1 A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING

Ms. Tejada opened the door to see her daughter and three classmates.

"Mami, estos son mis amigos de la escuela," said Gabriela. "Ricky, Chantal, y John. Estamos trabajando en un proyecto."

"Welcome," said Ms. Tejada, "Please come in. What project are you working on?"

The young teens entered, and John turned to Gabriela's mother. "We are working on a project about Darwin's journey around the world. We have to make a map of his trip, tell why he made the journey, identify challenges and solutions, and describe different groups of people he met and different things he saw."

Ricky continued, "We have to tell about his discoveries too."

Ms. Tejada said, "Goodness, that's a lot of work. How will you do all that?"

"Watch us, Mami," said her daughter.

The teens moved into the dining room and opened their tablets from the school. Chantal spread out a printed world map. She placed a toy boat on the south coast of England and took a picture. Ms. Tejada saw her draw a route to the Canary Islands in red marker, place the boat there, and take another picture. Chantal did the same for the Cape Verde islands. "Donde, uh, where next?" she asked John.

John said, "Remember how to Google, ah, la carte? Let me show you." He helped Chantal find a web page with the route of Darwin's ship.

To her mother, Gabriela said, "Chantal es de Haití. Ella es nueva y está aprendiendo inglés."

Her mom replied, "I'm glad you all are helping her."

Ricky, Gabriela, and John were looking at different web pages and taking notes in their notebooks. Occasionally they took a screenshot. Ms. Tejada watched for a while.

Ricky asked, "Did you know Darwin went to South America? He studied birds—finches—and saw things that were the same and different about them."

John turned to Gabriela, "Come here and help me read this article. It's in Spanish about the Galapagos Islands."

The teens worked for another hour. Before leaving, they looked over the pictures they had taken. Chantal showed the map photos, and the boys asked her to tell them the places where the boat was in each one. They helped her say the names of the towns and practice sentences like "The Beagle *sailed to Cape Verde," and "The* Beagle *is in Cape Town." Gabriela then pointed at some of the bird pictures and said, "Look at the beaks. This one is long. That one is short and thick. Darwin noticed the beaks changed to match the food the birds ate."*

As they were preparing dinner, Ms. Tejada asked her daughter to tell her more about the project. "When I was in school," she said, "we would read some books and write a report. We'd work by ourselves."

Gabriela explained, "This is better, Mami. We are working on this in our science and geography classes. For the final project, we are going to do a screencast about Darwin's voyage. It's kind of

like a PowerPoint with sound. We have to put the photos we take with the tablet into a computer program, and then we can record information about each one. What's good is that we can record over what we say if we make a mistake. Each one of us has to speak part of the time. That's why we were helping Chantal practice. But we have four more days before we have to finish."

Gabriela went on to explain how the teachers on her middle school team were supporting the project. Mr. Mohan, the ESL teacher, co-teaches with the science teacher, Ms. Kitima. In class, he explains the vocabulary and helps when they read texts. He helps them form sentences to express their ideas when they have to speak or write. In their current unit, Ms. Kitima is teaching them about biodiversity. She uses a lot of photographs and video clips, and they did an experiment where they had to try to get food that birds eat—worms in soil, seeds on branches, and nuts on the ground—using different utensils, like tweezers, nutcrackers, and straws. Mr. Gándara, the social studies teacher, has bookmarked web pages for the geography tasks of the project. He has found some in Spanish and French, besides English. He also reads aloud parts of the diary that Darwin kept when he was sailing and explains what Darwin was finding. In ESL class with Mr. Mohan, they read some of the diary entries closely and take notes.

"John no está en ESL pero estudia francés. Él puede ayudar a Chantal un poco," Gabriela concluded.

"You make a good team," said her mom.

We have written this book to share TESOL's vision for exemplary teaching of English learners and to introduce the 6 Principles—a core set of principles that should undergird any program of English language instruction. The pressing interest in learning English around the world creates a need for a common understanding of second language learning theory and effective instructional and assessment design. We want to dispel misperceptions about second language acquisition and help educators understand contemporary ideas about pedagogy so that they will make informed decisions about the teaching and learning process. We hope that this book will empower teachers of English learners to share their expertise with colleagues at the local levels and to reflect critically on their current practices.

