

TSL 4320:ESOL
Strategies for the
Content Area Teacher
Class 3


Welcome!

FALL 2007





Agenda

- Welcome! Qs & As
 - Sharing—Modified vs. Non-Modified Lesson Findings (turn in Venn Diagram)
 - ESOL Program Models
 - Language Learning: Language Structures, Dialects
 - Book Buddy Discussion
 - Sharing L2 Learning Experiences
 - Comparing L1/L2 Learning
 - Second Language Acquisition
 - Theories
 - Stages
 - Affecting Factors
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Sharing—Modified vs. Non-Modified Lesson

Group Venn diagram



Program Models and Case Studies

Complete the blanks on the chart provided

ESOL Models

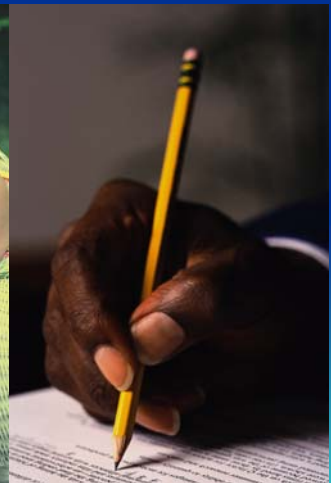
1. Mainstream Classes (inclusion)
2. Self-contained Classes (elementary) and Sheltered Classes (high school)*
3. ESOL Pullout

Bilingual Models


1. Two-way Bilingual Programs
 2. Transitional Bilingual Programs
 3. Maintenance Programs
- 

Language Acquisition, Structure, & Use

“Every teacher is a language teacher.”



LANGUAGE ACQUISITION-- Hmmm...


1. Is learning your native language more like learning to walk or like learning to play a musical instrument? Why?
 2. Is language innate or learned—or both? Explain.
 3. What kinds of (corrective) feedback do parents give to children learning language?
- 

More ponderings...

- Do *primitive* languages exist?
- What are language *universals*?
- How does language change?
- How do children learn their first language?



LANGUAGE ACQUISITION, STRUCTURE, AND USE

- All processes acquired simultaneously
 - Acquisition, structure, and use informed by culturally accepted values and beliefs
 - Assumptions and perceptions made about ‘mismatches’ or ‘mistakes’
 - Language learning occurs naturally
 - Language is complex
 - Implications for re-thinking how we organize language learning & development in US public schools
- 

Structure of Language Primer

- Phonology
- Syntax
 - Grammar
 - Morphology
- Semantics
- Pragmatics
- Discourse
- Nonverbal communication
- Language variation: dialects



Phonology: The Sound System of a Language

- Languages have different sounds
 - “rr” in Spanish
 - “th” in English
 - Other examples?
- Languages allow only certain sound combinations (phonemic sequences)
 - “special” (Eng.) v. “especial” (Span.)
 - “Ngo” (Viet.) v. “singing” (Eng.)
 - Other examples?

Phonology

- Languages discriminate sounds differently
 - /b/ vs. /v/ in English and Spanish (allophones)
 - Tout vs. Tu in French and English
 - Other examples?
- Languages use intonation differently
 - Chinese: ma (rising tone) vs. ma (falling tone)
 - English: How are you? (greeting) vs. Fine, how are you? (response)



Phonology

- Languages have different timing and stress patterns
- Example: English (as stress-timed language)
 - Cows eat grass
 - The cows eat the grass
 - The cows are eating the grass
 - Las vacas comen pasto Spanish
- Example: dgegetit? Wazup?



Phonology

- Syllables emphasized or reduced by pitch (high vs. low) change meaning
 - By length (of vowel)
 - By quality of vowel
 - By loudness
- Example:
 - I walked TO (not from) the park v. I walked to the park.
 - ExCUSE me! v. Excuse me.



Phonology permits us to:

- produce sounds which form meaningful utterances
- recognize accents
- make up new words
- recognize what is/isn't a sound in one's language
- add appropriate phonetic segments to form plurals and past tenses






Phonological Awareness

General term about noticing the sounds of a language

- Timing
- Intonation
- Stress
- Words
- Syllables



ELL Considerations (1)

- Phonemes not present in the L1?
 - ❖ Some ELLs can't distinguish between the "th" voiceless sound in "thigh" and the voiced in "thy" because their languages do not have these sounds.
 - ❖ When certain sounds are not present in the L1, ELLs may not even hear them.
 - Phonemes not occurring in certain positions in the L1?
 - ❖ In Spanish, certain consonants do not occur at the end of words, such as cog, bag, and stand.
 - ❖ "R" in initial and middle positions might pose problems for speakers of some Asian languages
- 


ELL Considerations (2)

- Phonemes not occurring in certain combinations?

