

****WORLD LANGUAGE TERMS****

ACQUISITION-LEARNING HYPOTHESIS

- *Subconscious picking up of rules and characteristic of L1 acquisition process
- *Not learning (a conscious focus on knowing and applying rules)
- *Leads to spontaneous, unplanned communication

ACTIONAL COMPETENCE

- *Interpersonal exchange, information, opinions, feelings, persuasion, problems, future scenario

AFFECTIVE DOMAIN VS COGNITIVE DOMAIN

- *Affective Domain – Values, Motivation, Attitudes, Stereotypes, Feelings
- *Cognitive Domain – Synthesis, Recollection, Comprehension, Evaluation, Analysis

AFFECTIVE FILTER

- *Impediment to learning or acquisition caused by negative emotional responses to one's environment
- *Anxiety, self-doubt, and boredom interfere with the process of acquiring a 2nd language. They function as a filter between the speaker and the listener and reduce the amount of language input the listener is able to understand
- *Ways to combat the affective filter – sparking interest, providing low-anxiety environments, and bolstering the learner's self-esteem
- *Theory by Stephen Krashen (1980's)

AFFECTIVE FILTER HYPOTHESIS

- *Language learning takes place where learners are off the defensive and the affective filter is low in order for input to be noticed and gain access to the learner's thinking.

ALTERNATIVE ASSESSMENT

- *Uses activities that reveal what students can do with language, emphasizing their strengths, instead of their weaknesses
- *Performance based, emphasizes that the point of language learning is communication
- *Work well in learner-centered classrooms (students can evaluate their own learning and learn from the evaluation process)
- *The following criteria define alternative/authentic assessment:
 - 1) Built around topics/issues of interest to the students
 - 2) Replicate real-world communication
 - 3) Involve multi-stage tasks & real problems
 - 4) Require learners to produce a quality product or performance
 - 5) Evaluation criteria and standards are known to the student
 - 6) Involve interaction between teacher and students
 - 7) Allow for self-evaluation and self-correction

ANALYTIC RUBRICS

*Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score.

*Analytic rubrics have two advantages: The instructor can give different weights to different dimensions. This allows the instructor to give more credit for dimensions that are more important to the overall success of the communication task. For example, in a writing rubric, the dimension of content might have a total point range of 30, whereas the range for mechanics might be only 10. *They provide more information to students about the strengths and weaknesses of various aspects of their language performance.

*However, analytic scoring has also been criticized because the parts do not necessarily add up to the whole. Providing separate scores for different dimensions of a student's writing or speaking performance does not give the teacher or the student a good assessment of the whole of a performance.

ANALYTIC SCORING

*Evaluating student work across multiple dimensions of performance rather than from an overall impression (holistic scoring).

*In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition.

*An overall impression of quality may be included in analytic scoring.

ASSESSMENTS

*Validity – Test measures what it is supposed to measure and this measurement is appropriate for this group of learners

*Reliability – Test consistently measures what it measures

*SUMMATIVE – At end of course, designed to determine what learner can do with the language at that point (FINAL EXAM)

*FORMATIVE – Designed to help shape the learner's ongoing understanding or skills while the teacher and learners still have opportunities to interact for the purposes of repair and improvement within a given cause or setting. (quizzes, paired interviews, chapter and unit tests, class interaction activities)

AUTHENTIC ASSESSMENT

*Any assessment that requires students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life

*Students are required to produce ideas, integrate knowledge, and complete tasks that have real-world applications

*Students use remembered information in order to produce an original product, participate in a performance, or complete a process

*Students are given a rubric in advance

AUTOMATICITY

*The ability to do things without occupying the mind with the low level details required. It is usually the result of learning, repetition, and practice.

BICS (BASIC INTERPERSONAL COMMUNICATIVE SKILLS)

*Language skills needed to interact in social situations (talking to a friend on the phone)

*Primarily – Context-bound, face-to-face communication (like the language used by little kids), every day social interactions

*Credited to Jim Cummins

BLOOM'S TAXONOMY

*Knowledge of terminology; specific facts; ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories, criteria, methodology); universals and abstractions in a field (principles and generalizations, theories and structures) Knowledge is defined as the remembering (recalling) of appropriate, previously learned information. Defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views; writes;

*Comprehension: Grasping (understanding) the meaning of informational materials. Classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; illustrates; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.

*Application: The use of previously learned information in new and concrete situations to solve problems that have single or best answers. Acts; administers; applies; articulates; assesses; charts; collects; computes; constructs; contributes; controls; demonstrates; determines; develops; discovers; establishes; extends; implements; includes; informs; instructs; operationalizes; participates; predicts; prepares; preserves; produces; projects; provides; relates; reports; shows; solves; teaches; transfers; uses; utilizes.

*Analysis: The breaking down of informational materials into their component parts, examining (and trying to understand the organizational structure of) such information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations. Analyzes; breaks down; categorizes; compares; contrasts; correlates; diagrams; differentiates; discriminates; distinguishes; focuses; illustrates; infers; limits; outlines; points out; prioritizes; recognizes; separates; subdivides.

