



# PRINCIPLES

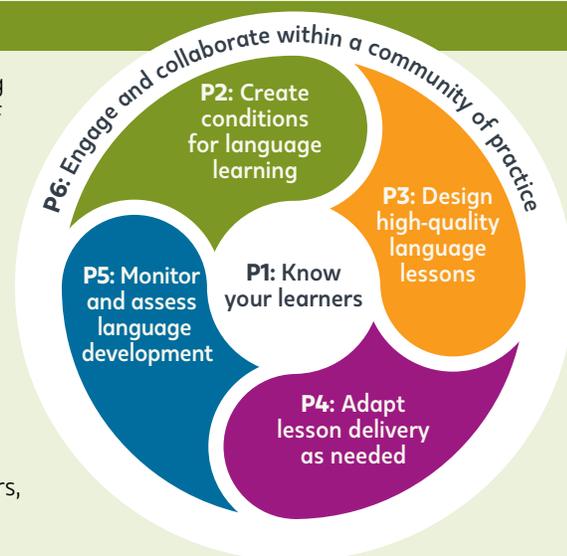
## FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS™

### WHAT ARE THE 6 PRINCIPLES?

The 6 Principles are a core set of principles for the exemplary teaching and learning of English as a new language. They are universal guidelines drawn from decades of research in language pedagogy and language acquisition theory. The 6 Principles are targets for teaching excellence and should undergird any program of English language instruction:

1. Know your learners.
2. Create conditions 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.

You must implement the 6 Principles as a whole. You cannot just know your learners, for example, and then not act on that knowledge when you plan instruction.



### WHO SHOULD USE THE 6 PRINCIPLES?

The 6 Principles are for you, a teacher in any classroom where students are learning English as a new language or learning content through that new language. They are applicable across different educational contexts, such as classrooms with children or adults, dual language learners, emerging bilinguals, and multilingual students.

### WHY DO WE NEED THE 6 PRINCIPLES?

- TESOL's mission is to advance the quality of English language teaching around the world. As the number of English learners soars, a common understanding of second language learning and effective instructional and assessment design is needed.
- In some settings, teachers need more preparation to effectively educate English learners. When TESOL professionals fully implement the 6 Principles, their students participate in high-quality lessons for language development and experience educational success.
- The 6 Principles provide teachers with the knowledge to make informed decisions to improve instruction and assessment, so curricula and courses for English learners are rigorous, relevant, and designed and delivered with second language acquisition in mind.
- The 6 Principles will help educators
  - 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;
  - guide students to be global citizens.

# THE 6 PRINCIPLES IN ACTION

PRINCIPLE

1

## KNOW YOUR LEARNERS

Exemplary teachers learn basic information about their students' families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively.

Teachers can best adapt instruction to students that they know well. Learn about your students' cultures and experiences. Use that background as a resource for classroom learning and to stock classroom libraries and plan projects.



PRINCIPLE

2

## CREATE CONDITIONS FOR LANGUAGE LEARNING

Exemplary teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning.

Student achievement is affected by teacher expectations of success. Hold high expectations for your learners and motivate them to raise their performance. Use a variety of instructional approaches to appeal to diverse learners. Teach students strategies to actively participate in academic conversations.

PRINCIPLE

3

## DESIGN HIGH-QUALITY LESSONS FOR LANGUAGE DEVELOPMENT

Exemplary teachers plan lessons that are meaningful for students and promote language learning. These lessons evolve from language and content learning objectives.

Teachers provide input through varied techniques and modalities. Engage your learners and practice authentic language. Help them develop learning strategies and critical thinking skills. Use gestures, visuals, demonstrations, embedded definitions, audio supports, and bilingual glossaries to make information comprehensible. Elicit output from your students, too.



### SAMPLE LANGUAGE PRACTICE TECHNIQUES TO USE THROUGHOUT A LESSON

<b>Starting instruction</b>	<ul style="list-style-type: none"> <li>Charts to capture background knowledge</li> <li>K-W-L (Know-Want-Learn) charts</li> <li>Four Corners discussion</li> <li>Anticipation guides</li> </ul>
<b>Building instruction</b>	<ul style="list-style-type: none"> <li>Sort tasks</li> <li>Sentence frames</li> <li>Reciprocal Teaching</li> <li>Concept maps</li> </ul>
<b>Applying instruction</b>	<ul style="list-style-type: none"> <li>Dialogue Journals</li> <li>Reader's Theatre</li> <li>Projects</li> <li>Report frames</li> </ul>
<b>Concluding instruction</b>	<ul style="list-style-type: none"> <li>Rubrics</li> <li>Collaborative dialogues</li> <li>Comprehension checks</li> <li>Numbered Heads Together</li> </ul>

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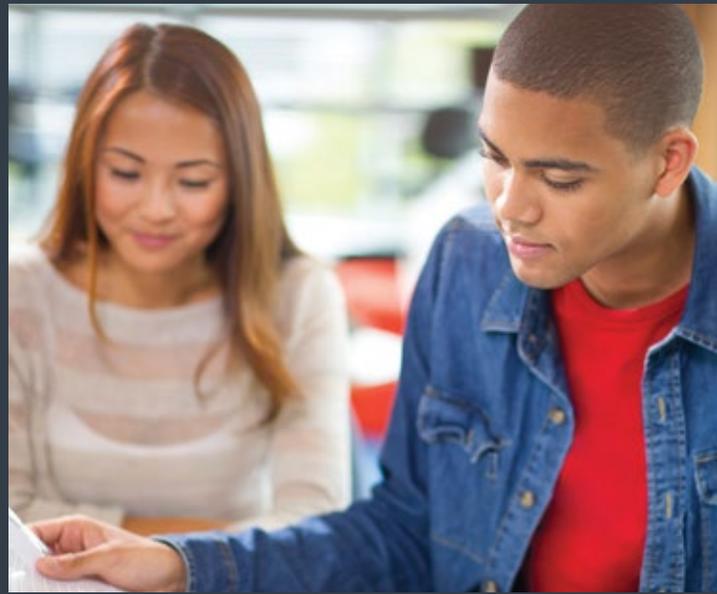
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## ADAPT LESSON DELIVERY AS NEEDED

Exemplary teachers continually assess as they teach—observing and reflecting on learners' responses to determine if the students are reaching lesson objectives. If students struggle or are not

challenged enough, teachers adjust their lessons—reteaching or enhancing the tasks accordingly. This decision-making may occur on any day and sometimes you will need to make decisions within seconds.

