

Instructional Guide for Chapter 4

***Preschool English Learners:
Principles and Practices to Promote Language, Literacy and Learning
A Resource Guide
CDE (2007)***

Chapter 4: Paths to Bilingualism

PRINCIPLE 4:

Language development and learning are promoted when preschool teachers and children creatively and interactively use language.

PRINCIPLE 5:

Experimenting with the use, form, purpose, and intent of the first and second languages leads to growth in acquiring the second language.

PRINCIPLE 6:

Continued use and development of the child's home language will benefit the child as he or she acquires English.

Addressing Key Topics

Key Topic: Theoretical Basis for Supporting Bilingualism

Motivator and/or Connection to Experience

In small groups, ask students to think about people they know who are bilingual. Have them think about ways in which bilingualism is advantageous. Have them discuss the usefulness of being bilingual in different contexts and settings.

Review the categories in the ‘Research Highlights’ on page 35, and see if students have identified examples of each of these categories. Are there additional categories that are excluded from the ‘Research Highlights’?

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.6; 2.2; 4.1 – 4.3; 5.1</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 4.1 – 4.5; 5.1, 5.2</i>

Key Topic: Paths to Bilingualism

Motivator and/or Connection to Experience

For those students who are bilingual, ask:

- How they learned (or are learning) English? What did they learn first? Were there some contexts where it was really important to learn English, and others where it was not so urgent? What were these contexts? If they have already read the chapter, you can ask them to identify their path.
- What was difficult about learning English?
- Was there someone who was really helpful? If so, how were they helpful?
- If not, what would have helped?



Slide 3

Continue the discussion by asking:

- Are there some students who have “lost” their home language?
- If so, do they remember the process of how that happened?
- Do they remember how old they were when they began to speak English?
- Do they still have family members or friends who speak their home language?
- What are their feelings about no longer speaking their home language?

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.6; 2.1 – 2.2; 4.1 – 4.3</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 4.1 – 4.52</i>

Information Delivery

View the first section of the DVD *A World Full of Language: Supporting Preschool English Learners*. The first part of the DVD covers some of the paths taken by children who are English learners and some strategies to support children in that process.

Use the viewing guides to help students’ focus on paths to bilingualism and strategies that teachers can use to support children who are English learners. (These are adaptations of materials from the CPIN manual for training practitioners.) Each viewing guide can be used individually, or they can be used together. The viewing guides also can be adapted to record observations of a classroom.



Slides 3-5

Viewing Guide for *Paths to Bilingualism*:

Pause the DVD after the first section, which relates to ‘how’ children move toward being bilingual, or paths to bilingualism.

During and after the movie you may want to:

- Have students fill in the right hand side of the handout as they watch the DVD, or fill it out as a class activity/discussion after viewing the first section of the DVD.
- Ask students to jot down any ideas or insights that they have gained from watching the DVD. If students fill it out as they watch, you could ask students for their responses after they watch.(Note: the definitions in the DVD do not exactly parallel the definitions in the Resource Guide.)

- Ask students to provide definitions and examples of each of these terms now or when encountered again in Chapter 5.
- Be sure to highlight:
 - Observing and listening
 - Observing with intention
 - Telegraphic speech
 - Formulaic speech
 - Fluid use of English

Note: These concepts are considered in more detail in Chapter 5.

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.6; 2.1, 2.2; 4.1 – 4.3; 5.1</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 4.1 – 4.5; 5.1, 5.2</i>

**DVD: A World Full of Language: Supporting Preschool English
Language Learners
Paths to Bilingualism**

Simultaneous Bilingualism

Definition:

- The process of learning two or more languages within the same space of time, starting before age 3.
- Children develop equally, or nearly equally, in both languages through exposure and opportunities to use both languages.
- Also known as simultaneous language acquisition.

Insights or Ideas from DVD

Successive Bilingualism

Definition:

- Process of learning a second language after having reached at least basic mastery in the first language.
- By age 3 most children have acquired most aspects of oral language.
- Also known as sequential second-language acquisition.

