

English-Language Development: Stages Of Sequential Bilingual Language Learning: The Basis for the Levels in the English-Language Development Domain

Strands:	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
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GETTING READY

Instructional Component(s): In-Class Activity; Assessment

Strands: This activity can be used to deepen understanding of all strands.

Focus: Students examine the basis for the levels in the English-language development domain by exploring the stages of sequential bilingual language learning as described in the California Department of Education’s 2007 publication titled *Preschool English Learners: A Resource Guide*.

AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- The structure and content of the English-language development domain of the PLF, V1 including strands, substrands, foundations, and examples of foundations (*Standards 1, 5, & 6*)*
- Developmental progression and stages of sequential bilingual language development (*Standards 1 & 5*)*

Students will be able to:

- Discuss the concepts and skills described in the English-language development domain, including strands, substrands, foundations, and examples of the foundations at different developmental levels (*Standards 1, 5, & 6*)*
- Discuss and describe the developmental progression and stages of sequential bilingual language development (*Standards 1 & 5*)*

* See Appendix A

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Before you start

The introduction to the English-language development domain (PLF, V1, pp. 105-108) describes stages of sequential bilingual language development and refers to the levels used in the English-language development domain as a developmental progression.

In 2007, the California Department of Education published *Preschool English Learners: A Resource Guide*. Chapter 5 (pp. 46-51) describes the stages of sequential bilingual language development in greater detail than in the introduction to the English-language development domain. This more detailed description can serve as a valuable resource for your students. If possible, review these pages with your students or assign them for reading before this activity.

Getting it started



Slides 2-3

Post seven sheets of chart paper around the room. Label four sheets with stage 1, stage 2, stage 3, and stage 4. Label the other three sheets with level 1—beginning, level 2—middle, and level 3—later.

In pairs or groups of three, ask students to come up with a short descriptive phrase for each stage. They can use the information in the introduction to the English-language development domain in PLF, V1 or the information in Chapter 5 of *Preschool English Learners: A Resource Guide* to help them develop these short descriptive phrases.

For each stage, ask one pair or group to read their phrase aloud. Then ask what others have developed and arrive at a consensus phrase that all can agree on. Do the same for the other stages, and write each phrase down on the appropriate chart paper sheet.

Next ask students to do the same for the levels. Again they can use the introduction to the English-language development domain or the domain itself to develop these phrases. Repeat the process used for the stages to arrive at agreement for a phrase for each level.

Putting it together

Slide 4

Ask students to review the stages and levels. The relationship should become obvious.

- Where do they match?
- Where is there a difference? Why?

Assessment

Ask students to write a one-page paper that explores the rationale for using developmental stages as the basis for the levels in the English-language development domain.

This can also be done as a class discussion or as a discussion after students have written a paper.