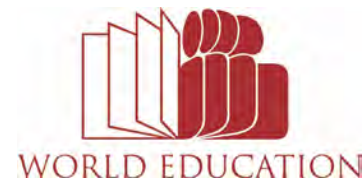


Using Second Language Acquisition Principles to Teach Beginner ESOL

Andy Nash

New England Literacy Resource Center/World Education



Behaviorism - learning through imitation and memorization to support habit formation.

Critiqued for not explaining:

- ▶ Original utterances and new combinations never heard before
- ▶ Lack of imitation

Innatist View

Humans are hard-wired to learn language. We develop hypotheses about how we think the language works (interlanguage), which get refined as we are exposed to new input.

Krashen's Theory

- Language acquisition is a natural, unconscious process, and more permanent than learned language.
- There is a predictable sequence of acquisition, irrespective of the L1 or what is taught.
- Anxieties caused by stress, fatigue, embarrassment, etc. inhibit the learning of language.
- To acquire a second language, the learner needs abundant input, just beyond her current level of understanding.

Interactionism

Input is not enough. Need output, too, in order to test the limits of one's interlanguage and notice what's *not* working.

Interactionism

Acquisition happens through a negotiation of meaning between the learner and a competent speaker, giving the learner an opportunity to interpret intention and meaning through linguistic, visual, and contextual clues.

Other Learning Factors

- Age
- Prior learning
- Motivation

What can we do to support second language acquisition?

- ▶ Provide comprehensible input
- ▶ Provide meaningful interactions to prepare for authentic contexts and situations
- ▶ Provide effective form-focused instruction
- ▶ Lower students' affective filter

Whole Part Whole



- ▶ Start with a whole text, then pull out specific parts to analyze for phonics/phonemic awareness skills, then go back to the text to practice in context.
- ▶ In every lesson, keep going **up** and **down** the ladder (whole-part-whole). Both bottom-up and top-down instruction are necessary for students to achieve literacy.

Class Journal

Last week, two new students joined our class – Rosa and Zoila. They are both from Guatemala. They both have six children and they have grandchildren.

Zoila is looking for a studio apartment. Carlos just moved again (the third time in 2 months) and now he lives on Beacon Street.

On Wednesday, we read a story about Rose Sullivan. She is a divorced mother with two daughters. She was married for nine years, but she was unhappy.

We talked about divorce. Zoila said that people say bad things about divorced women in Spanish countries. In the U.S., divorce is more common and accepted. But many women with children stay married because they depend on their husbands. This is a problem for poor mothers in the U.S.

Working with sounds . . .



Sort words by sounds

Street their big new bad students
they nine stay both this now

S s stay	N n now
B b	Th th

Where's the sound?

beginning – middle – end

/d/:

depend

third

daughter

Children

/m/:

women

married

common

mother

/r/:

read

married

their

Rose

Fill in the missing sounds

w __ th

s __ x

b __ g

__ other

__ onths

__ ore

mo __ ed

li __ es

di __ orce

Same or different sounds?

lives	leaves
stay	stays
depend	depend
Rose	Rosa
she	we
student	studio
both	boat

- ▶ Manipulating sounds with letter cards:

N - I - N - E → M - I - N - E → F - I - N - E

- ▶ Sound chain:

big → go → open → never → read → day

- ▶ Circle the word you hear:

1. live leave love
2. thing thin think

- ▶ Circle the word that doesn't rhyme:

1. street sweet some
2. live have give

Working with meaning . . .



Sequence word cards

both	They	from
Guatemala.		are

Match sentence parts

She is a	from Guatemala.
Zoila is looking for	for poor mothers in the U.S.
They are both	divorced mother with two daughters.
This is a problem	a studio apartment.

Class Journal

Last week, two new st_____s joined our class – Rosa and Zoila. They are both from Guatemala. They both have six ch_____ and they have grandchildren.

