Second Edition

TEACHING ENGLISH LANGUAGE AND CONTENT IN MAINSTREAM CLASSES

ONE CLASS, MANY PATHS

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Principles of Integrated Language Teaching and Learning

Ms. Varma, first-grade teacher, has taken advantage of a beautiful autumn day to take her class, which includes seven English learners, on an English scavenger hunt. Working in pairs, the class walks around the school, the school grounds, and nearby streets looking for words in English. They carefully observe and take turns writing down all the words they find. They will use these words to study phonics and the alphabet as well as to create and share sentences, stories, and maps when they return to class. The list grows and grows: *Grade 1, Ms. Varma, Boys, Girls, School, Library, quiet, Garden Hills, Georgia, Fulton County, Delmont, Lookout, Drive, Street, Park, Bus, Bakery, Police*. . . . Desta, a new arrival from Ethiopia, looks at the long accumulated list in amazement. "Ms. Varma," he cries, "There's English everywhere!"

Ms. Varma has designed a lesson that offers opportunities to learners at all levels and illustrates the usefulness of spoken and written English. She has structured a lesson that promotes conversation and connects to themes the class is studying in reading, science, social studies, and math. She has brought a new learner to delight in the language around him that he is beginning to learn, and she will use this experience as a starting place to take the child beyond delight to competence in using his new language. But on what does she base her choices and practices as a teacher of culturally and linguistically diverse learners?

Though we still have far to go toward a thorough understanding of language development, language teaching, and language learning, the teaching profession has a rich body of research upon which to base our instructional decisions. Teachers need to understand and be able to articulate the principles that underlie their teaching, and these principles should be based on sound research about how language is learned and what works best in supporting language development in the classroom. The principles that teachers hold not only make a difference regarding how and how well they teach but they also make teachers more able to learn from observation of their learners and from reflection on their own teaching.

What are the principles of integrated language teaching and learning?

- What principles can we draw from research about language learning and teaching?
- What are strategies and practices that exemplify research-based principles?

In this chapter, we outline nine principles that apply our best understandings of research on both effective teaching and learning for school-age learners and specific knowledge about how language is most efficiently acquired and best taught. We have named our model the **activity-based communicative teaching and learning model** (or the **ABC model**). The nine principles are organized along two dimensions: (1) activity-based teaching and learning and (2) communicative teaching and learning.

Language is best developed when it is used in ways that are active, convey meaning, and have a communicative purpose

Activity-based teaching and learning focuses on what learners bring to the classroom and the active role that learners play in the language acquisition process. Research on learning and memory (Sprenger, 1999), on language acquisition and language learning (Cameron, 2001), and on the functions of the brain (Genesee, 2000) shows us that English language learners in elementary and middle school are *not* passive recipients of learning. Rather, they are actively constructing **schema** (organizational structures of language and content) and meaning. Thus, all teaching—even direct teaching—must be planned so that learners play active roles as they learn. Four of the ABC principles describe how classroom instruction can be planned and conducted to promote active student roles in learning.

Communicative teaching and learning focuses on the importance of authentic, comprehensible communication in the learning of language. For teaching and learning to be effective and efficient, language must be used in ways that clearly convey meaning and have communicative purpose. Five of the ABC Principles fall along this dimension and outline how our instruction must include communicative elements.

These two dimensions and nine principles are designed as guidelines for organizing and planning instruction for classrooms in which language develops as quickly and smoothly as possible. Although there is necessarily some overlap among the nine activity-based and communicative principles, we have found each to provide unique guidelines and organization for planning and evaluating the instruction of English language learners, and we apply them in the aspects of instruction detailed throughout the book. In the following paragraphs, we introduce each principle, provide a brief theoretical/research foundation for it, and give an example. These examples offer snapshots of the principles in action in the classroom in various content areas at various grade levels. Although we work to cover the range of school-age learners, we encourage readers, as they study the principles, to transform these examples by thinking about how each might be adapted and revised to best depict their own current or potential teaching situations.

ACTIVITY-BASED LANGUAGE TEACHING AND LEARNING

Principle 1 Active Engagement

Learners play enjoyable, engaging, active roles in the learning experience. Language and literacy development are facilitated by a comfortable atmosphere—not only one that values, encourages, and celebrates efforts but also one that provides the appropriate level of challenge to motivate and

Active Engagement in Practice

To help his multicultural, multilingual third-grade students "use" language authentically in studying the food pyramid, Ted Burch had his students keep a written and/or pictorial food diary and then use word source tools (such as a picture dictionary, bilingual dictionary, or Internet search) to list in English the foods they ate. Next the third-graders made word cards of the foods and taught their classmates and teacher names of unfamiliar foods from the various cultures represented in the class. As a final step, students classified all the foods they had eaten two ways: by locating them on a map of the world showing where the foods were grown and by placing word and picture cards next to the appropriate category on a large food pyramid.

engage learners (Cummins, 2007; Guthrie et al., 2004; Jensen, 1998; Sprenger, 1999; Krashen, 2003). When **active engagement** is practiced, language is learned while doing something with it, not just learning it. Language is best viewed as a verb (language as something to use and do) than as a noun (language as a content to be learned). School-age learners develop language and literacy best first by using language as a tool for creating and sharing meanings (Vygotsky, 1986); and later, as they are developmentally ready, by studying language structures and features as they are needed and used in authentic contexts (Lightbown & Spada, 2006).

