

Instructional Guide for Chapter 5

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

Chapter 5: Stages and Strategies in Second-Language Acquisition

There are no Principles included in chapter 5.

Addressing Key Topics

Key Topic: Stages of Learning a Second Language

Motivator and/or Connection to Experience

How do we learn a new task?

Ask students to think of something they recently learned to do. It could be learning to drive, learning to knit, learning a new sport, or learning to cook a certain kind of food. In pairs, or as a whole group, ask them to review the stages they went through in learning a new task and compare them to learning a new language. Ask them to use the table on the next page for guidance, or to fill in.



Slide 3

For example, to parallel the ‘stages of learning something new’ in the table below, learning to drive might involve:

- What we have learned about traffic from our experiences as a passenger
- Watching other drivers and listening to instruction
- Trying out various driving skills – starting, braking, steering
- Then combining some of these skills into actually driving around the block or in a parking lot.

We continue to refine and some things get automatic – just like speaking a second language, but we always have to be ready to respond to context and what others are doing.

Note: This activity requires some familiarity with the concept of ‘scaffolding’ and also requires some analytic and integrative skills.

The following questions can be used for discussion:

- What did you discover about learning a new task and learning a second language?
- What was the same? What was different?
- Did you talk about what happened when you made mistakes?
- Did some stages take a long time and others a short time?
- Once you had been through a stage, did you ever go back to it?
- What happened once you could do it on your own? How do you keep getting better at it?
- What have you learned from this about how it feels to learn a second language?

The following questions can also be included for extension:

- Who has learned a second language? (Or needed to become familiar with a foreign language for any reason?)
- What did you learn first?
- How did you communicate?
- What were some things that you tried to do?

<i>Knowledge and Skills identified for Chapter 5 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1 – 1.6; 2.1; 3.1 – 3.4; 4.1 – 4.3
Skills	1.1 – 1.4; 2.1, 2.2; 3.1, 3.2; 4.1, 4.2, 4.4

How Do We Learn Something New?

Stages Of Learning A Second Language	Stages Of Learning Something New (This is roughly based on a scaffolding model of apprenticeship, where a supported learner starts with what is known and moves to increasingly more complex engagement with the task.)
Use of home language to communicate	Linking to (using) what we already know
Observational and listening period	Learning by listening and watching
Telegraphic and formulaic speech	Trying out new pieces and chunks of a task
Fluid language use	Able to do it independently, but simply at first

Information Delivery

Part 1:

View the DVD for material relevant to stages of learning a second language. Ask students to pay particular attention this time to the stages listed for the ‘successive’ path to bilingualism and to record what children in the video do in these stages. The viewing guide on the following page can be used in conjunction with the video to record examples of children’s behaviors relating to these stages.

Part 2:

This might be more appropriate for advanced or more experienced students. Then, using the second table provided, ask students to reflect on the teaching strategies suggested in the DVD. These were introduced in chapter 4, but could be reintroduced or reviewed here.



Slides 4-6

In pairs or teams of three or four, ask them to think of what strategies would be important at each stage listed in the table, and to think of some examples of how to implement each strategy for each stage. For students who do not have much experience, this could be done as a whole group activity. Another method to use with this exercise is to assign one stage to a team, and ask them to provide examples of how to implement the strategies for that stage.

If students are more experienced, consider asking for additional strategies, beyond the five from the DVD, which might be applied at each stage. Also, if students are currently working in a preschool setting, ask them to describe what is being done in their setting and how it is being done. This could be done as an observation assignment, where students observe two or three preschool teachers who are working with English learners, and cite examples of their specific behaviors.

It is strongly recommended that particular attention be paid to ‘encourage peer support’ because this is a major factor in how children who are English learners gain fluency in English. Also, remind students of the importance of making the language learning experience flow in two directions; that means supporting the child who is an English learner in helping peers honor and learn his/her language.

<i>Knowledge and Skills identified for Chapter 5 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; 3.1 – 3.5; 4.1 – 4.3; 5.1</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2</i>

**DVD: A World Full Of Language:
Supporting Preschool English Language Learners
*Stages Of Learning A Second Language***

Stage	Example From The Video Of What A Child Might Do In This Stage
<p><i>Use Of Home Language</i> Children will use their home language when and where it works.</p>	
<p><i>Observational and Listening Period</i> Children are quiet but listening and watching and possibly trying out gestures and sounds.</p>	
<p><i>Telegraphic And Formulaic Speech</i> Children might use important words, such as labels and actions, but omit many other words.</p>	
<p><i>Fluid Language Use</i> Children can use full sentences in a variety of contexts, but are still learning and expanding their knowledge of the language.</p>	

**DVD: A World Full of Language:
Supporting Preschool English Language Learners
Teaching Strategies**

Stage	<i>Honor The Home Language</i>	<i>Create A Climate Of Belonging</i>	<i>Provide Scaffolds</i> (Use familiar activities, multi-sensory experiences)	<i>Focus On The Child's Interests</i>	<i>Encourage Peer Support</i>
<i>Use Of Home Language</i> Children will use their home language when and where it works.					
<i>Observational and Listening Period</i> Children are quiet but listening and watching and possibly trying out gestures and sounds.					
<i>Telegraphic And Formulaic Speech</i> Children might use important words, such as labels and actions, but omit many other words.					
<i>Fluid Language Use</i> Children can use full sentences in a variety of contexts, but are still learning and expanding their knowledge of the language.					

