Summary

Name

Institution Affiliated

Culturally Inclusive Teaching and Empowerment

Cultural inclusion refers to an environment where the teaching staff and the students recognize, identify and appreciate diversity to make learning better. One importance of cultural inclusion in education is that it eliminates discrimination and prejudice from the learning environment. LTELs refers to Long Term English Learners and these are people who have been in the US for six years and above and cannot yet fully communicate in both spoken and written English. SIFEs is the abbreviation of Student with Interrupted Formal Education, and they are those students with a two or more-year gap in their education. Lastly, RA ELs means Recently Arrived English Learners and they are people who have not stayed and schooled in the US for more than twelve months.

All three groups of people lack proficiency in English and have to take English lessons to improve their written and spoken English. They also do not speak English as a first or in some cases, as a second language. By being unable to communicate effectively in English, their studies in the US suffers. There are several factors which affect the ELLs ability to learn the English language effectively, and some of these factors include and are not limited to discrimination from other students. The discrimination is by them being different from the other students. It is essential to understand the factors that affect their ability to learn the language to help them overcome these challenges and improve in their academics.

Several factors also affect language acquisition among the groups, and they include age. Age plays a huge role in learning, and older teens would be less inclined to grasp what they learn in the English language classes as compared to younger children. According to Whalen et al. (2017), the educational background of the people in the three groups is also a factor. Another factor is the availability of teachers. The public school sector has a shortage of teachers, and those available are either exhausted to teach extra language lessons or are not interested in doing so. Teachers, however, can employ the use of certain methods to promote cultural inclusion. These methods include the use of an introduction system, the use of an inclusive language, encouraging student interactions, among other things.

According to the National Academies of Sciences, Engineering, and Medicine, (2017) gender, language background, proficiency at school entry, and socioeconomic status are some factors that influence language acquisition among learners in the kindergarten to twelfth grade.

According to Olsen (2014), some strategies can promote cultural inclusivity in the school environment to encourage learning among ELLs. One approach is treating the ELLs with the urgency they require. Another one is focusing on language, literacy and academic development. Integrating ELLs with the rest of the students is another strategy. Providing a rigorous and relevant learning curriculum is also a strategy.

Home and school partnerships play a role in facilitating learning. The partnership does this by helping teachers build ties with students, and it equips parents with essential teaching skills and concepts. The partnership also helps to improve the overall academic performance of the institution, and it allows teachers and parents interact at a personal level and also encourages students to go the extra mile in both school and homework.

Parents of ELLs can utilize some resources to help their children hasten the learning process. These resources include parent education workshops, long term parental involvement programs, and constant communication with the school through emails and text messages about school events.

References

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