*Synthesis: Creatively or divergently applying prior knowledge and skills to produce a new or original whole. Adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates.

*Evaluation (On same level as *synthesis*): Judging the value of material based on personal values/opinions, resulting in an end product, with a given purpose, without real right or wrong answers. Appraises; compares & contrasts; concludes; criticizes; critiques; decides; defends; interprets; judges; justifies; reframes; supports.

CALP (COGNITIVE ACADEMIC LANGUAGE PROFICIENCY)

- *Used in conjunction with BICS
- *Highly abstract, de-contextualized communication
- *Kids can problem-solve, hypothesize, imagine, reason, and project into situations with which they have no personal experience
- *Refers to formal academic learning
- *Typically takes 5-7 years
- *The language becomes more cognitively demanding – new ideas, concepts, and language are being presented to the students at the same time (like taking a History class in Spanish)

CHECKLISTS

- *Checklists are often used for observing performance in order to keep track of a student's progress or work over time. They can also be used to determine whether students have met established criteria on a task. To construct a checklist, identify the different parts of a specific communication task and any other requirements associated with it. Create a list of these with columns for marking *yes* and *no*.
- *For example, using a resource list provided by the instructor, students contact and interview a native speaker of the language they are studying, and then report back to the class.

CODE-MIXING

- *Mixture of 2 or more languages or language varieties in speech
- *Refers to a developmental stage during which children mix elements of more than one language
- *Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination
- *Some linguists suggest that it reflects a lack of control or ability to differentiate the languages
- *Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another
- *Examples of code-mixing – Spanglish/Chinglish/Franponais

CODE-SWITCHING

- *The concurrent use of more than one language in conversation
- *Multilinguals sometimes use elements of multiple languages in conversing with each other
- *People code-switch for many reasons –
 - 1) Can help an ethnic minority retain its cultural identity
 - 2) Easier than having to think of an equivalent language word or phrase
- Example: Border Spanish/Puerto Ricans in NY

COGNITIVE-CODE APPROACH

- *Any conscious attempt made to organize material around a grammatical syllabus while allowing for meaningful practice and use of language
- *Sub skills in listening, speaking, reading, and writing
- *Student participates in real communication activities
- *Emphasizes content over form

COLLOCATION

*A sequence of words or terms, which co-occur more often than would be expected by chance

*Comprise the restrictions on how words can be used together

*For example, which prepositions are used with particular verbs or which verbs and nouns are used together

*The relationship between two words or groups of words that often go together and form a common expression. If the expression is heard often, the words become "glued" together in our minds. Ex. Crystal clear, middle management, nuclear family, cosmetic surgery

*Some words are often found together because they make a compound noun. Ex. Riding boots or phrases – "red in the face" meaning embarrassed Ejemplos: Salto alto; Esquí nórdico; Zapatos deportivos

COLLOQUIALISM

*An expression not used in formal speech

*Characteristic of or only appropriate for casual, ordinary, familiar, or informal conversation

*Examples – y'all, gonna, wanna, ain't nothin', pop

COMMUNICATIVE COMPETENCE

*The goal of language acquisition

*The ability to use the language correctly and appropriately to accomplish communication goals

*Ability to function in a communicative setting by using grammatical knowledge, gestures, and information, strategies for making oneself understood, and risk-taking to communicate

-The desired outcome is the ability to communicate competently

*4 Competency Areas:

1) Linguistic Competence – Knowing how to use the grammar, syntax, and vocabulary of a language

2) Sociolinguistic Competence – Knowing how to use and respond to language appropriately, given the setting, topic and relationships among the people

3) Discourse Competence – Knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole

4) Strategic Competence – Knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and the context

COMPETENCE VS. PERFORMANCE

*Competence – Intuitive knowledge of rules of grammar and syntax and of how the linguistic system of a language operates

*Performance – The individual's ability to produce language

COMPREHENSIBLE INPUT

*Developed by Stephen Krashen, Originally called the Input Hypothesis

*The hypothesis claims that we move from i to $i + 1$ by understanding input that contains $i + 1$

i = Linguistic competence and extra-linguistic knowledge (our knowledge of the world and of the situation = CONTEXT)

$i + 1$ = New knowledge or language structures that we should be ready to acquire

Stuff we already know + a little bit more

*Teachers use techniques such as visuals, simplified input, mime, etc.

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COMPREHENSION-BASED APPROACH

*Umbrella term which refers to several methodologies of language learning that emphasize understanding of language rather than speaking

*Found most commonly in classrooms as Asher's TPR approach

COMPUTER-MEDIATED COMMUNICATION

*(CMC) is defined as any communicative transaction which occurs through the use of two or more networked computers. While the term has traditionally referred to those communications that occur via computer-mediated formats (i.e., instant messages, e-mails, chat rooms) it has also been applied to other forms of text-based interaction such as text messaging.

*Research on CMC focuses largely on the social effects of different computer-supported communication technologies. Many recent studies involve Internet-based social networking supported by social software.

