

Moving towards a Culturally Responsive Learning experience for the Whole Child through Social-Emotional Learning in ESL Classrooms

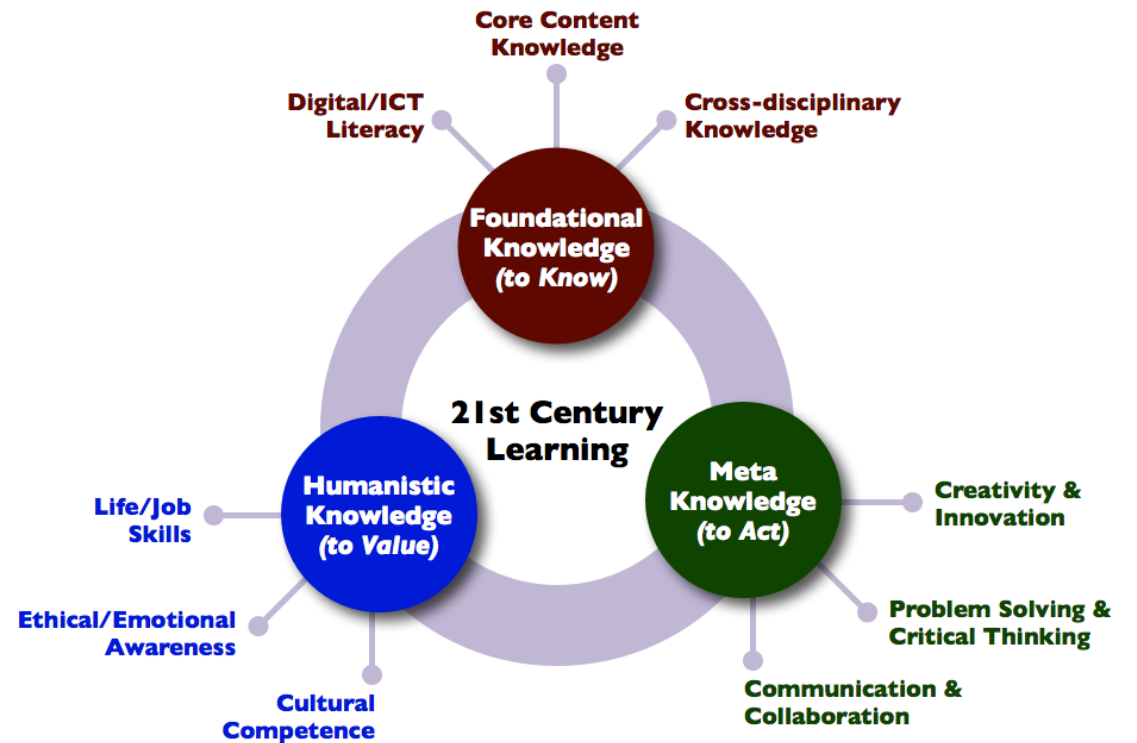
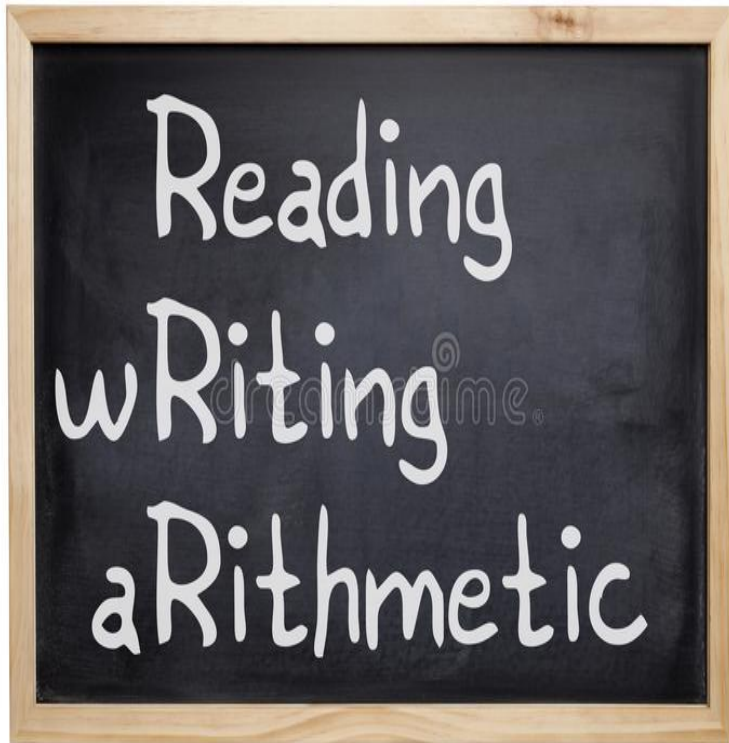
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**Future of English Language
Teaching Conference** **ONLINE**



