

**How do we get another
language?**

**(Or, what do we know about
language acquisition?)**

What is bilingual education?

How do we do it?

Who needs what?

Who can do it?

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Bilingual Basics

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How do we get another language? (Or, what do we know about language acquisition?)

Mamas, Meaning, and Motivation

First & Second Language Acquisition

5 Hypotheses

Acquisition vs Learning

Monitor

Comprehensible Input

Natural Order

Affective Filter

Levels of Language Acquisition

•4 levels: preproduction, early production, speech emergence, intermediate fluency (Krashen & Terrell, 1983)

- 5 levels: beginning, early intermediate, intermediate, early advance, advance

- 3 levels: early, intermediate, or later language learner

Literacy transfers

Threshold Hypothesis

Sup/Cup

Dual Iceberg Model

Floating Water Lily

Bilingual Bike

What is bilingual education?

Education in two languages.

It is literacy and knowledge in two languages.

It is quality subject matter in the two languages.

It is a positive self-esteem, language, and knowledge.

Quality subject matter in two languages.

ELD/ESL, SDAIE/sheltered content, and primary language

Programmatic Models

Transitional

Maintenance (Enrichment)

English Immersion

French Canadian Immersion

Dual (2-way) Immersion

How do we do it?

Who needs what?

Who can do it?

ELD – good oral English

SDAIE – good intermediate English

Primary language literacy/English and Spanish

Mainstream Activities

Transmission; Generative; Transformative

Why do we do it?

Bilingual Basics

English is the primary goal of bilingual education.

Bilingual education is all about *literacy* and *knowledge*.

The truth is that we can all stop worrying about the kids not getting conversational English. They're all doing it. We can't stop them. However, conversational English alone is not the answer. Our job, as teachers, is to focus on academic language.

Kids can't learn what they don't understand. Me either.

Knowing your first language really well makes learning the second easier and faster.

Lots of first language literacy is a great indicator of success in school.

Poverty is a great roadblock to literacy and knowledge; our job is to level the playing field while the kids are with us in school.

People around the world feel strongly about their first language. And, why not? It is how we all originally received love from our parents and families. It is okay to love your first language. It is okay for everyone to love the first language.

Being bilingual is not bad. In fact, it is very good.

Students must be prepared for a world we can only imagine. They will need to pose problems and solve programs with technology, which stretches beyond our wildest thoughts. Being able to do this in more than one language will be an advantage.

Above all, students who will succeed socially and economically are those who can thrive in a multilingual world. And, when that day comes, it will still be okay for each of us to have strong feeling about our first language.

Benefits of Bilingualism

Increases intelligence

Stimulates creativity

Promotes cognitive flexibility

Fosters divergent thinking

Facilitates high levels of mental-linguistic and mental-cultural awareness

Enables faster and more efficient learning of other languages

Heightens sensitivity to feedback cues and general verbal communication

ELD/ESL

Oral English

SDAIE/Sheltered Content

language and content

words and ideas in L2

Primary language

Mainstream class activities

Assumptions

Language is acquired naturally in real contexts when the learner receives meaningful messages in a safe environment. Language is socially and culturally grounded, and learning activities must relate to the experiences of the learner. Language is used as a tool to enhance all levels of two-way communication and to understand and mediate our world.

Guiding Principles for Language Teachers

All activities must be meaningful, purposeful, respectful, and relevant to the learner. Respect for the learner' s language and culture enhances second language acquisition.

Methods

Methods which build upon the natural processes of acquisition use various names in the literature: Natural Approach, Total Physical Response, cooperative learning, communicative approach, thematic approach, sheltered instruction, contextualized learning, and problem-solving activities.

What do these methods look like in practice?

Although many names exist for second language methodology, all have similar characteristics when used in learning environments. Attributes and activities common to all are: interactive and transformative processes; focus on tasks; 2-way communication; socially integrated activities; use of real language which is important in the lives of the learners; problem-solving; problem-posing; peer and family involvement; student-centered processes; and active dialogue used to construct knowledge.

