



---

# **AQA qualification support**

**English A-level Hub network meeting – Spring 2017**

**Child Language Development**

**7702/1 Section B**

**BOOKLET 2**

Published date: Spring 2017 version 1.0

Permission to reproduce all copyright materials have been applied for. In some cases, efforts to contact copyright holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future documents if required.

## Contents

## Page

<b>Data Sets</b>	<b>4</b>
• Data Set A – Transcripts 1 – 4	5
• Data Set A – Transcript 5	6
• Data Set B – Text A	7
• Data Set B – Text B	8
<b>Data Set A commentary</b>	<b>9</b>
• Commentaries – Transcripts 1 – 4	10
• Commentaries – Transcript 5	11
<b>Teaching Ideas</b>	<b>12</b>
• Lesson 1 – Starter activity	14
• Teaching task 2	16

**Child Language Development**

**7702/1 Section B – Data Sets**

## **Data set A**

### **Transcript 1**

*Context: Dad (D) drawing curtains at bedtime with daughter (G)*

G: Only mans do dat?

D: What did you say?

G: Only daddies do dat?

### **Transcript 2**

*Context: Dad and daughter talking at breakfast*

G: Why you washing dem?

D: Someone did a wee in the bed

G: I not did that

### **Transcript 3**

*Context: Dad and daughter talking at lunchtime*

D: I've got an orange here or an apple. Do you want an orange?

G: I want another one apple

D: OK

G: What you doing?

D: This? I'm peeling potato

G: Peeling tato?

### **Transcript 4**

*Context: Dad and daughter talking about day at nursery and childminder*

D: How was nursery today?

G: Molly did hit me at nursery. Julie told off her.

## **Transcript 5**

*Context: Mother (M) and daughter (G) talking after a day at nursery school*

M: Did you have a nice day at nursery?

G: It was good. Some childrens from big school come and play guitars for us.

M: That sounds fun.

G: My hurted my knee at nursery.

M: How did you do that?

G: My falled over.

M: Where did you hurt it?

G: On my knee, I telled you dat.

M: But where were you. Inside or outside?

G: At nursery. I was riding bike.

## Data Set B

The key below applies to **Texts A** and **B**.

**Key:** (.) indicates a normal pause.  
 Numbers within brackets indicate length of pause in seconds.  
 :: indicates elongated sounds.  
 Words in capitals indicate an increase in volume.  
 Other contextual information is in italics in square brackets.

### Text A

Dad: okay (1.0) you go to sleep now (2.0) sleep NOW (*sound of door shutting as Dad leaves*)

Leila: [*moving around in her bedroom*] (5.0) Iggle  
 [*'Iggle Piggie' voice*] yes (7.0)  
 [*own voice*] [*sighing*] oh [*singing*] he he he he he sleep go to sleep (3.0)  
 [*'Iggle Piggie' voice*] Iggle can't sleep  
 [*own voice*] Iggle Piggie  
 [*'Iggle Piggie' voice*] yeah  
 [*own voice*] Piggie Iggle Piggie Iggle (1.0) oh big Iggle STUCK (.)  
 [*'daddy' voice*] LEILA GO TO SLEEP (10.0)  
 [*'Iggle Piggie' voice*] Iggle Piggie ha::ppy [*high pitched tone*] happy(.) I'm ha (1.0)  
 py (2.0)  
 [*talking to Iggle*] cheeka you're cheeka cheeky you you you cheeky (2.0)  
 [*'Iggle Piggie' voice*] I be not cheeky (1.0)  
 [*own voice*] I'm cheeka cheeky (1.0) [*singsong voice*] I'm cheeky Leila (.) I'm cheeky  
 Leila (3.0) that's daddy Iggle (1.0)  
 [*'daddy' voice*] hello this is daddy(.) we going shopping today Leila (.)  
 [*own voice*] I want to go going shopping (.) drive Iggle (.) o::h (2.0) come on Piggles  
 come (2.0) come on Iggle Piggie (1.0) why Iggle buy some peas (.) eat something Iggle  
 Piggie (2.0) [*high pitched tone*] yeah go to sleep Panda (4.0) would you like a blanket  
 Panda(.)  
 [*'Panda' voice*] I'm Panda (.) Panda want keep warm Panda (1.0)  
 [*'Iggle Piggie' voice*] I'm big Iggle Piggie (1.0)  
 [*'Panda' voice*] I'm Panda (2.0) Panda want (1.0)  
 [*own voice*] yes go to sleep (.) go to sleep everyone (2.0) blanket Iggle Piggie(.) he  
 lose it (2.0) Iggle put your hand there yes (15.0) quiet Iggle Piggie  
 [*musical toy begins playing*] our friends two babies cwyings (2.0) see baby cwyng (.)  
 see baby cwyings (.) two baby cwyings (5.0) wakey (.) wakey (.) two babies cwyings  
 (1.0) I'll have to p p p p pat them (3.0)  
 [*'Panda' voice*] hello Momo (.)  
 [*'Momo' voice*] hello Panda(.) how are you today Panda(.) oh [*moving from high to low  
 pitch*] Panda (.) how are you today Panda (.)  
 [*own voice*] oh baby (.) oh Mr Piggie sleep (3.0) hello Panda (.) he w was to sleep again  
 (2.0) going now Panda (.) me ready (1.0)  
 [*'Panda' voice*] I'm not coming (.) I'm staying here with in ma house (1.0) I'm not going  
 to shopping (.)  
 [*own voice*] hide there (5.0) ah (.) hide behind my pillow (10.0) with that other pillow(.)  
 I don't like my pillow (.) oh stay here (7 .0) [*gentle breathing sounds*]

