

# STAGES OF SECOND LANGUAGE ACQUISITION

## 1 PRE-PRODUCTION

**What should you expect at this stage?** This stage is also known as the "silent period." Children do not speak, but are actively listening to the sounds and words of the new language that they are immersed in.

**What can you do about it?** Continue to immerse your child in a rich language environment. Continue to use the new language to elicit nonverbal responses, or ask a child questions in a new language and allow them to respond in their first language.



## 2 EARLY PRODUCTION

**What should you expect at this stage?** Children will begin to say a few words and short phrases. There will likely be grammatical errors (and that's okay!).

**What can you do about it?** Ask yes/no questions to children. Accept one or two-word answers. Build basic vocabulary and talk about objects in your surroundings. Read stories and continue to immerse children in a rich language environment.

Mommy

I hungry.

Daddy bye-bye.

## 3 SPEECH EMERGENCE

**What should you expect at this stage?** Children can string words together into phrases, sentences, and questions. Comprehension continues to increase. Grammatical accuracy improves.

**What can you do about it?** Bring in a diversity of text through stories and educational media. Build academic vocabulary (e.g. introduce different shapes). Write simple stories together.

I want this shirt.

Where did dog go?

[Child can recite stories with simple sentence patterns]

## 4 INTERMEDIATE FLUENCY

**What should you expect at this stage?** Children gain fluency and can use complex sentences in speech or writing to express opinions and share thoughts. Grammar will be more consistent and accurate.

**What can you do about it?** Provide opportunities for children to use the language in different subject areas and formal settings. Encourage children to learn new content and concepts in this new language. Move away from focusing only on language development.

I really don't like... because...

Remember when we did... and this happened and that happened?

## 5 ADVANCED FLUENCY

**What should you expect at this stage?** Children will be proficient and fluent with near-native fluency. Children may misuse idiomatic expressions at times and, depending on the language and the child, may have a slight accent.

**What can you do about it?** Continue to encourage your child to use the language in authentic social and formal situations and to express themselves consistently.

[Nothing different from a child's first language.]



# Second Language Acquisition In Childhood

**Barry McLaughlin**



## **Second Language Acquisition In Childhood:**

**Second-language Acquisition in Childhood: School-age children** Barry McLaughlin, 1984      **Second-language Acquisition in Childhood: Preschool children** Barry McLaughlin, 1984      The Age Factor in Second Language Acquisition David Michael Singleton, Zolt Lengyel, 1995-01-01 This book takes a hard look at some of the assumptions that are customarily made concerning the role of age in second language acquisition. The evidence and arguments the contributors present run counter to the notion that an early start in second language learning is of itself either absolutely sufficient or necessary for the attainment of native like mastery of a second language. Another theme of the book is a doubt that there is a particular stage of maturity beyond which language learning is no longer fully possible. In short, the book presents a challenge to those who take it as given that second language learning is inevitably different in its essential nature from language acquisition in the childhood years and that second language knowledge acquired beyond the critical period is in all circumstances and in all respects doomed to fossilize at a non native like level.      Second Language Acquisition in Childhood Barry McLaughlin, 1987-05-01      **Second Language Acquisition in Childhood** B. McLaughlin, 2013-10-28 First published in 1987. Throughout human history learning a second language has been an important part of the educational process. From ancient times to the present school children have had to struggle to learn a second language and in many cases third and fourth languages. To be educated meant to know a language other than the language of one's family and community. The contemporary American educational system is one of the few in recorded history that allows its products to remain monolingual.      *Second Language Acquisition and the Younger Learner* Jenefer Philp, Rhonda Oliver, Alison Mackey, 2008 This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners. Characteristics of children's cognitive, emotional, and social development distinguish their experiences from those of adult L2 learners, creating intriguing issues for SLA research and also raising important practical questions regarding effective pedagogical techniques for learners of different ages. While child SLA is often typically thought of as simple and often enjoyable and universally effortless, in other words as child's play, the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners. Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre-schoolers to young adolescents in home and school contexts with caregivers, peers, and teachers as interlocutors.      *Second-Language Acquisition in Childhood* Barry McLaughlin, 1984 First published in 1987. Routledge is an imprint of Taylor & Francis, an informal company.      Second Language Acquisition in Childhood Barry McLaughlin, 1984      *Child Second Language Acquisition* Sonia Rocca, 2007 As one of the first books in child second language acquisition SLA, this book focuses on the core area of tense aspect morphology, reporting on three L1 Italian children learning L2 English vs. three L1 English children learning L2 Italian. An innovative

