

Supporting Explanations for each Standard

Standard 1.a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Supporting Explanation

Candidates need a conscious knowledge of language as a system in order to be effective language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers use this knowledge to develop appropriate goals and a wide variety of techniques for teaching ESOL students to listen, speak, read, and write so that students may communicate effectively in English and monitor their own use of language. Candidates understand the ways in which languages are similar and different. Candidates identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand the elements of an L2 that tend to be acquired in developmental stages as well as the effect that one's L1 may have on learning an L2. Candidates relate their knowledge of English to languages commonly spoken by their students. Candidates build on similarities between English and students' home languages, and anticipate difficulties that learners may have with English. Candidates identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. Candidates understand the role and significance of errors as a sign of language learning and plan appropriate classroom activities to assist ESOL students through this process. Candidates apply knowledge of language variation, including dialect and gender-based differences, discourse varieties, rhetoric, politeness, humor, and slang. Candidates serve as good models of language and use a range of instructional approaches in response to learners' different needs as they pertain to the effective and progressive development of ESL.

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Standard 1.b. Language Acquisition and Development

Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

Supporting Explanation

Candidates understand the importance of language in the classroom and are able to create a language-rich learning environment to foster L1 and L2 development among ESOL students. Candidates understand the communicative, social, and constructive nature of language and provide regular opportunities for meaningful interaction in the classroom. Candidates are able to use linguistic scaffolding to aid ESOL students' comprehension and production. Candidates understand the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ESOL students are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills. Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how

language is learned, ranging from behaviorist to cognitive and social interactionist perspectives. Candidates are familiar with key research in SLA (e.g., research into developmental stages and sequences, the effects of instruction and feedback, the nature and role of universal grammar, the role of L1 transfer, L2 input, and communicative interaction), and are able to apply these findings in the classroom.

Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2. Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development. Candidates are familiar with developmental stages and understand that errors are often signs of language learning. Candidates understand the sources of many types of errors and know when and how to provide appropriate feedback for learners' developing language. Candidates understand the long-term nature of the language learning process and hold high expectations for ESOL learners with appropriate challenges and support.

Candidates understand the important foundation set by the home language; the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2. Candidates understand that ESOL students come to class with previously developed language skills and, whenever possible, candidates extend and use a student's L1 as a resource for learning the new language and for learning in other areas. Candidates understand that proficiency in an L2 (or subsequent language) does not have to come at the cost of the L1. Candidates understand the sociocultural variables affecting the learning of an L2 and the maintenance of an L1. Candidates understand the systematic nature of code switching, and know that code switching is a rule-driven communication strategy used for filling in gaps in the lexicon in the L2 as well as for building community, expressing identity, and participating in social interaction.

Candidates understand the role that *variables* such as identity and affect play in L2 development. Candidates are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available. Candidates understand the dimensions of language proficiency and are able to assist ESOL learners in developing sophisticated academic language skills as well as socially appropriate language skills in English language arts and other content areas. Candidates understand that although L1 literacy (reading and writing) typically follows oral language development, L2 literacy learning may be integrated with oral and skills development. Candidates provide a text-rich environment in which ESOL students are encouraged to read and express themselves in writing, regardless of their level of fluency or formal accuracy. Candidates encourage and assist ESOL students in developing learning strategies that will help with their continued language and content-area development.

(Addressing standard 2 is not required for MA TESL candidates who have not yet taken EDUC 619)

Standard 2.a. Nature and Role of Culture

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Supporting Explanation

To enhance the learning of their students, candidates draw on their knowledge of the nature, role, and content of culture. The nature and role of culture encompass such topics as cultural relativism, cultural universalism, the additive nature of culture, intra- and inter-group differences, the interrelationship between language and culture and the effect of this relationship on learning, and the impact of geography on cultural forms and practices. The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, and individual versus group). From this knowledge base, candidates draw valid conclusions about cultural differences to design learning environments that support individual student learning.

