



Supporting Dual Languages Learners Right from the Start:

Second Language Learning and Socioemotional Needs

*Think of children in your classroom who might be at each of these stages of the second language learning process.
How are they feeling and behaving? What are their socioemotional needs?*

	Stage of Second Language Learning	What are the features and characteristics of language at this stage?	How might I be feeling and behaving? What are my socioemotional needs?
BEGINNING LEVEL	Stage 1: Use of Home or First Language I only know my first language and use it to communicate. I do not yet realize fully well that the person I am speaking to does not understand me.	I continue to speak in my home language to all. I eventually give up as I notice I am not successful when I communicate! I use gestures and pointing to communicate. I may appear to ignore others and not be listening or seem like I am ignoring others.	I may be feeling isolated, frustrated, scared. I may need some quiet time away from the group, as well as opportunities to be included and interact with the group. I want to feel respected, to feel like I belong, to know how to participate even if I can't speak or understand English well yet.
	Stage 2: Observation Period I become quiet, listening to the new language that surrounds me. I am actively focused on learning the meaning of useful words and phrases I hear.	I use nonverbal means to communicate, e.g., lots of gestures, sounds, facial expressions, pointing. I collect information on my new language by watching, listening, and practicing, sometimes talking to myself quietly. I may try out one or two words aloud, experimenting with the new language.	I may realize that no one understands me, I may need some quiet time, but also would like to be included in activities nonverbally (clapping, movement, etc.) I may be feeling isolated, frustrated, scared. I need support and acceptance of my non-verbal behavior.
MIDDLE LEVEL	Stage 3: Telegraphic and Formulaic Stage I am beginning to speak my new language and can use a single word, or short, familiar, repetitive words and phrases. I sometimes don't know what all the words mean but use them anyway.	I'm learning and using some expressions in "formulas" that seem to work for others, e.g., "I like ____", "I want ____", "Let's play ____", OK! I listen to others and repeat or imitate what they say. I can use 1-2 word phrases, Yes/No, no food, more bread, no hungry, drink water, want car, mine, book, etc.	I need encouragement and opportunities for interaction and practice – I may be nervous about communicating. I would like to participate more fully, to make friends, to feel understood and respected. I need a little more time to respond when you ask me a question.
LATER LEVEL	Stage 4: Productive Speech I can now generate longer phrases and sentences and more original language! I can have conversations with my peers or adults. I still have a long way to go to be fully fluent.	I can construct original, more complete sentences, e.g., "I want more cookies." I know more words, can pronounce more of them correct pronunciation, and my grammar has improved, too. I use my new language well in social situations.	I am excited to use my new language, but also get nervous sometimes. I still need both nonverbal and verbal support. I may be uncomfortable speaking with strangers or in new situations, and may need help with new teachers and peers.