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A Course for TEACHING ENGLISH LEARNERS

Lynne T. Díaz-Rico

To readers of *A Course for Teaching English Learners*

The best teachers are those who are professional learners, whose knowledge continues to grow throughout a life-long career.

Our colleagues who are master teachers are often called on to draft curricula for their teaching team, write grant proposals for school enrichment programs, publish articles in professional newsletters and journals, and make presentations at conferences.

As you develop this level of expertise, *A Course for Teaching English Learners* remains a valuable resource. The book provides a wealth of strategies for promoting literacy and oracy in English, and offers suggestions for meshing content and language acquisition across all types of lessons.

One of the greatest challenges facing teachers is to create supportive partnerships with families. This is an opportunity for teachers to reach beyond the classroom to forge enduring bonds with the larger community. To further this outreach, I have included many practical ideas for involving parents and the community in the service of students' school success.

It is my hope that this new edition will be a text that helps to guide your teaching, so you can, in turn, help your English learners to enjoy their schooling experience. I believe you will find it valuable to keep this book as part of your professional library, so that it will be available as a resource as you develop your teaching practice.

Please feel free to contact me at diazrico@csusb.edu to share your thoughts, ideas, and successful strategies.

Sincerely,
Lynne T. Díaz-Rico

Third Edition

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Lynne T. Díaz-Rico

California State University, San Bernardino

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PREFACE

About This Book

To educate English learners, teachers need not only basic principles but also specific practices. This book is designed to help teachers become more effective in expanding English learners' access to the core curriculum, instructing all students with a rich and demanding curriculum, and making cross-cultural connections by means of teaching practices and curricular content. Coverage includes a broad foundation in second-language acquisition issues and techniques, the influence of culture on schooling, cultural practices of schooling, and the sociopolitical context of education, as well as strategies for teaching content subjects such as mathematics, sciences, and social studies.

A Course for Teaching English Learners offers an opportunity for educators to access in a single volume the information necessary to educate practicing and prospective teachers in principles for working with students who are English learners. Not only teachers, but also program coordinators, curriculum developers, administrators, and materials designers can use up-to-date research and methods to work successfully with this group.

This work contains the most recent teaching techniques, cultural knowledge, and language proficiency assessment strategies now available, and offers activities to help teachers better understand their English learners and connect with their families, communities, languages, and cultures. Readers of this book not only learn about theories of second-language acquisition but also how the theories are applied in the classroom, highlighting successful features of English-language-development programs and drawing examples from the classrooms of practicing teachers.

Chapter 1 surveys the demographics of English learners across the United States as well as the extent of the need for qualified teachers. Chapter 2 offers fundamentals in the nature of language, including its structure, function, and variation. Chapter 3 introduces language learning, comparing first- and second-language acquisition processes. Chapter 4 compares program models for educating English learners and includes a discussion of controversies about current legal requirements, best practices, and school reform efforts in the area of bilingual education.

Chapter 5, on English-language development and specially designed academic instruction in English (SDAIE), offers frameworks within which teachers can plan, implement, and assess their lessons. Chapters 6 and 7 address oracy and literacy development. Essentials of assessment follow in Chapter 8, which addresses issues of standardized testing under federal mandates and weighs the pros and cons of testing English learners for purposes of placement and evaluation.

Chapters 9 and 10, on cultural diversity and culturally inclusive instruction, bring to the fore best practices in motivating English learners toward high academic achievement in line with the values and practices of home and community.

Teachers who can plan and carry out effective instruction that incorporates knowledge of intercultural communication can be expected to build a base of personal knowledge about the ways in which language, content knowledge, culture, and schooling are connected. This book is designed to offer a solid foundation in core techniques, in a manner that balances a growth in theoretical understanding with exposure to effective practice. One goal of this course is to increase teachers' confidence in their teaching ability. Simultaneously, a focus on issues of social justice and a moral commitment to democracy within the context of cultural values and individual rights and responsibilities brings to this book the themes that have sustained and inspired me throughout my professional life. I offer my thanks and tribute to colleagues in the profession of teaching English learners who have shared with me their like-minded dedication.

