters*

6. **The following ideas might be given. 1 mark for each suggestion and 1 mark for a summary suggestion. Any 10 marks from the list below:**

- Johann is lively and has a short attention span (1)
- He will need lots of different activities to help him remain focused (1)
- Johann is not without ability (he is good at Maths) but struggles with spelling (1)
- He might be dyslexic, and a more multisensory approach to teaching him might help (1)
- You could use his love of drawing to help him express ideas before then writing them (1)
- His parents speak some English (1)
- They could be encouraged to speak more English at home or to watch some English TV (1)
- Johann is already bilingual (1)
- He should be encouraged to develop his reading and writing in all the languages (1)
- He will have some transferable knowledge and skills from the languages he has learned (1)
- Johann's outgoing nature suggests he will make friends (1)
- Playing sport with others may encourage his learning of new vocabulary (1)
- He can talk to his friends to whom he wants to talk (1)

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Chapter 12.3: Effect of the home language on additional language acquisition

1. Cognitively challenging work means work which is of the correct academic level to cause them to think in order to progress their learning. **[1 mark]**
2. **Any two from the following. 1 mark for each reason. Accept any sensible reasons.**
 - It validates the pupil's culture and home language, making their important
 - It is a way of involving parents/carers
 - It helps other pupils understand diversity, inclusion and other languages
 - It allows all pupils to learn about cultural heritage
 - Can help foster good relationships in class and avoid social isolation or bullying

3. Exemplar answer:

Bilingual resources can help a pupil access the curriculum at an appropriate level in their home language alongside English [1], but they may need to write answers in English if they do not speak their language, and translation could be challenging if they are reading in English and some argue it could hinder their acquisition of English if they become too reliant on their home language [1].

Answers must evaluate benefits and disadvantages to gain **4 marks**. Accept any sensible reasons including helping the child's self-concept, reducing a sense of isolation.

4. **Answer to be marked using levelled mark scheme, indicative content and quality of communication (QWC).**

Levelled mark scheme

Band 3 (7–9 marks)	• AO1 – Clear and precise knowledge of the effects of social isolation • AO2 – Application of all relevant knowledge to the context • AO3 – Comprehensive, effective and relevant discussions of how social isolation can be alleviated that are fully supported with rationale and examples that consider the importance • Answer with comprehensive breadth and/or depth
Band 2 (4–6 marks)	• AO1 – Mostly clear and generally precise knowledge of the effects of social isolation • AO2 – Application of most knowledge to the context • AO3 – Mostly effective and relevant discussions of how social isolation can be alleviated that are somewhat supported with justification and examples that consider the importance • Answer with reasonable breadth and/or depth with missing content
Band 1 (1–3 marks)	• AO1 – Some (but limited) knowledge of the effect of social isolation • AO2 – Limited application of knowledge to the context • AO3 – Some effective and relevant discussions of how social isolation can be alleviated that are only briefly supported with justification and examples that consider the importance • Basic answer with limited breadth and/or depth with missing content

0 = Answer uncreditable.

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Quality of written communication (QWC)

3 marks	Well-structured and clearly expressed answer. Effective use of appropriate technical terms. Wide range of appropriate technical terms used.
2 marks	Sufficiently structured and generally clearly expressed answer. Good range of appropriate technical terms used. Good grammar.
1 mark	Poorly structured answer that lacks some clarity. Some errors not altering meaning. Limited range of appropriate technical terms used.
0 marks	No answer, or unstructured answer with inappropriate technical terms used.

Indicative content**Knowledge of how the home language can affect a child's concept of themselves**

- A child can feel excluded and isolated if there is a language barrier
- They may feel they have no role to play in the classroom because language is a barrier to participating or expressing ideas
- Isolation from peers because they cannot join in social interaction may affect their self-worth
- They may feel that their home, family and past experiences are of less value
- They may also not understand rituals, such as how to address a teacher, making them feel foolish
- They may not be able to participate in social events as their parents' language is a barrier to interaction with other families

An explanation of steps which might be taken to overcome social difficulties

- A buddy system, linking the child to one or more children with similar characteristics
- Actively encouraging games which are not language-based so that all children can participate
- Observing the pupil and their interests so that activities can be shared with them
- Using bilingual resources in the classroom, so all pupils learn about a different culture
- Celebrating and sharing rituals and festivals from the child's culture to build a sense of community
- Ensuring the parents are involved in school life by providing bilingual communication and to meet other parents
- Allowing pupils who share a home language time to talk and socialise in their own language
- Using different means of joining in with classroom activity and encouraging participation

