

## Appendix

### Self-Assessment: The 6 Principles Checklist for Teachers

#### Do you know your learners? (Principle 1)

\_\_\_ You gain information about your learners.

*For example, you*

- \_\_\_ conduct intake protocols and a needs assessment
- \_\_\_ organize and share information with other teachers

\_\_\_ You embrace and leverage the resources your learners bring to the classroom to enhance learning.

*For example, you*

- \_\_\_ create forms and/or use individual meetings and informal interactions to get to know your learners
- \_\_\_ act as a cultural mediator among your learners and between your learners and others in the university or professional context
- \_\_\_ draw on learners' native languages and cultures to build rich understandings

#### Do you create conditions for language learning? (Principle 2)

\_\_\_ You promote a supportive learning environment, with attention to reducing learners' anxiety and developing trust.

*For example, you*

- \_\_\_ create a welcoming environment for the learners
- \_\_\_ use advance organizers, learning management systems, and syllabuses to provide learning objectives and other information
- \_\_\_ design appropriate learning spaces
- \_\_\_ identify mentors for new learners
- \_\_\_ use clear, patterned, and routine language to communicate with learners

\_\_\_ You demonstrate expectations of success for all your learners.

*For example, you*

- \_\_\_ believe all learners will achieve their learning objectives and outcomes
- \_\_\_ praise effort and persistence and use critique appropriately
- \_\_\_ use a variety of instructional approaches for diverse learners
- \_\_\_ teach learners strategies to participate in instructional conversations and in contexts beyond the classroom

\_\_\_ You plan instruction to enhance and support learners' motivation for language learning.

*For example, you*

- \_\_\_ prompt learners to connect their learning to their own situations and goals
- \_\_\_ build a repertoire of learning tasks that learners enjoy
- \_\_\_ motivate learners and structure behavior with well-defined projects
- \_\_\_ expect learner ownership and support learners in engagement with learning

## Do you design high-quality lessons for language development? (Principle 3)

### \_\_\_ You prepare lessons with clear outcomes and convey them to your learners.

*For example, you*

- \_\_\_ develop content and language objectives aligned to learning outcomes
- \_\_\_ develop lessons with step-by-step achievement of learning objectives in mind
- \_\_\_ communicate learning objectives to learners

### \_\_\_ You provide and enhance input through varied approaches, techniques, and modalities.

*For example, you*

- \_\_\_ use comprehensible input to convey information to learners
- \_\_\_ adjust your language to enhance input to learners
- \_\_\_ use multiple sources of input
- \_\_\_ communicate clear instructions for lesson tasks

### \_\_\_ You engage learners in the use and practice of authentic language and materials.

*For example, you*

- \_\_\_ elicit output from learners
- \_\_\_ create opportunities for learners to be active participants
- \_\_\_ use techniques to promote active language practice in a variety of settings
- \_\_\_ integrate language learning into content lessons and content into language lessons
- \_\_\_ encourage language learning beyond the classroom

### \_\_\_ You design lessons so learners engage with relevant and meaningful content.

*For example, you*

- \_\_\_ plan tasks that are relevant and useful
- \_\_\_ select materials that reflect learners' interests and goals

### \_\_\_ You plan differentiated instruction according to your learners' English language proficiency levels, needs, and goals.

*For example, you*

- \_\_\_ build scaffolding into lessons for different purposes
- \_\_\_ employ grouping patterns designed to promote peer support, engagement, and comprehensibility
- \_\_\_ provide supplemental materials
- \_\_\_ plan for appropriate challenges depending on learners' language proficiency levels

### \_\_\_ You promote the use of learning strategies, problem-solving skills, and critical thinking.

*For example, you*

- \_\_\_ teach a variety of learning strategies for specific purposes
- \_\_\_ design tasks for learners to practice using critical thinking and learning strategies

### \_\_\_ You promote self-directed learning.

*For example, you*

- \_\_\_ facilitate learners' setting of meaningful goals and monitoring of their progress
- \_\_\_ provide self-assessment tools that allow learners to evaluate their strengths and weaknesses
- \_\_\_ help learners develop effective work management habits

## **Do you adapt lesson delivery as needed? (Principle 4)**

\_\_\_ **You check comprehension frequently and adjust instruction according to learner responses.**

*For example, you*

- \_\_\_ use teaching practices that ensure better auditory comprehension
- \_\_\_ check comprehension with group response techniques

\_\_\_ **You adjust your talk, the task, or the materials according to learner responses.**

*For example, you*

- \_\_\_ adjust your oral language input as needed to advance comprehension and scaffold language learning
- \_\_\_ switch to other forms of input as needed
- \_\_\_ adapt tasks and/or materials to learner proficiency levels
- \_\_\_ scaffold to provide equitable access to content for all learners

## **Do you monitor and assess learner language development? (Principle 5)**

\_\_\_ **You monitor learner errors.**

*For example, you*

- \_\_\_ note errors to provide appropriate feedback to learners
- \_\_\_ reteach when errors indicate learners misunderstood or learned the material incorrectly

\_\_\_ **You provide ongoing feedback effectively and strategically.**

*For example, you*

- \_\_\_ use specific feedback
- \_\_\_ deliver feedback in a timely manner
- \_\_\_ deliver feedback according to the preferences and proficiency level of your learners
- \_\_\_ use a feedforward approach
- \_\_\_ use a variety of types of oral corrective feedback
- \_\_\_ use written feedback when possible

\_\_\_ **You use effective formative and summative assessment strategies.**

*For example, you*

- \_\_\_ use classroom-based assessment to inform teaching and improve learning
- \_\_\_ use testing procedures based on principles of assessment
- \_\_\_ rely on a variety of assessment types.

## **Do you engage and collaborate within a community of practice? (Principle 6)**

\_\_\_ **You are fully engaged in your profession.**

*For example, you*

- \_\_\_ engage in reflective practice
- \_\_\_ participate in continuous learning and ongoing professional development

\_\_\_ **You coordinate and collaborate with colleagues.**

*For example, you*

- \_\_\_ meet with colleagues regularly to co-plan for future learning
- \_\_\_ develop and strengthen relationships with program colleagues who can serve as mentors
- \_\_\_ meet with industry and subject matter experts in the professional and occupational fields that your EOP and EPP learners wish to pursue
- \_\_\_ confer with professors or teachers whose courses your EAP learners plan to enter