



*Preschool English Learners
Principles and Practices to
Promote Language, Literacy, and
Learning*

A Resource Guide, Second Edition

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1



Chapter 3:
Connecting First and Second
Languages

2

Components of Language

The Sound System: Phonology

- The rules within a language by which units of sound (phonemes) are connected to make words.

The Structure of Words: Morphology

- The rules for how meaningful units of language are put together to form syllables and words.

Preschool English Learners Resource Guide, pages 22-23

3

Components of Language

The Rules of Grammar: Syntax

- The rules for how words are put together to form sentences.

Meaning and Vocabulary: Semantics

- Learning the various meanings that can be expressed in a language.

Language Use in Social Context: Pragmatics/Communicative Competence

- The rules for using spoken language, along with nonverbal communication, within different social contexts.

Preschool English Learners Resource Guide, pages 22-23

4

Functions of Language

- Imparting and seeking factual information
- Expressing and finding out intellectual attitudes
- Expressing and finding out emotional attitudes
- Expressing and finding out moral attitudes
- Getting things done
- Socializing

Preschool English Learners Resource Guide, pages 23-24

5

Practices To Promote Shared Experiences In Which Language Is Used As A Meaningful Tool To Communicate Interests, Ideas, And Emotions

| Practices, p.31 | Examples Observed | | | |
|--|---------------------------|----------|---|---|
| | Environment and Materials | Routines | Interactions (Adult/ child and peer/peer) | What could be added, increased, adapted or changed? |
| Introduce vocabulary words by connecting to words in the child's home language | | | | |
| Use signs or picture symbols | | | | |
| Use picture or photo schedule for routines | | | | |
| Adults demonstrate different functions of language | | | | |
| New vocabulary is introduced in a context that has meaning | | | | |
| Peer interactions are promoted | | | | |
| Language is kept a step beyond the child's current development | | | | |

6