

# LEVELS OF LANGUAGE ACQUISITION

<b>TESOL 2009</b>	<b>TESOL Historically</b>	<b>CA</b>	<b>CUMMINS' QUADRANT</b>	<b>3 LEVELS</b>
<p><b>Starting</b>            Students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously.</p> <p>At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables.</p>	<p><b>Preproduction</b>            Silent period: Environment enhances Ability to comprehend Receptive vocabulary of 500 words Responds to instructions &amp; commands Non-verbal demonstration of comprehension (points, gestures, draws) Content area instruction should be delivered in primary language</p> <p><b>Early Production</b>            Limited production (one &amp; two word phrases) Environment enhances ability to comprehend receptive vocabulary at 1000 words Productive vocabulary at 100 words Non-verbal demonstration of comprehension One/two word answers Content area instruction should be delivered in primary language</p> <p><b>Speech Emergence</b>            Limited production expanding rapidly Longer strips of language Ability to dialogue Receptive vocabulary at 2500-5000 words Responds to questioning Gives longer answers (phrases) Emerging literacy in English Content area instruction should be delivered in primary language</p> <p><b>Intermediate Fluency</b>            Understands almost all speech directed to them Produce connected narrative Ability to interact extensively with native speakers Content area instruction should be delivered in sheltered English</p>	<p><b>Beginning</b> – Students understand simple phrases spoken in English. They begin to speak a few words to communicate basic needs.</p> <p><b>Early Intermediate</b> – Students understand and respond to simple school tasks in English. They speak using phrases and short sentences.</p> <p><b>Intermediate</b> – Students speak, read, and write in English on familiar topics. They retell simple stories, participate in school discussions, and speak using full sentences.</p> <p><b>Early Advanced</b> – Students are developing close to native-like proficiency in English. They participate in increasingly complex school tasks.</p> <p><b>Advanced</b> - Students speak, read and write English in a manner that resembles a native English speaker. They participate fully in all school subjects</p>	<p><b>A</b>  <i>Context embedded</i>  <i>Easy with clues</i></p> <p>Diagram            Chart            Visual Aids            Film            Media in various forms (computer programs; CDs; listening stations)</p> <p><b>B</b>  <i>Context embedded</i>  <i>More challenging, but with clues</i></p> <p>Conversational, moving into Academic Language            Dramatization            Computer simulations            Manipulatives            Realia            Pocket charts</p> <p><b>C</b>  <i>Context reduced</i>  <i>Content with fewer or no clues</i></p> <p>Textbook            Academic Language            Listening Centers            Reference book            Graphics            Realia            Guest speaker            Various forms of technology</p> <p><b>D</b>  <i>Context reduced</i>  <i>Cognitively demanding</i>  <i>Content rich</i>  <i>Most difficult and without clues</i></p> <p>Content rich texts            Academic Language Rich            Workbooks            Tests</p>	<p>Beginning Language Learner            (not age or grade specific)</p> <p>Intermediate Language Learner</p> <p>Later Language Learner</p>
<p><b>Emerging</b>            Students can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.</p>				
<p><b>Developing</b>            Students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Student are most successful constructing meaning from texts for which they have background</p>				

knowledge upon which to build.

**Expanding**

Students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read independently but may have occasional comprehension problems, especially when processing grade-level inform

**Bridging**

At L5, students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance.

Students have a good command of technical and academic vocabulary as well as idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.

Wink 4/23/09