Soyul & Teacher Yvette...
Adventures in Preschool Second Language Acquisition

Facilitator’s Guide

Sally Durbin
Phil Bedel
Introduction

Concept
Teacher competencies, including personal dispositions, knowledge, and skills, are essential ingredients in creating an environment in which preschool dual language learners thrive.

Goals
Participants will explore preschool second language acquisition and will focus on the stages and strategies that support young children. Participants will reflect on the importance of the culture and first language of preschool dual language learners.

Session One: Soyul & Teacher Yvette...
Adventures in Preschool Second Language Acquisition

Concept
Preschool second language acquisition is a process that calls for support of the dual language learner through appropriate teacher-child interaction.

Goal
Participants will observe and identify the four stages of preschool second language acquisition, demonstrated by Soyul, and will discuss the role of the teacher at each stage.

Session Two: Soyul & Teacher Yvette...
A Closer Look at the Stages of Preschool Second Language Acquisition

Concept
The ability to analyze second language acquisition and the respective stages, demonstrated by preschool dual language learners, is foundational to generating appropriate teaching strategies.

Goal
Participants will differentiate and itemize the features and characteristics of each of the four stages of preschool second language acquisition.
Teaching At The Beginning

Session Three: Soyul & Teacher Yvette...
A Closer Look at Relationships, Strategies & Culture

**Concept**
*Understanding the importance of relationships, strategies, and culture is integral to addressing the needs of preschool dual language learners.*

**Goal**
*Participants will generate activities that engage families and support the culture and first language of preschool dual language learners.*

Appendix A: Perspectives 21

Appendix B: Families 24

Glossary 25

References 27

Acknowledgements 30

The Authors 31

Your DVD and this corresponding Facilitator’s Guide provide an avenue for observation and study of one young dual language learner and the teachers who support her across fourteen months of her preschool experience.

In tandem, the Facilitator’s Guide and the three videos on the DVD provide facilitators with a professional development training tool that supports educators involved with preschool dual language learners.

It is designed for facilitators and expressly supports:

- Directors of early childhood education centers
- Instructors at colleges and universities
- Supervisors of educational organizations
- Monolingual and bilingual teachers
- Pre-service and in-service teachers
- Parents and families
We suggest that the facilitator allow a four-hour time frame (which includes two breaks), for this professional development training. This training consists of three back-to-back sessions, which include three 20-minute videos and corresponding activities. The facilitator is invited to use his/her own judgment regarding modifications, timing, and logistics. All time frames listed are approximate.

As an alternative to this four-hour time frame, the facilitator may wish to divide this professional development training into three sessions to be presented on two or three separate days. Each session would consist of a compact, one-hour professional development, utilizing one video at a time along with the corresponding activities.

The three videos on the DVD are summarized here. Each video serves as a springboard for the professional development activities offered in this Facilitator’s Guide.

**Video One:**
*Soyul & Teacher Yvette... Adventures in Preschool Second Language Acquisition*  
(21 minutes)

This video chronicles one dual language learner, Soyul, as she acquires her second language across fourteen months of preschool. Featuring Soyul and Teacher Yvette, it provides an avenue for study of the four stages of preschool second language acquisition and teaching strategies at each stage. In this video, we observe several teachers, who also showcase best practices.

**Video Two:**
*Soyul & Teacher Yvette... A Closer Look at the Stages of Preschool Second Language Acquisition*  
(17 minutes)

With the benefit of commentary from leading experts, this video defines the features and characteristics of each stage of preschool second language acquisition. With examples of each stage seen in Video One, the viewer learns how to analyze and differentiate among the four stages. We learn that these four
stages serve as a general outline, helping educators generate appropriate teaching strategies.

**Video Three: Soyul & Teacher Yvette... A Closer Look at Relationships, Strategies & Culture**  
*(21 minutes)*

This video offers reflections on the teachers’ strengths and strategies. Using concrete examples from Video One, researchers and leaders in preschool second language acquisition share perspectives on the role of culture and the dynamics of the teacher-child relationship. The viewer now reflects on the teachers’ dispositions that foster second language acquisition.

