

Four Stages in Oral Development

There are four stages in oral development, beginning with the first stage of silence, pre-production, or comprehension. This stage is similar to the period of time the infants are listening and interacting with those around them non-verbally. This stage is also used to describe the phase similar to when infants do not yet produce language. Comprehension equates with the fact that infants and toddlers initially comprehend much more language than they can produce. The second stage is early speech emergence, meaning language begins to emerge slowly, like with one-word sentences. The third step is speech emergence which means language continues to evolve, and phrases and short sentences are being used. Finally, the last step is intermediate fluency, meaning more complex language is employed, and the learners emerge in conversation.

Strategies

There are many different learning strategies that can help ELLs. They use these strategies either consciously or unconsciously when providing new information and performing tasks in the language classroom; however if learners are unable to identify any strategies associated with the task at hand. Since a language classroom is like a problem-solving environment, all strategies are inescapable. Another form of strategy is communication strategies, which allows for the verbal and nonverbal production of messages in a second language. The CALLA learning strategies are another approach that promotes the acquisition of academic language. CALLA stands for cognitive academic learning approach, and it helps learners become autonomous by empowering them to achieve academically. This is divided into three categories: metacognitive, cognitive, and social affective.

Factors/Stages Useful in Appropriate Correction

It is important to make sure you are correctly correcting errors. Errors are natural in learning a language, and they are not permanent. There are some specific strategies for teachers to make the appropriate correction. First, you should pinpoint the error and then simply rephrase the question or explanation. Next, you should explain any keywords and repeat the student's answer with corrections. After that, it is important to provide cues to self-correct. Compile some samples of high-frequency errors made by the whole class and ask students to correct them. You can also ask students to listen to their taped oral reading and ask them to listen to a peer's tape. Then you should compare differences in pronunciation. Finally, purposely make errors and have students try to correct them. Overall, the criteria for selecting errors to correct depends on several factors: the student's needs and reactions, the comprehensibility of the message, and the frequency of particular types of errors.

Chronological Development of Language Methodologies

Our textbook has a table with the chronological development of language methodology with explanations and techniques. At the top of this table is the method of grammar transition, which is used until the late 19th century. This technique was the memorization of grammar rules and vocabulary. Next was the direct method, which aimed to promote communication in the target language without translating. This was used in the late 19th and early 20th centuries. The technique was that using foreign languages was forbidden, and grammar was taught frequently. Third is Charles Fries Audio Lingual which was used from 1940-1950. This technique was stimulus-response drills which means their responses were positively and immediately reinforced. This viewed language as a habit formation process. Fourth is the Natural approach from the late 70s to the early 80s. This technique meant that the content of lessons reflected

students' needs and language proficiency levels. In 1974, the total physical response method was popular. This meant that actions and speech were combined in an informal, stress-free learning environment. During this time, Whole group language was also popular, which means learning proceeds from whole to part. Finally, in 1987 the strategies of CALLA were implemented. And up to date now is just all methods in the communicative approach.

References

Ariza, E. N. (2002). *Why Tesol?: Theories and issues in teaching English as a second language with K-12 Focus*. Kendall Hunt Pub.