There are many myths about English-language development that are not supported by research. Together we will explore some common myths and important research about “hot topics” related to dual language development.

**Directions:** Look at each category in the table; listed within each category are two true statements and one myth about the topic. With a partner, read each of the three statements and determine which statement is a myth/false.

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| **Topics:** | **Lists of true statements and myths:** |
| **Code-Switching** | 1. Code-switching is a result of confused or inadequate language development.
2. Code-switching is a natural, normal part of multi-lingual development.
3. Careful use of code-switching can be a way to make sure that all of your students understand what is being said.
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| **Maintenance of Home Language** | 1. Many bilingual children lose much of their first language as they go through school and their exposure to English increases.
2. It is not necessary for parents to provide sufficient opportunities for children to speak their home language so that it can be maintained.
3. If older children and adolescents cannot communicate well with their parents or grandparents, the cost to the family can be great.
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| **Language Structure** | 1. Linguists agree that languages are composed of five components: phonology, morphology, syntax, semantics, and pragmatics.
2. The phonology of all languages is the same.
3. Understanding the basic structure of the children’s home language(s) can be helpful in understanding the errors children make in English.
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| **Acquiring Language** | 1. The best way to learn English as a young child is to be fully immersed in English.
2. The home language provides a solid foundation for acquiring a second language.
3. When examining a dual language learner’s vocabulary in both languages, his vocabulary exceeds that of a monolingual English speaker.
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| **Stages of Second Language Acquisition** | 1. Young children who are exposed to the second language after age three move through four stages of second language acquisition: home language, observational/listening, telegraphic/formulaic, and fluid language use.
2. A child may appear to be in one or more of the four stages at any given time depending on a number of factors.
3. The only influence on a child’s progression through the stages of second language is his/her school experiences.
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**CHALLENGE:** With your partner, develop your own “two truths and a myth” about dual language learners; write about it in the blank row above.