For purposes of clarity and ease of use, this Facilitator’s Guide is laid out in a script format with quotation marks around wording helpful to the facilitator. The facilitator is welcome to adapt all wording in this Guide, infusing it with his/her sensibilities and style that reflect a warm collaboration with participants.

Facilitators and participants alike will benefit from the Handouts, designed specifically to support the activities throughout this training. The Handouts are located on the CD-ROM. A glossary is located at the end of this Facilitator’s Guide. The facilitator may wish to print out copies of the glossary for participants.

To support the success of this professional development training, we suggest that facilitators:

- View all three videos on the DVD in advance of the sessions to see how they interconnect.
- Read the Facilitator’s Guide and Handouts in advance of the sessions to see how they interconnect.
- Consider using a screen, DVD player, video projector, and audio speakers for larger groups. Conduct a sound check in advance of the sessions, as audio is key to hearing the teacher-child conversations.
- Consider using a TV and a DVD player for smaller groups.
- Dim the lights slightly during the video portion of the sessions to enhance visual quality.
• Adjust the activities in the Facilitator’s Guide to accommodate your group.
• Use an icebreaker, if participants do not yet know each other, such as:
  o Participants briefly introduce themselves.
  o Participants share how many languages they speak or have tried to learn.
  o Participants share how many languages their preschoolers speak.

The videos, the Facilitator’s Guide, and the corresponding Handouts are copyrighted materials. The facilitator is welcome to duplicate the Facilitator’s Guide and Handouts for professional development purposes. However, the videos on the DVD may not be duplicated, copied, photographed, or posted on the Internet.

The Facilitator’s Guide and Handouts are provided in English and in Spanish on the CD-ROM. The videos on the DVD are closed captioned in English with subtitles in English and in Spanish.

Please visit our website at www.teachatb.org, if you wish to:

• Find out about research that continues to inform our practice on preschool second language acquisition.
• Order additional copies of this DVD package.
• View other short videos on preschool dual language learning.
• Contact us regarding a trainer-of-trainers professional development session.

The Soyul & Teacher Yvette videos provide a dynamic visual complement to research in the field. Feel free to invite your participants to sit back and enjoy!
Session One

Soyul & Teacher Yvette…
Adventures in Preschool Second Language Acquisition

Materials
Video: Soyul & Teacher Yvette… Adventures in Preschool Second Language Acquisition
Video projection equipment: A screen, DVD player, video projector, audio speakers; or a TV and DVD player
Handout: Observation Worksheet — Session One
Blank 25” x 30” chart paper & markers; or blank letter-size paper & writing pens
Facilitator’s Guide

Welcome and Introduction
Activity: Welcome, introduction
Time: 5 minutes
Materials: None

FACILITATOR:

Welcome the participants to this professional development training.

“This training features videos of a little girl, Soyul, and her teacher, Yvette, throughout fourteen months of preschool.”

Let participants know that this training consists of three sessions:

• “Session One explores the stages and strategies involved in preschool second language acquisition.”
• “Session Two takes a close look at the features of each stage of preschool second language acquisition.”
• “Session Three focuses on the interplay among relationships, strategies, and culture.”

Define the phrase “dual language learner” by explaining:

• “Sometimes we hear the phrase ‘English language learner’, and sometimes we hear the phrase ‘dual language learner’.”
• “‘Dual language learner’ is a more accurate phrase for us: When children are so young, ages three, four, and five, they are still learning their first language as they acquire their second.”
• “For example, they are still learning vocabulary, the past tense, and subject-verb agreements in the first language.”
• “So, when we add English in the preschool years, children are actually learning two languages at the same time: They are dual language learners.”

Activity One — What is it like to learn a brand new language?

*Activity: Pair-share discussion, followed by whole-group discussion*

*Time: 10 minutes*

*Materials: None*

**FACILITATOR:**

Ask participants to discuss briefly with a partner their experiences in trying to learn a second language, asking the following questions:

1. “Where were you?”
2. “How old were you?”
3. “Especially, how did you feel when trying to learn a second language?”
   “What were your reactions at the time?”

