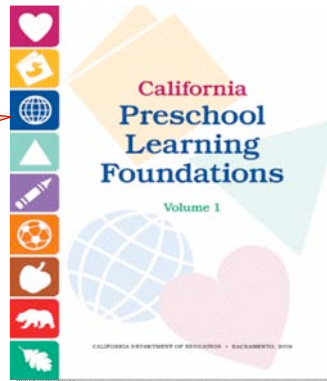


English-Language  
Development Domain  
California Preschool Learning Foundations  
Volume 1

English-Language  
Development



Published by the  
California Department of Education (2008)

## Understanding the Rationale for the English-Language Development Domain

*Why is this important?*

1. California is experiencing a dramatic increase in the number of children from birth to 5 years of age whose home language is not English (p. 103, PLF, V1).

## Understanding the Rationale for the English-Language Development Domain

2. The home language is the vehicle by which children are socialized into their families and communities (p. 103, PLF, V1) and from which they derive their sense of self-efficacy and social and cognitive development (p. 104, PLF, V1).

FIP IG ELD Activity 1

## Understanding the Rationale for the English-Language Development Domain

3. The development of language and literacy skills in a child's first language is important for the development of skills in a second language (p. 104, PLF, V1).



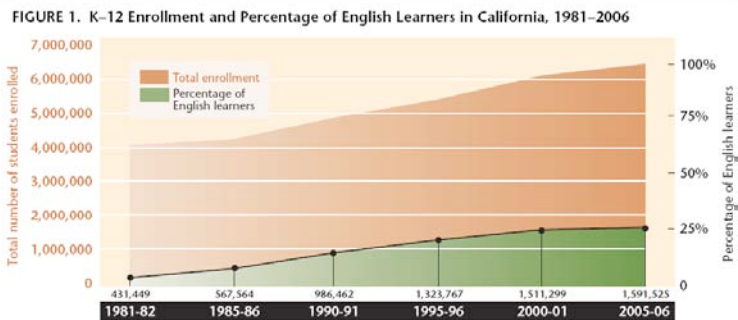
FIP IG ELD Activity 1

## Understanding the Rationale for the English-Language Development Domain

- What are some advantages of bilingualism?
- For those who are bilingual or are learning English:
  - How did you learn English?
  - What is easy or difficult about learning another language?
  - How does your home language keep you connected to your cultural and family traditions?

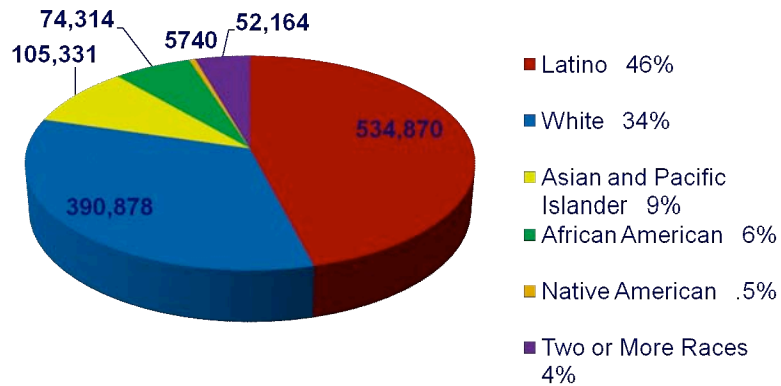
FIP IG ELD Activity 1

## K-12 Enrollment and Percentage of English Learners in California, 1981-2006



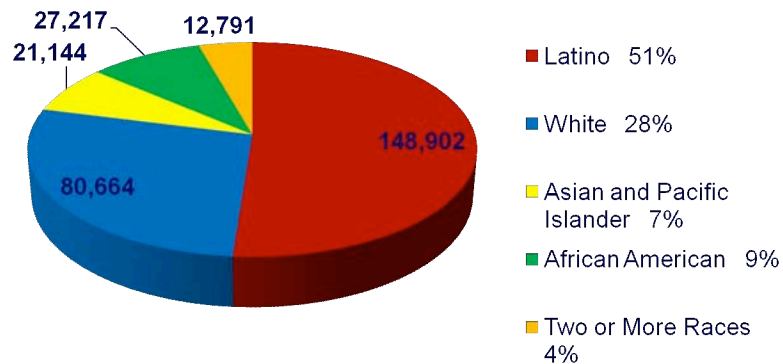
Source: California Department of Education.

## Number of 3 to 5 Year Olds in California, 2000 (not yet in Kindergarten)



Source: California Research Bureau, California State Library, using the IPUMS 2000 (5% sample).

## Number of California Children Ages 3 to 5 Enrolled in Public Preschool and Nursery Programs, 2000



Source: California Research Bureau, California State Library, using the IPUMS 2000 (5% sample).

## Most Prevalent Non-English Languages and Number of K-12 Students Speaking Those Languages in California, 1980-2006

| Rank | 1980-1981                      | 1990-1991                       | 2000-2001                       | 2005-2006                       |
|------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1    | Spanish<br>285,567             | Spanish<br>755,359              | Spanish<br>1,259,954            | Spanish<br>1,341,369            |
| 2    | Vietnamese<br>22,826           | Vietnamese<br>40,477            | Vietnamese<br>37,978            | Vietnamese<br>34,263            |
| 3    | Cantonese<br>14,196            | Cantonese<br>21,498             | Hmong<br>27,124                 | Cantonese<br>22,756             |
| 4    | Korean<br>7,508                | Hmong<br>21,060                 | Cantonese<br>25,089             | Hmong<br>21,907                 |
| 5    | Pilipino<br>(Tagalog)<br>6,752 | Khmer<br>(Cambodian)<br>20,055  | Pilipino<br>(Tagalog)<br>18,157 | Pilipino<br>(Tagalog)<br>20,556 |
| 6    | Lao<br>5,586                   | Pilipino<br>(Tagalog)<br>18,146 | Korean<br>16,874                | Korean<br>16,091                |

Source: California Department of Education, *PELG*, 2007, p. 12

## Understanding the Rationale for the English-Language Development Domain

- What ideas stand out the most to you?
- How can you apply that information to your work now or in the future?
- To apply these ideas, what further information or support do you need?
- What actions do you need to take?



## Understanding the Rationale for the English-Language Development Domain

- Something new I learned is...
- One real world application of what I just learned is...