



# The ELL Tool Kit

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Pennsylvania Departments of Education and Public Welfare**

**Keystone STARS Leadership Institute  
June 26-27, 2009  
Hershey Lodge  
Hershey, Pennsylvania**



# THE ELL TOOL KIT

- ◆ Define **cultural competence**.
- ◆ Unpack **myths and realities** about English Language Learners (ELLs).
- ◆ Describe **second language acquisition**.
- ◆ Highlight **research and best practices**.
- ◆ Outline **strategies to build and sustain culturally competent and proficient early learning professionals and organizations**.

# English Language Learner

- Immigrant
- Migrant
- Newcomer
- Refugee
- U.S. born citizen (Puerto Rico, Guam, American Samoa, Native American, indigenous groups, etc.)

# Demographics

U.S. Bureau of Census, 2001; Gay, 2000.

According to the **2000** U.S. Census:

- ◆ 28% people of color
- ◆ 5.7M legal immigrants since 1990

By **2025**, people of color, including immigrants, will represent **38%** of the population.

By **2050**, people of color, including immigrants, will represent **47%** of the population

# Demographics

(Cohen & Clewell, 2007)

- ◆ **50%** increase in ELL population (2M) in elementary schools between 1980-2000.
- ◆ More than **50%** of PreK-5 immigrant children from **Latin American**, and approximately **25%** from **Asia**.
- ◆ **Expansion** of ELL school population **nationally**.
- ◆ Approximately **70%** of ELLs in only **10%** of elementary schools.
- ◆ Higher ELL population in **large urban schools**.
- ◆ Greater incidence of **poverty** and **health** issues for ELLs.

# Demographics

(Hernandez et al, 2007)

- ◆ **24%** of children in immigrant families live with at least one parent who is U.S. born.
- ◆ **68%** of children in newcomer families have parents who have lived in the U.S. for over 10 years, including **24%** who have U.S. born parents.
- ◆ Almost **50%** of children in newcomer families speak languages other than English in the home, but also speak English well.
- ◆ Almost **79%** of children in newcomer families are American citizens because they were born in the U.S.

# Early Learning Participation of Young ELLs

(Matthews & Ewen, 2006)

- ❖ **Underutilization of center-based care by ELLs under age 3**
- ❖ **Overutilization of irregular care arrangements, particularly care by relative**
- ❖ **ELLs under age 3 with working parents in some form of care**
- ❖ **ELLs ages 3-5 either in parental care or without regular care arrangements**
- ❖ **ELLs ages 3-5 with working parents most frequently in center care with 25% in the care of a relative**



# Reasons for Non-Participation of Young ELLs

Bureau of Labor Statistics, 2006; Matthews & Jang, 2007); National Center for Children in Poverty, 2006;

- **Lack of awareness about programs and importance of highly quality care**
- **Shortage of bilingual and bicultural providers**
- **Few quality early learning programs in immigrant communities**
- **Many programs not purposeful or responsive to immigrant families**
- **Non-Hispanic White providers: 63% of childcare workers and 78% of preschool teachers**



# CULTURAL COMPETENCE



# What is Cultural Competence?

- 1 Define cultural competence.**
- 2 Identify key components of cultural competence.**
- 3 Describe the relationship between cultural competence and early learning.**

# Cultural Identity

**Assimilate**

**Accommodate/ Acculturate**

**Transculturrate**

**Alienate**

**Marginalize**

**Culture** is a shared system of meaning, which includes values, beliefs, and assumptions expressed in daily interactions of individuals within a group through a definite pattern of language, behavior, customs, attitudes, and practices.”