After 5 minutes, ask volunteers to share with the whole group their experiences in trying to learn a second language. Repeat the focus questions:

1. “Where were you?”
2. “How old were you?”
3. “Especially, how did you feel when trying to learn a second language?”
   “What were your reactions at the time?”
Summarize some of the participants’ ideas.

For example, participants might say that acquiring a new language feels:

- Awkward
- Frustrating
- Challenging

**Activity Two — Video Observation**

*Activity*  Facilitator introduces the video.  
*Participants observe the video and take notes.*

*Time:*  25 minutes

*Materials:*  Observation Worksheet — Session One

**FACILITATOR:**

Introduce the video, *Soyul & Teacher Yvette*...

**Adventures in Preschool Second Language Acquisition:**

- “This video follows a little girl, Soyul, across fourteen months of her preschool experience.”
- “Soyul is a preschool dual language learner, and we see her at each of the four stages of preschool second language acquisition.”
- “We see how Yvette and other teachers support Soyul at each stage.”

Ask participants to take notes during the video, using the Observation Worksheet for Session One.

Read the entire Observation Worksheet aloud to participants:

- “What is Soyul doing and saying at each of these four stages?”
- “What are the teachers doing and saying at each of these four stages?”
- Read aloud the four stages and the definitions of each stage, as written on their Observation Worksheets.
Introduce the commentators in the video:

- “Moisés Román
  Director of Curriculum
  Early Care and Education
  University of California, Los Angeles”

  “Mr. Román provides the context for the early care and education center seen in this video. He explains that relationships provide a foundation for language development.”

- “Teacher Yvette and Soyul’s parents also provide their expertise and perspectives on Soyul’s language development.”

Invite participants to enjoy the video, a springboard for discussion.

Let participants know that this video runs approximately 20 minutes.

Show the video to participants. Participants take notes.

At the conclusion of the video, ask if any participant can translate what Soyul was saying to her teacher at Stage One.

Let participants know that Soyul was saying *rabbit house* in Korean.

**Activity Three — Video Discussion**

*Activity:* Small-group discussion and writing assignment, followed by whole-group discussion  
*Time:* 20 minutes  
*Materials:* Observation Worksheet — Session One  
Blank 25” x 30” chart paper & markers; or blank letter-size paper & writing pens

**FACILITATOR:**

Arrange for half of the participants to share their collective observations on Soyul, focusing on what she was doing and saying at each of the four stages. Referring to their Observation Worksheets, participants write down their shared observations on the blank paper, provided.
Arrange for the other half of the participants to share their collective observations on Teacher Yvette and fellow teachers, focusing on what the teachers were doing and saying at each of the four stages. Referring to their Observation Worksheets, participants write down their shared observations on the blank paper, provided.

After 10 minutes, ask each of the above groups to share their collective observations about Soyul, Teacher Yvette, and fellow teachers with the whole group. Participants choose one person to speak for their group.

Summarize a few observations from the participants such as:

- Teacher Yvette supports Soyul with undivided attention and engaging language experiences earlier in the year.
- Soyul speaks enthusiastically later in the year.

**Activity Four — Closing Remarks**

*Time: 2 minutes*

*Materials: None*

**FACILITATOR:**

Let participants know:

- “When we see Soyul at the end of this video, she speaks Korean and English confidently and is reading in English, as well!”
- “The four stages of preschool second language acquisition are not set in stone and may vary from child to child. In these videos, the four stages provide us with an outline for observing Soyul and this teacher-child interaction.”
- “For information about research on preschool second language acquisition, you are welcome to visit [www.teachatb.org](http://www.teachatb.org), the website for the nonprofit organization, Teaching At The Beginning, Inc.”

Provide a 15-minute break.
Session Two

Soyul & Teacher Yvette...
A Closer Look at the Stages of Preschool Second Language Acquisition

Materials
Video: Soyul & Teacher Yvette...
A Closer Look at the Stages of Preschool Second Language Acquisition
Video projection equipment: A screen, DVD player, video projector, audio speakers; or a TV and DVD player
Handout: Observation Worksheet —Session Two
Handout: Descriptions of Preschool Dual Language Learners Worksheet
Facilitator’s Guide

Welcome and Introduction
Activity: Welcome, introduction
Time: 5 minutes
Materials: None

FACILITATOR:

Welcome participants to Session Two.

