



This training is funded by the California Department of Social Services. The materials included in this training include materials or products developed in part or wholly by the California Department of Education and produced by the California Department of Social Services.

State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

1

1

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.



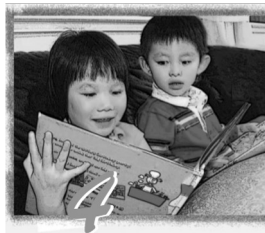
State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

2

2

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

Chapter 4: Paths to Bilingualism



State of California Department of Social Services, Copyright (2025)
California Preschool Instructional Network (CPIN) | www.cpin.us

3

English, Spanish and Chinese too!



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

4

4

Training Outcomes

- Discuss the advantages of maintaining the home language and becoming bilingual.
- Explain cross-language transfer.
- Distinguish among the three paths to bilingualism.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

5

5

Why Two Languages?

With a partner discuss the benefits and advantages experienced by children and adults who know more than one language.



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

6

6

Benefits of Multilingualism

- Cognitive
- Educational
- Economic
- Sociocultural

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

7

7

Challenging Common Myths

It is now understood that the constant need to shift attention between languages leads to several cognitive advantages. Research has found that bilingual adults and children show improved executive functioning of the brain—that is, they are able to shift attention, switch between tasks, and solve problems more easily. Bilinguals have also been found to have increased metalinguistic skills (the ability to think about language per se and understand how it works). There is evidence that being bilingual makes learning a third language easier. Further, the accumulating effect of dual language experience is thought to translate into protective effects against cognitive decline with aging and the onset of Alzheimer's disease.

Source: Ramirez, *Why the baby brain can learn two languages at the same time*, The Conversation, 2016

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

8

8

Importance of Home Language

Developing proficiency in the first language helps children learn a second language.

Source: CDE, PEL Resource Guide, 2009, 34



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

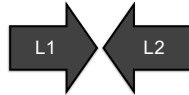
9

9

Cross Language Transfer Theory

Skills, background knowledge, and cognitive strategies transfer between the first and second language.

Source: CDE, PEL Resource Guide, 2009, 34



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

10

10

Threshold Hypotheses

Before the benefits of bilingualism can be achieved, one must achieve minimum levels of proficiency in both his home language and in the second language.

Source: CDE, PEL Resource Guide, 2009, 34



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

11

11

Maintaining the home language...

- Socializes children into their families and communities
- Provides a foundation for success in learning and literacy in English

Source: CDE, PEL Resource Guide, 2009

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

12

12

Results of Language Loss

- **Diminished parent-child communication, socialization, and identity**
Source: Wong Fillmore, 1991

- **Cultural and linguistic displacement**
Source: Genesee, Paradis, and Crago, 2021

- **Reduced sense of self-efficacy, social, and cognitive development**
Source: Chang, 2007; Duke and Purcell-Gates, 2003; Moll, 1992; Riojas-Cortez, 2001; *Vygotsky and Education*, 1990

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

13

13

Connections to Principles and Practices

Principle 5: Experimenting with the use, form, purpose, and intent of both the first and second language leads to growth in the acquisition of the second language.

Principle 6: Continued use and development of the child's home language will benefit the child as he or she acquires English.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

14

14

Three Paths to Bilingualism

1. Simultaneous
2. Successive
3. Receptive



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

15

15

Lens on Video Viewing

- **Reflect** on the key concepts of theory.
- **Refer** to Handout 4B: Three Alternative Paths to Bilingualism.
- **Respond** in writing on Handout 4B.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

16

16

Video



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

17

17

Simultaneous Bilingualism

- The process of learning two or more languages within the same space of time, starting before age 3.
- Children develop equally, or nearly equally, in both languages through exposure and opportunities to use both languages.
- Also known as simultaneous language acquisition.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

18

18

Successive Bilingualism

- Process of learning a second language after having reached at least basic mastery in the first language
- By age 3, most children have acquired most aspects of oral language
- Also known as sequential bilingualism or successive second language acquisition
- Explained in greater detail in Chapter 5

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

19

19

Receptive Bilingualism

- The process of learning a second language with few opportunities to speak it
- Children understand a great deal more than they are able to express in words
- Learning a second language through exposure, not active use

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

20

20

Connections to “Principles and Practices”

- Volunteers read aloud the following principles from the PEL Resource Guide:
 - Principle 4, page 40
 - Principle 5, page 41
 - Principle 6, page 43
- At your table, share one practice from your selected principle to apply with the preschoolers you teach.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

21

21

Key Points

- There are many advantages of bilingualism.
- Cross-language transfer explains why maintaining the home language while acquiring a second language is important to a child's language development.
- There are three alternative paths to achieving childhood bilingualism.

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

22

22

Reflection

Turn to page 44 in the PEL Resource Guide and take the time to answer question 1 on the Reflection handout:

- How do I communicate to the children and their families the importance and benefits of learning more than one language?

State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

23

23

Thank
you!



California
Department of
Social Services,
Copyright
(2025)



State of California Department of Social Services, Copyright (2020)
California Preschool Instructional Network (CPIN) | www.cpin.us

24

24