## Text B

Leila: *[trying to climb onto a garden chair]* on (.) on (.) chai::r  
Jan: (3.0) you going to sit on the chair  
Leila: yus (.) up *[frustrated sounds]*  
Jan: come on then (.) where is where is Iggle going to sit  
Leila: oh (.) oh (.) what's tha::t  
Jan: what IS that (1.0) what do you think  
Leila: it's (.) is it (.) NOISY  
Jan: it's very noisy (.) it's the water (3.0) it's going down the pipes (3.0) where shall we sit  
Leila: I've got sticky hands (.)  
Jan: you got sticky hands again (1.0)  
Leila: oh dear me  
Jan: oh dear (.) that's from the bubbles isn't it  
Leila: oh dear me  
Jan: do you want to wipe your hands (2.0) good girl (4.0) that's it (3.0) are you going to sit up (.) do you want some help  
Leila: yeah  
Jan: (5.0) let me help you because I don't want you to fall off (2.0) they're big chairs aren't they (3.0) there we go  
Leila: they are big chairs  
Jan: they ARE big chairs (1.0) right okay  
Leila: that's nice (.) push me in  
Jan: push you in  
Leila: yeah  
Jan: there you are (2.0) that's good (4.0) now are you going to have yours (.) and is Iggle going to have his  
Leila: I I (.) I'm wiping my fingers  
Jan: you're wiping your fingers good idea (1.0) what about mine  
Leila: they all wight  
Jan: they're all right (.) okay(.) thank you  
Leila: *['Iggle Piggie' voice]* I've got sticky hands  
Jan: he's got sticky hands as well that's it wipe his hands as well (2.0) is his face sticky (2.0) oh he's lovely and clean now(.) that's better  
Leila: *['Iggle Piggie' voice]* oh no (.) sticky hands (1.0) sticky hands  
Jan: what's he been doing (.) why's he got such sticky hands (1.0) what's he been up to  
Leila: he's got he's got grass on them  
Jan: *[laughs]* grass on them(.) he's got grass on them (.) where did he get that from (1.0) *[sing-song intonation]* he must have been playing when we weren't looking (4.0) do you think he was  
Leila: yeah



**Child Language Development**

**7702/1 Section B – Data Set A commentary**

## Transcript commentary 1- 4

Transcript 1	
Context: Dad (D) drawing curtains at bedtime with daughter (G)	
Transcript	Comment
G: Only mans <sup>1</sup> do dat <sup>2</sup> ? D: What did you say? G: Only daddies do dat <sup>2</sup> ?	<ol style="list-style-type: none"> <li>1. Overgeneralisation of plural suffix</li> <li>2. Substitution</li> </ol>
Transcript 2	
Context: Dad and daughter talking at breakfast	
Transcript	Comment
D: Why you washing dem <sup>1</sup> ? G: Someone did a wee in the bed D: I not did that <sup>2</sup>	<ol style="list-style-type: none"> <li>1. Telegraphic stage/ellipsis of auxiliary verb.</li> <li>1. Substitution.</li> <li>2. Incomplete formation of past tense negative.</li> </ol>
Transcript 3	
Context: Dad and daughter talking at lunchtime	
Transcript	Comment
D: I've got an orange here or an apple. Do you want an orange? G: I want another one apple <sup>1</sup> D: Ok G: What you doing <sup>2</sup> ? D: This? I'm peeling this potato G: Peeling tato <sup>3</sup> ?	<ol style="list-style-type: none"> <li>1. Misapplication of determiner/pronoun.</li> <li>2. Telegraphic stage/ellipsis of auxiliary verb.</li> <li>3. Deletion of unstressed syllable.</li> <li>3. Ellipsis of auxiliary verb? Incomplete utterance using intonation to signal question.</li> </ol>
Transcript 4	
Context: Dad and daughter talking about day at nursery and childminder	
Transcript	Comment
D: How was nursery today? G: Molly did hit me <sup>1</sup> at nursery. Julie told off her <sup>2</sup> .	<ol style="list-style-type: none"> <li>1. Incomplete formation of past tense (unnecessary use of auxiliary verb – did)</li> <li>2. Insecure use of phrasal verb (adult version would be “told her off”).</li> </ol>

