Introduction to Supporting Cultural Diversity and Home Language for Infants/Toddlers and Preschool Children

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Welcome!
Class 1: Agenda 9:00 – Noon
15 Minute Break 10:30
: Today we will...

- Discuss and Define Culture
- Identify Key Teaching Strategies for Supporting Diversity and Dual Learning English as a second Language (ELL)
- Review Two Case Studies
- Review Four Stages of Language Acquisition
- Learn Six Basic Steps to Total Physical Response
- Discuss Tracking ELL Progress and organizing your program to support ELL.
- Receive Web Links, Connections and Resources for Working with ELL
Your Cultural Bag

- Defining Culture
- Make a list of factors in your families culture
- Traditions
- Food
- Holidays
- Child Rearing Values
English Language Learning Philosophy

To support the development of the home language and culture while providing children and families with tools to learn English.
Discussions and Strategies

- Recognizing cultural differences
- Common misconceptions about culture
- Childrearing differences
- Successful communication with immigrant families
Teaching Strategy #1
The Learning Environment

• **Create** a welcoming classroom environment which reflects children’s diversity, culture and backgrounds.

• **Include** pictures, posters, toys and books which portray children’s languages and cultures in a respectful and authentic way.
Simultaneous and Sequential Learning
The Multi Cultural Classroom
Multicultural Materials
Multi Cultural Resources
Cultural Influences on Language Learning

- Differences among cultures in their approach to learning
- Some cultures emphasize adults “having conversations with children”
- In contrast, children in other cultural communities learn language primarily through eavesdropping and observing, in other words, through hours spent overhearing adult conversations.

Review handout “Cultural Influences on Learning.”
Teaching Strategy #2
Getting To Know Your Families

• Ask families to continuously share information about their children’s interests and infuse the information into classroom activities and curriculum.
Welcome Families to Your Program

Welcome Parents

Bienvenidos Padres De Familia

부모님들, 환영합니다

親愛的家人們，歡迎

“Tinobitambirai ne moyo we kuremiti”
Families

Our Families
Teaching Strategy #3
Encourage Family and Community to Share

Provide opportunities for families and community members to share stories and information in their home language.
Teaching Strategy #4
Set Up Policies to Support ELL

• **Carry** out your program’s language policy to support children’s continued development of the home language and facilitate English language learning.
Teaching Strategy #5
Build Knowledge. Support Culture, Diversity and Home Language

- **Provide** opportunities for teachers and staff to develop knowledge of first and second language development as well as culturally and linguistically responsive practices.
Teaching Strategy #6
Planning for Individual English Language Learners

• **Remember** that English language learners are individuals; there is no one size fits all strategy.
Pictorial Schedules

1. Soap
2. Scrub
3. Rinse
4. Dry

This is the way I brush my teeth...

1. Apply toothpaste
2. Brush front teeth
3. Brush back teeth, cheeks & tongue
4. Rinse mouth
Program Staff Supporting ELL Families and Children

- Develop a profile of each child’s language learning background and experiences.

- Work with families and caregivers to develop a plan to support children’s home language.
Learning about the Individual Child and Family

• What is the child’s language background? Do they speak one language, two languages or more?

• What exposure to English have they had? In what environments?

• Are they learning both languages at the same time? Or are they learning a home language first followed by a second language?
Language and Culture

• Which language is dominant?

• What are their experiences and exposure to the home language?

• What is the family’s culture?

• What are the child’s individual characteristics, interests and experiences?
Retaining the Home Language

- Support child’s first language as the child learns English.

- This helps provide a strong sense of identity and continuity between the family, elders, home and the classroom.

- A strong foundation in the native language makes learning a second language easier and faster.

- The content area skills like reading transfer automatically.
Advantages of Bilingualism

Advantages of speaking more than one language
Communication: Literacy in two or more languages
Cultural: Broader enculturation
Cognitive: Broader cognitive skills
Economic: Increased employment opportunities
How Babies Learn Language

- That Programs recognize that the quality of the interactions, not the language of the interaction, is what promotes very young children’s interest and ability to communicate in meaningful ways with the world around them.
Most Important Concept for Infant Toddler Caregivers to Understand

That Programs recognize that the quality of the interactions, not the language of the interaction, is what promotes babies and toddlers interest and ability to communicate in meaningful ways with the world.
Meet Nissa
Supporting Nissa

• Ask Nissa’s family to share and/or tape-record some key words in Hebrew.