(Maschinot, 2008)



# Culture

(Gollnick & Chinn, 2006)

- Learned through enculturation and socialization
- Shared through customs and cultural patterns





“Language acquisition means learning new language through using it and/or hearing it in meaningful experiences, and having it available for use in future communicative contexts.”  
(Pransky, 2008, p. 35)

# Language

**Verbal**

**Non-verbal**

**Linguistics includes:**

- ❖ **phonetics**
- ❖ **phonology**
- ❖ **morphology**
- ❖ **lexicon**
- ❖ **syntax**
- ❖ **semantics**
- ❖ **dialects and accents**
- ❖ **sociolinguistics**



# Cultural Competence

(Arredondo et al, 1996; Cross, 1988, 1989; Sue et al, 1998)



- ◆ Self-awareness
- ◆ Cultural knowledge
- ◆ Cross-cultural communication and interaction
- ◆ The ability to take the perspective of another

# Cross: Cultural Competence Framework (Cross, 1988, 1989)

- ◆ **Cultural destructiveness**
- ◆ **Cultural incapacity**
- ◆ **Cultural blindness**
- ◆ **Cultural pre-competence**
- ◆ **Advanced cultural competence (cultural proficiency)**

# National Center for Cultural Competence (NCCC, 2009)

- ◆ **Defined set of values and principles**
- ◆ **Demonstrated behaviors, attitudes, policies, structures that enable effective cross-cultural interactions**
- ◆ **Capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, adapt to diversity and the cultural contexts of communities they serve**
- ◆ **Incorporation of the above into all aspects of policy, administration, practice, and service delivery with all stakeholders**

# MYTHS and REALITIES



# Myths and Realities

(Crawford, 1998; Espinosa, 2008; McLaughlin, 1992; NCTE, 2008; Samway & McKeon, 2007; Snow, 1992)

**Myth 1:** The number of ELL students is decreasing and most of them are foreign-born and recent arrivals.

**Myth 2:** Students who are not legal residents cannot be enrolled in school.

**Myth 3:** ELLs should not use their native language in the home, social settings, or the classroom because this will impact their ability to learn English effectively.

**Myth 4:** Once ELLs are able to speak fluently, they have successfully acquired English.

**Myth 5:** Reading and writing instruction should be delayed until ELLS are proficient in English.

# Myths and Realities

**Myth 6:** ELLs should be placed in Special Education programs for language services.

**Myth 7:** NCLB does not require ELLs to be tested for AYP because they do not speak English proficiently.

**Myth 8:** There is agreement among researchers regarding effective programming for ELLs.

**Myth 9:** Teachers of ELLs need to speak a second language.

**Myth 10:** Immigrant and refugee parents and families do not respond to invitations to participate because they just do not care.



# Myths and Realities

**Myth 11:** Younger ELLS absorb a second language (L2) more quickly and more easily than older ELLs.

**Myth 12:** Second language (L2) acquisition is the same for all children.



# SECOND LANGUAGE ACQUISITION and LEARNING



# Krashen:

## Language Acquisition and Learning

- 1 Subconscious vs. Conscious
- 2 Natural Order
- 3 Monitor
- 4 Comprehensible Input
- 5 Affective Filter

# Cummins: BICS vs. CALP

(Cummins, 1981, 1996)



## **BICS**

### **Basic Intercultural Communication Skills**

- ◆ Context embedded
- ◆ Simple, concrete
- ◆ Cognitively undemanding
- ◆ Social communication



# CALP

## Cognitive Academic Language Proficiency

- ◆ Context reduced
- ◆ Abstract, conceptual
- ◆ Cognitively demanding
- ◆ Academic



# Stages of Second Language Acquisition

**Stage 1: Silent/receptive or pre-production**

**Stage 2: Early production**

**Stage 3: Speech emergence**

**Stage 4: Intermediate language proficiency**

**Stage 5: Advanced language proficiency**



# CULTURAL IDENTITY

and the

# CULTURAL CONTINUA



# Cultural Self-Identity

**Culture** and **language** are two factors that influence and impact **cultural self-identity**--the group with which an individual identifies based upon race/ethnicity, culture, language, gender, religion, etc.



