

Instructional Guide for Chapter 3

***Preschool English Learners:
Principles and Practices to Promote Language, Literacy and Learning
A Resource Guide, Second Edition
CDE (2009)***

Chapter 3: Connecting First and Second Languages

PRINCIPLE 2:

Children benefit when their teachers understand cultural differences in language use and incorporate them into the daily routine.

PRINCIPLE 3:

Successful practices promote shared experiences in which language is used as a meaningful tool to communicate interests, ideas, and emotions.

Addressing Key Topics

Key Topic: Children and Their Language Development

Motivator and/or Connection to Experience

Use a guided reflection process to link the picture on page 19 to students' experiences. Have students turn to the picture, (or any picture you might have that would be appropriate to the questions) and ask the following questions:

- What do you see happening in this picture? Ask students to describe what is happening in this picture as objectively as possible. (For example: a child is painting, an adult is painting, the adult seems to be pointing out something to the child, they share the paints, and they seem to be outside.)
- If you were this adult, what might you be talking about with this child?
- If this child is very new to learning English, (i.e. has a few basic words) how might you adjust the language you use with the child?
- What consideration might you take into account if you are working with English learners?

Direct students' attention to the adult pointing to the child's necklace (possibly naming the object). Also, mention that the adult in the picture could be naming the colors, describing what they are doing, or taking turns with the colors. Mention that this is an example of supporting a child who is an English learner in a context that is developmentally and in typical interactions. It does not have to be specifically a 'language learning' activity to support the children in their language development.

Note: These questions foreshadow material in Chapters 3 and 4. Here it is only important to have students brainstorm some ideas. Suggest to students that the class will be going more in-depth into adapting language for children who are English learners as you go through the *Preschool English Learners Resource Guide, Second Edition*.

<i>Knowledge and Skills identified for Chapter 3 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, 2.5; 4.1 – 4.4</i>
Skills	<i>1.1 – 1.6; 2.1 – 2.3; 4.1 – 4.3</i>

In-Class Activity

To help students understand the concept of telegraphic speech, you might need to review it as described on page 20 of the *Preschool English Learners Resource Guide, Second Edition*. Then, give students a few phrases with one or two words. A noun and verb combination usually works well, but other combinations will work, also. Here are some examples for beginning the activity:

Daddy pizza
Doggie sit
Car go
Look it

Have the students, in pairs, think of all the possible meanings for each of these phrases. For example, the first phrase might mean, “Daddy is making pizza,” “Daddy is eating pizza,” “Daddy went to get the pizza,” “Daddy is cooking pizza.”

It might help to do one example with the whole group before asking students to consider the meaning of the phrases. It is sometimes interesting to assign the same phrase(s) to two groups to see whether they think of different meanings for the same phrases.

After having each group share, close this activity by asking the following questions:

- How would you know what the child was really intending to communicate?
- What can you learn from this? (Point out the importance of knowing each child, his experiences, and the context when the language is used.)

Note: You might try the following in several languages, if you have students who speak multiple languages.

<i>Knowledge and Skills identified for Chapter 3 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, 2.5; 4.1 – 4.4</i>
Skills	<i>1.1 – 1.4, 1.6; 2.1, 2.3; 4.1 – 4.3</i>

Key Topic: The Components of Language

Information Delivery

Review the key terms on pages 22 and 23 in the *Preschool English Learners Resource Guide, Second Edition*. Ask students to highlight them if it is helpful.

<i>Knowledge and Skills identified for Chapter 3 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1, 1.2, 1.4 – 1.6; 2.2 – 2.5; 4.1, 4.2, 4.
Skills	1.2 – 1.4, 1.6; 2.2, 2.3; 4.1 – 4.3

In-Class Activity

Part 1:

Take the following definitions and put them on cards. Put the name of a language component on one card and the definition on another. Do this for all five components, so that you have ten cards. Ask your students to work in groups of two or three. Give each group a set of cards. Ask the students to take out the cards and match the names of the language components to the definitions. They should be able to do this fairly quickly.

The key terms are:

- *The Sound System: Phonology*
The rules within a language by which units of sound (phonemes) are connected to make words.
- *The Structure of Words: Morphology*
The rules for how meaningful units of language are put together to form syllables and words.
- *The Rules of Grammar: Syntax*
The rules for how words are put together to form sentences.
- *Meaning and Vocabulary: Semantics*
Learning the various meanings that can be expressed in a language.
- *Language Use in Social Context: Pragmatics/ Communicative Competence*
The rules for using spoken language, along with nonverbal communication, within different social contexts.



Slides 3-4

Part 2:

Ask students to look at the bullets on page 21 under “Most three year old children throughout the world can...” In pairs or teams, for each of the bullets, have the students identify which component of language the child would need to have mastered to some extent in order to be able to demonstrate the example.