Principle 2 Cultural Relevance

Classrooms respect and incorporate the cultures of learners in those classes while helping them to understand the new culture of the community, the school, and the classroom. Teachers play the most important role in determining the quality and quantity of participation of ELs in their classrooms. When teachers develop a climate of trust, understand children's social and cultural needs, and model for the rest of the class how they, too, can include English learners in classroom conversations and activities as important members of the classroom learning communities, ELs' active involvement in the classroom and their learning show improvement (Yoon, 2007).

Research has also led to a wide consensus concerning the value of parental involvement in students' school achievement and social development (Cummins, 1986; Delpit, 1995), and in literacy development in particular (Bronfenbrenner, 1975; Tizard, Schofield, & Hewison, 1982; Heath, 1983; Snow, Burns, & Griffin, 1998; Reese, Garnier, Gallimore, & Goldenberg, 2000). Creating a culturally responsive and **culturally relevant** classroom goes beyond "parental involvement" and requires thoughtfulness and effort on the part of teachers to learn about students' cultures from students themselves, families, community members, and library and Internet resources; to value and include what learners bring to the classroom from their cultures; and to take into account the different world views represented in the classroom. Creating such a classroom requires an understanding of culture that is deeper than viewing the "exotic" differences between cultures, or focusing on holidays, foods, and customs. Instead, it integrates a multicultural perspective on the daily life of the classroom (Derman-Sparks & Edwards, 2010).

Cultural Relevance in Practice

Lydia Achebe knows that her first-graders want to see themselves in the books that they read, and recognizes how they appreciate it when they and others view their home cultures in a positive light. She works closely with the school library media specialist, who tries to acquire texts from and about the cultures of children in the school. When a new student arrived who was from the Ndebele region of South Africa, the teacher and media specialist found the delightful book, *My Painted House, My Friendly Chicken, and Me* with text by Maya Angelou and photographs by Margaret Courtney-Clarke (1994). All the class enjoyed looking at a globe and discussing the path the new student took to come to the United States from Southern Africa. They shared the book as a read-aloud several times, compared and contrasted schools and homes in different places where they had lived, and then painted their own pictures using elements of the bright designs of the Ndebele.

Principle 3 Collaboration

Learners develop and practice language in collaboration with one another and with teachers. As language is a tool for meaning-making, and communication and thinking are developed through using language to accomplish things (Vygotsky, 1986), and as learning cooperatively has been shown to be effective at improving learning (Kessler, 1991; Slavin, 1995), so instruction should be organized to facilitate interaction and collaboration. Learning should provide two-way experiences through which learners solve problems, negotiate meaning, and demonstrate what they have learned.

Collaboration in Practice

When Kamal Gebril's fifth-grade class studied ancient Egypt, collaboration among peers included a simple "elbow buddy" or "pair-share" activity, in which partners restate to one another something they have learned about burial practices in the time of the pharaohs. Collaboration between teacher and learners included a shared writing activity in which students, after studying pictures in David Macaulay's classic book, *Pyramid* (1975), described and illustrated the process of building a pyramid. Kamal was careful to include discussion of contemporary Egypt as well, describing such family customs as visiting ancient monuments and traveling outside the city on special holidays to visit graves of their forebears and having a family picnic. The assignment was extended to collaboration between school and home when children took home pictures they had drawn and stories they had written about customs of ancient and modern Egypt. First they read the story in English to family members and then they retold the story in the home language. A final collaboration at the end of the unit was a "numbered heads" review of what they'd learned. In this strategy, children, in groups of about four, are each given a number. Kamal asks a question and the groups put their "heads together" to find the answer. Then a number is chosen randomly and the child with that number gives the group's response. Even newcomers are able to participate meaningfully and actively in the review as a result of the coaching and support of their peers to prepare them to answer the questions.

Principle 4 Learning Strategies

Learners use a variety of language and learning strategies to expand learning beyond the classroom and to become independent, lifelong learners. **Learning strategies** (also called *learner strategies*) (Chamot & O'Malley, 1996; Nunan, 1996; Oxford, 1996; Lessard-Clouston, 1997) are steps taken by learners to enhance their learning and develop their language competence. These strategies can be observable behaviors, steps, or techniques, such as **SQ3R (*s*urvey, *q*uestion, *r*ead, *r*ecite, *r*eview)** (Robinson, 1970), a reading strategy, or nonobservable thoughts or mental practices, such as visualization or positive thinking. Although learners do use strategies unconsciously, the focus in teaching learning strategies is to bring them to the learners' attention and make them consciously part of the learners' repertoire. Learning strategies allow learners to control and direct their own learning. These strategies also expand the role of language teachers beyond teaching language to that of helping learners develop their own strategies. They are generally oriented toward solving problems and can involve many aspects of language to be learned beyond the cognitive.

Learning Strategies in Practice

To help her eighth-graders become more independent in learning new vocabulary, Lenore Duink first used modeling, supported practice, and independent practice to develop learners' ability to ask questions when they don't understand—teaching them polite phrases for asking a teacher, peer, or other person appropriately for repetition, clarification, or explanation of vocabulary. Then she taught her students various ways to support their vocabulary learning, including making **word squares** (see Table 1.1 for an example), sorting terms into categories, visualizing meanings, practicing with a peer, drawing pictures, composing and singing songs with new terms, highlighting verb endings, listening for words on the radio and TV, using mnemonic devices, and finding ways to put new terms to use in conversations both in the classroom and beyond.

