

involved in learning a second language and will support all children as they progress in their language development. Some particularly crucial strategies to offer to children at specific stages of their second-language acquisition are indicated by the checkmarks. An important point to keep in mind is that a child may move into and out of these different

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**Strategies for Responding to Stages of Communication That Children Move Into and Out of as They Learn a Second Language**

Teacher support strategy	Stage of learning a second language			
	Home language	Observational/ listening	Telegraphic and formulaic	Fluid use of second language
<b><i>Start with what the child knows:</i></b> Use a few words in the child's home language (come, bathroom, eat) to allow for low-level communication.	✓	✓		
<b><i>Start slowly:</i></b> Allow the child to become familiar with the classroom situation before approaching him or her with questions and directives in English.	✓	✓		
<b><i>Use scaffold communication:</i></b> Combine words with some type of gesture, action, or directed gaze.	✓	✓	✓	✓
<b><i>Provide safe havens:</i></b> Allow the child to regain energy and focus by providing spaces and activities in which the child can participate with few, if any, expectations for verbal communication.	✓	✓	✓	✓
<b><i>Get help from the English-speaking children:</i></b> Show the child's peers ways to communicate and ask questions in order to encourage interaction and provide additional language models.	✓	✓	✓	✓

Research to Practice (Continued)

Teacher support strategy	Stage of learning a second language			
	Home language	Observational/ listening	Telegraphic and formulaic	Fluid use of second language
<b>Expand and extend:</b> Start with what the child already knows and expand on his or her language. If the child says "car," the teacher can reply, "That is a red car."			✓	✓
<b>Raise expectations:</b> Request an oral response from the child rather than only a gesture when he or she shows signs of readiness to talk.			✓	✓
<b>Use repetition:</b> Say the same thing more than once to give the child an opportunity to understand what is being said.	✓	✓	✓	✓
<b>Talk about the here and now:</b> Refer to the present situation to allow the child to understand the context of communication.	✓	✓	✓	✓
<b>Do fine-tuning:</b> Restate the message in a form that the child can understand when he or she at first seems not to understand.	✓	✓	✓	✓
<b>Offer consistent routines:</b> Help the child learn quickly where to go and what to expect so that he or she can become a member of the group.	✓	✓	✓	✓
<b>Ensure inclusion:</b> Use the child's name to invite him or her to participate in small-group activities.	✓	✓	✓	✓

Source: Adapted from Tabors (1997), chapters 4, 5, and 6.