This activity can be done as a discussion or as an activity with discussion. For a discussion activity, take several pieces of chart paper, divide each piece of paper into columns and label one column for each bullet. Ask students, in pairs or teams, to use post-it notes to label the bulleted example with the demonstrated language component(s). Allow students about ten minutes to decide which components would be mastered (to some extent) for each bulleted example.

Some are fairly easy. For example, in order to accomplish the second bullet, “Produce talk that follows the grammatical patterns of the languages spoken around them,” the child would have to have some mastery of syntax. Other examples might seem like they would take several components, or there might be disagreement about which components would be required.

These disagreements might be an opportunity to point out the complexity of language and again, how each child might have a different profile of mastery of English. An important point also is to remind students that many young children who are English learners might have accomplished functional mastery of these components in their home language and have a high level of proficiency in their home language, which should be supported as they learn English.

Note: It might also be useful to remind students that these components are important to the development of literacy, which will be addressed in Chapter 8. This might be appropriate for more experienced or advanced students or students who have had a class in language development and/or done observations relating to the language of young children.

<i>Knowledge and Skills identified for Chapter 3 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, 1.2, 1.4 – 1.6; 2.2 – 2.5; 4.1, 4.2, 4.4.</i>
Skills	<i>1.2 – 1.4, 1.6; 2.2, 2.3; 4.1 – 4.3</i>

Key Topic: Language Use in Social Context

Motivator and/or Connection to Experience

Ask three students to volunteer for a role play. First have one student be herself/himself, and another be that student's mother. Ask them to have a two or three minute conversation about something that happened yesterday. Then, have the third student be the first student's best friend. Ask them to have a two or three minute conversation. If needed, a third conversation could be between a student and someone trying to sell a new phone with many extra features.

Compare these conversations:

- What are some words or phrases that they would use in one situation but not the other?
- What kinds of emotions can be displayed in one situation but not the other?
- How did they know what was appropriate in one situation but not another?

What does this tell then about:

- The children with whom they work?
- The families with whom they work?
- The language the children are used to using and hearing?

<i>Knowledge and Skills identified for Chapter 3 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, 1.2, 1.4 – 1.6; 2.2, 2.3, 2.5; 4.1, 4.2, 4.4</i>
Skills	<i>1.6; 4.1, 4.2</i>

In-Class/Out-of-Class Activity

Consider using this activity for your entire class or divide your group into small groups of three or four students. Assign each group to one of the six functions of language described on pages 23 and 24. Omit the first one because it is too broad to be useful in this exercise.

Part 1:

Give your students ten to fifteen minutes, and ask them to brainstorm some words or short phrases used by a fluent speaker of English (or Spanish, or Vietnamese, etc) that relate to or are examples of that language 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:

Then, 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 part in class. The second part could also be done as an observation assignment. As an observation, students could observe, during routines of the day, when various functions are most likely to be used.

The time spent reporting this information back to the group could be used to develop a chart for later use by students. This chart could be used in Chapters 4 or 5, as later described.

<i>Knowledge and Skills identified for Chapter 3 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, 1.5, 1.6; 2.2, 2.5; 4.1 - 4.4</i>
Skills	<i>1.1 - 1.4, 1.6; 2.1 - 2.3; 4.1 - 4.3</i>

***Key Topic: Known versus Unknown Answer Questions
(Research Highlights: Cazden)***

In-Class Activity

Review the Research Highlight on page 27 of the *Preschool English Learners Resource Guide*. Then, choose some favorite but simple picture books. In groups of three or four, ask students to read through the book, and then to write down three (or more) questions with known answers and three (or more) questions with unknown answers that they could ask of children while reading the book with them. This might require doing one as an example. You could use pictures, but using books has the double advantage of working on literacy support at the same time.

Begin a discussion with some guiding questions:

- What surprised you about doing this activity?
(That it was a lot harder to come up with unknown answer questions.)
- What did you learn about applying this to your practice?
(That when reading a book, it takes preparation to have these questions in mind.)

A sharing of questions from groups could also be interesting in bringing out the many questions that could be asked.

<i>Knowledge and Skills identified for Chapter 3 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1 – 1.5; 2.2; 4.1, 4.2
Skills	1.1 - 1.3, 1.6; 4.1, 4.3

Out-of-Class Activity

Ask students to choose a picture book, complete the activity as suggested above, and respond to the guiding questions listed above. Students who have access to children also could read the book and ask the questions to a small group of children. Sharing responses would support students in hearing many questions and the many ways in which children respond to them.

The following prompts and questions might help students reflect on the experience:

- Describe what happened when you asked the questions?
- If you were working with English learners, describe the different responses of each child.
- What did you learn from this activity?
- Would you ask different questions, if you were to read this book again?