TABLE 1.1 Word Square Graphic Organizer

Mammal	
Definition a type of vertebrate **Translation** in my language (Spanish) mamífero	**Characteristics** • Are warm blooded • Produce milk • Give birth to young alive • Have hair • Are vertebrates • Have lungs to breathe air
Examples • Human • Monkey	**Nonexamples** • Rooster • Fish

COMMUNICATIVE TEACHING AND LEARNING

Principle 5 Differentiation

Learning activities accommodate different language, literacy, and cognitive levels and incorporate many dimensions of learning: different learning styles, intelligences, and preferences. All learners are not the same: they have different native intelligence, learned intelligence, learning styles, and preferences. Including English learners in a grade-level classroom expands the differences by adding different language backgrounds, educational levels, cultural experiences, experiences of culture change, and sometimes the trauma of war, famine, or poverty. When learners are limited in their comprehension of English, providing input through other means—pictures, gestures, sounds, movement, graphics—helps provide them the "hook" they need to be included in the classroom conversation. Effective **differentiation** to include English learners involves expanding the dimensions of learning across different learning styles—verbal, auditory, kinesthetic—and different intelligences. Gardner's (1983, 1996) categories of intelligences include linguistic (language, e.g., writer), logical-mathematical (e.g., mathematician or engineer), musical (guitarist), bodily-kinesthetic intelligence (athlete, dancer), spatial intelligence (artist, designer), interpersonal intelligence (counselor, politician), intrapersonal intelligence (philosopher), and naturalist (oceanographer). Teachers differentiate the language they use and introduce in the classroom, the content they use, the classroom processes, the products that learners are asked to produce, and the assessment of those products. Many states and school districts are implementing a model called *response to intervention* (RTI) to provide early intervention for at-risk learners, but in this book, we also describe how it can be used within a framework of differentiated learning. We will introduce culturally and linguistically responsive RTI in this chapter, and throughout the book, we offer RTI Samplers to illustrate how the principles and practices we propose can be applied through culturally and linguistically responsive RTI.

Differentiation in Practice

Marie Matluck wanted to address a variety of learning styles while helping her kindergarteners learn letter names and sounds, so she provided opportunities for learners to learn these by differentiating the process—involving children in looking at pictures, singing, building with blocks, teaching one another, searching for letters in the environment outside schools, drawing letters and words that included the sounds of the letters, visualizing—making "mind pictures" associating letters with key words—and making letter shapes with their bodies. She sometimes gave learners choices as to which activities they used to practice their skills. With sounds that are used in both English and students' home languages, Marie provided pictures of key words that begin with the letter in both languages to take advantage of what children already knew and enhance transfer of learning from one language to another (Figure 1.2).

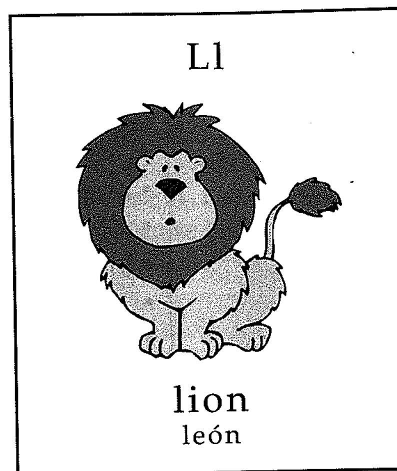


FIGURE 1.1 "Lion" / "León" Is a Key Word That Begins with the Same Letter in Both English and Spanish

Principle 6 Comprehensible Input with Scaffolding

Teachers provide rich input with appropriate context and support, to make that input comprehensible to learners, and appropriately and increasingly more challenging. English learners cannot learn from language they do not understand. **Comprehensible input** is a term first used by Steven Krashen (2003) that refers to language used by teachers and others in ways that English learners can understand as their language ability is developing. It ties back to Vygotsky's (1986) thinking about the social nature of learning. Oral and written input from teachers can be adapted to convey meaning to language learners at various levels and to be more understandable in a variety of ways. To make learners better understand oral language in the classroom, teachers make sure they face students when they speak (so that students can watch their mouths and facial expressions), speak slowly, and articulate clearly (so that students can hear the separate words), and increase **wait time** (the time after a question is asked before a student or students are asked to respond).

A scaffold is a metaphor for the way teachers provide support for language learners as they acquire English

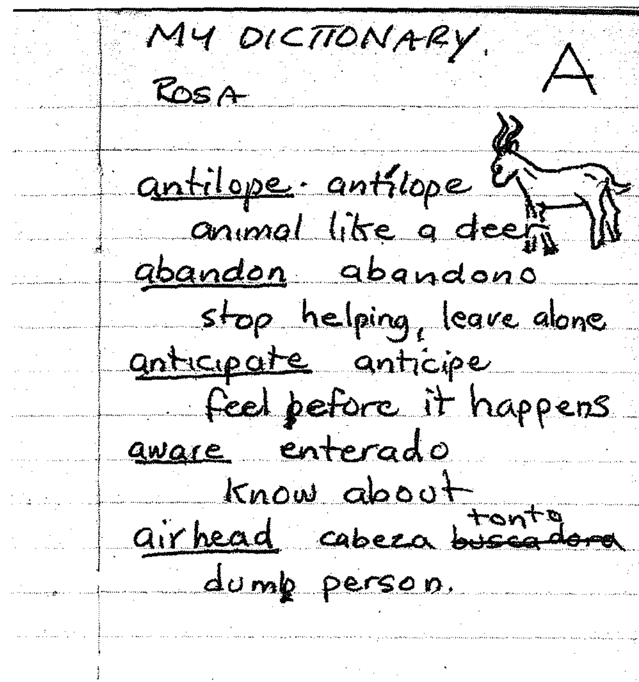


FIGURE 1.2 Rosa's Personal Dictionary

To improve the comprehensibility of written input, teachers choose texts with rich graphic elements and teach students how to understand and use these graphics; teach learners to use a variety of print and online sources to find word meanings, pronunciations, and examples of use; teach learners to organize and keep their own vocabulary notebooks or personal dictionaries (see example in Figure 1.2); provide alternate texts when texts are clearly beyond student comprehension; and use a variety of strategies to help students access texts that are near their instructional level. Table 1.2 suggests means to increase comprehensible input both orally and in writing. Strategies and techniques in Chapter 5, Oral Language Development, and in Chapters 8 and 9 on reading and writing will expand on these ideas to add to your repertoire of tools to support English learners by helping them to understand the language of your classroom.

