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

Handouts

for

Session One
Session Two
Session Three

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Phil Bedel
Observation Worksheet
Session One

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

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?

• **Stage One: Use of First Language**
The preschool dual language learner tries to communicate in his/her first language (the language from home), and does not yet realize the other person speaks a different language.

• **Stage Two: Quiet Period**
The preschool dual language learner becomes quiet, listening to the new language, typically English. The child is actively focused on learning the meaning of useful words and phrases.

• **Stage Three: Telegraphic & Formulaic Speech**
The preschool dual language learner begins to speak the new language with a single word or short, familiar words and phrases.

• **Stage Four: Productive Speech**
The preschool dual language learner generates sentences and more original language than at the previous stage. The dual language learner may converse with a peer or adult.
Observation Worksheet
Session Two

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

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

- Stage One: Use of First Language
- Stage Two: Quiet Period
- Stage Three: Telegraphic & Formulaic Speech
- Stage Four: Productive Speech
Descriptions of Preschool Dual Language Learners Worksheet

Session Two

Please read the descriptions of these preschool dual language learners. Work with a partner, discuss, and jot down:

What are the key features or characteristics of language demonstrated by each child at each stage of preschool second language acquisition?
What stage of preschool second language acquisition might each child be demonstrating?

1. **Ibrahim** entered preschool at three years of age, speaking Arabic and French and not yet speaking English. After five months of school, the teacher made a home visit. As Ibrahim ate special snacks for the occasion, he happily said to his teacher, “I love that one, chocolate.” “I love mine big cake.” “I love my food.” “I love mine snacks here.”

   The teacher replied, “I love these snacks, too. I didn’t see the chocolate. It’s inside the cake.”

   Ibrahim moved to the floor to play blocks with his family. He said, “And, I’m four.” “I love my four.” “I love to eat.” “Amira is three.” “I wanna go eat.” Ibrahim returned to the table to eat his snacks.

   - What are the key features or characteristics of Ibrahim’s language?

   - What stage of preschool second language acquisition might Ibrahim be demonstrating?

2. **Hakop** entered preschool at four years of age, speaking Armenian and not yet speaking English. The teacher did not speak or understand Armenian. During the first week of school, Hakop enthusiastically initiated conversations with his teacher; and as he spoke in Armenian, he said “dinosaur.” The teacher hurried to the classroom library and located several books on dinosaurs. Hakop and the teacher sat down together with their books. (The word “dinosaur” is the same in Armenian and in English.)

   - What are the key features or characteristics of Hakop’s language?

   - What stage of preschool second language acquisition might Hakop be demonstrating?
3. **Sunwoo** entered preschool at four years of age, speaking Korean and not yet speaking English. After one month in preschool, Sunwoo had stopped speaking his first language and had not spoken in English. During whole-group time, the teacher and all of the other children chimed in and gestured a finger play together. Sunwoo sat, looking away from the teacher and away from the group. He did not chime in and did not join the finger play. He did not utter a sound.

- What are the key features or characteristics of Sunwoo’s language?

- What stage of preschool second language acquisition might Sunwoo be demonstrating?

4. **Elizabeth** entered preschool at four years of age, speaking Spanish and not yet speaking English. After six months of school, Elizabeth talked with her friend, Eduardo. Using flashlights, they read together in the library. Each had a copy of the same book. Elizabeth said, “Look-it that cat! Did you look-it that cat?”

   Eduardo replied, “Yeah. Look it. The baby sister got away from his brother.”

   Elizabeth responded, “That’s the father of the mother.” She sang, “They’re having fun. They’re having fun.”

   Eduardo replied, “They’re racing.”

   Elizabeth sang, “He’s gonna win. He’s gonna win.”

   Elizabeth, Eduardo, and their friend Emily left the library, playing, dancing, and singing together with their flashlights.

- What are the key features or characteristics of Elizabeth’s language?

- What stage of preschool second language acquisition might Elizabeth be demonstrating?
5. **Sheen** entered preschool at four years of age, speaking Malayalam. No one else at school spoke his language. For the first month of school, Sheen did not speak Malayalam or English. Then one day, as the teacher was reading a picture book to the whole group, Sheen began speaking quickly in his first language. The teacher brought the book closer to him, asking if he wanted to see the pictures. Without looking at the book, or the teacher, or the children, Sheen continued to speak in Malayalam; and the children all listened. The teacher said, “Sheen has a lot to say to us, doesn’t he?”

- What are the key features or characteristics of Sheen’s language?

- What stage of preschool second language acquisition might Sheen be demonstrating?

6. **Albert** entered preschool in September at four years of age. He spoke Spanish; his teacher spoke English; and the teaching assistant spoke both Spanish and English.

In May, at the end of the school year, Albert spoke with the teaching assistant about the stuffed animals he had brought from home. Albert explained in Spanish that if he were riding on the cow, he would fall. He also explained that these animals live on a farm.

Later in the day, Albert spoke quietly with his teacher. As he painted a picture of his farm animals, Albert said, “I got a horse.”

The teacher asked, “From?”

Albert replied, “The Target.”

The teacher asked, “What is Target?”

Albert explained, “Where you bought something.”

The teacher continued, “Oh. It’s where you go to buy something? Who bought this animal for you?”

Albert smiled and said, “My mom.”

The teacher asked, “Do you want me to write ‘my mom?’”

Albert nodded and added, “Got me my cow and my horse.”

As Albert listened and watched closely, the teacher said and wrote, “My mom bought me my horse and my cow.”

• What are the key features or characteristics of Albert’s language?

• What stage of preschool second language acquisition might Albert be demonstrating?

7. **Ali** entered preschool at three years of age, speaking his first language, Farsi. After two months, he started speaking in English. One day Ali entered the classroom with his teacher, who said, “I’ll take off my hat.”

   Ali walked straight to the faucet. He pointed and said, “Hot?”

   The teacher touched her hat, enunciating, “Hat.” Then, she touched the faucet, enunciating, “Hot.”

   Later in the day, Ali asked about his mom.

   The teacher said, “She’ll be back pretty soon.”

   At the end of the day, Ali was outside, waiting for his mom. When his mom drove up in her pretty, new car, Ali said, “Pretty zoom!”

• What are the key features or characteristics of Ali’s language?

• What stage of preschool second language acquisition might Ali be demonstrating?
Observation Worksheet  
Session Three  
*Soyul & Teacher Yvette...*  
*A Closer Look at Relationships, Strategies & Culture*

- 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?
Reflection Worksheet
Session Three

Writing Assignment and Whole Group Discussion
Please write your ideas and responses to the following questions:

• 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 sessions?