CONSTRUCTIVISM

*A psychological theory of knowledge that argues that humans generate knowledge and meaning from their experiences

*Attributed to Jean Piaget

*Each person generates his/her own "rules" and "mental models" which we use to make sense of our experiences

*Learning is simply the process of adjusting our mental models to accommodate new experiences

CONTENT STANDARD

*What students should know and be able to do

CONTEXT-EMBEDDED LANGUAGE

*Communication occurring in a context that offers help to comprehension (ex. Visual clues, gestures, expressions, specific location)

*Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation

CONTEXT-REDUCED LANGUAGE

*Language where there are few clues as to the meaning of the communication apart from the words themselves, Abstract language

*Examples – textbook reading, classroom lecture

CONTEXTUALIZING

*To place (a word or idea, for example) in a particular context

*Connect exercise sentences with same situation or theme

*Provide content for exercise with information concerning people, activities, or descriptions

*Combine cultural aspects with language practice within the exercise

*Carry out a complex interactive process that involves speaking and understanding what others say in the target language as well as reading and interpreting written materials

COOPERATIVE LEARNING AND INTERACTIVE ACTIVITIES

*Students work in pairs or small groups to help each other complete a given task, attain a goal, or learn subject matter. Each student has a responsibility and students learn to work together and respect their classmates.

*This technique (research suggests) often produces high achievement, increases retention and develops interpersonal skills.

*Encourages creativity.

*Allows students to observe problem-solving approaches and cognitive processing strategies of others.

*Uses peer feedback

*Teaches students to ask questions and negotiate meaning

*Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement

*Cooperative efforts result in participants striving for mutual benefit so that all group members:

1) Gain from each other's efforts (Your success benefits me and my success benefits you.)

2) Recognizes that all group members share a common fate (We all sink or swim together here.)

3) Know that one's performance is mutually caused by oneself and one's team members (We cannot do it without you.)

4) Feel proud and jointly celebrate when a group member is recognized for achievement (We all congratulate you on your accomplishment.)

*Ex. Think/pair/share tasks, peer tutoring, jigsaw, information gap activities, movement activities, paired activities and interviews, conversation cards, role-play

CRITERION-REFERENCED TEST

*Nationally or locally available

*Designed to determine whether students have mastered specific content

*Allow comparisons with other students taking the same assessment

*Example – National Spanish Exam

CUP (COMMON UNDERLYING PROFICIENCY)

*An advancement of CALP from Jim Cummins

*Skills, ideas, and concepts students learn in their 1st language will be transferred to the 2nd language

DATA-DRIVEN LEARNING

*A focus on the exploitation of authentic materials even when dealing with tasks such as the acquisition of grammatical structures and lexical items

*A focus on real, exploratory tasks and activities rather than traditional «drill and kill» exercises

*A focus on learner-centered activities

*A focus on the use and exploitation of tools rather than ready-made or off-the-shelf-learn ware

DEDUCTIVE LANGUAGE EDUCATION

*The process of deduction is SPECIFIC → GENERAL

*The teacher gives some specific rules and then the students DEDUCE general production of the target language.

*Traditional in most school classrooms

≠ Inductive (hearing patterns over and over again)

DIALOGUE JOURNALS

*A dialogue journal is a written conversation in which a student and tutor communicate regularly—daily, if possible or at least two or three times a week—over a period of one semester or an entire school year.

*Students may write as much as they choose on any topic and the tutor writes back regularly to each student often responding to the student's topics, but also introducing new topics; making comments and offering observations and opinions; requesting and giving clarification; asking questions and answering student questions.

DIFFERENTIATED INSTRUCTION

*Differentiated instruction is a philosophy of teaching and learning which recognizes that each learner is unique. Rigorous, relevant, complex and flexible, differentiated instruction is a response to that uniqueness. Consequently, in a differentiated classroom, not every student is doing exactly the same thing in exactly the same way at exactly the same time.

*Differentiated instruction is not merely a set of strategies and activities that challenges the learner in a variety of ways, but rather a belief system that proclaims that learners—with all their diversity—come to our classes with potential ready to be tapped.

*Differentiation is an effective way for teachers to offer meaningful instruction delivered around challenging content and designed to meet the needs of students at their appropriate levels and to help them achieve maximum growth.

*In a level one Spanish class, students want to find out more about the countries where Spanish is spoken, so the teacher provides a variety of resources (including sample texts, authentic documents, and Internet sites) that students can choose from in order to gather more in-depth information. In a level three Spanish class, students read and create a graphic representation (mind map) of an Aztec legend. Each student then chooses one other Aztec or Mayan legend to read and study from the four provided by the teacher. Grouped according to the legend each has chosen, students read and interpret it, then demonstrate their understanding of the legend and its connection to their own lives by creating a skit, designing a children's book, or inventing a product of their choice that will be presented to the class.

DIGLOT WEAVE

*Coined by Dr. Robert Blair

*Comprehension-based approach

*"Weaves" together L1 and L2 for the most efficient way to assimilate a new language

*Insert foreign words into English sentences until you get their meanings

*Ex. 2 and 2 siempre make 4

It siempre gets cold here in the winter.