Literacy : Then and Now



A successful learner of 21st Century

- Participate effectively and critically in a networked world;
- Explore and engage critically, thoughtfully, and across a wide variety of inclusive texts and tools/modalities;
- Consume, curate, and create actively across contexts;
- Advocate for equitable access to and accessibility of texts, tools, and information;
- Build and sustain intentional global and cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought;
- Promote culturally sustaining communication and recognize the bias and privilege present in the interactions;
- Examine the rights, responsibilities, and ethical implications of the use and creation of information;
- Determine how and to what extent texts and tools amplify one's own and others' narratives as well as counter unproductive narratives;
- Recognize and honor the multilingual literacy identities and culture experiences individuals bring to learning environments, and provide opportunities to promote, amplify, and encourage these differing variations of language (e.g., dialect, jargon, register).

-NCTE, Definition of Literacy in a Digital Age

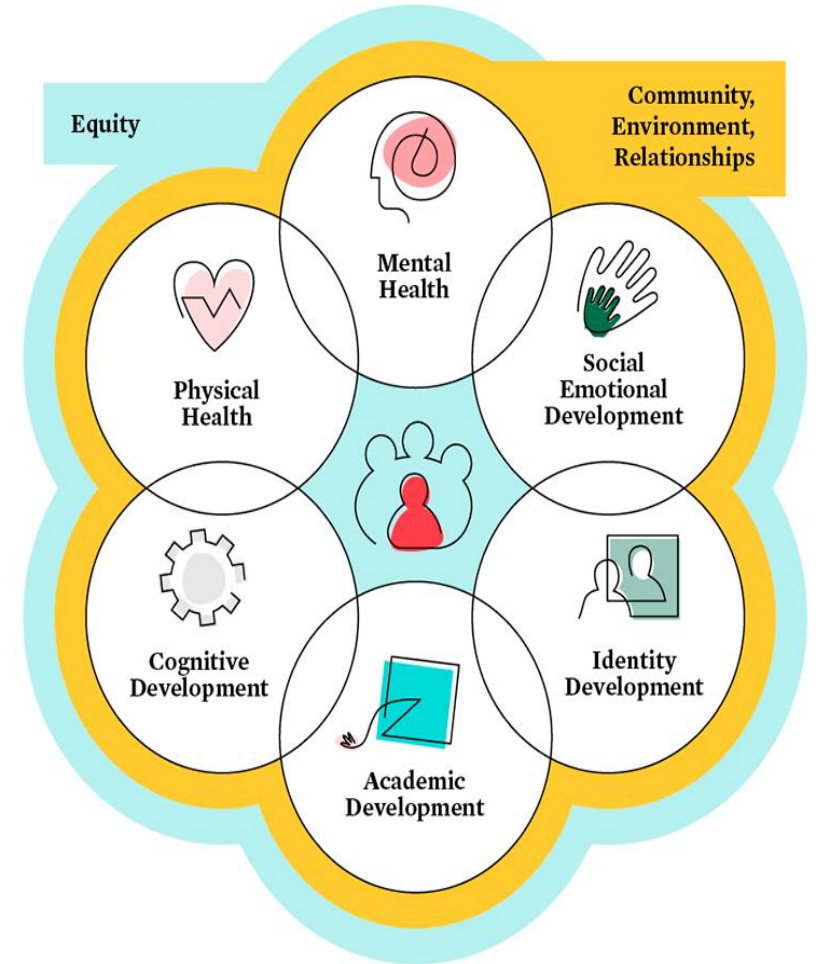
“Learning must prepare students and learners of all ages to find solutions for the challenges of today and the future. Education should be transformative and allow us to make informed decisions and take individual and collective action to change our societies and care for the planet.”

