To begin the learning process, you will view a powerpoint presentation on language development. You will be introduced to Stephen Krashen's theory on Second Language Acquisition which is a foundational theory in ESL research. You will also be given a brief review of the stages of language acquisition and begin to understand that language acquisition is an interdependent process. As you progress through the powerpoint, you will notice the acronym SLL which stands for second language learner. English as a second language (ESL) and English language learner (ELL) are also descriptive terms that you will encounter in this learning module. Now access the powerpoint presentation which is the next item in your table of contents.

**Language Development**

**Basic Concepts of Language Systems**

There are several vocabulary terms that you need to be familiar with in order to serve English language learners. The following activities will introduce or perhaps refresh your memory of language system vocabulary such as those listed in the diagram above.

**1. Pragmatics**

Pragmatics studies language usage, especially how context influences the interpretation of utterances – the same sentence can be used to do different things in different situations.

E.g., Gee, it's hot in here! can be used either to state a fact or to get someone open a window.

Simply put: Pragmatics is the intended meaning.


Pragmatics is also referred to as the rules of social language. Now access the following web site and read the information to further your understanding of pragmatics.

http://www.asha.org/public/speech/development/Pragmatics.htm

**2. Semantics**

Semantics is the literal meaning of sentences, phrases, words and morphemes.
E.g., What is the meaning of the word vegetable?

E.g., How does the word order influence meaning of sentence in English? How about Russian?

**Simply put:** semantics is the literal meaning and pragmatics is the intended meaning.


Semantics refers to the connotative (primary and secondary) meaning of words or sentences.

For example, semantics is commonly used to refer to a trivial point or distinction that revolves around mere words rather than significant issues "To argue whether the medication killed the patient or contributed to her death is to argue over semantics.


3. Syntax

Syntax – phrase and sentence structure

Syntacticians try to discover rules that govern: word order: The book is on the table. *Table book on is the the. agreement: I am here. *I are here.

subject/object forms (cases): I like her. *I like she. etc.

Note: In linguistics, placing an asterisk (*) before a sentence marks that sentence as ungrammatical, i.e., not of the kind normally used by most speakers of a particular language.


4. Lexicon

Lexicon - a list of words used in a particular subject.

E.g., The lexicon of a stock trader includes terms such as delayed quotes, futures contract, limit order, margin account, short selling, stop order, trend line, and watch list.

E.g., The lexicon of soccer ("football" outside the U.S.) includes terms such as linesman, friendly match, yellow card, penalty shootout, pitch, result, and draw.


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www2.sfasu.edu/enlace
5. Morphology

Morphology – the word structure and of systematic relations between words.

Morpheme – the building-blocks of words, the smallest linguistic unit which has a meaning or grammatical function.

Words are composed of morphemes (one or more).

Sing-er-s answer-ed un-kind-ly

In comparison with many other languages, English has rather simple morphology.


6. Phonology

Phonetics – the production and perception of speech sounds as physical entities.

E.g., [v] is pronounced by bringing the lower lip into contact with upper teeth and forcing air out of the mouth while the vocal folds vibrate and nasal cavity is closed off.

Phonology – the sound patterns (the sound system of a particular language) and of sounds as abstract entities.

In English, a word never starts with [kn] (note that knife starts with [n] not [k]), while in German it is possible (e.g., Knabe 'boy')

In Setswana (a language of southern Africa), a consonant is always followed by a vowel – when the speakers adopted the word Christmas from English, they pronounce as kirisimasi.

7. Grammar

Grammar is a language system, a set of principles (rules) that underlie a language.

Mental Grammar – the knowledge of language that allows a person to produce and understand utterances.

Grammar can be described as having different parts:

- phonetics
- phonology
- morphology
- syntax
- semantics
- pragmatics


Language Development

Registers of Language

This content page is going to focus on functions and registers of language. The ESL teacher will utilize his or her knowledge of language registers to modify instruction and materials in order to promote ESL students English language proficiency. Now read the definitions and examples below.

Language Registers

There are five language registers or styles. Each level has an appropriate use that is determined by differing situations. It would certainly be inappropriate to use language and vocabulary reserve for a boyfriend or girlfriend when speaking in the classroom. Thus the appropriate language register depends upon the audience (who), the topic (what), purpose (why) and location (where). You must control the use of language registers in order to enjoy success in every aspect and situation you encounter.
Rule of Language Use:

One can usually transition from one language register to an adjacent one without encountering repercussions. However, skipping one or more levels is usually considered inappropriate and even offensive.

1. Static (Frozen) Register

This style of communications RARELY or NEVER changes. It is "frozen" in time and content. e.g. the Pledge of Allegiance, the Lord's Prayer, the Preamble to the US Constitution, the Alma Mater, a bibliographic reference, laws.

