

Second Language Acquisition: Theory and Practice WS# 67346



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PROFESSIONAL LEARNING ESSENTIAL AGREEMENTS

- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools

SECOND LANGUAGE ACQUISITION

Theory and Practice

Content Objective

- Today I will *analyze* the **second language acquisition process** and understand its impact in the education of English Language Learners.

Language Objective

- Today I will *discuss* with my peers the **second language acquisition process** and I will *share* orally and in writing my individual language profile.

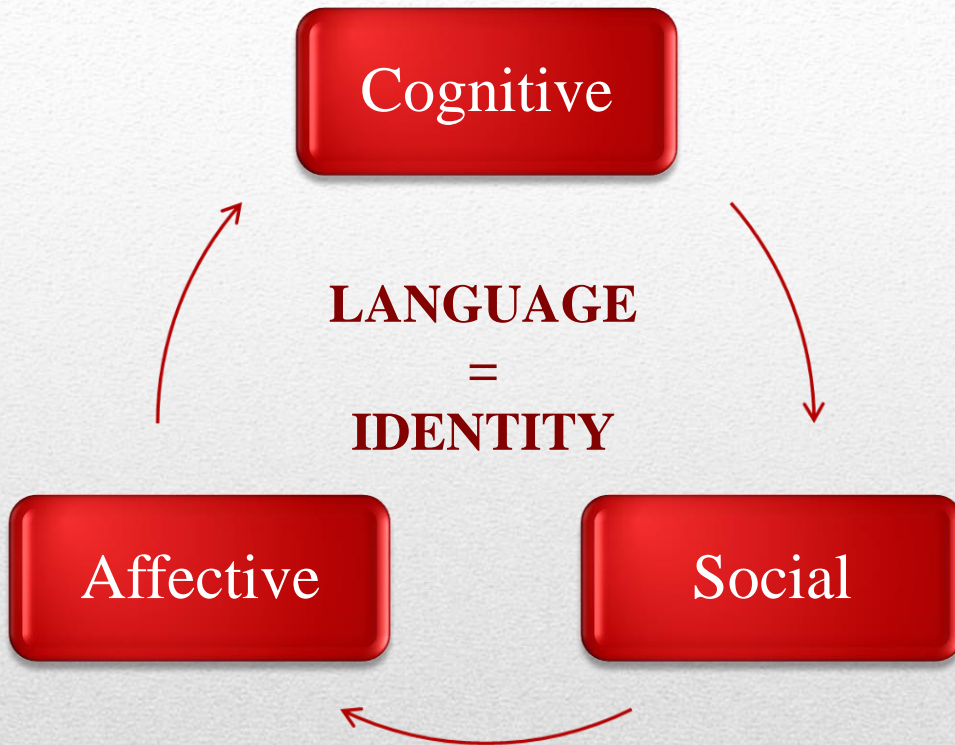
Session Objectives



Keeping It Together

Let's
Kahoot!
kahoot.it

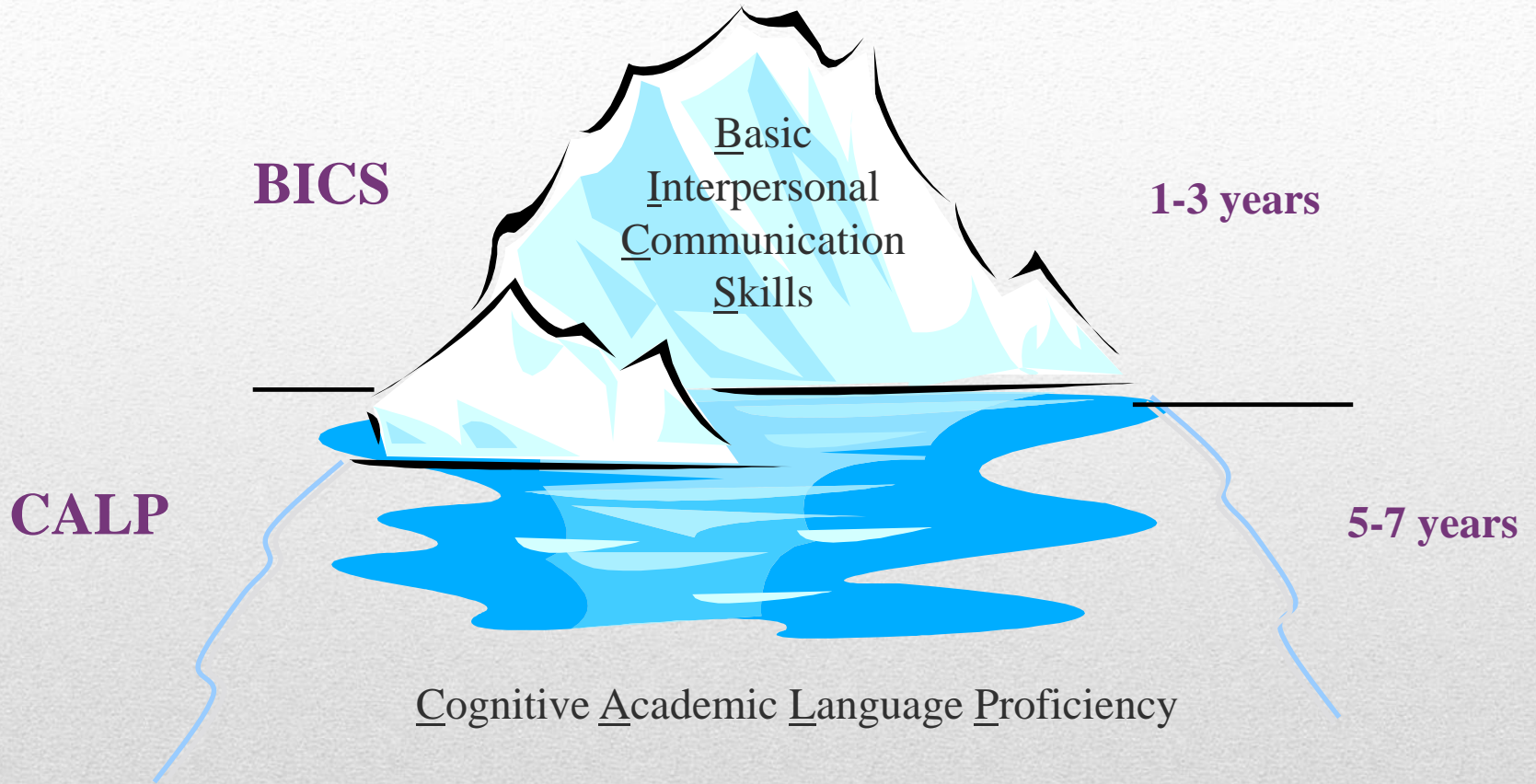
Second Language Acquisition



“Language stands at the center of the many interdependent **cognitive, affective, and social** factors that shape learning”.

