
GCE English Language 2015: Child Language

AS and A level Component 2

Introduction

The scheme below divides the teaching of Component 2: Child Language into language frameworks and it has been assumed that the students have learned core issues about key language features prior to commencing this topic. The advantage of this approach is that it stresses the importance of covering a range of language frameworks and levels in exam responses. It would, of course, be equally valid to approach the topic area through age. The importance of adopting a descriptive, and not a deficit, approach should be reinforced throughout the delivery of this topic.

This scheme has been designed to be co-teachable, as it focuses on the knowledge and understanding of spoken and written child language needed by both AS and A level students. Teachers should note that this scheme does not focus on the skill of crafting writing for function and audience (AO5), which is an additional requirement in Component 2 of the AS course.

Two lesson plans have been created to support the teaching of AO5 for AS Component 2:

- Lesson 1: Writing for audience, purpose and form
- Lesson 2: Crafting analysis of children's writing

NB: The responses of AS and A level students will be assessed using different mark grids, which should be borne in mind when setting assignments.

Child Language

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1	<p>Spoken language development</p> <p>Introducing theories of acquisition</p>	<p>Students will:</p> <ul style="list-style-type: none"> understand a range of developmental and functional theories relating to the development of language be able to apply these to examples of children’s spoken language be able to support or refute theories as appropriate. <p>These theories can and should be referred back to throughout the teaching of child language</p>	<ul style="list-style-type: none"> Give students a basic outline of each of the four core developmental theories: behaviourism, nativism, social interaction (including child directed speech/caretaker speech) and cognitive, and Halliday’s functional approach. Students to research these further for presentation to class, or the teacher can supply these. Using a variety of transcripts, students can identify issues associated with: <ul style="list-style-type: none"> child-directed speech nativism behaviourism. 	<p>Cards with outlines of core developmental and functional theories.</p> <p>Child Language Data pack (June 2010 is a suitable example of child spoken language)</p>
1 & 2	<p>Spoken language development</p> <p>Phonology and lexical development</p>	<p>Students will understand the early and later stages of phonological and lexical development.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> make reference to early stages of phonological development to put later stages in context identify patterns of substitution and deletion in examples of spoken language describe the manner and 	<p>N.B. Teachers may have to cover speech sound terminology (voiced/voiceless and place and manner of articulation) prior to delivery of this topic area, if not already covered.</p> <p>Babbling – useful as context only.</p> <p>The following features can be explored by the students in suitable transcripts with guiding questions, before teacher-led expansion:</p> <ul style="list-style-type: none"> reduplication substitution deletion vowels differing from adult production 	<p>IPA table</p> <p>Selection of data from children of various ages.</p> <p>Child Language Data pack</p>

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		<p>place of articulation of phonemes</p> <ul style="list-style-type: none"> • use the IPA to illustrate • consider the effect of contextual factors such as regional accent • comment on the lexis used by the child using appropriate terminology and links to theory. 	<ul style="list-style-type: none"> • evidence of accent. <p>Encourage learners to:</p> <ul style="list-style-type: none"> • look for patterns of use to illustrate the child's development – are they variable or consistent in their use of certain phonemes? • describe the manner/place of articulation as this may help explain why the child uses or does not use particular phonemes • link to appropriate and relevant theory or theories. <p>Lexical development</p> <ul style="list-style-type: none"> • speed of word learning • types of word learned • over extension • under extension words <ul style="list-style-type: none"> • narrowing of field of reference in later stages • influence of context/environment. 	
3 & 4	Spoken language development Grammar	<p>Students will understand the early and later stages of grammatical development.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the stage of acquisition the child • describe, using appropriate terminology, how the child's language differs from, or is similar to, standard adult forms. 	<p>Discussion, modelling and analysis of the key stages to be covered in the development of grammar.</p> <p>It is important to consider what the child can do, as well as areas where they are still developing.</p> <p>Initial exploration of each stage can be student-led. Attach guiding questions to appropriate data, focussing learners on the description of core areas.</p> <p>Some formal delivery can be used to cover features not found in data.</p>	<p>Data with guiding questions allowing students to identify some core differences.</p> <p>Child Language Data pack</p>

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		<ul style="list-style-type: none"> speculate on how the child's development of grammar could support or refute theories of child language development describe the influence of context on a child's use of language describe the development of pragmatic skills, such as responding to indirect speech acts. 	<p>Holophrastic stage (could be direct delivery as scope for analysis is limited).</p> <p>Two-word stage Issues such as, but not limited to:</p> <ul style="list-style-type: none"> evidence of earlier and later stages evidence of developing inflections types of words used types of grammatical structures used (eg modified noun phrase, subject predicator, subject adverbial) early negation early questions links to theories of development. <p>Telegraphic stage Issues such as, but not limited to:</p> <ul style="list-style-type: none"> determiners and other function words developing inflections (including over-generalisation/regularisation) pronouns variable use of auxiliary verbs (including modal auxiliary) formation of negatives and questions structure of utterance (eg subject predictor object) and any deleted elements. <p>Later multiword stage</p> <ul style="list-style-type: none"> continued development of issues seen in telegraphic speech. 	