-UNESCO, *Education for Sustainable Development*



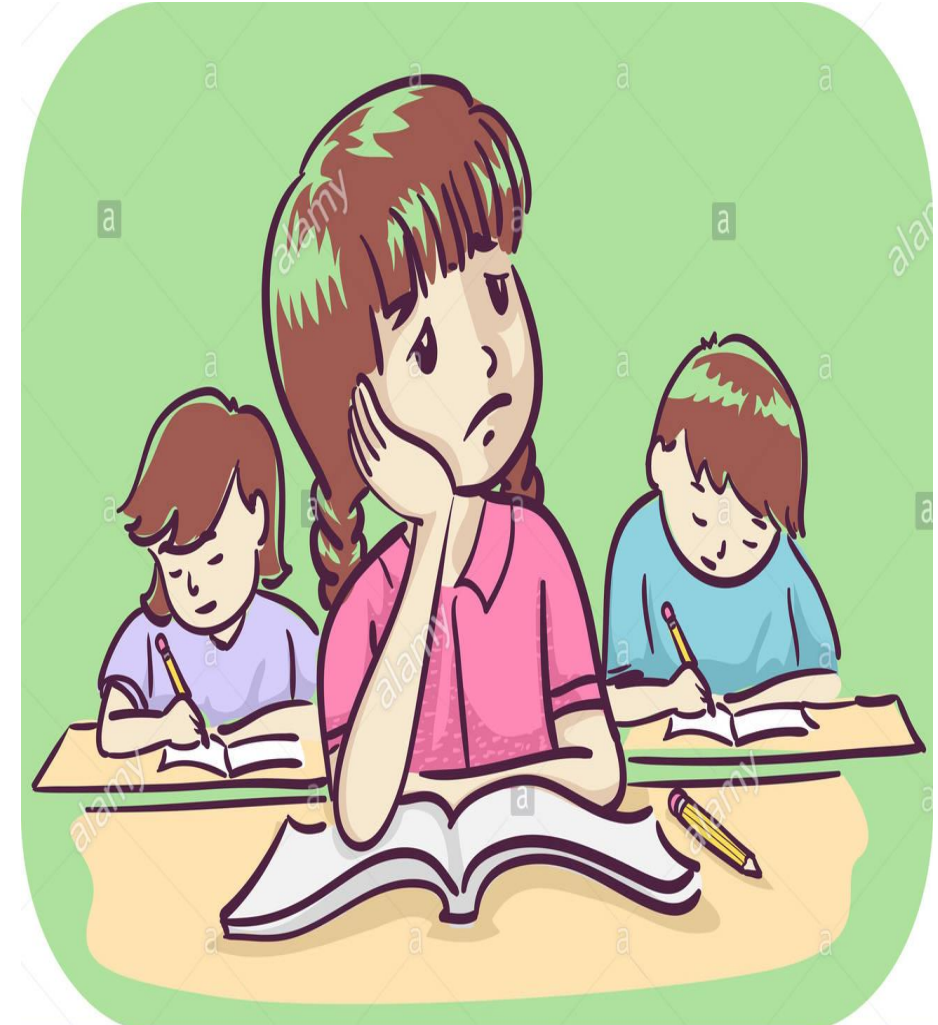
The Whole Child : Are we looking at our learners beyond the roll numbers?

- Are we offering scope for our learners to bring in and invest their personal repertoire of experiences in a language classroom?
- Do their culture and their social-emotional narratives and needs find space in a target language classroom?



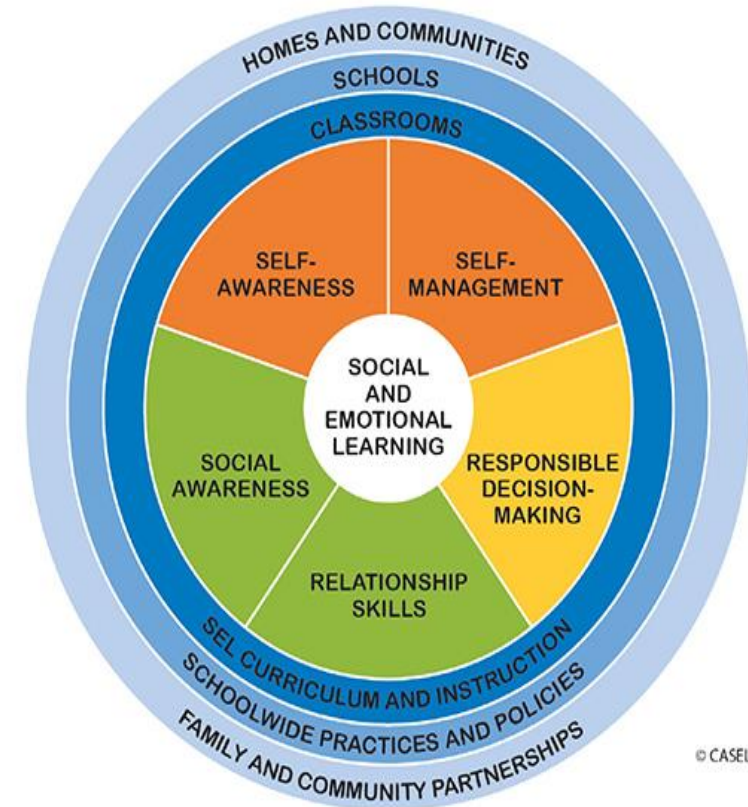
Dehumanizing moments in a Second Language Classroom

