

Massachusetts Professional Standards for Teachers of Adult English Speakers of Other Languages

What ESOL Instructors Need to Know and Be Able to Do

Massachusetts Department of Elementary and Secondary Education
Adult and Community Learning Services

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Massachusetts Professional Standards for Teachers of Adult English Speakers of Other Languages: What ESOL Instructors Need to Know and Be Able to Do

Background: Standards Based Education

Standards based initiatives have been in the foreground of education reform in the United States for more than 20 years. In this context, a standard is a clearly articulated statement of what students—and teachers—should know and be able to do. The intention of using standards is to clarify instructional goals for both students and teachers. Standards based does not mean standardized, as there is room in standards based education for multiple approaches to content, teaching methodology, and curriculum design

The Massachusetts ABE Curriculum Framework for ESOL is an example of a standards based approach to teaching and learning. In this Framework, standards are articulated to help guide teachers with instruction, and benchmarks are offered to structure assessment of students' progress toward the standards.

A more recent example of a standards based education initiative in adult education is The Office of Career, Technical, and Adult Education (OCTAE)'s College and Career Readiness Standards for Adult Education (2013). According to Susan Pimentel, author of OVAE's publication, "The standards-based education movement in adult education has resulted in communicating clearer expectations for students, using content standards to improve curriculum and instruction, and creating professional development to help staff develop the expertise to implement standards."

Just as the Massachusetts ABE Curriculum Framework for ESOL provides teachers with standards, benchmarks, and examples that describe what adult English language learners need to know and be able to do, the Professional Standards for Teachers of Adult Speakers of Other Languages (Teacher Standards) outline what teachers of adult English language learners need to know and be able to do. This document represents an alignment of standards for teachers and students.

Development of the Standards

The standards in this document were developed collaboratively over a two-year period with considerable input from Massachusetts adult ESOL practitioners, and staff from the Massachusetts System for Adult Basic Education Support (SABES). (Please refer to the acknowledgement page for more specific information about contributors who spent considerable time and effort discussing, drafting, revising, and researching.) Sarah Young and Amber Gallup Rodriguez, primary researchers and authors, bring their expertise in linguistics and second language acquisition to the articulation of the standards and supporting explanatory text. The standards were informed by research into prevailing theories of, and methods in, second language acquisition and applied linguistics as well as by other standards developed for teachers such as those published by the international professional association, Teachers of English to Speakers of Other Languages, Inc. (TESOL). The standards also reflect attention to, and respect for, intercultural awareness and social context.

Rationale for the Standards

Teachers in adult ESOL programs enter the field from a wide variety of backgrounds and enrich instruction with multi-disciplinary interests and experiences. At the same time, many instructors recognize their need to become more aware of language acquisition theories and more proficient in effective methods for teaching another language. Adult ESOL teacher training, experience, and professional knowledge are fundamentally connected to learner persistence and growth in English language development. These Professional Standards provide guidance and support to teachers that will assist them in meeting their learners' needs, ultimately resulting in successful English language learning.

Professional development opportunities—such as regional and national webinars, short online courses, regional and national conferences—are increasingly available for teachers to help them build their knowledge base. The standards in this document can help provide a structure and context for choosing professional development activities and for building knowledge and skills—all with the goal of strengthening instruction for the English language learners in Massachusetts.

How to Use the Standards

The teacher standards articulated in this document are not linear and sequential, nor do they represent a hierarchy of importance. They are articulated as content areas, all of which interconnect and are equally important.

- ESOL Teachers can use the standards to evaluate their own strengths as instructors and to identify areas for improvement.
- ESOL Directors can consult the standards when hiring new teachers and when designing their teacher evaluation protocols.
- ESOL Programs can use the standards as a tool to help plan staff and program development goals and activities with staff.

What the Standards Are Not

Adult and Community Learning Services does not mandate the use of these standards. They are intended as tools for improving teaching, and by extension, learning. They do not prescribe certain teaching methods; it is understood, and expected, that teachers employ a variety of instructional approaches. Finally, the standards do not reflect an exhaustive list of things teachers need to know and be able to do. Adult ESOL programs meet complex and varying needs of their learners. Programs with highly specific goals (for example, in corrections institutions, family literacy programs, and programs for newly resettled refugees) will probably want to include standards that reflect a particular set of knowledge and skills for their teachers. Identifying “what counts” in a program, and stating it clearly, helps to ensure that students get the education best suited for them.

Organization of the Standards

- *Standards*
Seven professional ESOL adult teacher standards are presented in this document. Each standard is a clearly articulated statement of what teachers of adult English language learners (ELL) need to know and be able to do.
- *Guiding Questions*
To encourage teachers to reflect on their own prior knowledge, and to stimulate reflection about teaching beliefs, each standard is accompanied by three “pre-reading” questions. Reviewing these guiding questions with colleagues within the same program can help ground an understanding of how the standards can inform the particular needs and goals of that program.
- *Supporting Explanation*
Each standard is accompanied by a Supporting Explanation, which summarizes the relevance and importance of the standard to the ESOL practitioner. Each Supporting Explanation presents key concepts, reflects prevailing theories and research in the field of Teaching English to speakers of Other Languages (TESOL), and offers examples of effective ESOL instructional practices.

To illustrate each explanation, brief examples of effective and relevant teacher behaviors are provided to demonstrate how the content of each standard is appropriate and useful for both novice and experienced teachers. The use of communicative, authentic, and interactive approaches to ESOL instruction is a guiding principle of the Supporting Explanations.

The Supporting Explanation is followed by a chart that shows what the ESOL practitioner needs to know and be able to do in order to meet the standard.

- *Putting it into Practice*
The Supporting Explanation for each standard is followed by some practical considerations for incorporating the standard’s main concepts into classroom instruction. These short reflections provide teachers with simple illustrations, activity ideas, scenarios, and suggestions for personalizing elements of the standard.
- *Teacher Knowledge*
Five to seven indicators of Teacher Knowledge also accompany each Standard that outline essential concepts ESOL teachers should know. These indicators are considered to be building blocks of relevant knowledge that are well supported through research or evidence-based practice. They are articulated as statements, facts, or beliefs that are central to the fields of ESOL, Applied Linguistics and Second Language Acquisition. Each indicator is worded in a clear manner that can be explicitly addressed through professional development and personal reflection.
- *Sample Applications*
Each indicator of Teacher Knowledge is accompanied by three to five Sample Applications that illustrate how the ESOL teacher can put the knowledge into practice. Sample

applications—similar to benchmarks in the Massachusetts ABE Curriculum Frameworks for ESOL—are observable teaching behaviors. These applications answer the question: What does it look like when teachers are displaying their knowledge and skills in teaching English to speakers of other languages? Teachers can use the Sample Applications to assess their own instructional practice by reflecting on how well they already meet a standard, or to identify new ideas or practices that they would like to try in their own teaching.

Support for Teachers

ACLS recognizes that teachers need support for their professional development as they move forward in meeting the standards outlined here. To this end, professional development sessions across the state, using the standards as a framework will be offered.

Teachers will have ample time to investigate the standards and customize their own professional development –whether they are novice or experienced practitioners. We hope that the standards offered here, along with professional development opportunities across the state—encourage and support lifelong learning for teachers.

Resources

Massachusetts Department of Education Adult and Community Learning Services. (2005).

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U.S. Department of Education, Office of Vocational and Adult Education (2013). *College and career readiness standards for adult education*. Washington, DC:

U.S. Department of Education, Office of Vocational and Adult Education. Retrieved from: <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Teachers of English to Speakers of Other Languages, Inc. Standards for Adult Education ESL Programs. Virginia, 2003.

Note:

Equipped for the Future (EFF), developed by the National Institute for Literacy, is another example of an educational improvement initiative that is standards based. See <http://eff.cls.utk.edu/>

Acknowledgements

The development of this document was truly a collaborative effort and reflects the hard work and dedication of adult educators and staff from many agencies, organizations, and programs.

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Standard 1: Principles of Second Language Acquisition

The ESOL teacher understands current theories and principles of language acquisition and applies this knowledge to promote adult learners' English language development.

Standard 2: The Components of Language

The ESOL teacher understands the components of language and the structure and conventions of English, and uses this understanding to develop adult students' English language proficiency.

Standard 3: Intercultural Awareness

The ESOL teacher understands the role of intercultural awareness in language instruction, learning, and classroom management, and acts as facilitator as students transition between their home cultures and languages and the cultures and languages of the United States.

Standard 4: Curriculum and Instructional Design

The ESOL teacher uses a systematic approach to instructional planning that builds on the *Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages* (hereafter referred to as the *ESOL Curriculum Framework*), the local program curriculum, and clearly articulated learning outcomes.

Standard 5: Instructional Delivery and Classroom Management

The ESOL teacher uses a variety of strategies and tools to facilitate communicative classroom activities and interactions, to foster a cooperative learning environment, and to differentiate instruction.

Standard 6: Assessment

The ESOL teacher understands and uses a variety of assessment tools to determine student placement, identify learning needs, monitor student progress, and inform instruction.

Standard 7: Professional Growth

The ESOL teacher engages in lifelong learning by keeping abreast of current research and practice, pursuing professional development opportunities, and applying new ideas to his/her work.

Standard 1: Principles of Second Language Acquisition

The ESOL teacher understands current theories and principles of language acquisition and applies this knowledge to promote adult learners' English language development.

