# Agenda Session 3

- Housekeeping (3-3:10)

- Catch-up - Main points from L1/Video teaching syntax (3:10-3:45)

- *Activity: Group Reading Analysis and group activity (3:45-4:30)*

- Classroom Video 4:30-4:50

- BREAK (10 min.)

- ELD Level Discussion (5:00-5:20)

- *Activity: Levels sharing and Time for H&J lesson (Assignment #1) planning (5:20-5:55)*

- Closure (5:55-6:00 min.)

# A few practical teaching suggestions from the L1 acquisition research and theory

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- Silent Period: Input far more important than output, at least at the early stages.
- Rule learning cannot account for syntax, morphological control.
- Focus on content for both content and "language"
- Phonology will probably take care of itself.
- Error correction must be nuanced.
- Don't need to "control" for content, sounds, or syntactical form. Focus on meaning
- Whole object principle allows us to focus on objects as a key for language learning.
- Language learning/acquisition fundamentally different than other kinds of learning.
- We learn L2 most efficiently when we forget we are learning it at all.

# General Theories of L2 Acquisition

- Identity (Isomorphic) hypothesis: L1 and L2 processes are exactly the same.

- Contrastive hypothesis: The predication of errors based on L1 "interference"

- Monitor Model (Krashen)

- Learner differences theory

- Pidginization Theory
  - L1-------Pidgin-------"Taught" form of L2

# Continua to Consider

Language Content

- FORM  ⟵——————⟶  FUNCTION

Product or Outcomes

- ANALYSIS  ⟵——————⟶  USE

Process or Means

- ACCURACY  ⟵——————⟶  FLUENCY

Language Authenticity

- ARTIFICIAL  ⟵——————⟶  GENUINE

# "Theories" of L2 Learning

- Humanistic
- Developmental
- Social Interactionist
- Cognitive
- Behavioral
- Interlanguage
- Neurobiological

# Group Reading Analysis Crawford, others

- What is the basic distinction between BICS and CALPS as Cummins originally proposed?

- What are general criticisms of the BICS/CALPS distinction? Are these criticisms valid in your views?

- Why do you believe many educators continue to use BICS/CALPS in spite of the critiques?
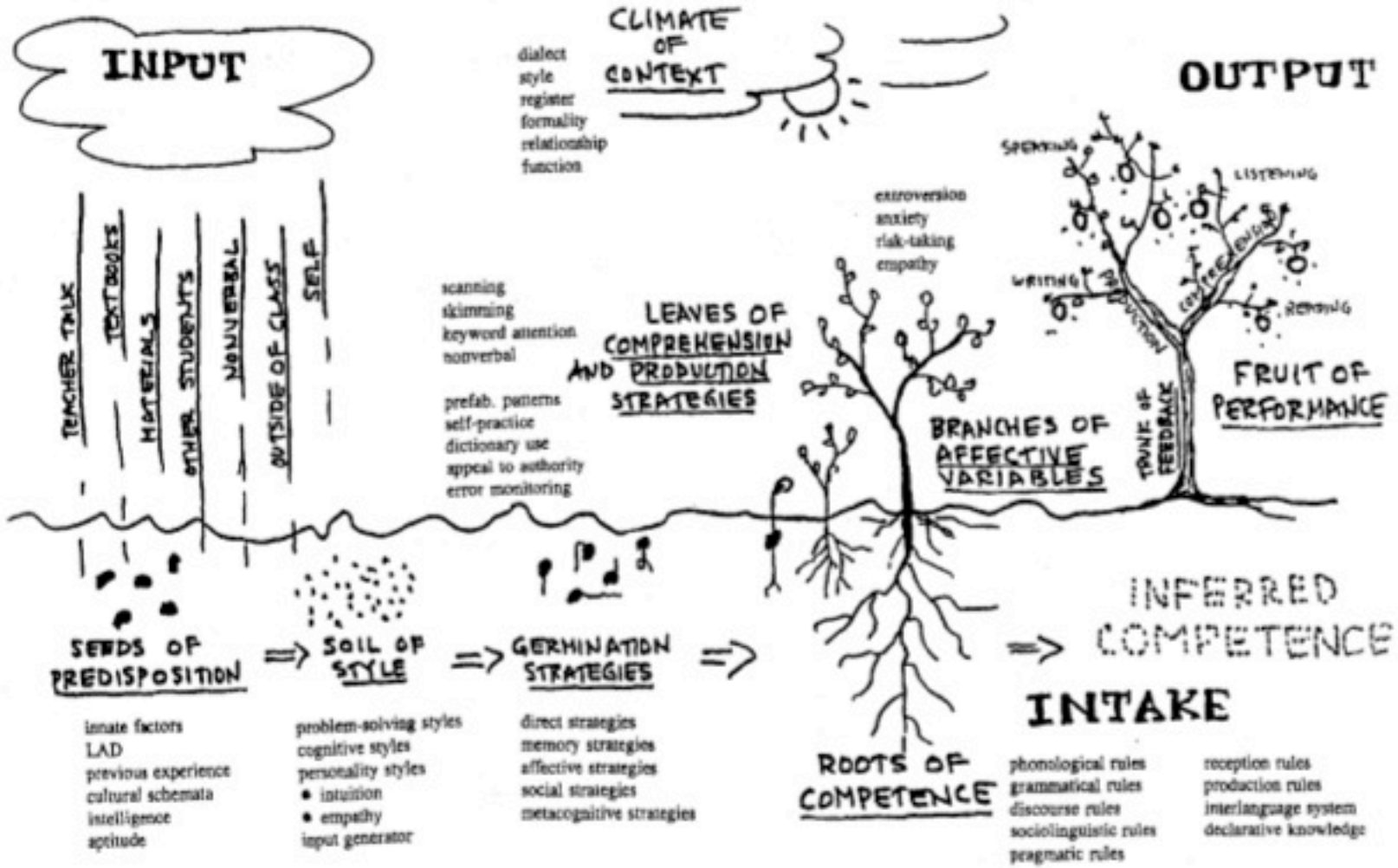
# Stephen Krashen

