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GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF
EARLY CHILDHOOD DEVELOPMENT

LANGUAGE ENHANCEMENT FOR
PRESCHOOL CHILDREN

CD217

LANGUAGE ENHANCEMENT FOR
PRESCHOOL CHILDREN

COMPETENCIES

COMPETENCY 1

Students 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

Students will be able to model effective listening skills in their work 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

Students 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 in their own work with young children.

COMPETENCY 4

Students 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

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

CD217 Language Enhancement for Preschool Children

Competency 1

Students 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.

Learning Tasks:

1. Examine the purposes and functions of language as used by preschool children. Compare and contrast the functions of language presented by Michael Halliday and Joan Tough.
2. Observe young children in a preschool or home setting. Record language samples from these children and categorize the samples according to Halliday's functions.
3. During Spring Nursery, observe and evaluate childrens' use of language. Plan and implement learning experiences which will strengthen their language skills.

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Competency 2

Students will be able to model effective listening skills in their work 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.

Learning Tasks:

1. Through readings and discussions examine the components of active listening, as well as the relationship between listening and the other language arts.
2. Observe in a preschool setting to determine ways in which adult caregivers model effective listening skills and promote the development of proficient listening skills.
3. Explore factors that may affect a child's listening and hearing ability.
4. Design, implement and evaluate developmentally appropriate, child-centred learning experiences which enhance the preschool child's listening skills.

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Competency 3

Students 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 in their own work with young children.

Learning Tasks:

1. Study current research reports which examine the importance of adult-child conversations in preschool settings.
2. Observe and analyze adult-child dialogues to identify strategies used by adult caregivers in order to facilitate the oral language growth of young children.
3. Observe and analyze child-child dialogues to determine how children learn language from each other.
4. Plan, implement and evaluate developmentally appropriate, child-centred learning experiences which facilitate the oral language growth of young children.

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Competency 4

Students 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.

Learning Tasks:

1. Define the term "emergent reading", and through the use of readings, audio-visual presentations, and discussions, explore the relationship between child-centred play experiences and the development of emergent reading skills.
2. Examine the skills that children must have in order to learn to read, as well as the factors that affect a child's success in learning to read.
3. Observe in a preschool setting to identify and evaluate strategies that adult caregivers use to facilitate the development of emergent reading skills.
4. Explore ways in which the Spring Nursery caregivers can use developmentally appropriate, child-centred learning experiences to promote the development of emergent reading skills.

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Competency 5

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

Learning Tasks:

1. Through the use of current research reports, class discussions, and samples of children's emergent writing, explore the developmental stages of learning to write.
2. Analyze samples of children's emergent writing in order to determine the child's knowledge of writing processes.
3. Examine the relationship between child-centred play experiences and the development of emergent writing skills. Develop strategies for promoting emergent writing in the Spring Nursery program.