Teachers may adjust their talk, the task, or the materials according to learner response. Modify your oral language to simplify an utterance, define terms, or provide more wait time. Check student comprehension with group response techniques like thumbs up/thumbs down and handheld clicker devices.



PRINCIPLE

5

## MONITOR AND ASSESS STUDENT LANGUAGE DEVELOPMENT

Because students learn at different rates, exemplary teachers regularly monitor and assess their language development to advance their learning efficiently and measure language growth. They design a variety of classroom assessments to evaluate student learning and inform their instruction.

Teachers take note of errors to provide appropriate feedback to students but also make sure it suits the age and language development level of the students. Give feedback in a timely manner. Prompt students to self-repair or explicitly correct a learner. Record observations about language use in running notes, on a check list, or with a rubric.



PRINCIPLE

6

## ENGAGE AND COLLABORATE WITHIN A COMMUNITY OF PRACTICE

Exemplary teachers collaborate with others in the profession to provide the best support for their learners. They meet with colleagues to co-plan and share their expertise about second language acquisition as well as instructional techniques for students at different levels of proficiency.

Teachers participate in continuous learning and ongoing professional development. Reflect critically on your classroom practices. Join a professional English teaching organization like TESOL, attend conferences, and participate in online learning opportunities. Develop leadership skills so you can be a resource at school and help design programs, interpret assessment results, offer professional development workshops, or act as a peer coach to a colleague.

*Akiko and Marina both teach in a middle school program for English learners. For their planning period, they meet and reflect on their latest teaching experiments. They tell each other the strategies that they have just tried and the results. Their conversations invigorate their teaching, and they are constantly learning tips from each other that they are eager to test in their own classes. After only three years in the classroom, both teachers have acquired a large set of techniques and have embarked on the road to critical reflection on their teaching.*



## IS YOUR INSTRUCTION ALIGNED TO THE 6 PRINCIPLES?

See if your instruction is similar to Ms. James' in the following vignette.

*Loray James teaches third grade in a dual language classroom. This year her class has five students whose families have emigrated from Guatemala. The children are at varying language proficiency levels, but all of them are below grade level in reading and writing skills. Ms. James has decided to teach a social studies unit based on the agriculture, climate, vegetation, food, and customs of Guatemala. Her language learners contribute to the topic by sharing family pictures, recipes, and descriptions of the places their families lived in Guatemala. The children are very excited. Ms. James has never seen her language learners participate so enthusiastically in their learning. They love reading the books that she found about Guatemala.*

Use tools like this sample of the 6 Principles checklist to reflect critically on your own practice.

### Principle 2: Do you **create conditions for language learning**?

- You promote a positive and organized classroom with attention to reducing student anxiety and developing trust.  
For example, you
  - create a welcoming environment for the students
  - organize the physical environment for individual and group work and for student-student communication
  - identify mentors for new students
  - use clear, patterned, and routine language to communicate with new learners
  - invite and support use of student home languages and cultures in lessons
- You demonstrate expectations of success for all your learners.  
For example, you
  - believe all students will learn academic English and content to a high level
  - praise effort and persistence
  - use a variety of instructional approaches for diverse learners
  - teach learners strategies to participate in instructional conversations
- You plan instruction to enhance and support student motivation for language learning.  
For example, you
  - prompt students to connect their learning to their own lives
  - build a repertoire of learning tasks that students enjoy
  - motivate students and structure behavior with projects
  - expect student ownership and support students in engagement with learning



## THE 6 PRINCIPLES FOR ALL

The 6 Principles are relevant to all school personnel including principals, curriculum directors, reading specialists, and instructional coaches. Successful programs establish a strong culture of shared responsibility among educators. Work with your colleagues to ensure that high-quality programs and instruction are designed to support all learners' educational success in a positive, welcoming school climate.

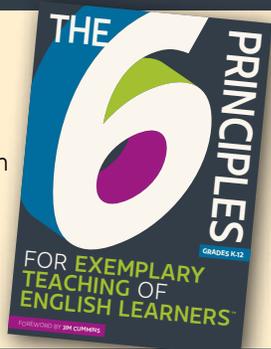
According to Jim Cummins, the 6 Principles can ***“act as a catalyst for a process of collective pedagogical inquiry in schools across the United States and internationally... [W]ithin schools, educators always have choices—degrees of freedom within which we can chart directions that reflect and shape our identities as educators. The principles map the landscape in ways that enable us to embark confidently on that journey.”***

### TESOL International Association

is a global community dedicated to advancing the quality of English language teaching. For information about TESOL's membership options, professional learning programs, advocacy efforts, and publications from TESOL Press, visit [www.tesol.org](http://www.tesol.org).

### GROUND YOUR TEACHING IN THE 6 PRINCIPLES

Learn more about TESOL's 6 Principles and how you can use them to create a rich and rigorous learning environment for all students. Visit [www.the6principles.org](http://www.the6principles.org) for more information and for a complete list of 6 Principles products.



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