TESOL believes that all languages and cultures have equal worth and promotes multilingualism and multiculturalism. Respect for all languages and cultures is a core value. We recognize that many people around the world want to learn English for a variety of personal, academic, and economic reasons, so TESOL, as the leading organization of English language teaching professionals, offers its best guidance here, based on research findings and practitioner knowledge.

The vision, 6 Principles, and accompanying practices are applicable to all contexts and all audiences. However, for the reasons outlined below and to illustrate the principles with a cohesive narrative in this first book of a series, we have set out the practices for learning English as a new language in elementary and secondary schools in the United States. The vignette that opens this chapter is a snapshot of effective instruction that enables students to collaborate around an academically challenging project, using their language resources and instructional materials, and developing academic English.

The Need for the 6 Principles in the United States

The 6 Principles are universal and establish the foundation for exemplary teaching of English learners. They are particularly relevant to the educational context in the United States in the 21st century for several academic and sociocultural reasons:

English learners are the fastest growing subgroup of students in U.S. schools, and their numbers increase each year. English learners represented close to 10 percent of the population in pre-K–12 schools in the 2014–15 school year, and the percentage is expected to reach 20 percent by 2020 (National Center for Education Statistics, 2016). Educators report that the number of students who struggle with the academic language of school is considerably higher

than the number of learners in English language support programs because some learners who have exited the programs have not attained all the academic English skills that would allow them to participate successfully in all their content courses.

Many elementary grade-level and secondary content area teachers have not had all the preparation they need to teach English learners effectively. English as a second language (ESL) teachers (also known as English language development [ELD] teachers), bilingual teachers, and dual language teachers (all subsequently identified inclusively as "English language teachers," for brevity) are well-trained to teach in and about English. But essential courses on second language acquisition, ESL techniques for integrating language and content, and cross-cultural communication are not the norm for others studying to be teachers in U.S. schools (López, Scanlan, & Gundrum, 2013; National Academies of Sciences, Engineering, and Medicine, 2017). Often school districts find that they need to provide inservice training in these areas. A recent report found that only 24 percent of elementary teacher preparation programs taught any strategies for teaching reading to English learners to their teacher candidates (National Council on Teacher Quality, 2015).

National standards for teacher education institutions recognize that teachers need to understand how to work with diverse learners, including English learners, and that they should keep students' culture and language differences in mind to create inclusive learning plans (see www.caepnet.org/standards/introduction). However, the standards do not outline the specific coursework that should be taught or the depth of treatment. Given the demands of state content standards and the high numbers of English learners in our schools, future teachers need resources like the 6 Principles for details on how to teach the academic language and literacy skills necessary for their subject areas to students who are not yet proficient in English.

Acronyms Associated with English Learners or Programs

EL/ELL	English learner/English language learner
ELD	English language development
ELP	English language proficiency
ENL	English as a new language
EO	English only (refers to native speakers of English)
ESL	English as a second language (refers to students, classes, programs, and the professional field)
ESLWD	English as a second language student with a learning disability (also known as dually identified student)
ESOL	English speakers of other languages (refers to students)
ESOL	English to speakers of other languages (refers to programs)
FEP	Fully English proficient/Fluent English proficient
L1	First language (also home language, primary language, native language)
L2	Second language
LEP	Limited English proficient (used in some federal and state regulations but not a preferred term)
LOTE	Languages other than English
LTEL/LTELL	Long-term English (language) learner
SIFE/SLIFE	Students with (limited or) interrupted formal education

Educational reforms in the United States over the past two decades have increased the academic rigor of instruction and set forth accountability measures that negatively impact learners of English as a new language. English learners must do double the work in school by learning academic English at the same time that they study the core content areas of mathematics, science, history, English language arts, and other subjects. They are not given time to develop their English skills to intermediate or advanced levels of proficiency before they must participate in high-stakes assessments. They often take subject-area tests that have been designed and normed on native English speakers and, except in a few states, conducted in English. These tests are not valid or reliable for English learners (Abedi & Linquanti, 2007). Not surprisingly, the achievement gap between English learners and non-English learners has not narrowed in the past fifteen years (Murphy, 2014; U.S. Department of Education, n.d.). The long-term effects of the achievement gap include significantly higher dropout rates among English learners when compared with non-English learners, as found in studies in states like California (Rumberger, 2011).

