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FOREWORD

It is a privilege to write a foreword to this immensely valuable book. The 6 Principles for exemplary teaching of English learners elaborated in these pages provide an evidence-based foundation for schools to examine their own instructional practice and work collaboratively with colleagues, parents, and policymakers to enable English learners to acquire strong social and academic language proficiency. A major strength of the book is its inclusion of the entire school community—administrators, English language teachers, content teachers, school librarians, guidance counselors, and other groups of educators—within the scope of exemplary teaching of English learners. As noted in Chapter 1, most of these education professionals have not had opportunities in their preservice education to access the knowledge base and instructional expertise necessary to work effectively with English learners. The detailed discussion in Chapter 5 of concrete ways in which these various groups of educators can apply the 6 Principles opens not just a culture of shared responsibility within the school, but also a culture of shared opportunity. As our expertise to work effectively with diverse learners expands, so too does our sense of affirmation as *educators*.

An additional strength of the book is the way in which it highlights the instructional implications of well-established research findings that are frequently overlooked in teaching English learners. For example, it is now well-established that bilingualism represents a positive force in children’s cognitive and academic development, particularly when literacy is developed in both languages. However, in classroom contexts where multiple languages are represented, many educators have been unsure about how to engage students’ multilingual repertoires. In response to this uncertainty, the classroom vignettes and instructional suggestions throughout this book illustrate how teachers, school librarians, and other professionals can mobilize students’ home languages as cognitive resources and instructional tools to enrich the learning of all students.

Another significant emphasis throughout this book is on the importance of encouraging English learners to become avid readers, ideally in both English and their L1. There is extensive research evidence regarding the impact of print access and literacy engagement on the development of students’ reading comprehension skills (e.g., OECD, 2010). As noted in Chapter 2, students who read extensively “encounter more words and meet each word more frequently, which can result in a larger vocabulary and deeper word knowledge.” Unfortunately, this research was largely ignored in reading policies instituted under the No Child Left Behind legislation that operated between 2002 and 2015 (Cummins, 2007).

The importance of promoting active literacy engagement is illustrated in the Programme for International Student Assessment (PISA), an international assessment initiative involving more than 70 countries and hundreds of thousands of 15-year-old students conducted by the Organisation for Economic Cooperation and Development (OECD) over the past 20 years. The PISA research has consistently shown that reading engagement is a stronger predictor of reading achievement than students’ socioeconomic status (SES). Furthermore, the OECD (2010) reported

that there was about a one-third overlap between the negative effects of low SES and the positive effects of reading engagement. The implication is that schools can potentially ‘push back’ about one-third of the negative effects of socioeconomic disadvantage by ensuring that students have access to a print-rich environment and become actively engaged with literacy.

This finding assumes relevance in the present context because a large proportion of English learners come from lower-income communities with significantly less access to print in their schools and homes than is the case for students from middle-income communities (e.g., Duke, 2000). Immersion of these students in a literacy-rich environment from the day they enter school is a powerful tool in accelerating their academic catch-up trajectory. *The 6 Principles for Exemplary Teaching of English Learners: Grades K–12* suggests multiple strategies both for engaging parents as partners in this process and creating a culture of literacy engagement throughout the school.

My expectation is that this lucid and inspirational book will act as a catalyst for a process of collective pedagogical inquiry in schools across the United States and internationally. Obviously, all schools operate in broader policy contexts that enable and constrain organizational and pedagogical initiatives to varying degrees. However, within schools, educators always have choices—degrees of freedom within which we can chart directions that reflect and shape our identities as educators. This book charts the landscape in ways that enable us to embark confidently on that journey.

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PREFACE

In a world where people are always on the move and the globalization of society leads us to interact regularly with a diverse group of neighbors, coworkers, shopkeepers, online friends, and even strangers, we all learn a little bit about language and culture every day. Sometimes these interactions are unexpected and delightful; sometimes they are deliberate and planned. As our lives touch others, others' lives touch us. Our interactions are most fruitful when supported by clear communication, respect, and cross-cultural understanding.

