

What assists with Learning English as a Second Language?

1. English as a Second Language

- Typical acquisition of a second language frequently results in differences that can impede communication including: interference, silent period, code-switching and language loss. These need to be recognised as normal behaviours for ESL learners.
- English proficiency: Reaching balance between their first language (L1) and English
- (L2) – 4 years; L2 dominance – 6- 10years.
- There are increasing numbers of culturally and linguistically diverse. Children in the population, for whom English is a second language.

2. Supporting First Language

- Children benefit from learning two languages and should therefore be encouraged to speak both languages.
- Parents should continue to speak and encourage the use of L1 at home.
- Using L1 helps children to learn new words and concepts in L2.

3. Vocabulary Development and English as a Second Language

- The performance gap between L1 and L2 is often the result of a language difference and not a language disorder.
- Transition from L1 to L2 is usually a lengthy process and is influenced by many factors.
- Teachers should be concerned if student continues to struggle in the classroom after adaptive learning strategies have been implemented.

5. Risk Factors for Language Development

- The relationship between a child and their primary caregiver is crucial for social, emotional and mental development.
- Some factors that affect oral language development outcomes include:
 - Level of education of parents, health and related factors and access to services,
 - Trauma and stress, as well as pressures that can impact learning a new language.
- It is important to promote and celebrate the cultural diversity of CALD students.

6. What Assists in Therapy and Interpreter Services

- Using an interpreter can provide support for understanding a CALD child's full language potential.
- Parents need to be involved in all areas of their child's language development, including: attending therapy sessions and helping with homework.
- General learning strategies include: exposure, modelling, repetition and visual supports.

Vocabulary Development Milestones:

Infancy	
6 months	Babbling: vocalization with strings of syllables and intonation that sounds like speech
1 year old	First words: Has vocabulary of approximately 5---20 words (mainly nouns)
2 years old	Vocabulary Spurt: Has vocabulary of approximately 50---300 words
Difficulties may suggest a Developmental Language Delay	

Preschool	
3 years old	<ul style="list-style-type: none"> Has in the neighbourhood of 900---1000 words Uses between 12,000 – 15,000 words per day Handles three word sentences easily Verbs begin to predominate
4 years old	<ul style="list-style-type: none"> Forms complex sentences using vocabulary of 1,500---1,600 words Uses approximately 15,000 words per day Often engages in make---believe play Extensive verbalization and repetition of words, phrases, syllables, and sounds
Difficulties may suggest a Specific Language Impairment (SLI)	

Early Primary School Years	
Year 1	<ul style="list-style-type: none"> Uses a vocabulary of approximately 2000 words Learning 5 --- 9 new words per day from age 1 ½ to 6 years Has 20,000---24,000 words of receptive vocabulary
Year 2	<ul style="list-style-type: none"> Highest quartile learns 840 words per year (about 2.4 words per day). By the end of Year 2, they will have 6000-word meanings. Lowest quartile learns 1.6 words per day (about 4000 word meanings by the end of Year 2) <p>*Note: Best time to intervene is before Year 2.</p>
Year 3	<ul style="list-style-type: none"> Restricted vocab. By Year 3 will lead to declining comprehension scores in later years Low vocabulary students acquire words about as fast as other students from Year 3 on. But By this point, they are 3000 to 4000 words behind more advantaged students. Children in Year3 at the highest 25% have an average of 6000 to 8000 words Economically Disadvantaged Students are exposed to fewer words spoken by parents, exposed to fewer different words and experience less adult clarification of words
Difficulties may suggest a Language Learning Disorder	

Middle Primary School Years	
Year 4	<ul style="list-style-type: none"> 200 new words taught formally per year by teachers Students acquire between 3000---5,000 words per year in middle school (10words/day)
Year 5	<ul style="list-style-type: none"> Has approximately 10,000 words by Year5 <p>*Note: ESL student often have difficulty expressing emotions and feelings through their limited vocab, therefore teachers should adjust language use in class accordingly</p>
Year 6	<ul style="list-style-type: none"> Able to give conventional definitions of words by Year6 Has vocabulary of 10,000–15,000 words At this age, successful readers read more, and that makes them even more successful The least proficient students might read 100,000 words a year by middle school Average students at this level might read 1,000,000 words a year The voracious reader might read 10,000,000 words -- -50,000,000 words a year
Difficulties may suggest a Language/Literacy/Learning Disorder	

High School and Beyond	
High school and beyond	<ul style="list-style-type: none"> 16---18 years old have a spoken vocabulary of 12,000 -20,000 words and understand about 80,000 words Will acquire about 40,000 words in high school and have a vocab. Of about 5000 root words Estimated vocab. Size of college -educated speakers at about 8000 root words or approx. 2,5000 words in total