

English Language Learners in Kindergarten

**A resource to help teachers understand how young children
develop a 2nd language over the course of a year**

Kim McGrath

Kindergarten Teacher and Consultant (MELS)

February 2013

ePublished by LEARN

http://www.learnquebec.ca/en/content/curriculum_elem/kinder/approaches/SecLang/esl.html

Acknowledgments – Project Team

This work is the result of the collaboration of many people whose expertise we tapped into. We want to acknowledge their contribution and thank them for the time and their talents which were devoted to creating this material. A special thanks goes to Anne Provencher, Kindergarten teacher, for giving us access to her class with our video cameras.

Kim McGrath	Project leader	MELS and Preschool Educator
Christiane Dufour	Editing and ePublishing	LEARN consultant
Anne Provencher	Video clips	Teacher, Riverside School Board
Christiane Bourdages-Simpson	Consulting	MELS
Kindergarten Provincial Committee	Consulting	MELS, Preschool Educators, Consultants, University representatives
Suzanne Belzil	Consulting	MELS
Diane Alain	Consulting	MELS

The purpose of this resource is to help teachers understand how young, English language learners, develop English over the course of a year. In this document and on the web site, we refer to English language learners (ELL) as children whose first language is a language other than English.



What this document offers

- a document organised according to the five phases of development children characteristically move through;
- a description of each of these phases;
- videos to illustrate each phase;
- a section of “***The teachers role***” when planning, including strategies;
- Examples of books and songs to support English language learners in each phase.

In 2009-2010, the **Kindergarten Provincial Committee** expressed concern over the fact that many kindergarten teachers working in an immersion or bilingual program are faced with teaching English to non-English speakers, in an English mother tongue context. Because of a lack of expertise in second language acquisition, the committee felt that support should be provided to assist English kindergarten teachers in this task. This site is a response to their request.

The **KPC** is made up of consultants and kindergarten teachers representing each of the 9 English school board as well as representatives from MELS , QAIS and LEARN.



Documentation

- **Summary notes** of elements to consider when working with children learning a second language.
- The **list of the resources** we used to help us create our general overview of the different phases of development as well as documents that describe in more detail how children process a 2nd language is available.



Phases of language development for English language learners

It is important to note that, depending on which researcher you read, the phases of development will differ in name and in number. The following provide a general overview.

- Phase 1: Beginning
- Phase 2: Emerging
- Phase 3: Developing
- Phase 4: Applying
- Phase 5: Extending



Summary Notes

Elements to consider when working with children learning a second language.

<p>Some research supports the view that a child's proficiency in his/her mother tongue (L1) is a predictor of academic success in the 2nd language (L2). Children will use what they know in their L1 and transfer it to the L2.</p> <p><i>Haynes, J. (2007). Getting Started with English Language Learners: How Educators Can Meet the Challenge. Alexandria, Virginia: Association for Supervision and Curriculum Development.</i></p>	<p>Children learning English need up to 2 years to develop " interpersonal communication skills" and anywhere between 5 to 7 years to develop academic language.</p> <p><i>Collier, V. & Thomas, W. (1999). Making U.S. Schools Effective for English Language Learners, Part 1. TESOL Matters, 9(4):1-6</i></p> <p><i>Roessingh, H. (2000). Model for Developing Academic Proficiency. Manuscript Submitted for Publication to the Canadian Modern Language Review.</i></p>
<p>Parental involvement has been highlighted as an important factor in predicting educational success in the general population. Hardwick & Frideres suggest that programs designed to involve immigrant parents in their children's school activities and educational programs are very important to support their academic achievement.</p> <p><i>Hardwick & Frideres (2004)</i></p>	<p>Some research supports the belief that a child's social economic status:</p> <ul style="list-style-type: none"> • will predict the rate of acquisition of the English language • will predict the level of ESL achievement <p><i>Bunch, G.C., Abram, P.L., Lotan, R.A. & Valdes, G. (2001). Beyond Sheltered Instruction: Rethinking Conditions for Academic Language Development. TESOL Journal, 10(2-3), 28-33.</i></p> <p><i>Roessingh, H. (2008). Variability in ESL Outcomes: The Influence of Age on Arrival and Length of Residence on Achievement in Hight Schol. TESL Canada Journal, 26</i></p>

