

TESOL Position Statement on Local Flexibility in the Education of English Language Learners

In the education of English language learners in both ESL and EFL contexts, the most appropriate methodology and program model to use has always been a matter of local determination. With a large variety of local factors affecting a program's success, such as resources, community involvement, and size and diversity of the English language learner population, what works in one school district may not work well in another. In other words, there is no "one-size fits all" approach to English language instruction.

Education policies for English language learners must be grounded in sound pedagogical principles and not politics or ideologies. As parents maintain the right to choose the educational program for their children, so too should classroom teachers and school district officials maintain the ability to determine how to best meet the needs of their students. TESOL believes local districts should have the flexibility to implement pedagogically sound policies, programs, and services for English language learners based on the local learner population. Further, TESOL opposes efforts at a state or national level that seek to superimpose politically expedient or otherwise pedagogically unsound policies for English language learners.

*Approved by the Board of Directors
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