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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 dpyxr? 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

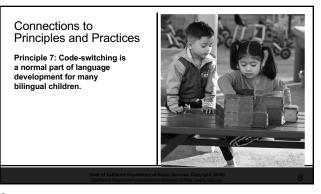
One aspect of translanguaging is code-switching or using two or more languages within a conversation, phrase, or sentence.

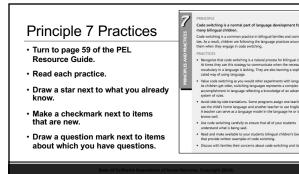
Example: At drop-off, a child communicates in English and Spanish to a bilingual teacher, "iMaestra, mira, tengo shoes nuevos!" (Teacher, look! I have new shoes!) while gesturing to their shoes.



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

Examples of Coc	le Switching from Pr	eschooler
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, C	A PTKLF, LLD, 2024
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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

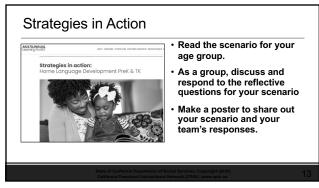
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#### Language Loss

"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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## 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.