• Set aside a quiet space in the classroom where Nissa can seek refuge when she needs a break.

• Create classroom routines which allow Nissa to anticipate upcoming activities without understanding the language; for example, make the classroom schedule with pictures.

• Nissa loves music; play music as a way to help her feel welcome and introduce language through songs.
Supporting Nissa, cont.

• Use gestures and pointing to help Nissa understand new content and try to match gesture to vocabulary (eating, drinking).

• Model language by narrating actions using self-talk strategies, “I am using this red crayon to color in this big circle,” and explicitly use parallel talk to narrate Nissa’s actions, “Nissa, you are using the paintbrush to paint your circle green.”

• Repeat new vocabulary, ideas, and instruction by re-using words with their definitions and repeating instructions in shorter, simpler sentences.

• Create ways for Nissa to participate in activities in a non-verbal way (clapping, playing instruments).
Meet Aniese
Supporting Aniese

• Create interesting centers with creative materials (art supplies, musical instruments, etc.) which give Aniese opportunities to practice her oral language skills and express herself creatively.

• Meet with Aniese’s family to learn her language background and develop ways to support her home language.

• Use pictures and real world objects to teach Aniese basic words like “paintbrush,” “marker” and “book”. Ask her family to share the same words in their home language.

• Help Aniese make meaningful connections to new vocabulary and content being taught by helping her find ways to connect her personal experience to new content.
Supporting Aniese, cont.

- Ask Aniese’s mother to share information about her experiences, background and interests.
- Observe Aniese to learn about her interests and language use in the classroom.
- Try to pair Aniese with peers who speak Spanish.
- Label objects and areas of the room with Spanish words.
Different Learning Modes

• Developing non-English as a first language

• Being exposed to only one language before learning another

• Exposure to both languages from infancy

• Different experiences and exposure will impact the learning process and context in which the child will develop early literacy and language skills in both languages.
Did you know?

- Children with a well-developed primary language are generally able to transfer those skills proficiently in a second language.

- Children are able to learn second language more quickly.

- A lack of continuity can disrupt the language development in both languages, leaving the child vulnerable to delays and literacy problems later.
Language Acquisition for ELL Teacher Strategies Stage 1

**Official Name:** Pre Production Other name Pre-speech Silent Period

**Characteristics:**
Physical response only.
Minimal comprehension
No speech production

**Student behaviors:**
- Produces no speech
- Indicates comprehension physically
- Comprehends key words only
- Depends heavily on context
- Responds by pantomiming, gesturing or drawing
- Says only yes or no or names of other students

**Teacher strategies**
- Uses commands to teach receptive language (TPR)
- Requires physical response to check comprehension
- Asks student to show/draw answers to questions
- Asks yes no questions
- Uses manipulatives and props
- Shows write key words after oral presentation
Stage II

- **Name:** Early Production or Telegraphic Stage
- **Language:** Fluency Basic Interpersonal Communication Skills (BICS)
- **Student Characteristics:** One to one responses
  - Disconnected speech
  - Very limited comprehension
  - Up to 1000 receptive active word vocabulary
- **Student behavior**
  - Indicates comprehension physically
  - Verbalizes key words
  - Depends heavily on context
  - Responds one to one answers or in phrases
  - Mispronounces words
- **Teacher strategies**
  - Encourages all attempts to respond
  - Asks students questions that require one two word answers
  - Who, What Why When, Where
  - Uses concrete objects
  - Displays print to support oral presentations
Stage III

Name: Speech emergence – Simple sentence stage. Fluency BICS

Characteristics:
Simple –sentence responses
Connected speech
Fairly good comprehension
Up to 3000 receptive/action word vocabulary

