

Stages of Language Acquisition

STAGE I – Pre Production – Silent Stage	STAGE II Early Production	STAGE III Speech emergence
<p>No comprehension/Active listening Learner does not understand verbalizations in the 2nd Lang. He "understands" and responds by guessing what is expected from context, or by imitating other students actions or verbalizations.</p> <p>Students have very few oral skills, and they are busy listening to and assimilating the sounds of English. It is important to create a context for the children</p> <p>For example, before the read aloud teachers may give students an idea of what the book is all about</p> <p>Children can write in the native language in writing workshop or draw detailed pictures, etc</p> <p>In reading workshop they should read in native lang. When possible, or matched to books in English</p>	<p>Comprehension/No L2 verbalizations/Active listening Learner understands simple and familiar L2 verbalizations he hears, and is ready to verbalize in the new language.</p> <p>Students listen with greater understanding and can produce some English words, phrases, and simple sentences related to social, every day events.</p> <p>In read aloud it is important to support a whole class conversation in response to the read aloud at least 2x week so that children at this stage can listen to good conversational moves.</p> <p>In writing workshop they can label their pictures and then move on to write simple sentences using the labeling. Confering will help expand the language</p> <p>Children may re-read shared reading texts in independent reading</p>	<p>Limited verbalizations in L-2/Active listening Students can understand written English accompanied by concrete contexts, such as pictures, actions, sounds, etc. They can understand ideas about texts if they understand the context.</p> <p>In read aloud children will participate in scaffolded conversations- using prompts to extend each other's ideas</p> <p>Children are able to understand better, and to participate in whole group /partnership conversations. Non fiction books as well as fiction are important—both support conceptual knowledge.</p> <p>In writing workshop Teachers should give children opportunity to rehearse and practice the language before they write</p> <p>In reading workshop teachers help the children choose their books, this provides time for brief book introductions. By talking about the book, the teacher helps create a meaningful context.</p>

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STAGE IV - Intermediate Fluency	STAGE V Fluency	
<p>Spontaneous L2 Verbalizations/Active Listening</p> <p>Learner controls many of the basic structures in the 2nd Lang., but has trouble understanding and producing complex structures and academic language.</p> <p>Learner may sound "fluent" in social conversation where complex structures can be avoided.</p> <p>Students have increased levels of accuracy and correctness and are able to express thoughts and feelings</p> <p>Children can read independently - they need to be matched to books that they can read with fluency and comprehension</p> <p>In writing workshop teacher may work on elaboration /details and literary language. Focus on language structures for specificity and find ways to stretch the language of the children</p>	<p>Fluency/Active Listening</p> <p>Students produce language with varied grammatical structures and vocabulary, comparable to English speakers of the same age.</p> <p>Students participate in classroom conversation /activities fully</p>	<p>Bannerbar</p> <p>Each learner progresses at his own rate through the stages of L2 acquisition. His stage of acquisition may vary by content or task. Any classroom will be made up of learners at varied stages of language acquisition and cognitive development. The teacher's strategies must constantly assess and adapt to the learner's stage of L2 development.</p>