

Stages of Language Development and Cultural Adaptation

Stage I – Preproduction					Stage III – Speech Emergence				
Linguistic Considerations	Cultural Considerations	Suggestions for Teachers	Questioning Techniques	Effective Activities	Linguistic Considerations	Cultural Considerations	Suggestions for Teachers	Questioning Techniques	Effective Activities
<p>Student...</p> <ul style="list-style-type: none"> ▪ Communicates with gestures, actions, and verbal formulas. ▪ Builds receptive vocabulary. ▪ Recycles learned-language practice. ▪ Benefits from listening comprehension activities (e.g., audio recordings). 	<ul style="list-style-type: none"> ▪ Silent period (i.e., a period of time when a non-English speaking newcomer to the United States may only listen and not attempt to speak English – lasting from one month up to a year or longer). 	<ul style="list-style-type: none"> ▪ Create a stress-free environment. ▪ Provide support and encouragement. ▪ Avoid asking direct questions. 	<p>Appropriate questions and prompts include:</p> <ul style="list-style-type: none"> ▪ Find the ____ ▪ Point to ____ ▪ Put the ____ next to the ____. ▪ Do you have the ____? ▪ Who did ____? ▪ What is his/her name? ▪ What is this (concrete object)? ▪ Who is he/she? ▪ Who has the ____? 	<ul style="list-style-type: none"> ▪ Face-to-face conversation ▪ Following simple demonstrated directions ▪ Participation in art/music/physical education ▪ Use of manipulatives (i.e., puzzles, games, and real objects) ▪ Use of picture books ▪ Drawing 	<p>Student...</p> <ul style="list-style-type: none"> ▪ Uses language purposefully (e.g., to clarify or refute). ▪ Produces complete sentences. 	<ul style="list-style-type: none"> ▪ Signs of culture shock may appear (e.g., manifesting itself in feelings of anger, distrust, loneliness, isolation, depression, or physical illness). ▪ Recovering from previous frustration and fatigue. 	<ul style="list-style-type: none"> ▪ Use frequent comprehension checks. ▪ Design lessons focusing on concepts. ▪ Introduce expanded vocabulary. ▪ Use models, charts, maps, and time-lines. 	<p>Appropriate questions and prompts include:</p> <ul style="list-style-type: none"> ▪ Why or how (open ended) questions. ▪ Specific questions ▪ How is it that ____? ▪ Tell me about ____. 	<ul style="list-style-type: none"> ▪ Demonstrations ▪ Simple oral presentations ▪ Answering higher-level questions ▪ Hands-on activities ▪ Small group work ▪ Word sound symbol production ▪ Simple writing ▪ Computer lessons ▪ Play and role-playing ▪ Choral reading
Stage II – Early Production					Stage IV – Intermediate Fluency				
Linguistic Considerations	Cultural Considerations	Suggestions for Teachers	Questioning Techniques	Effective Activities	Linguistic Considerations	Cultural Considerations	Suggestions for Teachers	Questioning Techniques	Effective Activities
<p>Student...</p> <ul style="list-style-type: none"> ▪ Intuitively understands that English is a system. ▪ Labels and categorizes. ▪ Encounters first language interference (i.e., linguistic factors of the native language interfere with learning a new language – as with verb or modifier placement). ▪ Uses one- and two-word responses and chunks of language. ▪ Can say “I don’t understand.” 	<ul style="list-style-type: none"> ▪ Adaptation fatigue (i.e., stress from efforts to adapt to a new culture leads to decreased motivation and increased frustration). 	<ul style="list-style-type: none"> ▪ Monitor error correction (i.e., use modeling). ▪ Use anticipation guides. ▪ Reiterate list of key terms for previewing. ▪ Provide audio recordings of readings and lectures. ▪ Organize information graphically. 	<p>Appropriate questions...</p> <ul style="list-style-type: none"> ▪ Require yes/no answer. ▪ Ask either/or. 	<ul style="list-style-type: none"> ▪ Low-level questions ▪ Retelling a story ▪ Using picture books with simple texts ▪ Simple written responses ▪ Copying words and sentences ▪ Following recipes ▪ Oral reading ▪ Written practice 	<p>Student...</p> <ul style="list-style-type: none"> ▪ Produces connected narrative. ▪ Uses reading or writing incorporated into lesson. ▪ Writes answers to higher-level questions. ▪ Resolves conflicts verbally. 	<ul style="list-style-type: none"> ▪ Cultural acceptance (e.g., manifesting itself in positive self-confidence while participating in new culture). 	<ul style="list-style-type: none"> ▪ Validate students’ languages and cultures. 	<p>Appropriate questions and prompts include:</p> <ul style="list-style-type: none"> ▪ What would you recommend or suggest? ▪ How do you think the story will end? ▪ What is the story about? ▪ What is your opinion on this? ▪ Describe/compare/contrast. ▪ How are these same or different? ▪ What would happen if ____? ▪ Which do you prefer? Why? 	<ul style="list-style-type: none"> ▪ Content/subject explanations ▪ Paragraph writing ▪ Reading for information in content areas ▪ Summaries, outlines, book reports ▪ Explanation of new ideas/concepts ▪ Workbook/worksheets, tests ▪ Lecture discussions ▪ Literary analysis of plot, character, and setting ▪ Simple report writing