

Stages of Second Language Acquisition

	STAGE 1 SILENT OR RECEPTIVE PHASE	STAGE 2 EARLY PRODUCTION	STAGE 3 SPEECH EMERGENCE	STAGE 4 INTERMEDIATE FLUENCY
Approx. time frame	<p>Lasts 2 weeks - 6 months + (depending on the age of the child)</p> <p>Preschoolers may stay in this stage for several months or an entire school year.</p> <p>Older students may remain in this stage for several weeks or months.</p>	<p>Lasts 2 months - 1 year</p>	<p>Lasts 1 - 3 years</p>	<p>Lasts 3 - 5 years</p>
Student behaviors / characteristics	<ul style="list-style-type: none"> • A.k.a. the silent period • Focus mainly on comprehension in this stage (vs. production) • May respond non-verbally, use gestures/movements to show comprehension, respond to pictures/other visuals • May understand about 500 words • Display some “parroting” speech repetition practice 	<ul style="list-style-type: none"> • Expand their receptive vocabulary • Begin to use 1-2 word phrases (some non-verbal responses as well) • May produce longer practiced/ routine expressions • Will have limited comprehension of fast-paced/ social conversation 	<ul style="list-style-type: none"> • Continue to expand their receptive vocabulary, good comprehension with familiar topic content • Expressive language may include phrases and attempts to use simple grammar • Respond to basic questions and most directions from the teacher (2-step) • May misunderstand figurative language such as jokes, idioms, etc. <p>Note: many grammar and pronunciation errors are normal in this stage.</p>	<ul style="list-style-type: none"> • Begin to use complex sentences • May make grammatical / syntax errors that rarely interfere with meaning • No longer need slowed conversation to understand / participate; good comprehension • Share thoughts / ideas, not just needs / wants; participate in conversations • Comprehend grade-level math and science with some teacher support • Understand some subtle elements of speech

Collier, V. P. (1995) *Promoting academic success for ER students. Understanding second language acquisition for School.* Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators. Information based on material retrieved from www.everythingsl.net

Robertson, K. and Ford, K. (2007). *Language Acquisition: An Overview.* Retrieved from *Colorín Colorado* on (04/15/2015): <http://www.colorincolorado.org/article/26751>

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Learning Strategies	<ul style="list-style-type: none"> Focus on receptive language using pictures (show me the ___, point to the ___, etc.) Practice following directions & some yes/no questions (expect head nods/shakes for yes/no) Use modeling. Some students benefit from being paired up with a partner that speaks their language Repetition, Repetition, Repetition 	<ul style="list-style-type: none"> Practice yes/no questions & either/or questions (i.e. Did you eat pizza or cereal for lunch?) Ask who, what, where questions (using phrases) Continue working on following directions Introduce sentence completion tasks Present labeling activities (pictures/objects) Use graphic organizers to promote literacy Work on reading short books with predictable text Simplify class content to focus on key vocabulary 	<ul style="list-style-type: none"> Ask how / why questions that elicit responses consisting of phrases / simple sentences Continue vocabulary expansion with labeling/ listing; add describing, predicting Use paired or choral reading activities Work on composing simple stories based on personal events 	<ul style="list-style-type: none"> Present activities that develop more complex oral and written language Work on higher-level language skills such as problem-solving, evaluating and analyzing Practice pre-writing activities through essay writing (as developmentally appropriate) Support figurative language development

STAGE 5, ADVANCED / ACADEMIC FLUENCY

It may take students 4 – 10 years to achieve academic language fluency.
At this stage, they are able to perform with near-native speaker abilities for receptive and expressive language even in content area learning.