From: *Kindergarten to Grade 12 English as a Second Language Literature Review Update, 2009,*

Prepared by Howard Research & Management Consulting Inc.

www.howardresearch.com



English Language Learners in Kindergarten

Phase 1: Beginning

<i>What this phase looks like</i>	<i>Teacher's role when planning</i>
<p>Overview At this phase of development, children arrive in our classrooms with no English comprehension or oral communication skills. They are completely dependent on their mother tongue. These are children who may have immigrated to Quebec from another country or come from a French speaking household.</p> <p>The "Silent Period" It is not uncommon for children who are in this phase of development to refrain from speaking. This stage is sometimes referred to as the "silent period". (1) During this silent period, children are listening, observing and accumulating knowledge of the English language. It is important to note that this silent period can last anywhere from a few weeks to a few months. Children will begin to use the English when they are ready.</p> <p>Strategies Children at this phase of development will often use gestures to communicate; they will imitate others, and will constantly use their mother tongue (L1) to interact in their learning environment.</p>	<p>The reality of stress It is important to consider that beginning kindergarten can be stressful for any child. Imagine the anxiety children could be feeling if they cannot understand the language or feel that they cannot be understood. Thus, the primary goal at this stage is to secure the children in their learning environment and make them feel welcomed.</p> <p>Immigrant children</p> <ul style="list-style-type: none">▪ For children who have emigrated from another country, be sensitive to the potential cultural differences.▪ Children and their families arriving from different countries may have difference beliefs, values, communication styles and expectations from the education system. Take some time to investigate and inform yourself.▪ Establish a welcoming classroom: ensure that the classroom has cultural references from the child's home country. Welcome the children in their L1.▪ Find stories that have a commonality to both the classroom and children's cultures.▪ Focus on building a trusting relationship with the children.▪ Use proximal distance and non verbal cues and gestures to encourage the children (Touch on the shoulder, smile, bend down to the child's level when the child is trying to communicate).▪ Observe the child and keep track of his/her progress.▪ Plan accordingly: select activities and materials that are appropriate for the child's given stage of development. <p>When working with children in their second language:</p> <ul style="list-style-type: none">▪ Pay attention to a child's non verbal communications.▪ Keep listening activities short and offset with more active hands-on manipulative play activities.▪ Establish a simple routine supported with pictograms with simple one word vocabulary.▪ Use songs and simple poems throughout the daily routine and during transitions such as "There are 7 days in a week", "Now it's time to tidy up",▪ Establish familiar but simple phrases and repeat them often. "Good morning Johnny".

- Use simple and explicit language “Come, sit”
- Use gestures to accompany language.
- Speak slowly
- Select books, songs that are appropriate for English language learners: simple text, large print, repetitive. Use them daily, over a period of time.
- Keep activities that require more concentration for the morning when children are rested. Processing a new language can tire children by the afternoon.
- Use themes and projects as a way for the English language learners to interact with their peers while participating in a common learning experience.

Vocabulary: Focus on words that children need to use on a daily basis.

- **Personal needs:** bathroom, water, Kleenex, lunch, help me, stop.
- **Classroom:** backpack, lunch box, smock, table, chair, glue, markers, paper, coat, snack, recess, etc...
- **Time:** Snack, recess, lunch, relaxation, free-play, gym, library, music, home.
- **Other:** Colors, numbers, basic shapes - circle, triangle, square, rectangle.

Phase 1: **books** to support English language learners

Select picture books or big books that have simple text, sentences that repeat often throughout the story, or may have a pattern, and have large print. These stories need to have rich and detailed illustrations that help support the story.