Consonant blends and clusters occur at the beginning, middle, and end of words, which may be unusual for some ELLs.

- How extensive is the oral language and vocabulary base?

Teachers should realize that ELLs may have difficulty because they just don't know enough English—especially those that are at the preproduction stage, which is considered the “silent period.”



Syntax - Word order and structure

- The knowledge of the structure of phrases and sentences in a given language is SYNTAX.
- Both the meaning of words and the structure of the sentence/phrase contribute to meaning. For example, word order can change meaning:

The cat was on the mat.

The mat was on the cat.



Syntax

- Sentences must conform to rules of syntax to be grammatical. Ungrammatical sentences don't follow syntactical rules.
- Syntactic knowledge extends beyond grammaticality. The rules of syntax also accounts for double, or AMBIGUOUS, meanings. An example of STRUCTURAL AMBIGUITY can be found in the following:
I saw the man with a telescope.

What is the structural ambiguity in the following:

- *No smoking section available.*
- *Visiting friends can be fun!*



Syntax

- The rules of syntax also give us the ability to identify when two sentences (PARAPHRASES) mean the same thing though they have different structures. For example:

It is relaxing to read. = Reading is relaxing.



Syntax

- Finally, the rules of syntax allow us to figure out how parts of sentences are related.

What are the understood MEANING RELATIONS in the following (what is understood about the relationship)?

Mary hired Bill.

Bill was hired by Mary.

Bill hired Mary.



Sentences in every language include a:

- Subject (S)
- Verb (V)
- Object (O)

Example:

I read my book.

(S)(V) (O)



6 Basic Word Orders

SVO	English, French, Swahili, Thai
VSO	Tagalog, Irish, Arabic
SOV	Turkish, Japanese, Eskimo
OVS	Apalai (Brazil), Barasano (Colombia)
OSV	Apurina and Xavante (Brazil)
VOS	Cakchiquel (Guatemala)

What is the word order?

- Tagalog: *Sumagot siya sa propesor.*
Answered he the professor.
- Turkish: *Romalilar barbarlari yendiler.*
Romans barbarians defeated.



Negation of Sentences

- In Spanish, the word *no* is placed in front of the first verb in the sentence. For example:

Juan tiene television. → Juan no tiene television.

- The negation process in English is more complex. For example:

John has a television. → John does not have a television.

Some difficult grammar points for ELLs:

- Verb tense errors (“The business society *rely* heavily on other businesses.”) Irregular verbs
- Count v. non-count nouns (“There’s a special program to help the *peoples*.”)
- Word forms (“I could see how *cruelty* it was.”)
- Double negatives (“I *don’t never* go there.”)



Morphology: formulation of words with meaning units

Morpheme (Greek: *morphe* (form))

- the smallest unit of meaning
- One word can be composed of one or more morphemes:

1: desire

2: desire + able

3: desire + able + ity

4: un + desire + able + ity

Find that Morpheme!

- Divide the following words into their individual morphemes as shown below:
- Example: beautiful = beauty + ful
- * retroactive = _____ + _____ + _____
- befriended = _____
- margin = _____
- grandmother = _____
- unpalatable = _____
- ungentlemanliness = _____



Derivational Morphemes

1. Elizabeth → Elizabethan

Exact → Exactly

- What's happening to the grammatical class?

2. auto + biography → autobiography

super + human → superhuman

music + ian → musician

- What happens when these morphemes are joined?



When a DERIVATIONAL MORPHEME is conjoined to other morphemes (or words), a new word is derived (formed). Sometimes DERIVATIONAL MORPHEMES change:

- Grammatical classes

Example: cooperate (verb) + -ive = cooperative (adjective or noun)

- Meaning

Example: semi + annual = semiannual
pig + let = piglet



Inflectional Morphemes

I sail. He sails. They sailed.

- Why is there a difference?

INFLECTIONAL MORPHEMES serve as grammatical markers in English and many other languages. They serve to indicate tense, number, gender, etc. and never change class (for example, verbs stay verbs when they are added) and never add “lexical meaning” (for example, -ed added to a verb changes tense).

ACTIVITY: Inflectional Morphemes at Work: “I just want to inflect you to make you appropriate in different situations—not totally change you.”

Look at the following nouns in Zulu:

Umfazi (married woman)	Abafazi (married women)
Umfana (boy)	Abafana (boys)
Umfazi (parent)	Abazali (parents)

1. What is the inflectional morpheme meaning singular? _____
2. What is the inflectional morpheme meaning plural? _____
3. Umfazi means reader. What means readers? _____

Language differences...