Zoila is _____ for a studio apartment. Carlos just moved again and now he _____ on Beacon Street.
live / lives

On Wednesday, we read a story about Rose Sullivan. She is a divorced mother with two daughters. She was _____ for n_ _ _ years, but she was unhappy.

married

unhappy

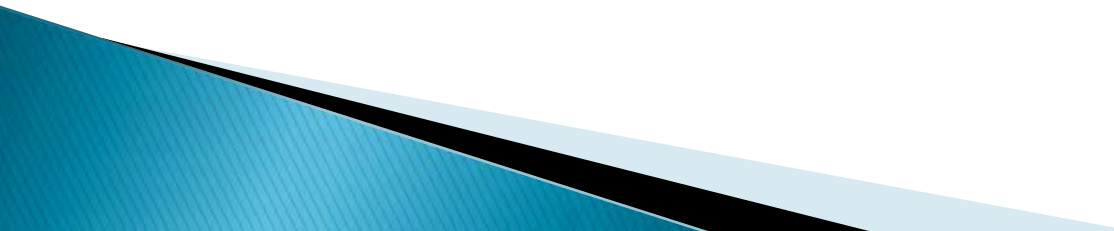
divorced

True or false?

- | | | |
|---------------------------------------|---|---|
| 1. Rosa and Zoila are students. | T | F |
| 2. Rosa and Zoila are sisters. | T | F |
| 3. Zoila has six children. | T | F |
| 4. Rose Sullivan is a student. | T | F |
| 5. Divorce is more common in the U.S. | T | F |
| 6. People are unhappy in the U.S. | T | F |
| 7. Carlos moves a lot. | T | F |

Lucia's Story

My name is Lucia. I am from El Salvador. I coming to Boston in 1981. I have one son. My son has eleven years old. He is Norteamericano. He speak English. He speak Spanish but he doesn't likes to speak Spanish. He doesn't read or write Spanish. He doesn't listen the Spanish music. Sometimes he is impatient because I no speak English. Sometimes I think he is embarrassed because we coming from another country.



Lucia's Story

My name is Lucia. I am from El Salvador. I came to Boston in 1981. I have one son. My son is eleven years old. He is Norteamericano. He _____ English. He speaks
speak/speaks

Spanish but he doesn't _____ to speak Spanish.
like/likes

He doesn't read or write Spanish. He doesn't listen to Spanish music. Sometimes he is impatient because I _____ speak English. Sometimes I think he is
doesn't/don't
embarrassed because we come from another country.

Match the cards to the words in the story

listen	write	music
embarrassed	impatient	country

Feelings

- How does Lucia feel?
- How does her son feel?

happy sad embarrassed

disappointed proud impatient

A conversation between Lucia and her son

Lucia: Mario, why you no like Spanish?

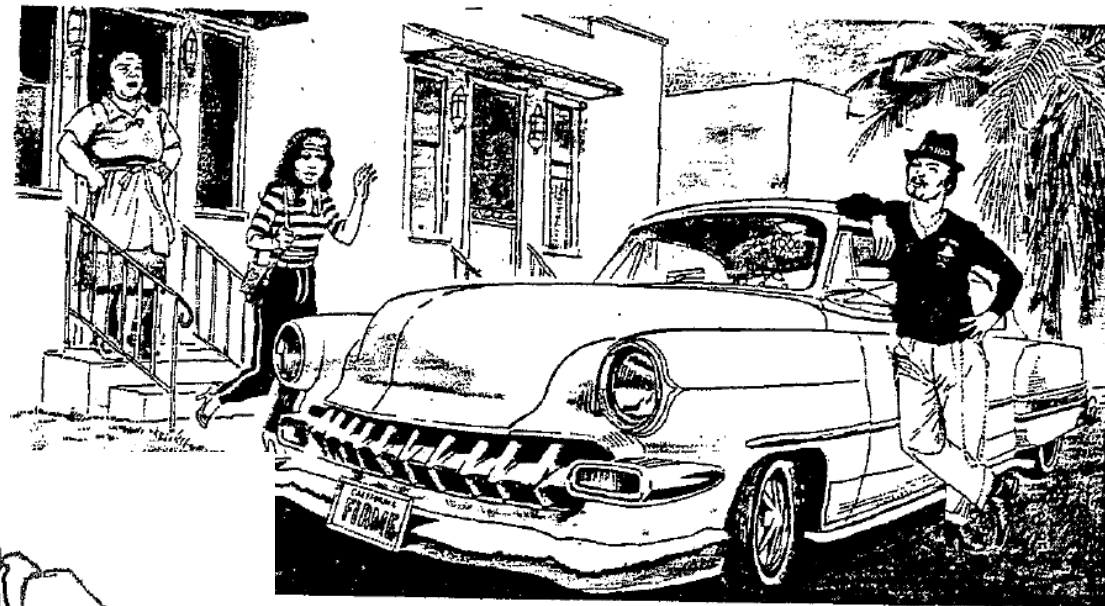
Mario: At school we speak English.

