

Stages in Second Language Acquisition

- Instead of using beginner, intermediate and advanced, a more specific classification system can be used.
- A learner can be at the preproduction, early speech, speech emergence, intermediate fluency and advanced fluency (Krashen and Terrell 1983).

Preproduction/Comprehension Stage (0-6 months)

- Has minimal comprehension
- Does not verbalize
- Nods “Yes” and “No”
- Draws and points

Preproduction/Comprehension Stage

- provide abundant opportunities for active listening, utilizing props, visuals and real objects.
- surround students with language - chants, songs, and simple poems.
- avoid forcing students to speak prematurely.
- pair or group students with more advanced learners.
- conduct shared reading and storytelling with ample visual support and the incorporation of prior knowledge.
- use physical movement in language activities.
- encourage use of art, mime, music, and other forms of creative expression to represent meaning and increase students' sense of aesthetics.

Early Speech Production (6 months – 1 year)

- Has limited comprehension
- Produces one- or two-word responses
- Participates using key words and familiar phrases
- Uses present-tense verbs

Early Speech Production

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.

Speech Emergence (1-3 years)

- Has good comprehension
- Can produce simple sentences
- Makes grammar and pronunciation errors
- Frequently misunderstands jokes

Speech Emergence

Possible learning tasks

- Sound out stories phonetically.
- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Intermediate Fluency (3-5 years)

- Appear orally fluent
- Errors are same errors native speakers make
- Struggle with content area reading and writing.

Intermediate Fluency

- structure group discussion.
- guide use of reference material for research.
- facilitate more advanced literature studies.
- provide opportunities for students to create oral and written narratives.
- provide for a variety of realistic writing experiences (creative innovations or stories, newsletters, pen-pals, business letters, etc.).
- publish student-authored stories, newsletters, bulletins, etc.
- encourage drama, art, music, and other forms of creative expression to represent meaning and increase students' sense of aesthetics.

Advanced Fluency

(5 – 7 years)

- The student has a near-native level of speech.

Advanced Fluency

- Ts continue on-going language development through integrated language arts and content area activities.