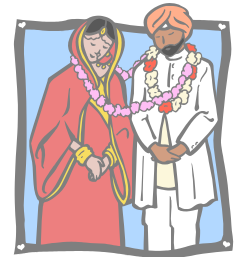


# The Cultural Continua

(Lynch & Hanson, 2004)

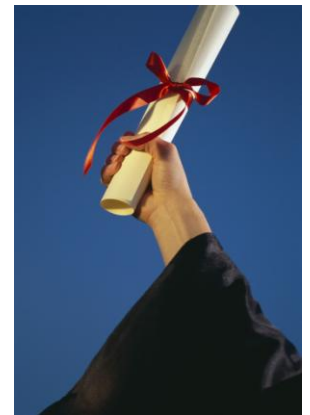


- ❖ **Family constellation**
- ❖ **Interdependence/Individuality**
- ❖ **Nurturance/Independence**
- ❖ **Time**
- ❖ **Tradition/Technology**
- ❖ **Ownership**
- ❖ **Rights and Responsibilities**
- ❖ **Harmony/Control**



# Sociocultural Factors

- ❖ **Socioeconomic status (SES)**
- ❖ **Parents' educational level**
- ❖ **Personal efficacy**



# ELL Family Involvement: Research

- ◆ **Despite what may appear as unresponsiveness or lack of interest, ELL families believe very strongly in education (Suarez-Orozco, 2001; Trumbull et al, 2001).**
- ◆ **Relocation or dislocation may result in family separation, lack of family cohesion, role or power reversals, loss of familiar relationships, and economic imbalances (Orozco, 2007), as well as loss of self-efficacy.**
- ◆ **ELL families may feel uncomfortable in school settings where they feel pressure to speak English, do not see people who resemble them or speak their language, and where materials and resources are not culturally relevant (Samway & McKeon, 2007).**

# ELL Family Involvement: Best Practices with Parents

(Trumbull et al, 2001; Van Velsor & Orozco, 2007)

**School personnel should focus on process variables:**

- ◆ **Parents' wishes for children**
- ◆ **Roles parents are comfortable assuming**
- ◆ **Parents' feelings about competencies**
- ◆ **Types of invitations to participate**
- ◆ **Other roles parents are willing to accept**



# ELL Family Involvement: Best Practices with Parents

(Coltrane, 2003; Delgado-Gaitan, 2004)

**Early learning professionals should provide:**

- **Many opportunities for parental input**
- **Information about curriculum, instruction, and standards**
- **Assistance to parents in understanding placement and assessment measures of achievement**
- **Non-judgmental outreach and interaction**



“In examining the practices of the past and the existence of linguisticism, it is also important to remember that in becoming Americans, all people have enriched the national language and culture.” (Perez, 2004, p. 11)



# Respect for Cultural Differences: Alternative Worldviews about Child-Rearing and Child Development

(Bowman, 1990)

- ◆ **Recognizing developmentally equivalent behavioral patterns**
- ◆ **Giving equivalent developmental milestones the same value**
- ◆ **Using familiar interactive styles**
- ◆ **Reinforcing the values of the ELL family**
- ◆ **Addressing differences between home and school values and beliefs**
- ◆ **Recognizing that certain content or subject matter may be viewed differently by different cultures**

# Developmentally and Culturally Appropriate Practice

Culturally responsive pedagogy or culturally responsive practice is defined as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to* and *through* the strengths of these students. It is culturally *validating* and *affirming*” (Gay, 2000, p. 29).

# Young ELLs: Learning Characteristics

(Hyun, 2007)

- ◆ **Multidirectional, multidimensional, multiethnic, and multilingual development**
- ◆ **Culturally-based ways of knowing and understanding the world**
- ◆ **Ongoing sociocultural changes**
- ◆ **Dynamic family structures, cycles, and environments**

# ESL Instructional Practice

- ◆ **Sheltered Instructional Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2004)**
- ◆ **Multicultural Problem-Posing (Quintero, 2004)**
- ◆ **Cognitive Academic Language Learning Assessment (CALLA)**
- ◆ **Work Sampling**