Comprehensible Input with Scaffolding in Practice

When Jim Stalzer's sixth-grade class was studying the life cycle in science, he invited an ornithologist to come to speak to the class on the life cycle of birds. Jim wanted to make sure that all the students in his class, including newcomers who were beginning learners of English, could enjoy the visit. After the ornithologist accepted his invitation, Jim asked him for a short set of terms that he could preteach before the visit and supplied the speaker with a short list of suggestions (much like the ones in Table 1.2 for oral language input) that might help the ornithologist to be more easily understood in the multilingual, multicultural classroom. Jim also pretaught some of the terms to the newcomers and helped them practice questions to ask the guest.

Principle 7 Prior Knowledge

Teachers help learners use their prior knowledge of language, content, and the world to develop new language and increase learning. If we already know a lot about a topic—global warming, for example—we will find television programs, lectures, or written materials on global warming much easier to follow. If a student has learned a lot about a topic in his home language, it is easier to develop new language about that topic. **Prior knowledge** or background knowledge is key to comprehension for all learners (Marzano, Pickering, & Pollock, 2004), but it is of particular importance for English learners. If learners are less familiar with a topic and structures of the oral discussion or written text, they will have more difficulty with comprehension (Upala et al., 2007; Carrell & Eisterhold, 1988). Language difficulty increases

TABLE 1.2 Scaffolding Instructional Language

Adaptations to Make Oral Language Input Comprehensible	Adaptations and Resources to Make Written Language Input More Comprehensible

• Select topics that are familiar to learners and/or make connections between learners' prior knowledge and information they will read.
• Check comprehension often (use signals, cards, choral responses, questions, slates). When learners do not understand, demonstrate, explain, or rephrase.
• Use translation when this is the most efficient way to convey meanings of new words.
• Adapt language of input to help learners understand:
  • Face students.
  • Speak slowly (but naturally) and articulate clearly.
  • Pause frequently and increase wait time.
  • Use gestures, mime, facial expressions, pictures, props, and real objects to enhance meaning.
  • Model and provide student models of language to be used.
  • Monitor use of idioms and figurative language and explain them when needed.
  • Use more direct sentence structures, articulate carefully, and adjust vocabulary.
  • Point out key ideas and vocabulary.
  • Use terms consistently; avoid overuse of synonyms for key terms.
	• Select topics that are familiar to learners and make connections between learners' prior knowledge and information they will read.
	• Use pictures, maps, and graphic organizers.
	• Preteach and reinforce key vocabulary.
	• Use and teach learners to use dictionaries and other word sources: picture dictionaries, learner dictionaries, translation dictionaries, and word source software.
	• Teach learners to find and use picture, translation, and dictionary resources on the Web.
	• Provide alternate texts at appropriate levels.
	• Teach learners to select texts at appropriate reading/language levels.
	• Assign key selections from texts when entire text is out of reach.
	• Use audio texts.
	• Include reference links (to pronunciation, translation, pictures, background, etc.) in digital texts (McCloskey & Thrush, 2005).
	• Use scaffolding strategies to support reading (e.g., reciprocal teaching, shared reading, guided reading).

with cognitive difficulty, unfamiliarity, and lack of context. So, when developing language with English learners, teachers must work to *start where students are*. This includes finding out what students already know about a new topic and helping them to make connections between what they already know and what they are learning. It includes making connections

A teacher engages learners in a dialogue about nature

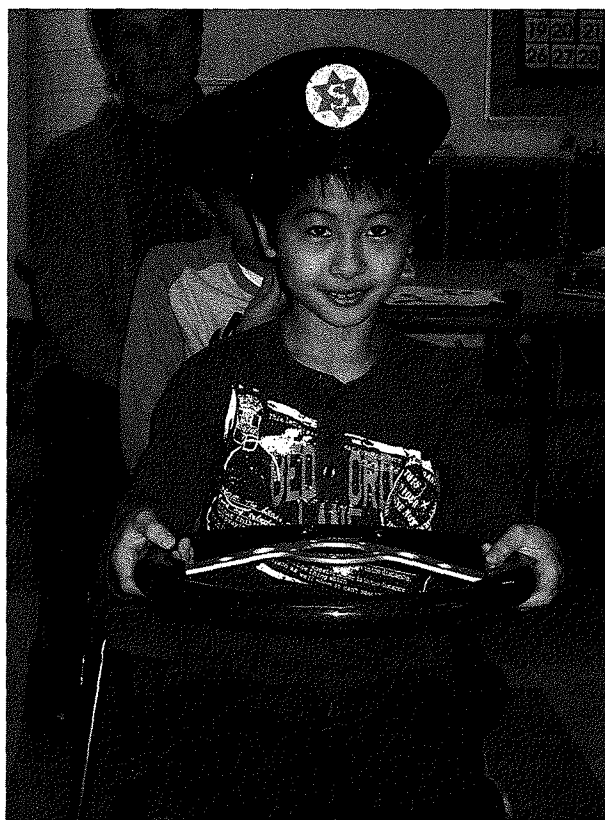
Prior Knowledge in Practice

Liz Bigler is introducing a lesson to her fourth-graders on Rosa Parks and the Montgomery bus boycott. She wants her beginning learners to understand the meaning of the word *fair* that is key to understanding the motivation for the boycott. She takes a bag of pennies and gives them out to a group of students. Three students get 10 pennies. The fourth gets 1. The children look puzzled, and Liz explains to them (with repetition, rephrasing, and gestures) that this is an example of something that is "not fair." The students then proceed with their total physical response (TPR) lesson, which includes acting out the boycott as the teacher tells the story. (See Bigler, 2006, for a complete description of this lesson.)