Brown Bear, Brown Bear, What do you See?	Bill Martin Jr. & Eric Carle 978-0805047905
Goodnight Moon	Margaret Wise Brown & Clement Hurd 978-0-06-077585-8
No. David!	David Shannon 978-0-590-93002-4
Let’s Go Visiting	Sue Williams & Julie Vivas 987-0-15-202410-9
Two Little Monkeys	Mem Fox & Jill Barton 978-1-4169-8687-4
Plant a Kiss	Amy Krause Rosenthal Peter H. Reynolds 978-0-06-198675-8

Blue Sky	Audrey Wood 978-0-545-31610-1
Time to Sleep Sheep the Sheep	Mo Williams 978-0-06-172847-1
Happy	Mies Vanhout 978-1-935954-14-9
Oops	Leo Timmers 978-1-60537-1054
More	I.C. Spingman & Brian Lies 978-0-547-61083-2
Does a Kangaroo Have a Mother Too?	Eric Carle 978-0-06-443642-7
Boots	Anne Schreiber & Arbo Doughty Illustrated by: Robin Ballard 0-590-27371-X

Phase 1: **action songs** to support English language learners

Select song and poems that are action based, have rhyme or have a pattern and repeat often. Provide illustrations as a visual cue.

Morning Circle song: <i>Johnny, Johnny how are you?</i> <i>Johnny, Johnny how are you?</i> <i>Johnny, Johnny how are you?</i> <i>Who is sitting next to you?</i> Johnny then names the person sitting next to him. The song continues with that person's name.	Source: a Kindergarten teacher
There are 7 days in a week Days of the week To the tune of "Oh my darling Clementine"	Lyrics: Barney Wiki http://barney.wikia.com/wiki/There_Are_Seven_Days Listen: http://www.youtube.com/watch?v=wazQHVRGYKQ
Ten Red Apples hanging in a Tree Thematic	Sing Along & Learn Around the Year Written and performed and produced by Ken Sheldon (2000). Published by: Scholastic
Head, shoulders, knees and toes	Listen:

Transitions

<http://www.freeabcsongs.com/mp3/headshoulders.mp3>



English Language Learners in Kindergarten

Phase 2: Emerging

What this phase looks like	Teacher's role when planning
<p>Overview At this phase of development for English language learners, comprehension is beginning to emerge. The children will understand simple and familiar phrases that have been learned through their daily routine, i.e. "Go get your snack, come and sit". Their vocabulary is still very limited. They may produce one-two word sentences.</p> <p>What will I see? They often use words they have become familiar with because they were exposed to them over the last few weeks, i.e. "<i>Bathroom please, good morning, yes, no</i>". They may begin to imitate phrases they have heard used by their fellow classmates, "<i>Mine, my turn</i>".</p> <p>What is new? They speak more during small and large group activities (e.g. songs, poems, and story time) but their comprehension is still limited. They are still very dependent on their mother tongue to communicate. They may understand a simple question in English, but will respond in their mother tongue.</p>	<ul style="list-style-type: none">▪ Continue to support vocabulary and comprehension development.▪ Provide many opportunities for the children to hear and use simple and familiar phrases.▪ Use pictograms to help illustrate.▪ Establish a daily classroom routine that supports simple and familiar phrases and is supported with the use of pictograms.▪ Use action songs and poems throughout the daily routine.▪ Read and re-read books that are appropriate to the child's given stage of development. Provide support materials that the child can bring home and share with his/her family.▪ Observe the children and keep track of their progress.▪ It is important to know that, according to Barry MacDonald, 2005, boys enter school lagging behind girls by about 18 months in verbal and psychosocial development. In addition, boys approach and process learning differently from girls. Provide materials that are of interest to both boys and girls. Boys prefer materials that can be manipulated. They enjoy non-fiction books and are interested in stories that include risk taking.▪ Plan accordingly: select activities and materials that are appropriate for the child's given stage of development. <p>When working with English language learners</p> <ul style="list-style-type: none">▪ Continue to keep listening periods short.▪ Provide many opportunities for students to be actively engaged in dialogue (Action songs, social game, role play, cooperative activities) .▪ Build vocabulary by using simple familiar sentences but increase complexity slightly, e.g. "<i>Can you come and sit down</i>" rather than "<i>Come, sit</i>".▪ Respond positively to a child's attempt to communicate.▪ Select story books that have more text and more complex vocabulary. Find books that contain a pattern and contain repetitive elements. They should also provide opportunity for the children to participate in the story. <i>The Three Little Pigs, The Three Billy Goats Gruff, and Brown Bear, Brown Bear</i> are good examples.▪ Build books with the children and send them home to share with family members.

For example, a book introducing our fellow classmates “*This is _____*”; a book illustrating the colors, “*This is red*”; a book illustrating body parts, shapes, or numbers.