Supporting Explanation for Standard 1

Second language acquisition (SLA) theories provide us with the various hypotheses and explanations for how second languages are learned and the factors that influence the process. Research investigates language learning through a variety of methods, including observation of language learners, experimental studies, and brain research. While research has not identified one single theory that explains everything about language learning, there is a general consensus about certain principles and practices that support SLA. These research-based principles point to the importance of authentic, meaning-focused interaction in the acquisition of *any* language – whether it is a baby learning her first language, a teenager studying a foreign language in high school, or an adult immersed in a second language environment on the job. Being aware of and reflecting on the implications of SLA research for language learning will help ESOL teachers apply these findings effectively when making instructional decisions.

Guiding Questions:

- *What personal and instructional factors impact how successfully my students learn English?*
- *Why is authentic interaction so effective for language learning?*
- *What stages do learners go through as they acquire a second language?*

ESOL teachers will notice positive effects on language learning when they give their students abundant and varied opportunities to speak, listen, read, and write in English in order to have communicative competence. The more students practice communicating in English for real-life purposes, the more opportunities they will have to figure out the language's patterns and usage, and the more rapidly they are able to interact successfully in different contexts. The ESOL curriculum must, therefore, include opportunities for students to take in a wide variety of authentic language (from websites, newspapers, magazines, verbal directions, conversations, technical instructions, application forms, maps, etc.), and must also offer learners, even those with limited speaking and writing ability, opportunities to produce their new language and to express many kinds of messages (make requests, persuade, explain, obtain information, advocate for themselves and their families, etc.). Providing these practice opportunities not only takes the pressure off of the teacher to always be "performing," but it supports learners in expressing their own ideas, playing with the language, making mistakes, noticing the gaps in communication that result from these mistakes, and then correcting their errors. This process helps students internalize English grammatical structures and vocabulary in more meaningful ways.

Research on SLA has shown that developing communicative competence is not a linear process. Teachers need to be aware that students move back and forth between stages of development as they acquire English communication skills, that some skills develop before others, and that learner errors are a natural and valuable part of the process. Therefore, classroom activities should be designed primarily to create opportunities for students to express and understand meaningful language in contexts that are relevant to their lives. Through these communicative opportunities,

learners give and receive feedback on their language use, which is essential for learners' continued growth and language development.

Cognitively, second language acquisition involves conscious knowledge and thought about language, but there is also an element of information processing that happens on a more subconscious level. In general, the human brain is adept at picking up patterns in language, categorizing features of the language, and automatically storing and retrieving linguistic information when it is needed. These cognitive processes may happen more easily for some learners than for others. In communicative ESOL classes, learners are encouraged to put their conscious knowledge about the English language to use through tasks that push them to produce English for authentic purposes. During communicative practice, learners are drawing from multiple sources of knowledge – rules, patterns, words they've heard or seen somewhere, models provided by the teacher, “chunks” of language, and structures that they always fall back on because they're familiar and seem to work – to produce language that is fluent enough to match normal conversational pace. Learners who have only been taught grammar rules, but not how to put these rules to use in authentic interaction, are at a disadvantage in trying to communicate both in and outside the classroom.

ESOL teachers can benefit from instructional strategies that build on SLA research. For example, in daily instruction, presentations and explanations of language structures should be followed with practice activities that require learners to use the language to complete a real-life task. It is important to remember that even if a learner can explain something about the language (i.e., knows grammatical rules about the language), it doesn't mean that they can actually use it in fluent communication. Remember that some features of English are too complex or abstract to teach directly in an ESOL class; certain pronunciation rules, for example, are better acquired indirectly through exposure, modeling, and repetition in meaningful contexts. Learners also benefit from exposure to and practice with idioms, fixed phrases, and common expressions that are easily stored and recognized as “chunks” of language (e.g., “*Pleased to meet you.*”). These types of expressions are more easily retrieved from memory and therefore lead to more fluent language production than words that are taught separately and must be pieced together consciously.

A final point to remember is that adult English language learners in Massachusetts are a diverse group. They bring to their ESOL courses an array of life experiences, personal characteristics, needs, expectations, daily realities, and aspirations – all of which may influence learning. The individual factors that may affect language learning include

- native language and its writing system;
- cultural orientations to learning and literacy;
- gender roles of the country/culture of origin;
- level of literacy in the first language;
- amount, levels, and nature of previous education;
- age upon arrival in the United States, and age of first exposure to English;
- learning differences;
- relationship with and support of family members;
- current level of economic independence and flexibility;
- exposure to and uses of English outside the classroom;
- self-confidence;
- personal goals for English language use in everyday life;

- goals for post-secondary education, training, and career, and
- trauma, homesickness, and stress.

ESOL teachers can improve their instructional practice through understanding the range and importance of these variables and how they may contribute to or hinder a learner's potential for success in class.

Putting it Into Practice

Learning a second language takes a long time for many adults, and it is not uncommon for adult students to “fossilize,” or stay at a certain level for long periods, before their language acquisition is complete. For this reason, it is important for teachers to have realistic expectations about their students’ progress, even as they encourage them to move forward. Give your learners plenty of opportunities to practice interacting with each other in meaningful ways. Keep your ‘teacher talk’ minimal, simple and direct. Keep in mind that a variety of individual factors may play a role in a students’ language learning success. You may need to make instructional modifications to address individuals’ distinct needs. Look for ways to motivate and encourage students in their language acquisition, by using instructional materials that are directly relevant to their lives and developmentally appropriate for their proficiency level.

Standard 1: Principles of Second Language Acquisition

The ESOL teacher understands current theories and principles of language acquisition and applies this knowledge to promote adult learners' English language development.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. In order to process and internalize new language, learners need many opportunities for meaningful interaction in authentic communicative contexts.	<ul style="list-style-type: none">• Expose learners to natural English language use that is made comprehensible through techniques such as modeling, elaborating, paraphrasing, and using visuals.• Use language that is appropriate for the proficiency level of their students: Not too complex, but challenging them to engage in understanding the meaning.• Use activities that require learners to take risks in trying out new language, notice problems in the form or meaning of their language by receiving corrective feedback, and attempt to produce more accurate or appropriate language.• Identify teachable vocabulary and grammar points from the immediate communication needs of the learners, rather than solely relying on language points that have been pre-determined by a textbook.
2. Learners benefit from communicative tasks that provide opportunities for them to give and receive feedback about their language use.	<ul style="list-style-type: none">• Use task-based language learning activities that require learners to use authentic, unscripted language to complete tasks that resemble real-life problems or situations encountered by the learners outside of the classroom.• Integrate grammar or vocabulary points within the chosen communicative context or purpose, rather than teaching the language structures separately from how they are used in real communication.• Give learners communicative tasks that push them to produce and create spoken and written language in specific contexts.• Emphasize the importance of having students use the language to interact together, rather than always relying on teacher-fronted interactions.
3. Learners progress systematically through predictable stages in their interlanguage development, although progress occurs at different rates for	<ul style="list-style-type: none">• Understand that second language learning is a lengthy process in which what is <i>taught</i> is not always what is immediately <i>learned</i> or <i>produced</i>.• Identify and respond to features of learners'

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Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
different people.	language production and comprehension that are associated with the different stages of language development: <ul style="list-style-type: none">○ In the <i>silent stage</i>, provide simple language for learners to listen to and process, without requiring or expecting too much language production.○ In the <i>early production stage</i>, give students the opportunity to use and respond to the small set of concrete vocabulary they have developed (@1,000 words), through the use of simple yes/no, choice, and who/what/where questions.○ In the <i>speech emergence stage</i>, engage students in communicative tasks using the short phrases and sentences they can construct from their growing vocabulary (@3,000 words).○ In the <i>intermediate language proficiency stage</i>, encourage learners to elaborate their language through expressing more complex and abstract ideas, opinions, and language functions.○ In the <i>advanced language proficiency stage</i>, enable learners to develop and use specialized content-area vocabulary and language functions that prepare them for spoken and written communication in social, academic, and professional contexts. <ul style="list-style-type: none">● Monitor patterns in ESOL language errors and design instructional activities that encourage progression to the next developmental stage.● Recognize that making mistakes is often a necessary sign of progress, as the ESOL learner tries out new language at different developmental stages.

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Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
4. Teacher talk is limited to appropriate modeling of language, elicitation of language use, and corrective feedback, with priority given to time for learners to practice language themselves.	<ul style="list-style-type: none">• Reflect on the amount of teacher talk vs. student talk in your classroom, and modify interaction patterns to ensure that the majority of class time is spent on student language production and practice.• Correct errors judiciously, according to the focus of the lesson: When focusing on new language forms, provide explicit, targeted feedback that guides learners to accurately produce the form in small, manageable steps. When focusing on building fluency, prioritize errors that interfere with communicating meaning.• Use <i>display questions</i> (i.e., questions that usually elicit one “correct” answer that the teacher is expecting students to produce) to scaffold learning, focus on accurate language production, and quickly assess students’ knowledge of key concepts.• Use <i>referential questions</i> (i.e., open-ended questions that encourage personal expression and elaboration) to elicit and extend more language use, build fluency, and focus on communication of meaning.
5. Individual learner differences such as age, motivation, first language, educational background, aptitude, anxiety, identity, and learning styles play a role in how quickly and how successfully an adult learner develops English proficiency.	<ul style="list-style-type: none">• Use information about individual student characteristics to differentiate instruction (e.g., provide activities for both independent and group learning; include visual, auditory, and kinesthetic modalities, etc.); recognize if a student is struggling; and make adjustments to instruction as necessary.• Assist learners in identifying their individual characteristics and developing strategies for language learning that work for them.• Increase students’ motivation to communicate in English by including high-interest, relevant topics and a focus on learner-identified goals.• Create a supportive learning environment that helps learners feel welcome and respected, regardless of their backgrounds.

