



*Great Public Schools for Every Student*

## Understanding Second Language Acquisition (SLA) Stages

Educator applies appropriate instructional strategies for ELL students' Second Language Acquisition (SLA)

### Key Method

The educator identifies the stages of Second Language Acquisition (SLA) of selected ELL students. The educator then monitors and analyzes student work in order to implement appropriate instructional strategies that match each ELL student's SLA stage.

### Method Components

Implementation:

1. Educator uses "The Six Stages of Second Language Acquisition" to identify the stages of the selected students.
2. Educator provides student work to show the students' Second Language Acquisition Stage (SLA).
3. Educator will then select an appropriate strategy or instructional supports to meet the students' SLA stages.
4. Educator will reflect on the application of the strategy or instructional support.

### Supporting Research

Ford, K. & Robertson, K. (n.d.). Language acquisition: an overview. Colorin Colorado. Retrieved from <http://www.colorincolorado.org/article/language-acquisition-overview>

Yang, H. (2008, Jan.) On teaching strategies in second language acquisition. US-China Education Review, 5(1), 61-67. Retrieved from <http://files.eric.ed.gov/fulltext/ED502535.pdf>

### Resources

The Six Stages of Language Acquisition

Source: NEA Facilitator's Guide: Second Language Acquisition Module, page 112

[https://docs.google.com/document/d/1ah4iHwqrAjckHhbusASFUzbLLRswF5oTrgEjdWttH\\_A/edit?usp=sharing](https://docs.google.com/document/d/1ah4iHwqrAjckHhbusASFUzbLLRswF5oTrgEjdWttH_A/edit?usp=sharing)

The Link Space, (2014, Nov 26). Transfer in second language acquisition [Video file].

<https://youtu.be/UB18y2ZYBiY>

Moses Guccione, L. (n.d.). Oral language development and ELLs: 5 challenges and solutions. Colorín Colorado.  
<http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions>

Hill, J. D. & Bjork, C. L. (2008). The stages of second language acquisition. In Classroom instruction that works, with English language learners facilitators' guide (chapter 2).  
[http://nccc.mcrel.org/assets/ne\\_studyguide\\_citw\\_ells.pdf](http://nccc.mcrel.org/assets/ne_studyguide_citw_ells.pdf)

Haynes, J. (n.d.). Comprehensible input and output.  
<https://morethanenglish.edublogs.org/files/2011/08/Comprehensible-Input-and-Output-1iih95c.pdf>

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.*

### Part 1. Overview Questions

400 - 500 words

Please address the following prompts to provide an overview of your work with ELLs:

Describe your background in working with ELL students.

Describe the demographic breakdown of your current classroom.

Detail your strengths and weaknesses in working with ELL students. Be specific and ground your response in examples.

Describe your school setting and why learning about how students acquire a second language is vital to your work.

- **Passing:** Educator completely answers all four prompts with specific evidence of their experiences. Writing is comprehensive and coherent.

### Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts**.

#### Artifact #1: Graphic Representation

Create a graphic representation that illustrates the stages of **three** ELL students on the Second Language Acquisition continuum.

- Graphic representation should include all stages of Second Language Acquisition even if no students are in that stage.
- Student work should be provided to demonstrate evidence of knowledge that matches the specified stage of Second Language Acquisition.

#### Artifact # 2: Implementation Plan

Write a detailed implementation plan detailing two instructional strategies you will use to reach each of the three ELL students charted on the graphic representation. (800-1000-word limit)

- Provide thorough explanations of strategies chosen.
- The same strategy may be used for students in the same stage.

#### Artifact # 3 Student Evidence

Evidence of the three students engaged in the instructional strategies matched to their stage and how the strategy

helped or hindered their learning.

- Evidence could be a video of a student engaged in the strategy or student work before, during, and/or after the strategy is implemented.
- Obtain student feedback through surveys, feedback, or reflection forms.

	Proficient	Basic	Developing
Artifact 1: Graphic Representation	<p>Graphic representation includes:</p> <ul style="list-style-type: none"><li>-all stages of Second Language Acquisition</li><li>-illustration of the stages of three students</li><li>-student evidence that matches the student’s stage</li></ul>	<p>Has a graphic representation of all Second Language Acquisition Stages, but lacks one of the following:</p> <ul style="list-style-type: none"><li>-selected students and their respective stages</li><li>-student evidence does not match the stage they have been located in</li></ul>	<p>Lacks one or both:</p> <ul style="list-style-type: none"><li>-graphic representation of Second Language Acquisition Stages</li></ul> <p>AND/OR</p> <ul style="list-style-type: none"><li>-identification and illustration of the stages of three students</li></ul>
Artifact 2: Implementation Plan	<p>Within the 1000-word limit, educator:</p> <ul style="list-style-type: none"><li>-details two instructional strategies for the three students whose stages are illustrated on the graphic representation</li><li>-matches instructional strategies to the students’ stages of Second Language Acquisition</li><li>-provides thorough explanations of the strategy and how it will help student growth</li><li>-offers writing that is clear and coherent</li></ul>	<p>Within the 1000-word limit, educator:</p> <ul style="list-style-type: none"><li>-details only one instructional strategy for the three students whose stages are illustrated on the graphic representation</li><li>-does not necessarily match instructional strategies to students’ stages of Second Language Acquisition</li><li>-does not explain how the strategy is linked to student growth</li><li>-offers writing that is clear, but that lacks coherence due to spelling or grammar issues</li></ul>	<p>Within the 1000-word limit, educator:</p> <ul style="list-style-type: none"><li>-does not match instructional strategies to students’ stages of Second Language Acquisition</li><li>-does not make an explicit connection between instructional strategy and student stage</li><li>-offers writing that is incomprehensible due to spelling, grammar, or sentence structure issues</li></ul>
Artifact 3: Student Evidence	<p>Student evidence collected has two instructional strategies for each student</p> <p>A detailed connection is made between the instructional strategy used and its impact on</p>	<p>Student evidence is collected that matches one instructional strategy for each student</p> <p>Explanation of how instructional strategies impact students, but</p>	<p>Student evidence is collected but does not demonstrate the use of instructional strategy selected in the implementation plan</p> <p>No explanation of how instructional strategies</p>

each selected student  Student feedback is collected and analyzed to determine implications on educator's practice	not related to specific students  Student feedback is not collected	impact student growth
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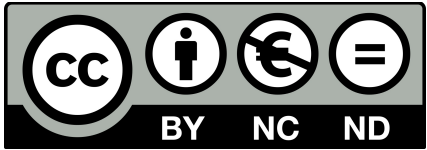
Reflection

400 - 500 words

Reflect on the following:  
The process of identifying the instructional strategies that best meet the ELL's Second Language Acquisition stage.

How implementing instructional strategies have changed or will change your practices when working with ELL students.

- **Passing:** Response thoughtfully addresses the impact the micro-credential has had on the educator's practice in identifying and supporting ELL students.



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