The methods and strategies included in this course reflect current practice in the field of teaching English learners. A carefully structured tool kit of strategies, with a clear process for use, permits educators to act clearly and consistently as professionals. The complex texture of native and target cultures, diverse languages, social and political forces, socioeconomic status, and individual differences in learners that one faces when teaching English learners demands continuous innovation and experimentation with teaching and learning strategies.

This book features specific, anecdotal documentation of the use and success of actual strategies in the context of the classroom. Examples in the book are drawn from classrooms spanning kindergarten through high school levels and across a variety of contexts. I hope that the reader as practitioner can apply these strategies with both immediate and long-term success.

Due to constraints of time and space, this book does not include an in-depth coverage of second-language acquisition theory, the complexity of which remains a fascinating subject of intensive empirical and theoretical study. I hope instead that the reader will become curious about the issues and research in this field and seek further education in this area.

New to this Edition

- **Chapter 1:** As English learners have become more common in school districts across the United States, various states have adopted new certification requirements for English-language-development teachers. Chapter 1 offers a description of these certification requirements for six states with large English-learner populations.
- **Chapter 2** augments the discussion of the structure of the English by displaying 16 new English words created in 2017, most of which were invented by combining existing English morphemes in new ways. Chapter 3 increases coverage of second-language teaching techniques by addressing current communicative and task-based learning methods. Chapter 4 addresses the English-language-development standards in various states.
- **Chapters 6 and 7** survey current English-language-development teaching techniques aligned with Common Core state standards; offer a translanguaging perspective on dual-language acquisition; discuss ways to infer word meaning from context while reading; and delve into technology-enhanced language learning with tips for technology-supported and online learning, including use of podcasts, mobile phone recording, and other Web media tools, and ways to teach reading in the era of mobile-phone multitasking. Capturing and maintaining the learners' focus on increasing English proficiency is always a challenge, but these chapters demonstrate that using technology tools is an increasingly successful means to teach English, using multiple-modality and cross-media activities for second-language acquisition.
- **Chapters 9 and 10** feature up-to-date demographic data that connect English learners with social and educational challenges such as poverty and segregated schools, factors that affect classroom achievement. These chapters expand the discussion of ways to enhance family-school connections by understanding the learners' home cultures and approaches to learning.

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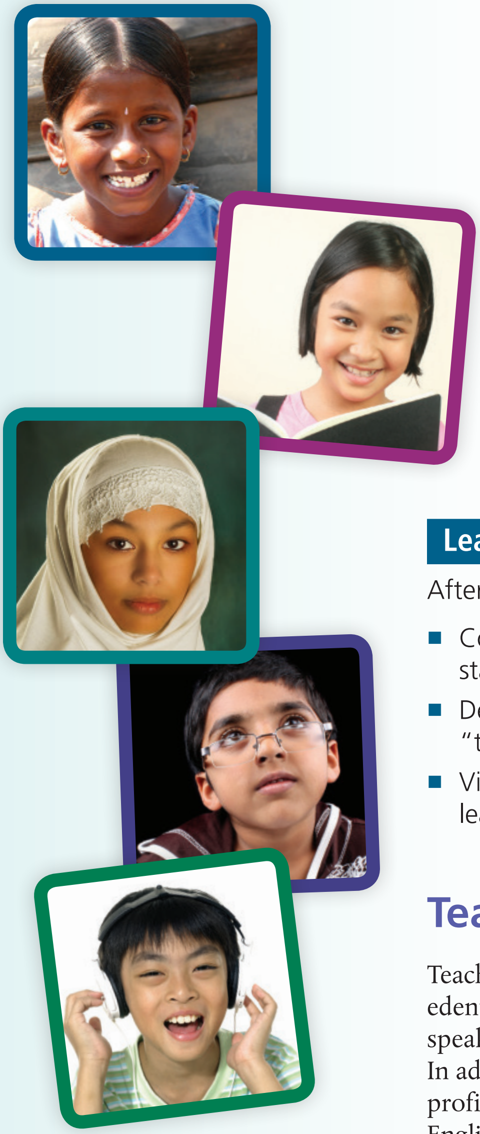

1

English Learners and Their Teachers

Learning Outcomes

After reading this chapter, you should be able to . . .