The sun siempre rises in the east.

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DIRECT METHOD

*Reaction to grammar-translation method

*Late 19th – early 20th century

*Learners should acquire rules of grammar inductively through imitation, repetition, speaking, and reading. The best way to teach meaning is to use visual perception.

*Techniques: Exclusive use of L2, use of visuals, grammar rules through inductive teaching, emphasis on correct pronunciation.

DISCUSSION WEBBING

*Discussion Webs are “a special kind of graphic aid for teaching students to look at both sides of an issue before drawing a conclusion.” They help students to organize their thinking, examine (and learn tolerance for) other points of view, and draw richer understanding from the materials they read.

*The Discussion Web approach involves students -- *all* students -- in the process. It does that by incorporating an adaptation of a discussion approach called *think-pair-share*. Using this approach, students are asked to respond to a yes-no thinking question.

*Students *think* individually about the question that’s up for discussion. They look in the text for information they might use to support their opinions. Then they discuss their ideas with a partner (as a *pair*). The partners share supporting ideas from the text and from their own experiences. Then the partners *pair* up with another set of partners. They work as a group of four to eliminate contradictions and inconsistencies in their thinking as they come to a consensus and decide upon one idea that a spokesperson for the group will *share* with the class. (There’ll be plenty of time during the classroom discussion for dissenting opinions to be heard.)

DISCOURSE COMPETENCE

*Concerns the selection, sequencing, and arrangements of words, structures, sentences and utterance to achieve a unified spoken or written text

*Components –

1) Cohesion – Reference, substitution, conjunction, lexical chains

2) Deixes – Personal pronouns, spatial, temporal, textual

3) Coherence – Thematization, Management of old and new information

4) Genre Generic Structure – Narrative, Report, Service Encounter

5) Conversational Structure – How to perform opening, hold the floor, adjacency, pairs, etc.

*We develop –

~ Ability to participate in discourse OR

~ Ability to communicate OR

~ Ability to create spoken and written texts OR

~ Ability to negotiate meanings OR

~ Ability to exchange nuances of meanings

ELICITATION

*A technique by which the teacher gets the learners to give information rather than giving it to them.

*Example A teacher elicits the rules for the structure of the first conditional by asking learners to look at some examples, then writing 'We make the first conditional in English with...?' on the board.

*Elicitation is an important technique for various reasons. It helps develop a learner-centered dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment.

*Language learners will benefit from corrective feedback that makes them retrieve the target language form (rather than immediately supplying the correct form). The retrieval and subsequent production stimulates the development of connections in the learner's memory.

*Teacher asks for a reformulation, 'How do you say that in Spanish?' or pausing to allow student to complete teacher's utterance.

ERROR VS. MISTAKE

*An ERROR is a deviation from accuracy or correctness.

*A MISTAKE is an error caused by fault (misjudgment, carelessness, or forgetfulness)

EXPLICIT CORRECTION

*The teacher supplies the correct form to the student and clearly indicates that what was said was incorrect. This is common corrective feedback in large groups of students where the teacher's time is limited. Explicit correction has a very low rate of uptake since the student doesn't have to self-correct and the mistake could be easily forgotten.

FALSE COGNATES

*Words in different languages that sound alike and have similar form, but unrelated meaning

*Ex. Embarrassed ≠ Embarazada

FOSSILIZATION

*The often-observed loss of progress in the acquisition of a 2nd language following a period where learning occurred

*At some point in the learner's path of development, no further learning appears possible with their performance apparently impervious to both further exposure to the L2 and explicit correction of errors

*L2 now appears to be "set in stone"

GENERATIVE GRAMMAR

*An approach to the study of syntax

*Attempts to give a set of rules that will correctly predict which combinations of words will form grammatical sentences

*The rules will predict the morphology (identification, analysis, and description) of a sentence

GRAMMAR-TRANSLATION APPROACH

*Historically dominant method

*Students are expected to memorize vocabulary and verb conjugations, learn rules of grammar and their exceptions, take dictations, and translate written passages

*The emphasis was on literacy development rather than the acquisition of oral/aural skills

GUIDED PARTICIPATION

*A method of engaging with another to help the other learn a socially important practice (i.e., how to care for bereaved families). One person serves as a guide or expert and gradually transfers responsibility (for making decisions, figuring things out, and trying new skills) to the other. Guided Participation is relationship-based, involves reflective processes, and creates a framework for teaching and learning that extends the more traditional notion of teaching as "providing information" and learning as "listening to the information."

HERITAGE LANGUAGE

*The language a person regards as their native, home, and/or ancestral language

*This includes indigenous language (Navajo) and immigrant languages (Spanish in the United States)

HOLISTIC RUBRICS

*Holistic scales or rubrics respond to language performance as a *whole*. Each score on a holistic scale represents an overall impression; one integrated score is assigned to a performance. The emphasis in holistic scoring is on what a student does well.

*Holistic rubrics commonly have four or six points.

