

Video Guide: Adventures in Preschool Second Language Acquisition

[VIDEO LINK]

This video showcases the relationship between one teacher and one 4-year-old Korean-speaking Multilingual Learner (ML) and her family. The video includes vignettes of teaching, interviews with the teacher, the family, and administrators, and many rich examples of English development teaching strategies.

Watch the video once with no interruption.

Then use this guide to **pause the video** at the timestamps in the left hand column.

As you view the videos for a second time, use prompts in the right hand column to:

Connect and notice intentional instructional strategies that relate back to your own teaching practice and classroom.

Explore additional resources on the [Multilingual Learning Toolkit](#).



Start the Video: *Soyul & Teacher Yvette...Adventures in Preschool Second Language Acquisition*

| Pause at timestamp: | As you observe the video... |
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| 1:20 | <p>Connect: The teacher repeats the Korean word that the child, Soyul, says, reflecting back Soyul's home language and asking questions to better understand her meaning. Though the teacher does not speak Korean, she is working to learn words and phrases that can help her to connect with Soyul.</p> <ul style="list-style-type: none"> • How do you show your students that you recognize and value their home language? <p>Explore: More examples and strategies are in Website: Teacher Interactions and Strategies to Support Speaking for Dual Language Learners</p> |

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| <p style="text-align: center;">2:40</p> | <p>Connect: The teacher uses gestures, sounds, and images to accompany language in a book about animals.</p> <ul style="list-style-type: none"> • How does the teacher’s multiple means of expression impact MLs’ language development? <p>Explore: More examples and strategies are in Website Article: 5 Meaningful Ways to Support DLLs at Storytime</p> |
| <p style="text-align: center;">4:10</p> | <p>Connect: The teacher notices Soyul’s interest in her fingers. The teacher supplies relevant vocabulary and a related song, letting the child’s interest guide the English language learning. She also uses hand motions to help the child use her body to connect and learn the song and language.</p> <ul style="list-style-type: none"> • Think of a time when you let your students’ interests guide English language learning. What did you notice about their interests? How did you connect their interests to language learning? <p>Explore: More examples and strategies in Strategy Overview: Teacher as Language Model and Strategy Overview: Content-Based Chants</p> |
| <p style="text-align: center;">10:40</p> | <p>Connect: The teacher supports Soyul to invite another child to play.</p> <ul style="list-style-type: none"> • What moves do you see the teacher making to support Soyul? • Where do you notice Soyul taking up the teacher’s suggestions? <p>Explore: More examples and strategies in Video: A Study of DLLs’ Play in an English-Speaking Classroom and Website Article: Promote Peer Support and Interaction</p> |
| <p style="text-align: center;">14:00</p> | <p>Connect: The teacher uses two kinds of rain sticks as props or realia to help children understand the vocabulary words “same” and “different” and use the language of compare and contrast.</p> <ul style="list-style-type: none"> • How do you think props support vocabulary learning? • How do you use props or realia to support language development in your classroom? <p>Explore: More examples and strategies in Video: Making Language Visible, Tangible, & Comprehensible</p> |

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| 14:55 | Connect: The teacher notices children’s interest in what the spider was doing, and supplies additional vocabulary to extend the children’s language. |
| | Explore: More examples and strategies in Strategy Overview: Supporting Oral Language |
| 16:14 | <p>Connect: The teacher communicates to families when she sees the child reaching milestones in their English language development, while reinforcing the importance of her Korean language development at home.</p> <ul style="list-style-type: none"> • What does the teacher convey about the child’s home language? |
| | Explore: More examples and strategies in Website Article: The Home Language-An English Language Learner’s Most Valuable Resource and Strategy Overview: Supporting Bilingualism |
| 17:00 | <p>Connect: The teacher positions the children as experts, asking for their help learning to count in Korean.</p> <ul style="list-style-type: none"> • How do you think this experience makes the children feel? • How does that feeling relate to their language development? • What messages are children learning about their home language(s)? |
| | Explore: More examples and strategies in Strategy Overview: Use of Multiple Languages in the Classroom and Strategy Overview: Si Se Puede |

■ Stop the video

Based on what you have observed and noted in the video...

What ideas, teaching moves, or instructional ideas can you “borrow” from these videos to support multilingualism in your classroom...

| ...in the coming week? | ...in the coming month? |
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