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

Chapter 6: Code Switching and Language Loss



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Training Outcomes

- Describe and provide examples of code-switching
- Identify the consequences of language loss
- Provide examples of best practices for the intentional use of language

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Translanguaging

Children use the full range of their language knowledge to understand and communicate.

Example: While in the dramatic play area, a child communicates in a mix of Russian and English to a peer who also speaks Russian and English, "You want to buy some фрукт? дай мне three dollars." (You want to buy some fruit? Give me three dollars.)

Source: CDE, CA PTKLF: Language and Literacy Development (LLD), 2024, 11-12 & 28



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Code Switching: New Definition

One aspect of translanguaging is code-switching or using two or more languages within a conversation, phrase, or sentence.

Example: At drop-off, a child communicates in English and Spanish to a bilingual teacher, "¡Maestra, mira, tengo shoes nuevos!" (Teacher, look! I have new shoes!) while gesturing to their shoes.

Source: CDE, CA PTKLF: LLD, 2024, 11-12 & 28



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Examples of Code Switching from Preschoolers

Example	Translation	Language
"I see flower and I see 小鸟"	"I see flower and I see bird."	English/Mandarin
"Yo quiero los trucks red."	"I want the red trucks."	English/Spanish
"I see bird. I see bug. Y una mariposa muy bonita."	"I see bird. I see bug. And a really pretty butterfly."	English/Spanish

Source: CDE, CA PTKLF, LLD, 2024

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Connections to Principles and Practices

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



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Principle 7 Practices

- Turn to page 59 of the PEL Resource Guide.
- Read each practice.
- Draw a star next to what you already know.
- Make a checkmark next to items that are new.
- Draw a question mark next to items about which you have questions.

PRINCIPLES AND PRACTICES

PRINCIPLE

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

Code switching is a common practice in bilingual families and communities. As a result, children are following the language practices around them when they engage in code switching.

PRACTICES

- Recognize that code switching is a natural process for bilingual children. At times they use this strategy to communicate when the necessary vocabulary in a language is lacking. They are also learning a sophisticated way of using language.
- Value code switching as you would other experiments with language. As children get older, switching languages represents a complex accomplishment in language reflecting a knowledge of an advanced system of rules.
- Avoid side-by-side translations. Some programs assign one teacher to use the child's home language and another teacher to use English. A teacher can serve as a language model in the language he or she knows well.
- Use code switching carefully to ensure that all of your students understand what is being said.
- Read and make available to your students bilingual children's books that provide written examples of code switching.
- Discuss with families their concerns about code switching and its merits.

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Welcoming Environments

- As children are on the path to learning English as an additional language, teachers should create a welcoming environment that is supportive of children's translanguaging, specifically codeswitching.
- Teachers can intentionally use the child's home language to help them fully participate in activities in their environment.



Source: CDE, CA PTKLF: LLD, 2024

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Language Loss

"I spoke only Spanish until I started school. I can't remember exactly when it happened, but eventually, I lost most of it. I can communicate with my parents, I understand what they are saying, but I often have trouble finding the right words to answer them..."

Source: CDE, PEL Resource Guide, Second Edition, 61

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Video Viewing: Developing the Young Bilingual Learner



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Strategies in Action



- Read the scenario for your age group.
- As a group, discuss and respond to the reflective questions for your scenario
- Make a poster to share out your scenario and your team's responses.

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Key Points

- Translanguaging encompasses many skills and behaviors, such as code-switching, that allow a multilingual individual to use language fluidly.
- Code switching is a normal part of language development for many bilingual children.
- Language loss is common for children learning a second language, which can negatively affect the child's connection with the family and community.

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Key Points (2)

- Teachers should use language intentionally.
- Children need opportunities to acquire English as a second language while continuing to develop the home language.



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