

Table 1 Language Acquisition Grid

Preproduction	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermediate Fluency	Advanced Fluency
0–6 months	6 months–1 year	1–2 years	2–3 years	3–5 years	5–7 years
<ul style="list-style-type: none"> – Depends on context – Has minimal receptive vocabulary – Comprehends key words only – Points, draws, or gestures responses – May not produce speech – Adjusting to US culture – 0–500 receptive word vocabulary – Able to observe, locate, label, match, show, classify, sort – Beginning L2 (second language) sound symbol understanding if literate in L1 (first language) 	<ul style="list-style-type: none"> – Speech is so halting and fragmentary as to make conversation virtually impossible – Depends heavily on context – Produces words in isolation – Verbalizes key words – Responds with one or two word answers or short phrases – Points, draws, or gestures responses – Mispronunciation – Grammar errors – 500–1,000 receptive word vocabulary – Able to name, recall, draw, record, point out, underline, categorize, list – Uses simple words, gestures, and drawings – Beginning sound symbol understanding – Reads and writes basic sight words in L2 if literate in L1 	<ul style="list-style-type: none"> – Pronunciation problems necessitate concentration on the part of the listener: occasionally may be misunderstood – Short phrases – Many mistakes in grammar – Makes frequent errors of grammar and word order which occasionally obscure meaning – Hears smaller elements of speech – Functions on social level – Uses limited vocabulary – Between 1,000–6,000 receptive vocabulary – Able to share, retell, follow, associate, organize, compare, restate, role-play – Reads and writes basic sight words – Reads and writes simple words/sentences in L2 if literate in L1 	<ul style="list-style-type: none"> – Simple sentences – Produces whole sentences – Makes some pronunciation and basic grammatical errors but is understood – Responds orally and in written form – Uses limited vocabulary – Initiates conversation and questions – Shows good comprehension – Up to 7,000 receptive word vocabulary – Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions – Uses short sentences to inform and explain – Reads and writes simple words/sentences – Reads and writes descriptive sentences in L2 if literate in L1 	<ul style="list-style-type: none"> – Can communicate thoughts – Engages in and produces connected narrative – Shows good comprehension – Uses expanded vocabulary – Makes complex grammatical errors – Functions somewhat on an academic level – Up to 12,000 receptive and active word vocabulary – Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model – Uses descriptive sentences and initiates conversations – Reads and writes descriptive sentences – Reads and writes complex sentences in L2 if literate in L1 	<ul style="list-style-type: none"> – Functions on academic level with peers – Maintains two-way conversations – Demonstrates decontextualized comprehension – Uses enriched vocabulary – Beyond 12,000 word vocabulary – Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge – Native-like proficiency with social conversations – Reads and writes complex sentences in L2 or in both languages if literate in L1

(adapted from Collier, 2008a)