- In English, we form **comparatives** by adding the inflectional morpheme **–er** or by adding the word **more** (in front of longer adjectives). In Spanish, there's only one way—the word *mas* (more) is put in front of the adjective or adverb, and the word *que* is put after the adjective or adverb. For example, *Ana es mas inteligente que Ricardo*. A native Spanish speaker learning English may say, *Cathy is more old than Miguel* rather than adding the **–er** to old.
- Vietnamese and Chinese speakers do not add inflectional morphemes to show past tense. All tense relations are shown through expressions of time. Because of this, an Asian student may say: *Yesterday I go to the hospital*.

What are implications for teaching ELLs?





Semantics

- Study of linguistic meanings of morphemes, words, phrases, and discourses
- SEMANTIC PROPERTIES of morphemes and words help convey meaning.

The following words share the semantic property “human:”

doctor child parent baby
professor bachelor dean

Categorize them according to as many other semantic properties that you can think of.



Semantics--Homonyms

- Different words that sound the same, but may or may not be spelled the same.

“Mine is a long and sad tale!” said the Mouse, turning to Alice and sighing.

“It is a long tail, certainly,” said Alice, looking with wonder at the Mouse’s tail, “but why do you call it sad?”

Lewis Carroll, *Alice’s Adventures in Wonderland*

- Homonyms can create ambiguity—especially for LINGUISTICALLY AND CULTURALLY DIVERSE STUDENTS who are only familiar with one of the meanings.

Semantics--Antonyms

- Words that have the opposite meanings as other words

*As a rule, man is a fool;
When it's hot, he wants it cool;
When it's cool, he wants it hot;
Always wanting what is not.*

Anonymous



Semantics--Synonyms

- Words that have the same or nearly the same meaning as other words.

Does he wear a turban, a fez or a hat?

*Does he sleep on a mattress, a bed or a mat, or a Cot,
The Akond of Swat?*

*Can he write a letter concisely clear,
Without a peck or a smudge or smear or Blot,
The Akond of Swat?*

Edward Lear, *The Akond of Swat*

- The amount of similarity shared by words depends greatly on the number of semantic properties they share.

happy/glad

sofa/couch



Semantics--Cognates

For this method **necesario**
Study short **vocabulario**
It might help increase **salario**
You'll be linguist **honorario**

You see, you know it, the **definición**
You know the root, by **cognición**
Now learn the ending by **repetición**
Soon you'll speak by **intuición!**

Used with permission Ellis Toussier-Ades Bigio-Antebi (1987)

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Case Study: Dimitri

(Gabler, 2004)

Problem: *False cognate* interfered with comprehension of poem entitled “Sympathy”

English

sympathy

Russian

simpatichtniy

(nice, friendly)



Semantics—Metaphors

Walls have ears.

Cervantes

The car was a lemon.

- Use non-literal interpretation to express meaning. Otherwise, the sentences are anomalous.
- Interpretation depends on literal meanings and background knowledge.



Semantics—Idioms

Eat my hat

Give a piece of my mind

Put his foot in his mouth


- All languages have
- Structurally similar to ordinary phrases but words/word order cannot usually be changed
- Enter mental dictionary (LEXICON) as “chunks”

Course Pack—For fun, figure out what these idioms in Portuguese mean! (Located on page 182)



Pragmatics

- How language is used in context.
 - Q: “How are you?” A: “Fine, thanks.”
- Scripts, schema
 - Buying clothes, reserving airplane seat, buying a movie ticket, explaining steps
- Register, sociocultural appropriateness
 - Language for court, playground, school
 - “Yes, your honor”, “Hey, dude”, “Yes, sir.”
- Cultural background plays key role




Discourse: how thoughts are expressed through language

- Larger chunks of language tie together to express thoughts or feelings
- Oral Discourse
 - Turn-taking/interrupting
 - Topic focus and relevance
 - Conversational repair
- Written Discourse
 - Reference (genre, purpose, audience, author)
 - Cohesion (organization of ideas, evidence, etc.)
 - Cultural traditions (psycholinguistics)



Nonverbal communication

- Body language
 - Gestures
 - Facial expressions
 - Eye contact
 - Proxemics (personal territory)
 - Intimate distance (up to 1.5 feet)
 - Personal distance (1.5 to 4 feet)
 - Social distance (4-12 feet)
 - Public distance (12-25 feet)
- 

Dialectal Diversity

*A language is a dialect with an army
and a navy.*

-Max Weinrich



African American Vernacular English (AAVE)

A dialect of English used by some African Americans (sometimes referred to as Ebonics), that is shown to be as logical, complete, rule-governed, and expressive as any other dialect.