David Corson, 1999

Language Power



The Iceberg Theory

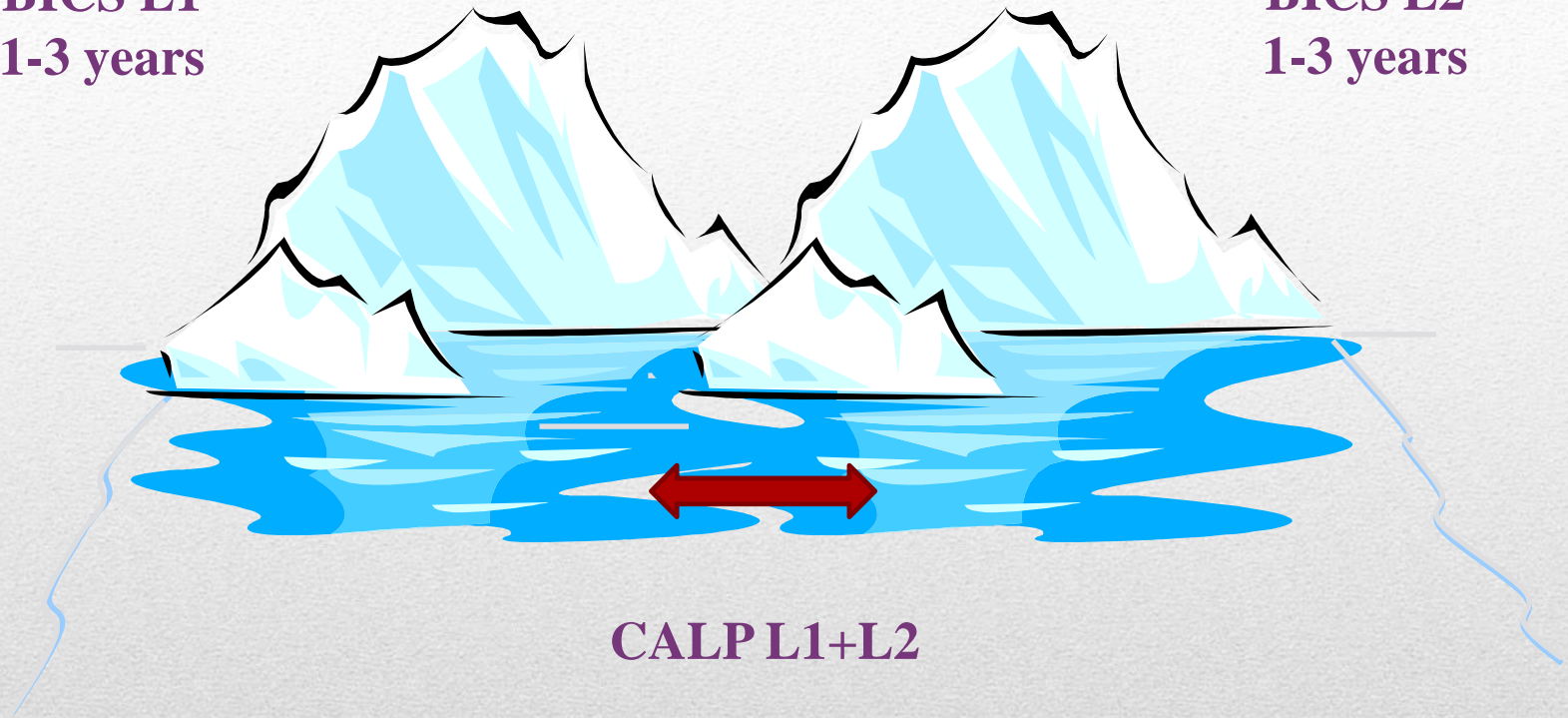
J. Cummins, 1981

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BICS L1
1-3 years

BICS L2
1-3 years



CALP L1+L2

5-7 years

Double Iceberg Theory

J. Cummins, 1981

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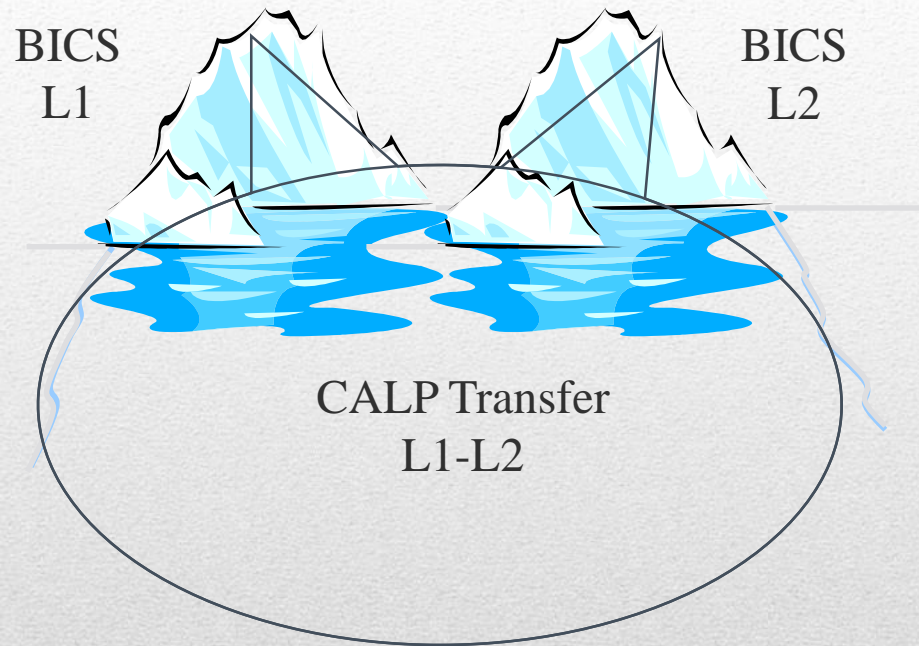


Transfer of Concepts

J. Cummins, 1981

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In Other Words...

J. Cummins, 1981

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Research Findings

*W. Thomas & V. Collier,
2009*

The stronger *academically and cognitively* the L1, the stronger the L2.

The weaker *academically and cognitively* the L1, the weaker the L2.