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Standard 2.b. Cultural Groups and Identity

Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Supporting Explanation

Candidates consider diversity an asset and respond positively to it. Candidates recognize that every student comes to school with a language and culture and that that language and culture interact and form the student's identity. Candidates further recognize that students' identity is tied closely to students' sense of self-worth, which frequently is correlated to their academic achievement. Candidates know that all students can learn when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. As candidates create meaningful language learning experiences they also develop students' cross-cultural competence by comparing and contrasting ways in which cultures and social groups are similar and different. Candidates know, understand, and use the nature of cultural diversity and migration and immigration in the United States to improve the achievement and language development of students. Candidates must continually learn about the various factors of their students' backgrounds and add to their repertoire of teaching techniques in order to meet the diverse needs of all their students.

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Standard 3.a. Planning for Standards-Based ESL and Content Instruction

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Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students.

Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Supporting Explanation

Candidates plan their classrooms as supportive, positive climates for language learning. They model positive attitudes and interactions toward those who are different from themselves and assist students to build respect for their classmates and to listen and consider others' perspectives. Language-building activities are planned for student-centered learning, where students contribute ideas for themes and projects. Cooperative learning and flexible grouping are included.

Candidates use assessment of students' knowledge with multiple measures (see Domain 4) and provide for their students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. They plan from specific ESL and content, standards-based objectives but include multiple ways of presenting content. Candidates collaborate with content-area teachers to ensure that ESOL students access the whole curriculum while learning English. Candidates plan for a variety of instructional techniques for students with limited formal schooling (LFS) based on collaborative decisions with colleagues. They plan for specific instruction in a variety of settings in which students may first learn concepts of print and subsequently join other groups of students, where they may demonstrate their skills and continue to learn with peers.

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Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Supporting Explanation

Candidates view language and content learning as joint means to achieve ESOL students' academic and language development goals. They understand that language is developed most effectively in meaningful contexts and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards based. ESL teachers at all grade levels provide ESL and content instruction and assessment that are standards based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. They also design activities and provide materials that build strengths in each skill area while also supporting and extending strengths in other skill areas. Candidates

provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments based on student interest, texts and themes, a range of genres, and personal experiences to enhance students' expression in English and other content areas.

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Standard 3.c. Using Resources Effectively in ESL and Content

Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Supporting Explanation

Instructional materials are tools ESL teachers use to support their practice. Selecting materials for ESOL students presents distinct challenges. Candidates learn to provide materials that are rich, interesting, and motivating. Culturally responsive resources connect students' previous cultural experiences and/or provide necessary background information needed for them to understand the materials. Candidates must also know how to assure that materials are linguistically accessible and age appropriate. Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. Teachers also determine how and when it is appropriate to use L1 resources to support English-language learning.

Candidates are capable of finding, creating, and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials as well as published and on-line multimedia materials. Candidates also are knowledgeable regarding the selection and use of technological tools to enhance language instruction, including computer software and Internet resources. In addition, candidates understand their advocacy role in assuring instruction in the use of technology and access to technological tools for learners of English.

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(Addressing standard 4 is not required for MA TESL candidates who have not yet taken FLLT 624)

Standard 4.a. Issues of Assessment for ESL

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented), the importance of standards-based assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Supporting Explanation

Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment in order to be prepared to assess ESOL learners. For example, measures of any type of knowledge or ability (including language) that are standards based should be equitable (fair), accurate (valid), consistent (reliable), and practical (easy) to administer. Authentic or performance-based assessment measures often best meet these criteria. The more closely

assessment tasks resemble instructional activities, the more likely they are to assess what has been taught and learned and to inform further instruction.

Candidates understand the variety of ways in which assessments of ESOL learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain cultural bias (e.g., images or references that are unfamiliar to ESOL learners). Assessments may also contain linguistic bias (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ESOL learners because of complex language). ESOL students may also be challenged in formal test situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates are able to identify such biasing elements in assessment situations and work to help ESOL students become familiar with the content and conditions of tests in school.

Candidates can assess ESOL students in order to help distinguish the differences among normal language development, language differences, and learning problems. Candidates understand that if a learning problem cannot be verified in the native language of the student, then it is unlikely to be a learning problem in English. Candidates use multiple sources of information (e.g., native language assessment, home, other teachers, other learners from the same cultural group, teaching style, the curriculum) to make appropriate adjustments before the problem is assumed to reside within the learner and make a referral for special education assessment. Candidates are also cognizant of factors that would prevent ESOL students from being identified as gifted and talented, based on their English language proficiency.