between learners' cultures and cultural knowledge and the new culture of the school and the community. It also may include, at beginning levels, selecting topics that learners are likely to be familiar with, providing necessary background information on new topics in home languages, preteaching key vocabulary to expand background knowledge before studying a topic, or helping learners make connections between what they know about language in their home language (L1) to uses of this knowledge in English (L2). It also might include providing background information in L1 before proceeding to study a theme or topic in L2. In a bilingual classroom, content could be taught in two languages. In a monolingual classroom teachers might, for example, have learners read or listen to a home language summary of a text before they will be reading it in English.

Principle 8 Content Integration

Language learning is integrated with meaningful, relevant, and useful content—generally the same academic content and higher-order thinking skills that are appropriate for the age and grade of learners. Teaching language along with age-appropriate academic content has several advantages: it is efficient because two goals—acquisition of language and



Children reenact the story of Rosa Parks and the Montgomery bus boycott

Content Integration in Practice

Julia Raca teaches in a multicultural, multilingual second grade with several English learners at different levels. She wants to make sure that everyone benefits from her science curriculum, including the new arrivals in her classroom, so she includes both language objectives and science objectives in all her lesson plans. (See Table 1.3.) When she teaches her "How Things Work" unit, her goals include students' understandings about tools, machines, and magnets, and she adds to them language goals including key vocabulary, giving instructions, and using verbs in the command form and future tense form. Julia starred objectives that she thought were appropriate for newcomers to achieve and others she expected them to work toward.

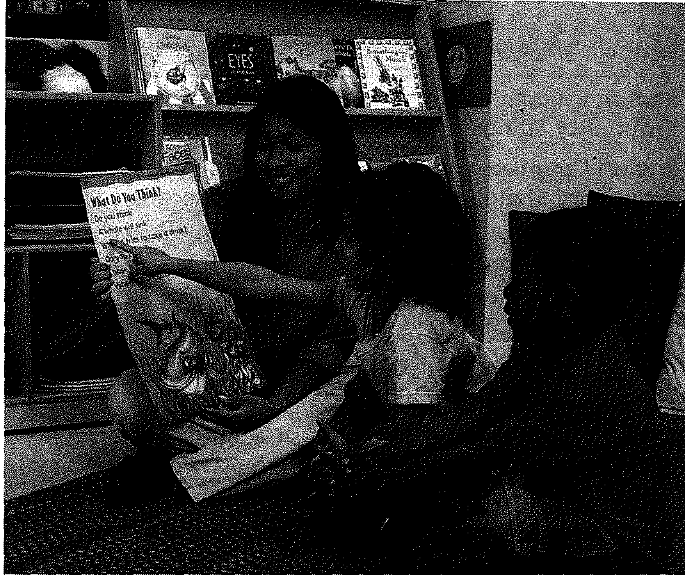
content learning—are accomplished at once. It is effective first because language is learned better when learners are doing something purposeful and important to them—and learning the content for their grade level is very important. It is also necessary because learners cannot afford to take a year or two off from content learning while they develop language: they will end up only further behind their peers. Content-based language learning can happen in a variety of settings: in a pull-out English language development (ELD) class (also called an *ESL class*), in which the teacher introduces content through integrated themes (this is often used with newcomers/ beginners); in a special section of a content class with a grade-level teacher with training in teaching ELD who teaches the content using approaches that make the content comprehensible to language learners and promote language development (this is sometimes done in middle and high schools with significant numbers of English learners); or in grade-level classes that include both English proficient learners and English language

TABLE 1.3 Including Language and Content-Learning Goals

Content Goals	Language Goals
• Learners name uses of various simple machines and explain/demonstrate how they work.* • Learners identify certain machines and their parts (e.g., bicycle, gears, wheels). • Learners demonstrate and label the workings of simple machines (screws, wheel and axle, lever, pulley) on a compound machine, the bicycle.	**Key Vocabulary** wheels, gears, machine, parts, work* **Oral Language** • Naming* • Retelling • Reporting • Asking for explanations **Grammar** • Future tense with "going to" • Helping verb "can/can't" • Commands* **Comprehension** • Visualization and description of information from text and charts **Literacy** • Use of alphabet to find information* **Writing** • Labeling of a diagram • Writing about how bicycles work

*Objectives appropriate for newcomers.

Source: Adapted from Freeman, D., Freeman, Y., Garcia, A. C., Gottlieb, M., McCloskey, M. L., Stack, L., & Silva, C. (2010). *On Our Way to English,* Grade 2, Unit 7. Copyright Rigby/Houghton Mifflin Harcourt. Used with permission.



Good teaching involves making assessment an integral part of every lesson

learners and in which teachers have training to attend to both content and language needs of learners and to differentiate instruction to include learners at different language and learning levels. These integrated models are used because research findings have shown that they are the most effective at both language learning and content learning for English learners (Cummins, 1986; Thomas & Collier, 2003). Teachers can differentiate through adapting the language, content, process, or product in classrooms (Tomlinson, 1999).