Lucia: And at home?

Mario: I like English better.

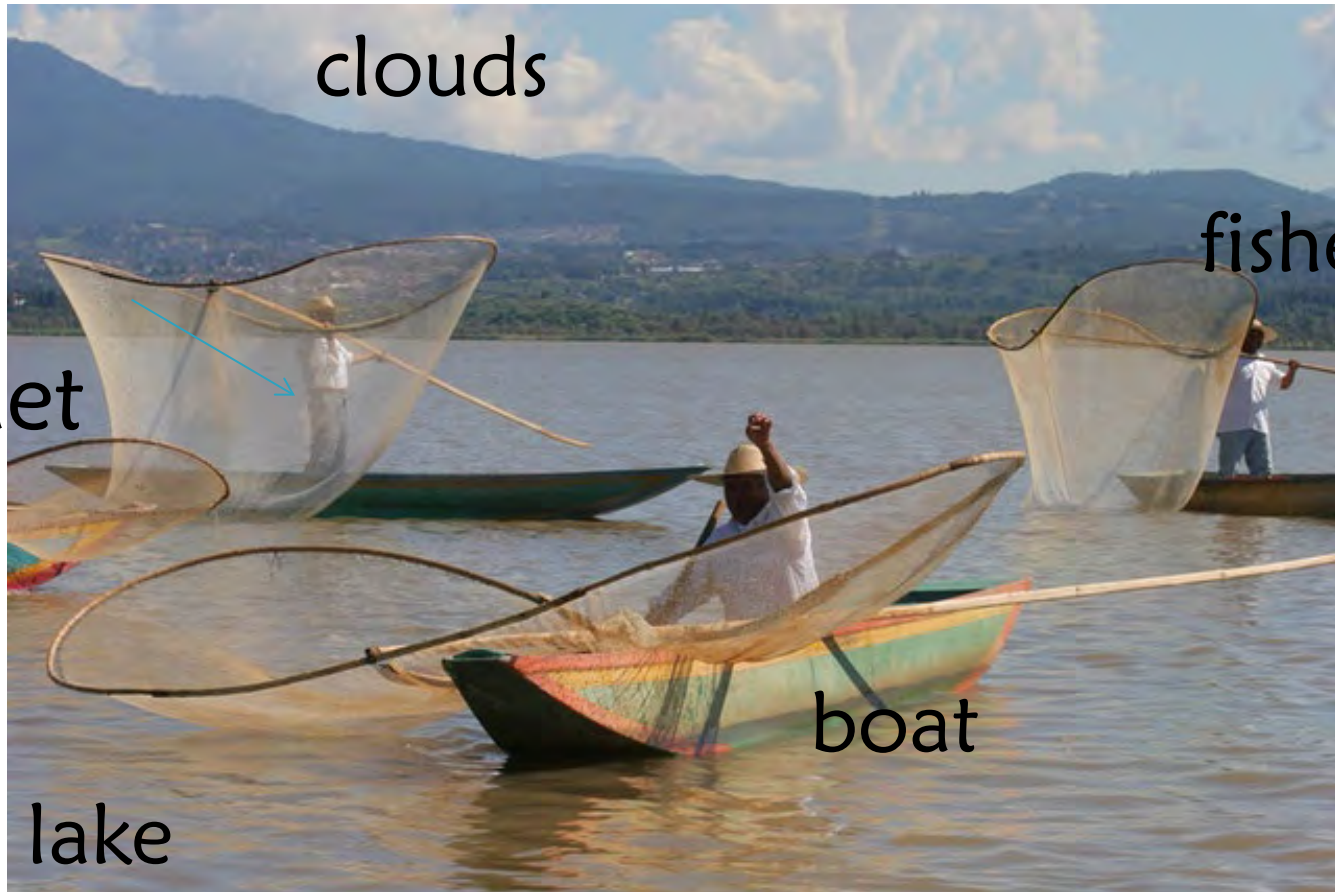
Lucia: This is hard for your family. I am sad
for this.