# DCAP: Best Practices

- ◆
- ❑ Reflection of care and connectedness (Nilles & Rios, 2009)
- ❑ Integration of cultural and linguistic knowledge that defines ELLs' identity into educational practice (Nilles & Rios, 2009)
- ❑ Respect and acknowledgement of family and community values and belief systems (Lynch & Hanson, 2006)
- ❑ Understanding of unique issues ELLs face in U.S. society (Orozco, 2007)
- ❑ Dynamic and process-oriented strategies aligned to standards (Quintero, 2004)
- ❑ Cultural appropriate formal and informal assessment strategies or authentic performance-based assessments (Brice, 2002; McLean, 2002)

# DCAP: Examples

- 1. Asking families about child-rearing practices and beliefs about child development and learning**
- 2. Meeting with ELL families and children in familiar community-based settings for orientations or meetings**
- 3. Integrating other cultures and languages into literacy activities**
- 4. Engaging in multicultural/bilingual instruction, and allowing ELLs to use L1 to help learn new concepts and ease L2 acquisition**

# Standards and Assessment

- ◆ **NCLB: Accountability and Assessment**
- ◆ **TESOL Standards**
- ◆ **PA ELPS (English Language Proficiency Standards) and WIDA ELPS and ACCESS**
- ◆ **PA BEC (Basic Education Circular)**
- ◆ **Authentic Assessment**

# DEVELOPING AND SUSTAINING

## CULTURAL COMPETENCE



# Characteristics of Culturally Competent Organizations

Bredenkamp & Copple, 1997; Coltrane, 2003; Echevarria, 1998; Fillmore & Snow, 2000; Gentemann & Whitehead, 1983; Nissani, 1993; Robles de Melendez & Beck, 2007)

- ◆ **Awareness of ELL families and children's cultural and linguistic needs**
- ◆ **Fair treatment**
- ◆ **Cultural brokers**
- ◆ **Communicators, educators, evaluators, educated people, and agents of socialization**
- ◆ **Time for planning and program development**
- ◆ **Funds of knowledge**

# Characteristics of Culturally Competent ELL Teachers

(Kushner & Ortiz, 2000)

- ◆ **Teacher language proficiency**
- ◆ **Foundational knowledge**
- ◆ **Cultural competence**
- ◆ **Strong content knowledge and pedagogical content knowledge**
- ◆ **Strong background in culturally appropriate informal and formal assessment strategies, and use of assessment data**
- ◆ **Reflective practice as a habit**
- ◆ **Professional leadership and advocacy**



# Culturally Competence

- Self-Awareness
- Cultural Knowledge
- Cross-Cultural Understanding and Communication

# Assessment and Professional Development

- 1. Self-assessment measures for individuals, programs, and organizations**
- 2. Frequent and continuous formative and summative evaluation processes**
- 3. Professional development at the individual, program, and organizational levels beyond fact-sharing and singular efforts**

# Things to Remember

(Hyun, 2007)

- ❖ **Engage in thoughtful, honest, and critical self-reflection about one's professional practice, cultural competence, and limitations**
- ❖ **Continuously ask how young ELLS might be perceiving things differently and constructing meaning**
- ❖ **Sustain communication with ELL families and communities**
- ❖ **Use multiple and multiethnic perspective-taking in practice**

# Final Thoughts

- ◆ **Developing cultural competence at the individual level and at the collective level involves a continuous cycle of self-assessment and self-learning.**
- ◆ **Professional development activities that build cross-cultural communication skills, as well as instructional skills, while also encouraging individuals and groups to constantly reflect and require people to evaluate their values, beliefs, and views about people and cultures that are different, are necessary but not enough.**
- ◆ **The ability to engage daily in questioning assumptions, evaluating actions, and refining behaviors towards ELLs and their families, as well as with peers and colleagues who may be culturally and linguistically diverse, is critical.**
- ◆ **Cultural competence, as Lindsey et al (2003) have emphasized, is not structured activities or instructional strategies, boilerplate policies and practices, or a quick fix (p. xxii). To reiterate, it is about self-awareness, cultural knowledge, and cross-cultural communication—the foundation for growth, change, and transformation for culturally competent individuals and organizations.**

# Thank you!

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