

## Higher National Unit Specification

### General information for centres

**Unit title:** Supporting Children Learning Through an Additional Language

**Unit code:** DH2G 34

**Unit purpose:** This Unit is designed to give candidates the opportunity to gain an understanding of some of the issues relating to working with children who are learning through an additional language. The Unit will also give the candidate the opportunity to explore ways of supporting children with their language needs.

On completion of the Unit the candidate should be able to:

- ◆ Explain the processes involved in acquiring an additional language and the factors that influence that development
- ◆ Explore and evaluate a range of strategies to use when supporting children who are learning through an additional language
- ◆ Investigate the role of adults and agencies that may be working with children who are learning through an additional language, and their families
- ◆ Examine and evaluate how an ethos which celebrates and values cultural diversity in the workplace/setting supports learning through an additional language

**Credit value:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** It is recommended that candidates should have, or be able to demonstrate, an understanding of child development and language acquisition in children. This may be evidenced by experience of working with children. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding child development, or SVQ level 2 or 3 in Early Years Care and Education.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Candidates will have the opportunity to develop skills in Communication, Working with Others, Problem Solving, Numeracy and Information Technology.

## **General information for centres (cont)**

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC Early Education and Childcare.

It can also be delivered as a stand alone Unit.

Candidates must be placed in a setting where there are opportunities to work with children who are learning through an additional language

**Assessment:** There is potential for assessment to be integrated across other HNC Units, for example: Promoting Language, Literacy and Numeracy in Early Education and Childcare; Curriculum and Assessment in an Early Education and Childcare Setting.

Details of each assessment follow each outcome.

## **Higher National Unit specification: statement of standards**

**Unit title:** Supporting Children Learning Through an Additional Language

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The sections of the Unit stating the outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Explain the processes involved in acquiring an additional language and the factors that influence that development

#### **Knowledge and/or skills**

- ◆ Demonstrate an understanding of the developmental stages of additional language acquisition
- ◆ Identify the factors that influence acquisition of an additional language
- ◆ Explain the benefits of a bilingual approach for children learning through an additional language

#### **Evidence requirements**

Candidates will need evidence to demonstrate their knowledge and skills for this outcome. The evidence will take the form of a written report which demonstrates an understanding of the main issues involved in acquiring an additional language. The written report must demonstrate that the candidate has analysed and evaluated some of the issues surrounding bilingualism.

#### **Assessment guidelines**

This outcome will be assessed by a written report.

### **Outcome 2**

Explore and evaluate a range of strategies to use when supporting children who are learning through an additional language

#### **Knowledge and/or skills**

- ◆ Investigate and evaluate a range of materials, experiences and activities used to promote learning through an additional language

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Supporting Children Learning Through an Additional Language

- ◆ Recognise appropriate activities that will introduce or extend children's language skills to enable them to access the curriculum
- ◆ Demonstrate practitioner skills in using effective strategies to promote learning through an additional language
- ◆ Demonstrate an understanding of the value of supporting home languages in the workplace/setting

**Evidence requirements:**

See evidence requirements listed under Outcome 4.

**Assessment guidelines:**

See assessment guidelines listed under Outcome 4.

### **Outcome 3**

Investigate the role of adults and agencies that may be working with children who are learning through an additional language, and their families.

**Knowledge and/or skills**

- ◆ Demonstrate an understanding of the importance of working as a team in the workplace
- ◆ Demonstrate practitioner skills in working with families who may speak more than one language
- ◆ Demonstrate an understanding of valuing the differences in family values and practices within the community

**Evidence requirements:**

See evidence requirements listed under Outcome 4.

**Assessment guidelines:**

See assessment guidelines listed under Outcome 4.

### **Outcome 4**

Examine and evaluate how an ethos which celebrates and values cultural diversity in the workplace/setting supports children learning through an additional language.

**Knowledge and/or skills**

- ◆ Examine a range of local and national policies and initiatives which recognise the complexities of a culturally diverse society
- ◆ Describe the resources which would indicate a workplace/setting which values cultural diversity
- ◆ Demonstrate an understanding of the strategies involved in identifying and dealing with racist incidents

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Supporting Children Learning Through an Additional Language

### **Evidence requirements for Outcomes 2, 3 and 4**

The candidates will produce a case study or report focusing on an individual child or group of children who are learning through an additional language. The case study or report will contain the following:

- ◆ Demonstration of knowledge and understanding of a range of materials and activities which promote additional language acquisition
- ◆ Analysis and explanation of the importance of a range of adults and/or teams that influence a child's learning through an additional language
- ◆ Evaluation of initiatives and resources that recognise and value cultural diversity

### **Assessment guidelines for Outcomes 2, 3 and 4**

Outcomes 2, 3 and 4 will be assessed by a single assessment which will take the form of a case study or report focussing on an individual child or group.

