

The Stages of Second Language Acquisition



Modes of Communication



Receptive and Expressive Language



Receptive language is the ability to understand.

Listening and reading skills fall into this category.

First language skills to be developed

Relatively easier to develop



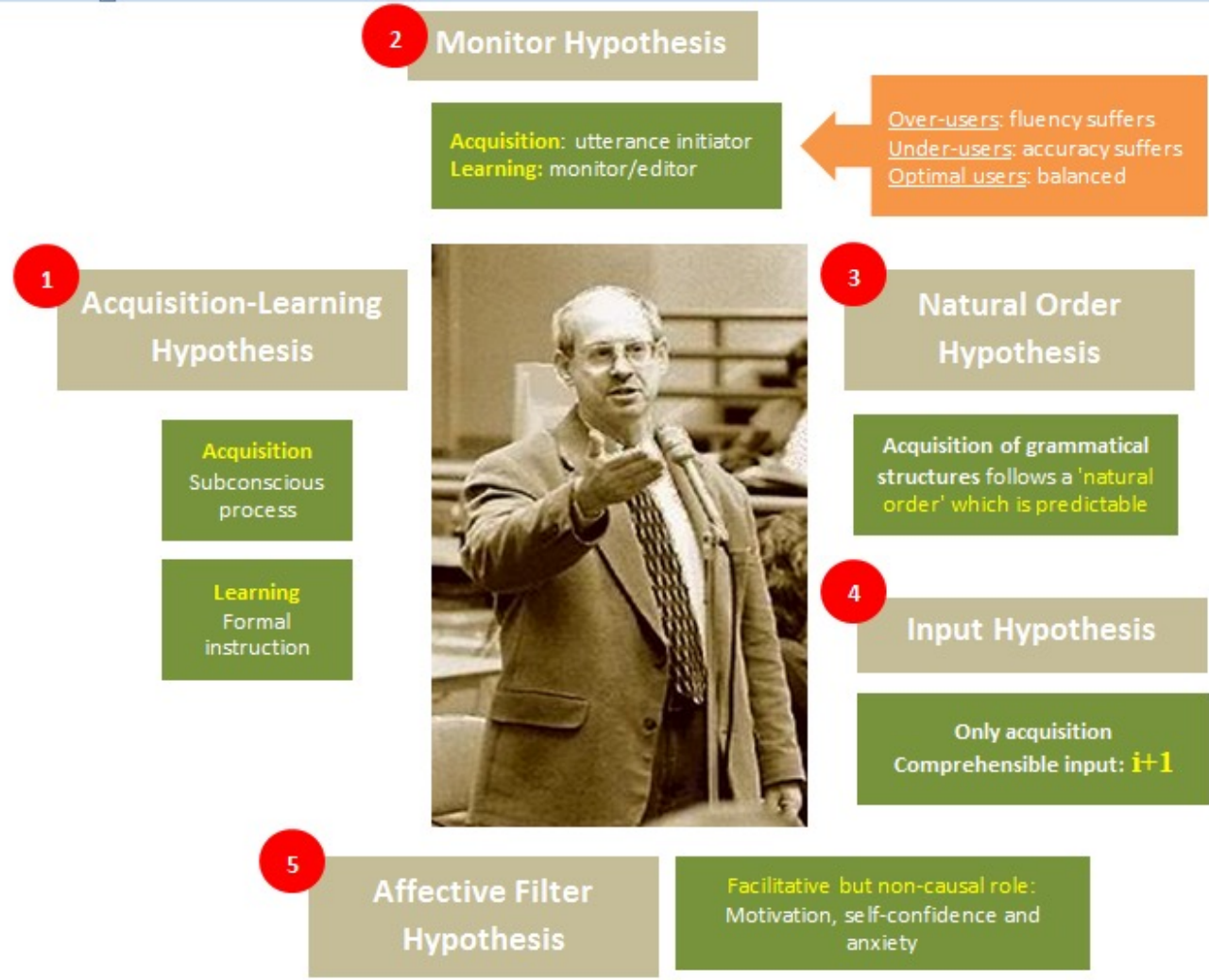
Expressive language is the ability to communicate.

Speaking and writing skills fall into this category.