Student behaviors:
Produces whole sentences
Makes basic grammatical errors
Hears smaller elements of speech
Shows good comprehension (given rich context)
Functions on a social level
Uses limited vocabulary

Teacher strategies:
Expands receptive language through comprehensible input
Engages student in producing language
Such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting.
Asks application Q’s “What do you do when” etc
Incorporates more writing
Second Language Acquisition Stage IV

**Name:** Intermediate Fluency or Bridging Stage
• BICS and some proficiency in Cognitive Academic Language Proficiency (CALP))

**Characteristics:**
• Simple sentences responses
• Extended speech
• Increased comprehension
• Beyond 3000 receptive/active word vocabulary

**Student behaviors:**
• Produces whole narration
• Makes complex grammatical errors
• Hears some subtle elements of speech
• Shows good comprehension (given some context)
• Functions somewhat on a academic level
• Uses an expanded vocabulary

**Teacher strategies;** Develops CALP: oral and written
• Introduces figurative Language
• Asks “WHY” Q’s soliciting opinions, judgment, prediction, hypothesis, inference, creation
• Engages student in higher order thinking (HOT) skills
Language Acquisition

• Fluctuate between the four stages is common.

• Success is based on environment and circumstances – at home and at school.

• Each child will grow at his own pace.

• A strong foundation in the first language will help develop skills in English more easily.
## Language Acquisition Chart

<table>
<thead>
<tr>
<th></th>
<th>STAGE I</th>
<th>STAGE II</th>
<th>STAGE III</th>
<th>STAGE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Official Name</strong></td>
<td>Preproduction</td>
<td>Early Production</td>
<td>Speech Emergence</td>
<td>Intermediate Fluency</td>
</tr>
<tr>
<td><strong>Other Names</strong></td>
<td>Pre-speech/Silent Period</td>
<td>Telegraphic Stage</td>
<td>Simple-Sentence Stage</td>
<td>Bridging Stage</td>
</tr>
<tr>
<td><strong>Variety of Language</strong></td>
<td>Fluency (BICS)</td>
<td>Fluency (BICS)</td>
<td>Fluency (BICS)</td>
<td>Fluency (BICS) and some Proficiency (CALP)</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>Physical response only</td>
<td>One to two-word responses</td>
<td>Simple-sentence responses</td>
<td>Simple/complex-sentence</td>
</tr>
<tr>
<td></td>
<td>No speech production</td>
<td>Disconnected speech</td>
<td>Connected speech</td>
<td>responses</td>
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<tr>
<td></td>
<td>Minimal comprehension.</td>
<td>Very limited comprehension</td>
<td>Fairly good comprehension</td>
<td>Extended speech (discourse)</td>
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<tr>
<td></td>
<td>Up to 500 receptive-word</td>
<td>Up to 1000 receptive/active-</td>
<td>Up to 3000 receptive/active-</td>
<td>Increased comprehension</td>
</tr>
<tr>
<td></td>
<td>vocabulary</td>
<td>word vocabulary</td>
<td>word vocabulary</td>
<td>Beyond 3000 receptive/active-</td>
</tr>
<tr>
<td><strong>Student Behaviors</strong></td>
<td>Produces no speech</td>
<td>Produces words in isolation</td>
<td>Produces whole sentences</td>
<td>Makes complex grammatical</td>
</tr>
<tr>
<td></td>
<td>Indicates comprehension physically</td>
<td>Indicates comprehension physically</td>
<td>Makes basic grammatical errors</td>
<td>errors</td>
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<tr>
<td></td>
<td>Comprehends key words only</td>
<td>Verbalizes key words “heard”</td>
<td>Hears smaller elements of speech</td>
<td>Hears some subtle elements</td>
</tr>
<tr>
<td></td>
<td>Depends heavily on context</td>
<td>Depends heavily on context</td>
<td>Shows good comprehension</td>
<td>of speech</td>
</tr>
<tr>
<td></td>
<td>Responds by pantomiming, gesturing, or drawing</td>
<td>Responds with one/two-word answers or in phrases</td>
<td>Functions on a social level</td>
<td>Shows good comprehension</td>
</tr>
<tr>
<td></td>
<td>Says only yes, no, or names of other students</td>
<td>Makes “errors of omission”</td>
<td>Uses limited vocabulary</td>
<td>(given some context)</td>
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<td></td>
<td></td>
<td>Mispronounces words</td>
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<td>Functions somewhat on an</td>
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<td>academic level</td>
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<tr>
<td><strong>Teacher Strategies</strong></td>
<td>Uses commands to teach receptive language (TPR)</td>
<td>Continues to expand receptive language (TPR)</td>
<td>Expands receptive language through comprehensible input</td>
<td>Develops cognitive academic</td>
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<td></td>
<td>Requires physical response to check comprehension</td>
<td>Encourages all attempts to respond</td>
<td>Engages student in producing language such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting</td>
<td>language: oral and written</td>
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<td>Asks “yes/no” questions</td>
<td>Use concrete objects</td>
<td>Incorporates more writing.</td>
<td>Asks “why” questions soliciting opinion, judgment, prediction, hypothesis, inference, creation</td>
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<td></td>
<td>Uses manipulatives and props</td>
<td>Displays print to support oral presentations</td>
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<td>Engages student in higher-order thinking (HOT) skills</td>
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<td></td>
<td>Shows/writes key words after oral presentation</td>
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Children in the Silent Period

