

Appendix E

LINGUISTIC AND CONCEPTUAL DEVELOPMENT CHECKLIST

Student's Name: _____ Date of birth: _____ Chronological age: _____

Language Spoken: _____

Questions	Yes	No	Don't Know
<input type="checkbox"/> Has the child been regularly exposed to L1 literacy-related materials?	_____	_____	_____
<input type="checkbox"/> Is the child's vocabulary in the first language well-developed?	_____	_____	_____
<input type="checkbox"/> Was the child's L1 fluent and well-developed when s/he began learning English?	_____	_____	_____
<input type="checkbox"/> Have the child's parents been encouraged to speak and/or read in L1 at home?	_____	_____	_____
<input type="checkbox"/> Has the child's L1 been maintained in school through bilingual education, L1 tutoring, and/or other L1 maintenance activities?	_____	_____	_____
<input type="checkbox"/> Does the child show interest in L1 maintenance and interaction?	_____	_____	_____
<input type="checkbox"/> Is the English classroom input comprehensible to the child?	_____	_____	_____
<input type="checkbox"/> Does the child have frequent opportunities for negotiating meaning and practicing comprehensible output in English?	_____	_____	_____
<input type="checkbox"/> Has the child been regularly exposed to enriching experiences such as going to museums, libraries, etc.?	_____	_____	_____
<input type="checkbox"/> Has the child's school attendance been regular?	_____	_____	_____
<input type="checkbox"/> Has the child had long-term exposure to standard English models?	_____	_____	_____

The more "yes" answers that are checked, the more likely it is that the child has a good conceptual foundation for language and academic learning. The more "no" answers that are checked, the more likely it is that the child has underdeveloped conceptual and linguistic abilities due to limitations within the school and/or home environment, language loss, limited English practice opportunities, inadequate bilingual services, or a combination of these factors.

ASSESSMENT FORM 2

AFFECTIVE SECOND LANGUAGE ACQUISITION VARIABLES

Student's Name: _____ Date of Birth: _____
Chronological Age: _____ Assessment Date _____
Language Background: _____

Please put a check mark beside any variables you and/or other professionals believe are influencing the child's acquisition of English:

Motivation

- Acculturation (student and family's ability to adapt to the dominant culture)
- Enclosure with American culture (shared activities with Americans)
- Attitudes of child's ethnic group and dominant group toward one another
- Family plans to stay in/leave this country (circle one)
- Possibility that learning English is a threat to the student's identity
- Student's efforts to learn English are successful/unsuccessful (circle one)
- Student appears enthusiastic/unenthusiastic about learning (circle one)

Comments:

Personality

- Self-esteem
- Extroverted/introverted (circle predominant pattern)
- Assertive/non-assertive (circle predominant pattern)

Comments:

Socioeconomic status (similar to other children in school?)

Comments:

ASSESSMENT FORM 1

NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

Student's Name: _____ Date of Birth: _____

Chronological Age: _____ Assessment Date _____

Language Background: _____

MAJOR SECOND LANGUAGE ACQUISITION PROCESSES

Please put a check mark beside the second language acquisition (SLA) processes you and/or other professionals believe the student is manifesting at this time. Record any comments that are relevant in this situation.

_____ **Interference**
Comments:

_____ **Interlanguage**
Comments:

_____ **Silent period**
Comments:

_____ **Codeswitching**
Comments:

_____ **Language loss**
Comments:

ASSESSMENT FORM 3

SECOND LANGUAGE LEARNING STYLES AND STRATEGIES

Student's Name: _____ Date of Birth: _____

Chronological Age: _____ Assessment Date: _____

Language Background: _____

Please comment on any second language learning styles and strategies that may characterize or be utilized by this student:

Avoidance (of situation, persons, topics, etc.).

Use of routines and formulas (e.g., "how are you?" or "have a good day!").

Practice opportunities (quantity and quality; who does the student interact with in English? In what settings? School? Neighborhood?).

Modeling (Who are the student's primary speech and language models? What languages do these models speak? If they speak English, what is the quality of their English? How much time does the student spend with them?).

