













Stages of Language Acquisition and Implications Using the Marzano’s Nine Strategies



Based on *Classroom Instruction That Works with English Language Learners*, Hill & Flynn*



<p>Stage of Language Acquisition</p>  <p>Effective Strategy</p> 	<p>Preproduction (0-6 months) Also known as the “Silent Stage” The student has minimal comprehension, does not verbalize, nods yes and no, draws and points.</p>	<p>Early Production (6 months-1 year) The student has limited comprehension, produces on or two word responses, participates using key words and familiar phrases, and uses present tense verbs</p>	<p>Speech Emergence (1-3 years) The student has good comprehension, can produce simple sentences, makes grammar and pronunciation errors, and frequently misunderstands jokes.</p>	<p>Intermediate Fluency (3-5 years) The student has excellent comprehension and makes few grammatical errors</p>	<p>Advanced Fluency (5-7 years) The student has a near-native level of speech</p>
<p>Setting Objectives and Providing Feedback</p> 	<p>Identify a new word and elicit background knowledge</p> <p>Use prompts such as “show me” or “Point to” and respond to correct answers with “Yes, that is a (name of item).”</p>	<p>Make corrections by correctly modeling the sentence: Student: “<i>I goed the game.</i>” Teacher: “<i>Oh, you went to the game.</i>” Avoid overt correction. Show students correct word order through modeling of sentence structures.</p>	<p>Help students expand sentences with adjectives, and conjunctions in compound sentences.</p>	<p>Students should be using language to compare, describe debate, persuade, justify, and evaluate so they sound like a book. Their writing should approximate the writing of their English speaking peers. Therefore, feedback is similar to what you would offer native English speakers.</p>	

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Nonlinguistic Representations 	Use <i>“Show me”</i> and <i>“point to the...”</i> prompts with pictures of topic.	Use pictures to encourage vocabulary. Use cloze technique to elicit one-word responses. For example, <i>“A reptile is covered with...”</i>	Students understand a passage with the aid of a graphic organizer. Use questions requiring a phrase or short sentence response such as <i>“Tell me about reptiles.”</i> Why and how questions are appropriate.	Students understand the passage and the graphic organizer. Use prompts such as <i>“How are they are the same/different?”</i> and <i>“What would happen if...?”</i> or <i>“Why do you think...?”</i>
Cues, Questions, and Advanced Organizers 	Students preview text material by looking at bold print, pictures, and graphics.	Students learn academic vocabulary such as headings, paragraphs, and questions.	Students learn to formulate questions by listening to other students create questions from headings, subheadings, illustrations, and graphic aids.	Students apply the strategy to the text after teacher has modeled, and students understand, each step.

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Cooperative Learning 	Students join in developing physical or pictorial representations. When sharing, can point to important parts of presentation. They should not be expected to write an essay, although they can copy words as labels for presentations.	Students can use pictorial representations, graphics, kinesthetic representations, and single words and Two-word phrases.	Students can read information from texts. They are less reliant on nonlinguistic representations and can use sentences to explain.	Students can participate in all activities and work alongside English dominant students to develop nonlinguistic representations. They can compose essays, but expect some errors, especially in Intermediate stage.	
Summarizing and Note Taking 	Students can use the teacher prepared notes to point and show. Provide students with a way to keep track of new words. Students will be concentrating on words when taking notes.	Using the graphic organizer parts of notes, students answer questions with one or two word responses. For example, " <i>Do birds have feathers?</i> " They practice familiar and unfamiliar vocabulary words.	Students answer why, how when and where questions using teacher-prepared notes and graphics. Students expand notes using adjectives and phrases.	Intermediate Fluency Students answer questions such as " <i>Why do you think...?</i> " Students use different note taking formats.	Advanced Fluency Students use different note taking formats. Students write questions from their notes.

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Homework and Practice 	Homework is focused on vocabulary development . Students practice words at home for items they studied in class and find other examples at home.	ELL students are allowed at this stage to examine homework completed by English-dominant students. Students practice with vocabulary for sight, touch, sound, taste, and smell, as well as nouns.	Students benefit from explanations by English-dominant students of how to expand or combine sentences on homework assignments.	Students “sound like a book” as they explain their ideas.
Reinforcing Effort and Providing Recognition 	Students need help with selecting vocabulary . Vocabulary should have pictures with the words. Affirmation of correct choices by pointing to items when given a picture or description.	Make corrections by correctly modeling the sentence. For example, the Student <i>says “I goed the game.”</i> The teacher replies, <i>“Oh, you went to the game.”</i> Avoid overt correction. Repeat what the student said with corrected grammar.	Students benefit from expansion of their sentences . For example: the student says, <i>“George Washington chopped down the cherry tree.”</i> Teacher responses, <i>“Yes, George Washington chopped down the cherry tree with his hatchet.”</i>	Students need language stimulation to develop academic language. Help them to “sound like a book by rephrasing what they said and adding: “This is how the author might say that.”

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Generating and Testing Hypotheses 	<p>Students need help with vocabulary/word selection. Attach pictures to key vocabulary. Students especially need help with words that have multiple means.</p> <p>Pictures are key. For example, the word fair connected to a picture of a carnival and pictures of pale, light objectives. Student can also draw representations.</p> <p>Repetition is key along with use in different context within and outside of the classroom.</p>	<p>Pictures remain key to learning vocabulary along with modeling correct English. When student make errors in speech, teacher responds with a model of correct speech. For example, if the student says, <i>“That a mower.”</i> The teacher responds, <i>“Yes, that is a mower.”</i></p>	<p>Students list what they observe and draw conclusions. Writing will consist of short, simple sentences.</p> <p>Sentence expansion is appropriate using adjectives and adverbs.</p>	<p>Intermediate Fluency Advanced Fluency</p> <p>Provide continued stimulation of academic language. Encourage them to sound like a book and explain with, <i>“This is how the author of a book might say that.”</i></p>

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Identifying Similarities and Differences 	Students point to or draw objects with similarities/differences and build vocabulary. For example, “ <i>Draw pictures of the red items.</i> ” or “ <i>Point to all the red items.</i> ”	Students complete a sentence starter such as, “ <i>The apple and the orange are different because...</i> ” Oral practice should proceed written.	Students rely less on sentence starters and expand sentences with conjunctions. For example, “ <i>The apple and orange are the same because ... and different because...</i> ”	Intermediate Fluency Advanced Fluency Students no longer need sentence starters but may need guidance in shaping sentences. Encourage students to “ sound more like a book. ”