- Compare demographic information about English learners in various U.S. states;
- Describe what it means to be an ethical teacher of English learners—to "teach with integrity"; and
- View the gamut of opportunities for teacher preparation to teach English learners.

Teaching English Learners

Teachers in elementary and secondary schools in the United States face an unprecedented challenge—educating the growing number of students whose families speak a language other than English or whose backgrounds are culturally diverse. In addition to accommodating recently arrived immigrants with limited English proficiency, schools need to offer a high-quality, college-bound curriculum to English-speaking students whose heritage is Native American or other long-time residents of the United States, including those who are long-term English learners and who have not yet achieved the distinction of being transferred out of English-language-development services.

In the face of this diverse linguistic and cultural terrain, the responsibilities of U.S. educators have become increasingly complex. Teachers must now modify instruction to meet the specific needs of culturally and linguistically diverse (CLD) students, especially English learners, using English-language development (ELD) techniques and other instructional adaptations to ensure that all students have access to an excellent education. In turn, educators are finding that these diverse cultures and languages add richness and depth to their teaching experience. Because the core of the teaching profession in the United States remains monolingual, teachers can benefit from teacher education that includes specialized methods and strategies for the effective education of CLD students, especially those who have the potential for becoming fully bilingual.

Language learning is a complex process that forms the foundation for academic achievement. Competence in more than one language is a valuable skill. Students who come to school already speaking a home language other than English have the potential to become bilingual if schooling can preserve and augment their native-language proficiency. One exciting trend is the spread of two-way immersion (TWI) programs, which enable monolingual English-speaking students to learn a second language in the company of English learners.

This book uses the term *English learner* to mean "students whose first (primary, native) language is not English and who are learning English at school." This chapter offers an overview of the demographics of English learners, a vision of the ethics involved in teaching English learners, and a view of the educational opportunities in the field of teaching English learners.

English Learners in U.S. Schools

Demographics of English Learners in the United States

The Office of English Language Acquisition (OELA) (2017) put the number of English learners (K–12) in the United States at 4.6 million for 2014–2015, about 9.4 percent of all students in grades K–12. In 2015, a record 63.2 million U.S. residents over the age of five spoke a language other than English (LOTE) at home. Across the United States, about one in five pupils in K–12 education goes home to a LOTE household.

From 2010 to 2014 the largest percentage increases in LOTE households were among speakers of Arabic (up 29 percent); Urdu (spoken in Pakistan, up 23 percent); Hindi (up 19 percent); Chinese and Hmong (spoken in Laos, both up 12 percent); and Gujarati (spoken in India) and Persian were both up 9 percent (Camarota & Zeigler, 2015). One must not assume these speakers of other languages are immigrants: Of the more than 63 million foreign language speakers, 44 percent (27.7 million) were actually born in the United States.

California has the highest percentage of public school students who are English learners (22.4 percent) (National Center for Educational Statistics [NCES], 2017a). In 2014–2015, public school English learners comprised more than 10 percent of students in the District of Columbia and seven states: Alaska, California, Colorado, Illinois, Nevada, New Mexico, and Texas. English learners comprised more than 6.0 percent of all learners in eighteen states, and lower than 3.0 percent in thirteen states, with Vermont (1.7 percent), Mississippi (1.6 percent), and West Virginia (1.0 percent) having the lowest percentages (NCES, 2017a). Between 2013–2014 and 2014–2015, thirty-seven states and the District of Columbia experienced an increase in the percentage of English learners, with the largest increase occurring in Nevada (1.5 percentage points, to 17.0 percent), whereas there was a decrease in thirteen states—the highest decrease being in Arizona. Table 1.1 summarizes a few states' English learner population statistics; from the table, one can see that some states have large English learner populations that are also a significant portion of total learners; however, other states with small populations nevertheless have relatively large percentages of English learners.