Introduce the second video, Soyul & Teacher Yvette...
A Closer Look at the Stages of Preschool Second Language Acquisition:
“In this video we will look at Soyul in a new light, as experts describe the features and characteristics of each stage of preschool second language acquisition.”

Introduce the two commentators in this video:

- “Marlene Zepeda, PhD
  Professor
  Department of Child and Family Studies
  California State University, Los Angeles”

  “Dr. Zepeda is an author and consultant on preschool second language acquisition who advocates research-based practices nationwide.”

- “Julie Espinoza
  Director of Education
  Mothers’ Club Family Learning Center
  Pasadena, California”

  “Ms. Espinoza developed the first preschool dual language learning course at UCLA Extension and has provided professional development sessions statewide.”

**Activity One — Video Observation**

<table>
<thead>
<tr>
<th>Activity:Facilitator introduces the video.</th>
<th>Participants observe the video and take notes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time: 20 minutes</td>
<td></td>
</tr>
<tr>
<td>Materials: Observation Worksheet — Session Two</td>
<td></td>
</tr>
</tbody>
</table>

**FACILITATOR:**

Ask participants to take notes during the video, using the Observation Worksheet for Session Two.

Before showing the video, read aloud from the Observation Worksheet:

- “What are the features and characteristics of Soyul’s language at each of the four stages of preschool second language acquisition?”

Invite participants to enjoy the video, a springboard for discussion.
Let participants know that this video runs approximately 17 minutes.

Show the video to participants. Participants take notes.

**Activity Two — Video Discussion**

*Activity:* Pair-share and whole-group discussions on video observations.

*Time:* 5 minutes

*Materials:* No additional materials. Participants refer to their Observation Worksheets.

**FACILITATOR:**

Ask participants to share and discuss with a partner their video observations, noted on their Observation Worksheets:

- “What are the features and characteristics of Soyul’s language at each of the four stages of preschool second language acquisition?”

Invite participants to share their video observations with the whole group.

**Activity Three — Discussion on Preschool Dual Language Learners**

*Activity:* Triad-discussion, shared-writing assignment, and whole-group discussion

*Time:* 30 minutes

*Materials:* Descriptions of Preschool Dual Language Learners Worksheet

**FACILITATOR:**

Explain that participants will work in groups of two or three to discuss the children on their worksheets, Descriptions of Preschool Dual Language Learners.

Let participants know:

- “The dual language learners described on this worksheet are children whose language is written verbatim from their conversations.”
- “This activity supports observation skills, a knowledge base for generating appropriate experiences for dual language learners.”
- “For this activity, you are welcome to refer to your Observation Worksheets for the features and characteristics of each stage.”
Before participants begin this activity, provide the following whole-group exercise:

- Read aloud to participants the description of the first child, Ibrahim. Ask participants to underline the features and characteristics of Ibrahim’s language.

- Ask volunteers to share with the whole group the features and characteristics of Ibrahim’s language, as well as the stage or stages of preschool second language acquisition, which he may be demonstrating.

Ask participants to work for 20 minutes with their partners:

- Participants read, underline, and discuss the characteristics and features of the children on their worksheets.
- Participants decide on and jot down which stage of preschool second language acquisition the children may be demonstrating.
- Participants are welcome to have open-ended discussions and different points of view.

After 20 minutes, ask volunteers to share with the whole group the stage or stages the children may be demonstrating and the features and characteristics of their language.

Share with participants any additional comments from Appendix A, Perspectives, as children are discussed.

**Activity Four — Concluding Remarks**

*Time:* 2 minutes  
*Materials:* None

**FACILITATOR:**

Close this session, emphasizing:

- “Assessments of the language abilities of preschool dual language learners need to be conducted by teachers over time in relaxed school settings.”
“The four stages of preschool second language acquisition provide a general outline, assisting educators in generating appropriate teaching strategies. These stages may vary from child to child.”

Thank participants for their contributions to this session.

Provide a 15-minute break.

