

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 Barry McLaughlin, 1978 Second-language Acquisition in Childhood: Preschool children Barry McLaughlin, 1984 **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 **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

Second-Language Acquisition in Childhood Barry McLaughlin, 1984 First published in 1987 Routledge is an imprint of Taylor Francis an informa company **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 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 MacLaughlin,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 McLaughlin,1985 First published in 1987 Routledge is an imprint of Taylor Francis an informa company

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