

Stages of language acquisition

Phase	Age (months)	Primary mode (spoken / signed / both)	Lexemes? (Y/N)	No. of lexemes per utterance	Syntax? (Y/N)	Example of a child communicating: "I want a drink"
Pre-Verbal/Babbling	0-11	Signed	N	N/A	N	Speed of dummy suck Pointing to drink
One word/Holophrastic	12-18	Signed + Spoken	Y	One	N	<i>Dink</i> <i>Juice</i>
Two word	18-24	Signed + Spoken	Y	Two	Y	<i>Mummy juice</i> <i>Drink baby</i>
Telegraphic/Multi-Word	24+	Signed + Spoken	Y	Three +	Y	<i>I want drink</i> <i><u>Gimme</u> drink please</i>

Age And The Acquisition Of English As A Foreign Language

CO Houle



Age And The Acquisition Of English As A Foreign Language:

Age and the Acquisition of English as a Foreign Language María del Pilar García Mayo, María Luisa García Lecumberri, 2003-05-21 This book provides an overview of current research on the age factor in foreign language learning addressing issues which are critical for language planning It presents new research on foreign language learning within bilingual communities in formal instruction settings focussing on syntax phonology writing oral skills and learning strategies

Age as factor in language acquisition and learning Frederik Droste, 2013-05-21 Seminar paper from the year 2013 in the subject Pedagogy Pedagogic Sociology grade 3 0 University of Vechta course Spracherwerbs und Sprachlehrforschung Learning and Teaching Languages language English abstract At the beginning of the semester the students of the course concerned with the topic of How Languages are Learned were asked to give an immediate response to several popular opinions With the benefit of hindsight one of the most interesting responses was that I ascribed much importance to the following statement The earlier a second language is introduced in school programmes the greater the likelihood of success in learning of L S p xvii and I am sure that many of my fellow students agreed strongly as well After having studied several theories and research findings concerning this question the question whether there is the age in which a second language learner should start to get into contact with a foreign language I could conclude that this question cannot be answered simply by yes or no since there is a great number of factors influencing success Learners vary a lot in terms of their brain s development their intelligence their environment in which a second language is spoken etc pp Furthermore in order to answer the age question it is important to be aware of a certain goal of second language acquisition Is it pronouncing words like a native speaker Is it being able to take part in conversations These factors and questions should thus also be analyzed Consequently I would like to present basic theories about this subject as well as research findings and as explained above other factors influencing second language acquisition in the following The results will be supported by my own way of acquiring a second language and will then form the basis for the consequences educators should consider when planning foreign language lessons Since we used How Languages are Learned by Patsy M Lightbown and Nina Spada as an introduction to this topic my elementary knowledge is based on this book *Age and the Rate of Foreign Language Learning* Carmen Muñoz, 2006-01-01 This book examines the various ways in which age affects the process and the product of foreign language learning in a school setting It presents studies that cover a wide range of topics from phonetics to learning strategies It will be of interest to students and researchers working in SLA research language planning and language teaching **Age and the Acquisition of English as a Foreign Language** María del Pilar García Mayo, María Luisa García Lecumberri, 2003 Addressing issues which are critical for language planning this is an overview of research on the age factor in foreign language learning It presents research on foreign language learning in bilingual communities in formal instruction settings focusing on syntax phonology writing and more **Age and Foreign Language Learning in**

School A. Lambelet,R. Berthele,2015-04-21 This book discusses the empirical studies on how biological age influences foreign language learning in school It provides a succinct overview of a complex field for both experts and researchers interested in the teaching and learning of foreign languages **Age as a Factor in Second Language Acquisition**

Jasmina Murad,2009 Seminar paper from the year 2006 in the subject English Language and Literature Studies Linguistics grade 1 0 Free University of Berlin Institute for English Linguistics course Second Language Acquisition 23 entries in the bibliography language English abstract One of the central questions that SLA has tried to answer is why learners of a non native language L2 evince such a high degree of interindividual variation in their final attainment relative to the L2 components and skills they have acquired In order to offer a satisfactory response to this key issue SLA researchers have posited the existence of a set of individual factors of a very different nature such as aptitude motivation attitude personality and intelligence among others that might explain such variation However one of the most obvious potential explanations for the lack of success of L2 learners compared to L1 learners is that the acquisition of a foreign language begins at a later age than that of the mother tongue does Thus it has been prevalently assumed that age itself is a predictor of second language proficiency This paper focuses on research which has been carried out on maturational constraints for SLA and hereby tries to find answers to various questions concerning age as a factor in SLA **The Age Factor in Second Language Acquisition**

David Michael Singleton,Zsolt 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 **The Age Factor and Early Language Learning**

