

NO STRANGERS IN CLASSROOMS: A PERSPECTIVE OF CULTURALLY RESPONSIVE PRACTICE

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ABSTRACT

This study was conducted in SH Elementary School where students with multicultural backgrounds in USA. As a parent volunteer, I was allowed to participate in school activities. I am interested in investigating foreign students' learning in the school. The field data came from my observations of school environment, curriculum and classrooms, and informal interviews with school staffs. The main participants in this study included k-I class teacher Y, ESL teacher A, and two Taiwanese kids--Emily and Erica. The study found that culturally responsive practice plays an important bridge to provide a safe and pleasant learning environment for students. School teachers could be cultural brokers for utilizing community resources, building positive climate, providing cultural caring, and transforming curriculum and teaching.

KEYWORDS: Culturally Responsive Practice, Cultural Diversity, Cultural Broker

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