## **Administrative Information**

<b>Unit code:</b>	DH2G 34
<b>Unit title:</b>	Supporting Children Learning Through an Additional Language
<b>Superclass category:</b>	GA
<b>Date of publication:</b>	August 2004
<b>Version:</b>	01
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## **Higher National Unit specification: support notes**

**Unit title:** Supporting Children Learning Through an Additional Language

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

#### **Outcome 1**

Explain the processes involved in acquiring an additional language and the factors that influence that development.

Candidates should be able to demonstrate awareness of the factors influencing the acquisition of an additional language.

- ◆ Theories of additional language development – Vygotsky, Cummins, Baker,
- ◆ Receptive language skills
- ◆ Expressive language skills
- ◆ Understanding of basic interpersonal communicative skills and cognitive/academic language proficiency
- ◆ Length of time required to become proficient in an additional language
- ◆ Language development in terms of:
  - social/linguistic competence
  - language functions
  - vocabulary and syntax
- ◆ Advantages of a bilingual approach including awareness of raised self esteem amongst children, wider vocabulary, possibility of greater linguistic flexibility.

#### **Outcome 2**

Candidates should be able to explore and evaluate a range of strategies to use when supporting children who are learning through an additional language.

- ◆ Materials to explore and evaluate should include games, dual language books, a range of stories, tapes, songs and rhymes, ‘home corner’ resources, ICT programmes, posters and pictures. Candidates should check above materials to see if for example the library/story corner has a range of books which reflect linguistic and cultural diversity, do pictures and posters reflect diversity etc, and does the ‘home corner’ have a variety of dolls.
- ◆ Activities include using a game or an activity (cooking, model making, etc linked to curricula) to provide a focus to extend listening and talking, taking account of the stage of language development.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supporting Children Learning Through an Additional Language

- ◆ Use of modelling language – when to offer this support and when to observe
- ◆ Use of appropriate questions – closed and open to support the activity
- ◆ Explore the kind of vocabulary and syntax required in order to follow an activity, eg when making biscuits consider the vocabulary needed to make them – naming the equipment, the ingredients, the quantities. Talk about actions – weighing, cutting, rolling. Consider the language the adult will use – give me the ...; put two spoonfuls in the bowl. Consider the language you expect from the child. How much repetition of new vocabulary can you build in? How can the adult extend the language being used?
- ◆ Note use of languages other than English, with parents, parents and children, children and adults in the workplace/setting.
- ◆ Awareness of how children share their languages in the workplace/setting

**Candidates should become aware of the importance of using these strategies/materials within a meaningful context.**

### Outcome 3

Candidates should be able to investigate the role of adults and agencies that may be working with children who are learning through an additional language, and their families.

- ◆ Recognise the importance of parents and families in supporting and maintaining home languages
- ◆ Recognise how parents and families may be able to support acquisition of an additional language. Parents and families can support acquisition of new language by talking and playing with their children using additional language if they feel comfortable with this. They can use interpreters and other support agencies so they fully understand how nursery/school will be teaching their child and learn some strategies to use at home. Parents need to recognise the demands learning a new language makes on some children – feeling tired, stressed, etc and the length of time it takes to learn a new language.
- ◆ Family values and practices in different communities – the value of play
- ◆ Investigate agencies who may support families from minority ethnic communities – eg interpreting and translation services, ‘multicultural’ family groups, etc.
- ◆ Family learning projects
- ◆ Bilingual staff supporting through use of child’s language in variety of activities
- ◆ Understanding of translation and interpreting services – what they can offer and how to contact them
- ◆ Team working – what makes a good team

Candidates should become aware of the importance of investigating these issues within a meaningful context.



## Higher National Unit specification: support notes (cont)

**Unit title:** Supporting Children Learning Through an Additional Language

### Outcome 4

Examine and evaluate how an ethos which celebrates and values cultural diversity in the workplace/setting supports children learning through an additional language.

