

Closing the Gap on Learning Loss of English Learners

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 <p>Listening</p>	 <p>Speaking</p>
 <p>Reading</p>	 <p>Writing</p>

The Five Stages of Second Language Acquisition

Adapted from Krashen and Terrell (1983); Lichon (2018)

Stage	Characteristics	Verbs / Questions	Strategies, Modifications, Classroom Implications
Silent Period (Preproduction)	1 - 500 words 0 - 6 months May produce a few words Relies on gestures	Point Act out / Show Label Match Yes / No Nodding	Show pictures and icons Label the room Model all actions and steps Assessments involve simple verbalization or pointing
Early Production	1000 words Additional 6 months One-word responses Short phrases	Recall Draw Either / Or Underline List Copy	Instruction in phonics, letter formation Model sentence formation Predictable routines
Speech Emergence	3000 words Additional 1 year Longer sentences & short paragraphs Grammatical errors	Who, What, Where, When Charts Dialogue Predict Retelling Explain	Word banks, sentence frames Academic vocabulary development Spelling patterns
Intermediate Fluency	6000 words Additional 1 year Complex writing Speaks at length	Why Asks for Clarification Paraphrase Compare / Contrast Analyze Interpret	Nuances of language Higher level questions with language supports Academic writing
Advanced Fluency	Content Academic Vocabulary 7 - 10 years (total) Near native fluency Grade-level expectations	Opinion Questions Synthesize	Explicit instruction in irregular language features One-on-one writing lessons Developing language within content

Observation Checklist

During and after you view the instructional video, complete the Observation Checklist.

Observation	Present	Somewhat present	Not present	Comments
<i>Example: Teacher speaks slowly and clearly, demonstrating comprehensible input (Krashen, 1981).</i>		X		<i>He uses an idiom that could use additional explanation.</i>
Teacher shows knowledge of the language levels of the students.				
Content and language objectives are addressed, displayed, and assessed.				
Visuals are used to support comprehension (images, realia (real items), technological supports, actions, etc.).				
All four domains of language (reading, writing, listening, and speaking) are developed.				
Academic language is targeted and taught explicitly, with an emphasis on tiered lexicon.				
Utilization of students' first language (L1).				
Language is scaffolded and supported with models, written examples, and/or references (word walls, sentence frames, word banks, songs, etc.).				
Effort is made to build upon the background knowledge and cultural gifts of the student.				
The assessment(s) account for "can do" markers for each student based on language proficiency.				

*Adapted from Echevarria, Vogt, & Short (2013)