

# Descriptions of the Stages of Second Language Acquisition

## **Four Stages of Second-Language Acquisition**

Children do not necessarily follow these stages in a linear fashion; they often move in and out of these stages depending on the types of supports available to them in any particular interaction or setting.

### ***Home Language Use***

- Children use home language
- Activities focus on listening comprehension
- Activities build receptive vocabulary

### ***Observational and Listening Period***

- Children communicate with gestures and actions
- Activities expand receptive vocabulary
- Activities are designed to motivate children to produce vocabulary which they already understand

### ***Telegraphic and Formulaic Speech***

- Children speak using one or two words or short phrases
- Activities continue to expand receptive vocabulary
- Activities are designed to develop higher levels of language use
- Language experience activities are introduced

### ***Fluid Language Use***

- Children speak in longer phrases and complete sentences
- Activities continue to expand receptive vocabulary

Handout 5A

# REFLECTION

REFLECTION



What community resources can I use to provide language models for students in my class whose home language I do not speak?

# Handout 5B-2

## Focus on Fluid Language Use

### Social English

Definition	Example(s)
<ul style="list-style-type: none"> <li>• Precedes academic English.</li> <li>• Used in relaxed interactions with peers and adults.</li> <li>• Relies mostly on spoken language, using short, simple sentences.</li> <li>• <i>Caution:</i> May mislead teachers/adults to think child is ready to learn and comprehend complex concepts in second language.</li> </ul>	<ul style="list-style-type: none"> <li>• Child talks with a peer on the playground.</li> <li>• Child tells a teacher about what she did on the weekend.</li> </ul>

### Academic English

Definition	Example(s)
<ul style="list-style-type: none"> <li>• Used in many school activities and lessons.</li> <li>• Requires use of written and spoken language, longer and more complex sentence structure.</li> <li>• Requires mastery of larger vocabulary.</li> <li>• Often offers less context clues for child to grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Child describes a pattern he has created using pattern blocks.</li> <li>• After a story read aloud, a child retells a story or part of a story.</li> </ul>

Handout 5B-2