Second Language Acquisition: Krashen and Cummins
Krashen’s Monitor Model

1 Acquisition vs. Learning

2 Comprehensible Input

3 Affective Filter

4 Natural Order

5 Monitor
Learning vs. Acquisition

<table>
<thead>
<tr>
<th>When we are learning language, we know that it is happening.</th>
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<td>While we are acquiring language, we are not aware that it is happening.</td>
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<table>
<thead>
<tr>
<th>What have your LEARNED in life?</th>
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<tbody>
<tr>
<td>What have your ACQUIRED in life?</td>
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Did you learn or acquire your first language???
1. **LEARNING** vs. **ACQUISITION**

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<tbody>
<tr>
<td>1.</td>
<td>Acquiring a language is the same as learning a language.</td>
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<td>2.</td>
<td>A good second-language program must be grammatically sequenced.</td>
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<td>3.</td>
<td>Most students go through a receptive or silent stage before speaking.</td>
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<td>4.</td>
<td>In the initial stages of an ESL program, teachers should insist on accuracy in grammar and pronunciation.</td>
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<td>5.</td>
<td>Using the primary language at home will confuse the student and reduce his/her chances for academic success.</td>
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<td>6.</td>
<td>Fluency comes from acquisition, not from learning.</td>
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<td>7.</td>
<td>Interest and relevance are essential elements of language acquisition.</td>
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<td>8.</td>
<td>Second-language acquisition is similar to the way children develop first-language competence.</td>
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<td>9.</td>
<td>Extensive drills and repetition are the best ways for students to gain proficiency in a second language.</td>
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<td>10.</td>
<td>The higher the level of primary language proficiency, the higher the probability of success in a second language.</td>
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2. COMPREHENSIBLE INPUT

Language progresses when input is received that is just one step beyond current linguistic competence.

Discuss with your elbow buddy...
If I parachuted you into Red Square in Moscow, and a gentleman approached you and began to talk to you, would you be able to answer his questions or continue the conversation? How could this citizen make himself understood?
3. AFFECTIVE FILTER

Variables interfering with language acquisition:

- Motivation
- Self-Confidence
- Self-Image
- Anxiety

When the filter is raised, input cannot reach those parts of the brain where acquisition occurs.
We acquire language in predictable stages. Some aspects of language are picked up earlier than others.
5. THE MONITOR

- The monitor is like an editor, checking what we want to produce.

- When the monitor is ‘on,’ our ability to communicate what we want to say drops.

- Let’s play Reduncia!
Language acquisition and increased proficiency occurs in stages. ELDA describes the following levels:

- **FULL ENGLISH PROFICIENT - V**
- **ADVANCED - IV**
- **UPPER INTERMEDIATE - III**
- **LOWER INTERMEDIATE - II**
- **BEGINNING - I**
Cummins’ Iceberg Theory

Social
Language

BICS

Academic
Language

CALP
Most researchers agree...

...it takes 1 to 2 years to develop

Social Language

Everyday language, basic communication skills

and an additional 5 to 7 years to develop

Academic Language

Language of textbooks, skills needed to succeed in school
Let’s examine the difference between social and academic language at each of the proficiency levels.

Read the text presented and be prepared to answer the following questions:

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.
So, what **blah** this **blah** **blah** **blah**? The **blah** **blah** was a **blah** of **blah** **blah** that **blah** **blah** the **blah** of 1815, in **blah**, the **blah** of **Blah Blah** in **blah**, **blah** to be the **blah** **blah** of the **blah** 1,800 **blah**. The **blah** **blah** a **blah** **blah** of **blah** **blah** and **blah** was **blah** into the **blah**, where it **blah** for a **blah** long time. This **blah** **blah** the **blah** from the **blah** and **blah** of the **blah**, **blah** in a **blah** **blah** **blah** the **Blah Blah**.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.