Mario:



Grandma's No 2007





clouds

fisherman

net

boat

lake

In my country, I was a baker.

Now I am a janitor. But before I was a fisherman.

Before I came here, I was a farmer.

Ways to start	When	Where	Ways to check understanding
<p>"I want to tell you about my work in my country."</p> <p>"You know, I was not a ___ in my country."</p> <p>"Do you want to know about my work before?"</p>	<p>At lunch.</p> <p>On break.</p> <p>While we work.</p>	<p>In the cafeteria.</p> <p>Outside.</p> <p>In the lounge.</p>	<p>"You understand?"</p> <p>"You know?"</p>

Student-generated texts Free for New Englanders

Immigration



THE CHANGE AGENT

Adult Education for
Social Justice: News,
Issues, and Ideas

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A Story of Push and Pull



The California Department of Transportation assigned graphic artist John Hood, a Navajo and a Vietnam veteran, to develop a caution sign for California highways. Posted in 1990, it quickly became a cultural icon for those who accept and those who oppose immigration, both legal and illegal.

As he sketched, Hood tried to imagine the despair that might drive such a family across the border and onto a dangerous foreign highway. He drew from his own experience fighting in Vietnam, where he had seen families run for their lives as villages were attacked. He remembered stories his Navajo parents had told him about ancestors who died trying to escape as U.S. soldiers marched them onto reservations.

The drawing was finished in a week. Even without faces, you can see the urgency that the characters feel. "It doesn't just mean they are running across the freeway," Hood said. "It means they are running from something else as well. I think it's a struggle for a lot of things, for opportunities, for freedom."

Source: <http://www.dgs.ca.gov/cv/primary-source/039>

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Food



THE CHANGE AGENT

Adult Education for
Social Justice: News,
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Dinner Night with Dad

Amanda Shumaker Bower

One day, my dad asked, "How would you feel about having a night out, just the two of us?"

That was a day I will never forget. I remember I got so excited! I rubbed it in my brother's face all week; I was the special one. This would be the first time my dad and I had ever done anything together alone.

So, it was a date. He wouldn't tell me where he was taking me. All I knew was we were going to dinner. "It is a surprise," he said. I can remember the anticipation I felt when we crossed the river towards downtown. We never went downtown! When we pulled up to the restaurant, the smell was amazing. I ordered steak, shrimp, and a soda. We never got to order anything this good when we went out with the whole family. The food was the best I had ever had.

That night is the best memory I have about food. I felt so special when my dad wanted to do something just with me. To this day, I take my kids out one at a time, so they can have that same feeling I had when I was a kid. I have taken all my kids to the same place my dad took me. The food is delicious, but what matters even more is who you eat it with.

Amanda Shumaker Bower is a 35-year-old, happily married mother of three. She is a student at North Kansas City Schools Adult Basic Education in Kansas City, MO. She plans on furthering her career in the medical field after completing her high school equivalency.

READ ANOTHER STORY about a father and child: "His Garden" by Tommy DeBartos. Available on our website.



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