

Stages of Second Language Acquisition

Stage I: Pre-Production

Stage I: Pre-Production - Minimal Comprehension

- **Silent/Receptive stage** can last up to **zero to 1. _____ months...**
- May have up to **2. _____ words** in their receptive vocabulary but they are not yet speaking.
- Some students will, however, **repeat everything** you say.
 - They are not really producing language but are parroting.
- Will **listen attentively** and they may even be able to **copy words** from the board.
- They will be able to **respond to 3. _____** and other **visuals**.
- They can **understand** and duplicate **gestures** and **movements** to show comprehension.

Student Characteristics

- Verbally unresponsive
- Hesitant and unsure
- Use one word responses
- Developing listening skills
- Need time to be comfortable with classroom environment, procedures and activities
- Respond **4. _____** by:
 - Pointing
 - Nodding
 - Gesturing
 - Drawing

Teacher Strategies

- Encourage listening; don't force speaking
- Slow **5. _____**, emphasize key words
- Model and demonstrate activities
- Use visual aides:
 - pictures
 - graphic organizers
 - realia
- Use gestures and body language
- Use multimedia aids to illustrate concepts
- Modify work by amount, time, content

Learner Tasks

- | | |
|-----------|------------------|
| • Listen | • Choose |
| • Point | • Act |
| • Move | • Circle |
| • Mime | • Copy |
| • Gesture | • Match pictures |
| • Match | • Nod yes and no |
| • Draw | • Math Drill |
| • Select | and Practice |

Blooms Taxonomy

- **Know:**
Show me a...
- **Comprehend:**
Draw a....
- **Apply:**
Point to the examples of...
- **Analyze:**
Draw the parts of...
- **Synthesize:**
Show what would happen if . .
- **Evaluate:**
Move (object/to place) if you agree. . .

Stages of Second Language Acquisition

Stage II: Early Production

Stage II: Early Production – Limited Comprehension

- This stage may last up to **6. _____ to a year.**
- Will develop a receptive and active vocabulary of about **1000 words.**
- During this stage, students can usually speak in **7. _____ or two-word phrases.**
- They can use **short language 8. _____** that have been memorized although these chunks may not always be used correctly.

Student Characteristics

- Relate words to their environment
- Begin to grasp main ideas of message
- Begin to focus on contextual clues
- Use **9. _____** expressions independently
- Demonstrate improved comprehension
- Mispronounce words (no need for correction)
- Will repeat or recite memorable language
- Will use one or two word responses advancing to two or three words
- May not tell you if they do not understand

Teacher Strategies

- Encourage **10. _____**; don't force speaking
- Use cooperative learning and scaffolding techniques
- Ask Yes/No and directed choice questions
- Ask Who? What? Where? Questions
- Ask listing type questions
- Use Think-Pair-Share technique when asking questions of the class
- Allow students to illustrate knowledge
- Use labeling and diagramming in illustrations
- Modify work by amount of time, content

Learner Tasks

- Name
- Label
- Group
- Respond
- Discriminate
- List
- Categorize
- Tell/Say
- Chant
- Answer

Blooms Taxonomy

- **Know:**
Where is the . . . ?
- **Comprehend:**
Draw and label the....
- **Apply:**
Show me how you know...
- **Analyze:**
Show how you would sort...
- **Synthesize:**
Predict (tell) what happens next
- **Evaluate:**
Why did _____ choose _____?

Stages of Second Language Acquisition

Stage III: Speech Emergence

Stage III: Speech Emergence – Fair to Good Comprehension

- **1-3 years**
- Vocabulary of about **11.** _____ **words.**
- They will communicate with **12.** _____ **phrases and sentences.**
- They will **ask simple questions** that may or may not be grammatically correct.
 - “ May I go to bathroom? V. Can...”
- They will also **initiate short conversations** with classmates.
- They will **understand easy stories** read in class with the support of pictures.
- They will also be able to **do 13.** _____ **content work** with teacher support.