**LEVEL I – Newly Arrived**
So, what \textbf{blah} this \textbf{blah} cold summer? The \textbf{blah blah} was a \textbf{blah of blah blah} that \textbf{blah blah} the winter of 1815, in \textbf{blah}, the \textbf{blah of Mt. Blah} in \textbf{blah}, \textbf{blah} to be the \textbf{blah blah} of the last 1,800 years. The \textbf{blah blah} a \textbf{blah blah of blah blah} and \textbf{blah} was \textbf{blah} into the \textbf{blah}, where it \textbf{blah} for a very long time. This \textbf{blah blamed} the earth from the \textbf{blah} and light of the sun, \textbf{blah in a blah blah blah} the Blah Blah.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.
So, what caused this blah cold summer? The blah blah was a blah of volcanic blah that blah during the winter of 1815, in particular, the blah of Mt. Tambora in Indonesia, believed to be the largest blah of the last 1,800 years. The volcano blah a blah blah of blah blah and blah was blahed into the blah, where it blahed for a very long time. This blah blahed the earth from the heat and light of the sun, blahing in a cooling effect throughout the Northern Blah.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.

LEVEL II – Lower Intermediate
So, what caused this **blahly** cold summer? The **blahly blah** was a series of volcanic eruptions that occurred during the winter of 1815, in particular, the eruption of Mt. Tambora in Indonesia, believed to be the largest eruption of the last 1,800 years. The volcano **blahed** a **blah** cloud of **blah blah** and dust was **blahed** into the **blah**, where it remained for a very long time. This **blah blahed** the earth from the heat and light of the sun, resulting in a cooling effect throughout the Northern **Blah**.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.

**LEVEL III – Upper Intermediate**
So, what caused this **blahly** cold summer? The **blahly** suspect was a series of volcanic eruptions that occurred during the winter of 1815, in particular, the eruption of Mt. Tambora in Indonesia, believed to be the largest eruption of the last 1,800 years. The volcano **blahed** a **blah** cloud of **blah blah** and dust was **blahed** into the **blah**, where it remained for a very long time. This ash **blahed** the earth from the heat and light of the sun, resulting in a cooling effect throughout the Northern Hemisphere.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.

LEVEL IV - Advanced
So, what caused this tragically cold summer? The likely suspect was a series of volcanic eruptions that occurred during the winter of 1815, in particular, the eruption of Mt. Tambora in Indonesia, believed to be the largest eruption of the last 1,800 years. The volcano ejected a tremendous cloud of fine ash and dust was ejected into the stratosphere, where it remained for a very long time. This ash insulated the earth from the heat and light of the sun, resulting in a cooling effect throughout the Northern Hemisphere.

1. What was the event?
2. What parts of the world were affected?
3. What effects did this event have on the world?
4. Why did this event occur?
5. Write a ONE sentence summary of this article.
Cummins

SOCIAL

ACAD.

L1

L2

Common Underlying Proficiency

Dual Iceberg Theory
Language skills acquired in L1 will develop more readily in L2.

Concepts from L1 transfer easily to L2.
En agosto Daniel y su papá visitarán al magnífico zoológico municipal de San Diego. Allí observarán varios tipos de animales africanos, incluyendo los elefantes, los hipopótamos, los cocodrilos, los tigres, y las jirafas. Daniel cargará una cámara para tomar fotos. En septiembre presentará las fotos en su clase como parte de un reporte titulado “Mi vacación en California.”

Courtesy of Sal Gabaldón,
Lang. Acquisition Specialist - Tucson Unified SD
According to Cummins...

We dramatically increase our ELLs' academic language when we make their learning tasks cognitively demanding and context embedded.

Context Embedded
We provided lots of supports and clues to unlock the meaning of the text; we make the information more comprehensible.

Cognitively Demanding
We have our students use higher order thinking skills: analysis, synthesis, and evaluation.

Some Examples

| Academic presentation with visuals |
| Demonstrations of a process |
| Hands-on activities |
| Making models, maps, charts, graphs |
| Using math manipulatives |
| Illustrations accompanying word problems |
Question?

Now that you have some basic understanding of the process of second language acquisition, the time involved, the necessity of comprehensible input…

Where does the best language acquisition for your ELLs occur? Why?