Changes in the educational landscape may have repercussions for English language learning programs. In some instances, when schools and districts have not performed well on state tests, the English learners have been held responsible, along with other subgroups of learners, such as special education students. When policymakers and the general public do not understand the second language acquisition process and do not realize that the teaching staff may not have the educational background or experience to work well with students new to English, they falsely blame the learners and their families. Sometimes the poor performance on state tests gives rise to additional funds and other supports, but other times schools are taken over or closed down, staff leave or are shifted elsewhere, and low expectations for the students grow more widespread (Smyth, 2008; Sunderman, Kim, & Orfield, 2005).

Anti-immigrant bias in the United States has been more overt in recent years, and this circumstance has implications for our learners and programs. Even though more than 70 percent of the English learners in our pre-K–12 schools were born in the United States (Zong & Batalova, 2015), public rhetoric often equates "English learner" with "immigrant," and, sometimes, "undocumented immigrant," at that. If some people see English language development programs as a drain on school resources or believe that we should not educate "those people," our legal and moral obligations to provide the best education possible to all students can be upended. School budgets may not pass, internships and specialized courses for high schoolers may not be offered, and teacher inservice training may not be funded.

Educators in the United States have requested guidance regarding best practices for English learners in the current educational and sociopolitical environment. TESOL is the leading organization of language teaching professionals in the United States, and its mission is to advance the quality of English language teaching through professional development, research, standards, and advocacy. In 1997, TESOL released the first-ever pre-K–12 standards for English as a second language, and its commitment to helping educators implement those standards and others produced subsequently is unwavering (TESOL, 1997, 2006). In this era of rigorous standards and high-stakes testing, TESOL is well positioned to guide educators by focusing not on what language standards are, but on the "why," "what," and "how" of high-quality teaching. The stakes are high. Students are expected to become college- and career-ready, and that means they will need advanced levels of proficiency in English and the content area knowledge expected of high school graduates.

TESOL's Vision for Exemplary Teaching of English Learners

The conviction that knowing more than one language and culture benefits all students is a core value that was promulgated in TESOL's first ESL standards document in 1997 and has been included in other standards and position papers over time. It remains a hallmark of TESOL's vision today. The world is an interconnected place, and we all engage with linguistically and culturally diverse people. Technologies and trade have brought us closer together and require cross-cultural communication. Effective education in the 21st century calls for schools to provide opportunities for all students—not just English learners—to learn about other cultures and to learn world languages (Commission on Language Learning, 2017). Knowing more than one language has individual and societal benefits, and diversity typically fosters creativity (Keysar, Hayakawa, & An, 2011; Marian & Shook, 2013). Understanding different perspectives, life experiences, and world views enriches us and builds intercultural competence (TESOL, 1997).

In TESOL's vision, English learners can be successful in school and beyond. In our schools, English learners can share their viewpoints with English-speaking peers, teachers, administrators, and other members of the school community, who in turn can share theirs with the English learners. Learners can achieve advanced levels of English proficiency, thrive in English-medium content-area courses, become language-ready for universities, careers, or other personal goals, and maintain their native language and culture while adding English. We heartily believe that these targets can be reached in effective English language programs that demonstrate the following characteristics:

Curricula for English learners are rigorous, relevant, and designed and delivered with second language learning in mind. For many years—indeed, for most of the 20th century—English learners in the United States were relegated to language development classes, with few opportunities to receive grade-level content instruction until they reached advanced levels of proficiency. When educational practices changed, particularly in the 1990s, English learners were often on the receiving end of watered-down curricula and lower expectations than those that educators held for non-English learners. That situation should not be the case today. The standards and curricula for our learners need to be rigorous and relevant to their educational goals. Instructional practices such as the use of scaffolds, extended time, native language supports, and other aspects of differentiation help students gain access to the curricula and accommodate their proficiency levels. At times, specialized courses may be needed for students with interrupted or limited educational backgrounds. Overall, however, we need to have not only high expectations for our students but also targeted professional development for our teachers so that they can best serve their English learners as they progress through the second language acquisition process (California Department of Education, 2010; Cloud, Genesee, & Hamayan, 2009; U.S. Department of Education & U.S. Department of Justice [USED & USDOJ], 2015).

