

NCEL 401A: ESL FOR CHILD DEVELOPMENT & PARENTING I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	0
Hours:	24 lecture per quarter (24 total per quarter)
Advisory:	Concurrent enrollment in a Child Development (CHLD) course.
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 5 Levels Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability
Formerly:	NCEL 401

Student Learning Outcomes

- Listen to a short oral presentation on child development and take notes on the most important information
- Prepare and deliver an oral presentation on a child development topic

Description

This beginning-level noncredit ESL course focuses on English communication skills within the context of child care and parenting. Students develop skills in reading, writing, listening and speaking while practicing English grammar and vocabulary for communicating with and about children on topics including day-to-day care and safety. This course is part of a sequence of courses designed to prepare students for child development coursework.

Course Objectives

The student will be able to:

1. Respond to and initiate short conversations related to day-to-day child care topics.
2. Demonstrate the ability to comprehend appropriate basic-level reading materials and related vocabulary.
3. Produce simple oral and written messages in the context of day-to-day child care with increased control of specific grammatical structures.

Course Content

1. Respond to and initiate short conversations related to day-to-day child care topics (speaking and listening)
 - a. Understand English used in the child care centers as spoken by clients, parents, caretakers, or co-workers and respond appropriately (listening comprehension)

- i. Identify items and themes common in the context of child care
 - b. Use language functions helpful for communicating with and about children regarding day-to-day care (speaking)
 - i. Describe children's preferences and activities
 - ii. Describe and ask about children's schedules
2. Comprehend appropriate basic-level reading materials and related vocabulary (reading and vocabulary)
 - a. Understand level-appropriate readings related to day-to-day child care topics
 - i. Written messages in the context of day-to-day child care
 - ii. Children's literature in English
 - b. Recognize, understand and use vocabulary from the child care context
 3. Produce simple oral and written messages in the context of day-to-day child care with increased control of specific grammatical structures (grammar)
 - a. Simple present
 - i. Be + noun
 - ii. Have
 - iii. Infinitives (after like, want, need, love, and hate)
 - iv. Gerunds (after enjoy, spend time, and have fun)
 - b. Yes/no questions and short answers
 - i. Be
 - ii. Do/does
 - c. Asking questions and answering questions with who, what, whose and how old...?
 - d. Parts of speech
 - i. Subject, verb, object
 - ii. Nouns
 1. Singular
 2. Plural
 - a. -s
 - b. Irregular plural nouns
 3. Subject pronouns
 4. Object pronouns
 - iii. Verbs
 1. Simple present
 2. Present progressive
 - iv. Prepositions (of location)
 - v. Adjectives

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught virtually, ongoing access to computer, internet, and email.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Working in a group, role-plays, phone messages
Complete quizzes, answering questions about the readings from the book, using targeted vocabulary in sentences and/or completing dictation

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises
Oral presentations

Representative Text(s) and Other Materials

Brems, Chan, and Rosner. English for Child Care: Language Skills for Parents and Providers, chapters 1-2. 2010.

Although this text is older than the suggested "5 years or newer" standard, it is a seminal text, the only text that currently exists, in ESL for parenting and child development.

Supplemental textbooks used in the CHLD courses, such as:

1. Berger, Kathleen Stassen. The Developing Person through the Lifespan. 2017.
2. Feeney, Stephanie, et al. Who Am I in the Lives of Children?: an Introduction to Early Childhood Education. 2019.
3. Gonzalez-Mena, Janet. The Young Child in the Family and the Community. 2006.

Textbooks used for ESL instruction:

1. Brems, Marianne, et al. English for Child Care: Language Skills for Parents and Providers. 2018.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Interview a teacher and write a paper discussing how they began their career and what you learned from them
2. Reading: Child development articles, parenting articles
3. Writing: book reports

Discipline(s)

English as a Second Language (ESL): Noncredit