Key Topic: Social versus Academic English

In-Class Activity

Read the following sentence to the class:

“Because of the advanced requirements of academic English, and the time it takes to master it, the use of a child’s home language as the child masters English will help the child learn important concepts.” (PEL Resource Guide, p. 51)

In pairs, ask students to write three ways in which continued mastery of the home language will support learning academic English. Then ask students to share their responses.

During this discussion, you might want to refer back to the functions of language on pages 23 and 24. In addition, you might want to refer back to the DVD and its reference to the values of maintaining home language as a source of information that can support the young learner in the development of concepts and thinking skills, as well as sense of self and identity. It is also important to recognize that children will continue to use more complex language in their home language and that is important to maintaining their home language as well as learning English. Finally, remind students that preschoolers who are English learners are mainly concerned with establishing and maintaining communication. While it is important to expose them to classroom English, a balanced approach will also be important.



Slide 7-8

<i>Knowledge and Skills identified for Chapter 5 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, 1.3, 1.4 – 1.6; 2.1; 3.1 – 3.5; 4.1 – 4.3; 5.1</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 3.1 – 3.3; 4.1 – 4.4; 5.1, 5.2</i>

Key Topic: Strategies in Second Language Acquisition

In-Class/Out-of-Class Activity

The following activity could be done in small groups, as a written assignment, or done as a practicum assignment.

Refer students to the table of cognitive and social strategies on pages 52 and 53 used by children while learning a second language. Note that the teacher tips are mostly ways in which teachers can be responsive 'in the moment' to the strategies that children are using. Ask students to think about routines or activities in which they could intentionally implement these teaching tips.

For each tip for responding to cognitive strategies, ask when during the day you could:

- Create opportunities to match your speech to something that you are referring to?
- Have opportunities to use speech and phrases that are predictable and repetitive?
- Create opportunities for the child to use labels that you could then accept? (Be careful here not to move to question and answer situations.)
- Have opportunities to be in dialogue with children using a new language?



Slide 9 -12

Pay particular attention to the social strategies. Ask students to consider some environmental arrangements or materials that would support children who are English learners in interacting with peers.

<i>Knowledge and Skills identified for Chapter 5 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, 1.3, 1.4 – 1.6; 2.1; 3.1 – 3.5; 4.1 – 4.3; 5.1</i>
Skills	<i>1.1 – 1.4; 2.1, 2.2; 3.1 – 3.3; 4.1 – 4.4; 5.1, 5.2</i>

Key Topic: Research to Practice
Strategies for Responding to Stages of Communication

In-Class Activity

Part 1:

The following activity can be done in a number of ways. It could be done as an in-class activity, with preparation done during class time, or preparation could be done out-of-class with presentations done in class. Students who are in a practicum could implement some of the activities that are demonstrated. This would probably be most successful if done in pairs, although more advanced or experienced students could probably generate the demonstrations on their own.

On the following page are the support strategies from pages 54 and 55 in a format that makes them easy to cut into slips. When using this list, you may want to consider giving each pair of students two strategies in order. For example, the first pair would have strategies 1 and 2, the second 3 and 4, and so on. Most of these pairs contain one strategy that is responsive and one that is active.



Slides 13-14

Ask each pair (or individual student) to develop a demonstration of how the strategy could be implemented. Some of these might be role-plays, some might be lists of words in two languages or schedules in two languages, or some might involve specific materials, such as books or manipulatives. The key here is to remind students that it is important to intentionally create supports and opportunities for children who are English learners. For some beginning students you might need to give them the content of their demonstration.

Part 2:

Refer students to the ‘Ask Yourself’ questions on page 56. In particular, look at question 3, and ask if they know of resources they can use. If you have students who do not know of resources they can provide, ask other students for ideas.

For more advanced students, suggest that they find a researcher (or you can give them a name or a choice from two or three that you name) who has done extensive work relating to children who are English learners and write a paper that describes the research questions that have been addressed, and significant findings. Students can also be asked to describe why they think this work is significant and far-reaching.

<i>Knowledge and Skills identified for Chapter 5 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
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Skills	1.1 – 1.4; 2.1, 2.2; 3.1 – 3.3; 4.1 – 4.4; 5.2

Suggestions for Student Demonstrations

Start with what the child knows: Develop lists in at least two languages of common and important words that would be useful to children in the classroom.

Start slowly: Provide picture cues for routines and materials

Use scaffolded communication:

How could you combine words with gestures, actions or directed gaze? Songs? Finger plays?

Provide safe havens: What environmental arrangements or routines would support this?

Get help from the English-speaking children: How could peers model English? How could peers honor the home language of a child who is an English learner? Peers need some coaching regarding praising and not correcting.

Expand and extend: What activities could you be involved in with an individual child that would promote this? (e.g. play-dough, painting)

Raise expectations: What activities could you be involved in with an individual child that would promote this? (e.g. play dough, painting)

Use repetitions: What would be some examples from books, songs, stories – in more than one language?

Talk about the here and now: Narrate what you are doing – where and when could you do this?

Do fine tuning: What strategies would be important to remember here? (e.g. expanding, repeating, scaffolding with gestures)

Offer consistent routines: What are some ways to help children learn routines? (Buddies? Picture cues? Labels?)

Ensure inclusion: Honor the child's name. Include the child's language in routines - labels, books in home language. Help students remember it is more than a one way street – not just including the child in the world of the larger group, but also including others in what this child knows.
