

**GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT  
CD2170  
LANGUAGE ENHANCEMENT FOR PRESCHOOL CHILDREN**

**HOURS:** 30 **CREDITS** 2

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

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

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

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

**COURSE DESCRIPTION:**

Language enhancement is a methods course for preschool educators presenting effective strategies for the facilitation of language development in preschool children.

## **CD2170**

### **LANGUAGE ENHANCEMENT FOR PRESCHOOL CHILDREN**

#### **COMPETENCIES**

##### **COMPETENCY 1**

The student will be able to effectively observe children's use of language and will be able to identify and analyze the purposes and functions of language as used by preschool children.

##### **COMPETENCY 2**

The student will be able to model effective listening skills when working with young children and will be able to design and implement developmentally appropriate, child-centred play experiences which enhance the preschool child's listening skills.

##### **COMPETENCY 3**

The student will be able to identify strategies used by adults to facilitate the oral language development of preschool children, and will show growth in using these strategies when working with young children.

##### **COMPETENCY 4**

The student will be able to explain the relationship between child-centred play experiences and the development of emergent reading skills, and through the use of developmentally appropriate play experiences will be able to foster the development of emergent reading skills.

##### **COMPETENCY 5**

The student will be able to facilitate the development of emergent writing skills in a child-centred, natural learning environment.

**LANGUAGE ENHANCEMENT OF PRESCHOOL CHILDREN**

**COMPETENCY 1**

The student will be able to effectively observe children's use of language and will be able to identify and analyze the purposes and functions of language as used by preschool children.

**Sub-topics**

1. Definition of the term "language".
2. The importance of language competence.
3. The purposes and functions of language as used by preschool children.
4. Observing, recording and categorizing children's use of language.

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**COMPETENCY 2**

The student will be able to model effective listening skills when working with young children and will be able to design and implement developmentally appropriate, child-centred play experiences which enhance the preschool child's listening skills.

**Sub-topics**

1. Active listening: a review
2. The relationship between listening and the other language arts.
3. Factors which may affect children's listening and hearing competence.
4. The role of the adult in establishing a preschool environment which promotes growth in listening competence.

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#### **COMPETENCY 3**

The student will be able to identify strategies used by adults to facilitate the oral language development of preschool children, and will show growth in using these strategies when working with young children.

#### **Sub-topics**

1. The importance of child-adult conversations in preschool settings.
2. Strategies used by adult caregivers to facilitate the oral language development of young children.
3. The importance of child-to-child interactions in preschool settings.
4. The adult's role in establishing an environment which encourages adult-child and child-to-child interactions.

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**COMPETENCY 4**

The student will be able to explain the relationship between child-centred play experiences and the development of emergent reading skills, and through the use of developmentally appropriate play experiences will be able to foster the development of emergent reading skills.

**Sub-topics**

1. Emergent reading.
2. The relationship between child-centred play experiences and the development of emergent reading skills.
3. Factors that may affect children's success in learning to read.
4. Skills/knowledge that children must have in order to learn to read.
5. The adult's role in establishing an environment which supports the acquisition of emergent reading skills.

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**COMPETENCY 5**

The student will be able to facilitate the development of emergent skills in a child-centred, natural learning environment.

**Sub-topics**

1. Emergent writing.
2. The development of writing skills in early childhood.
3. Analysis of children's writing in order to determine the child's knowledge of writing processes.
4. The relationship between child-centred play experiences and the development of emergent writing skills.
5. The adult's role in establishing a preschool environment which supports the acquisition of emergent writing skills.