

## Meeting the English Language Needs of Parents, Providers and In-Service Teachers

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### I. Background – Community Needs

- A. Address needs of the community
- B. Conduct needs assessment: Non-native speakers need to be able to listen, speak, read, & write in English to succeed in fields of child care and child development.
  1. Caring for children, one needs to...
    - a. Communicate in writing and orally with parents and co-workers about child-related topics.
    - b. Communicate orally with children in developmentally appropriate ways.
  2. Studying Childhood Development/Early Childhood Education, one needs to...
    - a. Orally and in writing, perform tasks that are typically required of students in a Child Development class or of a preschool teacher.
    - b. Orally and in writing, use academic skills necessary to study child development.

### II. Collaboration and Support

- A. Identify community partners
- B. Seek and secure funding for curriculum development.
- C. Locate possible venues for the class.

### III. ESL Content-Based Curriculum

- A. English for Child Care Part I
  1. Describing a child's activities
  2. Writing a note to a parent, provider, or child
  3. Describing the location of common child care items
  4. Preventing accidents
  5. Reporting incidents and illness
  6. Communicating about illness and ailments
- B. English for Child Care Part II
  1. Communicating with parents and child care providers about

topics that frequently arise in the context of care of...

- a. infants
  - b. toddlers
  - c. preschoolers
  - d. school-age children
2. Communicating with children in developmentally appropriate ways.
- C. English for Child Development Part I
    1. Gathering information about children
    2. Documenting development
    3. Describing children and their development
    4. Factors in child development
  - D. English for Child Development Part II
    1. Socio-Emotional Development
    2. Motor Development
    3. Cognitive Development
    4. Language and Literacy Development

### IV. Research and Observations

- A. The data show only students who took ESL 930ECC and/or 940ECC (ESLCC 1st & 2nd courses) before enrolling in a CHD course.
- B. The success rate of students who took ESLCC before CHD exceeds the average of all students who took CHD (i.e., native & non-native English speakers).
- C. The retention rate of students who took ESLCC before CHD exceeds the average of all students who took CHD.

### V. Further directions

- A. Increase enrollments in ESLCC/D.
- B. Collect further data, to include ESL 950ECD and 960ECD (3rd & 4th courses), taught with new course book.

### VI. References

- Brems, Chan, & Rosner. (2010). *English for Child Care: Language Skills for Parents and Providers*. Sunnyvale, CA: Sunburst Media
- Brems, Chan, & Rosner. (forthcoming). *English for Child Development: Language Skills for Parents and Providers*. Sunnyvale, CA: Sunburst Media. [www.sunburstmedia.com](http://www.sunburstmedia.com)