Principle 9 Clear, Appropriate Goals and Feedback

Teachers set and communicate attainable goals for learners and provide students appropriate and consistent feedback on their progress in attaining these goals. Setting clear goals helps both teachers and learners have a much greater chance to attain those goals. Goals begin our curriculum, inform our curriculum, and new, more advanced goals are the outcome of our curriculum. As John Dewey once said, "Arriving at one goal is the starting point to another."

We want English learners to attain the same high goals as their English-proficient peers, but to do this, we must set the right goals—goals that comprise the next step forward for individual learners. Learners want to do well, and will do much better when they understand what is expected of them and when our expectations are appropriate. We must establish clear language and content goals for learners and provide them feedback on their progress toward those goals. We can also, in developmentally appropriate ways, encourage learners to begin to evaluate their own progress toward accomplishing goals to help them become independent, self-motivated learners.

We must determine intermediary steps toward grade-level standards that are attainable at learners' language level. World-Class Instructional Design and Assessment (WIDA), a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners, collaborated with the standards of the professional organization Teachers of English to Speakers of Other Languages International Association (TESOL) for school-age learners of English (Gottlieb, Cranley, & Cammilleri, 2007; TESOL, 2006). These *English language proficiency standards in the core content areas for grades PK-12* outline standards for teaching English learners the language they need to develop essential content concepts. The general standards are included on Table 1.4. The standards document offers expectations in the areas of language arts, science, math, and social studies for learners at five grade-level clusters of English language proficiency (PreK–K, 1–3, 3–5, 6–8, and 9–12) across the domains of listening, speaking, reading, and writing. Many states and districts have determined their own standards for English learners and selected instruments to assess their achievement.

But good assessment goes far beyond summative tests at the beginning or end of the year. Good assessment includes multiple assessments. Good teaching includes assessment as

TABLE 1.4 WIDA Consortium English Language Proficiency Standards in the Core Context Area (Gottlieb, Cranley, & Cammilleri, 2007)

English Language Proficiency Standard 1	English language learners communicate for *social and instructional* purposes within the school setting
English Language Proficiency Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the area of *language arts*.
English Language Proficiency Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the area of *mathematics*.
English Language Proficiency Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the area of *science*.
English Language Proficiency Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the area of *social studies*.

Source: Gottlieb, M., Cranley, M. E., & Cammilleri, A. (2007). WIDA English language proficiency standards. In *Understanding the WIDA English language proficiency standards: A resource guide.* Madison, WI: University of Wisconsin Board of Regents System. Retrieved from, http://www.wida.us/standards/Resource_Guide_web.pdf.

an integral part of every lesson so that children and teachers can clearly see the progress they are making. Teachers may assess in many ways that range from informal to formal: by asking questions of individuals, groups, and the whole class; by having learners give signs or signals; by having learners demonstrate their understanding with responses on slates; by giving a group

Clear, Appropriate Goals and Feedback in Practice

Scott Kessler teaches a middle school integrated mathematics class that includes seven early and late intermediate learners of English. His aim is to make the content of mathematics comprehensible to English learners in his class, and to do this he works to set incremental goals toward full achievement of content and language goals. He's consulted the WIDA standards (Gottlieb, Cranley, & Cammilleri, 2007), which have been adopted by his state, the Common Core Standards in Mathematics (Common Core State Standards Initiative, 2010), and adapted the rubric shown in Table 1.5 to use with his learners in a unit on decimals and measurement of central tendencies (mean, mode, median) in the domain of listening.

TABLE 1.5 Mathematics Rubric Using WIDA ELP Standard 3

Grade-level cluster: ***6-8WIDA*** *Framework:* ***Formative*** *Language Domain:* ***Speaking***

ELP Standard 3: ***English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics***

Curriculum Topic: Metric & Standard Units of Measurement

Correlated Common Core Standard for Mathematics: 5.MD.1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multistep, real world problems.

Level 1: Entering	**Level 2: Beginning**	**Level 3: Developing**	**Level 4: Expanding**	**Level 5: Bridging**
Name tools and units of standard or metric measurement from labeled examples (e.g., ruler-inches or cm; scale-pounds or kilos).	Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.").	Describe real-life situations in which measurement is needed from illustrated scenes (e.g., at the clinic or marketplace).	Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture, or cartography).	Explain how and when to convert standard or metric measurement in real-life situations (e.g., recipes, temperatures, or international sports)

TABLE 1.6 Nine Principles of ABC Language Teaching and Learning

Activity Based	Communicative
1. *Active Engagement.* Learners play enjoyable, engaging, active roles in the learning experience. 2. *Cultural Relevance.* Classrooms respect and incorporate the cultures of the learners and their families in the classroom while helping them to understand the new culture of the community, the school, and the classroom. 3. *Collaboration.* Learners develop and practice language in collaboration with one another and with teachers. 4. *Learning Strategies.* Learners use a variety of learning strategies to maximize learning in the classroom, to expand their learning beyond the classroom, and to become independent, lifelong learners.	5. *Differentiation.* Learning activities accommodate different language, literacy and cognitive levels and also incorporate many dimensions of learning: different learning styles, intelligences, and preferences. 6. *Comprehensible Input with Scaffolding.* Teachers provide rich input with appropriate context and support to make that input comprehensible to learners as well as appropriately and increasingly more challenging. 7. *Prior Knowledge.* Teachers help learners use their prior knowledge of language, content, and the world to develop new language and increase knowledge. 8. *Content Integration.* Language learning is integrated with meaningful, relevant, and useful content, generally the same academic content that is appropriate for the age and grade of learners. 9. *Clear, Appropriate Goals and Feedback.* Teachers set and communicate clear attainable goals to learners and provide students with appropriate and consistent feedback on their progress in attaining these goals.

quiz; by having learners score themselves along a rubric or on a checklist; by keeping checklists of learner accomplishments; by writing portfolios; by using state and national English language assessment instruments; and when learners are ready, by giving district, state, and national criterion-referenced or standardized tests designed for all learners.