Resources

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Moss, D., & Ross-Feldman, L. (2003). *Second language acquisition in adults: From research to practice*. Washington, DC: Center for Applied Linguistics. Retrieved from: http://www.cal.org/caela/esl_resources/digests/SLA.html

Tarone, E., & Swierzbina, B. (2009). *Exploring learner language*. New York: Oxford University Press.

Standard 2: *The Components of Language*

The ESOL teacher understands the components of language and the structure and conventions of English, and uses this understanding to develop adult students' English language proficiency.

Supporting Explanation for Standard 2

There are almost 7,000 distinct languages currently spoken around the world. *Linguistics* is the study of the structures, functions, and patterns of language systems. Despite the wide range of languages in use today, each language has the same building blocks: A system of sounds (*phonetics and phonology*) that make up the vocabulary (*lexicon, morphology*) that combine into ordered phrases and sentences (*syntax*) that are used to convey meaning (*semantics*) in a variety of contexts (*discourse*) and for a variety of communicative purposes (*pragmatics*). Each language system has the ability to create new words or word forms, to ask questions, to make affirmative or negative statements, to give commands, and to describe things that are in the here-and-now as well as far-removed events, hypothetical situations, or abstract concepts. There are an infinite number of sentences of infinite length that can be generated by any language system, so it is not surprising that language learning is a substantial endeavor.

Guiding Questions:

- *What are the components of a language system?*
- *What is language awareness, and how can it facilitate language learning?*
- *How does knowledge about a language transfer to practical use of a language?*

What do ESOL teachers need to know about these components of language in English? In fluent language use, all of these components interact and function simultaneously. However, it can be useful to consider them individually, as the patterns and uses of English may differ significantly from ESOL students' native languages. (Note: Each of these components listed below includes the formal linguistics terms in parentheses.)

- *Sounds* (phonology and phonetics): American English has 24 distinct consonant sounds and up to 16 vowel sounds (depending on the region where it is spoken). Like other language systems, English has its own constraints on how certain sounds can be combined to form words, its own syllable structures, and its own patterns of stress and intonation. ESOL learners are not expected to develop “native-like accents” or pronunciation, but knowledge of the sound system is important for listening comprehension, literacy, and speech.
- *Vocabulary* (lexicon, morphology): ESOL students need to build a vocabulary in English that represents both breadth (number of word families) and depth (understanding of the various meanings, uses, and connotations that a given word can have), with a primary focus on vocabulary that is related to their daily lives. A distinction can be made between receptive vocabulary (e.g., words that can be recognized and understood incidentally while reading or listening) and productive vocabulary (e.g., words that can be readily accessed and used fluently while speaking or writing). Teaching sight words, high frequency words, collocations (i.e., words that tend to go together, like *strong coffee* or *make the bed*), slang, and common idiomatic expressions are important areas of vocabulary instruction. Learners also need to know how words can be formed by adding prefixes and suffixes to root words in English. As a global language, English continues to add new words and meanings to the lexicon, often to

address technological or scientific advances. ESOL students' developing vocabulary skills are strengthened by their knowledge of these specific processes used to create or form new words in English, as well as the different meanings that words can convey according to context.

- *Word order* (syntax): Every language has specific rules that govern how words, phrases and clauses can be combined to form sentences. Beginning ESOL learners may need instruction on the basic word order of English sentences (Subject-Verb-Object, or SVO: "We are studying English"). More advanced ESOL learners may need more complex structures to elaborate their ideas, such as coordination ("We are studying English, but also looking for employment") and subordination ("After studying English for 3 years, I'm ready to look for a new job"). As language learners' proficiency increases, so does the complexity of the word order that they can exploit to convey meaning.

Communicative contexts and purposes (pragmatics and discourse): An important element of language acquisition is the ability to adapt to different communicative situations by drawing from a repertoire of language options (including intonation, vocabulary, word order, organization of texts) that can express a variety of meanings according to the context. ESOL students need to be aware of the variety of options available in different registers to convey meaning, so that they can adapt their language to be more or less formal for a given context. Carefully chosen words, expressions, and structures can be the key to successfully using language to accomplish specific communicative goals, such as conveying formality, apologizing, asking for help, or refusing a request. ESOL learners need language that will support their communicative needs on the job, in their communities, and in other parts of their daily lives. These communication needs are supported by predictable patterns, structures and conventions of oral and written interactions that are particular to a genre or a discourse community. In other words, students need to practice adapting their language when speaking with different populations. Talking to a supervisor at work is different from talking to a friend at the coffee shop.

ESOL teachers need a foundational understanding of these language components in order to provide accurate and appropriate models of English language use and to correct learners' use of English as well. ESOL teachers know that it takes time for students to internalize the various elements of English, and that learners need explicit instruction, guided practice, and opportunities to integrate their understanding into genuine and meaningful communication. It is important to remember that adult ESOL learners have varying levels of education and schooling experiences; it may not be appropriate to use technical language or grammatical terms to explain the components of language with learners who are still developing metalinguistic knowledge. Rather, students can benefit from modeling and authentic examples of real language structures in use for specific communicative purposes.

Putting It Into Practice

ESOL teachers do not need to be “experts” in English grammar or linguistics. In fact, rather than trying to explain the specifics of English grammar or the linguistic system to students, it is usually much more effective to provide examples and models of how a particular word or structure is used in context. When presenting language, focus on clear and appropriate/accurate/authentic modeling and use. With experience, ESOL teachers gain a sense of the types of errors that are “normal” or expected.

Standard 2: The Components of Language

The ESOL teacher understands the components of language and the structure and conventions of English, and uses this understanding to develop adult students' English language proficiency.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. <u>Sounds (phonetics, phonology)</u> : Adult ESOL learners need to recognize, decode, pronounce, and approximate the sounds and sound patterns of English.	<ul style="list-style-type: none">• Provide direct instruction and practice in specific sounds within the English language to help learners develop their listening comprehension and pronunciation skills.• Provide direct instruction and practice in sound-letter correspondence to help learners develop literacy (decoding, spelling) skills, keeping in mind that there is not always a direct one-to-one correspondence between English sounds and the alphabet.• Teach strategies and provide tools for overcoming pronunciation difficulties, including self-monitoring.• Demonstrate clear pronunciation and accurate spelling when modeling English use.
2. <u>Vocabulary (lexicon, morphology)</u> : Adult ESOL learners need to recognize, decode, comprehend and formulate words in both spoken and written English.	<ul style="list-style-type: none">• Use content-based themes relevant to students' lives to present and practice vocabulary in authentic contexts.• Teach common roots and affixes, demonstrating how words are formed and meanings changed when suffixes or prefixes are added or deleted from a root word.• Address the various ways of "knowing" a word (e.g., its pronunciation, spelling, related forms, collocations, synonyms, antonyms, contextualized meanings, communicative uses and constraints).• Provide tools and strategies for learners to figure out word meanings (using context, knowledge of word parts, etc.).• Teach that meaning is often derived from phrases and chunks of language, not just individual words.

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The ESOL teacher understands the components of language and the structure and conventions of English, and uses this understanding to develop adult students' English language proficiency.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
3. <u>Word order (syntax)</u> : Adult ESOL learners need to recognize English word order patterns and how these patterns contribute to communication, so that they can understand and formulate accurate, comprehensible, and meaningful sentences.	<ul style="list-style-type: none">• Teach common word order in English phrases and sentences (e.g., S-V-O; Adjective-Noun; etc.), keeping in mind that word order might be different in learners' native languages.• Identify and address common mistakes in English word order that may be related to learners' native languages.• Tie lessons on language form to language function and use.• Demonstrate command of the conventions of standard grammar and usage.• Provide ample opportunities for learners to practice specific grammatical forms and their functions in meaningful contexts.
4. <u>Communicative contexts and purposes (discourse, pragmatics)</u> : Adult ESOL learners need to understand and use language forms and meanings that are appropriate to the situation, purpose, relationships, and discourses for their communicative needs.	<ul style="list-style-type: none">• Have students observe, then practice communicating for various purposes (e.g., greetings, small talk, apologizing).• Integrate appropriate "small talk" into class-time (e.g., talk about the weather, weekend activities, etc.).• Assist students in using appropriate language and tone for informal and formal settings (e.g., talking to a boss vs. workplace banter).• Have students observe and practice predictable patterns of oral communication (a job interview, conversational turn-taking).• Teach writing conventions for learners' real-life needs (e.g., parts of a letter, memo, etc.).• Teach predictable patterns in reading in order to identify genre (e.g., news articles, opinion piece, fairytale, etc.).• Introduce students to discourse patterns and rhetorical structures they will encounter in academic settings.

