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

Chapter 3: Connecting First and Second Language Development to Second Language Acquisition



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Partners in Early Learning

The California Department of Education (CDE) was given the authority in the 2021 Budget Bill to revise the Preschool Learning Foundations which will now be known as the *California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)*. The California Department of Social Services (CDSS) is developing implementation materials and professional development. This partnership benefits all children regardless of funding sources.



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Get to Know Each Other and Our Classrooms

- Share an item that represents your classroom culture.
- Why and how does this item represent your classroom culture?



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Training Outcomes

- Be familiar with the components of language
- Be aware of cultural differences in language practices
- Recognize that, as part of family life, most families engage in literacy activities such as reading books, singing songs, and reading poetry

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Framework Guiding Principle

Respect cultural values and behaviors reflected in the child's language and communication.

PEL Resource Guide, Principle 2



Culturally and Linguistically Responsive Communication

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Linking Key Concepts to the Preschool Class

1. What do you hear from the three-year-olds you work with each day? What do you see them doing?
2. Compare what you hear and see to the list on page 21 of the PEL Resource Guide.



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Difference not Deficit

- There is evidence that the differences arise from the cognitive demands that learning and processing two languages create for learners, including the need to selectively attend to each language's sound patterns and grammatical rules, to inhibit the retrieval of words in one language when using the other language, to translate, and to process and produce mixed language input.
- It is important that such differences are not viewed as deficits, but rather as opportunities for expanding the brain's capacity.
- Developmental milestones are achieved at similar ages in DLLs as in monolingual learners but might be achieved in slightly different ways.

Source: CDE, California's Best Practices for Young Dual Language Learners: Research Overview Papers, 2013,129

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Research highlight

Learning the meanings of concepts and objects takes longer than learning labels for them. For example, learning that a cute furry animal is called a "cat" takes longer and is more difficult than recognizing that the word "cat" and "gato" (Spanish for cat) refer to the same thing (Peynircioglu and Durgunoglu 1993; Peynircioglu and Tekcan 1993).

Source: CDE, PEL Resource Guide, 2009, 23



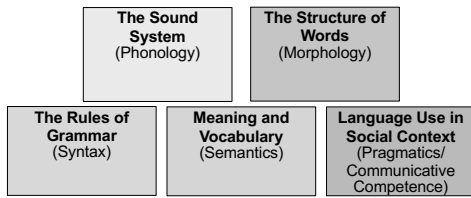
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Components of Language

Parts of Oral and Sign Language System



Adapted from "Even Start Research-based Early Childhood and Parenting Education Professional Development, 2003," California Department of Education, Sacramento.

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Match Time

- Look for the words and definitions at the center of your table.
- Use your book and existing knowledge to match the meanings to the words.
- Stand up when you have completed the task.

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Language-Rich Activities at Home and School



- Conversations
- Songs
- Tongue Twisters
- Sayings or Proverbs
- Finger Plays
- Rhymes
- Riddles
- Games and Chants

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Build of Opportunities to Promote English Language Development



Build on Opportunities to Promote English Language Development

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Time for Reflection

Ask Yourself

1. Do I look at each of my students as an individual who brings competencies to the learning situation or as a member of a group or category, such as English learners?
2. Am I familiar with how our program applies proven approaches to first- and second-language development and learning?

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Strategies in Action



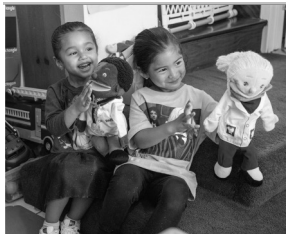
- Read the scenario from the Multilingual Learning Toolkit: PreK Language Model: English Language Development with Home Language Support by Dr. Linda Espinosa and Dr. Marlene Zepeda.
- As a group, discuss and respond to the reflective questions for your scenario.
- Make a poster to share your scenario and your team's responses.

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Reviewing Our Assumptions



- Have any of the assumptions with which we started the day been challenged?
- Have any been reinforced?
- Have you changed your thinking about children's abilities to learn language?

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Key Points

- During the preschool years, children are continually in the process of developing their language(s).
- In learning to talk, children learn the components of language and how to use language in different social contexts.
- It is important for teachers to become familiar with the process of home language development and English language development.

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Key Points (continued)

- Children need opportunities and activities to use the languages they are learning and practice using them.
- Teachers are an important language model; more experienced peers can be effective language models for other children.

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