English learners, including learners with special needs, have access to all programs and services. In the United States, English learners must have access to English language development (ELD) services and grade-level content. School districts have a legal obligation to ensure that these learners can participate meaningfully and equally in educational programs and services (USED & USDOJ, 2015). The programs that are offered to English learners must meet a three-pronged legal test: the programs must (1) be based on sound education theory

and principles, (2) be implemented with adequate personnel and resources and appropriate instructional practices, and (3) demonstrate that language barriers are being overcome within a reasonable period of time so that English learners attain parity with English-speaking class-mates in instructional programs (*Castañeda v. Pickard*, 1981). Furthermore, English learners who are dually identified with a learning disability must receive both ELD and special education services, and language proficiency should not be a factor in determining eligibility for gifted and talented programs (Burr, Haas, & Ferriere, 2015).

All educational personnel assume responsibility for the education of English learners.
Helping English learners succeed in school must be the job of all teachers—not solely the ESL or bilingual ones. Academic language as used in school settings to meet rigorous standards, curricula, and assessments is more challenging to learn than social language, (as detailed in Chapter 2). English learners must develop literacy skills for each content area *in* their second language as they simultaneously learn, comprehend, and apply content-area concepts *through* their second language (Short & Echevarria, 2016). Indeed, English learners must do double the work in schools—learning English *and* learning content—but they are not given double the time (Short & Fitzsimmons, 2007). Apart from a one-year's grace period for language arts assessments, English learners are evaluated with the same tests as their English-speaking classmates, no matter what their English proficiency level is. The learners therefore need to maximize the time learning both academic English and content throughout the school day and that can happen only when all their teachers target both areas as lesson objectives and plan instruction accordingly (Ballantyne, Sanderman, & Levy, 2008; Echevarría, Vogt, & Short, 2017; Horwitz et al., 2009).

All educational personnel

- respect, affirm, and promote students' home languages and cultural knowledge and experiences as resources;
- celebrate multilingualism and diversity;
- support policies that promote individual language rights and multicultural education;
- help prepare students to be global citizens.

Our goal is for English learners to be successful wherever and whenever they use English. However, we also want them to have opportunities to maintain and further develop their own language and be part of a community that respects their cultures (Canagarajah & Wurr, 2011; García, Skutnabb-Kangas, & Torres-Guzmán, 2006). In many parts of the world, children learn a second and even a third language, sometimes at home, sometimes at school. This relatively normal practice of learning more than one language should be celebrated and encouraged. We know that being bilingual generates cognitive and societal benefits, and it is certainly valuable in many careers. We should never try to eliminate a student's home language or culture. Instead, teachers and administrators must welcome diversity in the schools, and they must be given the skills as part of their training to work with linguistically and culturally diverse learners and their families (Nieto & Bode, 2008).

TESOL professionals are recognized as specialists with accurate knowledge, skills, and dispositions for providing high-quality English language teaching. Our profession has struggled over the years with the false notion that if you speak English, you can teach English. Becoming an effective teacher of English learners is not equivalent to having native-speaking skills. TESOL professionals study a range of courses or topics such as second language acquisition theory, ESL and sheltered instruction methods, and teaching reading to non-native speakers of

English. They know how language works as a system, how to plan and differentiate instruction for English learners and others who struggle with academic literacy in language arts and content courses, how culture affects learning and communication, how to assess students with low levels of English literacy, and how to interpret and apply results of language assessments. They typically have a practicum where they work in schools with English learners while getting their degree. They stay up-to-date with research and policy once they are practicing teachers (see López, Scanlan, & Gundrum, 2013; National Board for Professional Teaching Standards, 2010; TESOL International Association, 2013, 2018). In many U.S. K–12 public schools, the second language teachers must have either an ESL/ELD or bilingual teaching certificate or license or an elementary or content area teaching certificate or license with an ESL endorsement. In a number of states, they must pass a professional exam as well.