**BICS
Spanish**

**BICS
English**



CALP Spanish + English

My Language Profile 1999

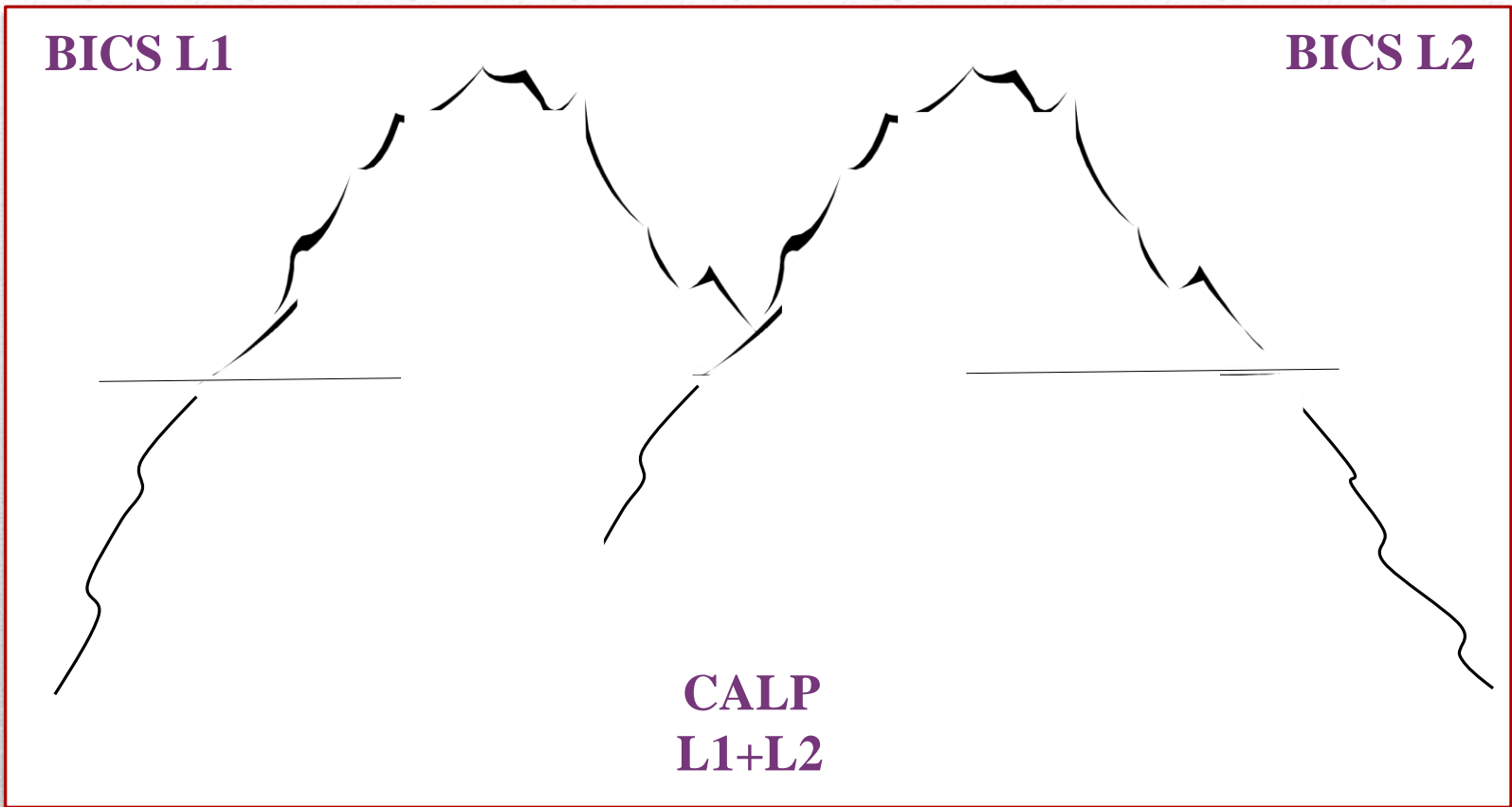
