

## Getting Familiar with Theories of Second Language Acquisition...

| Second Language Acquisition Theories/Methods/Model        |   |   |
|---|---|---|
| a. Critical Period Hypothesis                             | h. Structured English Immersion (SEI)         |   |
| b. Monitor  | i. Comprehensible Input (I + 1)               |   |
| c. Concurrent Translation                                 | j. Common Underlying Proficiency              |   |
| d. BICS (Basic Interpersonal Communication Skills)        | k. Silent Period                              |   |
| e. CALPS (Cognitive Academic Language Proficiency Skills) | l. Bicultural Ambivalence                     |   |
| f. Affective Filter                                       | m. Separate Underlying Proficiency            |   |
| g. Linguistic Interdependence Hypothesis                  | n. Threshold Hypothesis                       |   |
|   | o. Sheltered English Content Instruction      |   |
|   | p. Semilingualism                             |   |
| Letter  | Is it a theory, a method, or a program model? | Scenarios and Students  |
| B   | Monitor (Theory)                              | Ha Jing, a sophomore in high school, is an English language learner from China. His oral and written English is very good and he is about to be reclassified as a fluent English speaker. He is still a bit hesitant to speak out loud, however, because he is embarrassed about making mistakes. In his mind, he practices his English sentences before he utters them, in order to get the grammar right. Ha Jing is using what Krashen calls the...  |
|   |   | Aurelia is a second grade student, newly arrived from Mexico. She did not want to leave her friends behind and feels sad and overwhelmed by her new school in Tucson. She does not speak or understand English. Aurelia is also experiencing anxiety and some psychological trauma from her memory of the family's journey to the United States (they crossed the desert at night in order to avoid the Border Patrol; a member of their group died of dehydration and his body was left behind). Consequently, Aurelia is anxious and lacks confidence and the motivation to learn. Although she may not realize it, she is actively erecting a kind of psychological barrier that is preventing her from acquiring English. This barrier is sometimes called the... |

**CEMELA Module on Theories of Second Language Acquisition and the Learning of Mathematics  
Session 1**

|  |  |  |
|--|--|--|
|  |  | Jorge is a lively, outgoing little boy in pre-school. He speaks only Spanish at home, but is quickly acquiring English words and phrases through his interaction with the other children in play activities. After about eight months in his pre-school class, he is communicating his needs and wants in social settings. The kind of English that Jorge is acquiring is sometimes referred to as...  |
|  |  | Bashir is a 3 <sup>rd</sup> grader in an Arabic-English dual language program in Detroit, Michigan. English is part of the curriculum of course, but the program emphasizes the development of Arabic literacy because of his teachers' belief in the theory that before Bashir can derive meaningful academic benefits from instruction in English, he must first become literate in Arabic. The theory Bashir's teachers are using to frame his dual language bilingual program is called the ...  |
|  |  | Bashir's teachers also believe that by teaching him academic skills in Arabic, he will perform well once he enters an environment in which all his instruction is in English. This theory predicts a transfer of L1 literacy skills to L2.   |
|  |  | This theory was tested with the discovery of Genie, a child of 13 years and 9 months, who had endured a life of almost complete isolation, and was discovered essentially without a language. When she came to the attention of linguistic researchers, Genie was well into puberty; these researchers wanted to investigate whether she had the capacity for natural language acquisition. The theory put to the test in Genie's case was the...  |
|  |  | Ms. McClure has a first grade classroom in a large elementary school on the south side of Tucson. All of her students are learning English as a second language. Ms. McClure teaches in English, but she adjusts the first grade curriculum and her instruction to match students' proficiency in English. Her approach, based on the second language theory known as the input hypothesis (among others), is characterized by slower and clearly enunciated speech registers, limited vocabulary and sentence length, repetition, visual clues, sufficient wait time, and expressive body language. The methodology Ms. McClure uses is called... |
|  |  | Ms. Castellanos is a first grade bilingual education teacher at Machan Elementary School in Phoenix. She teaches in two  |