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The ESOL teacher understands the components of language and the structure and conventions of English, and uses this understanding to develop adult students' English language proficiency.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
5. <u>Language awareness (metalinguistic awareness)</u> : Adult ESOL students develop and use strategies for examining and describing aspects of English that are appropriate to their proficiency level.	<ul style="list-style-type: none">• Teach students basic linguistic vocabulary and concepts (e.g., parts of speech) so that they are able to talk and think about their language learning.• Help students develop basic language awareness so that they are able to recognize that the choices they make in vocabulary, tone, volume, and body language affect communication.• Help students use their language awareness to identify communication breakdowns and potential errors that they make, so that they can identify and correct the errors.• Balance instruction about language form with authentic communicative activities.

Resource

Fasold, R., & Connor-Linton, J. (Eds.). (2006). *An introduction to language and linguistics*. New York: Cambridge University Press.

Standard 3: Intercultural Awareness

The ESOL teacher understands the role of intercultural awareness in language instruction, learning, and classroom management, and acts as facilitator as students transition between their home cultures and languages and the cultures and languages of the United States.

Supporting Explanation for Standard 3

Cultural diversity is one of the defining characteristics of adult ESOL classrooms. Every adult in the room, including the teacher, has firmly established, culturally shaped ideas about how learning should happen, how students should behave, and how the teacher should teach. The wide range of personal backgrounds and characteristics among these classroom participants adds complexity as they negotiate differences in their cultural expectations and reality. The adult ESOL teacher, then, must have a high level of cultural awareness to know what students bring to the classroom, what they are facing, how his or her expectations align with those of the students, and how he or she can facilitate a successful experience for the students in the ESOL classroom and in the new culture. To have intercultural awareness is to be mindful of the relationship between the values, beliefs, perceptions, and behavioral norms of one's own culture with those of other cultures. Intercultural awareness includes not only knowledge about other cultures, but also respect for them.

Guiding Questions:

- *How can I increase my awareness of my students' cultural, historical, and political backgrounds?*
- *How can I help my students understand and adjust to the cultures in the U.S.?*
- *How does my own culture influence how and what I teach?*

Effective ESOL teachers promote intercultural awareness among learners by creating a climate of mutual respect and inclusion. They acknowledge and model genuine interest in and respect for other cultures by selecting topics and materials from diverse cultures and perspectives. Effective teachers do not reduce culture to folkloric or other limiting stereotypes, but instead develop curriculum and choose materials that help students explore culturally-based values, beliefs and behavioral norms. In this way, ESOL teachers not only create an inclusive classroom, but also provide meaningful, relevant content for language skills development.

Effective ESOL teachers understand that there is a relationship between culture, language, and identity. Teachers can help learners explore the themes of acculturation, assimilation, and cultural identity while also learning language skills of speaking, listening, reading, and writing. They can help students understand that one's cultural identity can be additive; one does not need to abandon one's native culture in order to assimilate into a new one. Indeed, maintaining core aspects of one's cultural identity supports the transition to a new culture and to learning a new language.

The transition to the United States is not always a smooth one for adults. Experiences that students have as immigrants and refugees can affect their language learning. For example, newly resettled refugees often come to the United States directly from refugee camps after escaping intolerable conditions in their home countries. Their learning may be affected by post-traumatic stress caused by war, persecution, and loss. Conversely, positive experiences—such as becoming part of a trusted learning community with a patient and consistent teacher, conducting personal business without an

interpreter, and communicating successfully with co-workers and supervisors—can build confidence in learners. Effective teachers are aware that learners’ experiences in their home countries, and in the U.S., impact their learning. While teachers should not assume the roles of therapists or caseworkers, they can educate themselves about their students’ backgrounds to better inform their teaching choices. The Center for Applied Linguistics (see resources list below) publishes a series of brief “Refugee Backgrounders” that offer information about the history, culture, religion, language, education, and resettlement needs of many refugee students who study in adult ESOL classes.

As learners maneuver this transition, they also benefit from an awareness of, and interaction with, the many cultures of the U.S. It is important that ESOL teachers recognize that “U.S. culture” is in fact many cultures. With intercultural awareness, ESOL teachers are able to present to students some of these cultures, including those of immigrant groups, which comprise “American culture.” Learning about the cultures of the U.S. helps learners know what to expect, increases their comfort level interacting with the English language speakers, and provides them with contextual language, all of which will facilitate their language learning.

Finally, it is important that teachers reflect on their own cultures and the values and perspectives that are part of that culture; this self-knowledge is a critical part of cultural sensitivity. All teachers should be aware of and reflect on how their own, culturally-determined beliefs about such concepts as hierarchy and equality in the classroom, individualism versus more communal practices in class work, and preferred learning styles might impact their learners’ classroom experiences. These beliefs may cause teachers to have specific expectations of students that learners themselves, being from other cultures, do not share. Effective teachers strive to be aware of how their own beliefs and cultural values influence their teaching and students’ learning, and are open to diverse perspectives. Moreover, the culturally sensitive teacher understands that countries and cultures are not synonymous; distinct cultural identities coexist within countries, within students themselves, and across international borders. To show an interest in a student’s culture is to do much more than find out which country he or she is from.

Putting It Into Practice

All teachers should be aware of their own culturally-based beliefs about teaching and learning and their own knowledge gaps about their students' backgrounds. One way to do this is to engage in reflective practice, which might begin by noticing a way in which your own preferences may be at odds with your students' preferences (e.g. some students are reluctant to engage in group work). It can be helpful to then discuss this problem with colleagues, create a plan for the classroom that includes the new insights, implement the plan, and discuss the results again with colleagues. This cyclical process can result in problem solving while also developing a deeper understanding of personal beliefs and learning from colleagues. Keep in mind that intercultural dialogue in ESOL classrooms can be expanded beyond the level of a single activity or lesson. Project-based learning allows students to work together to explore concepts in more depth while providing rich, contextualized opportunities for language acquisition. Students who share a culture could develop a presentation on an aspect of their cultural history, or show a U.S. film and lead a discussion about the values showcased therein. Students from different countries could collaborate on a collection of essays or poems from the immigrant perspective. The multiple stages of such a project provide many opportunities to negotiate meaning while building intercultural understanding. It is important to note that the more teachers are aware of the backgrounds of their immigrant and refugee students, the more sensitive they can be when selecting appropriate classroom activities.

Standard 3: Intercultural Awareness

The ESOL teacher understands the role of intercultural awareness in language instruction, learning, and classroom management, and acts as facilitator as students transition between their home cultures and languages and the cultures and languages of the United States.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. A teacher's own beliefs and cultural values influence instructional decisions and impact students' learning.	<ul style="list-style-type: none">• Demonstrate openness and a willingness to reflect on one's own beliefs and values.• Develop an understanding of one's own cross-cultural awareness and cultural competence as an ESOL teacher.• Address with students their values and beliefs about specific factors in teaching and learning (e.g. the role of the teacher, class participation, mixed gender classes, etc.).• Be explicit and transparent about the educational and instructional choices being made (what, how, and why of what is being taught).• Invite students to experience and compare different instructional approaches and preferences.
2. Adult ESOL learners' positive and negative experiences as immigrants, including their adjustment to U.S. cultures and language, may impact learning inside and outside the classroom.	<ul style="list-style-type: none">• Establish a climate of respect in the classroom that acknowledges and affirms cultural differences.• Include immigration experiences as a context for language skill development.• Invite sharing of students' experiences around acculturation and the strategies used to build comfort in a new environment.• Be inclusive of various cultural perspectives and responses to common situations.
3. Adult ESOL learners' languages and cultures are important to their identities; this individual diversity is a strength to be appreciated and explored in the classroom.	<ul style="list-style-type: none">• Create opportunities for students to share aspects of their cultures that are particularly important to them, always offering choices to ensure that students share only what they are comfortable with.• Integrate individuals' identity as multilingual and multicultural individuals into instructional activities, including the benefits as well as challenges.

Standard 3: Intercultural Awareness

The ESOL teacher understands the role of intercultural awareness in language instruction, learning, and classroom management, and acts as facilitator as students transition between their home cultures and languages and the cultures and languages of the United States.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
	<ul style="list-style-type: none">• Give students the resources and opportunities to discover and use language and expressions that reflect their personal identities as English language learners.
4. Adult ESOL learners benefit from awareness of and interaction with the variety of cultures in the United States, both inside and outside the ESOL classroom.	<ul style="list-style-type: none">• Select instructional materials that reflect the variety of cultures represented in the classroom and in U.S. society.• Include field trips (virtual or actual) and bring in guest speakers to engage learners in learning about and reflecting on a variety of cultures within the U.S.• Help learners become accustomed to considering the impact of culture by integrating elements of intercultural awareness through regular sharing of experiences and perspectives throughout instruction.• Engage students in asking and answering questions about cultural practices and beliefs in all thematic units and projects.

Resources

Center for Applied Linguistics (2013). *Refugee backgrounds and cultural profiles*. Washington, DC: CAL. Retrieved from: <http://www.culturalorientation.net/learning/backgrounders>

James, M. (2000, Spring). Culture in ESL instruction: An analytic framework. *TESL Canada Journal*, 17(2), 36-49. Available at <http://files.eric.ed.gov/fulltext/EJ659469.pdf>

Johnson, D. (2005, June). Teaching culture in adult ESL: Pedagogical and ethical considerations. *TESL-EJ*, 9(1). Available at <http://tesl-ej.org/ej33/cf.html>

Standard 4: Curriculum and Instructional Design

The ESOL teacher uses a systematic approach to instructional planning that builds on the *ESOL Curriculum Framework*, the local program curriculum, and clearly articulated learning outcomes.

