

Monitoring Second language development during the silent period

Check list for observing the progress of young children learning English as an additional language during the silent period

Name of child _____

Date of birth _____

Date of entry to nursery/reception/child care/ _____

Write the date of observation in the appropriate column

	Not at all	Occasionally	Regularly
Uses the first language with other children			
Uses the first language with staff			
Makes eye contact with staff			
Seeks attention of other children			
Observes other children			
Uses gestures/ facial expressions to communicate			
Imitates nonverbal actions of other children			
Responds to children with gestures			
Responds to requests by staff			
Responds with gestures to requests to join in			
Requests help from other children or staff by using gestures			
Request help by making signs			
Protests at aggression directed by other children			
Follows instructions given nonverbally			
Follows instructions given verbally			
Indicates likes and dislikes			
Takes an active role (nonverbal) in a story			
Does the actions in singing			
Offers objects to staff or other children			
Joins in play without speaking			

Moving out of the silent period

	Not at all	Occasionally	Regularly
Whispers a response			
Speaks under their breath			
Repeats a few words			
Joins in singing			
Responds with single words			
Experiments with sounds in English			
Is happy to speak in the first language			
Follows instructions			

References

Clarke, P. 1996. Investigating second language acquisition in preschools: a longitudinal study of four Vietnamese speaking four year olds acquisition of English. PhD thesis. Latrobe University .Melbourne Aus.

Siraj-Blatchford, I and Clarke, P.2000. Supporting identity, diversity and language in the Early Years. Open University Press. Bucks. England.

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