



ONE WORD IS NOT AN ANSWER

Build language without lowering expectations.



THE IDEA

Students often rely on single-word answers because the language demand of a full response feels too high.

Give them the language tools to say more and show what they know.

Higher language
= better thinking
made visible.



IN THE CLASSROOM

Set the expectation that complete answers are the goal.

Use stems, structures and vocabulary.

Choral and model together before individual responses.

Celebrate improved answers.

Keep it consistent.
Students rise to clear expectations.

THE 4 STEPS

1



EXPECT

Set the expectation.

Make it clear that full answers help everyone learn and show understanding.

*I want more than one word.
Explain it. Give me the idea.*

2



PROVIDE

Give the building blocks.

Provide sentence starters, connectors and key vocabulary.
Display them. Refer to them.

*I think ... because ...
This shows that ...
For example ...*

3



PRACTISE

Practise together.

Model a response. Choral it.
Invite short, structured responses.
Build up length gradually.

*The volcano is active because ...
It shows that ...*

4



REINFORCE

Reinforce and extend.

Praise effort and improvement.
Ask: Can you add one more idea?
Recast and extend where needed.

*Great! Now add ... / Tell me more about ...
Better answer – more ideas!*



WHY IT WORKS

It reduces the language barrier without lowering the challenge.
Students develop confidence, clarity and complexity.
More language = more learning.



EAL UPGRADE

Provide a word bank and visual prompts.
Offer sentence frames at different levels.
Support key vocabulary with images and examples.



TRY IT TOMORROW

Pick one question from your next lesson.
Add two sentence starters.
Expect full answers. Model it. Practise it.



TEACHER LANGUAGE

*"One word isn't enough. Add more."
"Use a stem to help you."
"Who can build on that?"*

**DUNCAN
ROSE**

EAL • LANGUAGE • LEARNING