longitudinal bidirectional research design where two languages represent both source and target show effects of language transfer in learners that because of their age still have potential to become native speakers of the target An unusual feature of this book is that relevant studies of acquisition of L2 Italian some heretofore only in Italian are reviewed incorporated into the study and made available to a more general audience Though the main focus is on child SLA crucial comparisons to both first language acquisition vs adult SLA are presented This approach will thus be of interest more generally to readers in first and second language acquisition and child development

**Second-Language Acquisition in Childhood** Barry MacLaughlin, 1985 First published in 1987 Routledge is an imprint of Taylor Francis an informa company **Do children learn second languages easier than adults? A comparative analysis of child and adult second language acquisition**

Kevin Salzmann, 2014-06-13 Seminar paper from the year 2014 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 3 University of Kassel Institut für Anglistik Amerikanistik course Introduction to Second Language Acquisition language English abstract In the field of Second Language Acquisition SLA researchers often get confronted with a controversial issue Are children better second language learners than adults Do they always outperform older learners After a general introduction into the field of SLA this term paper focuses on the relevance of age in second language learning Theories of critical and sensitive periods during the learning process will be examined in order to emphasize that age has an important impact on effective SLA Afterwards specific differences in child and adult SLA will be taken into consideration how do children acquire a second language and how is it different from the acquisition of an older person By answering these questions differentiated it might be possible to come to a conclusion whether children or adults are better second language learners Second-language acquisition in childhood Barry MacLaughlin, 1984

**The New Handbook of Second Language Acquisition** William C. Ritchie, Tej K. Bhatia, 2009 The New Handbook of Second Language Acquisition is a thoroughly revised re organized and re worked edition of Ritchie and Bhatia's 1996 handbook The work is divided into six parts each devoted to a different aspect of the study of SLA Part I includes a recent history of methods used in SLA research and an overview of currently used methods Part II contains chapters on Universal Grammar emergentism variationism information processing sociocultural and cognitive linguistic Part III is devoted to overviews of SLA research on lexicon morphosyntax phonology pragmatics sentence processing and the distinction between implicit and explicit knowledge Part IV examines neuropsychology of SLA another on child SLA and the effects of age on second language acquisition and use Part V is concerned with the contribution of the linguistic environment to SLA including work on acquisition in different environments through the Internet and by deaf learners Finally Part VI treats social factors in SLA including research on acquisition in contact circumstances on social identity in SLA on individual differences in SLA and on the final state of SLA bilingualism *Second Language Acquisition* Susan M. Gass, Larry Selinker, 2001 This book is a thorough revision of the highly successful text first published in 1994 The authors retain the multidisciplinary approach that presents research from

linguistics sociology psychology and education in a format designed for use in an introductory course for undergraduate or graduate students The research is updated throughout and there are new sections and chapters in this second edition as well New chapters cover child language acquisition first and second Universal Grammar and instructed language learning new sections address issues such as what data analysis doesn't show replication of research findings interlanguage transfer multilingual acquisition and transfer the aspect hypothesis general nativism connectionist approaches and implicit explicit knowledge Major updates include nonlanguage influences and the lexicon The workbook Second Language Learning Data Analysis Second Edition makes an ideal accompaniment to the text Current Trends in Child Second Language Acquisition