**BICS
Spanish**

**BICS
English**



CALP Spanish + English

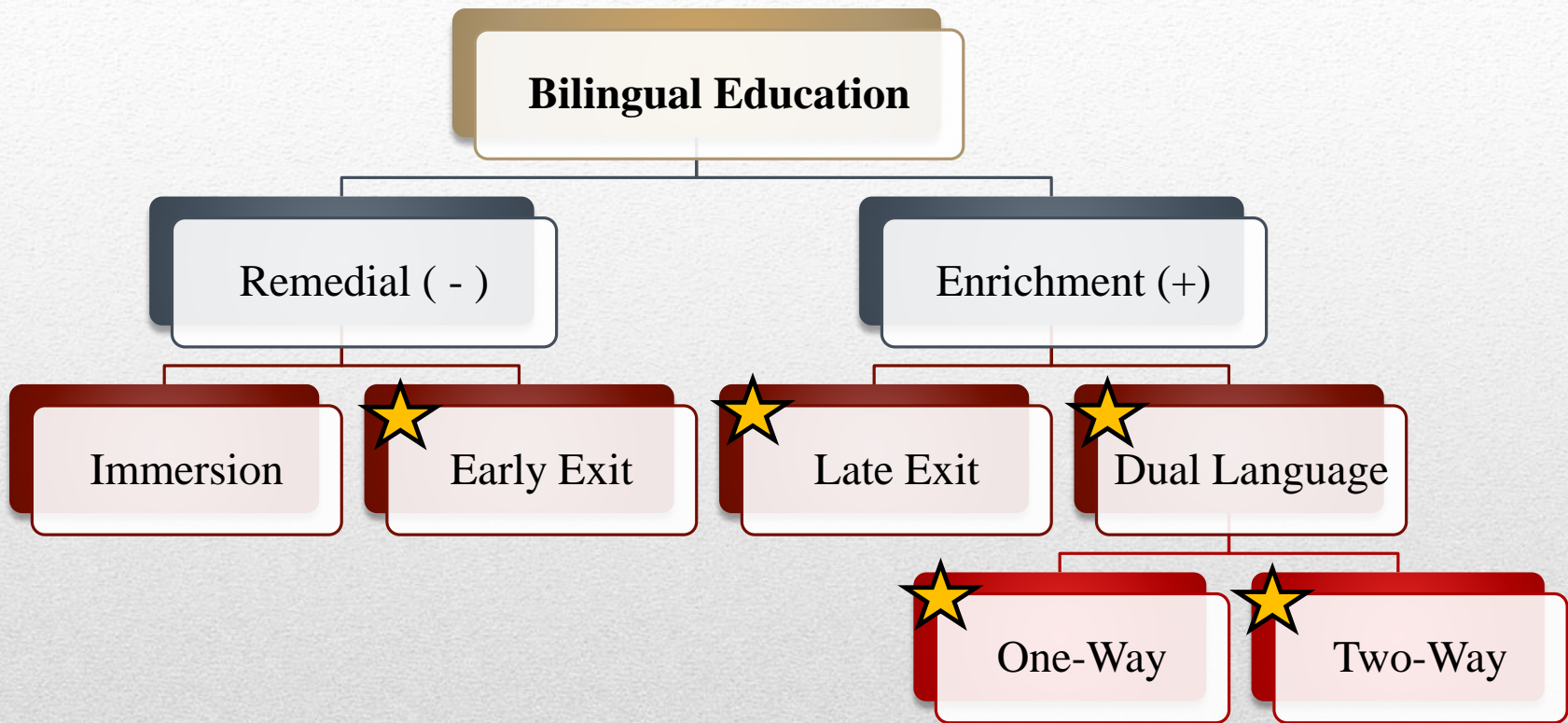
My Language Profile 2018



Your Turn!

