



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

A Resource Guide, Second Edition

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**Chapter 5:
Stages and Strategies in
Second Language Acquisition**

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Stages of Learning a Second Language

How Do We Learn Something New?

| Stages of Learning a Second Language | Stages of Learning Something New |
|--------------------------------------|---|
| Use of home language to communicate | Listening 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 |

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DVD: A World Full of Language: Supporting Preschool English Language Learners

Stages of Learning a Second Language

Use Of Home Language

- Children will use their home language when and where it works.

Observational and Listening Period

- Children are quiet but listening and watching and possibly trying out gestures and sounds.

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DVD: A World Full of Language: Supporting Preschool English Language Learners

Stages of Learning a Second Language

Telegraphic and Formulaic Speech

- Children might use important words, such as labels and actions, but omit many other words.

Fluid Language Use

- Children can use full sentences in a variety of contexts, but are still learning and expanding their knowledge of the language.

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| DVD: A World Full of Language: Supporting Preschool English Language Learners <i>Teaching Strategies</i> | | | | | |
|---|-------------------------|-------------------------------|-------------------|--------------------------------|------------------------|
| Stage | Honor The Home Language | Create A Climate Of Belonging | Provide Scaffolds | Focus On The Child's Interests | Encourage Peer Support |
| <u>Use Of Home Language</u> | | | | | |
| <u>Observational and Listening Period</u> | | | | | |
| <u>Telegraphic And Formulaic Speech</u> | | | | | |
| <u>Fluid Language Speech</u> | | | | | |

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“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.”

Preschool English Learners Resource Guide, page 51

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Functions of Language

- Imparting and seeking factual information
- Expressing and finding out intellectual attitudes
- Expressing and finding out emotional attitudes
- Expressing and finding out moral attitudes
- Getting things done
- Socializing

Preschool English Learners Resource Guide, pages 23-24

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Strategies in Second Language Acquisition

- Children learning a second language may use a variety of cognitive and social strategies (pp. 52-53, PEL, 2nd edition).
- Teachers can be responsive *in the moment* to the strategies that children are using.
- Consider daily routines and activities during which teachers could match and support children's strategies.

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Teaching Tips to Match Children's Cognitive Strategies

- Make sure that your speech matches what you are referring to
- Use speech and phrases that are predictable and repetitive
- Accept the label that the child uses and model the new descriptor for him or her
- Serve as a total language model

Preschool English Learners Resource Guide, page 52

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Teaching Tips to Match Children's Social Strategies

- When children are engaged in cooperative learning or play, serve as an interpreter for both the fluent English speaker and the child learning English
- Acknowledge the child's attempt to join a conversation and model more advanced language by extending his or her one or two words into more complete sentences
- Strategically pair children with helpful peers who can serve as good language and interactive models

Preschool English Learners Resource Guide, page 53 11



Strategies in Second Language Acquisition

- When during the day you would have opportunities to support children's second-language acquisition?
- When could you match your speech to something that you are referring to?
- When could you use speech and phrases that are predictable and repetitive?
- When could you create opportunities for the child to use labels that you could accept?
- When could you dialogue with children using a new language?

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Responding to Stages of Communication

Teacher Support Strategies

- Start with what the child knows
- Start slowly
- Use scaffold communication
- Provide safe havens
- Get help from English-speaking children
- Expand and extend

Preschool English Learners Resource Guide, pages 54-55

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Responding to Stages of Communication

Teacher Support Strategies

- Raise expectations
- Use repetition
- Talk about the here and now
- Do fine tuning
- Offer consistent routines
- Ensure inclusion

Preschool English Learners Resource Guide, pages 54-55

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