**NOTE TO THE FACILITATOR:**

To extend this session, ask participants to generate one or two language experiences that are appropriate to each of the children featured in the *Descriptions of Preschool Dual Language Learners Worksheet*. You might pose this question to participants: “If these seven children entered your program tomorrow, what experiences would you provide for each of them?”
Session Three

Soyul & Teacher Yvette...
A Closer Look at Relationships, Strategies & Culture

Materials
- Video: Soyul & Teacher Yvette... A Closer Look at Relationships, Strategies & Culture
- Video projection equipment: A screen, DVD player, video projector, audio speakers; or a TV and DVD player
- Handout: Observation Worksheet — Session Three
- Handout: Reflection Worksheet
- Blank 25” x 30” chart paper & markers; or blank letter-size paper & writing pens
- Facilitator’s Guide

Welcome and Introduction
- Activity: Welcome, introduction
- Time: 5 minutes
- Materials: None

FACILITATOR:

Welcome participants to Session Three.

“This session and its video will focus on the interconnection among relationships, strategies, and culture.”
Introduce the leading commentators featured in this video:

- “Marlene Zepeda, PhD
  Professor
  Department of Child and Family Studies
  California State University, Los Angeles”
  “Dr. Zepeda shares her insights on the teachers’ strengths and strategies that support Soyul throughout the year.”

- “Gay Macdonald
  Executive Director
  Early Care and Education
  University of California, Los Angeles”
  “Ms. Macdonald shares her expertise on the art of teaching and the significance of the relationship between Soyul and Teacher Yvette.”

- “Linda M. Espinosa, PhD
  Professor, Author, Consultant
  Co-Principal Investigator
  Center for Early Education Research on Dual Language Learners
  Frank Porter Graham Child Development Institute
  University of North Carolina, Chapel Hill”
  “Dr. Espinosa explores the interplay of culture, identity, and language that supports the healthy development of preschool dual language learners.”
  “The teaching strategies in this video complement any curriculum. At Soyul’s early care and education center, the curriculum focuses on concepts and investigations in science.”

**Activity One — Video Observation**

**Activity:** Facilitator introduces the video.
Participants observe the video and take notes.

**Time:** 25 minutes

**Materials:** Observation Worksheet — Session Three
FACILITATOR:

Introduce the video *Soyul & Teacher Yvette... A Closer Look at Relationships, Strategies & Culture.*

Ask participants to take notes during this video, using the Observation Worksheet for Session Three.

Read aloud the Observation Worksheet, which asks:

- “What are the strengths and strategies of the teachers?”
- “What messages do you think Soyul is receiving from her teachers?”
- “What may be some of the advantages in supporting the culture and first language of the preschool dual language learner?”

Invite participants to enjoy the video, a springboard for discussion.

Let participants know that this video runs approximately 21 minutes.

Show the video to participants. Participants take notes.

**Activity Two — Video Discussion**

*Activity:* Pair-share discussion on video observations. Comment by facilitator.
*Time:* 10 minutes
*Materials:* No additional material. Participants refer to their Observation Worksheets.

FACILITATOR:

Ask participants to share and discuss with a partner their video observations, noted on their Observation Worksheets.

After 5 minutes, invite volunteers to share their video observations with the whole group.

Explain to participants:

“Though it is counterintuitive, supporting the first language of the child greatly supports the development of the second language.”
“For example, as an adult, if I know about democracy, music or photography in my first language, then I know about these ideas in any language: Ideas and concepts transfer.”

“Likewise, if a child knows about the alphabet, animal life or plant life, these ideas and concepts will transfer to any language.”

“Therefore, if a child understands plant life, he/she can more easily pick up words in a new language, such as ‘seeds’, ‘dirt’, ‘water’, and ‘grow’. The child can follow along with what we have to say.”

Activity Three — Classroom Applications for Monolingual Teachers and Families

Activity: Small-group brainstorming and writing assignment, followed by whole-group discussion

Time: 15 minutes

Materials: Blank 25” x 30” chart paper & markers; or blank letter-size paper & writing pens

FACILITATOR:

Let participants know that they will spend approximately 10 minutes talking about the kinds of activities that might work for them in their programs.

Arrange for half of the participants to work in small groups, brainstorming and writing their responses to the following questions:

- “How might the monolingual teacher, who does not speak the language of the child, support the culture and first language of the preschool dual language learner — at school?”
- “How might the monolingual teacher engage families — at school?”