Supporting Explanation for Standard 4

An effective ESOL curriculum for adult learners is based on their goals and interests and is relevant to their lives as family-members, working people and participants in their communities. The lessons derived from the curriculum provide opportunities for learners to practice and use new language in preparation for use outside the classroom. They are varied according to the individual learner needs, goals and preferred learning styles. The lessons are challenging enough to stimulate learning, but also gauged to allow learners to experience the success that promotes self-efficacy and motivation to continue learning. Effective lessons also help students understand and monitor their own learning, and to make connections between what they are learning and their life goals.

Guiding Questions:

- *How does our adult ESOL curriculum address students' content and language learning needs?*
- *What is 'backward design' and why is it an effective approach to lesson planning?*
- *What important elements should be considered in instructional design?*

Every adult ESOL program needs a curriculum that establishes a common language that all teachers can use to discuss and answer these questions: *Who are our learners? What are the goals of our program, and how do they meet learners' language learning needs? How do we place and organize learners into different class levels? What are appropriate content and language learning objectives for each class level? What kind of progress can we expect from classes that follow this curriculum, and how will we know that progress has been made?* These questions can be addressed by articulating a curriculum that includes the following features:

- A description of the program offerings, the learner population, and the program structure (e.g., levels served, approximate number of instructional hours per level, overall learning goals of each level).
- Potential life skills content or thematic units that meet students' language learning needs and interests (e.g., health, shopping, employment, technology, transportation, community involvement, intercultural awareness, legal system, civics).
- A scope and sequence that outlines what language skills and related content areas are to be addressed at each level served.
- Guidelines for developing learning objectives and lesson sequences that reflect the language learning benchmarks (listening, speaking, reading, writing) in the *ESOL Curriculum work*.
- Resource ideas (e.g., textbooks, workbooks, authentic materials, technology, websites) appropriate for each level.
- Sample tools and instructions for placing students, assessing students' language learning needs and goals, conducting ongoing assessments that measure attainment of learning objectives, and making decisions about retention or promotion across levels.
- Instructional practices and strategies that have been documented by the program as being effective for adult ESOL learners and are based on current principles of instructed second language acquisition research.

Backward design (Wiggins & McTighe, 2005) is one approach to long-term and short-term instructional planning. This approach is outcomes-driven and learner-centered, rather than materials-driven and teacher-centered. Using *backward design*, adult ESOL teachers can create thematic units and daily lessons that are responsive to learners' needs, that have clearly articulated learning outcomes, and that demonstrate learning. The three basic steps in backward design are:

1. Identify desired results. (*What specific communicative task should students be able to do in English as a result of classroom instruction?*)
2. Determine acceptable evidence. (*How will I know that students can use English effectively for this communicative purpose?*)
3. Plan learning experiences and instruction. (*What individual and group activities will provide students with enough information, modeling, and practice to be able to eventually complete this task? In what order should these activities occur? What materials will help support their learning?*)

The *backward design* process can be used for curriculum planning as well as daily instructional planning. For long-term instructional planning, practitioners in Massachusetts created a set of standards for learning that articulate what adult English language learners should know and be able to do as a result of ESOL instruction. These long-term standards can be found in the *Massachusetts ABE ESOL Curriculum Framework* (available at www.doe.mass.edu/acls/), which adult ESOL professionals consult when planning instruction. Adult ESOL programs should use the *ESOL Curriculum Framework* as a guide for developing a curriculum that meets their students' daily communication and English language learning needs.

With the leveled benchmarks found in each standard, the *ESOL Curriculum Framework* identifies sample goals for language skills at each level that can help sequence instructional activities to gradually meet those goals. Using the *ESOL Curriculum Framework*, the adult ESOL program can establish direct connections between short-term learning objectives (addressed in an individual class within the program) and long-term learning goals (addressed across levels within the program). Consulting the *ESOL Curriculum Framework* and related benchmarks helps teachers to communicate clearer expectations for their students, and establishes a common language that teachers can use with one another to discuss curriculum and instruction.

Putting It Into Practice

Some programs may begin the curriculum development and alignment process by choosing level-appropriate language learning goals and benchmarks directly from the ESOL Curriculum Framework that match the content and themes relevant for their learners, and build their curriculum from there. Other programs may already have a curriculum in place, but will strengthen it through a comprehensive review that identifies and adds strands, standards, and benchmarks from the ESOL Curriculum Framework that are applicable for their learners. With colleagues, use your program's curriculum to develop thematic units that culminate in demonstrations of learning related to students' personal, academic, or employment needs – and then design a sequence of lessons within the unit that gradually build students' language skills and content knowledge. Familiarize yourself with textbook and other resources that are currently used in your program to avoid wasting time by “reinventing the wheel.” Remember that technology use (e.g., computer software, websites, social media) can enhance language learning experiences, but the purpose for using a particular technological resource should be clear. Before planning each lesson and selecting appropriate resources, ask yourself, “What do my students need to be able to do in English, and how can I prepare them for that?” After teaching each lesson, ask yourself, “What worked? What do I need to do next?”

Standard 4: Curriculum and Instructional Design

The ESOL teacher uses a systematic approach to instructional planning that builds on the *ESOL Curriculum Framework*, the local program curriculum, and clearly articulated learning outcomes.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
<p>1. <i>The ESOL Curriculum Framework</i> – consisting of the Guiding Principles, Habits of Mind, Strands, Standards, and Benchmarks –provides a basic structure covering the content areas and language skills that guide adult ESOL curriculum, instruction, and assessment.</p>	<ul style="list-style-type: none">• Use the <i>ESOL Curriculum Framework</i> to develop, regularly review, and revise (as necessary) the local program’s curriculum.• Participate in professional discussions with colleagues that use the common language of the <i>ESOL Curriculum Framework</i> to share ideas, experiences, and instructional plans – as well as develop their understanding of learners’ expected progress throughout the local program.• Contribute examples to the program’s curricular materials that demonstrate how language skills learned in the classroom can be transferred to use in multiple contexts.• Use the benchmarks to identify areas within the program’s curriculum that may be over- or under-represented in instruction.
<p>2. <i>The ESOL Curriculum Framework</i> standards and benchmarks selected for instruction should be aligned with students’ identified communicative language learning goals and personal interests, in individual and across language skill areas.</p>	<ul style="list-style-type: none">• When using the Curriculum standards and benchmarks to plan instruction, identify the component parts: the <i>content</i>, the <i>language skills</i>, and the <i>communicative context</i> in which these content and skills are to be used.• Design instruction around thematic units that are relevant to learners’ lives and that integrate multiple benchmarks within different language skills and contexts of use.• Plan a variety of instructional activities that challenge learners to engage with level-appropriate benchmarks in different ways (e.g., cooperative learning, discussions, self-directed work, projects, publications, problem solving, etc.).• Relate learning objectives and instructional materials explicitly to learners’ goals as workers, family and community members, and lifelong students.• Guide students to identify at least one personal, real-life application for each lesson.• Adapt the content of benchmarks as necessary to meet learners’ particular needs, rather than treating the benchmarks as a checklist to cover.

Standard 4: Curriculum and Instructional Design

The ESOL teacher uses a systematic approach to instructional planning that builds on the *ESOL Curriculum Framework*, the local program curriculum, and clearly articulated learning outcomes.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
3. Learning objectives for the curriculum’s thematic units and sample lessons should be based on appropriate benchmarks in listening, speaking, reading, and writing in specific contexts.	<ul style="list-style-type: none">• Convey lesson objectives to learners in terms of expected learning outcomes or results, rather than as activities that will be completed in class.• Use activities and assessments that will enable students to show what they know and can do in English.• Connect learning objectives from previous lessons to the learning objectives for the current lesson, by building on students’ prior knowledge and explicitly reviewing, recycling, and reinforcing previously addressed benchmarks.• Evaluate the selection and use of instructional resources and materials based on how well they support the learning objectives.• Incorporate practice activities for each learning objective that include guided practice, communicative practice, and application activities that practice new learning in authentic contexts.
4. Effective instructional design incorporates an appropriate number of activities, reasonable pacing, ongoing check-ins on student progress, and options for adapting activities based on student needs.	<ul style="list-style-type: none">• Plan lesson activities with logical sequencing, transitions between activities, and appropriate timing; adjust timing and sequencing of activities as needed.• In short-term (daily lesson plan) and long-term (curriculum unit plans) instructional planning, build in a variety of techniques, learning modalities, and group activity types that address speaking, listening, reading, writing (e.g., explicit instruction, discussion/debate, collaborative peer work, self-directed activities, technology, special projects, etc.).• Anticipate language or activities that students may struggle with, and identify possible alternatives in case challenges arise.• Review planned activities and presentation of material to ensure that teacher-fronted instruction is minimal, with the bulk of class time spent on student practice and language production.• Build in informal comprehension checks throughout the lesson, to determine if learners are prepared to move to the next activity.