Belma Haznedar, Elena Gavruseva, 2008 This volume presents recent generative research on the nature of grammars of child second language L2 acquirers a learner population whose exposure to an L2 occurs between the ages of 4 to 8 The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition adult L2 acquisition and specific language impairment This comparative perspective opens up new angles for the discussion of currently debated issues such as the role of Universal Grammar in constraining development developmental sequences in L2 maturational influences on the growth of grammar critical period effects for different linguistic domains initial state and ultimate attainment in relation to length of exposure and L1 transfer in relation to age of onset These issues are explored using longitudinal cross sectional and experimental data from L2 children acquiring a range of languages including Dutch English French and Greek

**Children's Second Language Learning** Barry McLaughlin, 1982 This monograph discusses the state of the art in child second language acquisition research It is of particular interest to teachers administrators and others concerned with educating children whose first language is not English The first chapter deals with preschool second language acquisition It examines processes of acquiring the sound system the meaning system the rules for language use the developmental stages in acquisition and the differences between first and second language learning in preschool children Chapter 2 treats second language acquisition in the classroom It examines the nature of the school experience and how the language of the school differs from language used outside the classroom Bilingual education programs in Canada and in the United States are compared and various types of U S bilingual programs are discussed in order to specify the various instructional and interactional features that differentiate bilingual classrooms The third chapter describes ways in which researchers have investigated second language acquisition The major research areas are studies of the second language learning process the question of language assessment and research on the effectiveness of bilingual education Each chapter contains suggestions for further reading Author AMH

**The Acquisition of Turkish in Childhood** Belma Haznedar, F. Nihan Ketrez, 2016-11-18 The Acquisition of Turkish in Childhood presents recent research on the nature of language acquisition by typically and atypically developing monolingual and bilingual Turkish speaking children The book summarises the most recent research findings on the acquisition of Turkish in childhood with a focus on the acquisition of phonology

morphology syntax and semantics ii the acquisition of discourse skills iii literacy development and iv atypical vs typical development The book also provides the reader with a unique perspective on cross learner comparative research on the acquisition of Turkish demonstrating how similar issues can be investigated in a range of various acquisition contexts By grouping together the recent research on the acquisition of Turkish within a single volume this book provides a unique opportunity for readers to review the general developmental tendencies and the most prominent hypotheses put forward by scholars

Is there a Second Chance for First Language Acquisition? Nadine Custer, 2017-08-11 Seminar paper from the year 2012 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1.0 Justus Liebig University Giessen Anglistik course Psycholinguistic language English abstract The goal of this term paper is to answer the question if it is possible to achieve a later language acquisition than in the stage of a baby or a toddler like the problems so called feral children have by discovering language at a later point in life Therefore it is necessary to define and describe the terms first language acquisition and feral children first Afterwards chapter three the difference between first and second language acquisition will be clarified and it will also be mentioned why it is not possible for feral children to acquire the first language like other people acquire the second language in a later point in time To show this different cases of those children with language acquisition in extreme situations will be used to underline the thesis

**One Child, Two Languages** Patton O. Tabors, 2008 Practical engaging guide to helping early childhood educators understand and address the needs of English language learners

**Bilingual Development in Childhood** Annick De Houwer, 2021-05-13 In the first decade of life children become bilingual in different language learning environments Many children start learning two languages from birth Bilingual First Language Acquisition In early childhood hitherto monolingual children start hearing a second language through daycare or preschool Early Second Language Acquisition Yet other hitherto monolingual children in middle childhood may acquire a second language only after entering school Second Language Acquisition This Element explains how these different language learning settings dynamically affect bilingual children's language learning trajectories All children eventually learn to speak the societal language but they often do not learn to fluently speak their non societal language and may even stop speaking it Children's and families harmonious bilingualism is threatened if bilingual children do not develop high proficiency in both languages Educational institutions and parental conversational practices play a pivotal role in supporting harmonious bilingual development

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