Features of AAVE

Variations in Phonology

- /r/ deletion or weakening (e.g. poor_ɹ – poe)
- /l/ deletion or weakening (e.g. help_l – hep)
- Final cluster simplification (e.g. first_t –firs)
- Loss of vowel contrast (e.g. fear v. fair)
- Loss/change of final 'th' (e.g. bath_θ v. baf_θ, with_θ v. wiv_θ)



Some Features of AAVE

Variations in Syntax

- Loss of 3rd person singular (*He go everyday*)
- Loss of possessive suffix (*That man hat is on the table*)
- Loss of plural form with numbers (*five cent*).
- Double negative (*He don't know nothing*)
- Habitual be (*He be tired*)
- Use of 'a' rather than 'an' (*a egg, a apple*)



What is the role of the dialects of English in teaching the (standard) English language?

- Are ESOL students aware of them?
Are they a help or hindrance?



Myth 1: There is a monolithic standard English that can be taught at school.

Myth 2: Most ESL students live in a homogeneous dialect setting.

Myth 3: Vernacular dialects are irrelevant to school learning.

Myth 4: ESL learners are more tolerant of dialect diversity than native English speakers.



What do I need in order to integrate dialect awareness into my classroom curriculum?

- An appreciation for dialect diversity
- Some background knowledge of dialect diversity
- Awareness of teaching methods
- Knowledge of community-based regional standards



Book Buddies

10 minutes

Meet with your group and do
some “book talk”



Second Language Learning



Sharing Time

- Refer to Assignment 1, Part 1 notes—
- What have been your experiences in learning (or trying to learn) another language?
- Note that you will turn these notes in with your portfolio—not now



Assignment 6—Portfolio Overview

- Buy a notebook to put all your evaluation assignments during the semester.
- Write a **short essay** (1/2-1 page typed with 1" margins around (12-pt. Arial or Times New Roman font) with the name of the assignment on the first line) for **each assignment** as to how each assignment **has contributed to your professional growth as a future teacher of ELLs in a mainstream classroom.**
- Attach each essay as a cover page at the beginning of each assignment.
- Use dividers to separate assignments and essays (5).
- **ASSIGNMENT CHECKLIST** provided in syllabus on p. 17




Similarities and Differences Between L1/L2 Acquisition/Learning

- Similarities
- Differences



Characteristics of First Language Acquisition

- The child learns language by unconsciously generating rules, perhaps to fill an innate blueprint
 - Learns language through observation & interaction
 - Learns language in meaningful, supportive, and communicative settings
 - Errors indicate learning is occurring
 - Certain aspects of language learned in a relatively predictable order (developmental sequence)
 - A lot of time required to become fluent
- 

Video Clip

- First Steps: Supporting Earlier Language Development
 - <http://video.google.com/videoplay?docid=-7062626803792106744&q=first+language+development&hl=en>



First Language Developmental Stages

- Prelinguistic Development
- One-Word Stage
- Early Combinatory Speech (Two-Word—“telegraphic”)
- Later Combinatory Speech (Multi-Word)
- School Years



Language Acquisition Theories

- Behaviorist
- Innatist
- Interactionist



Behaviorist Theory (B.F. Skinner)

- Involves habit formation (stimulus→response)
- Learners are passive
- Learner is a blank slate
- Environment is crucial—shapes

“You say what I say!”

ELL Teaching: Drill and Practice



Concerns about Behaviorism

- Uniformity in language acquisition by all though language exposure varies
- Don't typically learn/repeat sentences verbatim but acquire underlying organizing principles
- Regression occurs (ran → runned → ran)
- Error correction may not be noted



Innatist Theory (N. Chomsky)

- Chomsky: Humans are genetically “hard-wired” to learn language (*language acquisition device (LAD)*)—language biologically determined
- Universal Grammar (UG)—language principles are hard-wired in the brain
- Learners play an active role—hypothesis testing
- Environment is only one factor (triggers LAD)

“It’s in the BRAIN!”

L2 Teaching: Necessary or Not?

Concerns about Innatism

- Adults give feedback/correction (modeling correct usage), so child may not just be figuring out alone
- Output not viewed as assisting in language development
- Children of deaf parents who watch TV on a daily basis have language problems in spite of their exposure to language on TV.



Social Interactionism -Vygotsky

- language develops entirely in social interaction
- Language is used to express propositions within certain social contexts and serve particular communicative functions
- Caretaker speech (child-directed speech) used by some cultures to make language more salient
- Input and output important

“Let’s talk!”