Source: Multicultural Students with Special Language Needs. Oceanside, CA: Academic Communication Associates, 1995, p.261.

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Table 5.1

CHARACTERISTICS OF AFRICAN AMERICAN LANGUAGE MORPHOLOGY AND SYNTAX

<u>AAL FEATURE/CHARACTERISTIC</u>	<u>MAINSTREAM AMERICAN ENGLISH</u>	<u>SAMPLE AAL UTTERANCE</u>
Omission of noun possessive	That's the woman's car It's John's pencil.	That <i>the</i> woman car. It <i>John</i> pencil.
Omission of noun plural	He has 2 boxes of apples. She gives me 5 cents.	He got 2 <i>box</i> of <i>apple</i> . She give me 5 <i>cent</i> .
Omission of third person singular present tense marker	She walks to school. The man works in his yard.	She <i>walk</i> to school. The man <i>work</i> in his yard
Omission of "to be" forms such as "is, are"	She is a nice lady. They are going to a movie.	<i>She a</i> nice lady. <i>They going</i> to a movie
Present tense "is" may be used regardless of person/number	They are having fun. You are a smart man.	<i>They is</i> having fun. <i>You is</i> a smart man!
Utterances with "to be" may not show person number agreement with past and present forms	You are playing ball. They are having a picnic.	<i>You is</i> playing ball. <i>They is</i> having a picnic.
Present tense forms of auxiliary "have" omitted	I have been here for 2 hours. He has done it again.	<i>I been</i> here for 2 hours. <i>He done</i> it again.
Past tense endings may be omitted	He lived in California. She cracked the nut.	<i>He live</i> in California. <i>She crack</i> the nut.
Past "was" may be used regardless of number and person	They were shopping. You were helping me.	<i>They was</i> shopping. <i>You was</i> helping me.

<u>AAL FEATURE/CHARACTERISTIC</u>	<u>MAINSTREAM AMERICAN ENGLISH</u>	<u>SAMPLE AAL UTTERANCE</u>
Multiple negatives (each additional negative form adds emphasis to the negative meaning)	We don't have any more. I don't want any cake. I don't like broccoli.	We don't have no more. I don't never want no cake. I don't never like broccoli.
"None" may be substituted for "any"	She doesn't want any.	She don't want none.
Perfective construction; "been" may be used to indicate that an action took place in the distant past.	I had the mumps when I was 5. I have known her for years.	I been had the mumps when I was 5. I been known her.
"Done" may be combined with a past tense form to indicate that an action was started and completed	He fixed the stove. She tried to paint it.	He done fixed the stove. She done tried to paint it.
The form "be" may be used as the main verb.	Today she is working. We are singing.	Today she be working. We be singing.
Distributive "be" may be used to indicate actions and events over time	He is often cheerful. She's kind sometimes.	He be cheerful. She be kind.
A pronoun may be used to restate the subject	My brother surprised me. My dog has fleas.	My brother, he surprise me. My dog, he got fleas.
"Them" may be substituted for "those"	Those cars are antiques. Where'd you get those books?	Them cars, they be antique. Where you get them books?
Future tense "is, are" may be replaced by "gonna"	She is going to help us. They are going to be there.	She gonna help us. They gonna be there.
"At" is used at the end of "where" questions	Where is the house? Where is the store?	Where is the house at? Where is the store at?
Additional auxiliaries are often used	I might have done it.	I might could have done it.
"Does" replaced by "do"	She does funny things It does make sense.	She do funny things. It do make sense.

