

Guidelines For Cultural and Linguistic Diversity

Culturally Responsive Practice For English Language Learners

Part IV

- **Culturally Responsive Practices**
 - **Programs**
 - **Best Practice Strategies**
- **Instructional Support/SLP Roles and Responsibilities**
 - **Interventions**
 - **Therapy**

Culturally Responsive Practice (CRP)

Specific educational practices, instructional strategies, curricula content and teaming processes, which have been established by research to increase the achievement of historically underachieving culturally diverse students. NCRSST, 2004

Challenges to Providing CRP for ELLs

- Growing number of ELLs
- Many ELL subgroups
- Experiences, background, education vary widely
- Achievement gaps continue
- No single approach or program fits for every ELL
- Required accountability
- Limited teacher training
- Limited (but active) research

Challenges to Providing CRP for ELLs

- The ideal-each ELL would come with a strong L1 educational foundation, so that L1 content and literacy knowledge could readily transfer to English
- The reality-L1 skills and knowledge are often lacking, so that we need to teach English and fill in educational gaps

Challenges to Providing CRP for ELLs

The Ohio Department of Education provides guiding principles to set the stage for CRP, as follows...

Five Cardinal Principles

Adopted by the Ohio Department of Education

Riig & Hudleston, 1986; Krashen & Terrell, 1983

Principle #1

- Students need to feel good about themselves and their relationships with others in second language learning situations
- Foster friendships among ELLs and their peers/teachers
- Promote cooperative learning activities
- Arrange for peer study partners
- Use language skills and cultural knowledge of ELLs as resources in the classroom
- Provide learning settings to put students at ease

Principle #2

- Comprehension naturally precedes production during the process of second language development
- Provide comprehensible input
- Give plenty of opportunities to read good literature that is age appropriate and suitable to students' proficiency level
- Allow students to show comprehension non-verbally
- If possible, use students' native language as a means to develop necessary concepts

Principle #3

- Second language competency develops most quickly when the learner focus is on accomplishing tasks rather than focusing on the language itself
- Give chances for students to work on group assignments
- Begin with concrete experiences
- Focus on purposeful content-related activities

Principle #4

- Students can learn to read and write in a second language while they develop their oral skills
- Use the language experience approach, to promote oral and written communication
- Provide meaningful writing opportunities, journal writing
- Teach note-taking skills
- Make authentic reading resources available

Principle #5

- Learners acquire a second language through trial and error: mistakes are part of the natural process
- Focus on what students communicate, rather than how they communicate
- Avoid constant corrections, especially when it interrupts communication
- Use students' errors as indicators of their progress in developing second language skills

Theory to Practice

- The ODE principles reflect well-documented research findings that provide guidance for intervention design, instructional strategies, and program development for ELLs