- Have children restate in English something they said in their L1 by repeating after you. For example, in journal writing, a child says “*le soleil*”. Explain that “*soleil*” means “*sun*”. Have them repeat the word “*sun*”.
- Before answering, rephrase in English a question asked in L1. For example, if a child says “*Je peux aller à la toilette?*” respond to them by saying “*Oh, you want to go to the bathroom.*”
- Remain systematic in your use of pictograms and visuals to help anchor English.
- Use themes and projects to create a meaningful context for acquiring new vocabulary.
- Use songs that support the themes and projects.
- Show and Tell: *Describe an object*. In this activity, the children must say 4, 5, or 6 things that describe their object. They can use one word for each descriptor. Provide a template for the children to draw what they want to say. They should be given ample time to practice before they present. For example, they may describe a rabbit as: “*It’s white, it’s soft, two ears, four legs, hops.*”
- Keep activities that require more concentration for the morning when children are rested. Learning a new language can tire children by the afternoon.

Vocabulary: Focus on words that children need to use on a daily basis.

- **Related to school:** days of the week, months, weather words.
- **Winter/season:** snow, snowman, snowball, cold, coat, boots, hat, mittens, scarf, snow pants, zip, button.
- **Holidays:** celebration words relating to Halloween, Christmas, Hanukkah, Kwanza, Thanksgiving.
- **Thematic:** Words related to the given theme.
- **Family:** Mother, Father, Brother, Sister, Grandmother, Grandfather.
- **Other:** Colors, numbers, shapes (rectangle, oval, diamond, square) body parts, feelings (happy, mad, sad).

Phase 2: **books** to support English language learners

Select books that contain rhyme and repetitive sentence patterns. If you have access to the CD's or big book versions, use them as variations. Books that are based on songs or have strong melody and rhythm work really well. Read and keep re-reading these books. As children become more familiar with them, they are more likely to participate in the reading and may even be observed singing them while at play.

There was an Old Lady who Swallowed a Fly	Illustrated by Pam Adams 978-0-85953-018-7
Eensey Weensey Spider	Mary Ann Hoberman & Nadine Bernard Westcott 978-0-316-73412-7
Wheels on the Bus	Illustrated by Sylvie Kantorovitz Luckstrom 978-0-517-57645-8
Five Little Monkeys	Eileen Christelow 978-0-618-83682-6
Down by the Bay	Nadine Bernard Westcott 978-0-517-56645-9
We are Going on a Bear Hunt	Michael Rosen & Helen Oxenbury 978-0-689-85349-4
I Spy with my Little Eye	Edwards Gibbs 978-0-7636-5284-5
Chicka Chicka Boom Boom	Bill Martin Jr. & Joan Archambault Illustrated by Lois Ehlert
Snowballs	Lois Ehlert 978-0-15-202095-8
The Cow that went Oink	Bernard Most 978-0-15-204763-4
Snug	Carl Thompson 978-1-84643-373-3
Dot	Patricia Intriago 978-0-374-31835-2
Go Away Big Green Monster	Ed Emberley 978-0-316-23653-9

Phase 2: action **songs/poems** to support English language learners

Use songs or poems that support your daily routine and/or current theme. The more relevant and meaningful vocabulary is to the learner, the more likely he/she will learn it. Songs or poems that include action and movement will more likely keep your learners engaged and motivated. Use visuals, gestures and movement as often as you can.

These are the months of the year Time: Months of the year	The Learning Station http://www.youtube.com/watch?v=b_A43_sYliw
Shake my Sillies out	Raffi http://www.youtube.com/watch?v=xZde3-0RjrM
Ten in the bed Numbers: Counting backwards	From: Math Jam K Judy and David http://judyanddavid.com/store/ecom/canada/cdcass.html Samples from CD: http://judyanddavid.com/samples/mjk-sampler1.mp3 Lyrics: http://judyanddavid.com/store/catalogue/mjk.html Nelson 978-0-176-260743
Three Ghosts Theme: Halloween	Music Builders K A balanced Kindergarten program teacher's manual and 3 cd's A Hardie Mason Project ISBN 0-7702-1900-4
If you're happy and you know it clap your hands Feelings	Lyrics: http://www.songsforteaching.com/folk/ifyourehappyandyouknowit2kind.php