Dual Language Models

Program	Goals	Students	Teacher Preparation	Time
French Canadian Immersion	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement	Language Majority Population	Credential	K-6
Bilingual, Dual, or Two-way Immersion	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement 3.) Positive cross-cultural relations	Language Majority & Minority Populations	Credential	K-6
Maintenance/Enrichment Bilingual Education	1.) English and a second language (bilingualism/biliteracy) 2.) High academic achievement 3.) Positive cross-cultural relations	Language Majority & Minority Populations	Credential	K-6
Structured Immersion	English Only	Language Minority Population	English Only	9 Months
Structured Sheltered English Immersion	English Only	Language Minority Population	No Preparation	9 Months
Transitional Bilingual Education	English Only	Language Minority Population	Aide/English Only	Short as Possible

Wink, J. (2005, 3/e). *Critical Pedagogy: Notes from the Real World*. Boston, MA: Allyn & Bacon

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Wink, J., & Wink, D. (2004). *Teaching passionately: What's love got to do with it?* Boston, MA: Allyn & Bacon.

Wink, J., & Putney, L. (2000). *A vision of Vygotsky*. Boston, MA: Allyn & Bacon.

Dual iceberg

<http://www.hsnrc.org/CDI/githomas1.cfm>

http://www.terralingua.org/Bibliographies/ToveBibJ_L.html

Floating Water Lily

Bilingual Bike <http://www.joanwink.com/scheditems/bilingual-waterlily.jpg>

<http://www.joanwink.com/scheditems/effects-of-bilingual.jpg>

PRINCIPLES OF LANGUAGE ACQUISITION CHAPTER 1

Notes from:

Krashen, S. D. (2003). *Explorations in language acquisition and use: The Taipei lectures*.
Portsmouth, NH: Heinemann.

PART I: THEORY

The Acquisition-Learning Hypothesis

Two means of developing language ability:

1. Language Acquisition - A subconscious process, "picking up" a language.
2. Language Learning - A conscious process, what we learned in school including "rules and grammar". Error correction aids in learning but the effect is limited.

The Natural Order Hypothesis

Parts of a language are acquired in a predictable order. Three facts about the Natural Order Hypothesis:

1. The natural order is not based on the simplicity or complexity of rules.
2. Deliberate teaching will not alter the natural order. Rules can not be learned until the student is ready.
3. The natural order does not equal the teaching order.

The Monitor Hypothesis

Conscious monitor is used to correct language or "edit" or to acquire a "feel" for correctness. The process is useful if it does not interfere with communication. Three conditions are necessary:

1. The person must know the rule.
2. The person must be thinking about the correctness.
3. The person must have time to do this.

The Input (Comprehension) Hypothesis

We acquire language when we "understand what we hear or what we read, when we understand the message". We are able to acquire language by moving from the last rule we acquired plus context to create new meaning (i+1). This process leads to two facts about language acquisition:

1. Language acquisition is effortless.
2. Language acquisition is involuntary.

Corollaries of the Input/Comprehension Hypothesis

1. Talking is not practice, it does not directly result in language acquisition.
2. To obtain grammatical accuracy, we must provide comprehensible input. Direct grammar instruction is not an effective means of developing grammatical accuracy.

3. Effective instruction is not based on grammatical order. Students will acquire language based on the natural order as a result of receiving comprehensible input.

The Affective Filter Hypothesis

If the language learner is anxious, suffers from low self-esteem, or does not see him/herself as a valued member of the acquired language than the input may not reach the “language acquisition device”.

PART 2: APPLICATION - How to acquire a second language.

The Beginning Level

Beginners should be placed in well-taught language classes so that they receive comprehensible input effectively. At the intermediate level language students can be mainstreamed in school or go to the country to improve on their own..

Methods that work at the beginning level:

1. Teachers provide comprehensible input by providing context in the form of pictures and realia, and the use of movement. Total Physical Response (TPR) method is taught by the teacher giving a command, modeling the movement, followed by the student performing the action. The modeling is the context that helps make the command comprehensible.
2. Teachers need to talk a little slower, and use less complex language.
3. Lesson plans for comprehensible input-based method are well planned and are based on activities (games, movement exploration, simple scientific experiments, topics of interest) not grammar.
4. Students are not required to speak but they are not forbidden from speaking. Speaking may result in the learner feeling more part of the group thereby lowering the affective filter. Errors are not corrected.
5. Grammar is taught to older students (high school and older) to satisfy the curiosity of some students about the structure of language and to fill in gaps left by incomplete acquisition.

Comprehensible input-based methodology will not provide for 100% of language acquisition. Reading and writing must be 100% accurate so older students need instruction for conscious learning of rules.

Intermediate Level: Sheltered Subject-Matter Teaching

Second language students need to develop academic language. As seen by the success of the Canadian immersion program, “sheltered subject-matter teaching, when it is comprehensible, is language teaching, because it provides comprehensible input”.

