

Answers

Chapter 12 English as an Additional Language

Recall activities

1

Stage	Characteristics
Silent/receptive	A focus on repetition and copying
Early production	Begins to speak some words
Speech emergence	Reading and working in the additional language begins
Intermediate fluency	Increased use of spoken and written language
Advanced fluency	A wide vocabulary has been acquired

2 Factors affecting acquisition of language:

- 1) *the learning environment*
- 2) *cultural background*
- 3) age and stage of development
- 4) personality
- 5) cognition
- 6) bilingualism
- 7) special educational needs and disabilities
- 8) available support

3 a Responses could include any of the following:

- ▶ Using EAL specialist support
- ▶ Peer and group support
- ▶ Making verbal communication more visual
- ▶ Providing opportunities to talk before writing
- ▶ Scaffolding learning
- ▶ Creating language-rich environments
- ▶ Providing bilingual resources
- ▶ Working in partnership with parents and carers
- ▶ Celebrating different cultures
- ▶ Positive outcomes of multilingualism
- ▶ Celebrating an individual's culture

b Responses could include the following:

Strategy	How they can be used to support EAL children
Using EAL specialist support	Can allow you to access a learner's progress in their own language.
Peer and group support	It will help to build positive friendships, self-concept and peer engagement.
Making verbal communication more visual	Helps the learners have a deeper knowledge of what is being taught.
Providing opportunities to talk before writing	Can help learners to plan and structure their thoughts and therefore embed fluent writing.
Scaffolding learning	Can help work become more accessible for learners and helps to build their confidence and self-esteem.
Creating language-rich environments	Can give the learners more confidence to talk within the environment.

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Providing bilingual resources	Can support development of learners' own language alongside learning English.
Working in partnership with parents/carers	Can gain better understanding of when there might be social difficulties.
Celebrating different cultures	Can help everyone in the school environment learn more about an individual's home culture and religion.

Short-answer exam-style practice questions

- 1 **Receptive language** refers to the ability to understand and process spoken or written language. It involves the comprehension of words, sentences and meaning conveyed by others. [1]
 - 2 B – 1–3 years [1]
 - 3 Any **two** of the following:
 - ▶ Silent/receptive language [1]
 - ▶ Early production [1]
 - ▶ Speech emergence [1]
 - ▶ Immediate fluency [1]
 - ▶ Advanced fluency [1]
 - 4 Suitable responses include any **two** of the following:
 - ▶ Ethnic minority achievement (EMA) consultant [1]
 - ▶ School-based EAL co-ordinator [1]
 - ▶ Specialist teachers and support teachers [1]
 - ▶ Mentors [1]
 - ▶ Teaching assistants [1]
 - 5 **a** Equal opportunities policy [1]
b Valid reasons could include:
 - ▶ Cultural identity and self-esteem: Celebrating a child's home language helps maintain their cultural identity and boosts their self-esteem. It shows respect for their heritage and promotes a sense of belonging and pride in their cultural background. [1]
 - ▶ Cognitive and linguistic benefits: Supporting and valuing a child's home language can enhance cognitive development and linguistic skills. Research shows that maintaining proficiency in the home language can facilitate the learning of additional languages, including English, by providing a strong linguistic foundation and promoting cognitive flexibility. [1]
- Accept other appropriate responses.**
- 6 To support Ali in acquiring a new language, Darcus can introduce a variety of strategies and activities that leverage Ali's eagerness to interact with his peers and participate in activities. These could include two of the following strategies:
 - ▶ **Peer-interaction through play:**
Strategy: Encourage cooperative play activities such as building blocks, role-playing, or group art projects where Ali can interact with his peers. [1]
Reasoning: Cooperative play provides natural and engaging opportunities for Ali to practise English in a social context. Interaction with peers in a playful environment can enhance language acquisition through modelling and repetition. [1]
 - ▶ **Use of visual cues:**
Strategy: Incorporate visual aids, such as picture cards, illustrated books, and labelled objects around the classroom. [1]
Reasoning: Visual aids help Ali associate words with images and actions, making it easier for him to understand and remember new vocabulary. Contextual cues can support comprehension and communication. [1]

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► Structured language activities:

Strategy: Organise structured language activities like ‘show and tell’, storytelling sessions and singing songs with repetitive phrases. [1]

Reasoning: Structured activities that involve repetition and predictable patterns help reinforce language learning. ‘Show and tell’ allows Ali to practise speaking in a supportive setting, while songs and stories introduce new vocabulary in an enjoyable manner. [1]

► Buddy system:

Strategy: Pair Ali with a buddy who has stronger English skills for various activities and tasks. [1]

Reasoning: A buddy system encourages peer support and provides Ali with a language role model. This close interaction can facilitate language learning through imitation and practice in a comfortable and familiar peer context. [1]

