

Understanding
SECOND LANGUAGE ACQUISITION

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Social Language versus Academic Language

BICS

versus

CALP

Social Language	Academic Language
<ul style="list-style-type: none">• Simpler language• Face-to-face• Precise understanding is seldom requires• Usually simpler, familiar topics• Get many clues from expressions, gestures, social context• Many opportunities to clarify (look puzzled, ask questions, etc.)	<ul style="list-style-type: none">• Technical vocabulary; written material has longer sentences and more complex grammar• Often lecture-style communication or reading a textbook; little situational context• Precise understanding and precise description/ explanation is required; higher order thinking• New and more difficult to understand topics; knowledge is often abstract; cognitively complex; student often has less background knowledge to build on• Fewer clues, most clues are language clues such as further explanation• More difficult to clarify

Adapted from Jameson, J. (1998). *Enriching Content classes for Secondary ESOL Students, Trainer's Manual*. Center for Applied Linguistics and Delta Publishing.

STAGES OF L2 ACQUISITION

STAGE 1: Comprehension/Pre-production: the 'silent period'

In order to maximize opportunities for comprehension:

- Always use visual aids
- Modify your speech
- Keep talking to your student. Do not force production.
- Focus attention on key vocabulary

STAGE 2: Early Production: single words and short phrases

In non-threatening environments, students move voluntarily into Stage 2.

Stage 2 begins when students begin using English words to give:

- yes/no answers
- one word answers
- lists of words
- two word strings and short phrases

STAGE 3: Speech Emergence

Meanings are communicated but with a lack of fluency or accuracy. Speech improves in both quantity and quality. Sentences become longer, more complex and use a wider range of vocabulary. The number of errors slowly decreases.

Students need to be given the opportunity to use oral and written language whenever possible.

STAGE 4: Intermediate Fluency

Both meaning and word are approaching age appropriate levels, but growth is still required in all areas:

- phonology
- vocabulary
- grammar
- usage
- overall fluency

STAGE 5: Advanced Fluency

Student performs "almost" like a native speaker.

- produces language that is highly accurate, incorporating more complex vocabulary and grammatical structure in his/her communicative discourse.
- reads independently for information and/or pleasure.
- writing skills are at a near native English level.
- continues to use native language as a source to enhance comprehension of English.

ACADEMIC LANGUAGE

Question #61 What is the highest court in the United States?

The United States Supreme Court exercises complete authority over the federal courts. It has the final word on cases heard in federal court. The Supreme Court's interpretations of federal laws and of the Constitution are final. The Supreme Court is limited, though, in its power over states. It cannot interpret state law or state constitutions. The Court U.S. Constitution and is, thus, invalid.

Brainstorm some specific ways that you can implement each of the following in your own classroom:

INCREASE COMPREHENSIBILITY	INCREASE INTERACTION	INCREASE HIGHER ORDER THINKING SKILLS	ACTIVATE AND BUILD BACKGROUND KNOWLEDGE

PROVIDING COMPREHENSIBLE INPUT FOR SLA

1. Face the students.
2. Pause after phrases or short sentences. Give wait time.
3. Paraphrase often. Rephrase, do not repeat, questions when students do not seem to understand.
4. Use a slow-to-normal pace with regular intonation patterns.
5. Clearly indicate the most important ideas and vocabulary through intonation or printing on the board or OHP
6. Avoid 'asides.'
7. Avoid or clarify pronouns. Choose words carefully: use high-frequency words; use names of people, not pronouns.
8. Use short simple sentences with complete grammatical patterns using an S-V-O pattern.
9. Avoid the passive voice and complex sentences with indirect statements and embedded clauses.
10. Use full forms of verbs: cannot, is not, did not.
11. Avoid idiomatic expressions.
12. Check listening comprehension before you go on too long. Don't just ask "Do you understand? Don't assume that "yes" means "I understand." In some cultures it's rude to convey the message that the speaker is not being clear.
13. Don't pretend to understand when you don't.
14. Don't talk louder than necessary. It sound angry and doesn't increase comprehension. If possible, write key comments. Some students' reading/writing skills are better than their oral communication skills.
15. Direct correction of errors only causes anxiety. If you feel it is necessary to correct, give indirect correction.
16. Show your pleasure that they are attempting to communicate. Give positive encouragement in the form of feedback, nods, and praise. Demonstrate your patience with body language.

BLOOM's Taxonomy

Knowledge	Useful Verbs	Sample Question Stems
	tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?
Comprehension	Useful Verbs	Sample Question Stems
	explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?
Application	Useful Verbs	Sample Question Stems
	solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?
Analysis	Useful Verbs	Sample Question Stems
	analyze distinguish examine compare contrast investigate categorize identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?

<p>Synthesis</p>	<p>create invent compose predict plan construct design imagine propose devise formulate</p>	<p>Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...</p>
<p>Evaluation</p>	<p>judge select choose decide justify debate verify argue recommend assess discuss rate prioritize determine</p>	<p>Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?</p>

Dalton, J. & Smith, D. (1986) "Extending Children's Special Abilities - Strategies for primary classrooms" pp36-7