Arrange for the other half of the participants to work in small groups, brainstorming and writing their responses to the following question:

- “How might families support the culture and first language of the preschool dual language learner — at home?”

After 10 minutes, ask each group to share their ideas with the whole group. Participants choose one person to speak for each group.
Add that the monolingual teacher might invite family members to:

- Write welcome signs, labels, the alphabet, and the children’s names in many languages.
- Brainstorm what kinds of “homework” they might enjoy doing with their child.

**NOTE TO THE FACILITATOR:**

*For additional activities which support the culture and first language of the child, please refer to Appendix B: Families.*

Conclude this activity with:

“The monolingual teacher and all teachers...

- ‘Build warm relationships with families.’
- ‘Talk with or interview family members about their strengths and interests.’
- ‘Invite families to lend their expertise, which supports the first language and a culturally-responsive setting.’”

“Families may be one of our greatest untapped resources.”

“A sample family interview questionnaire is available in English and in Spanish on the website: [www.teachatb.org](http://www.teachatb.org).”

**Activity Four — Reflection and Closing**

*Activity:* Individual reflection and writing assignment, followed by whole group discussion

*Time:* 10 minutes

*Materials:* Reflection Worksheet

**FACILITATOR:**

Ask participants to reflect on all three sessions about preschool second language acquisition and write their thoughts on their Reflection Worksheets, provided.
Read aloud the questions on the Reflection Worksheet:

- “What do you think are the priorities of the teachers in these videos, as they work with Soyul?”
- “What strengths do you possess that might support preschool dual language learners?”
- “As a teacher, what single, first step would be easy for you to implement in support of the culture and first language of your preschool dual language learners?”
- “What pops up for you as the single most important lesson or idea presented in these three sessions?”

After 5 minutes, ask volunteers to share reflections with the whole group.

For example, the participants might offer:

- The teachers in the videos value their relationship with Soyul. The relationship comes first; language and lessons will follow.
- Supporting the first language fosters the development of the second language.
- The four stages of preschool second language acquisition and teaching strategies to support the preschool dual language learner work hand in hand.

Thank the participants for their many contributions, and wish them well in their important work with preschool dual language learners!
Appendix A: Perspectives

Looking Closely at the Descriptions of Preschool Dual Language Learners

1. Ibrahim:

Ibrahim uses a handy formula, starting his sentences with “I love”. He uses this formula in many of his sentences. Using a formula is associated with Stage Three, Telegraphic & Formulaic Speech.

Ibrahim also generates short sentences without using a formula: He says, “And, I’m four.” “Amira is three.” These short sentences indicate Ibrahim is moving into Stage Four, Productive Speech.

A home visit from the teacher creates another avenue for building relationships with children and families.

2. Hakop:

Hakop speaks his first (or home) language during the first week of school. The word “dinosaur” is an Armenian word. We do not have an indication that he speaks English yet. It appears that Hakop is at Stage One, Use of First Language, as he is trying to talk with his teacher.

The word “dinosaur” is a cognate: “Dinosaur” is the same word in Armenian as it is in English. It is fun and useful for teachers to know some cognates in other languages, and families can help the teacher generate a short list of cognates. For example, “mama” and “papa” are cognates in many languages. English-Spanish cognates include: “bicycle” and “bicicleta”; “problem” and “problema”; “favorite” and “favorito”; and many animal names.

3. Sunwoo:

Sunwoo had already stopped speaking his first language, Korean. Now, he might be at Stage Two, the Quiet Period, as he listens and builds his receptive vocabulary. Preschool dual language learners might turn away from an activity and may need to rest or take a break from a new language. Acquiring a new language can be stressful. Additionally,
Sunwoo might be listening to and concentrating on English. It may be easier for him to listen without visual input at this point.

4. **Elizabeth:**

Elizabeth appears to be generating full sentences such as: “Look-it that cat! Did you look-it that cat?” “That’s the father of the mother.” These sentences indicate Elizabeth is at Stage Four, Productive Speech. Elizabeth sings some of her sentences, “They’re having fun. They’re having fun.” “He’s gonna win. He’s gonna win.” It appears that she is having fun using her new language.