Standard 4: Curriculum and Instructional Design

The ESOL teacher uses a systematic approach to instructional planning that builds on the *ESOL Curriculum Framework*, the local program curriculum, and clearly articulated learning outcomes.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
5. A complete ESOL lesson plan includes five key components: Learning Objectives, Materials and Resources, Activities, Assessment, and Wrap Up and Reflection for the Student and Teacher.	<ul style="list-style-type: none">• Build learning activities by gradually progressing from more controlled practice to more communicative practice.• Identify and use instructional materials and authentic resources that meet ESOL students' real-life needs.• Tie thematic content from the local program curriculum and relevant benchmarks from the <i>ESOL Curriculum Framework</i> to the lesson plan.• Evaluate effectiveness of instruction (what worked? what didn't?) and modify as needed.
6. Integrating technology with classroom instruction can enhance language learning and support students in developing an array of relevant skills and competencies for their personal, professional, and academic goals.	<ul style="list-style-type: none">• Select and use technological tools that students need beyond the ESOL classroom (including computer software and Internet resources).• Tie the use of technology to the learning objectives of the lesson, so that the resources have a clear purpose in meeting the language learning objectives.• Use online tools and resources for authentic learning activities (finding information, sharing work, communicating with the teacher, etc.).• Become aware of and suggest ESOL websites for students' practice and reinforcement outside of the classroom.• Explore options for using social media as a vehicle for students to use English to communicate with native and non-native speakers/writers.

Resources

Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

Standard 5: Instructional Delivery and Classroom Management

The ESOL teacher uses a variety of strategies and tools to facilitate communicative classroom activities and interactions, to foster a cooperative learning environment, and to differentiate instruction.

Supporting Explanation for Standard 5

The preceding Standard 4 (Curriculum and Instructional Design) addresses the “big picture” of long-term instructional planning through consultation of the *Massachusetts ABE/ESOL Curriculum Framework* and backward design, in order to create a local program curriculum that addresses the needs of a given adult ESOL learner population. In Standard 5, the ESOL instructor is guided to translate his or her program’s curriculum into effective learning experiences for students.

An effective approach to instructional delivery is based on methods of communicative language teaching, which differs from more traditional grammar-oriented approaches. With a foundation in second language acquisition research, communicative language teaching focuses less on rote memorization of grammar rules and “native-like” production and more on the real-life interactions that adult English language learners encounter outside of the classroom. Communicative language instruction may be very different from the methods that teachers and students experienced while studying foreign languages in high school or college. Because it is intended to be highly interactive, engaging, and applicable to authentic language use, communicative language instruction requires teachers to carefully prepare lessons that move learners beyond the textbook language and scripted activities.

Communicative Lesson Plans

In order for the communicative approach to result in English language development, learners’ skills in using the language to communicate must be “scaffolded” with practice activities that move from controlled (or guided) practice to communicative (or free) practice. A communicative lesson does not require students to immediately start interacting in the language; rather, it provides tools and practice along the way that eventually results in authentic interactions. The concept of “scaffolding” represents a learning process in which students begin with a great deal of modeling, support, and explicit instruction, but gradually become more independent in their language use as practice activities reinforce their language skills and build their confidence. A communicative lesson plan achieves this through these basic steps:

1. *Warm-up activity*: Capture learners’ interest and motivation for learning with an activity that gets them thinking about the communicative task or context identified by the lesson objective.
2. *Presentation of information*: Work with students to elicit and present the thematic content and language skills (e.g., grammar, vocabulary, language functions, pronunciation points, cultural notes, life skills) that are relevant to meeting the communicative objective of the lesson.

Guiding Questions:

- *What are the components of a communicative lesson?*
- *How do I create a positive and comfortable learning environment for learners working individually, in pairs, and in groups?*
- *How will I address problems that arise in my classroom?*

3. *Controlled practice*: Activities that focus on accurate production of the form or language function prior to communicative practice; these exercises limit students' attention to the target structure. For example:
 - a. Ask thematic questions using the target structure that have one correct answer and that are meant to elicit accurate production of the structure.
 - b. Complete sentences with the correct target structure.
 - c. Identify the target structure in a dialogue.
 - d. Listen and repeat the target structure using drills.
4. *Semi-controlled practice*: Activities that begin to incorporate more of a focus on meaning and exchange of information. For example:
 - a. Ask thematic questions using the target structure that are open-ended.
 - b. Fill in the blanks of an incomplete dialogue with personal information, using the cues provided.
 - c. Assemble a story by putting the sequence of events in order, and then provide a probable ending.
5. *Communicative practice and application*: Activities that embed the target structure in communication, but focus on meaningful and authentic interaction, often through some type of spoken exchange of personal information. For example:
 - a. Create a product based on shared information.
 - b. Engage in cooperatively solving a problem.
 - c. Act out roles and situations based on real-life experiences.
6. *Assessment*: An evaluative activity that demonstrates how well the learners' can achieve the communicative purpose of the lesson's learning objective, and identifies areas that may still need review or more practice in future lessons.

By being clear about explicit classroom expectations, ESOL teachers can help learners feel comfortable and invested in their learning by providing transparency and a level of predictability. For example, teachers can post the daily agenda for each class so students know what to expect.

Classroom Management Techniques

The implementation of a communicative lesson plan is supported with classroom management techniques that create a comfortable, collegial, and supportive environment for all learners. These techniques address how classroom time is structured and monitored, how multilevel needs are addressed, how activities are organized and facilitated, and how problems are anticipated and resolved. Classroom management often requires much energy and effort from the teacher, as well as an understanding of the motivations and needs of adult learners. The effective ESOL teacher understands that learners' cultures play a role in their behavior and therefore brings cultural awareness to his or her classroom management practices. In addition, adult ESOL learners are experienced and capable and should have a high level of responsibility for their learning and the management of the classroom. For example, a teacher can ask students to collaboratively develop a list of class rules and adhere to a rotating schedule of classroom tasks and daily responsibilities.

Classroom management is a skill acquired by teachers over time. Much of classroom management involves getting to know students and paying attention to their cues. A sensitive teacher observes students for information on how to pace activities, when to transition between them, and when and how to check for comprehension. Adult ESOL teachers should discuss their management challenges

with colleagues and observe other classrooms to learn new strategies. A well-managed classroom, though always a work in progress, benefits the ESOL teacher by providing a pleasant, positive place to work. However, the most important beneficiaries of classroom management are the students. Effective classroom management sets the stage for learning by helping students feel safe, comfortable, and confident.

Putting It Into Practice

Good classroom management is enhanced by a positive classroom climate, a pleasant physical space, and healthy professional boundaries between teacher and students. The classroom is clean, well lit, free of extraneous noise, and organized. Respect for others is consistently modeled and required. The ESOL teacher chooses activities and strategies, such as group outings and collaborative projects, that foster a sense of community among students. Examples of such strategies include beginning each class with an interactive warm-up activity, grouping students in varying ways so that cliques are avoided, and developing a code that signifies that students should listen, such as dimming lights or holding up a hand. When a problem arises in the adult ESOL classroom, particularly one that affects the learning of other students (e.g., one student consistently arrives late or disrupts the class, despite requests not to do so), the teacher investigates the problem and discusses it politely and directly with the student outside of class. The conflict resolution process should be culturally sensitive and may require the teacher, as well as the student, to make adjustments to behavior.

Standard 5: Instructional Delivery and Classroom Management

The ESOL teacher uses a variety of strategies and tools to facilitate communicative classroom activities and interactions, to foster a cooperative learning environment, and to differentiate instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. In the communicative ESOL classroom, the teacher implements instruction that is student-centered rather than teacher-fronted.	<ul style="list-style-type: none">• Create a student-centered learning environment by knowing ESOL students' backgrounds and their English learning goals as related to employment, education, and their personal lives, and involving students in setting and assessing learning objectives.• Rather than relying solely on teacher-initiated interactions with students (such as a question posed to the whole class that only one student can respond to), use varied techniques to encourage student-to-student interaction and language production (such as Think-Pair-Share, small group brainstorming, and report-outs after group work).• Whenever possible, push learners to extend their language use by using open-ended questions and encouraging the sharing of more details or information.• Implement an instructional process that helps students<ul style="list-style-type: none">○ identify one's communicative purpose (e.g., understand a candidate's position on an issue);○ use strategies that are effective for the purpose and situation (e.g. listen for main idea or listen for detail), and○ self-monitor (e.g., ask self if one's understanding is similar to a classmate's).
2. Teachers know and use specific techniques for modifying their speech to be comprehensible for the level of their students.	<ul style="list-style-type: none">• Control the pace of their speech as necessary (i.e., slow down), and use nonverbal cues to support comprehension (e.g. gestures, mime, facial expressions, even simple sketches).• Choose high frequency vocabulary that students are likely to be familiar with, shorter sentence constructions, and strategies to communicate difficult or abstract terms and concepts (e.g., synonyms, examples, stories, contrasting a word with its opposite, etc.).