*A well-known example of a holistic scale is the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines* (1986). However, the ACTFL guidelines are not appropriate for classroom use, because they are intended for large-scale assessment of overall proficiency and are not designed necessarily to align with curricular objectives or classroom instruction.

INNER LANGUAGE

*The processes involved include – discrimination, analysis, synthesis, generalization, thinking, planning, and other mental processes.

INPUT

*Students need large amounts of contextualized, meaningful input in order to acquire language.

INPUT HYPOTHESIS

*Acquisition occurs only when learners receive optimal CI that is interesting, $i + 1$ and not grammatically sequenced

*Must be understandable through background knowledge, context, gestures and information

*Primary function of the classroom is to provide CI in a low anxiety environment in which learners are not required to speak until ready, input is comprehensible, interesting, relevant and not grammatically sequenced.

*Error correction is minimal since it is not useful when goal is acquisition

INPUT FLOODING

*Providing the learner with copious input from the target language, the aim being to allow the learner to induce the general rules of the language and increase vocabulary knowledge.

INPUT PROCESSING

*When input is simplified and tailored to the level of the learner, learners are better able to make connections between form and meaning and thus convert input to intake (a filtered, processed version of the input)

*This intake is then incorporated by the learner in developing a linguistic system that can be used to produce output in the language

*Guidelines to develop structured input activities:

- 1) Present one thing at a time
- 2) Keep meaning in focus
- 3) Move from sentences to connected discourse
- 4) Use both oral and written input
- 5) Have learner "do something" with the input
- 6) Keep learner's processing strategies in mind

INSTRUCTIONAL CONVERSATIONS

*Discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development

*Focus on idea or student

*The teacher encourages expression of students' own ideas, builds upon information students provide and experiences they have had and guides students to increasingly sophisticated levels of understanding

INTERACTION HYPOTHESIS

*By Long

*Input can be made comprehensible in 3 ways:

- 1) Simplify input/Use familiar structures and vocabulary
- 2) Use linguistic and extra linguistic features/familiar structures, background knowledge, gestures, etc.
- 3) Modify interactional structure or conversation

*Takes into account both input and learner production in promoting acquisition

*Long's theory implies that listeners cannot simply listen to input

*Instead, they must be active conversational participants who interact and negotiate the type of input they receive in order to acquire language

*Input can become implicit or automatic language, when learners notice specific features of it, compare these features to those of their own output, and integrate the features into their own developing language system

INTERPERSONAL COMMUNICATION

*After receiving feedback regarding the Interpretive Phase, students engaged in interpersonal oral communication about a particular topic which relates to the interpretive text. This phase should be either audio- or videotaped.

INTERPRETIVE COMMUNICATION

*Students understand and interpret written and spoken language on a variety of topics. Students listen to or read an authentic text (e.g., newspaper article, radio broadcast, etc.) and answer information as well as interpretive questions to assess comprehension. Teacher provides students with feedback on performance.

LANGUAGE ACQUISITION DEVICE (LAD)

*Children born with a special ability to process language (LAD)

*When the child attends to language input (notices certain features of L2 he/she hears), the LAD is activated and the child is able to match the innate rules to the language structures in the environment

*L2 learners with opportunities to actively understand natural language acquire L2 more quickly and more successfully

LANGUAGE EXPERIENCE APPROACH

*The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences of the learner

*The experiences are written down by a teacher and read together until the learner associates the written form with the spoken

*Encourages self-expression and builds awareness of the connections between oral and written language

LEARNING SCENARIO

*Series of learner-centered activities based on a specific theme and integrated so that one activity is the basis for the next.

LEXICAL APPROACH

*The lexical approach to second language teaching has received interest in recent years as an alternative to grammar-based approaches.

*The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar.

*Instruction focuses on relatively fixed expressions that occur frequently in spoken language, such as, "I'm sorry," "I didn't mean to make you jump," or "That will never happen to me," rather than on originally created sentences.

*The lexical approach makes a distinction between vocabulary—traditionally understood as a stock of individual words with fixed meanings—and lexis, which includes not only the single words but also the word combinations that we store in our mental lexicons. Lexical approach advocates argue that language consists of meaningful chunks that, when combined, produce continuous coherent text, and only a minority of spoken sentences are entirely novel creations. *The existence and importance of these lexical units has been discussed by a number of linguists. For example, some argue that the existence of lexical units in a language such as English serves the needs of both native English speakers and English language learners, who are as predisposed to store and reuse them as they are to generate them

from scratch.

*Lewis suggests the following taxonomy of lexical items: words (e.g., book, pen), polywords (e.g., by the way, upside down), collocations, or word partnerships (e.g., community service, absolutely convinced), institutionalized utterances (e.g., I'll get it; We'll see; That'll do; If I were you . . . ; Would you like a cup of coffee?), sentence frames and heads (e.g., That is not as . . . as you think; The fact/suggestion/problem/danger was . . .) and even text frames (e.g., In this paper we explore . . . ; Firstly . . . ; Secondly . . . ; Finally . . .)

