Instructional Guide for Chapter 6

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

Chapter 6: Code Switching and Language Loss

PRINCIPLE 7:
Code switching is a normal part of language development for many bilingual children.

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Addressing Key Topics

Key Topic: Code Switching

Motivator and/or Connection to Experience
Ask students to find the definition of code switching on page 58 of the *Preschool English Learners Resource Guide*.

Ask:
- o Do any students use code switching in their lives?
- o Can anyone give examples of using it in the last few days, or of hearing it?
- o If so, can you remember what you talked about in different languages with whom?
- o If anyone remembers using it, can you remember why? What was the purpose of code switching?
- o Can anyone give examples of hearing children do this in their work? Parents?

Slide 3

Note that for adults, code switching might be used to:
- o Bridge from a known language to an unknown language, or from an unknown language to a known language
- o Create an emotional connection to someone who speaks another language
- o Create a supportive language environment
- o Emphasize a word or idea by repeating it in a second language

Knowledge and Skills identified for Chapter 6 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize	
Knowledge	*1.1 – 1.4; 2.1 – 2.4; 3.1 – 3.3; 4.1 – 4.4; 5.1*
Skills	*1.1 – 1.4; 2.1 - 2.3; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2*

In-Class Activity
The last practice on page 59 states:
        'Discuss with families their concerns about code switching and its merits.'

Ask students, in pairs or teams or in the whole group, to address the following questions:
- o What concerns might families have about code switching?
- o What do families see as its merits?
- o How could you address those concerns, and how would you support Principle 7: Code switching is a normal part of language development for many bilingual children.

Slide 3

Knowledge and Skills identified for Chapter 6 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize	
Knowledge	*1.1 – 1.4; 2.1 – 2.4; 3.1 – 3.3; 4.1 – 4.4; 5.1*
Skills	*1.1 – 1.4; 2.1 - 2.3; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2*

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Key Topic: Language Loss

Refer back to a key topic in chapter 4: *Theoretical Basis for Supporting Bilingualism*.
If you did not do the following activity for that chapter you might choose to do it now.

Motivator and/or Connection to Experience
In pairs, ask students to think of the advantages of bilingualism for people they know
(including themselves) who are bilingual and the ways in which their bilingualism helps
them.

Review the categories in the 'Research Highlights' on page 35 and see if students have
come up with examples of each of these categories. If not, can they think of some as they
review them? Are there additional categories that are not included in the 'Research
Highlights'?

In addition to the advantages for adults, ask them to describe the advantages for children.
Be sure to mention:
- o   maintaining their home language as a link to their home culture and extended
  family
- o   the importance of the family as a source of guidance, information and identity as
  the child grows
- o   the need for the child to experience increasingly complex language while learning
  a second language and moving toward literacy

Knowledge and Skills identified for Chapter 6 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize	
Knowledge	*1.1 – 1.4; 2.1 – 2.4; 3.1 – 3.3; 4.1 – 4.4; 5.1*
Skills	*1.1 – 1.4; 2.1 - 2.3; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2*

In-Class Activity
Find the sentences on page 61 that states:
'A language can be maintained only through exposure to speakers of that language and
opportunities to use it. Therefore, families need to be encouraged to provide sufficient
opportunities for children to speak their home language so that it can be maintained.'

Part 1:
Ask students to create a list of ways in which they could support families in maintaining
their home language. Following the creation and discussion of this list, have them enact
the following role play scenario.

Slide 4

Part 2:
Ask for two volunteers, one to be a parent who is confused about whether or not she
wants her child to maintain her home language, and one to be a teacher who wants to
share with the parent the importance of maintaining the home language. Ask the two
students to enact a role play of a conversation between these two characters.

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Before they start the role play, ask the class to help this teacher and parent prepare for a conversation which respects the parent and at the same time allows the teacher to present her position.

You can guide this by asking the following questions:
For the teacher:
- How should the teacher start the conversation? For example, start by describing some of the activities they are doing in the preschool relating to her child as an English learner, and then asking a question about the parent's view about maintaining the home language.
- What strengths of the child can she/he talk about?
- What ideas can she/he point to that would support her position?
- What kind of support can she/he offer the family?

For the parent:
- What strengths of the child can she talk about?
- What family strengths can she talk about? What kinds of activities do they do at home that are important to them?
- What ideas can she point to that would support her position?

When the role play is finished, help the class debrief the experience:
- What went well?
- What was difficult?
- Were there any surprises?
- What happened that was positive?
- Were there concrete outcomes? A plan to support the family? Resources available?

Knowledge and Skills identified for Chapter 6 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize	
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Skills	*1.1 – 1.4; 2.1 - 2.3; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2*

Out-of-Class Activity

For more advanced students, ask them to find a researcher who has worked on the issue of code switching. You can also give them the name of a particular researcher, or a list of two or three from which to choose. Ask students to describe the research questions that this researcher explores, the significant findings, and what they think are the impacts of these findings in the field.

Knowledge and Skills identified for Chapter 6 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize	
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Skills	*1.1 – 1.4; 2.1 - 2.3; 3.1 – 3.4; 4.1 – 4.4; 5.1, 5.2*

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