

## Description of Second Language Acquisition Stages for Young Sequential Bilinguals

Stage	Description
Home Language Use	The child uses his/her home language even when others do not understand. Length of time in this stage varies by child.
Nonverbal Period	Once the realization sets in that the home language does not work, the child may rarely speak or use nonverbal means to communicate. Receptive language is being developed and the child demonstrates understanding through actions and other non-language necessary means. The length of time in this stage also varies. Language assessments may result in misleading information that underestimates the child's true language capacity.
Telegraphic and Formulaic Speech	Formulas are used as the child starts using the new language, as in "me bathroom" indicating she wants to go to the bathroom. During this stage young children use phrases they have heard from others, sometimes not completely understanding the whole meaning of the words they use.
Productive Language	The child uses her/his own phrases and thoughts that may at first contain very simple grammatical patterns such as "I wanna play". Predictable errors should be expected as children experiment with the new language and learn its rules and structure.

Adapted from: Tabors, P., & Snow, C. (1994). English as a second language in preschools (pp. 103-125). In Genesee, F. (Ed.), *Educating second language children: The whole child, the whole curriculum, the whole community*. New York, NY: Cambridge University Press

## Simultaneous Bilingual Language Development compared to Monolingual Language Development

	<b>Simultaneous Bilingual Language Development</b>	<b>Monolingual Language Development</b>
<p>Developmental Stages</p> <p>The stages are similar, but bilinguals develop two languages instead of one.</p>	<p>Age 1: Most children say their first words (words are in both Spanish and English)</p> <p>Age 2: Most children use two-word phrases (Mi pelota, or My Lela for abuela).</p> <p>Age 3: Most children use full sentences (No quiero ir al supermercado), but they use vocabulary from both their languages.</p>	<p>Age 1: Most children say their first words (only in English)</p> <p>Age 2: Most children use word phrases (My juice).</p> <p>Age: Most children use full sentences (I don't want to go to the store).</p>
Vocabulary	<p>Knowledge of words is shared between Spanish and English.</p> <p>The bilingual child may have more vocabulary in one language than the other, or the vocabulary may be very topic or context specific. For example, vocabulary related to religion, family, and soccer may be more prevalent in Spanish whereas vocabulary related to TV programs and playing games with siblings may be more prevalent in English.</p>	<p>Monolingual children have developed vocabulary only in English. Similar to bilingual learners, context plays an important role in shaping vocabulary development. Children make associate new words with the objects, people and contexts in which they learned them, just as bilingual learners do, but this is done only in English.</p>
Use	<p>Bilingual learners use their two languages when appropriate given the context. Some contexts require the use of both languages simultaneously (a family reunion where everyone is bilingual and both languages are used); others require the use of only one language (going to a religious service in Spanish, for example).</p>	<p>Like bilingual learners, monolingual learners use language based on the requirements of the context (informal versus formal language); however, it is all done exclusively in English.</p>

## Examples of U.S. Spanish

Expression	Example	Explanation
Code-switching	<p>“Tengo el eight.”</p> <p>“Vamos a ir camping”</p>	One explanation is that students may know the name of an object or activity only in English, or only in Spanish, and so they insert the words they know from each language.
Linguistic Borrowing	<ul style="list-style-type: none"> <li>• Wáchale</li> <li>• Socketines</li> <li>• Troca</li> </ul>	Students create their own nouns and verbs blending structures and words in both languages.
Semantic Extensions	<p>“Vamos a comprar las groserías.” (Let’s go buy the groceries – a term that in Spanish usually means “bad words”).</p>	Students use a word they believe to be a cognate when in fact, it is not.
Calques	Voy a mi tío Marco’s casa.	Students use the syntax of one language but with the words of the other.

Adapted from: Potowski, K. (2005) *Fundamentos de la enseñanza del español a hispanohablantes en los EE.UU.* Madrid: Arco Libros.