Insights or Ideas from DVD

Receptive Bilingualism

Definition:

- The process of learning a second language with few opportunities to speak the second language.
- Children understand a great deal more than they are able to express in words.
- Learn second language through exposure, not active use.

Insights or Ideas from DVD

In-Class Activity

Viewing Guide for *Strategies for Support*:

The second part of the DVD describes some kinds of support that teachers can provide and examples of each. It might be helpful to view the second section of the DVD once to become familiar with the specific strategies suggested. Then, on viewing a second time, students can focus on the examples provided in the DVD.

After discussing the examples they record, support the students in generating more examples.

One way might be to ask the following:

- Did you see strategies that remind you of things that you have done as a teacher? What are those things?
- Or, if students are not currently teaching, ask if they saw strategies that remind them of things they have seen other teachers do.
- Are any of these strategies things they have seen parents do or have done themselves as parents?

Note: Be sure to emphasize that these are good strategies to support learning for all children.

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.6; 2.1, 2.2; 4.1 – 4.3</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 4.1 – 4.5; 5.2</i>



Slide 6

DVD: A World Full of Language: Supporting Preschool English Language Learners
Strategies for Support

Honor the Home Language

Strategies from the DVD:
 1. Learn a few phrases in the child's home language.
 2. Other?

Why is this important?
 What are some examples?

Create a Climate of Belonging

Strategies from the DVD:
 1. Provide opportunities to experiment and practice with the new language without being in the spotlight.
 2. Support peer interactions.

Examples from the DVD:

Provide Scaffolds

Strategies from the DVD:
 1. Help children build on what they already know.
 2. Use familiar activities.
 3. Use multi-sensory experiences.

Examples from the DVD:

Focus On The Child's Interests

Strategies from the DVD:
 1. Provide rich language engagement.
 2. Link object names to the activities they represent.

Examples from the DVD:

Encourage Peer Support

Strategies from the DVD:
 1. Set up environments that provide opportunities for peer interaction.
 2. Develop buddy systems.

Examples from the DVD:

Information Delivery

For a general understanding, independent of the use of the DVD, review the definitions of ‘paths to bilingualism’ in the *Preschool English Learners Resource Guide*. For some students, it might be important to ask them to find the definitions of the following terms and ask them to write them out on a sheet of paper.



Slides 7-11

Paths to bilingualism include:

- *Simultaneous*: applies to children who learn two languages equally through exposure to and frequent opportunities to speak both languages
 - *Early phase (0-3 years)*: mastery of the components of language (see Chapter 3)
 - *Middle phase (3-4 years)*: mastery of sound systems, use of questions, able to have conversations
 - *Later phase (5-6 years)*: increasing complexity of language heard and understood
- *Successive*: applies to children who are learning their second language after a first language has been established. (Addressed more fully in Chapter 5.)
- *Receptive*: applies to children (and adults) who have been exposed to hearing a second language but not to using it.

Using the *Preschool English Learners Resource Guide*, pages 36 to 40, ask students to find four to six features of children’s language at each of the phases of simultaneous language learning. This could be done as an at-home assignment or in class in pairs or groups of three.

The table on the following page might be useful to help students understand what behaviors they may see in each phase of simultaneous bilingualism. For example, in the right column corresponding to phases one, students might list:

- Language switching
- Know basic rules of grammar
- Understand much spoken language
- Respond to what others say

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1 – 1.4, 1.6
Skills	1.1; 2.2; 4.1 – 4.3, 4.5

Simultaneous Path to Bilingualism

Phase	Features
Early Phase	
Middle Phase	
Later Phase	

Key Topic: Principle 4

In-Class/Out-of-Class Activity

The first three practices for Principle 4 (page 40) describe ways in which teachers can be intentionally responsive to children using language as they interact with them during individual activities. The next five practices describe activities that can be planned. The last practice could be applied in either individual or group activities.