# The Monitor Model

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- Learning-Acquisition Distinction (Acquisition as a Subconscious Process)
- Natural Order Hypothesis
- Monitor Hypothesis
- Input Hypothesis (i +1)
- Affective Filter Hypothesis

Figure 1. The ecology of language acquisition

# Assessing EL Levels

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## Table 1

*Strategies of Second Language Ac*

### A: Preproduction

**Characteristics**
1. Listening
2. Student responds nonverbally
3. Ten hours to 6 months of exposure to English

**Teaching strategies**
1. Ninety percent teacher talk
2. Total Physical Response (TPR)
3. Modeling
4. Active student involvement
5. Yes/no questions
6. Use of pictures
7. Use of props and hands-on activities

**B: Early production**

**Characteristics**
1. Continued listening
2. Student responds with one or two words, and nonverbally
3. Three to 6 months to 1 year of exposure to English

**Teaching strategies**
1. Fifty percent to 60% teacher talk
2. TPR with responses—verbal and nonverbal
3. Answering who, what, where, and either/or questions with one-word answers
4. Role-playing
5. Completing sentences
6. Questions to be answered with phrases (e.g., Where. . . ? In the house.)
7. Labeling (older learners)

### C: Speech emergence

**Characteristics**
1. Sight vocabulary (older learners)
2. Students speak in phrases and sentences
3. One to 3 years of exposure to English

**Teaching strategies**
1. Forty percent teacher talk
2. Scaffolding and expansion
3. Poetry, songs, and chants
4. Predicting
5. Comparing
6. Describing
7. Social interaction (cooperative learning with information gaps)
8. How and why questions
9. Language experience approach
10. Problem solving
11. Group discussion
12. Labeling
13. Listing, charting, graphing

## D: Intermediate fluency

**Characteristics**
1. May seem fluent, but needs to expand vocabulary and Cognitive Academic Language Proficiency
2. Engages in dialogue
3. Three to 4 years of exposure to English

**Teaching strategies**
1. Ten percent teacher talk
2. Essay writing
3. Analyzing charts and graphs
4. More complex problem solving and evaluating
5. Continuing with how and why questions; students must research and support their answers
6. Pre-writing activities—writing process, peer critiquing, etc.
7. Literacy analysis