

## APPENDIX D

### SPECIFIC INSTRUCTIONAL NEEDS OF L2 LEARNERS FOR DEVELOPING ACADEMIC COMPETENCIES

#### FOCUSED ATTENTION ON LANGUAGE FORMS

English learners who demonstrate clear control of interpersonal skills (e.g., the ability to converse casually, to engage in commercial transactions) may be designated as fluent English proficient. However, despite their ability to conduct successful interpersonal transactions in English, these learners often misunderstand or fail to acquire language forms and meanings that are necessary for academic English. For example, in spoken English, grammatical forms such as articles, pronouns, possessives, verb endings, and prepositions are difficult for L2 learners to perceive. As a result, learners may fail to acquire these forms without direct, explicit instruction, accompanied by many opportunities to receive feedback in both spoken and written academic English.

Postsecondary educators expect students to have developed the practice of focusing attention on form as they read and listen. They expect students to have learned these forms through observation, analysis, and introspective questioning. A student thus trained would, for example, notice how specific verb tenses convey particular meanings in written academic English or what phrasings are typically used in academic register to introduce or connect ideas. Thus, L2 learners at the high school level need extensive focused instruction and practice attending to forms—both grammatical structures and vocabulary—to express ideas appropriately in academic English.

#### LISTENING AND SPEAKING INSTRUCTION

In addition to instruction that develops the listening and speaking competencies described in Part I of this report, English language learners may need specialized instruction to develop listening/speaking skills that native English speakers have typically acquired without instruction. These skills include the following:

- comprehending English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations;
- identifying nuances of meaning indicated by shifts in vocal inflection and non-verbal cues such as facial expression or body language;
- recognizing the spoken form of vocabulary—including idiomatic expressions—previously encountered only in written form; and
- demonstrating a full range of pronunciation skills including
- phonemic control
- mastery of stress and intonation patterns of English.