- Referring to the planned activities, ask students to think of some ways that they could DO these practices with children who are English learners. Specifically ask them to think of strategies from the DVD they could use to develop these practices. (Again, remind them that these are important practices to support the learning of all children.)
- Review these strategies from the DVD: honor the home language, create a climate of belonging, provide scaffolds, focus on the child’s interests, and encourage peer support. We would not expect that all the strategies would apply to each of the practices, but at least one could be used.
- Students can work on this in pairs, teams of three, or as an out-of-class assignment. The question to pose is: “How can you apply each practice using one or more of the strategies in the DVD to support children learning English?” Because this activity requires some integration and analysis, it might help to do one as a whole class before assigning to smaller groups.



Slides 12-14

Below are some suggestions for questions that will help students analyze how to use the strategies to DO the practices:

- Practice: Encourage role-play and extended language activities with one another. (What materials could you use to do this?)
- Practice: Let the children talk about their feelings. (How could you use books to support this?)
- Practice: Play imitation games. (What could these be –in more than one language?)
- Practice: Use puppets or flannel boards. (How would you engage children in these activities?)
- Practice: Encourage children to bring objects (or pictures) from home. (What would you do with these to engage the children in language?)

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.4; 2.1; 4.1 – 4.3</i>
Skills	<i>1.1 – 1.4; 2.1; 4.1 – 4.5</i>

Key Topic: Principle 5

In-Class/Out-of-Class Activity

Review the functions of language on pages 23 and 24 in Chapter 3. If you had students complete the activity about functions of language from the Chapter 3 instructional guide, use that chart for this activity. Add another column to that chart and in that column brainstorm strategies specific to each function for children who are English learners. They might learn that strategies that are important for children who are English learners are good practice for all children!



Slide 15

The chart could look something like this:

Functions of language: some words or phrases	Ways to help children learn these words or phrases	Strategies specifically for children who are English learners
1.		
2.		
3.		
4.		
5.		

As described in the Chapter 3 instructional guide, the activity focusing on functions of language for children who are English learners included:

Part 1:

Give your students ten to fifteen minutes, and ask them to brainstorm some words or short phrases that relate to that function. For example, a group assigned to the first function could brainstorm some words that are used to express agreement or disagreement, some words that are used when accepting or declining an offer, some words that indicate that one does or does not know something, and some words that give and seek permission.

Part 2:

Ask each group to think of some ways that they could help children learn and use these words. They will need to remember that these should not be practices that are ‘language lessons’ but would be embedded in appropriate activities for preschoolers. For example, snack time might be a good time to use words that are included in the second function. Ask for specific examples.

If this is done as an out-of-class activity, students can work individually or in pairs and do the first part out of class and the second in class. The second part could also be done as an observation assignment. As an observation, students could observe when in the day various functions are most likely to be used.

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.4; 2.1; 4.1 – 4.3</i>
Skills	<i>1.1 – 1.4; 2.1; 4.1 – 4.5</i>

Key Topic: Principle 6

Motivator and/or Connection to Experience

Ask if there are any students in the group who speak a language other than English at home.

If they are willing, ask if they will share their responses to the following questions:

- With whom do you speak your home language?
- When and where is it used?
- What are some differences about your relationships with people with whom you still speak your home language and those with whom you speak English?
- What would happen if you could not still speak your home language?

With the whole class, brainstorm why it is important to support the child's home language.

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.5; 2.1; 4.1 – 4.4; 5.1</i>
Skills	<i>1.1, 1.2, 1.4; 2.1; 4.1 – 4.5; 5.1, 5.2</i>

In-Class/Out-of-Class Activity

Have students make lists of common objects that could be labeled in a child care setting and write them in English and a second (or third) language. Have another group make a daily schedule and write it in English and a second (or third) language.

For further discussion or action:

- How can practitioners support the child's home language in interactions with the families?

<i>Knowledge and Skills identified for Chapter 4 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.6; 2.1, 2.2; 4.1 – 4.3</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 4.1 – 4.5</i>