5. **Sheen:**

After listening to English for a full month, Sheen speaks in his first language, Malayalam. It appears he is not trying to talk with the teacher or the children. Perhaps it is challenging for Sheen to be absolutely quiet for a full month; and consequently, he wants to express himself in his first language, the language he knows. We might also understand that because Sheen is four years old, a full year older than Soyul upon entry into preschool, he might have realized early on that his language from home would not be very effective at school. Sheen may be at Stage Two, the Quiet Period, though he is expressing himself in his first language. In this description, there is plenty of room for thought. Perhaps Sheen returns to his first language, hoping to connect. Importantly, the process of preschool second language acquisition is not always a straight line; it is not black and white; and the stages may overlap.

6. **Albert:**

Albert uses one full sentence, “I got a horse.” And, he uses lengthy utterances and whole phrases when answering the teacher’s questions. He says, “The Target.” “Where you bought something.” “My mom.” “Got me my cow and my horse.” He might be entering Stage Four, Productive Speech.
It appears that Albert speaks and understands Spanish well, which is useful for the teacher to know when working in English. Albert may be able to answer more challenging, open-ended questions from the teacher, such as “What would happen if you rode on a cow?” “Would you like to ride on a horse?” “Why?” Open-ended questions are important for children at Stage Four. They support language processing and language production.

7. **Ali:**

Ali might be hearing the teacher say “hot” but checks his understanding by walking to the faucet and repeating the word, “Hot.” The teacher clarifies “hat” by saying and pointing to her hat.

At the end of the day, Ali repeats what he thinks his teacher might have said earlier; he says, “Pretty zoom.” Ali might be picking up new words as he repeats them one or two at a time. He appears to be at Stage Three, Telegraphic & Formulaic Speech, since he uses one- and two-word phrases. One of his strengths is his ability to make connections with what he already knows: He uses his prior knowledge to help him navigate meanings, nuances, and pronunciations. Additionally, he might be gaining phonological awareness – the insight that we can manipulate the features of spoken words.
Appendix B: Families

Supporting the Culture and First Language — At School and At Home

With the support of a translator, the teacher warmly welcomes families into the program and invites them to share their interests, strengths, and expertise.

At school, family members might wish to:

- Read, tell stories, sing traditional songs, play musical instruments.
- Play and talk with children at the water table, drama corner, art center.
- Teach the teacher and children how to say hello and other handy words in different languages.
- Take walks with the teacher and children to the public library and check out books in the first language to read at home.
- Take neighborhood walks with the teacher and children to the Armenian, Mexican, or Salvadorian bakeries; and help write about it.
- Bring a new recipe to school, and show the teacher and children how to make a special snack.
- Assist the teacher in creating a preschool lending library, where families check out books for home use.

At home, family members might wish to:

- Read and share books with their child.
- Play board games with the family.
- Tell and retell family stories or traditional rhymes.
- Plant a small garden at home with their child.
- Help their child write a letter to a relative nearby or far away — even in another country.
- Create a family photo album or an All About Me poster for with their child to share at school.
- Prepare dinner with their child and invite him/her to draw pictures of the ingredients, or steps of the recipe to share at school.

The teacher holds meetings at school and arranges many family activities for school and for home.
Glossary

**Bilingual Person**: A child or an adult who speaks two languages.

**Culture**: A shared system of values, beliefs, and principles that influence attitudes, perceptions, social patterns, and behavior.

**Cognates**: Words that sound similar between or among languages, as they have the same linguistic origin.

**Culturally-responsive setting**: A classroom environment in which the teacher responds to the child’s culture by cultivating relationships and by welcoming diversity through many avenues.

**Dispositions**: The beliefs and attitudes that a teacher brings to her practice with preschool dual language learners and their families. These beliefs and attitudes reflect the teacher’s value for diversity, which guides her in creating a culturally-responsive setting.

**Dual language learners**: “Children learning two (or more) languages at the same time, as well as children learning a second language while continuing to develop their first (or home) language.” *Dual Language Learning: What Does It Take?* Head Start Dual Language Report, 2007

**Families**: Parents, grandparents, siblings, and others within the family unit. Caregivers are welcomed into preschool programs as family members.