Krashen's SLA Theories

1. Acquisition vs. Learning
2. The Input Hypothesis
3. The Affective Filter
4. The Natural Order Hypothesis
5. The Monitor



Acquisition vs. Learning

Similar to first language acquisition	Formal knowledge of a language
“Picking up” a language	Knowing about a language
May not be consciously aware	Deliberate and conscious effort
Implicit knowledge	Explicit knowledge
Errors accepted	Errors corrected
Formal teaching does not really help	Formal teaching helps

The Input Hypothesis

Comprehensible Input

$i+1$ (input that is 1 level
beyond current level)

According to Krashen, meaningful input that is comprehensible = acquisition in the classroom. Also, he believes that comprehensible input is THE way of SLA (not output/production).

The Affective Filter Hypothesis

Comprehensible
Input



The Affective Filter

- When the filter is high, input will not pass through because affective filter blocks input
- Low affective filter occurs in and is a result of an environment where learners have
 - High self-esteem
 - Low anxiety level
 - High motivation
- Implications for teaching?

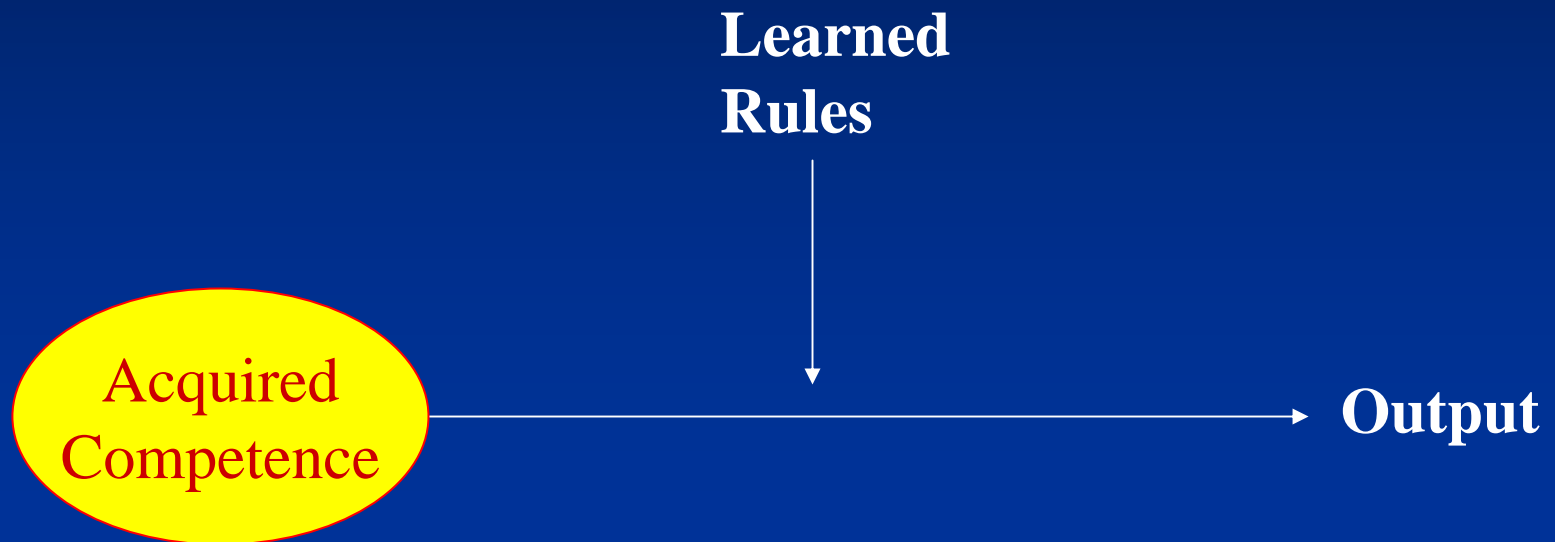


The Natural Order Hypothesis

- All learning is acquired in a natural, predictable order.
- “Built-in syllabus” (Corder, 1967)
- Morpheme acquisition (Dulay and Burt, 1975)
- Implications for classroom?



The Monitor



- The learned knowledge can be used to monitor your communication
- There is a time factor, works better for written than spoken language

Activity


Talk to the person sitting next to you by taking frequent turns.

Avoid using words that have the word “n” in them. For instance, you can use words such as “car” but you cannot use words such as “near.”

Try to maintain the conversation as long as you can.



