

# **A Literature Review of Implementing Response to Intervention for English Language Learners**

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Response to intervention (RTI) has actively been used for identifying reading difficulties and providing supplemental instructions for students with disabilities. Recent developments of RTI show that the method expands its applicability to other areas and populations. In particular, it is difficult to distinguish learning disability (LD) from English as a second language acquisition. RTI could successfully be implemented for English language learners (ELLs). A systematic literature review has been conducted to delineate various components, strategies, and implications of RTI for ELL students. Twenty six articles that meet the criteria are analyzed for themes and important findings. The result of the literature review along with the implications of the identified studies is reported. It is identified that direct instruction used in tier 2 is an effective technique when infusing linguistic and cultural aspects of ELL with diverse needs.

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