A judgement of when it is important to implement a plan for an EAL child

- The level of everyday language may affect how much intervention is needed
- Personality will also affect how far a plan needs to be put in place. For example, a confident child may need less intervention than a more withdrawn or shy character
- The behaviour of the other pupils in the class. If children are naturally inclusive, less intervention may be needed.
- Every EAL child is different, just as every child is different
- Observation of the child, getting to know them and seeing how they respond to help understand when and what type of intervention is needed. For example, not forcing a child into a large group if this is just going to cause them to be excluded
- Meeting the individual needs of all children is a responsibility of all schools. A plan should be implemented which meets this criterion
- *Accept any other suitable response*

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Chapter 12.4: The various needs of children or young people learning an additional language including social and emotional needs

1. b) A young person who is being taught EAL may be more able at speaking their home language than English.
2. **Indicative content – Accept any suitable answer**
Award 1 mark for a suitable idea and 1 mark for an explanation up to 4 marks
 - Pupils are unable to join in lessons, including discussion and question and answer. Communication difficulties stop them being able to understand or contribute (1)
 - Not able to engage socially with peers in class (1)
This may be from a lack of understanding owing to culture or language differences (1)
 - Others may have negative attitudes towards them (1)
Bullying may result from pupils having negative attitudes to people from different backgrounds and ethnicities (1)
 - Lack of ability to engage in the curriculum (1)
Communication difficulties may leave a pupil feeling overwhelmed by the pace of the lesson while everyone else seems able to get on with them (1)
 - Lack of speakers of their home language (1)
Learning in an additional language is very tiring and having people with whom they can communicate can give a welcome break and help pupils feel less isolated (1)
3. All three bullet points need to be covered in the answer. The following points are ideas which are pertinent should be accepted.

Answer to be marked using levelled mark scheme, indicative content and communication (QWC).

Levelled mark scheme

Band 3 (7–9 marks)	• AO1 – Clear and precise knowledge of the benefits of home language support • AO2 – Application of all relevant knowledge to the question • AO3 – Comprehensive, effective and relevant discussion of ways home language support is beneficial that are rational and balanced judgements that consider the importance • Answer with Comprehensive breadth and/or depth
Band 2 (4–6 marks)	• AO1 – Mostly clear and generally precise knowledge of the benefits of home language support • AO2 – Application of all mostly knowledge to the question • AO3 – Mostly effective and relevant discussion of ways home language support is beneficial that are somewhat supported and consider the importance • Answer with reasonable breadth and/or depth and missing content
Band 1 (1–3 marks)	• AO1 – Some (but limited) knowledge of the benefits of home language support • AO2 – Limited application of knowledge to the question • AO3 – Some effective and relevant discussions of ways home language support is beneficial that are only briefly supported and consider the importance • Basic answer with limited breadth and/or depth

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Quality of written communication (QWC)

3 marks	Well-structured and clearly expressed answer. Effective use of appropriate technical terms.
2 marks	Sufficiently structured and generally clearly expressed answer. Good range of appropriate technical terms.
1 mark	Poorly structured answer that lacks some clarity. Some errors not altering meaning. Limited range of appropriate technical terms.
0 marks	No answer, or unstructured answer with inappropriate technical terms.

Indicative content**Knowledge and understanding**

- Young people who are being taught EAL can feel isolated in school
- They have communication, social and emotional needs which are not always met
- Not understanding the work set, the resources used or what is being taught can lead to pupils feeling frustrated and isolated. Their self-esteem can be damaged
- The culture and rituals in a classroom might also seem strange and leave them feeling out of place
- Young people being taught EAL can be excluded by peers deliberately or through ignorance, leading to their sense of isolation

Language support – how it can help

- Parents or carers who can offer language support at home may help a young person to learn
- A young person may get help with homework or benefit from extra reading
- A parent or carer may be able to understand and explain academic concepts in their own language
- Parents or carers who can offer language support might mediate on a young person's behalf, explaining how they are feeling
- Language support might provide insight into cultural differences
- Pupils are more likely to be able to invite friends home if some English is understood
- There may be better integration with other families

Reasoned judgement

- A young person's native language is important culturally, and speaking it helps them to develop this language and engage with their cultural heritage
- Bilingualism gives a cognitive advantage
- Pressure to speak English at home will add to the stress on a pupil who is struggling at school
- A child needs to be able to express their feelings and develop emotionally. This is best done in their native language.
- On the other hand, language support at home can help them progress in English
- Language support at home can help break down the divide between home and school
- Language support at home can allow a better link with other families
- A reasoned judgement might be that a mix is ideal – there is help when the young person needs a place to relax and communicate naturally, and will benefit from learning English and an understanding of their own cultural background.