- Target-language culture centered resources
- Lack of contextualization of resources
- Learners' lived realities marginalized
- Learners home language having no room in the target language classroom
- Learners' culture alienated from the classroom
- Limiting active human experiences and cross-cultural collaborations
- Lack of inclusivity



SOCIAL-EMOTIONAL LEARNING : A POTENTIAL PORTAL

SEL is “ the process through which children and adults acquire and effectively apply the knowledge , attitudes and skills necessary to understand and manage emotions , set and achieve positive goals , feel and show empathy for others , establish and maintain positive relationships , and make responsible decisions”(CASEL, 2003).



Self-Awareness

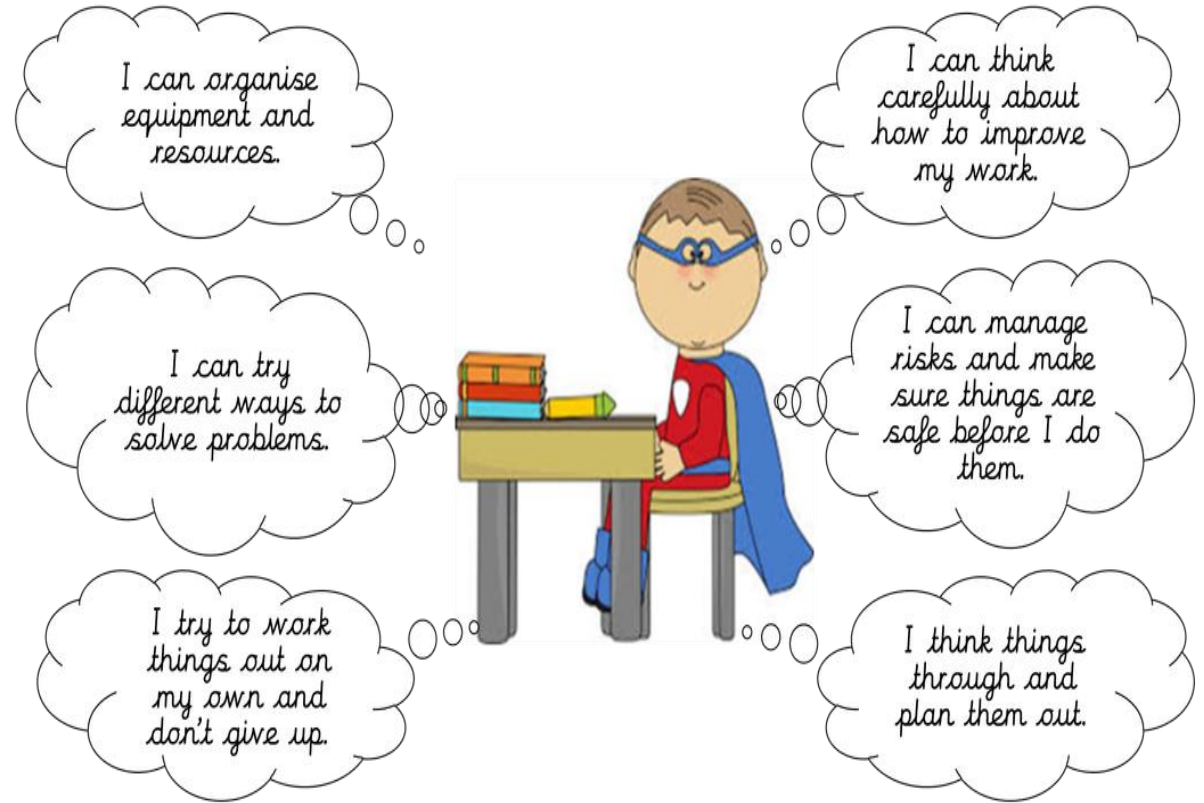
This refers to the ability to map and understand personal emotions and drives as well as how they impact others. Awareness of one's own emotions helps the individual to monitor and regulate them depending on a given situation.



