

*Preschool English Learners*  
*Principles and Practices to Promote*  
*Language, Literacy, and Learning*  
*A Resource Guide*

California Department of Education (2007)

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**Chapter 4:**  
**Paths to Bilingualism**

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**Paths to Bilingualism**

- Observing and listening
- Observing with intention
- Telegraphic speech
- Formulaic speech
- Fluid use of English

*DVD: A World Full of Language*

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**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

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

**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

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

- Honor the home language
- Create a climate of belonging
- Provide scaffolds
- Focus on the child's interests
- Encourage peer support

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## Paths to Bilingualism

**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
- **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

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## Paths to Bilingualism

**Successive:** Applies to children who are learning their second language after a first language has been established.

**Receptive:** Applies to children (and adults) who have been exposed to hearing a second language but not to using it.

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## Simultaneous Path to Bilingualism

Phase	Features
Early Phase	<ul style="list-style-type: none"><li>• Language switching</li><li>• Know basic rules of grammar</li><li>• Own speech is understandable, but may have difficulty with some sounds in each language</li><li>• Understand much spoken language</li><li>• Respond to what others say</li></ul>

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## Simultaneous Path to Bilingualism

Phase	Features
<i>Middle Phase</i>	<ul style="list-style-type: none"><li>• Sound system established; pronunciation more clear</li><li>• Length of sentences increased</li><li>• Asks questions</li><li>• Rapidly growing vocabulary</li><li>• Private speech</li><li>• Appropriate conversation</li><li>• Use language in more involved play with peers</li></ul>

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## Simultaneous Path to Bilingualism

Phase	Features
<i>Later Phase</i>	<ul style="list-style-type: none"><li>• Use longer and more complex sentences</li><li>• Indirect requests</li><li>• Mastery of more complex sounds</li><li>• Increased vocabulary</li><li>• Different uses of language</li></ul>

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## Principles and Practices 4

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

- Draw children into conversations as much as possible by exploring the meaning of their ideas.
- Be a good listener and promote the children's talk by smiling, nodding, and saying "hmm," "really," and the like
- Respond to what the children have said by showing that you understand and prompt more speech

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## Principles and Practices 4

- Encourage children to role-play and engage in extended language activities with one another.
- Let the children talk about their feelings. Model this practice by sharing your feelings with them.
- Model language by playing imitation games in which the child has to do or say what the adult or puppet says. It is important to speak clearly and to model appropriate language for the children.

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## Principles and Practices 4

- Use puppets and flannel-board stories to encourage children to participate orally.
- Encourage children to bring objects from home that can be described and talked about at school. In this way new vocabulary can be tied to the children's experiences.
- Verbalize what you are doing as you carry out activities. If the activity is repetitious, repeat your verbal description. This approach helps the child link language to the activity.

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## Functions of Language

Functions of Language: words or phrases	Ways to help children learn these words or phrases	Strategies specific for children who are English learners
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2.		
3.		
4.		
5.		

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