Standard 5: Instructional Delivery and Classroom Management

The ESOL teacher uses a variety of strategies and tools to facilitate communicative classroom activities and interactions, to foster a cooperative learning environment, and to differentiate instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
	<ul style="list-style-type: none">• Conduct informal comprehension checks frequently, by asking content questions or paraphrases (rather than just asking, “Do you understand?”).• Give students “wait time” to process input and to formulate a response.
3. Responsive ESOL instruction differentiates between building basic communicative competence and preparing for transitions to higher-skilled employment, advanced academic pursuits, or technical settings.	<ul style="list-style-type: none">• Build in steps towards meeting long-term goals that include college and career readiness.• At all levels of instruction, explicitly introduce and practice academic reading and listening skills, such as listening and reading for specific information in a text, making predictions, using background knowledge and cues to infer meaning.• Encourage critical thinking skills, such as identifying assumptions, categorizing, interpreting, analyzing, and summarizing, in class activities and tasks.• Integrate the technology and written communication skills needed to function in online environments (e.g., online job applications, work-related emails, Internet searches).• Link the classroom to real-world employment contexts with activities such as completing online job applications, learning how to advocate for oneself in the workplace, preparing for interviews, field trips to different workplaces, and interacting with guest speakers who are employed in the kinds of jobs students seek.
4. Adult ESOL learners should have responsibility for and a voice in classroom management and the creation of a positive learning environment.	<ul style="list-style-type: none">• Assist students in collaboratively developing a list of class rules (e.g., arrive on time, don’t use cell phones, respect others, etc.) and keep them posted for everyone’s reference.• Ask students to participate in routine classroom tasks (e.g., setting out supplies, cleaning the board) on a rotating schedule.• Provide students with choices in the course of

Standard 5: Instructional Delivery and Classroom Management

The ESOL teacher uses a variety of strategies and tools to facilitate communicative classroom activities and interactions, to foster a cooperative learning environment, and to differentiate instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
	<p>instruction and opportunities to make decisions.</p> <ul style="list-style-type: none">• Regularly elicit feedback from students on curriculum content, instructional activities and materials, and classroom management practices.• Build community in the classroom (e.g., by having learners work on a project together, pairing up learning buddies for peer support, arranging small discussion groups).• Model the importance of valuing and responding to the content of what students say and write (not just to the form).• Incorporate games and humor that are appropriate and enjoyable for learners.
5. Adult ESOL learners benefit from transparency, structure, and an understanding of instructional purpose.	<ul style="list-style-type: none">• Clearly articulate expectations for classroom behavior and practices.• Keep organized student records.• Provide and adhere to a scope and sequence set of course goals.• Ensure that learners understand the purpose of a lesson (e.g., develop and provide learning objectives).• Explain why instructional and classroom management choices are made.• Adhere (though not rigidly) to a familiar routine for each class session, including warm-up and closing activities.• Applaud success and acknowledge challenges that students experience, both inside and outside the ESOL classroom.

Resources

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Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly*, 25(2), 279-295.

Standard 6: Assessment

The ESOL teacher understands and uses a variety of assessment tools to determine student placement, identify learning needs, monitor student progress, and inform instruction.

Supporting Explanation for Standard 6

Classroom assessments and standardized assessments of student learning provide important feedback for ESOL programs, teachers, and the students themselves. For English language learners, classroom assessments show the progress they are making on specific language skills and goals. For the ESOL teachers, assessments provide information about the effectiveness of their instruction, and help them make instruction more responsive to students' needs. ABE programs and government agencies use standardized assessment data to measure and evaluate the effectiveness of instructional programs for planning and funding purposes. The combined use of classroom assessments (used for instructional purposes) and standardized assessments (used for placement and accountability purposes) can provide a rich description of adult English language learners' ongoing needs, as well as both short-term and long-term progress.

Guiding Questions:

- *How does assessment data benefit adult ESOL programs, teachers, and learners?*
- *How can different types of assessments inform instructional decisions?*
- *What roles can students play in assessing their own learning and progress?*

Classroom assessments can be categorized into two general groups with specific purposes and uses: Formative (also known as ongoing) assessment and summative assessment. Formative assessments provide answers to questions such as: *Who are my students, and what are their learning needs? Do my students have the skills they need to meet the learning objectives of this lesson? Is there a particular skills or concept that they need additional practice with before we move on? Do I need to adjust my lesson plan?* ESOL teachers should begin a course of instruction with various needs assessments in order to learn more about their students and plan responsive instruction. For example, teachers may use questionnaires to learn more about their students' backgrounds, current work and family responsibilities, and their reasons for taking an English course. Teachers may use interviews to find out how learners use English outside of class. As these characteristics and needs are identified, teachers must then tailor and modify instruction in response to them. For example, a teacher might provide additional writing practice and spend extra time with those learners whose native language uses a writing system other than the Roman alphabet. Information about students' cultures, life experiences, current situations, and self-concepts can help a teacher design instruction that is sensitive and accessible to students.

Ongoing, formative assessments can then be carried out in informal and unobtrusive ways, such as checking comprehension during a reading or listening activity, eliciting student input through a review activity, or observing students' performance during practice activities. Informal formative assessments allow teachers to make "real-time" instructional decisions based on how well students have demonstrated their communicative skills regarding a new concept or language function. Many of these decisions happen below a teacher's level of awareness; at any given point in a lesson, a teacher has many options for how to proceed with the next step in the lesson, and is picking up on cues as to how engaged the students are, how confident they seem to be with the material, and how

much more targeted practice they need. Teachers then use this feedback to adjust the instructional plan as necessary.

Formative assessments can also be carried out in more formal and explicit ways at the end of an activity or a class period, such as by giving short quizzes or dictations, assigning homework that requires students to apply the content to their lives outside of the classroom, or having students give short demonstrations using language they recently studied. The information gained from formative assessments helps teachers to target (and perhaps modify) instruction to those areas where it is most needed, thus accelerating learning. Self-assessment is one type of formative assessment that guides students in becoming independent learners, by encouraging learners to ask themselves, “What’s important for me to remember about this?” and “What will it look like when I can do this well?” and “What can I do differently?” The careful selection and compilation of their work in a personal portfolio helps learners to see their own progress, as well as claim ownership over their successes. The capacity to self-monitor and recognize indicators of successful learning are important metacognitive skills that guide one’s own learning outside the classroom.

In contrast to ongoing formative assessments, which happen frequently and are often very informal, *summative assessments* are used to determine how well students have met particular learning objectives or demonstrated learning gains after a defined period of time. *The ESOL Curriculum Framework* provides illustrative examples of benchmarks at each National Reporting System educational functioning level in speaking, listening, reading, and writing; these benchmarks form a framework for demonstrating what students can do as they prepare to progress to the next level. When shared with students, summative assessment results can provide a sense of accomplishment and source of pride, as they often reflect the completion of a project or thematic unit that integrated multiple language skills within a given task. For teachers and programs, summative assessment information is used to determine student placement and advancement in a class level after an instructional phase is complete.

At the program, state and federal levels, approved standardized assessments are used to place students in classes, measure the development of specific language proficiency skills (oral or written), and evaluate program effectiveness. Standardized language proficiency assessments provide information about the overarching language skills that learners are developing during a particular period in their language acquisition; they are not tied to any classroom content per se, but rather provide a more objective means of measuring the underlying communicative abilities of learners as they acquire English.

The instruction and assessment cycle is guided by setting and measuring learning goals, and providing ongoing feedback on progress towards these goals. Classroom assessments should always be tied to the learning objectives of a lesson and can be seamlessly integrated into the lesson’s activities. Effective ESOL teachers use assessments to understand learners’ needs and progress as well as the effectiveness of teaching methods, content, and delivery. Ultimately, the goal of any assessment in a communicative ESOL classroom is to demonstrate that students can apply the language and content for authentic and specific uses outside of the classroom. Assessment should be systematic, cyclical, aligned with instruction, meaningful, objective, and documented. Although general impressions of student learning based on informal observations can yield insights, it is much

more effective to set learning goals systematically, tailor instruction to meet those goals, and systematically assess and share feedback about students' progress toward those goals.

Putting It Into Practice

As you build your collection of assessment tools and resources, begin by implementing a basic assessment plan that includes one assessment activity at the end of every lesson and one assessment activity at the end of every unit. Take notes on students' strengths and areas in need of improvement, and use these records to help your future planning, as they indicate what is possible to achieve in the time available with the resources available. Over time, you will have a clearer sense of what students need to achieve over a course of instruction, and what adjustments can be made to meet those needs in a more responsive way. Work with colleagues to develop a program-wide assessment plan that systematically aligns to the program's curriculum scope and sequence, as well as to selected benchmarks from the ESOL Curriculum Framework that most directly address the needs of your program's students. Help to ensure that summative assessments accurately measure students' readiness (i.e., linguistic, cultural, communicative competence) to progress to the next level of instruction by comparing learning objectives and benchmarks across levels. Share ideas for how to effectively convey assessment results and feedback to students.