Self-Management

This refers to the ability to regulate one's impulses and moods that are disruptive in nature , and also being able to suspend one's subjective bias and judgment prior to taking an action

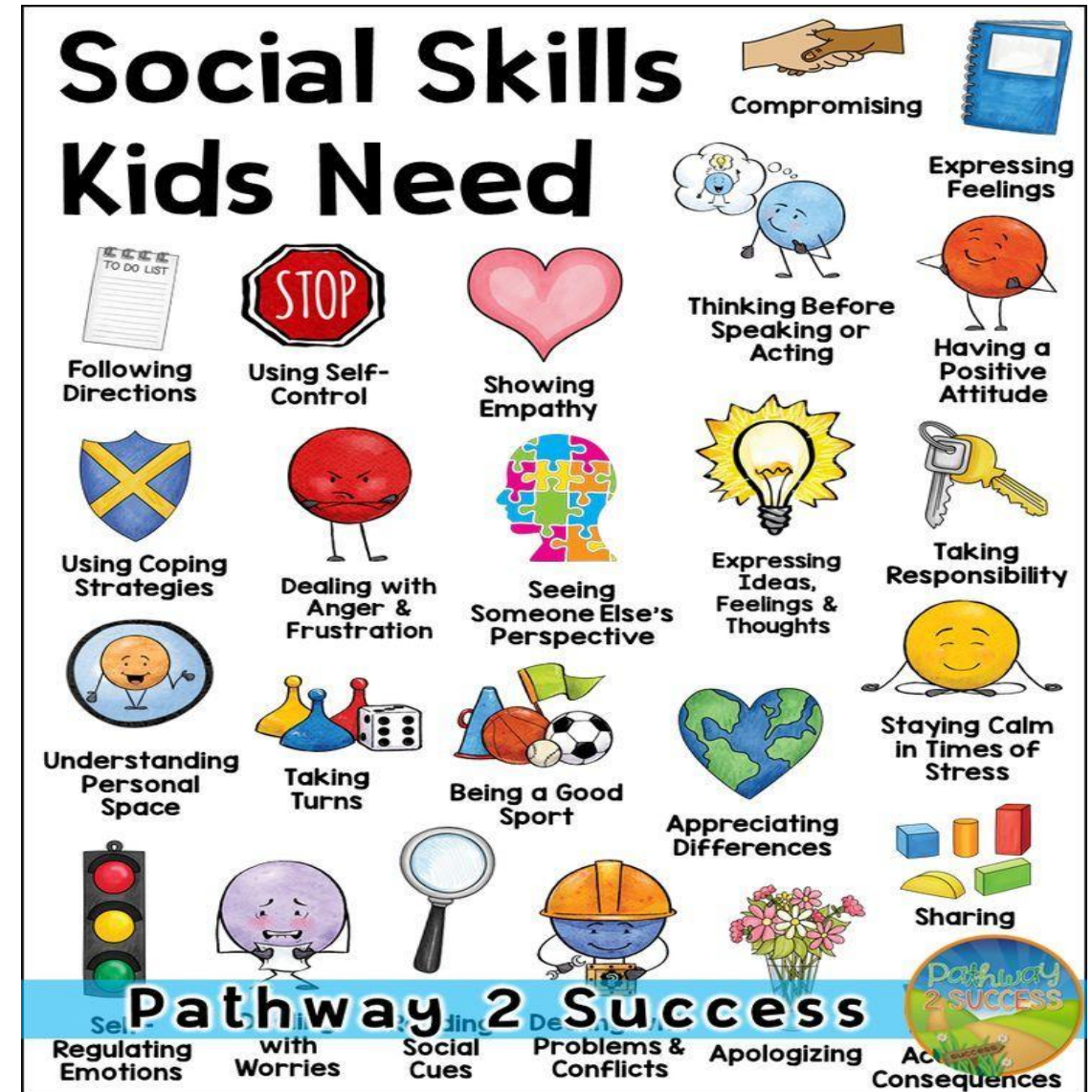
Self Management Man



Are you a good self manager?

Social-Awareness

This refers to the abilities to manage and navigate through relationships with others , understanding others' perspectives and being able to take necessary actions accordingly.



Relationship Skills

An individual with high social awareness is capable of building and managing relationships with others effectively. This enables them to function effectively in collaborative environments and attract positive outcomes.



Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions; and a consideration of the well-being of oneself and others

Pink prompts cover responsible decision making: ethical and positive choices in social situations regarding personal behavior

Making Choices Monday

You find an iPod on the playground. What do you

Tough Call Tuesday

You want to go to the park with your friends, but you haven't finished your homework yet. What do you do?