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Chapter 12.5: Strategies which might be employed to support a child or young person

1. c) Prior learning [1 mark]
2. **Award up to 2 marks for each reason up to 4 marks in total.**
 - Surrounds a learner with language which supports and increases language use. As language is used, seen and heard, the easier language acquisition becomes.
 - Enables new vocabulary to be learnt more readily as a wide range of language is used in context and supported by other cues, repeated and so absorbed.
 - Language modelled by a teacher, for example, which is then copied by the learner. New structures or phrases readily (1) and helps learners develop their understanding of correct syntax (1)
 - Language which is seen and heard supports a learner's acquisition of language. It moves from listening and reading (receptive) to speaking and writing (productive).
 - An environment which uses a wide range of language and in a variety of contexts. Learners progress more quickly (1) as they will be stretched and encouraged to use language.
 - *Accept other appropriate responses*
3. Up to **4 marks** should be awarded for a coherent evaluation.
Talking before writing helps pupils to rehearse sentences and ideas before committing them to paper. It is a good way for breaking down social barriers as it can be done in pairs or groups. Pupils can benefit from peer support (1). Speaking is easier than writing because you don't have to spell and grammar in the same way and you can change your sentence structure without committing it to paper (1). The disadvantage is that it is slower and may be less effective in secondary schools, so may create a stigma for a learner of EAL (1). **[4 marks]**
Accept other appropriate responses.
4. **Answer to be marked using levelled mark scheme, indicative content and quality of communication (QWC).**

Levelled mark scheme

Band 3 (7–9 marks)	• AO1 – Clear and precise knowledge of strategies • AO2 – Application of all relevant knowledge to the context • AO3 – Comprehensive, effective and relevant discussion of strategies that are fully supported with rationale and judgements that consider the importance • Answer with comprehensive breadth and/or depth
Band 2 (4–6 marks)	• AO1 – Mostly clear and generally precise knowledge of strategies • AO2 – Application of most knowledge to the context • AO3 – Mostly effective and relevant discussion of strategies somewhat supported with judgements that consider the importance • Answer with reasonable breadth and/or depth and missing content
Band 1 (1–3 marks)	• AO1 – Some (but limited) knowledge of strategies • AO2 – Limited application of knowledge to the context • AO3 – Some effective and relevant discussion of strategies briefly supported with judgements that consider the importance • Basic answer with limited breadth and/or depth

0 = Answer uncreditable.

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Quality of Written Communication (QWC)

3 marks	Well-structured and clearly expressed answer. Effective use of appropriate technical terms. Wide range of appropriate technical terms used.
2 marks	Sufficiently structured and generally clearly expressed answer. Good range of appropriate technical terms used.
1 mark	Poorly structured answer that lacks some clarity. Some errors not altering meaning. Limited range of appropriate technical terms used.
0 marks	No answer, or unstructured answer with inappropriate technical terms.

Indicative content

Strategies (two to be chosen)