Student Characteristics

- Begin to speak in simple sentences
- Demonstrate expanded vocabulary
- Show improved comprehension
- May ask for clarification or meaning
- Participate in small group discussions
- May rely on native language to
- Communicate **14.** _____ ideas
- Start to acquire basic communication
- Skills and social language
- May not tell you if they do not understand.

Teacher Strategies

- Encourage listening and not force speaking
- Use cooperative grouping
- Encourage efforts to participate
- Ask How and Why questions
- Emphasize **15.** _____ area vocabulary
- Provide pictures and content area text
- Provide opportunities for participation in early reading and writing activities
- Modify work according to individual need.

Learner Tasks

- Recall
- Retell
- Define
- Compare
- Role-play
- Select
- Describe
- Organize
- Make-up

Blooms Taxonomy

- **Know:**
Where is the...
- **Comprehend:**
Draw and label the....
- **Apply:**
Show me how you know...
- **Analyze:**
Show how you would sort...
- **Synthesize:**
Predict (tell) what happens next
- **Evaluate:**
What choice would you have made?

Stages of Second Language Acquisition

Stage IV: Intermediate Fluency

Stage IV: Intermediate Fluency - Good Comprehension

- **16.** _____ **years**
- Developed a vocabulary of about of **6000 active words**.
- Using **more 17.** _____ **sentences** when speaking and writing.
 - Express opinions and share their thoughts.
 - Many grammar errors in writing
- Ask questions to clarify what they are learning in class.
- Use **18.** _____ **language strategies** to learn content in English.
 - Work in grade level math and science classes with some teacher support.
 - Comprehension of English literature and social studies content is increasing.

Student Characteristics

- Begin to speak in more complex sentences
- May use incorrect grammar and verb forms
- Participate more often in large groups
- Need context clues in content area
- Exhibit greater vocabulary development
- Begin to think in the new language instead of translating from native
- **19.** _____
- Synthesize what they have learned and make inferences from that learning

Teacher Strategies

- Encourage listening and not force **20.** _____
- Provide visually rich content instruction
- Design content activities that focus on speech production, not grammatical form
- Have students take on larger roles in cooperative group activities
- Provide extra time or modify assignments
- Introduce colloquialisms/idioms

Learner Tasks

- Summarize
- Restate
- Contrast
- Predict
- Create
- Classify
- Extend
- Evaluate
- Support
- Examine

Blooms Taxonomy

- **Know:**
Where is the...
- **Comprehend:**
Draw and label the....
- **Apply:**
Show me how you know...
- **Analyze:**
Show how you would sort...
- **Synthesize:**
Predict (tell) what happens next
- **Evaluate:**
What choice would you have made?

Stages of Second Language Acquisition

Stage V: Advanced Fluency

Stage V: Advanced Fluency – Near Native Comprehension

- It takes students from **21.** _____ **years** to achieve cognitive academic language proficiency in a second language.
- Student at this stage will be **22.** _____ **-native** in their ability to perform in content area learning.
- **Most** ELLs at this stage have been **exited** from ESL and other support programs.
- At the beginning of this stage, however, they will need **23.** _____ **support** from classroom teachers especially in content areas such as history/social studies and in writing.

Student Characteristics

- Can interact extensively with native speakers
- Make few grammatical
24. _____
- Participate in English literacy programs
- Have high levels of comprehension but may not understand all of the academic language
- Read and write for a variety of purposes
- Continue to need extensive vocabulary development in content

Teacher Strategies

- Encourage listening and not force speaking
- Emphasize content area vocabulary
- Begin to provide grammar instruction
- Focus on reading and writing skills
- Have students take on advanced cooperative learning roles (note-taker, reporter)
- Continue to support content area
25. _____ with visuals, realia, and active learning strategies

Learner Tasks

- Construct
- Hypothesize
- Justify
- Analyze
- Defend
- Debate
- Elaborate
- Conclude
- Influence
- Persuade

Blooms Taxonomy

- **Know:**
How would you explain?
- **Comprehend:**
Put this in your own words
- **Apply:**
What other way could you____?
- **Analyze:**
What ideas justify____?
- **Synthesize:**
Show what would happen if . . .
- **Evaluate:**
What would you cite to defend____?