TESOL International Association is a community of professionals devoted to nurturing these three factors by means of its mission to advance the quality of English language teaching through professional development, research, standards, and advocacy. Our mission is particularly noteworthy because the number of English learners worldwide is estimated to reach about 2 billion by 2020 (British Council, 2013); and, increasingly, people learning English as a lingua franca more often interact with non-native speakers of English than with native speakers. Much of the information on the internet is posted in English, and English is the most widely used language for international business (Neeley, 2012; W3Techs, 2017). For these reasons, effective English language teaching is critical.

In 2016, TESOL celebrated its 50th anniversary—a remarkable achievement—with close to 12,000 members representing 155 countries and 116 affiliates worldwide. The educational setting has changed since 1966 when TESOL was founded. What we know about teaching and learning has evolved. Our teachers do more than teach conversational skills and basic reading and writing. Our classrooms look different, with new technologies; a broader array of instructional materials; desks, tables and chairs set up to foster interaction; and more. Yet our students' desire to learn hasn't changed.

TESOL's 50th anniversary was a time for both reflection and future planning. TESOL took the occasion to articulate a vision and a set of universal principles that hold the promise of effective education for English learners. Over the years, TESOL has developed standards for a number of purposes. These include pre-K–12 English language proficiency standards, standards for pre-K–12 teacher preparation programs and for short-term TEFL/TESL certificate programs, standards for teachers of adult ESL and EFL learners and for their programs, standards for using technology in instruction, and guidelines for developing EFL professional teaching standards. These standards represent broad statements of skills and conceptual knowledge that teachers or learners should have as the result of a course or program. However, *how* a learner would gain the skills and knowledge has not been the focus of these documents.

This book aims to fill that gap by offering a targeted look at the six core principles of exemplary teaching:

1. Know your learners.
2. Create condition for language learning.
3. Design high-quality lessons for language development.

4. Adapt lesson delivery as needed.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.

With these principles, this book brings to life the underlying linkages among TESOL’s core values, standards, position statements, and other publications. The 6 Principles are research-based and set a foundation for teachers and learners to be successful in a variety of program types. The principles are applicable for classrooms focused on English as a second or new language or English as a foreign language. They will serve educators of children and adults, dual language learners, emerging bilinguals, and multilingual students.

The 6 Principles for Exemplary Teaching of English Learners: Grades K–12 will be the first in a series of TESOL books. This volume lays out important information that teachers should know about English language development, along with the 6 Principles and practical examples of how these principles can be enacted in classrooms. To have a coherent and consistent focus for the practices that we explicate, we decided that this first book would reflect K–12 classrooms in the United States. Many of the examples and suggestions, however, will transfer easily to other types of classrooms. Future books will show, for example, how the 6 Principles can be implemented by educators of adults learning English and by teachers of young learners in countries where English is a foreign language. Additional resources, such as webinars and online courses, will be designed to help teachers and other educators apply these standards in their specific contexts.

Audience

Teachers of English learners in K–12 classrooms are the primary audience for this book. These educators include

- ESL/ELD, bilingual, and dual language teachers (subsequently, for brevity, “English language teachers”) in self-contained, co-taught, or resource classrooms;
- elementary grade-level teachers and secondary content teachers; and
- special educators, reading teachers, and teachers of elective courses like music, art, and technology.

Some of these teachers may not view themselves as teachers of English, but they are. They provide direct instruction to students learning English as a new language even if their subject is grade 3 math, middle school social studies, or high school biology. They are models of proficient use of the language; they incorporate the four language skills of reading, writing, listening and speaking in their instruction; and they expect learners to demonstrate their knowledge through these skills too. All teachers must help develop the students’ academic English skills while supporting their growing knowledge base in the content areas. For English learners to have access to challenging, grade-level curricula and be successful in school, teachers must understand how second language development occurs and apply that understanding to their lesson designs and assessments. They must also teach in culturally responsive ways that value the learners’ languages and heritages.