LINGUISTIC COMPETENCE

*Syntax, morphology, lexicon, phonology, orthography

METALINGUISTIC CLUES

*Teacher provides comments, information, or questions related to student output. Clarification: Teacher uses phrases such as, 'I don't understand', or 'What do you mean?' Repetition: Teacher repeats the mistake adjusting intonation to highlight the error.

METALINGUISTIC SKILLS

*The ability to analyze language and control internal language processing, important for reading development in children

*Metalinguistic skills, such as phonemic awareness and sound-to-symbol correspondence are regarded as key factors in the development of reading in young children and they may be prerequisite to later language acquisition in reading and writing

*Research shows that balanced bilingual have increased metalinguistic awareness in their abilities to analyze language and their control of internal language processing.

MONITOR HYPOTHESIS

*Conscious knowledge of rules prompts the action of an "editor" or "monitor" that checks, edits, and polishes language output and is used only when language user has enough time, attends to linguistic form, and knows the rule being applied

MULTI-TRAIT RUBRICS

*The multi-trait approach is similar to the primary trait approach but allows for rating performance on three or four dimensions rather than just one. Multi-trait rubrics resemble analytic rubrics in that several aspects are scored individually. However, where an analytic scale includes traditional dimensions such as content, organization, and grammar, a multi-trait rubric involves dimensions that are more closely aligned with features of the task.

*For example, on an information-gap speaking task where students are asked to describe a picture in enough detail for a listener to choose it from a set of similar pictures, a multi-trait rubric would include dimensions such as quality of description, fluency, and language control.

NATURAL APPROACH

*Developed by Stephen Krashen and Tracy Terrell

*Based on Krashen's theory of language acquisition that assumes that speech emerges in four stages –

- 1) Pre-production – listening and gestures
- 2) Early production – Short phrases
- 3) Speech emergence – Long phrases and sentences
- 4) Intermediate Fluency – Conversation

NATURAL ORDER HYPOTHESIS

*Learners acquire rules of L2 in a predictable sequence, not in the order they are taught

NEGOTIATION OF MEANING

*Exchanges between learners and their interlocutors as they attempt to resolve communication breakdowns and to work toward mutual comprehension.

*Through negotiation of meaning, interactions are changed and re-directed, leading to greater comprehensibility.

NORM-REFERENCED TEST

*NRT's are nationally, commercially available, are designed to discriminate among groups of students, and allow comparisons across years, grade levels, schools, and other variables

OPEN-ENDED QUESTIONS

*Simple response closed questions don't leave much room for elaboration or really a full response. These are often questions using phrases like, did you, when, do you want to, will you, have you, etc.

*They provide much more detail, thoughts, comments and bits of information that can more easily form into new ideas and transitions.

PERFORMANCE-BASED ASSESSMENT

*Designed to maximize students' ability to demonstrate how they can apply their knowledge and allow comparisons to other students taking the same assessment

PORTFOLIO ASSESSMENT

*A systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives

*Student portfolios may include responses to readings, samples of writing, drawings, or other work

PRESENTATIONAL COMMUNICATION

*Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Students engage in presentational communication by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

PREVIEW-REVIEW METHOD

*A bilingual instructional approach in which content areas are previewed in one language, presented in the other, and reviewed in the first.

PRIMARY TRAIT RUBRICS

*In primary trait scoring, the instructor predetermines the main criterion or primary trait for successful performance of a task. This approach thus involves narrowing the criteria for judging performance to one main dimension. For example, consider a task that requires that a student write a persuasive letter to an editor of the school newspaper.

*This kind of rubric has the advantage of allowing teachers and students to focus on one aspect or dimension of language performance. It is also a relatively quick and easy way to score writing or speaking performance, especially when a teacher wants to emphasize one specific aspect of that performance.

PRIOR KNOWLEDGE

*Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture.

*When teachers link new information to the students' prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose.

*Prior knowledge acts as a lens through which we view and absorb new information. It is a composite of who we are, based on what we have learned from both our academic and everyday experiences.

*Students learn and remember new information best when it is linked to relevant prior knowledge. Teachers who link classroom activities and instruction to prior knowledge build on their students' familiarity with a topic and enable students to connect the curriculum content to their own culture and experience.

RECASTS (FEEDBACK)

*Often used for grammatical and phonological errors. The teacher implicitly reformulates all or part of the student's output. Recasts result in the lowest rate of uptake since they don't lead to any self-repair. (Neither recasts nor explicit correction lead to any peer or self-repair because they already provide correct forms to learners).

RUBRIC

*A guidance/something that instructs people

*Set criteria by what performance should be judged, range in quality of performance

*How should different levels of quality be described and distinguished from one another?

*Show learners what good performance looks like

SAMPLE PROGRESS INDICATOR

*Define student progress in meeting standards

SCAFFOLDING

*Providing contextual supports for meaning during instruction or assessment

*Examples – Visual displays, classified lists, or tables or graphs

THE SECOND LANGUAGE ACQUISITION THEORY

*Suggests that one's learning of a second language is affected by one's exposure to language models. Second language acquisition is also affected by one's emotional state. Students often experience fear and anxiety before learning a new language. At times, they lack the motivation to learn it. The beliefs in the minds of the students such as their social and cultural values also have a direct effect on their process of second language acquisition.