Table 5.2

CHARACTERISTICS OF AFRICAN AMERICAN LANGUAGE, ARTICULATION, AND PHONOLOGY

<u>AAL FEATURE/CHARACTERISTIC</u>	<u>MAINSTREAM AMERICAN ENGLISH</u>	<u>AFRICAN AMERICAN LANGUAGE</u>
/l/ phoneme lessened or omitted	tool always	too' a'ways
/r/ phoneme lessened or omitted	door mother protect	doah mudah p'otek
f/voiceless "th" substitution at end or middle of word	teeth both nothing	teef bof nufin'
t/voiceless "th" substitution in beginning of a word	think thin	tink tin
d/voiced "th" substitution at the beginning, middle of words	this brother	dis broder
v/voiced "th" substitution at the end of words	breathe smooth	breave smoov
consonant cluster reduction	desk rest left wasp	des' res' lef' was'
Differing syllable stress patterns	guitar police July	gui tar po lice Ju ly

Source: Roseberry-McKibbin, C., Multicultural Students with Special Language Needs. Oceanside CA:

Academic Communication Associates, 1995, pp. 53-54.

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AAL FEATURE/CHARACTERISTIC**MAINSTREAM AMERICAN ENGLISH****AFRICAN AMERICAN LANGUAGE**

Verbs ending in /k/ are changed

liked
walked

li-tid
wah-tid

Metathesis occurs

ask

aks ("axe")

Devoicing of final voiced consonants

bed
rug
cab

bet
ruk
cap

Final consonants may be deleted

bad
good

ba'
goo'

I/E substitution

pen
ten

pin
tin

b/v substitution

valentine
vest

balentine
bes'

diphthong reduction

find
oil
pound

fahnd
ol
pond

n/ng substitution

walking
thing

walkin'
thin'

Note: Characteristics may vary depending on variables such as geographic region.

Table 6.1

**LANGUAGE DIFFERENCES COMMONLY OBSERVED
AMONG SPANISH SPEAKERS**

Language Characteristics	Sample English Utterances
1. Adjective comes after noun.	The house green
2. 's is often omitted in plurals and possessives.	The girl book is... Juan hat is red.
3. Past tense <i>-ed</i> is often omitted.	We walk yesterday.
4. Double negatives are required.	I don't have no more.
5. Superiority is demonstrated by using <i>mas</i> .	This cake is more big.
6. The adverb often follows the verb.	He drives very fast his motorcycle.

Source: Roseberry-McKibbin, C. Multicultural Students with Special Language Needs. Oceanside, CA: Academic Communication Associates, 1995, p.67.

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Table 6.2

ARTICULATION DIFFERENCES COMMONLY OBSERVED AMONG SPANISH SPEAKERS

Articulation Characteristics	Sample English Patterns
1. /t, d, n/ may be dentalized (tip of tongue is placed against the back of the upper central incisors).	
2. Final consonants are often devoiced	dose/doze
3. b/v substitution	berry/very
4. Deaspirated stops (sounds like speaker is omitting the sound because it is said with little air release).	
5. ch/sh substitution	Chirley/Shirley
6. d/voiced th, or z/voiced th (voiced "th" does not exist in Spanish).	dis/this, zat/that
7. t/voiceless th (voiceless "th" does not exist in Spanish).	tink/think
8. Schwa sound inserted before word initial consonant clusters	eskate/skate espend/spend
9. Words can end in 10 different sounds: a, e, i, o, u, l, r, n, s, d	may omit sounds at the ends of words
10. When words start with /h/, the /h/ is silent	'old/hold, 'it/hit
11. /r/ is tapped or trilled (tap /r/ might sound like the tap in the English word "butter;")	
12. There is no /j/ (e.g., judge) sound in Spanish; speakers may substitute "y"	Yulie/Julie yoke/joke
13. Frontal /s/-Spanish /s/ is produced more frontally than English /s/.	Some speakers may sound like they have frontal lisps.
14. The ñ is pronounced like a "y" (e.g. "baño is pronounced "bahnyo").	
Spanish has 5 vowels: a, e, i, o, u (ah, E, ee, o, u) and few diphthongs. Thus, Spanish speakers may produce the following vowel substitutions:	
15. ee/I substitution	peeg/pig, leetle/little
16. E/ae, ah/ae substitutions	pet/pat Stahn/Stan