California has more English learners than any other state, with 1.37 million in 2016. Texas is the next largest state in English-learner population, with almost 1 million, 18 percent of all Texas's school-age population. As of 2014, Florida ranked third, with more than 265,000 English learners (Texas and Florida are expected to have continuous and rapid English learner enrollment growth). In California, Spanish registers as the largest primary language of English

TABLE 1.1 English Learner Populations in Various U.S. States (2014 data)

State	Number of English Learners	Percent of K–12 Students
California	1,390,316	22.4
Texas	772,843	15.4
Florida	252,172	9.2
Illinois	209,959	10.3
New York	186,694	7.1
Washington	107,197	10.0
Colorado	102,359	11.7
Nevada	74,521	17.0
Arizona	60,171	6.4
New Mexico	47,626	14.6
Alaska	15,078	11.5
District of Columbia	4,882	10.6

Source: National Center for Educational Statistics, 2016.

learners, with 83.5 percent in 2017a; Vietnamese is second with 2.2 percent. Other languages include Khmu, Albanian, Marshallese, and Chamorro.

For more information about U.S. states' English-learner populations and resources, enter <¡Colorin Colorado!> in a web-search engine, and access Ruiz Soto, Hooker, and Batalova (2015a).

English learners comprise a growing proportion of school children in the United States.

Weedezign/Shutterstock

Spanish-Speaking English Learners

The majority of households in the United States in which English is not spoken are Spanish-speaking (28.1 million). This may be because Latinos are the fastest-growing segment of the population, making up 17.8 percent of the U.S. population as of July 2016 (U.S. Census Bureau, 2017). By 2060, Hispanics are projected to constitute 30.6 percent of the U.S. population, rivaling Whites at 42.6 percent (Ewert, 2015) (the terms *Hispanic* and *Latino* are used interchangeably in the census reports)—so Spanish will sustain its place as the largest home language of English learners in the United States. Of the Spanish-speaking households, 66.1 percent are from Mexico or of Mexican American origin; 14.5 percent are from Central or South America; 9 percent are from Puerto Rico or of Puerto Rican origin; 4 percent are from Cuba or of Cuban American origin; and 6.4 percent are from other Hispanic/Latino origin. Latinos make up about 30 percent of the population of New York City (West & Alfaro, 2017), 39 percent of the population of California (Panzar, 2014), 47 percent of New Mexico, 39 percent of Texas (Pew Research Center, 2014), and 24.9 percent of Florida (U.S. Census Bureau, 2017).

In 2013, 71 percent of all Latinos were urban, and lived in one of the 100 largest counties of Hispanic population, especially those in California, Texas, and Florida (Brown & Lopez, 2013); more than 9 percent of all Hispanics in the United States live in Los Angeles County. Many Spanish speakers are poor—in 2015, 21.9 percent of all Latinos were living in poverty (Flores, López, & Radford, 2017) (compared with 7.7 percent of non-Latino Whites). In addition, of the 18.2 million Latino children under age eighteen (25 percent of the U.S. population of such children)—95 percent of whom are U.S.-born—62 percent lived in low-income families (Mather, 2016). Living in poverty increase the chance that such children face poor schools, health issues, and nutritional challenges, in addition to the need to learn English.

Asian/Pacific English Learners

The second largest non–English-speaking population comprises Asians and Pacific Islanders. In 2008, the Asian and Pacific Islander population in the United States numbered about 15 million, constituting 5 percent of the population (Asian Nation, 2010). *Asian* refers to those having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. *Pacific Islander* refers to those having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

Like Spanish speakers, the U.S. Asians (in 2017, 21 million, 6.5 percent of the U.S. population) and Pacific Islanders (in 2017, 1.5 million) once lived predominently in metropolitan areas (in 2001, nearly 96 percent) (U.S. Census Bureau, 2001). However, by 2012, almost half of this population had moved to the suburbs (Taxin, 2012). The Asian American population is growing faster than any other major ethnic or racial group: 42 percent of the 8.1 million people who came to the United States from a foreign country were from Asia in the years 2010–2016 (Learning English, 2017). In 2011, nearly 2.9 million people spoke some form of Chinese in the United States, whether Mandarin, Cantonese, or Formosan—the third-most spoken language in the United States (Florcruz, 2013).

By and large, then, in the United States, those who educate English learners are more likely to find employment in the states of California, New Mexico, New York, or Texas, or in central city schools, serving Hispanics or Asian and Pacific Islanders. Aside from this employment likelihood, however, demographics indicate that services for English learners are needed in every state and large city.