Stage I: Silent Stage

This stage can last from about 10 hours to 6 months. During this stage, though the students do not acquire the ability to speak the language, they are able to respond to new words and pronunciations. This is a stage of understanding new words as well as their meanings and pronunciations. Students are often observed as being able to gesture or respond with a 'yes' or 'no', during this stage of language acquisition. During this phase of learning, the students face what is known as a language shock and are seen rejecting the words of the second language that do not make meaning to the learner. Though the learners do not speak during this phase of acquisition, they are observed engaging in self-talk.

Stage II: Early Production

During this phase that lasts for about 6 months, the learners develop an understanding of about 1,000 active words. During this phase of language acquisition, the learners gain the ability to speak a few words and use some simple phrases of the language. Mispronunciations are the common mistakes that learners make during this stage of second language acquisition. It is important for the teachers to introduce the students to new words in the second language, thus helping them enhance their second language vocabulary.

Stage III: Emergence of Speech

The learners who had been receiving words and giving simplistic responses during the previous stages, begin to speak in their second language during this phase. The students start forming simple statements, improve pronunciation and take a few steps towards reading and writing in the second language. Students try to form big sentences and tend to make mistakes in the grammatical structuring of the sentences. It is important that the teachers encourage greater usage of words, and see to it that students are taking an initiative in conversing in their second language.

Stage IV: Intermediate Ability

This phase can last for one year after speech emergence. It involves the usage of complex sentences and attempts to use the newly acquired language to a greater extent. This stage is attaining a certain level of proficiency wherein they can opine, discuss and most importantly begin to think in the second language. Even after a student is proficient in conversing in a particular language, his/her ability to think in a non-native language is an entirely different skill the learner needs to acquire.

Stage V: Advanced Fluency

It takes a couple of years to gain complete proficiency in a non-native language. A completely new language the students have learned takes time to get fully absorbed into their minds. It takes a few years for the students to gain the abilities of fluent conversation and clear thinking in their second language. This stage of second language acquisition involves the development of a separate vocabulary of that language and the attainment of a confidence of expressing oneself by means of one's second language.

SELF-TALK

Speech spoken to oneself for communication, self-guidance, and self-regulation of behavior. Although it is audible, it is neither intended for nor directed at others. Private speech, although first studied by Vygotsky and Piaget, has received attention from researchers only in the past 30 years. During this time period, researchers have noted a positive correlation between children's use of private speech and their task performance and achievement. Interestingly, it is at the time when children begin school that their use of private speech decreases and "goes underground."

SEMANTIC WORD MAP

*A semantic word map allows students to conceptually explore their knowledge of a new word by mapping it with other related words or phrases similar in meaning to the new word.

Instructional Procedures:

- 1) Introduce the concept.
- 2) Have students brainstorm many words regarding the concept.
- 3) Record their words on the board.
- 4) Extend the discussion around words that suggest larger related categories, ideas, events, characteristics, and examples.
- 5) Remind students which words on the list are likely to be most useful as the larger, organizing ideas.
- 6) Direct students to work together in small groups to decide which words belong under the appropriate categories and to discuss the reasons for their decisions.
- 7) Give students about 10 minutes to complete their word maps. Walk around the room observing each group's progress, assisting when needed.
- 8) Allow all groups to present their semantic word maps and their reasons for choosing each word for the appropriate category.

SHORT-TERM MEMORY

*Refers to the capacity for holding a small amount of information in mind in an active, readily available state for a short period of time. The duration of short-term memory (when rehearsal is prevented) is assumed to be in the order of seconds.

*Estimates of the capacity of short-term memory vary – from about 3 or 4 elements (i.e., words, digits, or letters) to about 9 elements. A commonly-cited capacity is 7 ± 2 elements. In contrast, long-term memory indefinitely stores a seemingly unlimited amount of information.

SILENT PERIOD

*Developed by Stephen Krashen

*Period of time during which the student is unable or unwilling to communicate orally in the new language

*May last a few days up to a year

*New learners need time to digest what they hear, develop receptive vocabulary and observe their classmates' interactions

*Does not mean the students are not learning

*What determines the length? Personality, native culture, teacher instruction

*May have up to 500 words

- *Choral reading and TPR methods work well with them
- *Need much repetition
- *Teachers should focus attention on listening comprehension and building a receptive vocabulary

SILENT WAY METHOD

- *Approach – A set of theoretical principles or basic assumptions that are the foundation of a method
- *Method – A procedural plan for presenting and teaching language, based on the approach adopted
- *Technique – A particular strategy for implementing a method
- *Focus on effective development of individual: Humanistic Methods
- *Teachers help students most by allowing them to take more responsibility for their own learning. Learning is not imitation and drill. Learners learn from trial and error and are able to make their own corrections.
- *Self and peer correction
- *Early writing practice

SOCIOCULTURAL COMPETENCE

- *The ability to recognize and to produce authentic and appropriate language correctly and fluently in any situation
- *Use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence
- *Social, contextual factors
- *Stylistic appropriateness factors
- *Cultural factors
- *Non-verbal communicative factors

THE SPIRAL APPROACH

- *A technique often used in teaching or textbooks where first the basic facts of a subject are learned, without worrying about details. Then as learning progresses, more and more details are introduced, while at the same time they are related to the basics which are reemphasized many times to help get them into long-term memory. This principle is somewhat similar to the inverted pyramid method used in writing news stories, and the game 20 questions.