<i>Knowledge and Skills identified for Chapter 3 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; 2.2, 2.5; 4.1, 4.2, 4.4
Skills	1.1 – 1.4, 1.6; 4.1, 4.3

Key Topic: Principle 2 and Practices

Out-of-Class Activity

Ask students to observe one child who is an English learner for three 10 minute segments in three different contexts in group care. For example, a student might observe a child during snack, during outdoor play, and working with art materials. Record what the child says during that time. This can be expanded to more time or other segments of time as the situation and experience of the student allow and suggest.



Slide 5

Students can respond to these questions:

- What functions of language did the child demonstrate during your observation?
- Were some functions demonstrated more than others?
- How were the functions related to the environment and/or context? (e.g. snack time vs. outdoor play vs. looking at books, interacting with a teacher or with other children)
- What does this tell you about how children bring their own experiences to language use and learning?
- How can you apply what you have learned to your planning and interactions with English learners?
- What do you need to do to support English learners usage of the various functions of language?

Note: This observation can be expanded in terms of key topics in Chapters 4 and 5 that relate to paths and stages of learning a second language. These expansions are described for those chapters.

<i>Knowledge and Skills identified for Chapter 3 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 - 2.5; 4.1 - 4.4</i>
Skills	<i>1.1 - 1.6; 2.1 - 2.4; 4.1 - 4.3</i>

Motivator and/or Connection to Experience

“Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means, such as speech, pantomime, pointing, and role-playing.” (p. 28, PEL)

Help students understand the experience and importance of having the children tell their own stories by having them tell a story of their own.

- Have students think about what activities they could use that might support children in telling their stories using language.
- Begin by asking how many students have learned (or are learning) a new language?
- Have students find partners. Ask one student to tell a personal story about something that happened related to learning or using a new language. If they can't think of anything about their own experience, ask them to relate a story about someone else they know, or combine with a nearby pair.

Ask students to reflect on this experience with the following questions:

For the person who told the story:

- How did you start to tell your story? (Think about what you did to set it up and to give context)
- What kept it going?
- How did you feel while you were telling the story?

For the person not telling the story:

- Did you ask questions? What were they and what kind of question were they?
- Did it make you think of any stories of your own?
- How did you know when the story was completed?

Close by asking students to reflect on this experience:

- What would it take to encourage young children to tell their stories?

Some examples would be:

- Responding to the child's initiation with encouragement
- asking questions with known and unknown answer
- listening
- asking questions as the child continues
- commenting
- showing appreciation when the child has finished

<i>Knowledge and Skills identified for Chapter 3 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, 1.2, 1.5; 2.5; 4.1, 4.2, 4.4</i>
Skills	<i>1.2, 1.4, 1.6; 4.1, 4.3</i>

Key Topic: Principle 3 and Practices

Out-of-Class Activity

Review Principle 3 and the related practices. Ask students to visit an early childhood setting or do a review of their own work places.

Use the matrix on the next page to make the following observations relating to the practices on page 31 and record examples of:

- What environmental arrangements or materials do you see/can you identify that support the practices?
- What routines do you see/can you identify that support the practices?
- What interactions do you see/can you identify that support the practices?
- If something is missing, what could be added to the curriculum or changed that would support the practice?

Suggest to students that not every cell of the matrix will be filled, but they should take note of as many examples as they can find. It might be useful for them to spend some time looking at the environment and materials and finding out about classroom routines and then some time observing interactions, rather than doing it all at once. Or the assignment could be split into two parts to allow students to concentrate on one feature (environment, materials, and routines) and then the other (interactions). Be sure that students attend both to adult and peer interactions.

<i>Knowledge and Skills identified for Chapter 3 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, 1.2, 1.4, 1.5; 2.4, 2.5; 4.1 – 4.4</i>
Skills	<i>1.1 – 1.4, 1.6; 2.1, 2.3; 4.1 – 4.3</i>

Out-of-Class Activity

For more advanced students, or as a way to extend the above activity for less advanced students, ask them to reflect on their observations (or the assignment above could be focused on peer interactions) in terms of the role of peers on language development. How is this similar to or different from how adults help children learn language?



Slides 6

<i>Knowledge and Skills identified for Chapter 3 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, 1.2, 1.4, 1.5; 2.4, 2.5; 4.1 – 4.4</i>
Skills	<i>1.1 – 1.4, 1.6; 2.1, 2.3; 4.1 – 4.3</i>

Practices To Promote Shared Experiences In Which Language Is Used As A Meaningful Tool To Communicate Interests, Ideas, And Emotions

Practices, p.31	Examples Observed			
	Environment and Materials	Routines	Interactions (Adult/ child and peer/peer)	What could be added, increased, adapted or changed?
Introduce vocabulary words by connecting to words in the child's home language				
Use signs or picture symbols				
Use picture or photo schedule for routines				
Adults demonstrate different functions of language				
New vocabulary is introduced in a context that has meaning				
Peer interactions are promoted				
Language is kept a step beyond the child's current development				