Major Criticisms of Krashen

- Dichotomy between learning/ acquisition: what is learned can become acquired
 - Input is important: what about output/expressive skills (speaking, writing)? Students need to produce in order to acquire (Swain)
 - Importance of interaction: Meaningful interaction is a key to **communicative competence**
- 

Book Buddy Meeting

- Talk about what you've read including emerging themes and any cultural or linguistic information



SLA Affecting Factors

- Sociocultural
- Psychological



SOCIOCULTURAL FACTORS

- **Acculturation**
- **Differential Status of Languages**
- **Value Systems**
- **Dialects and Standard Languages**
- **Organization of Schools**



Psychological

Affective Factors

- Self-esteem
- Motivation
- Anxiety
- Attitude

Cognitive Factors

- BICS
- CALP
- CUP
- SUP
- Age
- Transfer/generalization
- Learning styles
- Learning Strategies



BICS and CALP

BICS=Basic Interpersonal Communication
Skills

CALP=Cognitive Academic Language
Proficiency

J. Cummins



BICS & CALP

- To what kind of language are we referring?
- Why do we need to know about them?
- What's the difference between them?



Basic Interpersonal Communication Skills

- “everyday conversational language”
- Typically used in informal contexts
- Generally developed naturally by all L2 speakers



Cognitive Academic Language Proficiency

- “classroom/school/academic language”
- Developed through education and schooling



What are the differences between BICS and CALP?

BICS

- Easier to master
- Picked up through interaction with peers and adults, both in and out of school
- Takes about 2 years to develop

CALP

- More difficult to master
- Learned through schooling and education in the L2
- Takes 5 or more years to develop



BICS & CALP

- Why is it important for teachers to understand these concepts of social and academic language and the time it may take to acquire them?
- What are some factors that may affect an individual student's pattern of social and academic language acquisition?



In order to be an effective teacher for ELLs, we must:

- **Increase Comprehensibility** – e.g., utilize realia, graphic organizers, pictures, puppets, and other hands-on materials.
- **Increase Interaction** – e.g., cooperative learning and pair work.
- **Increase Higher order thinking skills** – e.g., ask follow-up questions that require more complex language as well as more complex thinking.



To do this, we must:

- require a relatively challenging degree of ***cognitive demand***, i.e., make our students think, and...
- Provide a relatively high level of ***contextual support***.



Degree of Cognitive Demand

Refers to how easy or how hard the topic or content of a discussion is for the 2nd language learner.

- The degree of cognitive demand for any given will differ for each individual, depending on the individual's prior knowledge of the topic.
 - e.g., discussing how to calculate the square root of a number might be very difficult for someone who does not have the pre-requisite math background.



Level of Contextual Support

Refers to the number and nature of clues available to a speaker or listener that assist in conveying meaning of the language.

- pointing to objects, giving opportunities to ask questions/clarify meaning also facilitate comprehension.
- Use of facial expressions, gestures, and other forms of nonverbal communication.
 - teaching science with manipulatives.
- teaching math with items that can be sorted, touched, and/or grouped.

Contextual Support

- Context Embedded

Pictures

Manipulatives

Support

Text and More
example:

DOG



- Context Reduced

No Pictures

No Manipulatives

No Support

Only Text or Talk

ยินดีต้อนรับ

คำอวยพร

YAKINDA GÖRÜŞÜRÜZ

Cummins' Quadrants

COGNITIVELY UNDEMANDING

Quadrant 1

Reading a map

Context embedded

Quadrant 2

Listening to the radio

Context Reduced

Quadrant 3

Watching a documentary
about the body structures
of insects

Quadrant 4

Listening to a speech about
macroeconomics

COGNITIVELY DEMANDING

Ideally, we want to provide ELLs
with:

- High Context and
- High Cognitive Demand

QUADRANT III



Social vs. Academic Language: Factors to Consider

- Students with prior academic language experience or background knowledge in any language can use these skills to facilitate learning academic English.
- Individual variations such as preference for social situations or preference for academic study.
- The student's current learning experiences are a major factor. Content teachers who include attention to language in their courses and who teach learning strategies (such as how to use textbooks) help students acquire academic skills and language.

