

What are the differences between first and second language acquisition? Many thanks to Ellen Richardson, a ELL teacher at Abraham Lincoln Middle School in Lancaster, PA for advice on this blog post. In addition to the similarities noted above, there are a number of significant differences in the stages of language acquisition for ELLs. They are likely to learn grammar and pronunciation more efficiently, but have more problems with retention and vocabulary than younger ELL. However, for many ELLs, this can be mentally and emotionally exhausting, so they repeatedly submerge themselves in active listening. CHECK OUT OUR WIDE VARIETY OF ESL , ELD, AND ELL INSTRUCTIONAL MATERIALS FOR GRADES K–12. In addition to the similarities mentioned above, there are a number of significant differences in the stages of language acquisition for ELLs. ELLs have already established a foundation for language acquisition, whereas first language learners do not. IMMERSION LEVEL The level of immersion has a significant impact on the stages of language acquisition for ELLs. Learning in the classroom, at home, and out in the world is the best way for ELLs to achieve near-native fluency. ELLs have already established a foundation for language acquisition, whereas first language learners do not. It is of utmost importance that teachers understand these differences and their implications for learning. Patience, compassion, and focusing on your students' strengths rather than their weaknesses create a positive learning environment for ELLs. Factors that affect the Stages of language acquisition for ELLs. However, ELLs face unique challenges that native speakers do not. Here are some of the most important factors that affect the timing and stages of language acquisition for ELLs. For older learners in particular, speaking and writing exclusively in a classroom can limit their ability to speak fluently. Fluency in the native language can both help and hinder children's ability to learn a second language. Depending on the native language, grammatical structure may be completely different. In these cases, students may make more grammatical errors than students whose native language is more similar to English. In first language acquisition, these errors are not as noticeable because children do not yet have a foundation for the language in their heads. AGE Age is an important factor in how quickly ELLs learn and when they can become fluent. INTERESTED IN MORE ELL-FOCUSED CONTENT FROM CONTINENTAL? For ELLs, that time shrinks to just twelve months