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4	<p>Spoken language development Conversational skills</p>	<p>Students should be able to identify and comment on:</p> <ul style="list-style-type: none"> ● initiating and sustaining conversation ● the development of turn taking skills, including adjacency pairs ● topic selection, shift, change ● non-fluency, including repair ● adult role in facilitating development of conversation skills. 	<p>Discussion of these issues can be integrated into the previous sessions or discussed separately.</p> <p>Use transcripts of spoken language to explore overall structure of:</p> <ul style="list-style-type: none"> ● monologues ● interactive conversation – with other children and adults. 	<p>Examples of data across significant age ranges.</p> <p>Child Language Data pack (January 2011 and January 2013 offer suitable examples of conversation skills)</p>
5	<p>Spoken language examination preparation, feedback and target setting</p>	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> ● meeting the assessment objectives ● understanding their strengths and weaknesses in order to identify areas for consolidation and improvement. <p>N.B. AS and A level use different materials and are assessed on different mark grids.</p>	<p>Students to mark a model answer, using the marking grid.</p> <p>Students produce response in timed conditions. This can be peer-assessed and targets written by the peer assessor. Or teacher can mark and student can use assessment grid to write their own targets and feedback.</p>	<p>Sample assessment materials (SAMs) for Paper 2</p> <p>N.B. AS and A level use different materials and are assessed on different mark grids.</p>

6	<p>Written language development</p> <p>Theories of development and emergent literacy</p>	<p>Students will:</p> <ul style="list-style-type: none"> understand and be able to apply, concepts and issues associated with the development of writing and reading skills in the home be able to apply the work of theorists such as Vygotsky, Kroll and Barclay to examples of early written language have the ability to identify and explain language features of emergent writing. 	<p>Discussion of issues and concepts underpinning development of early literacy such as:</p> <ul style="list-style-type: none"> the influence of environmental print pictures versus writing, and awareness that print can convey meaning development of directionality and linearity early letter forms early links between grapheme and phoneme relevant theorists (such as Vygotsky, Kroll and Barclay) and plausible adaptation of any spoken theories. 	<p>Child Language Data pack (June 2011, June 2013 and June 2014 offer suitable examples of emergent writing)</p>
7	<p>Written language development</p> <p>Early literacy and the influence of education</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> apply the work of theorists such as Vygotsky, Kroll and Barclay to examples of early written language understand the role of the primary school teacher adapt features of relevant spoken language theories to describe issues in writing comment on the development of spelling, including understanding of current methods of teaching spelling explore links between grapheme/digraph and phoneme using the IPA and appropriate terminology 	<p>Discussion and exploration of issues and concepts underpinning development of early literacy. Focus on the language features that characterise early writing, both independently and in education, through intensive practical explorations.</p> <p>Teacher support by summarising key points, relevant theories and outlining any key information not illustrated by the data, such as:</p> <ul style="list-style-type: none"> the phonics teaching method (an ideal research task for learners) virtuous errors in the spelling of 'new words' based on phonology, logic or grapheme/diagraph and phoneme correspondence of words the child has already learned application of a range of relevant theorists (such as Vygotsky, Kroll and Barclay) development of letter forms 	<p>Child Language Data pack (January 2010, June 2013 and June 2014 offer suitable examples of emergent writing)</p>

		<ul style="list-style-type: none"> • identify and explain development of punctuation and letter forms • describe the types of grammatical structures used and to relate these to context. 	<ul style="list-style-type: none"> • role of education in development of punctuation • the type of grammatical structures used by children in early education and any links to spoken language (the fact that a child's spoken grammar will be more advanced than their written grammar) • variation in independent and school-based literacy • the development of reading skills. 	
8	<p>Written language development</p> <p>Later literacy, including writing for an audience and purpose</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use their knowledge of language levels to describe which language features the child is using and how the child is adapting language to fit context • describe, using appropriate language terminology, any features of the child's language that differ from the standard • apply theories and issues from other areas of study as relevant, eg Labov's narrative theory. 	<p>Teacher support by summarising key points and relevant theories, such as:</p> <ul style="list-style-type: none"> • how children adapt their written language to meet the demands of a specific audience, purpose, etc. • growing independence from phonology in spelling • development of punctuation skills • application of a range of relevant theorists relevant to the development of language and context • influence of reading. 	<p>Child Language Data pack (January 2012 and June 2012 offer suitable examples of later literacy)</p>

9	<p>AS and A level paper 2</p> <p>Written language examination preparation, feedback and target setting</p>	<p>Students will improve their competence in:</p> <ul style="list-style-type: none"> • meeting the assessment objectives • understanding their strengths and weaknesses in order to identify areas for consolidation and improvement. 	<p>Students to mark a model answer, using the marking grid.</p> <p>Students produce response in timed conditions. This can be peer-assessed and targets written by the peer assessor. Or teacher can mark and student can use assessment grid to write their own targets and feedback.</p>	<ul style="list-style-type: none"> • AS: Edexcel Sample Assessment Materials (SAMs) for Paper 2. • A Level: Edexcel SAMs for Paper 2. <p>NB: AS and A level use different materials and are assessed on different mark grids</p>
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