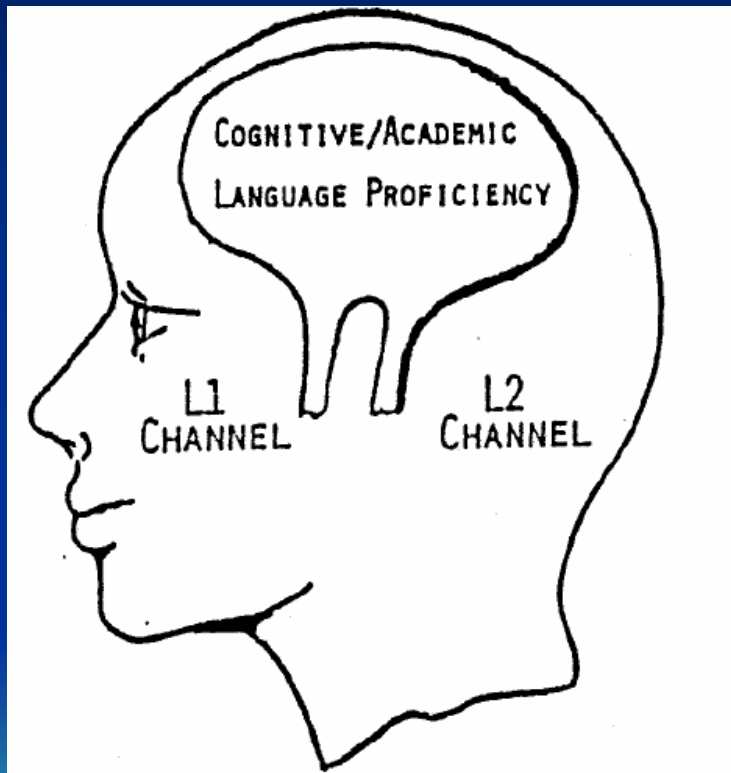


Cummins' Common and Separate Underlying Proficiencies (CUP/SUP)

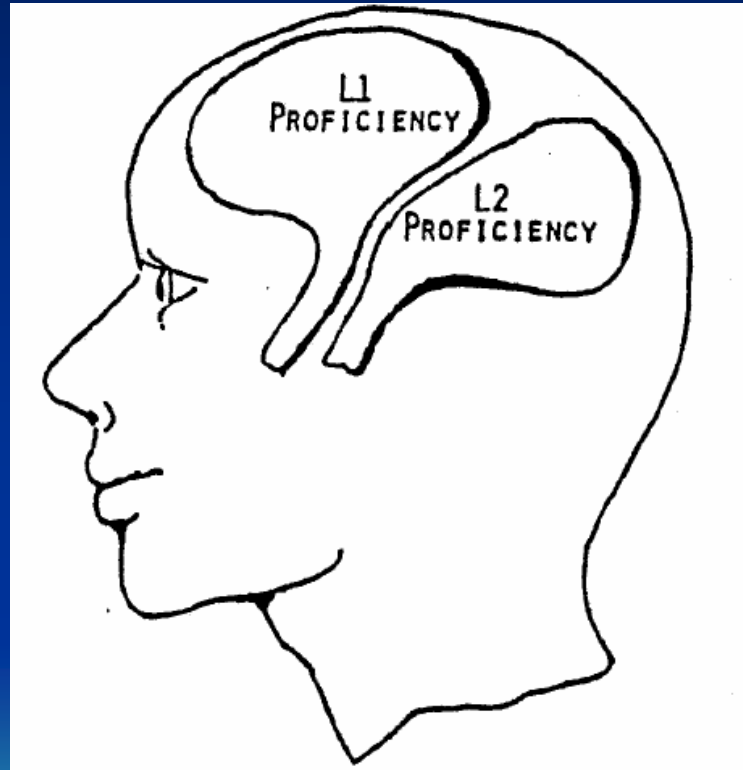
- CUP – commonalities of skills learned in the first language that can be easily transferred to the L2. E.g., reading from left to right, differentiating purposes for reading, act of decoding.
- SUP – differences in skills learned in the L1. These are not so easily transferred. E.g., learning to read in opposite direction.



