

## Stages of Second Language Acquisition Checklist

Stage	Sample Student Behaviors	Sample Teacher Behaviors	Questioning Techniques
<b>Preproduction</b> 0–6 months	<input type="checkbox"/> Points to or provides other non-verbal responses <input type="checkbox"/> Actively listens <input type="checkbox"/> Responds to commands <input type="checkbox"/> May be reluctant to speak, also known as the “silent period” <input type="checkbox"/> Understands more than can produce	<input type="checkbox"/> Gestures <input type="checkbox"/> Language focuses on conveying meanings and vocabulary development <input type="checkbox"/> Repetition <input type="checkbox"/> Does not force student to speak <input type="checkbox"/> Uses of pictures/non-linguistic representation for comprehension	<input type="checkbox"/> Point to . . . <input type="checkbox"/> Find the . . . <input type="checkbox"/> Put the _____next to the _____. <input type="checkbox"/> Do you have the _____. <input type="checkbox"/> Is this a _____? <input type="checkbox"/> Who wants the _____? <input type="checkbox"/> Who has the _____?
<b>Early Production</b> 6 months–1 year	<input type="checkbox"/> Produces one- or two-word utterances <input type="checkbox"/> Participates using key words and familiar phrases <input type="checkbox"/> Says <i>yes</i> or <i>no</i> <input type="checkbox"/> Uses present tense verbs <input type="checkbox"/> Uses repetitive language patterns <input type="checkbox"/> Limited comprehension	<input type="checkbox"/> Asks questions that can be answered by yes/no and either/or responses <input type="checkbox"/> Models correct responses <input type="checkbox"/> Ensures a supportive, low-anxiety environment <input type="checkbox"/> Does not overtly call attention to grammar errors	<input type="checkbox"/> Yes/no questions (Do you like ice cream?) <input type="checkbox"/> Either/or (Is this a screwdriver or a hammer?) <input type="checkbox"/> One-word response (What utensil am I holding in my hand?) <input type="checkbox"/> General questions, which encourage lists of words (What do you see on the board?) <input type="checkbox"/> Two-word response (Where did he go? To work.)
<b>Speech Emergence</b> 1–3 years	<input type="checkbox"/> Participates in small group activities <input type="checkbox"/> Demonstrates comprehension in a variety of ways <input type="checkbox"/> Speaks in short phrases and simple sentences <input type="checkbox"/> Begins to use language more freely <input type="checkbox"/> Makes grammar and pronunciation errors <input type="checkbox"/> Frequently misunderstands jokes	<input type="checkbox"/> Focuses content on key concepts <input type="checkbox"/> Provides frequent comprehension checks <input type="checkbox"/> Uses performance-based assessment <input type="checkbox"/> Uses expanded vocabulary <input type="checkbox"/> Asks open-ended questions that stimulate language production	<input type="checkbox"/> Why? <input type="checkbox"/> How? <input type="checkbox"/> How is this like that? <input type="checkbox"/> Tell me about . . . <input type="checkbox"/> Talk about . . . <input type="checkbox"/> Describe . . . <input type="checkbox"/> How would you change this part?
<b>Intermediate Fluency</b> 3–5 years	<input type="checkbox"/> Participates in reading and writing activities to acquire new information <input type="checkbox"/> May experience difficulties in abstract, cognitively-demanding subjects at school, especially when a high degree of literacy is required	<input type="checkbox"/> Fosters conceptual development and expanded literacy through content <input type="checkbox"/> Continues to make lessons comprehensible and interactive <input type="checkbox"/> Teaches thinking and study skills <input type="checkbox"/> Continues to be alert to individual differences in language and culture	<input type="checkbox"/> What would you recommend/suggest? <input type="checkbox"/> How do you think this story will end? <input type="checkbox"/> What is the story mainly about? <input type="checkbox"/> What is your opinion on this matter? <input type="checkbox"/> Describe/compare . . . <input type="checkbox"/> How are these similar/different? <input type="checkbox"/> What would happen if . . . ? <input type="checkbox"/> Which do you prefer? Why? <input type="checkbox"/> Create . . .
<b>Advanced Fluency</b> 5–7 years	<input type="checkbox"/> Has near-native level of speech	<input type="checkbox"/> Summarizes <input type="checkbox"/> Teaches note-taking strategies <input type="checkbox"/> Uses fewer visual cues <input type="checkbox"/> Continues to be alert to individual differences in language and culture <input type="checkbox"/> Expands vocabulary utilizing synonyms and antonyms	<input type="checkbox"/> Decide if . . . <input type="checkbox"/> Retell . . . <input type="checkbox"/> Restate . . . <input type="checkbox"/> What is your opinion on . . . ? <input type="checkbox"/> How would you evaluate . . . ?

Adapted from Krashen & Terrell (1983).