We have now outlined nine principles included in two dimensions—principles that we hope will guide you toward supporting the learning of English language learners in your setting. Table 1.6 summarizes these principles for your review. The following chapters will show these principles at work in various aspects of your instructional program for English language learners in organizing your classroom, teaching oral language vocabulary, reading, writing, assessing, and putting it all together through content-based learning.

What Is Culturally and Linguistically Appropriate Response to Intervention (RTI)?

The RTI model is designed to meet government expectations for (1) quality instruction based on scientific research, (2) use of highly qualified teachers in the classrooms, and (3) instruction informed by regular assessment. The comprehensive model includes both regular and special education. RTI uses three tiers of instruction: Tier 1 includes research-based instruction in the general education classroom, Tier 2 involves intensive assistance as part of the general education support system, and Tier 3 provides special education. Because of this book's focus on the mainstream classroom, our focus will be the first two tiers of instruction (See Figure 1.3, Response to Intervention: Three-Tier Model for ELLs) (Brown & Doolittle, 2008; Baca, 2009),

In this book, we focus on Tier 1 and 2 instruction provided by general classroom teachers who may or may not be English language specialists. RTI is designed so that teachers do not wait for students to fail but provide appropriate, quality instruction from the beginning. Culturally and linguistically responsive RTI includes differentiation, accommodations, collaboration, and progress monitoring using appropriate assessment. Characteristics of effective RTI implementation for English learners include the following applications of the ABC model described earlier:

1. Active Engagement
   - Learners apply concepts to their own lives and to authentic tasks.
2. Cultural Relevance
   - Teachers incorporate the native language strategically. The model has been implemented successfully in bilingual settings in which native language is used strategically and/or as a first language for reading instruction (Vaughn et al., 2006).
   - Instruction builds on learners' home cultures

3. Collaboration
   - Learners have many opportunities to use language for interpersonal and academic purposes.
   - Learners collaborate to use higher-order thinking and active problem solving as well as to practice what they have learned.
4. Learning Strategies
   - Learners develop multiple ways to take responsibility for their own learning, including independent reading as well as reviewing and applying previously learned concepts.
5. Comprehensible Input with Scaffolding
   - New language is introduced in ways that support learning including rich vocabulary development, preteaching and reinforcing learning, and using organizers to build and support concepts and language
6. Prior Knowledge
   - Learners access prior knowledge, make connections between previous learning and new, and build new knowledge.
7. Content Integration
   - Learners use authentic content for development and application of language.
8. Clear and Appropriate Goals and Feedback
   - Teachers use appropriate diagnostic assessments before teaching, formative assessments while teaching to ensure that learners are acquiring concepts and to make them aware of what they are learning; summative assessments at key points in instruction to ensure that instruction is sufficient, appropriate, and well scaffolded and to provide clear feedback to learners on what they have achieved.