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Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Supporting Explanation

Candidates are familiar with national and state requirements, procedures, and instruments for ESOL student identification, reclassification, and exit from language support programs. Candidates use available standardized language proficiency tests to measure ESOL students' language skills. They also use criterion and norm-referenced language proficiency instruments as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts. Candidates are aware that the term language proficiency assessment may be used synonymously with language achievement assessment to mean those developed by teachers or outside the classroom to show language growth, whereas standardized achievement tests usually refer to measures developed commercially or at the district or state level that are intended to determine how schools in general are doing in such areas as reading, math, and science.

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Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Supporting Explanation

Candidates understand the interdependent relationship between teaching and assessment and are able to develop instructional tasks and assessment tools that promote and measure student learning. Candidates design and develop assessment goals, tools, and tasks appropriate for ESOL students that correspond with state and national standards in ESOL and content areas such as math, science, and social studies. Candidates are able to assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ESOL learners at varying stages of English language and literacy development. Candidates understand that portfolios are important tools in the assessment of ESOL student learning. A portfolio is a selection taken from a collection of student work that reflects progress over time. Portfolio samples typically are based on work conducted as part of class activities or home assignments, reflecting the characteristics of performance assessment.

Performance assessment requires learners to directly demonstrate a specific skill (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate). Self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning. The teaching of test-taking and learning strategies has an important place in the ESOL classroom. Candidates evaluate and develop classroom measures using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills. Candidates assess their ESOL students' literacy skills appropriately in English and know how to obtain information on their language and literacy skills in the native language. Candidates understand that some classroom reading techniques, such as independent oral reading, may be uninformative or misleading as assessment tools for ESOL students who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension. Candidates should understand and use criterion and norm-referenced interpretations of assessment scores appropriately, according to the purpose of the assessment.

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(MA TESL Candidates need only respond to Standard 5a and 5.c.1)

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Supporting Explanation

Candidates know, understand, and use a variety of research-based L2 teaching strategies and methods. Candidates select appropriate techniques for instruction. Candidates understand legal processes, mandates, and policies that have had an impact on the

development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., Lau v. Nichols) and their subsequent application to the instruction of ESOL students. They understand and can interpret the state and federal requirements in determining a school district's compliance with state and federal guidelines. Furthermore, they understand how the structure of a ESL program can affect teaching and learning within that program.

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Standard 5.b. Partnerships and Advocacy

Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Supporting Explanation

Candidates understand and use their ESL teaching skills to assist their colleagues in ensuring the most appropriate instruction for ESOL students. Candidates are aware of state and high-stakes assessment requirements and the effects these can have on ESOL students. Candidates know and understand critical information from public issues that relate to the education of ESOL students. Candidates provide support for ESOL students, their families, and their teachers in helping form appropriate public policy.

Candidates establish an environment that supports, develops, and encourages the social and political strength of ESOL students and their families. Candidates promote the important roles that families play in their children's linguistic, academic, and personal development.

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Standard 5.c. Professional Development and Collaboration

Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Supporting Explanation

Candidates take advantage of professional growth opportunities. They accept and embrace the role of ESOL advocate and resource person in their schools and districts. They are active, contributing members of their professional association(s).

Candidates collaborate with staff in the school in order to provide a wide range of educational opportunities for ESOL students at all proficiencies of English and with diverse special learning needs. ESL teachers develop instructional schedules in collaboration with guidance staff and other teachers to provide access to challenging course work in language and general education/content classrooms. They serve as a resource to promote a school environment that values diverse student populations and to advocate for equitable access to resources for ESOL students.

Candidates teach and plan collaboratively with general education/content teachers in a variety of teaching models. These shared teaching responsibilities provide ESOL students with greater access to content instruction through ESL instructional methods and strategies. Candidates serve as strong models of academic English language proficiency,

although they may not necessarily possess native-like proficiency. Linguistic competence in a language other than English is part of candidates' professional preparation.
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