Developed after the receptive language skills

More difficult to develop than receptive skills

Stephen Krashen



SECOND LANGUAGE ACQUISITION



SILENT STAGE

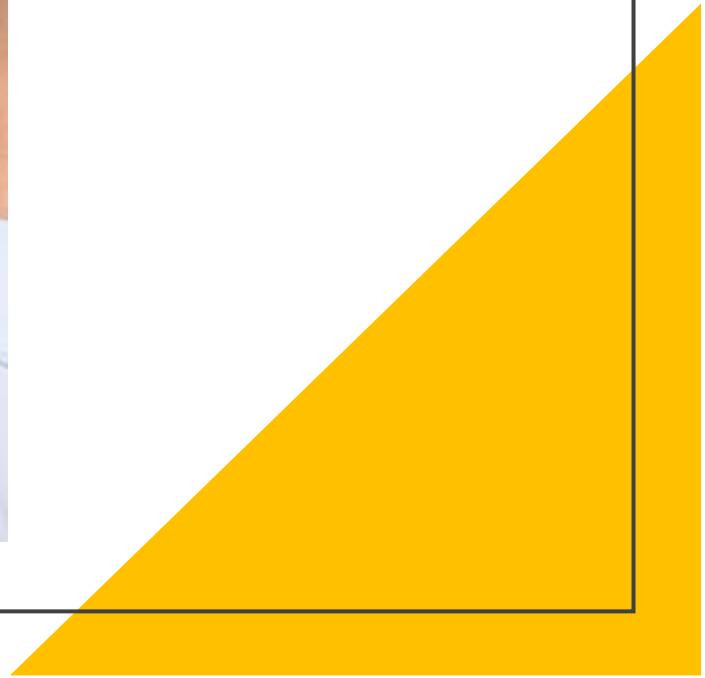
EARLY PRODUCTION

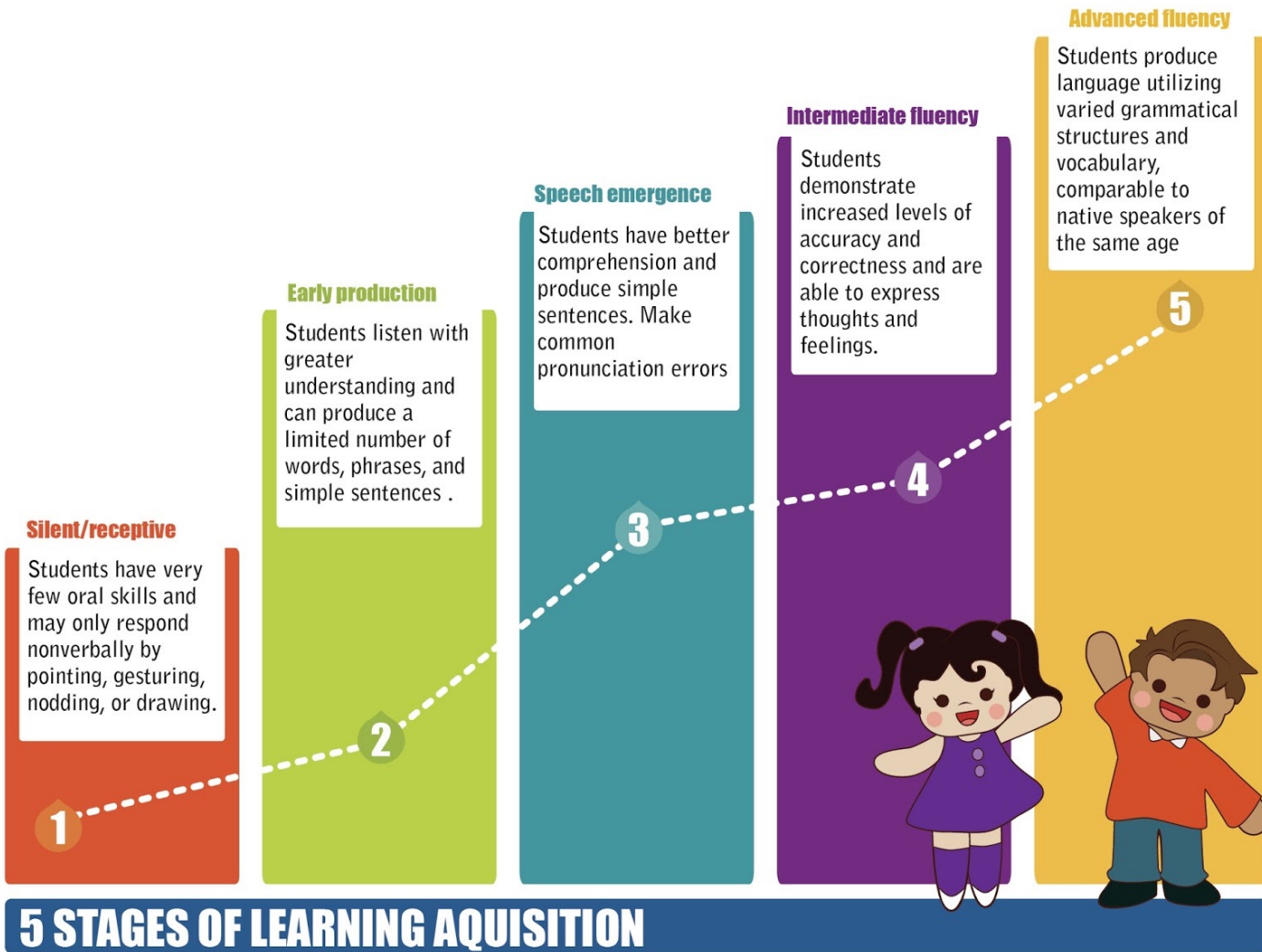
EMERGENCE OF SPEECH

INTERMEDIATE ABILITY

ADVANCED FLUENCY

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5 STAGES OF LEARNING A SECOND LANGUAGE

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PRE-PRODUCTION (0-6 MONTHS)

-NON-VERBAL; DRAWS AND POINTS

EARLY PRE-PRODUCTION (6 MONTHS TO 1 YEAR)

-LIMITED COMPREHENSION; 1-2 WORD RESPONSES

SPEECH EMERGENCE (1 TO 3 YEARS)

-SIMPLE SENTENCES; GOOD COMPREHENSION; GRAMMAR ERRORS

INTERMEDIATE FLUENCY (3 TO 5 YEARS)

-EXCELLENT COMPREHENSION; FEW GRAMMATICAL ERRORS

ADVANCED FLUENCY (5 TO 7 YEARS)

-NATIVE LEVEL OF SPEAKING; UNDERSTANDS FIGURATIVE LANGUAGE

STAGES OF SECOND LANGUAGE ACQUISITION

1 PRE-PRODUCTION

What should you expect at this stage? This stage is also known as the “silent period.” Children do not speak, but are actively listening to the sounds and words of the new language that they are immersed in.

What can you do about it? Continue to immerse your child in a rich language environment. Continue to use the new language to elicit nonverbal responses, or ask a child questions in a new language and allow them to respond in their first language.



2 EARLY PRODUCTION

What should you expect at this stage? Children will begin to say a few words and short phrases. There will likely be grammatical errors (*and that's okay!*).

What can you do about it? Ask yes/no questions to children. Accept one or two-word answers. Build basic vocabulary and talk about objects in your surroundings. Read stories and continue to immerse children in a rich language environment.