**Monolingual teacher**: A teacher who speaks only one language.

**Stages of preschool second language acquisition**: A traditional way to look at the process of preschool second language development. The four stages reflected in these videos provide an outline or a starting point to address the needs of preschool dual language learners. Research informs us that the stages are not set in stone:
Teaching At The Beginning

- The stages may vary from child to child. They may overlap; they may be out of sequence; or they may be imperceptible.
- The stages reflect an expanding progression of language abilities, built on prior knowledge.
- Each stage reflects a range of the child’s language abilities.
- The stages are subject to new and welcome research, which continues to inform our practice.

**Strategies for preschool dual language learners:** The approaches and experiences generated by the teacher to provide a preschool dual language learner with appropriate support, input, and opportunities for engagement. Strategies reflect the child’s stage of second language development and include:

- A nurturing relationship between the teacher and child.
- The home-school connection.
- One-on-one and small-group instruction.
- Songs and music, books, and play experiences.
- Peer-peer and adult-child conversations with appropriate questions and wait time.

**Strengths of the families.** The abilities, knowledge, and expertise of the child and family members. These strengths include language, culture, collaborative processes, personal interests, attributes, and skills. These strengths may complement and enhance the teacher’s personal dispositions.
References


Teaching At The Beginning


Acknowledgements

We extend our tremendous gratitude to the following individuals for their guidance and inspiration in creating this Facilitator’s Guide:

- Board Members of Teaching At The Beginning, Inc.: Julie Espinoza, Rochelle Farkas, Marilyn McGrath, Moisés Román, and David Wilson
- Instructors and Mentors: David J. Atencio, PhD; Linda M. Espinosa, PhD; Barbara Lampert, PhD; Antonia Lopez; Gay Macdonald; and Marlene Zepeda, PhD
- Featured Lead Teacher: Yvette Martin
- Content Editors: Cliff Carle and Julie Espinoza
- Editors: Moisés Román, Linda Tanzi Jackson, Tanzi Jackson, and Pam Guerrieri
- Design and Technical Support: Robert Scheid
- Design and Formatting: DeborahAnn Marshall
- Closed Captioning: The National Captioning Institute
- Translation Service: Reliable Translations
- Advisor: Jonathan Webb
- Funding Organization: The Witherbee Foundation
- Soyul’s Parents: Hyunwook Park and Hyekyoung Lee
- Special Participant: Soyul
The Authors

Sally Durbin and Phil Bedel

In 2008, Sally Durbin and Phil Bedel founded the nonprofit Teaching At The Beginning, Inc. On its behalf, they photographed, edited, and produced the DVD package, *Soyul & Teacher Yvette... Adventures in Preschool Second Language Acquisition*. They provide professional development sessions on dual language learning and have presented to numerous organizations, such as the National Association for the Education of Young Children, California Association for the Education of Young Children, California Association for Bilingual Education, and Teach for America.

Sally Durbin is a National Board Certified Teacher and holds an Administrative Credential. She earned the Language Development Specialist (LDS) and the Bilingual Cross-Cultural Language and Academic Development (BCLAD) certificates from the state of California. For twenty years, she provided bilingual instruction to preschool dual language learners in the Los Angeles Unified School District. As an advocate of quality preschool, she created and delivered professional development sessions to National Board candidates at UCLA’s Center X; provided consultation to the Disney Educational Media Company; and campaigned for the groundbreaking First 5 California, now serving families throughout the state. She graduated with honors from UCLA, where she earned her teaching credential at the School of Education.

Phil Bedel has edited and directed for broadcast television and has worked extensively in documentary film. He taught film and photography at the Otis-Parsons Art Institute and at UCLA. Mr. Bedel earned a BA in Anthropology and an MFA in Motion Picture and Television Production at UCLA.

In 2005, Sally Durbin and Phil Bedel produced the award-winning documentary *Beating the Odds*, advocating universal access to quality preschool.

Their website, [www.teachatb.org](http://www.teachatb.org), provides short videos, current research, and hands-on ideas for all educators in the field of preschool dual language learning.