

Suggested Strategies to Support Stages of Language Acquisition

<p>Stage I Silent/Receptive (Up to 6 months of language acquisition)</p>	<ul style="list-style-type: none"> • Encourage repeating or mimicking language. • Use visual aids and pictures, especially with Learning Targets and anchor charts. • Use slow speech, emphasizing key words. • Use many gestures and movements when speaking. • Allow for multiple ways to respond to learning. (e.g. drawing, acting it out, writing) • Front load key vocabulary. (Examples: Write key words on the board with students copying them as they are presented. Draw pictures next to them. Color code them.) • Use pictures and manipulatives to help illustrate concepts. • Use as many real-life examples as possible. • Use multimedia language. (Find examples of actions being done through video on the Internet and show those to students.) • Use choral reading strategies. • Teach using songs and poems. • Structure quiet time where the student does not have to listen to any new input, especially towards the end of the school day.
<p>Stage II Early Production (6 months-1 year of language acquisition)</p>	<ul style="list-style-type: none"> • Engage students in charades and linguistic guessing games especially during Morning Meeting / Crew activities. • Encourage memorization of short phrases. • Ask yes/no or either/or questions. • Provide many listening activities. • Complete role-playing activities. • Use fish bowl as a way to model often. • Promote peer-to-peer or student-to-teacher written dialogues. • Ask students to interview each other about what they notice in pictures and manipulatives. • Give sentence stems, questions and labels to use in showing understanding. • Use charts, tables, graphs and other conceptual visuals with word banks. • Encourage partner and trio readings or listening centers, even for older students. • Use picture books and books with predictable texts.

<p>Stage III Speech Emergence (In first year of language acquisition)</p>	<ul style="list-style-type: none"> • Conduct group discussions with guidance and support. • Use skits for dramatic interaction. (Try using puppets.) • Ask open-ended questions as a way to get students to attempt verbal communication. • Assign students to collaborative reading/writing teams. (Make sure and teach peers that will be supporting ELL students skills for helping.) • Gradually assign longer writing tasks while providing support. • Ask students to write descriptions before ideas and concepts. • Ask students to design questions, directions, or activities for others to follow. • Provide shorter modified texts. • Play vocabulary and flash card matching games. • Use dialogue journals
<p>Stages IV and V Intermediate/Advanced Proficiency (up to 4-6 years of language acquisition)</p>	<ul style="list-style-type: none"> • Plan for student panel discussions on the “big ideas” and guiding questions of an expedition. • Ask students to defend their position on a social or global issue. • Ask students to research and gather data regarding the learning at hand being sure to provide enough scaffolding and resources appropriate to students’ language levels. • Assign writing tasks with increasing independence in critiquing examples, rewriting, and editing. (Make sure to provide many exemplar examples. Focus on one revision task at a time.) • Ask students to create artistic representations with corresponding artists’ statements and teach other students how to use them. • Show “silent” films or books without text and ask students to develop the scripts or texts. • Encourage solo reading with frequent interactive comprehension checks that are varied. (written, oral, visual, etc...)

Informed by: Haynes, Judie. Stages of Language Acquisition. Retrieved from http://www.everythingsl.net/in-services/language_stages.php
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