

6/8/20

652 Teaching English Language Learners & Bilingual Students
Connect #3 Questions 1,2,4 & 5

1. Reflect on the process of the first language acquisition. What percentage of first language acquisition is typically complete by age six? How long does it typically take an individual to acquire the remainder of her or his first language?

The percentage of first language acquisition that is typically complete by age six is 50%. It typically takes an individual the remainder of their lifetime to complete these processes.

2. Define communicative competence. What is the crucial role of context in communicative competence?

Communicative competence is the level of language that enables users to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts. These consist of four areas of language knowledge, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence and all these collectively make up communicative competence. The crucial role of context is that it teaches you what words to use, how to put them into phrases and sentences, and show you where they accurately fit. In terms of context it teaches how to create conversations and shows you how to learn more about the language and in the context.

4. What are the stages of second-language acquisition? Explain which stage you would consider the most difficult?

The stages of second-language acquisition are preproduction stage, early production, speech emergent, intermediate fluency, and advanced fluency. The stage that I consider the most difficult would be the preproduction stage. In the preproduction stage the students tend to be nonverbal (silent) in which the second language may be completely incomprehensible.

5. Reflect on the stages of SLA. Which stage(s) is (are) associated with limited language production in L2? At what stage does the CLD student possess CALP capacities in L2 and how did you arrive at that conclusion?

The stages that are associated with limited language production in L2 is. The stage that the CLD student possess CLAP capacities in L2 is at the Speech emergence stage. I arrived at this conclusion by looking at the chart under the student descriptors. At this stage is where the student is taking more risks with oral language and speak in short sentences with syntax errors. He or she may demonstrate increased understanding of extended conversations and dialogue, simple stories with some details, and simple idiomatic expressions.