To educate English learners, resources are badly needed. However, many inner-city schools are faced with large numbers of poor children, fewer books and supplies, and teachers with less training and experience. Other English learners, particularly those Asians who live the suburbs, experience well-funded schools. Thus, excellence in education for English learners is frequently, but not always, compromised by the fact that some English learners may be poor and attending underfunded and poorly equipped schools.

Putting Faces to Demographics

English learners in the United States present a kaleidoscope of faces, languages, and cultures:

- Hayat, eleventh grade, refugee from Afghanistan, living in Oakland, California
- Rodica, eighth grade, adoptee from Romania, living in Kansas City, Missouri
- Viviana, third grade, second-generation Mexican American living in Prescott, Arizona, whose parents speak no English
- Hae Lim, second grade, visitor from Pusan, Korea, "temporarily" living with an aunt in Torrance, California
- Axlam, eleventh grade, attending high school in Lewistown, Maine, learning English in the hopes of soon enrolling in a local community college
- Lei Li, kindergartner, attending a neighborhood school in Amherst, Massachusetts, while her mother is an international student at a nearby university
- Tram, tenth grade, living in inner-city San José, whose parents speak Vietnamese but who has lived in the United States since he was two years old
- Augustín, fourth grade, a Trique Indian from San Juan Copala in the Oaxaca state in Mexico, who speaks Spanish as a second language and is learning English as a third language
- Juan Ramon, second grade, whose mother recently moved from San Juan, Puerto Rico, to live with relatives in Teaneck, New Jersey

Some of these students may be offered primary-language instruction as a part of the school curriculum, but those students whose language is represented by few other students in the school district face structured English immersion, with little support in their native language.

English Learners with Learning Challenges

Some English learners face academic learning challenges in addition to the need to acquire a second language. They may be diagnosed with learning disabilities and referred to special education services; they may suffer culture shock during the process of acculturation; or they may experience other difficulties that require counseling services or situations in which their families are not able to meet their social, emotional, or health needs.

Like their counterparts who are native-English speakers, English learners may require special services, including referral to gifted-and-talented programs, resource specialists, reading-resource programs, counseling, and/or tutoring.

English Learners: An International Profile

English is a fast-growing global language. In countries such as Canada, England, and Australia, immigrants study English as a second language, just as they do in the United States, making ESL a well-established curriculum in English-dominant countries. The term

TABLE 1.2 English-Learner-Related Terms

Term	Definition
English as a foreign language (ESL)	Classes for English learners who live in places where English is, by and by large, an academic subject, which functions narrowly in that culture as a tool for communicating with outsiders
English as a second language (ESL)	Classes for English learners who live in places where English has some sort of special status or public availability
English language development (ELD)	Term used in the United States to refer to ESL services.
English language teaching or training (ELT)	Term used internationally to refer to EFL services.
English learner (English-language learner, ELL)	A student who is learning English as an additional language
English-only (EO)	A term with two meanings: (1) a monolingual person in English; (2) a policy of English as the only national language of the United States
ESOL services	English for Speakers of Other Languages (ESOL) classes designed for students who want to improve their written and spoken English skills.
Language acquisition (includes language learning)	Learning language in a natural context or formally through rules of grammar and usage
Language minority	A term used in internationally to denote language speakers who although may be a minority in their country. have, under international law, certain language rights
Language other than English (LOTE)	A term usually used to characterize the language of a student's home environment
Target language (TL)	The language that is being learned in ELD or ELT (may be American, Australian, British English, etc.)
Fluent English proficient (FEP) or fluent English speaker (FES)	English learner who is ready for redesignation (mainstreaming)
Limited English proficient (LEP), or limited English speaker (LES)	English learner who is not yet ready for redesignation

English learners also includes those studying English as a foreign language (EFL), usually as an academic subject in elementary, middle, or high schools—but also in private, proprietary institutes that cater to those who must learn English for business, scientific, or other career-related purposes. This division is not clean-cut, because English is widely used for international communication, especially with the Internet. English for speakers of other languages (ESOL) is also a widely used term; hence, Teaching English to Speakers of Other Languages (TESOL) is the term for the profession. Other terms and their definitions are presented in Table 1.2.