Long-answer exam-style practice questions

1

Answer	Guidance
<p>Supporting Lucia's acquisition of English as an additional language (EAL) requires a comprehensive approach that considers the factors affecting language learning and employs a range of strategies tailored to her needs and context.</p> <p>Factors affecting language acquisition:</p> <ul style="list-style-type: none"> ► Age: Younger children, like Lucia, often acquire new languages more quickly and with better pronunciation. However, they might need more support with complex language structures and vocabulary. ► Exposure and interaction: Regular and meaningful interaction in English will significantly influence Lucia's language acquisition. Limited exposure may slow down the process. ► Cultural adjustment: Moving to a new country involves cultural adjustments that can impact language learning. Emotional wellbeing and feeling safe and valued in the new environment are crucial. ► Family support: The involvement of Lucia's family in her language learning can be beneficial. Family members who speak English can practise with her and provide encouragement. <p>Strategies to support Lucia (Include at least two strategies in your response):</p> <ul style="list-style-type: none"> ► Strategy: Decorate the classroom with multicultural materials and have labels in both English and Italian. Reason: A welcoming environment helps Lucia feel valued and secure, which is essential for effective learning. Seeing Italian alongside English helps her make connections between the two languages. ► Strategy: Use pictures, flashcards, and visual schedules. 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications of the impact of implementing the different strategies. The response demonstrates extensive depth of understanding of factors affecting language acquisition.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to the importance of implementing different strategies. Most links have been made to the factors that could be affecting Lucia acquisition of an additional language – these are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance to language acquisition. Some links made to supportive strategies. Brief understanding demonstrated of strategies and how they will support Lucia. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made.</p>

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<p>Reason: Visual aids can help Lucia understand and remember new vocabulary and concepts. They bridge the gap between her limited English and the classroom activities.</p> <p>► Strategy: Incorporate songs, rhymes, and games that involve repetition.</p> <p>Reason: Interactive activities make learning fun and engaging, encouraging Lucia to participate and practise her English in a low-pressure setting.</p> <p>► Strategy: Pair Lucia with a buddy who speaks both English and Italian, if possible, or with a supportive English-speaking peer.</p> <p>Reason: Peer support fosters social connections and provides a model for natural language use in everyday interactions.</p> <p>► Strategy: Use simple, clear language and gradually increase complexity. Break tasks into smaller steps and use gestures to support understanding.</p> <p>Reason: Scaffolding helps Lucia build on her existing knowledge without becoming overwhelmed, facilitating gradual and effective language learning.</p> <p>► Strategy: Communicate regularly with Lucia's family, provide resources for English learning at home, and invite them to participate in school activities.</p> <p>Reason: Family involvement reinforces learning at home and ensures that Lucia's parents can support her progress. It also helps the family feel included and connected to the school community.</p> <p>► Strategy: Surround Lucia with spoken and written English through storytelling, reading sessions and conversational opportunities.</p> <p>► Reason: Immersion in a language-rich environment accelerates language acquisition by providing continuous and varied exposure to English. This comprehensive support will help Lucia feel confident and motivated in her new language-learning journey.</p>	<p>Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content. Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ► The response is clearly expressed and well structured. ► Wide range of technical vocabulary used appropriately to fit the response. ► Rules of grammar are used effectively.
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Accept other appropriate responses.

2 Responses to support Mia could include discussion of the following:

Answer	Guidance
<p>Collaboration with Mia's parents:</p> <p>► Regular communication: Establish regular communication channels with Mia's parents through meetings, emails or a communication diary. Keeping Mia's parents informed about her progress and school activities helps them understand her needs and supports them in reinforcing learning at home.</p> <p>► Cultural sensitivity:</p>	<p>10–12 marks (Band 4): Discussion is comprehensive and relevant, showing balanced justifications of the need to collaborate effectively with Mia's parents. The response demonstrates extensive depth of understanding of strategies to support Mia in her language journey. Demonstrates good understanding of how to provide a language-rich</p>

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<p>Show respect and interest in Mia's cultural background by incorporating elements of her culture into the classroom and school activities. Recognising and celebrating Mia's cultural heritage boosts her self-esteem and makes her feel valued. It also encourages her parents to actively participate in her educational journey.</p> <p>► Parental involvement: Invite Mia's parents to participate in school events, volunteer in the classroom and share aspects of their culture with the class. Involving parents in school activities fosters a sense of community and belonging for Mia. It also provides opportunities for her parents to engage with the school and support her language development.</p> <p>Providing a language rich environment:</p> <p>► Classroom environment: Create a language-rich environment by labelling classroom objects, displaying multilingual posters and having a variety of books in different languages.</p> <p>► Interactive activities: Incorporate activities such as storytelling, singing and group discussions that encourage verbal participation.</p> <p>► Scaffold learning: Use scaffolding techniques like modelling, sentence starters and visual supports during lessons.</p> <p>► Peer support: Implement a buddy system where Mia is paired with a classmate who can support her language learning.</p> <p>Implementing these and similar strategies will help Mia overcome language barriers, build confidence and thrive in her new educational setting.</p>	<p>environment. Detailed reasoned judgements made of the impact of each approach to this learning environment.</p> <p>7–9 marks (Band 3): Discussion on factors and strategies to support a language-rich environment generally logical and coherent. Most links have been made to the importance of collaboration with parents/carers. The response demonstrates some depth of knowledge but there have been omissions made.</p> <p>4–6 marks (Band 2): Discussion somewhat effective and some relevance has been made to scenario. Brief understanding demonstrated of providing a language-rich environment to extend learning. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements covered.</p> <p>1–3 marks (Band 1): Evidence is limited on the role of the setting and practitioners in supporting a child who has EAL. There is superficial depth of understanding in the responses and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <p>► The response is clearly expressed and well structured.</p> <p>► Wide range of technical vocabulary used appropriately to fit the response.</p> <p>► Rules of grammar are used effectively.</p>
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Accept other appropriate responses.