

Meeting the English Language Needs of Parents and Child Care Professionals

Presenters: Marsha Chan Marsha.Chan@wvm.edu and Julaine Rosner Julaine.Rosner@wvm.edu
English as a Second Language Faculty, Mission College, Santa Clara, California

1. **Introduction** – Our perspective as English language specialists
2. **Development of ESL for Child Care at Mission College**
 - a. Development of ESL for Child Care courses through ESL and CHD collaboration
 - b. 2010, English for Child Care: Language Skills for Parents and Providersⁱ was published.
 - c. Mission College ESLCC courses:
 - i. ESL for Child Care I: Communicating about Child Care, Health & Safety
 - ii. ESL for Child Care II: Ages and Stages (Infants - School-Age Children)
 - iii. ESL for Students of Child Development
3. **Components of ESL for Child Care, Parts I and II**
 - a. Listening, speaking, reading, writing skills necessary for beginning–intermediate English learners to communicate about day-to-day in child care topics.
 - b. ESL for Child Care Part I focuses on language needed for
 - i. Communicating about Children
 - ii. Preventing Accidents
 - iii. Reporting Incidents
 - iv. Treating Illnesses and Injuries
 - c. ESL for Child Care Part II focuses on language needed for
 - i. Infants
 - ii. Toddlers
 - iii. Preschoolers
 - iv. School-Age Children
4. **Components of English for Child Development**
 - a. Academic language skills necessary for parents and students of Child Development:
 - i. reading college-level texts related to child development
 - ii. understanding and using vocabulary needed in this context
 - iii. understanding and using grammatical structures frequent within the context
 - iv. writing tasks such as objective observations and descriptions and reflections
 - v. listening and speaking tasks that are necessary within the context
 - b. Communication strategies for working with children
 - c. A second book is currently being written, revised, and piloted.
5. **Implementation of English for Child Care programs:**
 - a. Adults have more success in second language learning when...
 - i. they receive explicit and ongoing instruction
 - ii. they have ample opportunity for active, ungraded and graded practice
 - b. Possible venues for this program include:
 - i. Local community colleges: contact ESL or CHD faculty
 - ii. Adult school: contact ESL faculty and/or school administration
 - iii. Vocational or technical institutes, such as Center for Employment Training
 - iv. Local libraries
 - v. Training sites for child care providers and preschool teachers
6. **Conclusion, Questions, and Feedback**

Examples of materials used in English for Child Care, Parts I & II (ESL 930CC-A & B)
See other handout packet.

Examples of materials used in English for Child Development (ESL 940CC)

Activity 1: Describing a child's ethnic heritage

Subject	BE		adjective for part of the world	
I We / You / They He / She / It	am is are	of	Asian African European Hispanic Chinese Mexican Middle Eastern African and Hispanic	heritage descent

(I am) / (We / You / They are) + (He / She / It is) _____ ADJ (white / black / Hispanic / Asian / American / Indian / Native American / mixed race).

Look at the pictures below. Talk with a partner. Make guesses about the ethnic heritage of the people in the pictures. Say and write sentences.



Activity 2: Recognizing Objective Writing

Work with a partner. Put a check ✓ next to the sentences that are factual. Put an X next to sentences that are not.

1. ___ Clara looks so cute when she smiles.
2. ___ Clara, a toddler, can stand with support.
3. ___ Clara crawls over to the basket and the toys.
4. ___ Clara loves the basket with colored balls.
5. ___ Those balls are interesting toys for boys and girls.
6. ___ Clara puts the ball into the box.
7. ___ She played with the ball and the box for about 10 minutes.
8. ___ Clara is a happy baby with an easy temperament.
9. ___ (your own fact) _____.
10. ___ (your own opinion) _____.

Activity 3: Using vocabulary for describing development

Match the words to their definitions. Talk about the definitions with your classmate.

Example: A: What is a reflex? B: A reflex is an automatic motion.

7. ____ A simple movement A. a complicated motion, for example: run while holding a toy
8. ____ A reflex B. a basic motion, for example: waving arms
9. ____ A complex movement C. an automatic action, for example: blinking

Ex: A: What does 'to explore' mean? B: It means to go new places or to practice new skills.

