

Chapter 3 Connect

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- **Question 1: Reflect on the process of first language acquisition. What percentage of first language acquisition is typically complete by age 6? How long does it typically take an individual to acquire the remainder of her or his first language?**

Only 50 percent of language acquisition is complete by the age of 5 and it typically takes most individuals the remainder of their lifetime to acquire the remainder of his or her first language.

- **Question 2: Define communicative competence. What is the crucial role of context in communicative competence?**

Communicative competence is an individual's level of expertise to convey and interpret language in order to make meaning of language within specific contexts. In order to acquire this level of expertise, the individual must have *grammatical*, *sociolinguistic*, *discourse* and *strategic competence*. Context is a crucial role in communicative competence because language learners use context as a tool to aid them in the four areas of language knowledge. Also, communication is only possible if the individual is able to use the language in context, which is known as pragmatics.

- **Question 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, early production, speech emergence, intermediate fluency, and advanced fluency. I would consider the preproduction

stage the most difficult for various reasons. First, is the matter of time. According to the text, students could potentially be in this stage for several months. While this is absolutely understandable, I would hope to find ways to make this stage shorter, especially because I barely have 10 months with my students before they go on to the next grade. Second, I find that there could be millions of reasons for a student to remain in this silent period. There could be trauma from coming to the country, being homesick, feeling like an outsider, not having a strong foundation in the L1, experiencing a culture clash, perhaps an unstable environment at home, etc. All of this brings me to my third concern, student behavior. With so much going on, students can understandably become upset, frustrated, inattentive and/or not believe in themselves, all of which will impact the whole child. I think that once students have made it past this stage, the playing field changes completely.

- **Question 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 preproduction stage is silent; therefore, production will not be seen. However, in the early production and speech emergence stages, we are able to observe productions in the new language, with understandable limitations. Therefore, the early production and speech emergence stages are the stages associated with limited language production in the L2.

During these stages students are just beginning to feel comfortable with the language and are able to take risks in producing the second language. The CLD student begins to possess CALP capacities in the L2 during the intermediate fluency stage. I arrived at this conclusion because during this stage the student is using the text (more than context clues) to construct

meaning, creating inferences and connections, and experimenting with more complex vocabulary and sentence structure. CALP capacities are even greater in the advanced fluency stage.