Understanding Second Language Acquisition (SLA) Stages

Competency

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.

5. Educator will reflect on classroom routines that make students feel safe to take risks in learning.

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Supporting Rationale and Research

Robertson, Kristina, and Karen Ford. "Language Acquisition: An Overview". Colorin Colorado, WETA Public Broadcasting,
https://www.colorincolorado.org/article/language-acquisition-overview

Schutz, Ricardo. (2019). Stephen Krashen's Theory of Second Language Acquisition, Stephen Krashen's Theory of Second Language Acquisition (sk.com.br)

Yang, Hong. "On Teaching Strategies in Second Language Acquisition." US-China Education Review, 5(1), 61-67. January 2008.
https://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

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

Oral language development and ELLs: 5 challenges and solutions. Colorín Colorado.

The stages of second language acquisition

Comprehensible input and output

Submission Guidelines and 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 (Provides Context)

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, and your level of comfort as it pertains to understanding students' cultures and customs.

- 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/Evidence

To earn this micro-credential, please submit the following three artifacts. All of the artifacts must meet Proficient levels:

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 words)
- 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.Artifact 1:

Part 2. Rubric

	Proficient	Basic	Developing
Artifact #1: Graphic Representation	Graphic representation includes: -all stages of Second Language Acquisition	Has a graphic representation of all Second Language Acquisition Stages, but lacks one of the	Lacks one or both: -graphic representation of Second Language Acquisition Stages

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	-illustration of the stages of three students -student evidence that matches the student's stage	following: -selected students and their respective stages -student evidence does not match the stage they have been located in	AND/OR -identification and illustration of the stages of three students
Artifact # 2: Implementation Plan	Within the 1000-word limit, educator: -details two instructional strategies for the three students whose stages are illustrated on the graphic representation -matches instructional strategies to the students' stages of Second Language Acquisition -provides thorough explanations of the strategy and how it will help student growth -offers writing that is clear and coherent	Within the 1000-word limit, educator: -details only one instructional strategy for the three students whose stages are illustrated on the graphic representation -does not necessarily match instructional strategies to students' stages of Second Language Acquisition -does not explain how the strategy is linked to student growth -offers writing that is clear, but that lacks coherence due to spelling or grammar issues	Within the 1000-word limit, educator: -does not match instructional strategies to students' stages of Second Language Acquisition -does not make an explicit connection between instructional strategy and student stage -offers writing that is incomprehensible due to spelling, grammar, or sentence structure issues
Artifact # 3 Student Evidence	Student evidence collected has two instructional strategies for each student A detailed connection is made between the instructional strategy used and its impact on	Student evidence is collected that matches one instructional strategy for each student Explanation of how instructional strategies impact students, but	Student evidence is collected but does not demonstrate the use of instructional strategy selected in the implementation plan No explanation of how instructional strategies

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

Part 3. Reflection

400 - 500 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

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, and how strategies will make students feel safe when learning.

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