

Tagmemics Chart, Topic: **Adult ELL Learners and Fluency Expectations**

	Static	Dynamic
Unit in Contrast	<p>View your topic holistically as an undifferentiated isolated entity.</p> <p>Adults can be taught a new language, but the teaching styles must be different than those for young children and teens.</p>	<p>View your topic as a dynamic process, object, or event.</p> <p>The idea of fluid neuroplasticity persists into adulthood.</p> <p>The style of reference and textbook used for younger students can limit or preclude adult learning when it comes to language.</p> <p>Less dependence on textbooks and formal techniques with more emphasis on natural conversation.</p> <ul style="list-style-type: none"> • Understanding that certain language concepts are hardwired into the brain and may never be overwritten. • Looking to accomplish communication fluency less than social fluency. • Coupling reading comprehension with language fluency. • Paying more attention to conversational fluency than formal language instruction.
Unit as a System	<p>View your topic as composed of separable component parts.</p> <ul style="list-style-type: none"> • Fluency in native language (L1) • L1 grammar and syntax rules • Transposition of L1 and L2 language rules • Retention <p>How well versed an adult student is in their native language can be a precursor for how had it can be to transition them to a new language and how well they memorize the new rules.</p> <p>Similar to the methods that professional translators use when actively transitioning between languages during live conversation.</p>	<p>View your topic as composed of dynamic separable component parts.</p> <p>Based on what parts of language are (still) considered too much a part of the learner's base of understanding to change.</p> <p>The importance of each point may ebb and flow.</p> <p>Sometimes in emphasis but never in huge leaps and bounds.</p> <p>Changing part of the system fundamentally changes the others as they are completely interdependent.</p> <p>There is a likelihood this list will expand as the our understanding of language and how it interrelates and connects in the brain is better understood.</p>

<p>Unit in a System</p>	<p>View your topic as part in a larger system.</p> <ul style="list-style-type: none"> • Multiculturalism • Tolerance • Overcoming teacher apathy • Overcoming student apathy • Integration vs. assimilation <p>How are these components organized in relation to each other?</p> <p>The structure is meant to facilitate a level of understanding between students and between the teacher and the students.</p>	<p>View your topic as dynamic part of a larger dynamic system.</p> <p>These have been the challenges of teaching any subject since the formation of the American school system.</p> <p>Different school districts and adult learning programs tend to emphasize different aspects of the larger system instead of doing them in balance.</p> <p>In the immediate future, there may be more of an emphasis put on assimilation and overcoming student apathy.</p> <p>As it relates to the components of the system, it is likely that not trying to focus so much on the multicultural aspects and aiming more for assimilation may be the goal.</p> <p>A loss of multiculturalism and tolerance can lead to a rise in students' apathy; so can a push for student assimilation. Not overcoming teacher apathy can hurt retention rates and effectiveness.</p> <p>There are the beginnings of a push for L1-specific classes with teachers fluent in the L1 for better effectiveness. This is based on the fact that even young native English speakers are not forced to learn an L2 from a teacher that does not speak English in a classroom that also has native French, Spanish, and Mandarin speakers.</p>
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