Marianne Nikolov,2009-10-28 This edited volume documents the state of the art in research into how the age factor interacts with other factors in a variety of educational contexts The book comprises 17 chapters examining early language learning and teaching in a range of countries in Europe Asia and North America Authors discuss main themes in research methodology curricular and assessment issues short and long term outcomes the role of individual differences innovation in teacher education classroom processes as well as the impact of the target language The first two chapters Nikolov Edelenbos and Kubanek overview the main trends in research Four papers Curtain Ofra Inbar Lourie and Elana Shohamy Jalkannen Haenni Hoti Heinzmann and M ller focus on the assessment of young learners two authors examine how age impacts on language learning over time Mu oz Kasai Individual differences motivation anxiety aptitude and socio

economic status are explored by Mihaljević, Djigunović, Mattheoudakis and Alexiou and Kiss. Innovation is the common theme in chapters written by Wang, Moon and Peng and Zhang. The last three papers analyze the status of languages. Harris, Enever, Carmel. The book is a must have for teacher educators of pre and in service teachers of modern languages to young learners, MA and PhD students in TEFL, TESOL and other languages, researchers and policy makers. Teaching and Learning in Multilingual Contexts Agnieszka Otwinowska, Gessica De Angelis, 2014-01-06. It is clearly illogical to search for one good universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers and by attitudes towards multilingualism and otherness. The studies in this volume seek to investigate not only whether certain solutions and practices are good but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts and uncovers common themes and practices shared aims and preoccupations and often similar solutions within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1/Ln terminology when discussing complex multilingual realities and looks at how the age factor works in classroom settings. *Age Effects on Second Language Acquisition* Jule Dorin, 2015-11-19. Studienarbeit aus dem Jahr 2015 im Fachbereich Anglistik/Linguistik, Note 1,7. Universität Paderborn, Veranstaltung: Second Language Acquisition, Sprache: Deutsch. Abstract: It is a widespread belief that the acquisition of a foreign language is much easier for children rather than for adults. It is said that the younger the learner, the better the outcome will be. The same applies for the assumption that an adult learner of a foreign language cannot reach native-like competence, no matter how long the process of acquisition will take, whereas a child indeed can acquire a perfect language without even the hint of a foreign accent. Furthermore, there is a common notion that the age of onset of the acquisition of a second language plays a role in its further development. Indeed, the acquisition of a foreign language can be a frustrating and very tough experience for adults, in whereas it seems to be a facile and fast proceeding process for children or adolescents. A possible answer to these beliefs may be found in the Critical Period Hypothesis, which states that the age is a major factor for second language acquisition, henceforth SLA, and that there is a time span where the acquisition of a language functions best. On the other hand, there are studies which want to make clear that in fact the contrary is true, or as well that age has no influence at all when it comes to SLA. This paper aims to find out if there indeed is a connection between the learner's age and his level of proficiency in the L2. *The Age Factor in Second Language Acquisition* Carina Kröger, 2016-12-05. Seminar paper from the year 2008 in the subject Didactics for the subject English Pedagogy/Literature Studies, grade 1,3. University of Cologne, English course. Problems in Second Language Acquisition, language: English. Abstract: This term paper will focus on the discussion of the putative maturational constraints for second language acquisition. The age factor is an aspect of first and second language acquisition research which has engendered very much controversy. In the discussion about age-related effects on language

acquisition one can find disagreements as to both the facts and to their possible explanations. The different points of view range from the notion that young learners are in all aspects of language learning more efficient and achieve better results to the contrary position that older learners are the better learners. In this paper four of the positions concerning the age factor which have been listed by Singleton will be presented because they provide a good overview of the different views on this topic and the respective evidence belonging to them. Many of the differences in the results of various studies are due to the differences in how the results are elicited. The experimental design plays an important role for the outcomes.

Language Acquisition David Singleton, Lisa Ryan, 2004-09-06 This book examines the evidence relative to the idea that there is an age factor in first and second language acquisition evidence that has sources ranging from studies of feral children to evaluations of language programmes in primary schools. It goes on to explore the various explanations that have been advanced to account for such evidence. Finally it looks at the educational ramifications of the age question with particular regard to formal second language teaching in the early school years and in third age contexts.

The Social Construction of Age Patricia Andrew, 2012-01-11 This book explores the social construction of age in the context of EFL in Mexico. It is the first book to address the age factor in SLA from a social perspective. Based on research carried out at a public university in Mexico it investigates how adults of different ages experience learning a new language and how they enact their age identities as language learners. By approaching the topic from a social constructionist perspective and in light of recent work in sociolinguistics and cultural studies it broadens the current second language acquisition focus on age as a fixed biological or chronological variable to encompass its social dimensions. What emerges is a more complex and nuanced understanding of age as it intersects with language learning in a way that links it fundamentally to other social phenomena such as gender, ethnicity and social class.

Second Language Instruction/acquisition Abstracts, 1997 "[Code of Massachusetts regulations, 1996](#)", 1996 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020. *The Effect of Age on Acquisition of a Second Language for School* Virginia P. Collier, 1988 "[Code of Massachusetts regulations, 1998](#)", 1998 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020.

Beyond Age Effects in Instructional L2 Learning Simone E. Pfenninger, David Singleton, 2017-04-21 This book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings. Combining advanced quantitative methods with individual level qualitative data it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school thereby offering a long term view of the teenage experience of foreign language learning. The study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly. Taking account of contextual factors individual socio affective factors and instructional

factors within a single longitudinal study the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition but that in this context for a number of reasons a later onset can be beneficial

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