# Ch 1: Language Learning in Early Childhood

- Children are natural language learners - mostly fluent in native language by six
- With second language, they begin to function well after 6 months

## Second Language Acquisition

- Children put in 2nd language environment are able to be fully immersed in it and given time to understand before they chose to speak
- Adults focus on learning vocab/grammar rules and use it when they have something to say
- Second Language Acquisition theory created by Stephen Krashen → believed that formal instruction didn't help that much
  - two independent systems are used to learn a language: the acquired system and the learned system
    - ↳ unconscious processing (like children) ↳ formal teaching

There are disagreements over which is better or if they work together best

- learning acquisition metaphor - processing information similar to a computer
- participating metaphor - learning is connected to the opportunites a person has to use their skills
- comprehensible input or input hypothesis - the amount of language the students understand and things they don't know but learn through context clues (i + 1)
- Krashan believes comprehensible input is all that's needed for language acquistion
  - ↳ idea related to importance of speaking in target language
- Comprehensible can be through making message interesting → engaging students
- using i + 10 or i + 50 can discourage language learning
  - ↳ avoid this using visuals, interesting context, interactive activities, etc.
- can be comprehensible using "caretaker speech"
  - shorter sentences, more repetition, comprehension checks, etc.
- Merrill Swain argues for comprehensible output → speaking is important because helps learner understand their limits/struggles
- Sociocultural theory - mediation important to help student think more deeply about a topic ← similar to comprehensible input
- Effective mediation is in the students Zone of Proximal Development (ZPD)
  - developmental levels: what they can do independently and what they can do w/ help
  - ↳ must know what student needs
- Instructional Factors: Quantity (time), Quality (curriculum), Learner factors (age, background, etc.)
- cognitive psychology - less "drilling", more metacognition
  - emotions drive attention
  - brain stores info based on functionality and meaningfulness
  - repetition necessary with novelty (observation, listening, speaking, reading, and writing)
- brain looks for meaning through pattern ⇒ important to be meaningful when teaching
  - episodic memory: info easier to remember when it's a story, not random fact
- emotions and thoughts can't be seperate
  - ↳ teacher's control emotional climate of class

- positive emotions: games, songs, movement
- Krashan's "affective filter" – goes down with negative emotions
- meaning through social dimensions – practicing in groups / w/ a partner
- many different learning styles – some prefer social/interactive, some prefer structures
- varying intelligences, but important to keep a balance
  everything charts visual touching songs small group journaling classifying
  ↳ linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist
- don't try to label – just experiment w/ different things
- Thematic Teaching helps identify pattern and meaning
- Jean Piaget: Child develops cognitively through active involvement w/ the environment
  - stage of sensory-motor intelligence (0 to 2) – doesn't "think"
  - stage of preoperational thought (2 to 7) – focus on single feature at a time
  - stage of concrete operations (7 to 11) – applies logical thought to problems
  - stage of formal operations (11 to 15) – highest level of development
- Using story form is best for ages 4/5 – 9/10 (mythic layer)
- story important w/ real-life details for ages 8/9 – 14/15 (romantic layer)
- make their own systems ages 14/15 – 19/20 (Philosophic Layer)
- system needed to understand info for 19/20 to adult (Ironic Layer)
- Preschool Students don't work well in pairs, but love activities about their own interests
- Primary students work well in pairs, need specific directions, love story, pick up accent well, still have short attention spans
- Intermediate (3rd to 8th) students work well in groups, pairs w/ opposite sex might not work, can apply knowledge to more complex situations, love tasks, older kids kind of get bored with language
- Early Adolescent (6th to 8th) – content based units with culminating product works

## Chapter 2 - Planning for Curriculum, Unit, and Lesson Plan

- Greg Duncan believes most effective language programs focus on:
  - Establishing overarching proficiency targets
  - Designing pathways to lead students to proficiency
  - Assessing both internally and externally to determine if targets are being achieved
- there are proficiency targets for each level – relates to instructional time
- Formative and Summative assessments are important in each lesson/unit
- goes standards → units/assessments → activities
  ↳ things students should meet → teachers provide them w/ tools to meet them
- proficiency targets are important to provide lesson plans accordingly
- our focus when teaching is making meaning
  ↳ "Big picture" – lesson themes work towards it
- Thematic lessons help students go beyond knowledge and skills in their language and bring them to actually understand

the importance

- Ex: learning animals → what animals are endangered?