## Transcript commentary 5

Transcript 5	
	Comment
Parent: Did you have a nice day at nursery <sup>1</sup> ? Child: It was good. Some childrens from big school come and play guitars for us <sup>2</sup> . Parent: That sounds fun <sup>3</sup> . Child: My knee <sup>4</sup> hurted at nursery. Parent: How did you do that? Child: My falled <sup>5</sup> over. Parent: Where did you hurt it? Child: On my knee, I telled <sup>6</sup> you dat <sup>7</sup> . Parent: But where were you. Inside or outside? Child: At nursery. I was riding bike <sup>8</sup> .	<ol style="list-style-type: none"> <li>1. Interrogative/question aimed at child. CDS</li> <li>2. Evidence of turn taking.</li> <li>2. Uses present tense verb instead of past</li> <li>3. Overgeneralisation of plural</li> <li>3. CDS. Uses three part exchange with child to show interest and support conversation.</li> <li>4. Use of 1<sup>st</sup> person possessive rather than 1<sup>st</sup> person subject pronoun.</li> <li>4. Overgeneralisation of past tense</li> <li>5. Use of 1<sup>st</sup> person possessive rather than 1<sup>st</sup> person subject pronoun.</li> <li>5. Overgeneralisation of past tense.</li> <li>6. Overgeneralisation of past tense.</li> <li>7. Substitution for 'th'.</li> <li>8. Evidence of telegraphic stage. Ellipsis of determiner (a,my,the).</li> </ol>

## **Child Language Development**

### **7702/1 Section B – Starter activity**

## **Children’s Language Development: spoken acquisition (7702/1 Section B)**

### **Teaching ideas**

#### **Introduction**

These teaching ideas are designed to help you prepare students for a question on spoken language acquisition on Paper 1 of the A-level, Children’s Language Development. They presuppose some initial study of the topic, with students having been introduced to transcripts of children interacting with adults and to analytical methods (language levels and features of child language acquisition, for example). The two lessons outlined here make use of text extracts that are freely available on our website (legacy specification ENGA1 and ENGB3/ENB3 past papers).

#### **Lesson Objectives**

Students will:

- develop an understanding of how to analyse and interpret data
- develop analytical writing structures that allow suitable planning and written coverage of relevant AOs
- develop helpful writing structures for exam-style tasks
- consolidate their understanding of some of the features of child-directed speech.

#### **Prior Knowledge Needed**

Students should have some knowledge of the following:

- language acquisition features eg overextension, overgeneralisation, formation of sentence types, virtuous errors
- common features of child-directed speech
- language acquisition theories – nativism, behaviourism, cognition, social interaction, usage-based approaches.

#### **Lesson Preparation**

Teachers will need the following resources:

Data Set A

Data Set B

## Overview

This lesson plan (designed for a double lesson of around 75-90 minutes) takes students from an early starter task through to a more developed focus on how to plan and structure a response. The starter offers the chance to look at small bits of data and use the appropriate terminology to describe them, before asking them to turn these observations into paragraphs that group together different features. These can then form the basis of a response to an exam-style question which is provided midway through the lesson. The final activity presents students with a longer piece of data and a similar question and asks them to apply what they have learnt to produce their own plan and skeleton structure of an answer.

## Lesson 1

### Starter activity

Use Data Set A to set up a 10-15 minute starter activity for your students. Allocate each student a colour (either red or blue).

- Ask all the **reds** to focus only on the language used by the parent and all the **blues** to focus only on the language used by the child.
- Ask each student to find and label five features from the data which they think would be worth commenting on and to write a single sentence about each feature.
- After 5 minutes, ask all the reds to join together and all the blues to join together. Ask each group to discuss their observations and explanations and to come up with between 6-8 separate points that they can present back briefly to the rest of the class.

(Some suggested feedback can be found in the Data Set A teacher copy document.)

### Teaching task 1 (25-30 minutes)

Use the feedback from each group to draw out key ideas about the nature of such data and the ways in which responses might be organised. Use the below as examples to think about.