STANDARDS

- *For language learning; language system, cultural traits and concepts, communication strategies, critical thinking skills, and learning strategies.

STRATEGIC COMPETENCE

- *Avoidance or Reduction Strategies
- *Achievement or Compensatory strategies
- *Stalling or Time-gaining strategies
- *Self-Monitoring strategies
- *Interactional strategies

SUP (SEPARATE UNDERLYING PROFICIENCY)

*From Jim Cummins

*Indicates there is no relationship between L1 and L2 language acquisition

*In this view (now discredited), there are 2 separate language compartments in the brain of bilingual people, each of which has a limited storage capacity – 1/2 of the capacity of a monolingual mind – thus, learning more of one language would push out some of the other

SYNTAX

*The study of the principles and rules for constructing sentences in natural languages

*Refers directly to the rules and principles that govern the sentence structure of any individual language

TASK-BASED INSTRUCTION

*Enables students to interact with others by using the target language as a means to an end

*When pair/group work entails negotiation of meaning, students perform a higher # of content clarification, confirmation checks and comprehension checks

*These are carried out as a result of processing or understanding language.

*Should focus on the learner's use of L2, not the instructor's

- 1) Identify desired outcome(s)
- 2) Break topic into subtopics
- 3) Create and sequence concrete tasks for learners to do
- 4) Build in linguistic support

THRESHOLD THEORY

*Research on thinking and bilingualism suggests two "thresholds," each level of language competence in the 1st or 2nd language that must be passed to reach the next level of competence

*The 3 levels are limited bilingual, less balanced bilingual (age-appropriate competence in one language), and balanced bilingual (age-appropriate competence in both languages).

*Developed by Jim Cummins

*Helps to explain why language minority children taught only through the 2nd language may fail in school and why children educated in developmental bilingual programs may have a cognitive advantage over monolingual students

TRADITIONAL BOTTOM-UP APPROACH

*Skill-based approaches (usually what is done in the United States)

*Students learn grammar rules and vocabulary and later practice them in communication (skill getting)

*Drills move to more focus on meaning (skill-using phase)

- 1) Primary focus on form
- 2) Form + meaning
- 3) Meaning + form
- 4) Meaning

*Vs. Top Down (Whole language approach) – Read an ad on taking a cruise – Then look at the grammar

TRANSFER

- *Knowledge and skills learned in the native language may be transferred to English
- *This is true for content knowledge and concepts as well as language skills, such as orthography and reading strategies
- *The transfer of skills shortens the developmental progression of these skills in the 2nd language.
- *Language skills that are not used in the 1st language may need to be explicitly taught in the course of 2nd language development, but content area knowledge does not need to be explicitly re-taught as long as the relevant English vocabulary is made available

THE VARIABLE COMPETENCE MODEL

- *Learners use a mix of conscious and unconscious processes to produce language!
- *Suggests that learners comprehend and produce language by using both subconscious, automatic linguistic knowledge and conscious, analytic linguistic knowledge (depending on the type of discourse)
- *Primary processes – automatic rules used in unplanned discourse
- *Secondary processes – non-automatic rules used in planned discourse
- *According to Ellis, the use of these 2 processes accounts for individual variation of language ability in different communicative contexts

ZPD, ZONE OF PROXIMAL DEVELOPMENT

- *An idea developed by Vygotsky over 100 years ago, falls with a socio-cultural context and seeks to define the process through which students effectively learn in cooperation with a teacher.
- *A student's Zone of Proximal Development is defined as the student's range of ability without assistance from a teacher or a more capable peer.
- *A classroom that makes the best use of all of its students' ZPDs should follow the following guidelines:
 - 1) The teacher should act as a scaffold, providing the minimum support necessary for a student to succeed. The idea is to assist without denying the student's need to build his or her own foundation. The challenge for the teacher is to find the optimal balance between supporting the student and pushing the student to act independently. To effectively scaffold the student, the teacher should stay one step ahead of the student, always challenging him/her to reach beyond his/her current ability level.
 - 2) To effectively scaffold students within their ZPDs, a teacher should also have an awareness of the different roles students and teachers assume throughout the collaborative process. The roles roughly resemble the following: teacher modeling behavior for the student, student imitating the teacher's behavior, teacher fading out of instruction, student practicing reciprocal teaching (scaffolding others) until the skill is mastered by all students in the classroom.
 - 3) The classroom should be set up in such a way to foster group work and student collaboration in order to allow students to take on the role of instructor with their peers as they master the skills at hand.