Table 7.1**LANGUAGE DIFFERENCES COMMONLY OBSERVED AMONG ASIAN SPEAKERS**

<i>Language Characteristics</i>	<i>Sample English Utterances</i>
Omission of plurals	Here are 2 piece of toast. I got 5 finger on each hand.
Omission of copula	He going home now. They eating.
Omission of possessive	I have Phuong pencil. Mom food is cold.
Omission of past tense morpheme	We cook dinner yesterday. Last night she walk home.
Past tense double marking	He didn't went by himself.
Double negative	They don't have no books.
Subject-verb-object relationship differences/omissions	I messed up it. He like.
Singular present tense omission or addition	You goes inside. He go to the store.
Misordering of interrogatives	You are going now?
Misuse or omission of prepositions	She is in home. He goes to school 8:00.
Misuse of pronouns	She husband is coming. She said her wife is here.
Omission and/or overgeneralization of articles	Boy is sick. He went the home.
Incorrect use of comparatives	This book is gooder than that book.
Omission of conjunctions	You _____ I going to the beach.
Omission, lack of inflection on auxiliary "do"	She _____ not take it. He do not have enough.
Omission, lack of inflection on forms of "have"	She have no money. We _____ been the store.
Omission of articles	I see little cat.

Table 7.2

ARTICULATION DIFFERENCES OBSERVED COMMONLY AMONG ASIAN SPEAKERS

<i>Articulation Characteristics</i>	<i>Sample English Utterances</i>	
In many Asian languages, words end in vowels only or in just a few consonants; speakers may delete many final consonants in English.	ste/step ro/robe	li/lid do/dog
Some languages are monosyllabic; speakers may truncate polysyllabic words or emphasize the wrong syllable.	efunt/elephant Diversity/diversity	
Possible devoicing of voiced cognates	beece/bees luff/love	pick/pig crip/crib
r/l confusion	lize/rise	clown/crown
/r/ may be omitted entirely	gull/girl	tone/torn
Reduction of vowel length in words	Words sound choppy to Americans.	
No voiced or voiceless "th"	dose/those zose/those	tin/thin sin/thin
Epenthesis (addition of "uh" sound in blends, ends of words).	bulack/black	wooduh/wood
Confusion of "ch" and "sh"	sheep/cheap	beesh/beach
/ae/ does not exist in many Asian languages	block/black	shock/shack
b/v substitutions	base/vase	Beberly/Beverly
v/w substitutions	vork/work	vall/wall
p/f substitutions	pall/fall	plower/flower

Source: Roseberry-McKibbin, C. Multicultural Students with Special Language Needs. Oceanside, CA: Academic Communication Associates, 1995, p.82. Reprinted with Permission.

Table 10.1
ARTICULATION AND LANGUAGE DIFFERENCES COMMONLY OBSERVED
AMONG ARABIC SPEAKERS (see Buell, 1985; Metz, 1990).

<i>Articulation Characteristics</i>	<i>Possible English Errors</i>
n/ng substitution	son/song, nothin'/nothing
sh/ch substitution	mush/much, shoe/chew
w/v substitution	west/vest, Walerie/Valerie
or	
f/v substitution	fife/five, abofe/above
t/voiceless "th" substitution	bat/bath, noting/nothing
or	
s/voiceless "th" substitution	sing/thing, somesing/something
z/voiced "th" substitution	brozer/brother, zese/these
	zhoke/joke, fuzh/fudge
retroflex /r/ doesn't exist;	speakers of Arabic will use a tap or trilled /r/
There are no triple consonant clusters in Arabic, so may have epenthesis	kinduhly/kindly, harduhly/hardly
o/a substitutions	hole/hall, bowl/ball
o/oi substitutions	bowl/boil, foble/foible
a/uh substitutions	snuck/snack, ruck/rack
ee/i substitutions	cheep/chip, sheep/ship
<i>Language Characteristics</i>	<i>Possible English Errors</i>
Omission of possessives 's and "of"	That Kathy book. The title the story is...
Omission of plurals	She has 5 horse in her stable. He has 3 pen in his pocket.
Omission of prepositions	Put your shoes.
Omission of form "to be"	She ___ my friend.
Inversion of noun constructs	Let's go to the station gas.