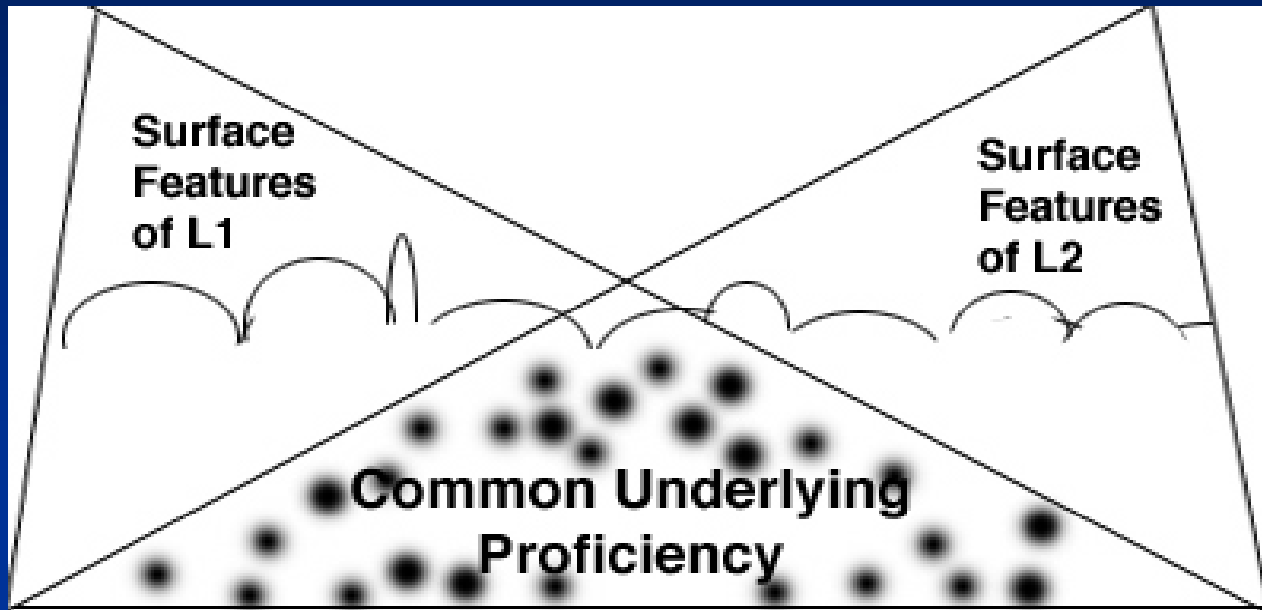
Common Underlying Proficiency (CUP)



Separate Underlying Proficiency (SUP)



The Linguistic Interdependence Model



Below the surface, there are some features that languages share.

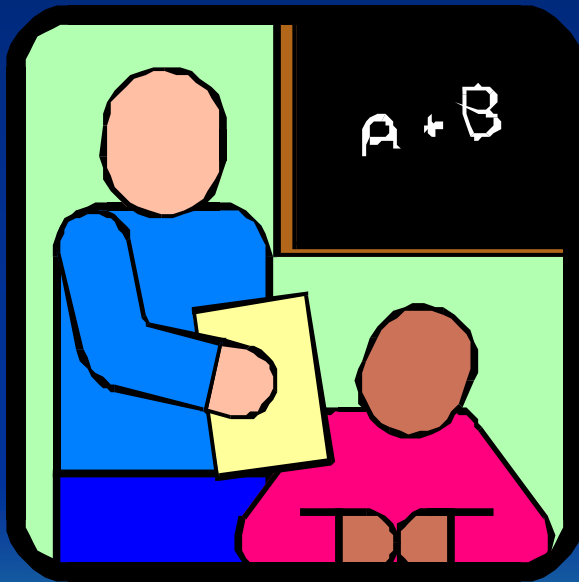
Facilitating Language Learning in the Classroom

- ESOL Teachers Could:



Myths and Misconceptions about 2nd Language Learning

- What Every Teacher Needs to Unlearn!



Myth One:

Children learn second languages quickly and easily.



Myth One - Implications:

- Learning a 2nd language is as difficult for a child as the adult.
- Teachers should NOT expect miraculous results from children learning ESL.
- Many children learning ESL are just as self-conscious & inhibited as adults.



Myth Two:

The younger the child, the more skilled in acquiring a second language.



Myth Two - Implications:

- Older students may show quicker gains; younger children better pronunciation.
- Children need continued support in the native language to avoid falling behind in academic content.



Myth Three:

The more time student spend in a second language context, the quicker they learn the language.



Myth Three - Implications:

- Amount of exposure to English does NOT predict language acquisition.
- Learning to function academically in a 2nd language may take 4 - 10 years.
- Giving 2nd language learners the support of their home language is NOT doing them a disservice.



Myth Four:

Children have acquired a second language once they can SPEAK it.



Myth Four - Implications:

- Oral language skills (BICS) are no gauge for literacy skills (CALP).
- Learning a 2nd language is not an EASY enterprise and is not finished in a year or two.



Myth Five:

All children learn a second language in the same way.



Myth Five - Implications:

- Patterns of language use varies across cultures.
- Teachers need to be aware of cultural and individual differences in learner styles.



Stages of L2 acquisition

- Pre-Production (silent period)
- Early Production (one-word responses, chunks)
- Speech Emergence (creating novel sentences)
- Intermediate Fluency (fluency in social settings)
- “Learned” knowledge is limited

Refer to Course Pack



In order to keep up with the assignments and readings for each week, please check your calendar as well as your syllabus.

Major assignments are in the syllabus, and weekly homework and readings are in the calendar. Email me if you get confused about anything.

Please check the website twice a week: a day before class and two days before class since we can only do the updates from certain computers. All presentations will be up on the web within a week to two weeks after each class.
<http://plaza.ufl.edu/bmutlu/TSL4320.html>

