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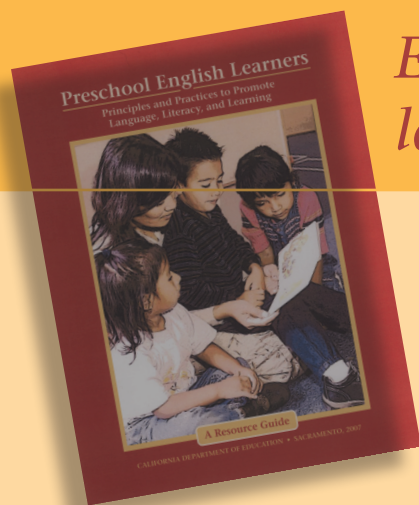
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# Preschool English Learners

**Principles and Practices to Promote Language, Literacy, and Learning**



**California Department of Education  
Sacramento, 2007**



*Everyone involved in the education of preschool English learners will find this publication to be a valuable reference.*

The California Department of Education is pleased to announce the publication of a new resource guide titled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*. This publication is an updated, expanded version of the Department's 1998 publication, *Fostering the Development of a First and Second Language in Early Childhood*.

The new guide offers teachers, administrators, consultants, and family members a user-friendly review of current research on how to support the language development of English learners during the preschool years (ages three to five). It has been enthusiastically received by approximately 2,000 participants in a pilot series of training and has become an important resource for preschool teachers.



**Chapter One** presents a set of core beliefs that governs the content. Those beliefs are grounded in research on the language development of young English learners and establish a foundation for effective practices to support their learning.



**Chapter Two** provides an up-to-date description of English learners in California. It also describes ways in which home, school, and community influence the language development and experiences with literacy of young children.



**Chapter Three** continues to explore factors that often affect language development and literacy among English learners. It focuses on the literacy skills children bring from their home language and the kinds of literacy activities they engage in with their families.



**Chapter Four** describes the various paths to bilingualism, and **Chapter Five** gives an overview of how second language acquisition occurs. Both chapters also examine how children acquire and use language as a tool to participate with others in everyday activities in a variety of learning contexts.



**Chapter Six** presents code switching, referring to a child alternating between languages when communicating. It describes the value of encouraging the quality and quantity of experiences with each language and the importance of a supportive social climate for learning more than one language.



**Chapter Seven** presents a discussion on working with English learners with disabilities or other special needs. It emphasizes that most of the strategies suggested throughout the guide apply to this population and that many of the strategies for teaching children with disabilities or other special needs are effective with all English learners and their peers in preschool.



**Chapter Eight** offers a set of recommended literacy practices for preschool English learners. Like all other children, English learners have a range of interests and are motivated to participate in many different kinds of learning. This chapter describes how carefully planned literacy activities can provide children with opportunities to learn about early reading and writing across a variety of contexts. These activities allow young children to build knowledge and skills related to reading and writing and contribute significantly to their learning, development, and school readiness.

Each chapter presents one or more of the guide's ten principles promoting preschool English learners' language development, literacy, and learning. Each principle corresponds to a set of practices that teachers can implement with children and their families.

### A World Full of Language

A companion DVD, *A World Full of Language*, provides English and Spanish narration and closed-captioning.

