

Unit 5 – English-Language Development

Key Topic 3: Getting to Know Interactions and Strategies That Support English-Language Development



Focus Statement

Students become familiar with the recommended interactions and strategies in this domain through intensive work with vignettes for each substrand and the interactions and strategies that are illustrated in them.

Before You Start

The work in this key topic focuses on the vignettes for each substrand and the interactions and strategies that are connected to them.

This key topic is organized around the four strands in this domain. There are several approaches used for these strands.

- In the first strand, Listening, and again in the last strand, Writing, there is only one substrand and students are directed to work with a particular vignette.
- In the second strand, Speaking, students are directed to look across vignettes in the substrands.
- In the Reading strand, there are six substrands, and students are again asked to work across the vignettes in the substrands but with different questions than are in the Speaking strand.

Any of these approaches can be adapted for the entire key topic.

As you work through these active learning exercises, remember that the levels of development for English-language development are different from those for other domains. This difference is described in Key Topic 1 for this unit in this instructional guide.

Much of the work could be done out of class, but class discussions will be important for building understanding and the ability to use the domain as a resource in curriculum planning.

This key topic is intended to familiarize students with what is in the domain. There is a key topic in Unit 7 of this instructional guide that will support students in using this domain in tandem with other domains as they plan integrated curriculum.

The following table is a summary of the number of interactions and strategies for each strand and substrand:

Strands and substrands		Number of interactions & strategies
Strand: Listening		11
	1.0 Children Listen with Understanding	11
Strand: Speaking		18
	1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others	10
	2.0 Children Begin to Understand and Use Social Conventions in English	3
	3.0 Children Use Language to Create Oral Narratives about Their Personal Experiences	5
Strand: Reading		22
	1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature	4
	2.0 Children Show an Increasing Understanding of Book Reading	3
	3.0 Children Demonstrate an Understanding of Print Conventions	4
	4.0 Children Demonstrate Awareness That Print Carries Meaning	3
	5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English	3
	6.0 Children Demonstrate Phonological Awareness	5
Strand: Writing		5
	1.0 Children Use Writing to Communicate Their Ideas	5

Information Delivery



Slides 2-4

The following content from the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) is referenced in this key topic and may be delivered through lectures and/or assigned readings.

Familiarize students with the strands in this domain of the PCF, V1:

- Summary of strands and substrands (p. 184)
- Listening strand (p. 188)
- Speaking strand (p. 196)
- Reading strand (p. 206)
- Writing strand (p. 219)

Active Learning

Getting it started and Keeping it going

After students have become familiar with the strands and substrands, point out that there are vignettes and teachable moments used for each substrand and suggested interactions and strategies following those. These interactions and strategies are either seen in the vignette or could be used in such a situation.

Students can work individually, in pairs, or in small groups of three or four for any of the following exercises.

1. Listening

The first strand, Listening, contains a vignette about Lonia. Ask students to read the vignette and think about the following questions for each of the 11 suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.



Slide 5

- How does the teacher do this in the vignette?
- If a particular interaction or strategy could not be found in the vignette, how would doing it help Lonia as she develops her ability to attend to and comprehend spoken English?

When the students have worked through all 11 interactions and strategies, ask them to share their findings with the whole

group. Because there are 11 interactions and strategies to report on, ask one pair or group to report on one and then ask if others had any responses that were different. Then ask another pair or group to report on the next one and continue until you have covered all 11.

2. Speaking

Assign pairs or small groups to each of the three substrands. There are three vignettes in the first substrand, one in the second, and three in the third. You can assign by each of the three substrands or by each of the seven vignettes depending on the size of your group or the time available.

Again ask students to read the vignettes and look for the interactions and strategies as they did for the Listening strand.

Then ask them to turn to the section called “Bringing It All Together” on page 204 of the PCF, V1 and read the vignette.

Ask each group or pair of students representing each substrand to respond to these questions:

- Which of the interactions and strategies from the Speaking strand can they find in this vignette? From substrand 1.0 “Children Use Nonverbal and Verbal Strategies to Communicate with Others”? Substrand 2.0 “Children Begin to Understand and Use Social Conventions in English”? Substrand 3.0 “Children Use Language to Create Oral Narratives About Their Personal Experiences”?
- How would Ms. Jane have known what kind of language interactions would be appropriate for Enrique?

3. Reading

The introduction to this strand is very important. Ask students to find three key points in this introduction found on page 206 of the PCF, V1. These should include the following points:

- Children who are English learners may already have learned some of these skills in their home language.
- Skills in the home language appear to provide the necessary background for learning these skills in English.
- Bridging to home language and culture will foster motivation



Slide 6

to learn the skills in the English-language development domain.

Following this discussion, assign pairs or small groups to each of the six substrands. Have them read the vignette and the interactions and strategies for their substrand and consider these questions:



Slide 7

- How does each of the key points connect to this substrand—either in the vignette or the interactions and strategies?
- In each vignette, what did the teacher see or hear that helped him understand what skills the children might have in their home language that could be built upon to develop skills in English?

When they have worked through these questions in their substrand, reconvene the whole group. Ask students to share their findings for each substrand. As they do so, note any similarities between substrands in their responses.

4. Writing

Because the Writing strand has only one substrand, this strand can be explored in much the same way that the Listening strand was done.

Ask students to read the vignette and think about the following questions for each of the five suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.



Slide 8

- How does the teacher do this in the vignette?
- If a particular interaction or strategy could not be found in the vignette, how could this vignette be extended to incorporate that interaction or strategy into this vignette?

When they have worked through the five interactions and strategies, ask students to share their findings with the whole group.

Ask them if they can think of any of the interactions and strategies from any of the other substrands where writing could be incorporated or added. This could be approached as a quick

recall exercise or done as a more extended assignment out of or in class if writing is a strong focus of the course.

Reflection



Slide 9

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?
- If you had to come up with two statements to describe to someone what is important in working with young children who are English learners, what would they be?

Deeper Understanding



Slides 10-11

All of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* is useful to students as they develop their knowledge and skills in working with children who are English learners, but Chapter 5 might merit special attention here in relation to interactions and strategies. This chapter is titled “Stages and Strategies in Second-Language Acquisition.” There are two main topics in this chapter: Stages of Learning a Second Language and Strategies in Second-Language Acquisition.

One way to engage students with this content is to have them develop posters for each of the two main topics for a poster session.

Another approach is to have students look at core strategies for interactions with children in pages 14-18 of *The Intentional Teacher* (Epstein 2007). Ask students to review these strategies and then to consider how the English-language development (ELD) interactions and strategies could be linked to them. Where in Epstein’s core strategies could the ELD strategies be incorporated? Have students develop an annotated list of Epstein’s core strategies and under each one put a list of three (or more) ELD strategies that could be used to include the needs of English learners. Then ask them to write a short paragraph explaining their decisions.