**CEMELA Module on Theories of Second Language Acquisition and the Learning of Mathematics  
Session 1**

|  |  |  |
|--|--|--|
|  |  | languages because of the school's belief that skills in different languages, in this case Spanish and English, inhabit the same part of the brain and therefore reinforce each other. It's possible that the school's program is based, in part, on the theory of...   |
|  |  | Rangsey is a new arrived student from Cambodia, who speaks only Khmer. He has just started the first grade in a Tucson school. His teacher notices that he is quiet and a bit shy, but that he appears to be listening to her and trying to understand. After about six months, Rangsey begins speaking some words and phrases. The six months in which Rangsey has not spoken English might be referred to as the...  |
|  |  | Siad is a teenager, probably 9 or 10 years old (his birth records were lost in Somalia during the civil war in that country). He is a student at Blenman Elementary School (TUSD). Siad has come to Tucson through the refugee resettlement program run through Catholic Social Services. He has spent all of his life in a refugee camp, where he has had limited to no exposure to formal schooling. Siad speaks the Af-Maymay language but is not literate in it, nor can he speak, write or read any of the other languages present in Somalia. At Blenman, Siad is placed in a classroom with children from other countries and language groups, staffed by a teacher trained in English as a second language and sheltered English instructional strategies. This kind of classroom is called...   |
|  |  | Mayra is a 6 <sup>th</sup> grade middle school student originally from Panama. She has been in U.S. schools for approximately four years. Before arriving in the United States, Mayra had limited schooling in Panama and was not literate in Spanish. She also did not speak any English, but was placed in a second grade classroom in which all of the instruction was in English. She has learned enough English to talk with her friends but has not progressed and is struggling academically. Consequently, her self esteem has been affected and she has developed behavioral problems (talking back to the teachers, refusing to do her work, and displaying general hostility toward English speaking students). Meanwhile, her Spanish speaking abilities have seriously declined and she seems embarrassed to speak it, and embarrassed when her parents speak it. She mostly speaks English to them and to other members of her extended family, even though many of them don't speak English very well. Mayra may be exhibiting the kind of behavior that some |

**CEMELA Module on Theories of Second Language Acquisition and the Learning of Mathematics  
Session 1**

|  |  |   |
|--|--|---|
|  |  | second language acquisition theorists call...   |
|  |  | Ms. Blake relies on her instructional aide, Ms. Ramírez, a native Spanish speaker, to help teach the children in her classroom who don't speak English. Because she wants the English learners to learn the same subjects she is teaching the other students, she asks Ms. Ramírez to translate her lessons for them. However, after several months of this approach, Ms. Blake notices that her Spanish-speaking students are "tuning out" her English instruction, preferring instead to wait for Ms. Ramírez' translations. The students' reaction is typical, because Ms. Blake is using an ineffective methodology called...   |
|  |  | Mr. Baldwin is concerned about one of his kindergarten students, Ysenia, who comes from a bilingual home in which both Spanish and English are used. According to what he has observed, Ysenia's English is still developing, but she doesn't seem to speak much Spanish either. Mr. Baldwin concludes that neither of her languages is fully developed. Although this teacher may be well meaning, he has attributed Ysenia's language development to the belief--widely criticized and discredited--that some young language minority children do not really know any language at all, or speak their native and target languages with only limited ability. This is the theory of... |
|  |  | Ms. Grimaldi is a skilled SEI teacher who has observed that her ELL students best acquire English when she teaches at a level just slightly beyond their linguistic competence. She knows her students must strain a bit to understand, but she uses cognitive and linguistic strategies to help them. She believes that forcing them to stretch cognitively will move them forward in their acquisition of English. Ms. Grimaldi bases her instruction on Krashen's theory of...   |
|  |  | Mr. Bennett is an English language arts teacher at Ridgeview Middle School, in Chicago, Illinois. He believes that first and second languages develop independently in the brain, and knowledge and skills acquired in one are not transferable to the other. Moreover, he believes that bilingualism confuses children and therefore, that only English should be taught. Mr. Bennett's belief is possibly based on a discredited theory known as...   |
|  |  | Florian is a second language learner from Brazil. He has acquired   |

**CEMELA Module on Theories of Second Language Acquisition and the Learning of Mathematics  
Session 1**

|  |  |  |
|--|--|--|
|  |  | <p>enough social English to communicate with his peers and teachers, but he is not ready to be reclassified as a fluent English speaker. This is primarily because he is still acquiring the kind of classroom instructional language that students must attain to succeed in the "context-reduced, cognitively demanding" activities of reading, writing, mathematics, science, etc. This kind of language proficiency is often referred to as...</p> |
|--|--|--|