Two characteristics of sheltered subject-matter teaching are:

1. Sheltered classes are only for intermediate second-language learners (not beginners or native speakers of the language).
2. The goal of sheltered classes is to focus on the subject matter not language.
However, the emphasis on meaning results in more comprehensible input and therefore, more language acquisition.

Research on Sheltered Subject-Matter Teaching: Sheltered subject-matter teaching provides students exposure to academic language and is very time-efficient because students receive both language and subject-matter at the same time.



EVER SEE AN ICEBERG FROM TOP TO BOTTOM?

This is really a beautiful photo

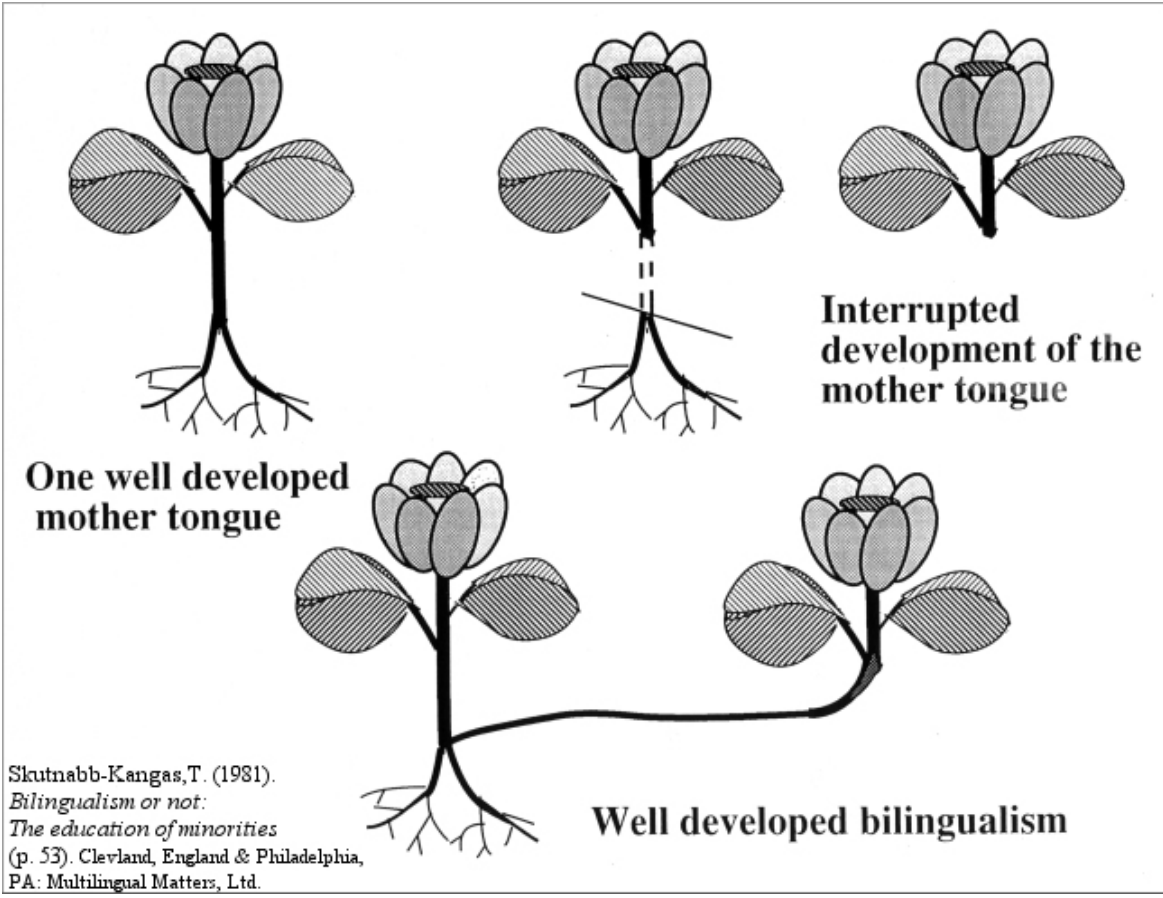
Now you know why the Titanic sank!! This came from a Rig Manager for Global Marine Drilling in St. Johns, Newfoundland.

They actually have to divert the path of these things away from the rig by towing them with ships!

Anyway, in this particular case the water was calm & the sun was almost directly overhead so that the diver was able to get into the water and click this pic. Clear water huh?! They estimated the weight at 300,000,000 tons.

(And now we also know why they say one picture is worth 1000 words





The Effects of Bilingualism



Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (p. 171). Los Angeles, CA: California Association of Bilingual Education.

