

Intervention Strategies for Identifying and Developing Language Proficiency

Stage I of Second Language Acquisition—Usually 0-6 months in U.S. school

Student Behavior	Instructional Strategies
<ul style="list-style-type: none">• May not yet produce speech or are just beginning to put words together.• Listen and begin to respond by using nonverbal gestures.• Internalize significant pieces of information.• Participate through physical actions.• Respond with one or two word responses.• Attends to hands on demonstrations with greater comprehension.• Initiate conversations by pointing and using single words.• Respond nonverbally to a wider range of language input.• Exhibit no or very limited use of full sentences—very limited fluency.• Write isolated words or one to three word phrases with illustrations.• Do not yet apply conventions or grammar or word order.	<ul style="list-style-type: none">• Provide comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures, etc.• Model all expected behavior.• Encourage students to join in group songs, chants, recitations, etc.• Assist in developing phonemic awareness skills.• Encourage students to participate in role-playing activities.• Check comprehension frequently.• Maintain a consistent daily schedule with regular routines to facilitate comprehension.• Use questioning strategies eliciting one or two words such as: Yes/No Questions: Descriptive: Is this a _____? Predictable: Will her aunt come home? Generalizations: Will the sun come up in the morning? Referential: Do you like the story? Either/Or Questions: Is this a _____ or a _____? Do you like _____ or _____? “Wh” Questions: What color is the _____? When did you get here? Who at the _____?

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Stage II of Second Language Acquisition—Usually 6 months to 1 year in U.S. school

Student Behavior	Instructional Strategies
<ul style="list-style-type: none">• Begins speaking in phrases and short sentences.• Uses speech that sounds telegraphic: I go home now.• Makes many errors of grammar and syntax as they experiment with language.• Communicates central ideas but usually lacks full development.• Uses some vocabulary from various content areas.• Writing is usually a loose collection of sentences that reveal limited mastery of English word order.• Begins to express their own personality and personal thoughts in writing.• Uses approximate spelling of words• Errors often obscure meaning—verbally and in writing.	<ul style="list-style-type: none">• Continue providing comprehensible input and contextualizing instruction.• Ask questions requiring expanded responses.• Ask more referential questions:• Provide opportunities for students to engage in social and academic conversations.• Provide age-appropriate instruction in English language conventions, grammar, and structure.• Provide feedback and model appropriately when errors are made.• Provide focused, small group ELD instruction each day• Utilize research-based instructional supports and strategies designed for English Language Learners (e.g., sheltered instruction, SIOP, GLAD, etc.)• Expect students to speak English

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Stage III of Second Language Acquisition—Usually 1 to 3 years in U.S. school

Student Behavior	Instructional Strategies
<ul style="list-style-type: none">• Exhibit a command of conversational English and engage in conversations that produce more complex sentences and narratives.• Increasingly use English related to academic tasks.• Express more complex thoughts, although may relay heavily on familiar phrases or vocabulary.• Speech and grammatical errors may still be common but rarely obscure meaning.• Possess sufficient vocabulary to demonstrate critical thinking in all domains of language.• Writing conveys complex meaning and detail using simple form.• Sentences are mostly simple but usually complete with some variation in structure and are usually in the past or present tense.• Writing may include loosely connected sentences but there is evidence of emerging fluency.• Writing demonstrates an audience beyond self but may lack clarity.• Writing may lack sufficient elaboration.• Usually spell commonly used words correctly and exhibit increasing command of basic writing conventions such as capitalization and periods.	<ul style="list-style-type: none">• Continue to use strategies from earlier stages, such as contextualization, modeling, demonstrations, and comprehension checks.• Model standard language structures• Continue building phonemic awareness, emphasizing specific sounds/structures as needed (e.g., plural “s”).• Ask questions that require phrase and sentence responses.• Expand student responses through modeling and extending conversations:<ul style="list-style-type: none">• Tell me more about _____.• I understand, keep going.• Why do you think _____?• Avoid overt error correction, but model standard usage and continue to provide instruction on language conventions.• Provide frequent shared, modeled, and independent writing experiences.• View every content lesson as a language lesson, looking for language development opportunities.• Engage students in increasingly longer and deeper conversations.• Expect student to speak English

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Stage IV of Second Language Acquisition—Usually 3-5 Years in U.S. school

Student Behavior	Instructional Strategies
<ul style="list-style-type: none">• Communicate effectively in most formal and informal settings.• Sustain conversations and respond in more complex sentences with greater detail.• Speech and grammatical errors still occur but rarely interfere with communication.• Approach grade-level standards in reading and writing.• Rely heavily on context and prior knowledge to obtain meaning from print, but apply with increasing consistency approach appropriate English usage to a wide variety of literacy needs.• Vocabulary use and writing usually demonstrate understanding of audience and purpose.• Writing demonstrates evidence of purposeful organization and elaboration of central idea, incident, or problem.• Generally fluent but still acquiring irregular and more complex words and sentence structures.	<ul style="list-style-type: none">• Continue to engage student in research-based instructional supports and strategies designed for English-language learners (e.g., sheltered instruction, GLAD, SIOP, etc.) such as contextualization, modeling, demonstrations, and comprehension checks.• Model and teach increasingly complex English language structures.• Provide instruction that requires students to use English in cognitively demanding situations.• Establish a climate in which students are free to take risks and are supported in their attempts at increasingly higher forms of English.• Immerse students in the genre they are studying, using content as an opportunity for vocabulary and schema building.• Provide and support students through complex, grade-level reading writing.• Expect students to speak, read, and write in English—supporting them as needed.

Intervention Strategies for Identifying and Developing Language Proficiency

Stage V of Second Language Acquisition—Usually 5-7+ years in U.S. school

Student Behavior	Instructional Strategies
<ul style="list-style-type: none">• Possess the depth of language necessary to meet grade-level standards in all subject areas.• Have full command of conversational English and utilize language related to academic tasks approximating that of native speakers of English.• Comprehend general and implied meaning including figurative and idiomatic language.• Initiate and negotiate conversations using appropriate discourse, and varied grammatical structures and vocabulary.• Pronunciation, intonation, grammar, and word order approximates that of a native speaker of English.• Reading and writing, including writing conventions, organization, and purpose, are near appropriate for grade-level.	<ul style="list-style-type: none">• Continue providing targeted instruction according to specific students' needs.• Provide opportunities for further language enhancement and refinement.• Continue with complex and varied literacy tasks.• Continue to maintain high expectations for students and provide instruction commensurate with these expectations.

Walter, T.(2004). *The How-To Handbook: Teaching English Language Learners*. White Plains, NY: Pearson Education, Inc.