English Language Learners in Kindergarten

Phase 3: Developing

What this phase looks like	Teacher's role when planning
<p>Overview In this phase of development, children have acquired good comprehension of the English language. They are able to understand simple conversations. They will move from memorized sentences that are linked to specific contexts to original productions of speech. However, they still have a limited vocabulary and will make many errors. The sentences they use are complete but remain simple. They will begin to use connectors (and, but, because). There is still a lack of fluidity in their speech. Trying to formulate what they want to say will result in long pauses.</p> <p>What will I see? They will begin to communicate with their peers in English but will revert to their L1 if they cannot express their needs.</p> <p>What is new? Children begin to express their likes, dislikes and interests more readily while in their learning environment. They also participate more readily in classroom activities that involve oral communication.</p>	<p>When working with English language learners:</p> <ul style="list-style-type: none">▪ Listening periods can be longer since comprehension skills have improved.▪ Class discussion activities can be more demanding. Use prompts such as “Why, How, Explain” which require the English language learner to use longer phrases or short sentences to answer.▪ Although vocabulary has improved, it is still limited. Thus, consider activities that promote acquiring new vocabulary.▪ Encourage students to use English in the classroom by having them restate something in English.▪ Suggest students ask another student to help them say something in English if they don't know how.▪ Place students in cooperative situations where they have to use language to organize and carry out a given task, e.g. project work, making a puzzle together, playing a game, pair and share.▪ Model language when the occasion arises. When students do not know how to say something in English, teach them how to ask. Example: “How do you say ‘éclair’ in English?” Have them repeat after you.▪ Pair English language students with English speaking students whenever possible.▪ <i>Mystery Show and Tell</i>: Children keep their show and tell concealed. They now have to provide clues to their audience. The audience then has to try and guess what the show and tell object is. Provide the children with a template to draw their clues and provide ample time to practice.▪ During free play, spend time with English language learners engaging them in dialogue.▪ Provide opportunities for the children to express their likes and dislikes, describe something, recount, explain, provide “how to” instructions, problem solve and negotiate.▪ Use poems, choral speaking and rhyme throughout the daily routine.▪ Show and Tell: <i>Present an object or toy using complete sentences</i>. Provide the child with a template so that they can draw the four, five or six things they want to say about their object.

- Create a vocabulary word wall with pictograms pertaining to a theme.

Building Vocabulary:

- Reinforce the use of simple but complete sentences.
- Introduce more complex vocabulary related to theme, holidays or season.

Phase 3: books to support English language learners

At this phase in development children can comprehend short narratives that have a few sentences per page. Stories that have patterns, repetitive phrases and good supporting illustrations work well.

Big Pumpkin	Erica Silverman Illustrated by S.D.Schindler 0-590-47760-0
Lines that Wiggle	Candace Whitman Illustrated by Steve Wilson 978-1-934706-54-1
Darkness Slipped In	Ella Burfoot 978-0-7534-6209-6
Do You Know Which One Will Grow?	Susan A Shea Illustrated by Tom Slaughter 978-1-60905-062-7
Yo Ho Ho! A-Pirating We'll Go	Kaye Umansky & Nick Sharratt 978-0-14-056937-7
Inside Mouse, Outside Mouse	Lindsay Barrett Genge 978-0-06-000468-2
Cock-A-Doodle Who?	Martine Perrin 978-0-8075-11-7-7
The Lady with the Alligator Purse	Adapted and illustrated by Nadine Bernard Westcott 0-316-93136-5

Phase 3: action songs and/or poems to support English language learners

<p>It Takes Two</p>	<p>Music Builders K A balanced Kindergarten program teacher's manual and 3 cd's A Hardie Mason Project ISBN 0-7702-1900-4</p>
<p>Our World Colors: Poem</p>	<p>101 Science Poems & Songs For Young Learners Published by: Scholastic Professional Books By: Meish Goldish ISBN:978-0-590-96369-5</p>
<p>If all the raindrops were lemon drops Seasonal</p>	<p>Barney http://www.youtube.com/watch?v=Sh1ZeWhAtRI</p>