- How to group together features of children's language into meaningful paragraphs. For example, can phonological features be grouped to form one paragraph, grammatical features into another?
- How to link together different paragraphs about children's language. For example, can links be made between some of the ways in which the child is using these different features because of the stage and age they are at?
- How to make reference to the language used by the parents (For example, are there particular patterns of parental input that could be grouped together: turn taking, types of question, simplified vocabulary etc.?)
- How to move beyond the data and start to think of ideas and concepts that might be relevant. For example, which theories and case studies could be linked to the data here: child-directed speech and scaffolding (Bruner); overgeneralisation and the wug test

(Berko-Gleason); the links between the data received and the data produced (constructivism)?

Ask each group (reds and blues or smaller groups within the main groups) to start grouping the points from their data starter and to identify 2-3 key areas they could construct a paragraph on, for the language used by the child or 2-3 key areas for the language used by the parents (depending on which group they are part of).

It might be a good idea to ask students to do the next task on separate sheets of A4, so that you can then assemble the different paragraphs in an overall structure with them at the end. Ask each group to write a sentence starter for each of their paragraphs, explaining the key focus of their paragraph, see examples below.

- The child has used a number of phonological features in her language and examples of these are...”

Or

- “The parents have used a number of examples of child-directed speech, of which **x** and **y** are examples...”

Ask each group to link a theory or piece of child language research, like the one below, to each of their paragraphs. They can do it either through suggesting an example that might support a particular view or one that might go against it.

- “The child’s use of *hurted* suggests a form of overgeneralisation being used that might support Jean Berko-Gleason’s observations in the wug-test that children apply regular rules to nouns and verbs.”

Before you move on, give the class the following exam-style question: “Children’s acquisition of language depends primarily on their interaction with the people around them. Evaluate this view, referring to Data Set A in detail”.

Ask the class to leave their red and blue groups now and to help you assemble the different paragraphs from the groups into an overall structure. The questions below could be something to think about.

- What would make a good starting paragraph now you have an essay question to address?
- Which of the examples you have assembled here would be the most relevant to help you address this question?
- Are there particular examples and explanations that could be used to support or oppose the idea in the question? How could these be used to construct an argument?
- Are there any examples that are now irrelevant or less important?
- Which theories and case studies would be most useful to foreground to answer this question and are there particular examples from the data that are suitable to use?

## Teaching task 2 (25-30 minutes)

Having considered the question for Data Set A and asked students to think about useful approaches to it, the next step is to provide students with a new set of data (closer in length to the exam-style data for the new spec) and to see if they can apply what they have learnt to this. The aim of this next task is for groups/pairs/single students (your choice) to put together an outline of an answer to the next question and identify key examples in the data which they could use to support or challenge the question's key idea.

Question: “**Children’s language development depends on their experiences of, and interaction with, the world around them.** Referring to Data Set B in detail, and to relevant ideas from language study, evaluate this view of children’s language development.”

### Suggested approach:

Ask each group (or pair/student) to spend 5-10 minutes reading the data and pulling the “idea” in the question apart.

- What does it mean?
- What is meant by *experiences*?
- What experiences is the child having, or referring to, in the data?
- What other experiences might have an impact on children’s language?
- What does *interaction* mean?
- What kinds of interaction is the child having in the data extract?
- How might these interactions be categorised and grouped?
- What role is the parent playing in these interactions?
- Which theories, case studies and wider knowledge of child language development are most useful to refer to in addressing this idea?

Now, give your students some uninterrupted time for reading and annotating the data. Ask them to apply the approaches from earlier in the lesson to come up with an outline that addresses the question and makes use of at least 4-5 paragraphs based around data from the extract.



## Follow-up work

The new AQA English Language specification brings together approaches from the two previous AQA specifications. One way of putting together questions for the new spec to use with classes is to combine data from the old ENGB3 papers with slightly reworked essay prompts for old ENGA1 papers.

For the sake of simplicity and space, you can find the old ENGB3 papers [here](#) and some previous ENGA1 questions are listed below. How would you turn these into new spec-style “ideas” for evaluation?

### May 2014

To what extent does the acquisition of language depend on children’s interaction with the people and things around them?

### May 2013

Discuss the ways children develop their use of grammar.

### Jan 2013

Examine how children build up their vocabulary and learn to use it appropriately.

### May 2012

To what extent do children acquire language in their own individual way?

### Jan 2012

To what extent can adults help children acquire speech?

### May 2011

How far is children’s linguistic development the result of an innate capacity to learn language?

### Jan 2011

To what extent does acquisition of language depend on children’s experiences of the world about them?

### May 2010

How important is interaction between children and adult speakers in the process of language acquisition?

### Jan 2010

Discuss the ways in which children develop their grammatical skills.

### May 2009

Discuss what you have learnt about language acquisition from children’s early uses of words and meanings.



---

## Contact us

T: 0161 953 7504

E: [english-gce@aqa.org.uk](mailto:english-gce@aqa.org.uk)

@: AQAEnglish

[aqa.org.uk/english](http://aqa.org.uk/english)