“ Mommy ”

“ I hungry. ”

“ Daddy bye-bye. ”

3 SPEECH EMERGENCE

What should you expect at this stage? Children can string words together into phrases, sentences, and questions. Comprehension continues to increase. Grammatical accuracy improves.

What can you do about it? Bring in a diversity of text through stories and educational media. Build academic vocabulary (e.g. *introduce different shapes*). Write simple stories together.

“ I want this shirt. ”

“ Where did dog go? ”

[Child can recite stories with simple sentence patterns]

4 INTERMEDIATE FLUENCY

What should you expect at this stage? Children gain fluency and can use complex sentences in speech or writing to express opinions and share thoughts. Grammar will be more consistent and accurate.

What can you do about it? Provide opportunities for children to use the language in different subject areas and formal settings. Encourage children to learn new content and concepts in this new language. Move away from focusing only on language development.

“ I really don't like... because... ”

“ Remember when we did... and this happened and that happened? ”

5 ADVANCED FLUENCY

What should you expect at this stage? Children will be proficient and fluent with near-native fluency. Children may misuse idiomatic expressions at times and, depending on the language and the child, may have a slight accent.

What can you do about it? Continue to encourage your child to use the language in authentic social and formal situations and to express themselves consistently.

[Nothing different from a child's first language.]