Wise Choice Wednesday

You have been struggling in math, and your partner offers to let you copy off his paper during the test. What do you do?

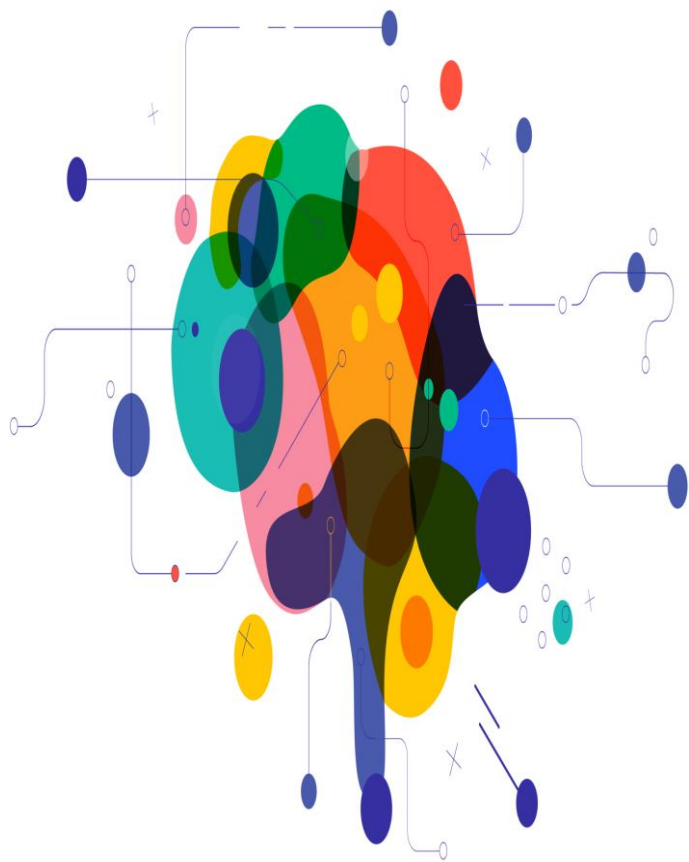
Think it Through Thursday

You notice that your friend hasn't eaten any of her lunch for the past 2 weeks. What do you do?

Figure it Out Friday

You want to go to your friend's birthday party. You know her parents won't be home, but you know your parents won't be okay with that. What do you do?

COUNSELOR *Keri*



Transformative SEL : A Step towards Culturally Responsive Learning

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

- Authentic partnering among students and adults with a deep focus on sharing power and decision-making between young people, educators, families, and communities.
- Academic content that integrates issues of race, class and culture.
- Instruction that honors and makes connections to students’ lived experiences and identities, and scaffolds learning to build an understanding of others’ lived experiences.
- Enhancing and foregrounding social and emotional competencies needed for civic engagement and social change, such as reflecting on personal and social identities, examining prejudices and biases, interrogating social norms, disrupting and resisting inequities, and co-constructing equitable and just solutions.
- Prioritizing students’ individual and collective agency to take action for social justice.
- Focus on creating belonging and engagement for all individuals.

-CASEL,2018

Culturally Responsive SEL

In culturally responsive and sustaining SEL instruction,

educators **build** upon **culturally** proficient practices by-

1. Affirming and supporting **cultural** identities
2. Intentionally **learning** about and integrating knowledge of students' **culture** and identities into **SEL** instructional practice to **build** students' **SEL** skills

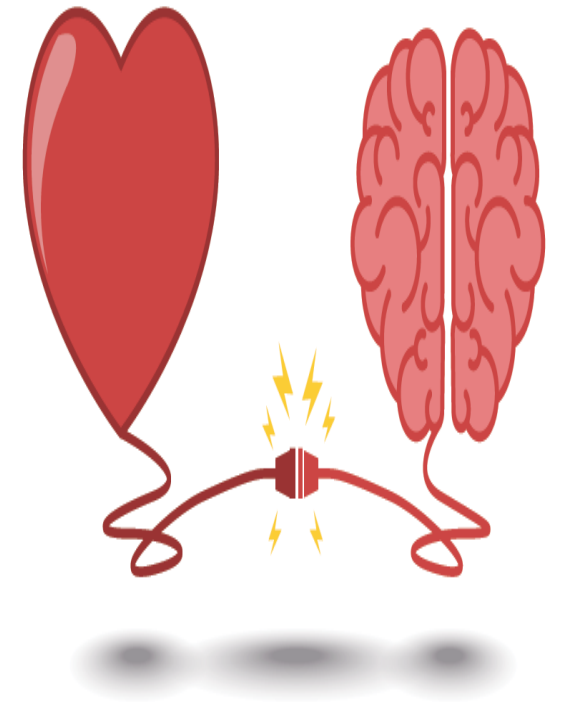
(Massachusetts Department of Elementary and Secondary Education)