TESOL professionals are valued by colleagues and other educators for their expertise and consulted in instructional, programming, and policy decision-making. Because of their knowledge in the fields of second language learning, ESL methodology, and cross-cultural communication, ESL/ELD, bilingual, and dual language teachers are valuable resources for colleagues and administrators in schools and districts. Through collaborative endeavors such as professional learning groups, school improvement teams, textbook selection committees, and the like, their expertise is tapped as a resource for providing the best possible programming, instruction, and materials for English learners. TESOL professionals can help colleagues adjust their teaching and testing practices according to the proficiency levels of the students in class and can design interventions for newcomers and long-term English learners. They can advise fellow teachers and administrators about the students' cultures and support them in communicating with parents (Cambridge English Teaching Framework, 2015; TESOL International Association, 2013, 2018; Valdés, Kibler, & Walqui, 2014).

Policies, programs, and practices are based on current research and accurate information. It is critical for policymakers and administrators to rely on research as they establish policies, develop or refine programs, and promote instructional and assessment practices. (See Appendix A for a description of the most common programs for English learners in the United States.) Building a program around anecdotes and myths will not result in student success. Students do not learn to speak academic English well just by being exposed to it. In the past, children did not learn English easily and rapidly. Because a child speaks English does not mean she or he is proficient in all four language domains at an advanced academic level. Over the past thirty years, research has become more rigorous, and we know more about how a second language is learned. It takes time and investments in resources. Skimping on these will not yield the educational or economic outcomes that schools seek and society needs (California Department of Education, 2010; Horwitz et al., 2009).

The 6 Principles for Exemplary Teaching of English Learners

The 6 Principles put forth in this book are not revolutionary or groundbreaking concepts in language learning. They are well-established guidelines drawn from decades of research in language pedagogy and language acquisition theory. We present them in seemingly simple statements, yet they carry substantial weight because how well they are implemented can make the difference between student success and struggle. The 6 Principles must be taken together, as a cohesive whole. One cannot just know one's learners, for example, and then not act on that knowledge when planning instruction.

Figure 1.1 provides a brief explanation of each principle, and later chapters show educators of English learners how the 6 Principles may be realized in and out of the classroom.

FIGURE 1.1	The 6 Principles for Exemplary Teaching of English Learners

Exemplary teaching of English learners rests on the following 6 Principles:

1. **Know your learners.** Teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in the classrooms and prepare and deliver lessons more effectively.

2. **Create conditions for language learning.** Teachers create a classroom culture that will ensure that students feel comfortable in the class. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.

3. **Design high-quality language lessons.** Teachers plan meaningful lessons that promote language learning and help students develop learning strategies and critical thinking skills. These lessons evolve from the learning objectives.

4. **Adapt lesson delivery as needed.** Teachers continually assess as they teach—observing and reflecting on learners' responses to determine whether the students are reaching the learning objectives. If students struggle or are not challenged enough, teachers consider the possible reasons and adjust their lessons.

5. **Monitor and assess student language development.** Language learners learn at different rates, so teachers regularly monitor and assess their language development in order to advance their learning efficiently. Teachers also gather data to measure student language growth.

6. **Engage and collaborate within a community of practice.** Teachers collaborate with others in the profession to provide the best support for their learners with respect to programming, instruction, and advocacy. They also continue their own professional learning.

A Look Back and a Look Ahead

More and more people are learning English every day. It is critically important that their teachers make informed decisions about their instructional and assessment practices. This book supports teachers in this work.

In this chapter, we have

- explained TESOL's rationale for identifying core principles for exemplary teaching of English learners and the pressing need for their implementation in K–12 classrooms in the United States;

- shared TESOL's vision of effective education, which includes honoring home languages and cultures, recognizing TESOL professionals as specialists in language education, and ensuring that English learners have access to challenging, rigorous curricula; and

- introduced the 6 Principles, which are discussed in detail in Chapter 3. These principles help teachers create conditions in the classroom that promote language learning and plan and deliver lessons that keep learners' needs, interests, and backgrounds in mind.

Teachers of English learners need to understand that language development is dynamic and not always linear and that how well we communicate is measured by our purpose and audience. One aspect of making choices related to language teaching methods and techniques is knowing how second languages are learned and what inhibits or facilitates the learning process. Chapter 2 explores what academic language is in schools, how students' levels of language proficiency influences their performance of tasks in English, and various factors that support learning English as a new language. The goal is that when teachers apply the 6 Principles in their classrooms, they will do so knowledgably and with their learners' needs in mind.

Additional resources pertaining to this chapter are available at www.the6principles.org/K-12.