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ESOL Insights

Factors That Affect Students Second Language Learning:

- Classroom Environment
- Parental Influences
- Linguistic aptitude
- Level of proficiency in L1
- Confidence
- Motivation
- Attitude to L2 & L2 culture
- Previous learning experiences
- Relationship with teachers & peers
- Learning Style
- Culture

Greetings From Halla Jmourko, ESOL Teacher Coach



Useful Terms in the Field of TESOL

TESOL = Teaching English to Speakers of Other Languages

= “Teachers of English to Speakers of Other Languages”, the name of a professional organization

ESOL = English for Speakers of Other Languages

L1 = Native/Primary/First Language

L2 = Second/Targeted Language or Language Being Learned

ELLs = English Language Learners

Affective Filter = a “wall” a learner puts up if his/her anxiety level is high. ELLs must have a low affective filter in order to learn English.

BICS and CALP (J. Cummins, 1981)

In order to succeed academically, ELLs must acquire both social and academic language, often referred to as BICS and CALP. As they move through the stages of language acquisition, students may appear to be fluent in English, when in fact they have mastered only BICS; it may be several more years before they acquire full academic language proficiency.

BICS: *Basic Interpersonal Communication Skills*

Social Language – 2 years to develop

-Informal interactions, everyday situations

-Concrete

-Supported by visual cues and context



CALP: *Cognitive Academic Language Proficiency*

Academic Language – 5-7 years to develop when high quality instruction is provided

-Content areas

-Abstract ideas, critical thinking

-Limited or no visual support



What Factors Affect Second Language Learning?

While many discussions about learning a second language focuses on teaching methodologies, little emphasis is given to contextual factors—individual, social, and societal—that affect students’ learning. These contextual factors can be considered from the perspective of the language, the learner, and the learning process.

Krashen (1983) states that learning can only happen if certain affective conditions exist. When these conditions are present, input can pass through the “affective filter” and be used by the learner effectively.

Support from home is very important for successful language learning. Some educators believe that parents of ELLs should speak only English at home; however it is more important that parents value both the native language and English, communicate with their children in whichever language is comfortable, and show support for and interest in their children’s progress.

A. Walqui (2000)

Have questions or concerns?
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