Indicative content; each column represents one of three bullet points above

Support strategy	How it might be beneficial	Judgement
Specialist support. This may be external specialists, such as EMAS or a peripatetic teacher, or internal, such as a school coordinator, specialist teachers or assistants employed by the school or a mentor.	- They focus on an individual pupil and their needs, giving support - Give specialist advice and/or teaching - Can provide bilingual or specialist resources	- Specialist support can help different pupils in different ways - It will provide a range of work opportunities for pupils – other than the classroom – and limited time
Peer and group support. Working with other pupils of similar academic ability who can offer help. Being part of group discussion or having a pupil mentor/buddy.	- Reduces social isolation - Builds understanding between pupils of different cultures - Helps build friendships - A peer can sometimes explain ideas in a more accessible way or show how they are undertaking a task	- Peer support can help teachers for other pupils in the same way - It might be helpful if some pupils are overburdened to support others - Explaining something to someone else can confirm knowledge
Using visual cues to help communication. Pictures, models, actions, etc. used to support language and aid understanding or by a pupil to demonstrate understanding.	- Helps with understanding words both spoken and written. Pictures or diagrams, for example, can give meaning to a word or idea. - Pupils may respond to a task visually if writing is difficult. This might enable their true ability and understanding to be assessed. - Can support other pupils' learning of specialist terms and vocabulary which are subject-specific and may be new to them	- Visual cues can help understanding even if not heard, or if the pupil is not confident to speak - Instructions that are clear and concise - Matching language to the visual - Visual cues can be clear and concise or unclear and confusing - Visual cues can be used with other pupils

Indicative

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Talk before you write. Can mean composing sentences before writing or discussing ideas and concepts, planning as a group before writing.	- Talking is easier than writing - Talking to others will help develop ideas and may provide the necessary vocabulary, etc. for a task - All may benefit from discussion and sharing ideas - Composing a sentence before writing it allows you to make changes and focus on meaning and content	- This is practi... - to sha... - discus... - before... - longer... - before... - better... - cause... - doing...
Drama and role play. Can be used to rehearse and practise language but also to respond to a task or develop ideas.	- Role play can help develop vocabulary and support a pupil coping with a new culture - Role play can also help others to understand how someone else is feeling - Acting out a story or a response to something read, or to make a point, can precede or even replace a written response	- Young... - Play a... - as eve... - down... - It is n... - takes... - benefi... - sitting... - allow... - under... - unlike...
Scaffolding learning. Building on what a pupil already knows and breaking a task into supported steps as a means of teaching how to complete a task or operation (such as a mathematical procedure).	- Helps build confidence in all pupils as they take one step at a time. Each success leads to the next step. - Teaches how something is done in a manageable way - Can offer support at different levels depending on need - In the end, the aim is to remove the scaffolding	- Usefu... - model... - all pu... - of the... - Steps... - differ... - of sup... - It is im... - cogni...
Creating language-rich environments. A setting where language is everywhere, written and spoken.	- Can help all pupils develop their language, especially in primary school - Repetition and visual support will help the spoken and written word be absorbed - Hearing words spoken and seeing them written will support language acquisition	- May h... - special... - words... - every... - Clarity... - not ju... - with r... - cues a...
Bilingual resources. These may be resources just in a pupil's first language or ones which are in English with a translation.	- Allow access to the curriculum - Can be a welcome break from the tiring nature of working in a new language - Can prevent frustration - Helps with development of first language and validates their own language and culture	- Main... - as it g... - provid... - home... - techn... - May a... - differ... - May r... - produ... - to tra... - transl... - differ... - isolati... - and m...

Working in partnership with parents and carers. This means involving them in the education of a child and young person and making school accessible to them too.	- Parents can support a child better if they are more involved - They may have a role to play as a parent helper in a classroom, which will help all pupils - They may be able to support work at home - Parents may also be getting used to a new culture and the school can help them understand a potentially very different approach to education	- Making part of the school's culture - Parents can bring their own background and experiences to the school - Engaging parents can reduce barriers to learning for pupils - Their involvement can help the school to improve its provision
Celebrating an individual's culture. Acknowledging and celebrating cultural traditions, beliefs and languages.	- A happy and settled pupil will do better than one who feels isolated and has low self-esteem - Celebrating different cultures makes all pupils feel valued and that they have a contribution to make - Everyone can learn from this	- It is a good idea to have different cultures represented in the school - are brought into the school - Celebrating different cultures makes all pupils feel valued and that they have a contribution to make - Everyone can learn from this
Positive Outcomes of multilingualism	- Enhances EAL learners' confidence and self-esteem, promoting a positive learning environment. - Peer support and collaboration provide opportunities for language practice and meaningful social interactions, accelerating English language acquisition. - Fosters a sense of belonging and cultural integration, supporting EAL learners' overall academic success and well-being.	To judge the success of the school as a step towards a more proficient and confident performance in their studies, evaluate the impact of the intervention and prepare the parents to consider the school's progress. These insights can be used to inform the school's overall EAL strategy.

Accept any appropriate responses

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