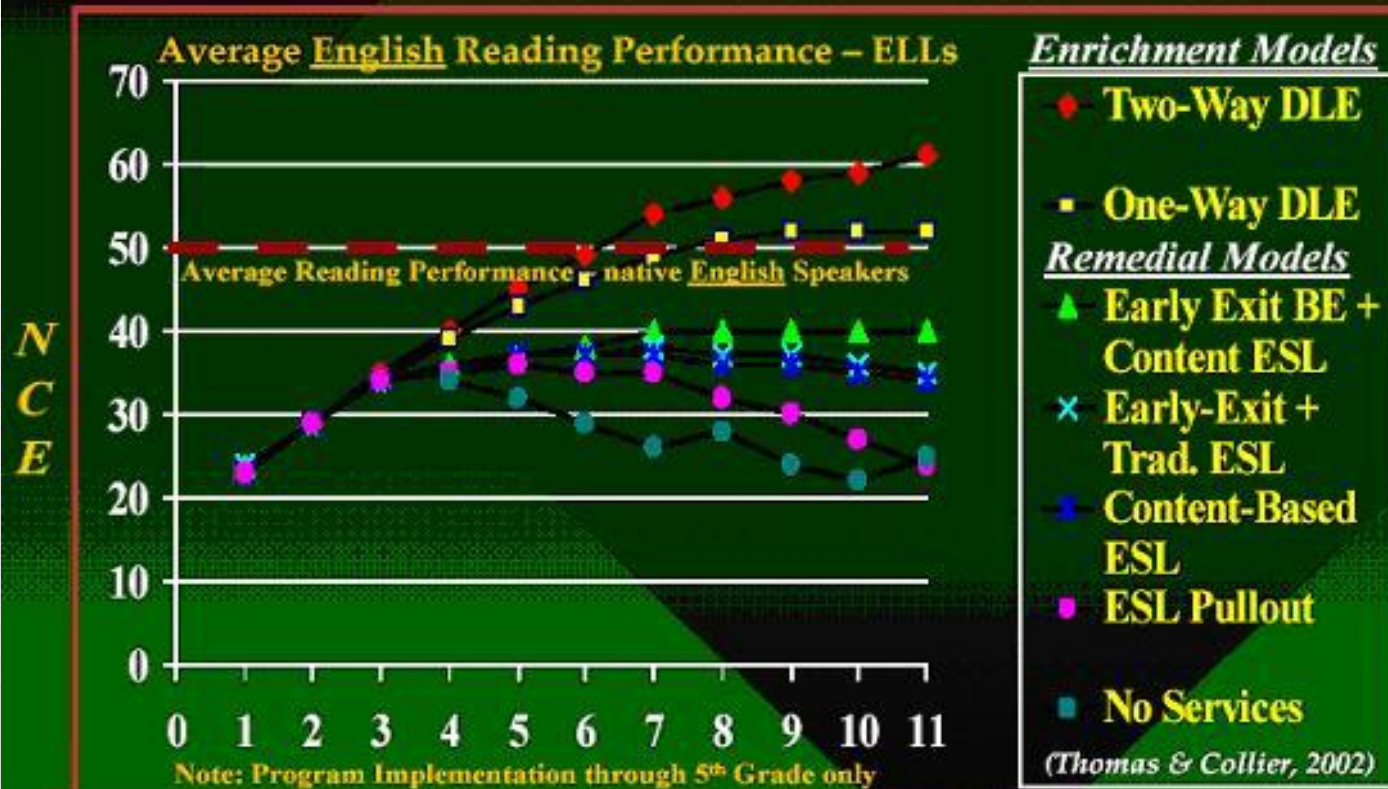
Create your own language profile





Bilingual Program Models

National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs



http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf

W. Thomas and V. Collier, 2002

ENGLISH VS SPANISH

Phonological Awareness



Keeping It Together

Spanish

- Based in syllables

mamá → ma-má

manzana → man-za-na

sol → sol

English

- Based on phonemes

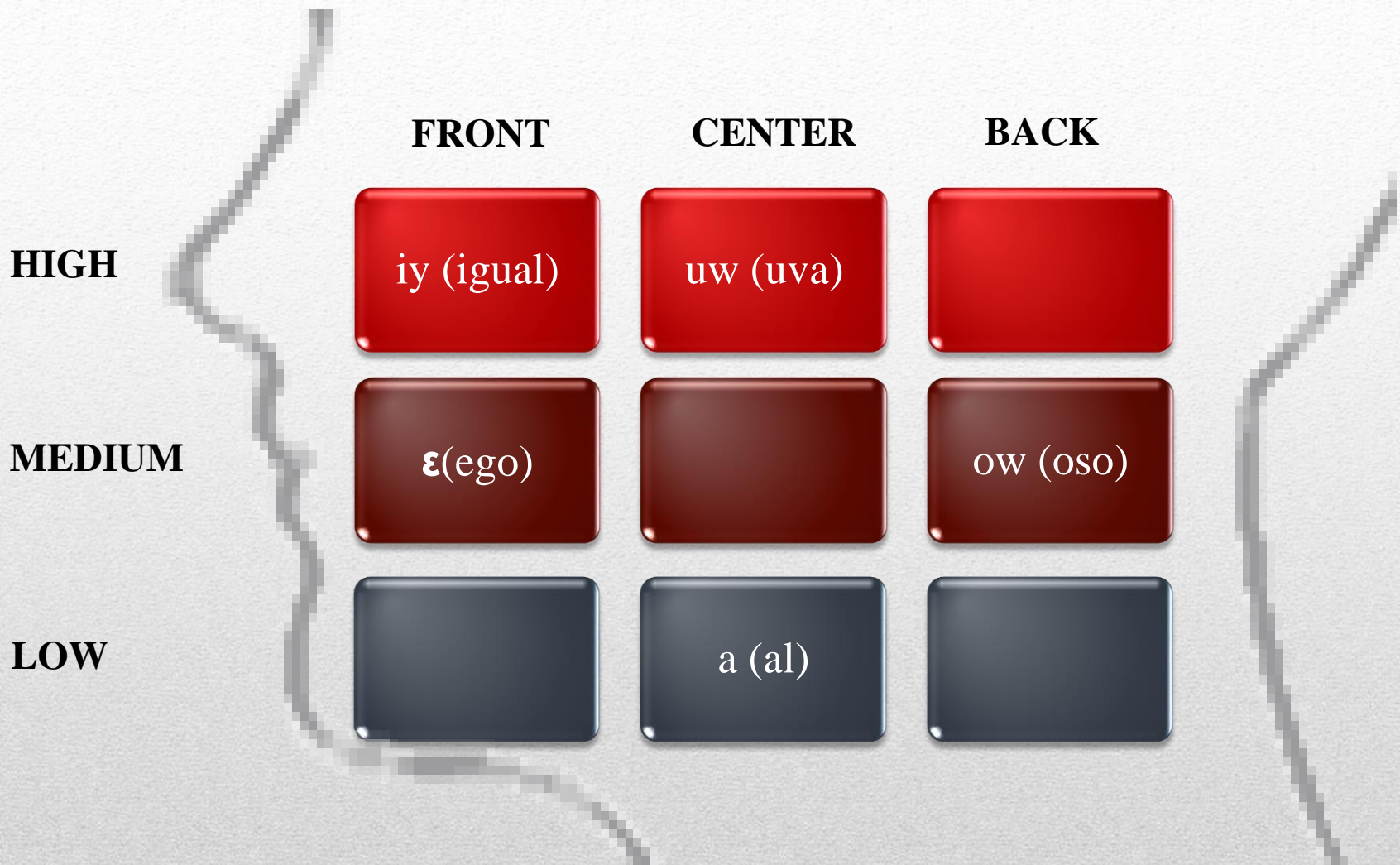
cat → /k/ /a/ /t/

bat → /b/ /a/ /t/

sat → /s/ /a/ /t/

rat → /r/ /a/ /t/

Spanish vs English Phonology



Spanish Phonology

	FRONT	CENTER	BACK
HIGH	iy (meat) I (mitt)	uw (pool)	U' (pull)
MEDIUM	ey (mate) ε (met)	ə (mutt)	ow (coat)
LOW	æ (mat)	a (pot)	o (caught)

English Phonology

WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

 /grammarly

-ANONYMOUS

English

- 5 vowels = 11+ sounds
- b / v = different sounds
- You

bit / bite

bow / bow / vow

bath / bathe

Spanish

- 5 vowels = 5 sounds
- b / v = same sound
- Tú / Usted
- Closest sound to “th” in English is “d” in Spanish

It is raining → Está lloviendo

Life is hard → La vida es dura

Spanish vs English Phonology

- Adding an “e” before an “s”

school

/skʊl/

escuela

/es kwe la/

specific

/spəsi fic/

específico

/es pe si fi co/

- False cognates

exit → éxito (salida)

embarrassed → embarazada (avergonzada)

Common Mistakes

ENGLISH IS HARD

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen about how to row.
13. They were too close to the door to close it.



THE POWER OF COGNATES



Keeping It Together

La **chimica** è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.

The Power of Cognates

La **chimica** è la **scienza** che **studia**
la **composizione** della **materia** ed il
suo **comportamento** **in base** a tale
composizione.

The Power of Cognates



Your Turn!

<http://www.realfastspanish.com/vocabulary/spanish-cognates>

1. Individually **make a list of 5 academic words** from any content area, except ELA.
2. Combine your list with a partner.
3. Write the **Spanish translation** next to each word. *Use the Google Translate App!*
4. Calculate what **percentage** of the words that were cognates.



<https://www.youtube.com/watch?v=D4pH6TxKzus>

The Danger of a Single Story

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Session Objectives

BILINGUALISM IS A GIFT

WE CAN GIVE TO
ALL OUR KIDS

John B. King, Jr.



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