Closing the gap - addressing the vocabulary needs of english-language learners in...

[Linguistics](#), [English](#)

The paper " Closing the Gap - Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms" is a delightful example of an assignment on English. Language acquisition is a complex process. However, using appropriate strategies ensures there is efficiency. It is often interesting to learning new learning to promote communication and diversity. Academic language requires practice by adopting language skills. The effectiveness of the program is also dependent on the degree of implementation. Teachers develop it by using a responsive process.

Question 1

Fillmore argues that teachers face a difficult moment when accessing students. This is because they have to provide texts that students can utilize in learning L2. Ideally, as sequential bilingual persons find it easy to learn the new language given the materials provided on the texts and other crucial learning materials. It is significant to ensure there is an understanding of the language and the kind of support in learning language is available (Fillmore, 2012). The provision of the support mechanisms ensures that language can be understood with no difficulty based on the desire to promote literacy on the students (Durgunoğlu & Goldenberg, 2011).

Implementation of literacy instruction helps in assessing the program for bilingual learners. According to the Escamilla (2006), the overwhelming reliance on English speaking individuals regards the development of the literacy programs to drive the teacher policy and education that considers effective practices. The phenomenon " good teaching is good teaching" implies the need for the literacy practices to help in improving language acquisition (Escamilla, 2006). However, the practice tends to be effective

with monolingual English's students and penetrate the predominantly Spanish speaking students.

Assumptions also indicate that students often believe that the reading process in the second language is slightly different from the first language. ELL (English language learners) homogenization cites that learning a second language is not different from native speakers. Ideally, language learning requires different strategies. It requires orthographic systems that should engage in different readings strategies. The acquisition of biliteracy literacy helps in assessing second language learning (Giambo & Szecsi, 2015).

Question 2:

Snow arguments on literacy development indicate the essence of creating modest practices in developing language. Snow indicates that language practices as per the research conducted to observe the approach by using student's skills. Preliminary results indicated that the process has high leverages using academic language, skills, and vocabulary in assessing literacy development (Snow, 2012). This can be coordinated using the approach process that involves teachers and students in figuring out the ideal process to generate effective language learning. Teachers see the value of ensuring the interventions research is conducted based on their domain and considers skills that work to respond to their fondness of using the program (Giambo & Szecsi, 2015). Snow recommends young researchers to acknowledge the process of learning by finding like-minded people to adopt the program.

Interventions to respond show the desire to engage and motivate learning in working towards improving the language (Durgunoğlu & Goldenberg, 2011).

Further, the implication of L2 lit racy observes the need to promulgate the program using the student's skills and language vocabulary to capture their readiness and responsiveness on the L2. The reliance on the incidental vocabulary when learning tends to be complex for ELL students compared to the English Only learners (Carlo et al., 2009).

The dependence on the L1 when learning L2 implies the need to create meaningful approaches that help in understanding the context. It is imperative to exploit the linguistic cues to understand the word meaning and comprehend unfamiliar blocks. The theoretical framework of learning vocabulary requires the intervention in " knowing the word" and its syntactic constructions. Subsequently, learning builds depth understanding commonly assessed words in the same breadth (Umansky & Reardon, 2014).

Question 3

The relationship between L1 and L1 is crucial in understanding the process of acquiring a second language. The experience is fascinating considering the challenges and strategies that are required to adopt the second language having comprehended the first language. The relationship also helps define the nature of acquiring a second language (Carlo et al., 2009). Ideally, there is no much difference from learning the second language as the truism defines the characteristics of L2 comprehension as the first language characterizes are used. The experience also illustrates the process of decoding L2. According to Gottardo and Mueller (2009), comprehension skills are similar to the utilization of oral skills.

The structural acquisition model shows the way the 5-star factors that show how measurements can best fit the process of learning (Gottardo & Mueller,

2009). I now understand bilingualism concerns the essence of being able to speak fluently in two languages. I have learned to speak both English and Spanish fluently. I acquired this throw learning the L2 by applying the strategies illustrated.

Equally, biliteracy is the ability to read and writing proficiently in two different languages. This proved to be complex because of the demands to engage the language that ensures there is proficiency (Durgunoğlu & Goldenberg, 2011). Arguably, the challenging curriculum requires focus to be concentrated on inferring words based on the context it is being used, teaching academic terms, and analyzing the cross-linguistic aspects in understanding the meaning of words (Umansky & Reardon, 2014). The process helps in improving performance in EO and ELL learners. Carlo et al., (2009), expresses that the display in student satisfaction is based on the heightened sensitivity in illustrating the word meaning and their relationship.

Conclusively, language learning should consider tackily complex texts when learning about language. The approach used in learning language requires the reliance to consider the exclusive reliance on the first language. It is imperative that there is a willingness to learn a second language using effective strategies to ensure proficiency.