English Language Learners in Kindergarten

Phase 4: Applying

What this phase looks like	Teacher's role when planning
<p>Overview During this phase of development, children have good English comprehension. They can follow conversations and engage in discussions using English. When speaking in English, they use complete simple sentences. They may still make errors in grammar, pronunciation and vocabulary. They may omit words and may refer back to their mother tongue (L1) when they are not sure how to say something.</p> <p>What will I see? Children can be observed using English more readily when playing with peers.</p> <p>What is new? At this phase of development, children are beginning to be more creative in the speech pattern they produce. They are less dependent on the familiar phrases they using in the past few months. They are creating their own messages for everyday purposes such as: “<i>You want to go play there?</i>”, “<i>My zipper is stuck</i>”. They are more fluent when communicating in English and although they still may pause while formulating a sentence, the pauses are less frequent.</p>	<p>Consider the progress made</p> <ul style="list-style-type: none">▪ Students’ English comprehension is very good at this phase of development. They are able to engage in more complex dialogue and conversations. Therefore, you can select books with longer text and more complex sentence structures. <p>Create authentic opportunities</p> <ul style="list-style-type: none">▪ Remember that students are still building on vocabulary.▪ Provide time for students to engage with one another in English.▪ Group English language learners with English mother tongue students whenever possible. <p>When working with English language language:</p> <ul style="list-style-type: none">▪ Ask open ended questions to allow students to practice English.▪ Remind students to speak to you in English.▪ Encourage students to engage in English discussions with peers.▪ When students are not sure how to say something in English, suggest they go ask a friend.▪ Use prompts such as “<i>What would happen if..., Why do you think...?</i>”▪ Continue to build whole-class books modelled on favourite books and stories.▪ Show and Tell: <i>Present a book</i>. The children can choose a favourite book to retell to the class. Provide the child with ample time to practice.▪ Play games with the children<ul style="list-style-type: none">○ Card games: “<i>Go Fish</i>”.○ Board games: “<i>Bingo</i>”, “<i>Snakes and Ladders</i>”.○ Social games, “<i>Red light/Green light</i>”, “<i>What time is it Mr.Wolf?</i>”

Phase 4: **books** to support English language learners

In this phase of development, children are ready to be exposed to literature with more text, more complex story lines, multiple characters and vocabulary with a higher level of difficulty.

Picture a Tree	Barbara Reid 978-1-4431-0761-7
The Bear Went Over the Mountain	Iza Trapani 98-1-61608-510-0
King Jack and the Dragon	Peter Bently & Helen Oxenbury 978-0-8037-3698-6
Nuts to You!	Lois Ehlert 978-0-15-205064-1
When a Monster is Born	Sean Taylor & Nick Sharratt 978-0-312-55348-7
The Gruffalo	Julia Donaldson & Axel Scheffler 978-0-333-71093-7
The Gruffalo's Child	Julia Donaldson & Axel Scheffler 978-1-4050-2046-6
Fortunately, Unfortunately	Michael Foreman 978-1-84939-224-2
Hide and Squeak	Heather Vogel Frederick Illustrated by C.F. Payne 978-0-689-85570-2
The Very Cranky Bear	Nick Bland 978-0-545-98614-4

Phase 4: action songs/poems to support English language learners

I'm growing	From: Miss Anne's Collection – Volume 1 Anne Roth On CD or MP3 format (from amazon.com or iTunes)
Green grass grows all around	Barney and Friends http://www.youtube.com/watch?v=mINPh9-eTss
Seasons of the Year Poem sung to "Here we Go Round the Mulberry Bush"	From: 101 Science Poems & Songs For Young Learners Meish Goldish Scholastic Professional Books 978-0-590-96369-5