Secondary audiences for the book include

- school and district administrators;
- instructional coaches;
- other school or district personnel, such as curriculum directors, guidance counselors, and reading specialists, and
- teacher educators and professional developers.

Administrators and coaches have a leadership role in their schools or districts and should help the teachers with whom they work understand the importance of knowing one's learners and how best to instruct them. They are also involved in creating the conditions for learning and thus need to know how to support language development while meeting curriculum goals and standards. Other personnel play additional roles in students' lives, from planning their academic schedules to supporting their wellness to selecting instructional materials. Teacher educators and professional developers can use this book to introduce preservice teachers to the 6 Principles and to help inservice teachers add to or refine their current practices.

Besides using the 6 Principles to guide instruction, school-based educators can use the book to evaluate their school or district programs. As part of school improvement efforts, this book can serve as a tool to drive reform, confirming positive aspects of programs and practices already in place and identifying those that might merit change. The book is designed to generate thoughtful discussion and reflection among educators who serve English learners.

Overview

The book is organized in five chapters:

Chapter 1: A Vision for Exemplary English Language Teaching lays out TESOL's vision for exemplary teaching of English learners, along with the rationale for the U.S. K–12 focus of this book, and introduces the 6 Principles.

Chapter 2: What Teachers Should Know about English Language Development to Plan Instruction summarizes the main factors of second language learning as they apply to K–12 settings in the United States and identifies what teachers should know in order to provide developmentally appropriate instruction and build on students' linguistic and cultural assets, as called for by the 6 Principles.

Chapter 3: The 6 Principles for Exemplary Teaching of English Learners is the cornerstone of the book. It explains the 6 Principles in detail and grounds them in research. For each principle, it identifies a broad range of K–12 instructional practices that guide teachers as they get to know their learners, set up a classroom that promotes student interaction, craft lessons that integrate language and content, modify their lesson delivery on the spot if students struggle, assess student language development, and participate in the school community of practice.

Chapter 4: Additional Roles for Teachers of English Learners describes the various roles that teachers of English learners play in educational contexts outside the classroom. Teachers can function as change agents when they (a) advocate for English learners; (b) act as liaisons among families, communities, and the school system; and (c) serve as resources to other teachers and administrators on instruction, assessment, curriculum design, scheduling and programming, professional development, and so forth.

Chapter 5: Establishing a Culture of Shared Responsibility suggests ways in which school and district administrators, instructional coaches, and other specialists can apply the 6 Principles in their spheres beyond the classroom. All professionals can work together to ensure that English learners receive quality programs and services designed to support their language development needs and foster educational success in a positive, welcoming school climate.

Going Forward

The TESOL profession has much to offer the world in expertise in English language teaching and support for multilingualism and cross-cultural communication. An action agenda resulting from the "Summit on the Future of the TESOL Profession," held in 2017, calls for TESOL professionals to draw on the knowledge, experience, and expertise that they have and be involved in

the development and implementation of language policies, practices, and research at local and national levels.

This book complements those efforts and represents a first step in defining what educators need to know in order to teach English learners effectively. It explores where our profession is now and how we want to advance in the future. It defines the best practices for our classrooms, and how to advocate for our students and their families and promote the learning of English while respecting and affirming all languages and cultures.

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We very much appreciated the insights and productive feedback from the reviewers who took time from their busy schedules to respond to the earlier drafts of this book. Some reviewers are members of our TESOL International community, and others are educators from the bilingual and general education fields. All care about our learners and their teachers, and they have helped us write a better book.

Misty Adoniou	Andy Curtis	Andrea Honigsfeld	Judith O’Loughlin
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Christel Broady	Fred Genesee	Denise Murray	
Margarita Calderon	Margo Gottlieb	David Nunan	

Dedication

We dedicate this book to our friend and colleague, Dr. Anna Uhl Chamot (1934–2017), with deep appreciation for her years of service, research, writing, and professional development on behalf of English learners and their educators.