

## Second Language Acquisition

1 <sup>st</sup> Stage: Preproduction	2 <sup>nd</sup> Stage: Early Production	3 <sup>rd</sup> Stage: Speech Emergence	4 <sup>th</sup> Stage: Intermediate Fluency
<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>▪ 10 hours to 6 months exposure to English</li> <li>▪ language skill – listening (receptive level)</li> <li>▪ BICS development</li> <li>▪ English Vocabulary - 500 receptive words</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>▪ 3-6 months to 1 year of English</li> <li>▪ language skill – continued listening mainly</li> <li>▪ BICS development</li> <li>▪ English Vocabulary - 1,000 receptive words (10% is expressive.)</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>▪ 1 to 3 years of English</li> <li>▪ Student speaks in phrases and short sentences</li> <li>▪ BICS development</li> <li>▪ English Vocabulary - 7,000 receptive words (10% is expressive)</li> </ul>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>▪ 3 to 4 years of English</li> <li>▪ Student engages in dialogue.</li> <li>▪ CALP development</li> <li>▪ English Vocabulary - 12,000 receptive words (10% is expressive.)</li> </ul>
<p><b>Sample Student Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ “Silent Period”</li> <li>▪ Points to or provides other non-verbal response</li> <li>▪ Responds to commands</li> </ul>	<p><b>Sample Student Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ One-word responses</li> <li>▪ Short Utterances</li> </ul>	<p><b>Sample Student Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Participates in small group activities</li> <li>▪ Demonstrates comprehension in a variety of ways</li> </ul>	<p><b>Sample Student Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Participates in reading and writing activities to acquire new information</li> </ul>

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<p><b>Sample Teacher Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Gestures</li> <li>▪ Language focuses on conveying meanings and vocabulary development</li> <li>▪ Repetition</li> </ul>	<p><b>Sample Teacher Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Asks questions that can be answered by yes/no and either/or responses</li> <li>▪ Models correct responses</li> </ul>	<p><b>Sample Teacher Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Focuses content on key concepts</li> <li>▪ Provides frequent comprehension checks</li> <li>▪ Uses expanded vocabulary</li> <li>▪ Uses performance-based assessment</li> <li>▪ Asks open-ended questions that stimulate language production</li> </ul>	<p><b>Sample Teacher Behaviors</b></p> <ul style="list-style-type: none"> <li>▪ Fosters conceptual development and expanded literacy through content</li> </ul>

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<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>▪ 90% teacher talk</li> <li>▪ Total Physical Response (TPR)</li> <li>▪ Modeling</li> <li>▪ Active student involvement</li> <li>▪ Use of pictures</li> <li>▪ Use of realia (concrete items)</li> <li>▪ Simplified language</li> </ul>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>▪ 50-60% teacher talk</li> <li>▪ TPR with responses – Verbal and non-verbal</li> <li>▪ Who, what, where, and either/or questions</li> <li>▪ Role playing</li> <li>▪ Completing Sentences</li> </ul>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>▪ 40% teacher talk</li> <li>▪ Scaffolding and expansion</li> <li>▪ Poetry, songs, chants</li> <li>▪ Predicting</li> <li>▪ Comparing</li> <li>▪ Describing</li> <li>▪ Social interaction (cooperative learning with information gaps)</li> <li>▪ How and why questions</li> <li>▪ Problem Solving</li> <li>▪ Group discussion</li> <li>▪ Labeling</li> <li>▪ Listing, charting, graphing</li> </ul>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>▪ 10% teacher talk</li> <li>▪ Essay writing</li> <li>▪ Analyzing charts and graphs</li> <li>▪ More complex problem solving and evaluating</li> <li>▪ Continued with how and why questions – research and support</li> <li>▪ Pre-writing activities – writing process, peer critiquing, etc.</li> <li>▪ Literary analysis</li> </ul>