Candidates should be able to demonstrate how an ethos which celebrates and values cultural and linguistic diversity in the workplace/setting supports children learning through an additional language

- ◆ Race Relations Amendment Act. This new act strengthened legislative framework services and as well as direct and indirect discrimination being unlawful the 1976 act has been amended so that race discrimination is outlawed in all public functions – a useful leaflet: ‘new laws for race equality in Scotland’, Scottish Executive. Further information about the act is available from the Scottish Executive Equality Unit.
- ◆ National Priorities in Education December 2000, Scottish Executive

Candidates should research what their setting has for the following points:

- ◆ Education Authority and school policies on equalities and inclusion
- ◆ Translated materials – what needs to be in translated format – how to access them and how to use them. Consider translated letters re basic nursery information (times, telephone numbers, emergency contact info etc). Also the need for letters/notes to go home in both English and the additional language.
- ◆ Working with interpreters – confidentiality issues. Many interpreting services have guidelines available. Consider why it might be more appropriate to use a neutral agency rather than a family friend
- ◆ Diversity of materials – books in various languages and with European and non-European settings – dolls and artefacts – dressing up clothes etc. Consider do the books/posters etc help children value each other and gain insights into other people’s cultures and experiences. Dressing up clothes should reflect everyday clothes from range of cultures not ‘national costumes’.
- ◆ Main religious and cultural festivals celebrated in Scotland – an understanding of some of the main points
- ◆ An understanding of dietary requirements and appropriate foods to offer for ‘snack’ time in a nursery setting.

Local community groups, libraries and web sites have a fund of information about the above. Parents should also be consulted when a child starts in the setting/nursery.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supporting Children Learning Through an Additional Language

- ◆ An understanding of how to handle racist incidents within their setting
- ◆ Materials to promote self esteem and promote discussion about sensitive issues – eg persona dolls. Babbette Brown has many useful ideas in her book ‘Unlearning Discrimination in the Early Years’. Persona dolls are special dolls used to tell stories that raise equality issues. They can be used in a circle time or story time or with a smaller group. Each doll has its own personality and children are encouraged to bond and identify with them. They can be created with different cultural backgrounds with parents helping to ensure the dolls are culturally appropriate and physical features are accurate. Refer to ‘Persona Dolls in Action’ for more details. See bibliography.

**Candidates should become aware of the importance of using these strategies/materials within a meaningful context.**

### **Bibliography:**

Baker C; Foundations of Bilingual Education and Bilingualism, Multicultural Matters Ltd 1993

Baker C. Parent and Teacher Guide to Bilingualism

Baker C. The Care and Education of Young Bilinguals

Brown B. Unlearning Discrimination in the Early Years, Trentham Books 1998

Siraj-Blatchford and Clarke: Supporting Identity, Diversity and Language in Early Years

Kenner C. Home Pages: Literacy Links for Bilingual Children, Trentham Books 2000

Persona Dolls in Action, Persona doll training, Granville Road, London -

[www.persona-doll-training.org](http://www.persona-doll-training.org)

Consumers for Ethics in Research (CERES) – [www.ceres.org.uk](http://www.ceres.org.uk)

National Association for Language Development in the Curriculum – [www.naldic.org.uk](http://www.naldic.org.uk)

Educating for Race Equality – a toolkit for Scottish teachers – [www.antiracisttoolkit.org.uk](http://www.antiracisttoolkit.org.uk)

Bilingual Children in the Early Years: Steps to Literacy, City of Edinburgh Council, EAL Service – video

‘It’s your language’: City of Edinburgh Council, EAL Service – video

### **Guidance on the delivery and assessment of this Unit**

It is envisaged that there will be significant integration within the Unit Working in an Early Education and Childcare Setting.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Supporting Children Learning Through an Additional Language

### **Open learning**

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*.

### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

## **General information for candidates**

### **Unit title:** Supporting Children Learning Through an Additional Language

This Unit is designed to enable you to gain an understanding of some of the issues relating to working with children who are learning through an additional language. The Unit will give you the opportunity to explore ways of supporting children with their language needs. You will gain knowledge and understanding of the factors involved in acquiring an additional language as well as exploring a range of supportive strategies. During the course of the unit you will examine the role of adults and agencies who work with children who are learning through an additional language. You will consider also how an ethos which values cultural and linguistic diversity supports children learning through an additional language.

There will be two assessments for this Unit. The first assessment will cover Outcome 1 and will be a written report demonstrating your understanding of the main issues involved in acquiring an additional language. The second will cover Outcomes 2, 3, and 4 and will take the form of a case study focussing on an individual child or a group of children who are learning through an additional language. You will be expected to demonstrate in the case study how you have used some supportive strategies and how you have interacted with other adults involved in working with children learning through an additional language.