Indicator I. **Cultural Proficiency**

Indicator II. **Learning Environment**

Culturally Responsive SEL Practices in ESL classrooms

- Building a safe and supportive environment where all the learners' diverse backgrounds, cultural identities are acknowledged and supported.
- Bringing images and artworks in the classroom that reflect multiple identities of the learners and their families. When they enter into the classroom the space itself should speak to them and reinforce their sense of belonging.
- Bringing resources that will promote awareness towards cultural diversities, challenge the learners' perspectives, help them in building a glocal mindset where they feel confident about their own cultural backgrounds and see themselves as a citizen of world, actively interacting with different cultures.
- Contextualizing resources in order to make room for learners' lived experiences.
- Providing ample of opportunities for learners to engage in cross-cultural collaborations with their peers



SEL in ESL Classroom

- The language educators must bring opportunities for critical reflections for their learners where they get to understand different cultural biases and offer them strategies to resolve them.
- Providing learners to bring language resources from their own culture through project-based learning (e.g. folktales, lullabies, recipes, tales about their rituals and festivals)
- Include different forms of content.
- Use multimodal resources to build awareness about the global diversity and understanding them in a positive light



Examples of Culturally Responsive SEL based Tasks and Activities

Topic. Instructional Writing

Task . Interview your mom about a family recipe. Try to find out the story behind that recipe. And write that recipe. (Relationship-Skills)

Topic. A poem on Friendship

Pre-session Activity : Bring three proverbs on friendship from your home language. Reflect on how you can use them in your life.
(Self-Management)

Topic. The Best Christmas Present in the World (NCERT English Textbook, Class.VIII)

Post Session group activity:
“Winter Festival in Different Cultures and their life-lessons”
(Social-Awareness)

Topic. A Bond of Love (Friendship b/w man and Animal) (NCERT English Textbook, Class. IX)

Post Session : Pair Activity. Find out one parable from your own regions and find out the similarities and contrast between them. (Social-Awareness)

Reading Comprehension Activity: Bring a passage based on cultural shock. Give an understanding about the concept. Ask them to discuss how they can be more tolerant towards other cultures.
(Social Awareness+ Relationship Skills)

Project. Assign learners a list of ongoing social issues (as per their age group) and how can they contribute in solving this issue – Multimodal Project
(Social-Awareness+ Problem Solving)

THIS CHALLENGE IS TEACHING ME...

by WholeHearted School Counseling

- ☐ that I am brave
- ☐ how to be more flexible
- ☒ how to take better care of my feelings
- ☐ how to be more responsible
- ☒ that I am still lovable and important, no matter what
- ☐ how to find solutions
- I may not be able to control this situation but I can choose how to respond

WHAT ELSE?

- ☒ I am stronger than I realized



download now

Social Emotional Skills



Understanding Own Strengths & Challenges



Recognizing Own Thoughts & Feelings



Identifying Interests & Talents



Developing a Growth Mindset

SELF-AWARENESS

Having an accurate view of oneself



Using Positive Thinking Skills



Recognizing Dreams & Hopes For the Future



Striving for Self-Improvement



Developing Confidence & Self-Love

Social Skills - Empathy



Thinking About Others' Feelings



Reading Social Cues



Seeing Someone Else's Perspective



Staying Open-Minded



Helping Others in Need



Treating Others with Kindness



Appreciating Differences



Using Flexible Thinking



Pathway 2 Success

Showing Empathy



Thinking Before Speaking or Acting



Accepting Different Opinions



Solving Conflicts with Perspective-Taking

Roadmap to a SEL based ESL classroom

Educators need SEL too! Weigh your own cultural competency and SE skills and ensure to work on them to build an open and responsive mindset.

Educate yourself about the principles of SEL. Research about resources and activities.

Plan your session and plot your SEL based resources and activities/tasks.

Build a safe and supportive environment for learners.

Take feedback from learners about their experience with SEL based activities and resources.

Provide learners with authentic feedback.

Engage the family of learners to strengthen a culturally responsive atmosphere.

Engage in the community of SEL educators. Keep yourself updated with the ongoing advancements in the field.





