



Supporting Young Dual Language Learners: Stages of Second Language Learning and Supports

Stage of Second Language Acquisition	What does communication in this stage look like? What you are likely to see and hear as the child attempts to communicate?	What you can do to support this child's English language learning at this stage? How you can adapt TALK?
<p>Stage 1: Use of First/Home Language</p> <p>The DLL tries to communicate in his/her first language (home language) and does not yet realize that the other person speaks a different language.</p>	<ul style="list-style-type: none"> • Continues to speak in first language to all • Eventually gives up once he/she notices it's not effective! 	<ul style="list-style-type: none"> • Use a few words in the child's first language • Use gestures, directed gaze, actions, as you talk • Repeat what you say • Talk about the here and now • Restate the message • Narrate what you do and what the child does • Use small groups • Group child with other speakers of the same first language • Expect and accept 1-2 word answers, code switching, and answers in first language • Ask simple yes/no questions • Ask what/where/who questions with cues • Ask close-ended questions with few choices, e.g., is it ___ or ___? • Either/or questions
<p>Stage 2: Observation Period</p> <p>The DLL becomes quiet, observing and listening to the new language, typically English. The child is actively focused on learning the</p>	<ul style="list-style-type: none"> • Uses nonverbal means of communication, e.g., gestures, sounds, facial expressions, pointing. • Collects information on new language by watching, listening, and practicing (talking to self). • May try out one or a few words 	<ul style="list-style-type: none"> • Use a few words in the child's first language • Use gestures, directed gaze, actions, as you talk • Repeat what you say • Talk about the here and now • Restate the message • Narrate what you do and what the child does • Use small groups • Group child with other speakers of same first language

<p>meaning of useful words and phrases.</p>		<ul style="list-style-type: none"> • Accept 1-2 word answers, code switching, and answers in first language • Ask simple yes/no questions • Ask what/where/who questions with cues • Ask close-ended questions with few choices, e.g., is it ___ or ___? • Either/or questions
<p>Stage 3: Telegraphic and Formulaic Stage</p> <p>The DLL begins to speak the new language with a single word, or short, familiar, repetitive words and phrases,</p>	<ul style="list-style-type: none"> • Learns and uses some expressions in “formulas” that work, e.g., I like ___, Gimme ___, I want ___, Let’s play ___, OK! • Hears from other and repeats. • Imitates what others say. • Uses 1-2 word phrases, Yes/No, no food, more bread, no hungry, drink water, want car, mine, etc. 	<ul style="list-style-type: none"> • Use visual cues, gestures to reinforce your words • Closed questions – yes/no • Either/or questions • Accept first language and code switching as response • Expand on the child’s response – restate and add to it, Child says “CAR”, you say “Yes, this is the red car”. • Narrate what you do and what the child does • Use small groups • Use repetition • Pair with good English-speaking peer models • Request oral response rather than a gesture
<p>Stage 4: Productive Speech</p> <p>The DLL speaks in sentences and uses more original language than at the previous stage – may converse with peer or adult.</p>	<ul style="list-style-type: none"> • Constructs original, more complete sentences, e.g., “I want go outside”. • Increased vocabulary, correct pronunciation, improved grammar. • Social vs. Academic English 	<ul style="list-style-type: none"> • All of the above, plus you can add: • Tell me something about ... • What would happen if ... • Why do you think... • Request oral response rather than a gesture • Open ended questions • Pair with good English-speaking peer models