Culturally Responsive Communicative Teaching

Applying Communicative Teaching Practices in a Culturally Inclusive Classroom
Agenda

- Communicative Language Teaching: Merits and Problems
- Culturally Responsive Teaching: Definition and Characteristics
- Why Did I Choose Today’s Topic?
- Benefits and Challenges of Culturally Responsive Teaching
- Navigating through Problems
- From Conventional to Communicative: Tips to Incorporate Communicative Teaching into a Culturally Responsive Classroom
Where does the term come from?

- Culturally Responsive Communicative Teaching is an EFL teaching approach that was developed by Dr. Li Yin, to provide a teaching framework appropriate for Asian classrooms.
Communicative Language Teaching
Communicative Language Teaching

- Meaning and fluency
- Real-life situations
- Active learning practices
- Errors as a proof of Learning
- Authentic materials
- Scaffolding and assessment
- Teacher as a facilitator
- Student-centered
Activity 1

- Do you incorporate communicative language teaching methods in your classroom?

- What strategies do you involve in your lesson?
Sounds great, but is CLT enough?
Why is CLT not enough?

- CLT practices stem from European, middle class values
- CLT teachers neglect other cultural frameworks
- Students feel alienated from classroom practices
That is not to say that CLT should be excluded; rather students’ cultural values should shape its implementation.
Examples of Cultural Differences
Examples of Cultural Differences

In traditional societies, a teacher is an authority figure.

A Teacher is the main source of knowledge.

Focus is on memorization and developing exam-taking skills.

Every mistake should be corrected.
Examples of Cultural Differences

- Discussions are considered a waste of time.
- Community takes precedence over individuals.
- Self-assertion values might be considered prideful and rude.
Activity 2

Have you been challenged by cultural differences in your classroom before? What was the situation and how did you handle it?
“Culturally responsive teaching (CRT) can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming” (Gay, 2000, p. 29).
Why did I choose this topic?

- My experience as an ESL student
- My experience as an ESL teacher
- My experience as an LVCA tutor
Why Culturally Responsive Teaching?

1. It validates student’s cultural heritage
2. Learners have the right to content that reflects their culture
3. Helps students acquire knowledge of self and others
4. Understanding students’ culture is vital for understanding their behaviors
5. Empowers students and encourage risk-taking
About Culturally Responsive Teaching (video)
Activity 3

- What are the potential challenges of implementing CLT in your classroom?
Challenges of Implementing CRT
Challenges of Implementing CRT

- Reluctance to discuss social issues
- Irrelevant content
- Lack of training
- Considering other cultures less valuable
- Fear of being insensitive
How to navigate through these challenges?
Teacher and Student: Building Rapport

- Do research and ask your student questions about her culture
- Discuss media representations and reflect on your stereotypes
- Use student’s culture in teaching language
- Allow L1 and learn a thing or two about it
Teacher and Student: Building Rapport

- Learn about activities in social gatherings and try to join
- Know your student’s immigration story
- Ask your student to share good memories about his home
- Set high expectations and develop self-esteem
Teacher and Content

Integrate culturally responsive material with curriculum

- Include multiethnic books suitable for your student’s level
- Include important symbols, mottoes, artifacts in content
- Include important dates, occasions, characters
- Compare and contrast different aspects of life (sports, food, family, music, etc.)
- Build integrated lesson plans around cultural topics
Teacher and Communicative Practices

**Show and tell**
- Let your student bring an artifact related to his home. Talk and write about it.

**Read a story**
- Pre-teach, predict, skim discuss, sort, summarize

**Low-level Writing**
- Use personal stories and photos as writing prompts
- Create postcards and travel brochures

**Muted Video**
- Show a muted video and let your student guess the topic. Listen, discuss, and write.

**High-level Writing**
- High-level students can create journals to reflect on their experiences
- They can write in blogs and to newspapers
From Conventional to Communicative

- Students need to be transitioned gradually from conventional methods to more communicative ones.
Here are some tips

Set predictable patterns for activities and exercises

Set objectives at the beginning of the class

Provide instructions and check understanding

Provide active and regular error-correction

Link communicative activities with structured activities.
Activity 4

Which of these practices are you going to use in your tutoring sessions?

What are other practices do you already use?
Resources

- http://en.childrenslibrary.org/
- https://mylifeasarefugee.org/
- https://www.tolerance.org/professional-development/culture-in-the-classroom
- https://en.islcollective.com/
- https://www.teachingenglish.org.uk/article/communicative-approach
- http://www.cal.org/caela/esl_resources/Health/
- https://breakingnewsenglish.com/1810/181026-migrant-caravan.html?fbclid=IwAR2UlOrG7cWEa0gTyrw0-dQLe0SovTL3hnNLm0qUTLf7dSX7XsYCgrDxvw
- https://eslholidaylessons.com/05/cinco_de_mayo.html?fbclid=IwAR22WxLT6qUsY6G1dBVY8kFMGJME0z5DAWSLMyYTSTWfMv_Pzbxv-AwsyFc
Thank you for your attention!

Any Questions or Comments?