· To make thematic planning:

  - look at standards
  - determine proficiency level
  - establish tasks for language learning
  - make outcomes for culture

· make a thematic center based on common interests of students / teacher → helps with meaning

  ex: focus on a holiday, birthday, etc

· need to move from topic to theme
  ↳ collection of ideas → "big Picture"

· know what is important about topic, why it matters, and what's emotionally engaging

  - figure out what you can do as a teacher to help motivate students

  ↳ Brainstorming helps with this → must be balance of language, culture, and content } doesn't have to be equal in every unit
  ↑ make sure it's meaningful

· Backward Design helps with thematic lesson

  - 1. Identify Desired Results → 2. Determine Acceptable Evidence → 3. Plan learning
    ↑ what student should know
    ↑ assessments
    ↳ Can-Do statements → use identify, describe, explain, etc.
      ↳ can figure out through assessments → to determine comprehension, to major learning activities (Beginning, middle, END)

· What students know – language chunks, essential vocabulary, structures

· don't take lesson too far – bear example

· a written plan is important!

· the first 5 mins and last 5 mins of class time are prime learning time

· reflect on how lesson went

· Sharing lesson plan on board excites the students

· Class should begin w/ a warmup – helps w/ review, confidence

· Old material can sometimes feel new and new material can feel familiar

· Introduce new material by building off of what the students already know

  - plant material on monday, more context Wed and Thurs. → content doesn't feel too new

· have routines and variety → helps with short attention span
  ↳ help with meaning
  ↳ make activities w/ high attention and some w/ low attention

· have interactive homework – extends student's exposure to language

· Break down long class times – have down time for attendance, homework check, etc. in the middle

· differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process

↳
| Prime time 1 | Down time | Prime time 2 |
|---|---|---|
| New info | practice | closure |

· Curriculum can be by content, by process, or by product

concepts teacher wants students to learn
↳ taking in what's being taught → students expressing what they know

- Differentiated instruction is students learning the same thing in the way that works best for them
- Have a record-keeping system based on observations of students' performance during learning activities
- make small changes, not big ones
- Choice boards have different activities which students can make selections from → good differentiation
- Think dots → asks students to work w/ skills related to topic of study

## Chapter 3 - Language Learning Fundamentals

- The 5 C's are Communication, Cultures, Connections, Comparisons, Communities
  - meaningful communication replaces the grammatical focus of formal education and memorization
- presentation is important → helps with motivation
- meaningful environments help with clear understanding and useful memory
- immersion classrooms don't put such a large emphasis on recitation → communication must be created by the teacher
  - not right to ask a student if they're a boy or a girl, but playing a "guess who" game could help practice descriptive vocab
- using grammar in meaningful situations helps put grammar rules in long-term memory
- every lesson needs a good story → helps with meaning
  - ex of story form in a curriculum: task-based, project-based, and problem based
- Prediction in a lesson helps w/ students' motivation

Story Form Structure

Beginning: motivation, engagement
Middle: activity towards a goal, participation } focus on middle
End: Outcome, Achievement

- a unit working toward a product like a newsletter works well
- puzzles or problems to solve work well — establishes a repetitive pattern with a surprising break in the pattern
- all examples helps with adding emotion and increase likelihood of it being in long-term memory
- teaching in target language is important – at least 90% of the time
  - use target language for everyday tasks like giving directions
- language and culture go hand in hand
- important to talk in a certain way so that students understand
- make a connect to new concepts from previous knowledge
- To have more meaningfulness use props, more hands-on experiences, games, songs, role play, stories, etc.
  - games → Can have a twist at the end → helps provide context
  - role play → & let's students be creative while learning useful phases
- Think aloud in target language while teaching
- Can use reward system to motivate students to speak in target language
  - *note: temporary
- Don't encourage students speaking in English, even if they're just trying to help
- Need scaffolding in early stages of new concept learning to avoid student frustration
  - scaffolding → ongoing support provided to a learner by an expert → breaking tasks up } helps w/ context and student motivation

- Younger learners need more steps
- Linguistic strategies to help w/ comprehension
- Non-linguistic - classroom environment
- model every step
- work as a team
- sometimes english is necessary, but make sure that it actually is
- Check comprehension with nonverbal responses - thumbs, pictures, etc
  - ↳ w/ verbal responses - yes/no
- give students opportunities to practice what they're learning in writing, pictures, tasks, etc.