

LANGUAGE AND CULTURE

Information and Tips from the Office of Multilingual and Multicultural Programs

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THE 12 Cs FOR SCHOOL SUCCESS:

This *Bulletin* encapsulates the ideas of the previous *Bulletins* in the form of a checklist. It is important to examine educational settings and instructional practice against the following criteria to help ensure success for learners of linguistic and cultural diversity. The reader should refer to previous *Bulletin* citations on "The 12 Cs for School Success" (in parentheses below) for further information.

(Vol. 3, No. 2)

- a. Are learners provided with specific, appropriate, and sufficient modeling of language?
- b. Are there sufficient opportunities for learners to use language to comment, explain, and describe?
- c. Is there appropriate modeling when the learner mispronounces or is unintelligible?
- d. Does the teacher provide sufficient and appropriate questioning to elicit language and monitor comprehension?

(Vol. 3, No. 3)

- a. Is language presented comprehensibly

with organizers, visuals and expressions?

- b. Is there consistent use of clear oral language markers (e.g., "*Let me explain. . . , first. . . , in the beginning,*" etc.)?

(Vol. 3, No. 4)

- a. Are ideas expressed in a language-sensitive manner through the content?
- b. Is there an appropriate focus on specific use of content-related (e.g., *specialized use of prepositions in math, etc.*), as well as content-specific vocabulary?

(Vol. 3, No. 5)

- a. Is language used at a cognitively appropriate and demanding level?

b. Are lessons developed around a question format to help learners explore and comprehend topics?

(Vol. 3, No. 6)

a. Does the lesson contain language and content delivered clearly and, if necessary, repeated in a variety of ways?

b. Are oral and written responses given appropriate feedback?

(Vol. 3, No. 7)

a. Is the lesson based on active discovery of information and knowledge?

b. Are the learners engaged in meaningful activities?

(Vol. 3, No. 8)

a. Do learners engage in group activities?

b. Is there meaningful subject-related language use during tasks and activities?

c. Do learners participate equally on tasks and activities?

d. Do learners have equal opportunity to respond to questions?

(Vol. 3, No. 9)

a. Are tasks and activities sufficiently challenging and engaging for meaningful learning?

b. Is there age-appropriate emphasis given to the discussion of grammar and vocabulary?

(Vol. 3, No. 10)

a. Is there an organized, ongoing focus on metacognitive strategies for learners to plan, monitor, problem-solve, and evaluate their learning?

(Vol. 3, No. 11)

a. Is the classroom atmosphere appropriate for learning?

b. Are teacher and learners approachable for interaction and learning support?

c. Are structures in place for serious and helpful learning to occur?

(Vol. 3, No. 12)

a. Does the classroom environment foster inclusion and respect?

b. Are learners empowered to participate equitably in all aspects of school life?

(Vol. 3, No. 12)

a. In the school/classroom, is there a positive attitude towards incorporating all learners' diverse backgrounds?

b. Is there a school/classroom environment of acceptance of all learners?

c. Do lessons exhibit a multicultural approach towards the curriculum?

Learners of linguistic and cultural diversity are increasing in our nation's classrooms. In the past we could have assumed assimilation of predominantly white, European newcomers into our schools. This is no longer true: a greater percentage of learners from all parts of the world are creating a marvelous tapestry of diversity in our classrooms. The challenge is to adopt a pluralistic attitude towards teaching and learning that incorporates the wealth of perspectives, knowledge, and experience these learners, for whom English is an additional language, bring into our classrooms. The "12Cs" are meant to assist in this process.