English Language Learners in Kindergarten

Phase 5: Extending

What this phase looks like	Teacher's role when planning
<p>Overview At this phase of development, children have excellent comprehension and their vocabulary is varied and rich. They can communicate in complete sentences that clearly describe something, express an idea or opinion. They are also less dependent on their mother tongue (L1).</p> <p>What will I see? They engage in English dialogue more consistently in their social interactions. They rarely revert back to L1. Their English closely resembles that of a mother tongue speaker.</p> <p>What is new? They can start, sustain, close and extend a conversation. When speaking in English, the children's speech is more fluid, there are fewer pauses and at times the child will self correct.</p>	<p>It takes time</p> <ul style="list-style-type: none">Children are speaking more fluently in English. However, they will continue to make grammatical errors. It can take English language learners 2 to 4 years to master English at the social level and 5 to 7 years to master it at the academic level. (2) <p>Continue to support English</p> <ul style="list-style-type: none">Continue to use pictograms. Provide every opportunity for children to communicate in English and to expand their current vocabulary. <p>Focus on sentence structure</p> <ul style="list-style-type: none">When students make a grammatical error, you can prompt them to consider saying it another way. If prompting did not work, have students repeat after you. For example, if the child said, "I go to the bathroom please", you would suggest "May I go to the bathroom please". <p>Use simple reminders</p> <ul style="list-style-type: none">It is common for students to revert back to their mother tongue when focused or engaged in an activity. When they do, a simple verbal cue will remind them to speak in English. <p>Continue to observe</p> <ul style="list-style-type: none">Observe the children and keep track of their progress.Plan accordingly: select activities and materials that are appropriate for the children's given stage of development. <p>When working with English language learners:</p> <ul style="list-style-type: none">Ask open ended questions to allow students practice English.Remind students to speak in English when they revert back to the L1.Encourage students to engage in English discussions with peers.Use prompts such as "What would happen if..., Why do you think...?"Have students retell or explain something.Introduce more complex stories and songs. At this phase, the children are ready for them.

- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Play strategy games with the children such as <i>Battleship</i> and <i>Guess Who</i>. |
|--|---|

Phase 5: books to support English language learners

Children at this phase of development are functioning like mother tongue students. Therefore, use any good literature with illustrations that support the current theme or unit of inquiry.

Phase 5: action songs to support English language learners

Children at this phase of development are functioning like mother tongue students. Therefore, use any good songs, poems or chants with illustrations that support the current theme or unit of inquiry.

Resources:

- (2) Alberta Education. Early Learning Branch
Working with young children who are learning English as a new language.
<http://education.alberta.ca/teachers/program/esl/resources.aspx>
- The Canadian Association of Immersion Teachers
<http://acpi.ca/>
The association offers services and information primarily for French second-language learning.
- Sousa, D. (2010). ***How the ELL Brain Learns***, Corwin Publishing
Award-winning brain research expert David A. Sousa explains current research on how the brain learns language and provides strategies for teaching English language learners.
- Genesee, F. (Ed.), Paradis, J. Crago M.B. (2004) ***Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning.*** Baltimore, MD: Paul H. Brookes Publishing Co.
- Genesee, F (Ed.) (1994). ***Educating ESL children: The whole child, the whole curriculum, the whole community.*** New York: Cambridge University Press
- Karsenti, T & Collin, S. (2007). ***Reference Framework for the Oral Communication Competencies of Second-Language Learners.*** Canadian Association of immersion teachers
http://acpi.ca/documents/reference_framework.pdf
- (1) Ontario Ministry of Education (2007).
Supporting English Language Learners in Kindergarten. A practical guide for Ontario educators
<http://www.edu.gov.on.ca/eng/document/kindergarten/kindergartenELL.pdf>
- Tabors, P. (2004). ***One child, two languages: A guide for pre-school educators of children learning English as a second language.*** Baltimore: P. H. Brookes Publishing.
Written expressly for teachers, this highly readable resource moves beyond the basics of child development to describe the natural progression of second-language acquisition in young children.

Additional resources

- **MyLanguage.Ca**
Sponsored by The school of Early Childhood Education at Ryerson University in Toronto, this project promotes the use of home language with preschool children both in the home and in formal programs. The site provides helpful links to resources.
<http://www.ryerson.ca/mylanguage/>
- **International Children’s Digital Library.**
The site offers a wide range of books in many languages available online
<http://www.icdlbooks.org/>
- **SPEAQ: Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec**
<http://speaq.org/index.htm>
Become a member in order to have access to the resources on the site

For parents

- **Settlement.org**
An Ontario site for newcomers. It offers video and print resources for immigrant parents in various languages. (Select your home language)
<http://www.settlement.org/site/ed/guide/>
For example, a video on Dressing for Winter is available at
http://www.settlement.org/sys/library_detail.asp?doc_id=1004151
- Toronto District School Board (2007). **Your first language: Foundation for success.**
Home language DVD for parents; available in 13 languages, including English with captions.