Standard 6: Assessment

The ESOL teacher understands and uses a variety of assessment tools to determine student placement, identify learning needs, monitor student progress, and inform instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. Classroom assessments are reliable and valid when they consistently measure the instructional goals that they are intended to measure.	<ul style="list-style-type: none">• Align assessments to learning objectives (i.e., ensure that assessment tools measure what they're intended to measure).• Align classroom activities to learning objectives and assessments (i.e., ensure that students are being taught what they're being assessed on).• Use the benchmarks in the <i>ESOL Curriculum Framework</i> to guide the development and implementation of a systematic, level-appropriate assessment plan.• Use assessments that are purposeful, simulate real-life tasks, and have results that are explained in language that is meaningful and understandable to students.
2. Needs assessments are designed to identify and understand students' learning needs, goals, and background characteristics that may influence learning.	<ul style="list-style-type: none">• Use level-appropriate needs assessments at the beginning, middle, and end of instruction to identify and re-evaluate students' learning needs and goals, aiming for an overall balance among the four language strands.• Incorporate self-assessment strategies, such as "Can-Do" checklists, language use inventories, and timelines, to encourage learners to identify their own learning needs and goals.• Informed by knowledge of characteristics and needs, identify struggling learners and modify instruction or design interventions to assist.
3. Assessments may need to be adjusted for adults developing English literacy and who are impacted by factors such as limited native language literacy or exposure to formal education settings.	<ul style="list-style-type: none">• Determine whether learners have basic literacy skills (holding a pen, recognizing the correspondence between English sounds and written letters) prior to giving them print-based assessments.• If students have limited literacy skills, use assessments that do not require reading and writing, such as those that utilize pictures and oral responses.• Assess learning based on learners' life experiences and what they already know, using authentic materials to provide a real-world

Standard 6: Assessment

The ESOL teacher understands and uses a variety of assessment tools to determine student placement, identify learning needs, monitor student progress, and inform instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
	context for demonstrate of language use.
4. Informal (or “formative”) assessments are designed to provide feedback about students’ prior knowledge and ongoing learning that informs instructional decisions.	<ul style="list-style-type: none">• Include formative assessments as part of every lesson (e.g., regular check-ins throughout lessons), as well as across lessons to ascertain the extent of, and gaps in, learning.• Involve students in the creation of self-assessment tools, and in learning from the results.• Keep records of individual student progress and success and help students to do the same, in order to increase motivation and persistence.• Keep a running record of common errors that students make when they are working in pairs or small groups, then share these common errors with students as a whole group and provide additional practice as necessary.
5. More formal or structured (“summative”) assessments are designed to measure student learning and progress at the end of an instructional unit.	<ul style="list-style-type: none">• Before beginning a new thematic unit, use “backward design” (see Standard 4, <i>Curriculum and Instructional Design</i>) to determine what the final learning outcome will be and how it will be assessed.• Begin a new thematic unit with a pre-test that establishes a baseline for students’ skills and knowledge, and end the unit with a post-test that measures accumulated skills and knowledge.• Use summative assessments that are project-, problem-, product-, or performance-based to allow students to apply the knowledge learned in class to real-world situations.• Use quizzes to help prepare students for more formal education settings by holding them accountable for material learned in class.
6. Standardized assessments are designed to objectively track the development of students’ language skills and proficiency level at the beginning and end of a course of instruction.	<ul style="list-style-type: none">• Administer and score standardized assessments in a consistent manner to ensure reliable results.• Participate in a program-wide process for tracking and documenting learning gains on each student using pre- and post- tests.

Standard 6: Assessment

The ESOL teacher understands and uses a variety of assessment tools to determine student placement, identify learning needs, monitor student progress, and inform instruction.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
	<ul style="list-style-type: none">• Become certified to administer, score and interpret results from the ESOL assessment tools required by the state.• For high-stakes testing, use only assessment tools that adhere to standards of reliability and validity.

Resources

Center for New Americans. (2004). Integrating goal setting into instructional practice. *Adventures in Assessment, Volume 16*.

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Weddell, K., & Van Duzer, C. (1997). *Needs assessment for adult ESL learners*. Washington, DC: Center for Applied Linguistics.

<http://www.cal.org/adultesl/resources/digests/needs-assessment-for-adult-esl-learners.php>

Standard 7: Professional Growth

The ESOL teacher engages in lifelong learning by keeping abreast of current research and practice, pursuing professional development opportunities, and applying new ideas to his/her work.

Supporting Explanation for Standard 7

Teachers are key in helping students achieve language learning gains and reach their educational, work, and personal goals. Effective ESOL programs have teachers who know their subject matter, are enthusiastic about teaching, align their instruction and assessment to standards, and actively participate in professional growth opportunities. Professional development helps teachers cultivate up-to-date knowledge of research and teaching methods and supports them in providing consistently high-quality instruction informed by research and best practices. Equally important in effective instruction is the role that student feedback can have on determining a teacher's professional development path.

Guiding Questions:

- *How can I continue to enhance my professional practice over time?*
- *What professional development activities are recommended by my program?*
- *How can I apply my new knowledge and skills in the classroom?*

We know that many teachers come to ABE from K-12 backgrounds, and while they may have strong content knowledge in ESL, they may lack formal training in teaching adults. Others come into the field with a great deal of experience working with adults, but perhaps little formal ESOL content training. Additionally, part-time teachers and teachers in workplace education settings often lack opportunities for the collegial exchange that is part of professional development. For these reasons, it is important for individual teachers to recognize the areas in which they could benefit from additional professional development and then to seek out opportunities to learn. Furthermore, the research in second language acquisition is continually emerging, and public policy always changing, so there is a need for all TESOL professionals to stay current regardless of their background. In fact, professional development should continue throughout an adult ESOL teacher's career.

The Massachusetts Department of Elementary and Secondary Education defines professional development as a structured learning activity that is designed to strengthen the skills and/or knowledge needed by individual practitioners to perform effectively in their program staff role. These activities might include developing and documenting curriculum aligned with the *ESOL (or ABE) Curriculum Frameworks*, attending offerings provided by the System for Adult Basic Education Support (SABES) or other professional development organization, participating in online ESOL professional development opportunities, peer coaching, study circles, teacher research projects, mini-courses and institutes, reading professional journals, writing articles, and visiting other programs to learn new practices.

The Massachusetts ABE/ESOL system requires all teachers, no matter how experienced, to develop and implement an individual professional development plan, which can benefit from alignment with the program's overall goals for continuous improvement. Programs must allow time and funding for staff to engage in professional development, as well as to prepare classes in which to apply their new learning and to discuss it with their colleagues. Adult ESOL teachers who take full advantage of professional development opportunities benefit when they apply the new information and skills in

order to solve problems in the classroom, and then analyze what they learned in the process. Quality professional development encourages teachers to be open to asking questions, reflecting on their practice, and collaborating with colleagues. It also guides teachers to incorporate the analysis of student performance data in the reflection process in order to more accurately pinpoint the effects of changes they implement.

Putting It Into Practice

Student feedback on their ESOL learning experiences can be the primary source of information for adult ESOL teachers in identifying their professional development needs. In a non-threatening way, student feedback can be elicited on what is working well in classroom instruction, what areas for improvement exist, and what gaps in teacher knowledge might need to be addressed. Simple surveys, informal conversations, or student focus groups can help teachers identify topics for their own research and learning. The quality of instruction can be enhanced by tying the strategies learned in professional development to program curriculum and instructional design and implementation. All teachers can broaden and refresh their expertise through study circles, peer mentoring, further course work, and through writing and presenting on what has worked for them. Taking time to reflect upon and document what works in ESOL instruction can be complemented with learning from colleagues through regular sharing, through peer observation and seeking the help of a peer mentor, and by taking advantage of all professional development opportunities.

Standard 7: Professional Growth

The ESOL teacher engages in lifelong learning by keeping abreast of current research and practice, pursuing professional development opportunities, and applying new ideas to his/her work.

Teacher Knowledge <i>What ESOL Teachers Know</i>	Sample Applications <i>What ESOL Teachers Do</i>
1. Professional development is key to improving and sustaining quality professional practice and program improvement.	<ul style="list-style-type: none">• Actively engage in activities to enhance professional practice: study circles, coursework, reading, workshops, online discussion groups, etc.• Keep current on research, technology, promising practices, and public policy regarding TESOL by reading professional publications and attending conferences.• Participate in communities of practice (peer observation, mentoring, sharing of teaching experiences, etc.) to further own learning and that of colleagues.
2. Teachers should have an individual professional development plan that is responsive to the overarching goals of the program.	<ul style="list-style-type: none">• Develop/write, monitor, and evaluate an individual professional development plan with priorities, activities, and timeline with checking-in points.• Base professional development goals on critical reflection of one's teaching practice and an analysis of one's strengths and areas in need of improvement.• Seek and actively participate in professional development activities that address the goals of the professional development plan.• Revisit and update professional development plan on a regular basis.
3. Teachers apply, monitor, and evaluate the impact of new knowledge and skills on their own teaching practice and on their students' learning gains.	<ul style="list-style-type: none">• Cultivate a reflective teaching practice that uses observation of student work and student participation as one way to assess and improve one's teaching.• Seek feedback from students on their perceptions of instructional effectiveness, and their suggestions for enhancing their learning experiences.• Implement strategies to track and document changes in practice and the link to student learning, including the use of student performance data.

<p>Standard 7: Professional Growth The ESOL teacher engages in lifelong learning by keeping abreast of current research and practice, pursuing professional development opportunities, and applying new ideas to his/her work.</p>	
<p>Teacher Knowledge <i>What ESOL Teachers Know</i></p>	<p>Sample Applications <i>What ESOL Teachers Do</i></p>
<p>4. Teachers know state requirements for carrying out procedures (standardized tests, lesson planning) and meeting performance outcomes (learning gains, goal achievement, etc.)</p>	<ul style="list-style-type: none"> • Stay informed of program outcome requirements and your role in reaching them. • Provide feedback on the strengths and limitations of mandated activities. • Participate in Department of ESE-recommended professional development activities.

References

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