

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CDF 55 - ECE Second Language Learners

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU

51 hours Lecture

This course provides early childhood educators knowledge about the developmental pathways taken by young second-language learners, the teacher's role in the classroom, and using appropriate intervention techniques.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify social and linguistic factors that affect the young second-language learner.
- B. Describe the different developmental pathways taken by young second-language learners.
- C. Identify several ways to communicate with second-language learners.
- D. Communicate with parents about the child's second-language developmental progress.
- E. Create early childhood curriculum and environments to scaffold second-language learners.
- F. Identify multiple intervention strategies of the second-language learners.
- G. Describe the pathway of bilingualism in a multicultural society.
- H. Identify the developmental pathways to becoming bilingual and biliterate

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction	3.00
2. Second-language learning child	4.00
3. Getting started in a second language	4.00
4. Individual differences between second and first-language learners	4.00
5. The teacher's role in communicating with the child	4.00
6. The teacher's role in working with parents of second-language learners	4.00
7. Using classroom curricula to facilitate second-language learners	6.00
8. Assessing the development of second-language learners	6.00
9. Developing effective preschool programs for second-language learners	12.00
10. Becoming a bilingual and biliterate	4.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Guest Speakers
- C. Collaborative Group Work
- D. Class Activities

- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Discussion
- G. Demonstrations
- H. Reading Assignments
- I. Multimedia Presentations
- J. Observation

V. METHODS OF EVALUATION

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Journal
- E. Class participation
- F. Written Assignments
- G. Practical Evaluations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read a second language learner's autobiography and be prepared for class discussion.
 - 2. Select current scholarly articles on second language acquisition and write a paper.
- B. Writing Assignments
 - 1. Create a dictionary of pictures and words in a language other than English.
 - 2. Create curriculum for English language children and learn to modify the activity for children with a language other than English.
- C. Out-of-Class Assignments
 - 1. Observe second language learners in an early childhood classroom or the home to assess the child's current level of second language acquisition.
 - 2. Observe an infant/toddler or preschool classroom which has second language learners and interview the classroom teacher.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Tabor, P. One Child, Two Languages. 2nd Edition. Paul H. Brookes Publishing Co., 2008.
- B. California Department of Education. Preschool English Learner. 2nd Edition. California Department of Education, 2008.
- C. Trevino Hart, E. Bearfoot Heart. 3rd Edition. Trevino Hart, Elva, 2000.

Materials Other Than Textbooks:

- A. Articles reflecting current research

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