Social Emotional Learning
(SEL) is a *lens*, not just a
bag of tricks and tools
and curricula to teach.
That lens starts with US.

–Rebecca Branstetter, school
psychologist

www.thrivingschoolpsych.com/scienceofhappiness

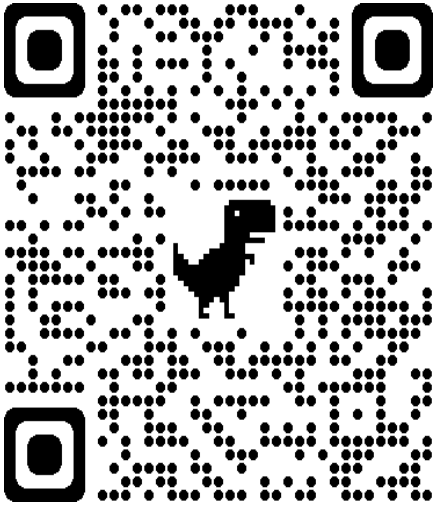




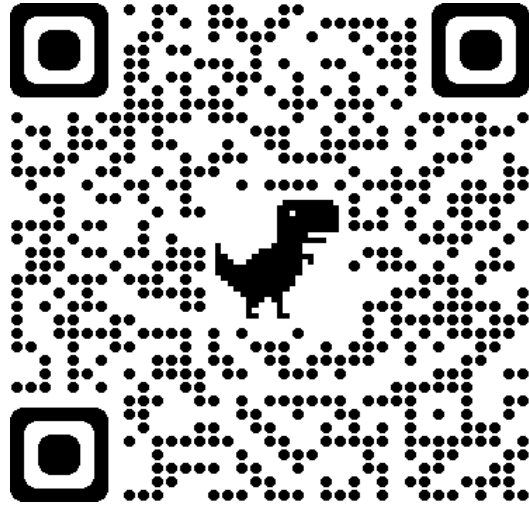
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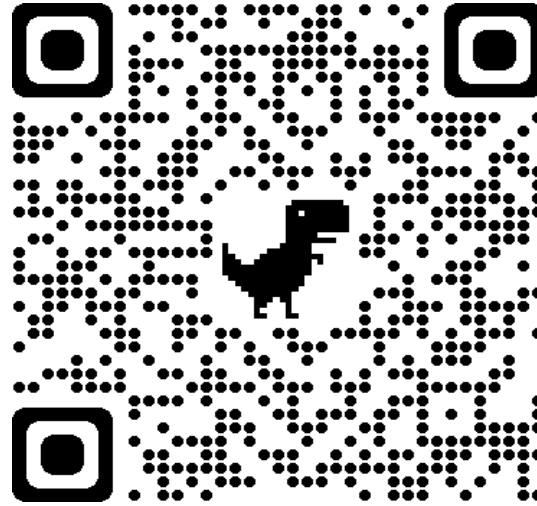
Find more about SEL here:



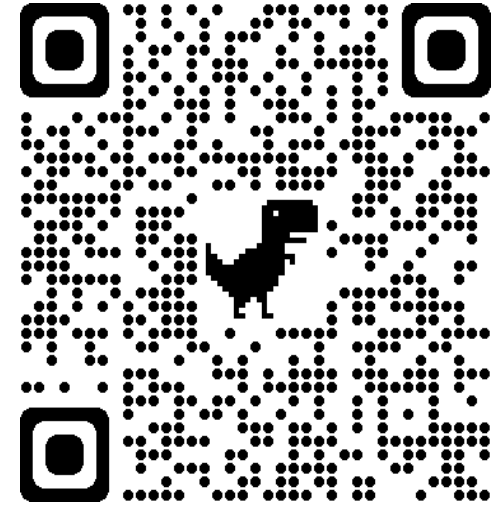
CASEL



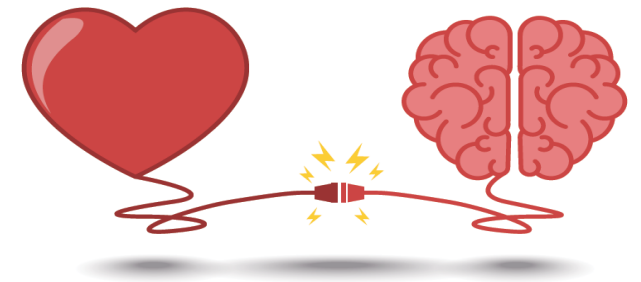
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UNESCO MGIEP



EDUTOPIA
(Educational Blog)





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