10. ____ To explore D. to make two or more things work together well
11. ____ To combine E. to go new places or practice new skills.
12. ____ To coordinate F. to put two or more things together
13. ____ To expand G. to increase in size or ability

Activity 4: Using vocabulary to describe a developmental progression

Read the developmental profile excerpt below. Write a number in front of each response to order them from simple to complex. Then talk with a classmate about the developmental responses. Use sequence markers. Follow the model.

Developmental Domain: MPD—Motor and perceptual development					
Measure 31: Gross motor					
Definition: Child moves different parts of body or whole body					
Infant / Toddler					
Moving with Reflexes	Combining Simple Movements	Coordinating Simple Movements	Exploring Complex Movements	Making Complex Movements	Expanding Complex Movements
<u>Response:</u> Moves body with reflexes	<u>Response:</u> Combines the movement of more than one body part	<u>Response:</u> Coordinates the movement of arms and legs to move whole body	<u>Response:</u> Coordinates movement of whole body while standing on two feet using support	<u>Response:</u> Coordinates movement of whole body while standing on two feet without support	<u>Response:</u> Coordinates highly complex movements with confidence and ease

Responses:

- ____ coordinate simple movements
- ____ explore complex movements
- 1 move with reflexes
- ____ expand complex movements
- ____ make complex movements
- 2 combine simple movements

Model:

A: First, children move with reflexes

B: After that, they combine simple movements.

A: And then they _____

Activity 5: Using a Developmental Profile for Language Practice

Developmental Domain: MPD—Motor and perceptual development					
Measure 31: Gross motor					
Definition: Child moves different parts of body or whole body			Infant / Toddler		
Moving with Reflexes	Combining Simple Movements	Coordinating Simple Movements	Exploring Complex Movements	Making Complex Movements	Expanding Complex Movements
<u>Response:</u> Moves body with reflexes	<u>Response:</u> Combines the movement of more than one body part	<u>Response:</u> Coordinates the movement of arms and legs to move whole body	<u>Response:</u> Coordinates movement of whole body while standing on two feet using support	<u>Response:</u> Coordinates movement of whole body while standing on two feet without support	<u>Response:</u> Coordinates highly complex movements with confidence and ease
Examples • Moves leg. • Turns head.	<ul style="list-style-type: none"> • Turns head and reaches for toy. • Waves arms and kicks legs at the same time. • Holds onto foot while lying on back. 	<ul style="list-style-type: none"> • Rolls from stomach to back or from back to stomach. • Crawls to other side of room • Scoots or rolls in direction of toys. • Gets up on all fours. • Moves from lying down to sitting position. 	<ul style="list-style-type: none"> • Holds onto table and sidesteps around it. • Takes steps forward and sideways while holding onto furniture. • Uses table to pull self to standing position. 	<ul style="list-style-type: none"> • Steps sideways. • Walks up stairs by putting two feet on a step before going to the next one. • Steps backward. • Squats to reach for toy and stands up unassisted. 	<ul style="list-style-type: none"> • Walks up steps with alternating feet. • Walks on tiptoes, while softly humming a song to herself. • Runs while holding a toy. • Steers bicycle while pedaling it. • Picks up a child-sized chair and carries it across the room.

Identifying developmental levels

Look at the examples of behavior below. Discuss the developmental level with a partner.

Is the child _____?

1 moving with reflexes

2 combining simple movements

3 coordinating simple movements

4 exploring complex movements

5 making complex movements

6 expanding complex movements

Ex.: 1 She turns her head.

Model:

A: She turns her head. She's moving with reflexes.

B: Yes, that's right.

A. 1 She turns her head.

B. ____ He waves his arms and kicks his legs at the same time.

C. ____ She takes steps while holding onto furniture.

D. ____ He steps sideways and backwards.

E. ____ She rolls from her stomach to her back or back to stomach.

F. ____ He uses a table to pull himself up to standing.

G. ____ She crawls from one side of the room to the other.

H. ____ He squats to reach for a toy.

I. ____ She steers the tricycle while pedaling.

J. ____ He walks up steps with alternating feet.

ⁱ Brems, M., Chan, M., and Rosner, J. (2010). *English for Child Care: Language Skills for Parents and Providers*. Sunnyvale: Sunburst Media.