Bill Martin Jr / Eric Carle

Brown Bear, Brown Bear, What Do You See?
Total Physical Response (TPR)
Six Basics Steps in Using TPR

1. Teacher Demonstration
2. Group Action and Action Games
3. Written Copy
4. Oral Repetition
5. Student Demonstration
6. Partner and or Buddy Activities
Teacher Demonstration

• Head Shoulders Knees and Toes

• Hokey Pokey

• Peter Works with One Hammer

• Finger Play for example: Intsy Wintsy Spider: Sing – Hum – Mime – (great transition activity)
Group Action / Action Games
Allow Children to Take the Lead
Written Copy

• Write the words on flip chat paper, allow children to see the connection between the oral command and the written word

• Example: Write the word “nose” while pointing to your nose.

• Write the word “eye” while pointing to your eye.

• Support learning without pictures and photographs of topic you are discussing.
Oral Repetition

• Repeat commands without actions or movement.
• Quick strategy to determine if children understand the concept.
Children Demonstration

• All children love to act out, taking turns for example - fish swimming, horse galloping, bunny hopping, butterfly.

• Cowboy riding, dancing, soldier marching, airplane flying.

• Marching band, playing and identifying musical instruments, guitar, symbols, flute, drums.

• Gross Motor Skills: Jumping, Sitting, Tying shoes.

• Routines: Washing Hands, Brushing Teeth

• Be creative. Let the children choose.
Partner and Buddy Activities

Encourage children to work with a partner or a buddy to practice using words and oral repetition step. Practice giving each other instructions.
Tracking ELL Progress

• Establish a section in child’s file or portfolio for ELL.

• Insert Language Acquisition Chart in portfolio.

• Note child’s stage of language acquisition at beginning of year.

• Keep track in portfolio ... document individual growth and progress through stages of language acquisition.

• Record observations of children during activities
Overall Organization

Design Your Program to Support ELL

To design a program that preserves and enhances the child’s native language while the he/she learns English

Know the target population

Use and speak in first language. Meet individual needs

Use Spanish and English And other languages As a method of instruction

Room Arrangement and organization

Create an (DAP) appropriate environment

Provide ongoing Assessment In Both Languages

Interactions to support Birth to Three population

Understand the Theory behind How Babies learn language

Program discover their own cultural beliefs and values

Higher Pre Literacy activities and interactions

Provide Literacy Assessment and Training for Families

Involve Families
Links and Connections for English Language Learners (ELL)

- Classroom Tips for Working with ELL
- Classroom Checklists for ELL
- ELL Classroom Strategies and Application
- Web Links and Connections for English Language Learners
THANK YOU!!

Please contact me if I can assist you in any way:

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