

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT  
CD1217  
LANGUAGE ENHANCEMENT FOR YOUNG CHILDREN**

**HOURS:** 30

**Credits: 2**

**SEMESTER:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**TEXT:** \_\_\_\_\_

**COURSE DESCRIPTION:**

This course explores children's expressive and receptive language development as well as their construction of knowledge about the reading and writing processes. Students will examine ways in which the preschool environment can support children in their attempts to understand and use the language system of their society. The course provides students with a solid foundation for facilitating preschool children's development in speaking, listening, reading and writing.

**COURSE OUTLINE REVISED: MAY, 1997**

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## LANGUAGE ENHANCEMENT FOR YOUNG CHILDREN

CD1217

### UNITS

#### UNIT 1

The learner will be able to use their knowledge of language acquisition and language development to set appropriate oral language goals for young children.

#### UNIT 2

The learner will demonstrate an understanding of the important role that the young child's environment plays in the development of communicative competence.

#### UNIT 3

The learner will demonstrate an understanding of the emergent reading process and the factors which may affect a child's success in becoming a competent, independent reader.

#### UNIT 4

The learner will be able to use a child-centred approach in facilitating the emergent writing skills of young children.

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**Unit One: The learner will be able to use their knowledge of language acquisition and language development to set appropriate oral language goals for young children.**

**Objectives:** Upon successful completion of this unit, the student will be able to:

1. Demonstrate understanding of the major components of a human language system and the functions of that language system.
2. Discuss major theories of language acquisition.
3. Outline the developmental progression of expressive and receptive language skills.

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**Unit Two: The learner will demonstrate an understanding of the important role that the young child's environment plays in the development of communicative competence.**

**Objectives:** Upon successful completion of this unit, the student will be able to:

1. Identify and use developmentally appropriate, child-centred practices which support children's oral language competence.
2. Promote children's oral language development by facilitating peer interactions.
3. Identify and use developmentally appropriate, child-centred, practices which support children's receptive language development.

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**Unit Three: The learner will demonstrate an understanding of the emergent reading process and the factors which may affect a child's success in becoming a competent, independent reader.**

**Objectives:** Upon successful completion of this unit, the student will be able to:

1. Explain the term **emergent reading process**.
2. Explain how the home environment influences children's emergent reading development.
3. Explain how the emergent reading process can be supported in group care settings for young children.

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**Unit Four: The learner will be able to use a child-centred approach in facilitating the emergent writing skills of young children.**

**Objectives:** Upon successful completion of this unit the student will be able to:

1. Describe the emergent writing process.
2. Use developmentally appropriate, child-centred practices to support children's construction of knowledge about the writing process.