2. Formal Register

This language is used in formal settings and is one-way in nature. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. A common format for this register are speeches. e.g. sermons, rhetorical statements and questions, speeches, pronouncements made by judges, announcements.

3. Consultative Register

This is a standard form of communications. Users engage in a mutually accepted structure of communications. It is formal and societal expectations accompany the users of this speech. It is professional discourse. e.g. when strangers meet, communications between a superior and a subordinate, doctor & patient, lawyer & client, lawyer & judge, teacher & student, counselor & client.

4. Casual Register

This is informal language used by peers and friends. Slang, vulgarities and colloquialisms are normal. This is "group" language. One must be member to engage in this register. e.g. buddies, teammates, chats and emails, and blogs, and letters to friends.

5. Intimate Register

This communications is private. It is reserved for close family members or intimate people. e.g. husband & wife, boyfriend & girlfriend, siblings, parent & children.

Language Development

Pre-Reading and Reading Concepts

Note: You will need to have QuickTime Player installed on your computer in order to watch the videos included on this content page. A free QuickTime Player may be downloaded from the OIT web site: http://www.oit.sfasu.edu/webct/oitresources.html

The following prereading and reading information may be a review for many of you; however, it is important to consider this knowledge with respect to the needs of English language learners. To begin this process, review the phonological awareness continuum, definitions, and then access the web link and read the information in its entirety in order to transfer this knowledge to the needs of the ELL.

Part 1: Five Levels of Phonological Awareness - Activities are multisensory, incorporated throughout the day, and delivered auditorily.


1. Rhyming and Alliteration

Rhyming - Words that end in the same phoneme (sound).

Example: Yes, my pie. ("my" and "pie" rhyme)

Alliteration - words that begin with the same letter/phoneme.

Example: Little laughing lizards lost lemons.

2. Sentence Segmenting

Segmenting - Understanding that individual words make up a sentence.

Example Activity: Teacher recites a sentence out loud, "My clothes are wet." Then, the children say the same sentence clapping their hands each time they say a word (4 claps).

Children may also be given tiles to move each time they say a word in the sentence.

3. Syllable Blending and Segmenting

Syllable Segmenting - Dividing a word into separate sounds.

Example: dinosaur di / no / saur

Syllable Blending - Combining separate sounds into a complete word.

Example: mer / cur / ry = mercury
4. Onset-rime Blending and Segmenting

Onset-rime Segmenting - how words are broken into smaller parts (onset and rime)

Example: big is the word and it can be broken into parts - "b" is the onset and "ig" is the rime.
Example: break is the word and it can be broken into parts - "br" is the onset and "eak" is the rime.

Onset-rime Blending - taking the parts of a word and putting them together.

Example: "b" is the onset and "ig" is the rime and these are combined to make the word big.
Example: "br" is the onset and "eak" is the rime and these are combined to make the word break

5. Phoneme Blending and Segmenting Words Into Phonemes - highest level of phonological awareness.

Phonemes - smallest units of sounds.

Phoneme Segmenting - taking a word and isolating or segmenting the individual sounds.

Example: shirt - sh / ir / t
Example: sad - s / a / d

Phoneme Blending - taking isolated sounds and blending them into a word.

Example: s / a / d = sad
Example: m / a / m / a = mama

Now that you have re-familiarized yourself with the levels of phonological awareness, access the link below and read a short article that relate this information to English language learners.


Part 2: English Letter-Sound Associations

Secondary students who are English language learners will benefit from explicit instruction on letter-sound associations. The following website was chosen for its conciseness and its videos that model letter-sound instruction. Now access the web link below and read the information as well as viewing the 4 short videos which are located at the end of the web page.

http://www.ncsip.org/programs/Unit%207.html
Information created and compiled as part of ENLACE-a federally funded grant through the United States Department of Education.
James I. Perkins College of Education at Stephen F. Austin State University
www2.sfasu.edu/enlace
Part 3: Phonograms

Phonograms can be defined as a unit symbol of a phonetic writing system, standing for a speech sound, syllable, or other sequence of speech sounds without reference to meaning.


Now access the following website to learn or review information regarding phonograms.

http://www.atozphonics.com/phonograms.html

Part 4: Sight Words or High Frequency Words

Site words are words that cannot be easily sounded out and as a result they must be memorized. The Dolch word lists are frequently utilized in order to teach and assess a student's ability to recognize site words. The site word lists are categorized by grade level and would be a valuable resource to teachers. Now access the link below and view some of the site word lists.

http://www.createdbyteachers.com/sightfreemain.html