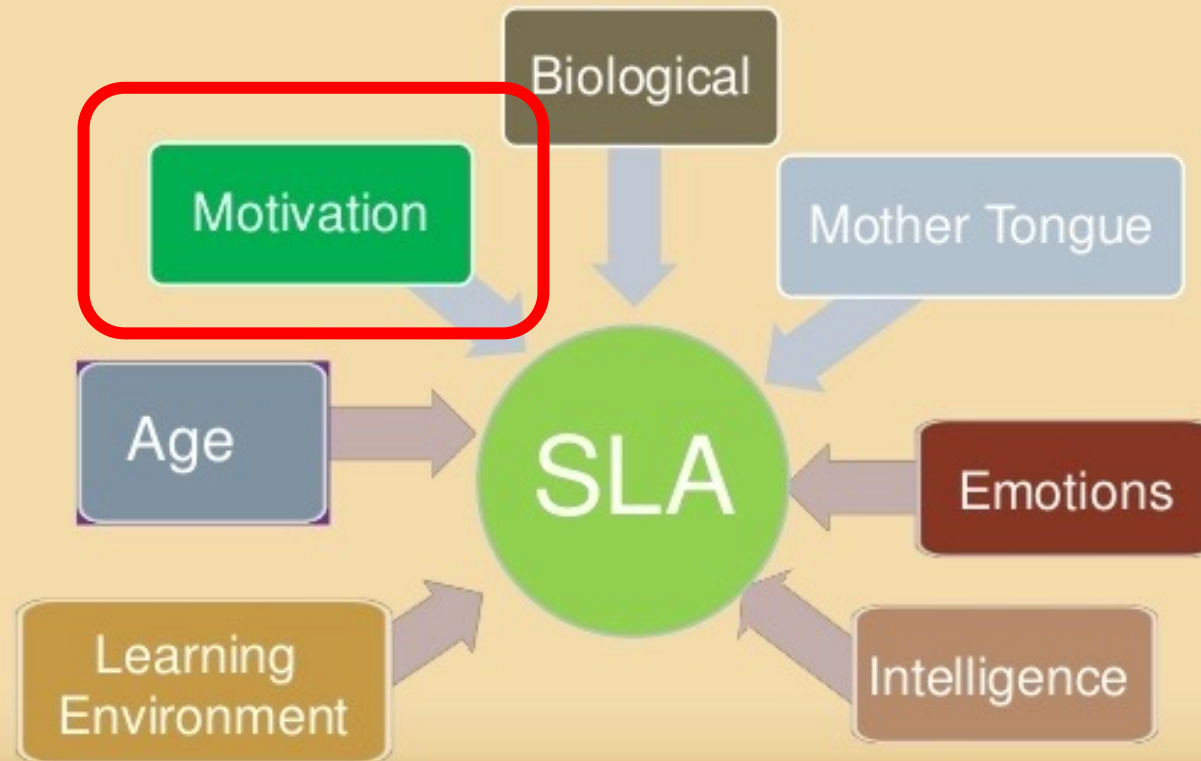


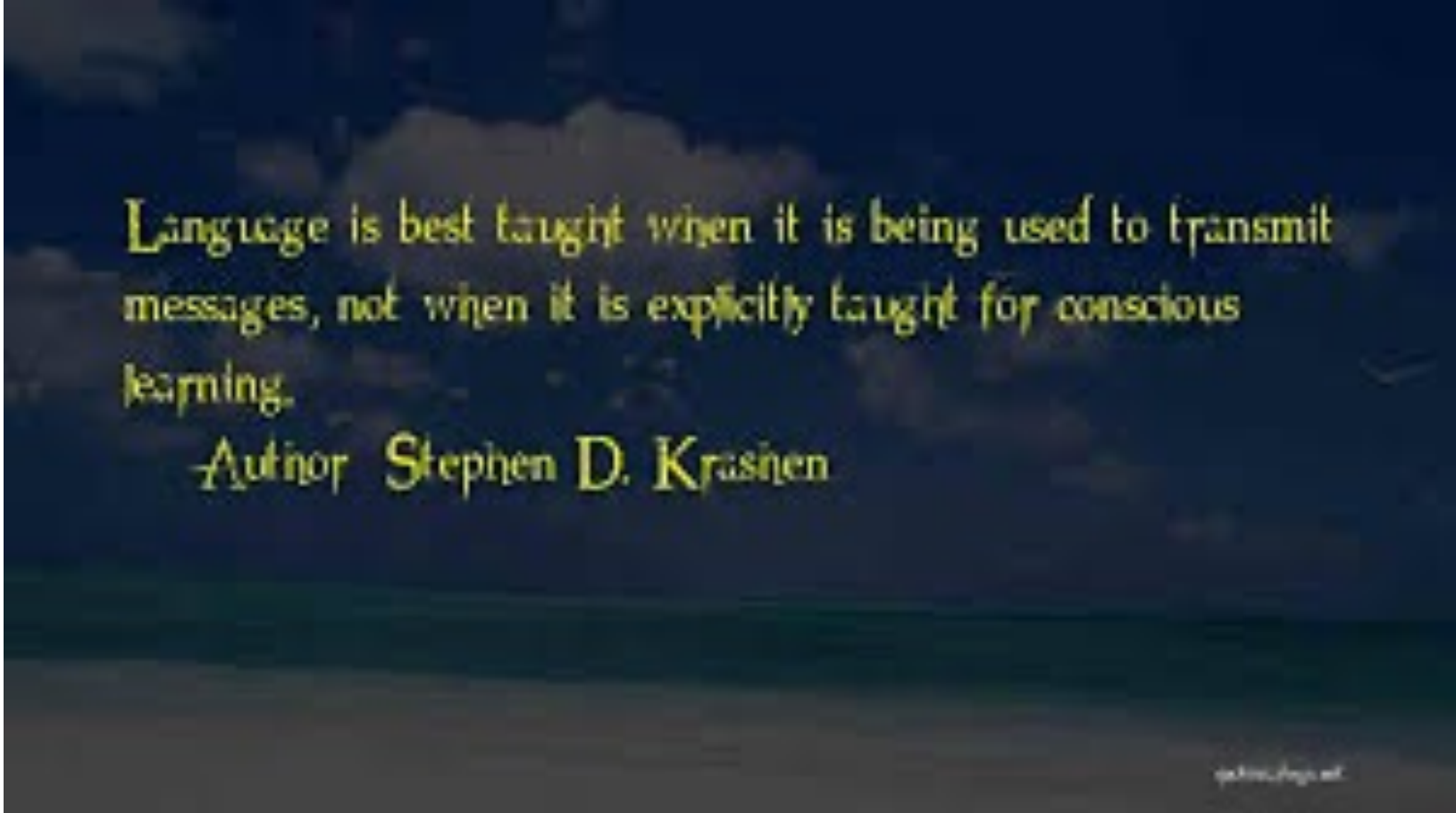


SECOND LANGUAGE ACQUISITION STAGES



Factors that can Influence Language Learning





Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.

Author Stephen D. Krashen



BRAIN BENEFITS OF BILINGUALISM



PREVENTING DEMENTIA

Bilingual adults with Alzheimer's take twice as long to develop symptoms as their monolingual counterparts. The mean age for the first signs of dementia in monolingual adults is 71.4 and for bilingual it is 75.5



FOCUSING ON TASKS

Bilingual people display increased concentration on their assignments over their monolingual counterparts. They are more skillful at focusing on relevant information.

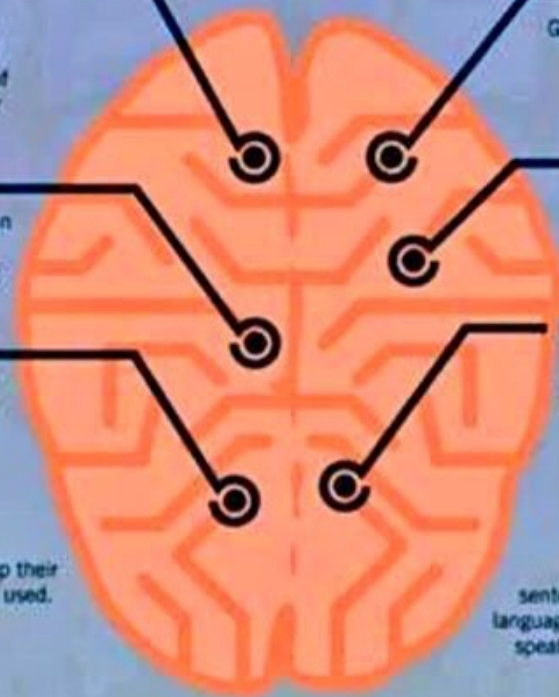


SWITCHING BETWEEN TASKS

Bilinguals are skilled at switching between two systems in writing and structure — this makes them good multitaskers.

IMPROVED COGNITIVE SKILLS

Bilingual people have sharper cognitive skills and keep their brain alert and active even when only one language is used.



DENSER GREY MATTER

Grey matter is responsible for processing language, storing memory and dictating attention spans. Bilingual individuals have denser grey matter compared to their monolingual counterparts.



IMPROVED MEMORY

Learning a foreign language involves memorizing rules and vocabulary. This mental exercise improves overall memory, making bilinguals better at remembering lists and sequences.



IMPROVED DECISION MAKING SKILLS

Bilingual speakers tend to make more reasonable decisions. Bilinguals are more certain of their choices after thinking them over in their second language.



MORE AWARENESS OF LANGUAGE

Learning a second language focuses on grammar and sentence structure, making bilingual speaker more aware of language overall. Learning a foreign language making bilingual speakers more effective communicators, editors and writers.

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