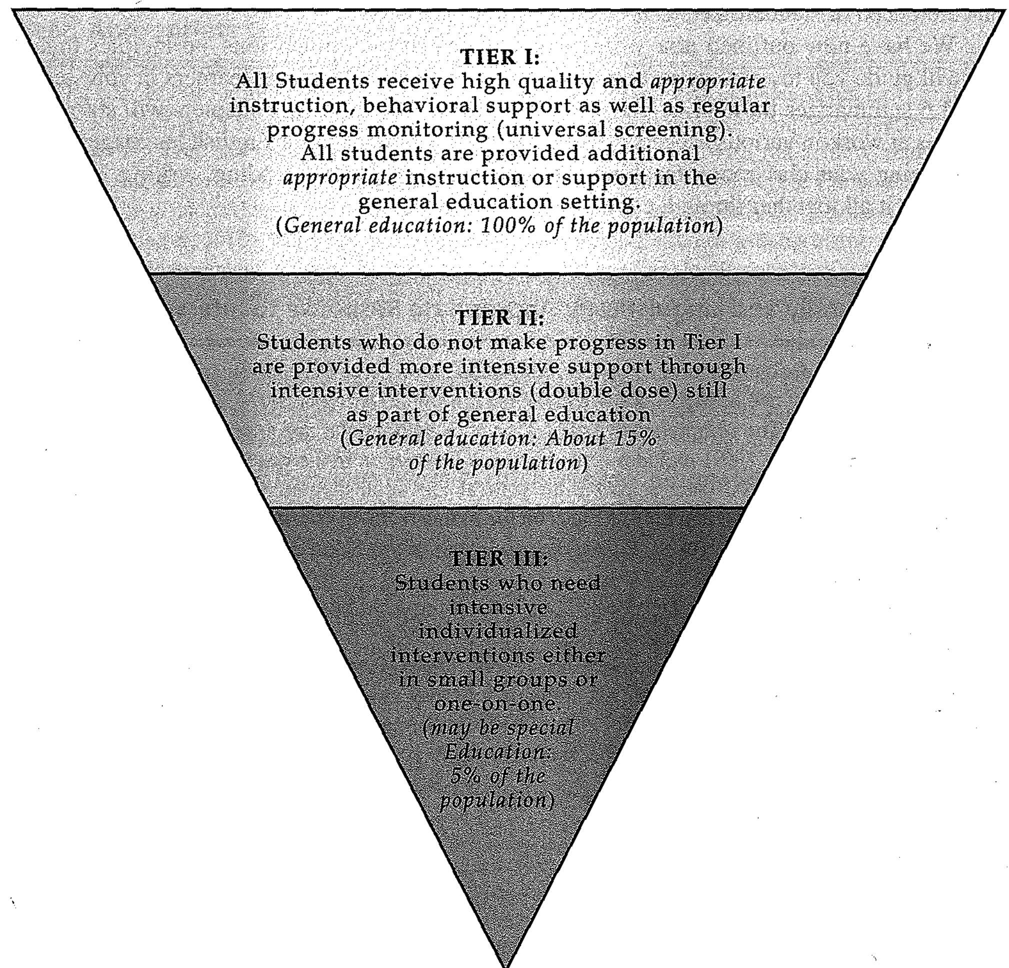


FIGURE 1.3 **Response to Intervention: Three-Tier Model for ELLs (Brown & Doolittle, 2008, p.12).**

Questions for Reflection

1. How is what a teacher believes about teaching reflected in how that teacher performs in the classroom?
2. What do you believe is important to best promote learning for all learners? What do you believe is important for enhancing the academic language of English language learners in particular?
3. Reflect on your own experiences of studying a new language. Were you successful? What was most helpful? What was least helpful? What classroom principle and characteristics promoted your learning? Compare and contrast these principles with the ones outlined in this chapter.
4. Which of the principles outlined do you think is the most important? Why? Did any principle surprise you? If so, how?

Activities for Further Learning

1. Each "principle in practice" in this chapter describes teaching English learners in a particular grade-level classroom. Rewrite one of these vignettes to describe how this principle in practice might be changed to meet the needs of students at a different grade level.
2. Develop a lesson for a grade level that you teach or may teach. Focus your lesson on meeting one or more of the principles named in order to include learners of English. Exchange lessons with a partner and discuss how you have succeeded in teaching according to the principles and how you might take the lesson even further in that direction.
3. Observe an English learner in a content classroom over several days. Note what the student is doing, saying, and attending to during your observation. Does that learner seem to comprehend the language and expectations of the classroom? What does the learner seem to comprehend? What evidence from your observation indicates that the learner comprehends? What does the learner not seem to understand? What evidence from your observation indicates that the learner does not comprehend?
4. If a new student entered your class from a culture with which you were unfamiliar, outline preparation and processes that you might use to provide cultural relevance for that student in your classroom.
5. Interview two adults who learned English after starting school. Ask your interviewees about their educational history and experiences as early, intermediate, and advanced learners. Ask about the difficulties they faced and what people, processes, materials, or strategies they feel helped them to learn English. How do these connect with the principles in this chapter?
6. Visit a community center, farmers' market, place of worship, or other location frequented by members of language minority groups in your area and where another language or languages are often spoken. Spend some time listening and observing. Reflect: What does it feel like to be the one who does not understand? If you can, begin a conversation with some individuals. Ask them how people in their community go about learning English and about challenges they face. Ask them what they wish for their children.
7. Choose a language that you do not know much about and that is spoken by one of your students/potential students. Search for information on the language you selected. See how much you can learn about that language in 20 to 30 minutes—just a little about pronunciation, writing system, grammar, vocabulary, related languages, words for greeting, and so on. What might speakers of that language find difficult when learning English? What connections to English might you capitalize upon?
8. Visit the Safe Schools Coalition web site on guidelines for avoiding bias in school curriculum materials (http://www.safeschoolscoalition.org/guidelinesonbias-screen.pdf). Use its criterion to review your textbooks and/or materials that you are using or considering using in a future unit or theme.

Suggested Reading

Ariza, E. N. W. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student.* Boston, MA: Allyn & Bacon. Teachers of diverse learners are offered essential concepts for fully including those English learners in the mainstream classroom. Using many examples in the voices of students and teachers, Ariza considers the classroom settings, learning about cultures, specific information about cultural groups, language acquisition, and learning English through academic content, assessment, and connecting to the community.

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Upper Saddle River, NJ: Pearson ESL. This popular methodology text surveys a variety of language teaching options grounded in accepted principles of language learning and teaching.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, NH: Heinemann. Gibbons introduces the theory behind second-language learning in readable language and provides concrete classroom examples of applications along with classroom activities to implement to help English learners speak, listen, read, and write.

King-Shaver, B., & Hunter, A. (2003). *Differentiated instruction in the English classroom: Content, process, product, and assessment.* Portsmouth, NH: Heinemann. The authors clearly and concisely explain differentiation as a way of thinking about the classroom and a strategy for improving teaching. They provide both the rationale for differentiating and descriptions of differentiated teaching in the English classroom through modifications in learning content, learning process, and learning products and assessment.

Hoover, J. J., Klingner, J., Baca, L. M., & Patton, J. M. (2008). *Methods for teaching culturally and linguistically diverse exceptional learners.* Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall. Written for the K-12 practitioner and other professional staff, this book offers rich information on instructional methods for culturally and linguistically diverse learners as well as assistance in differentiating between learning differences and learning disabilities.

Li, X., & Zhang, M. (2004). Why Mei still cannot read and what can be done. *Journal of Adolescent & Adult Literacy 48*:2. This case study explores the educational factors that failed a 14-year-old sixth grader from China, and how schools can prevent such students from failing in school.

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