Teaching English learners is a broad and flexible profession. ESOL educators can be found in Mandarin–English dual-language immersion kindergartens in Seattle, college classrooms in Tokyo, adult education classes in Florida, "cram" schools in Seoul, precollegiate preparation courses in Texas, middle school social studies classes in California, five-year vocational colleges in Taiwan, private schools in the United Arab Emirates, or in summer intensive programs in Uzbekistan—at a myriad of levels from preschool to postgraduate in a host of countries around the world.

Teaching with Integrity

This book takes a critical perspective on the education of English learners—one that looks at dual-language proficiency and language policy in the context of broader issues of social equity and social justice. Teachers who develop a deeper understanding of the effects of culture and language on the success—or disenfranchisement—of CLD students through school culture, curricula, and instructional methods are better prepared to promote social change. Teachers with a critical perspective look within, around, and beyond educational issues; ask probing questions about the role of educators in the struggle to attain fairness, justice, equity, and equal opportunity in the world; and work toward social equity and justice as a part of their role as language educators.

One of the major challenges for those who teach English learners is to motivate them to reach the highest possible level of school achievement. In this process, teachers work to create a classroom environment characterized by equal opportunity and a democratic process so that English learning represents a positive experience. A second challenge is to respect native languages and the rights of their speakers. Teachers who make sincere attempts to learn the languages of their students and build English on students' prior language expertise serve as intercultural and interlingual educators. Only in the context of full support for the bilingual, bicultural learner does the teaching of English respect the learner's linguistic and cultural heritage.

Critical educators are those who teach with integrity (Balderrama & Díaz-Rico, 2006). Their passion for teaching and learning fosters within their students the capacity for joyful lifelong learning, a feeling of respect for and pride in their own culture, and a sense of curiosity regarding human diversity. Colleagues can undertake together the task of achieving social justice: equal access to, and opportunity for, quality education for all students. Critical educators advocate an inclusive society in which language, literacy, and culture are integrated with respect and not compromised in any way.

Teachers are intellectual workers, knowledge professionals with cultural expertise. As such, the role of teachers is to help students attain the wisdom and skills the whole community needs to prosper. Teachers of English learners provide academic content and English-language development while upholding high professional standards within an intellectually challenging context grounded in academic knowledge that is humane and ethical, upholding intercultural relationships and promoting educational equity. Teaching with integrity includes six elements.

The Willingness to Be Fully Human

First, teachers must be willing to be human and to treat others with humanity. This is partially fulfilled when the teacher deeply believes—and communicates the belief—that teachers and students have equal civil rights in the classroom as well as parity as fellow human beings. One way of looking at the humanity of teaching is to examine the ways in which teachers and students mutually socialize one another in classroom interaction. When teachers communicate a sense of respect and share an enjoyment of shared cultural commonplaces, students are able to relax and feel more accepted and appreciated.

This does not mean teachers act as "buddies" to students, but rather as fully actualized human beings who are able to apologize when wrong, seek peer help when unsure, and grow and learn alongside students. Teachers with integrity have compassion at their core because they are conscious of others' misfortunes and distress and have an active desire to alleviate such hardships.

High Expectations for Students

A second facet of teaching with integrity is having high academic expectations for students, a deep commitment to the idea that all students can achieve academic success. Teacher expectations operate as a cycle of teacher–student mutual perceptions: Teachers and students each form ideas about the other, which they communicate in their interactions, causing both to respond in positive or negative ways.

Recognizing, addressing, and understanding these expectations and how they operate are therefore essential parts of examining the role of a teacher's integrity with English learners. Teachers must learn to avoid prejudgments and stereotypes so that such negativity does not produce a self-fulfilling prophecy of low achievement. Even if students have internalized low expectations for themselves, teachers who strive to change students' low academic performance can sow seeds of improved self-esteem. The strongest teachers are those who believe in students' success more than students believe in their own failure. Teachers with flexible expectations readily revise their impressions when direct information about student achievement is available.

Being "Fully Qualified"

A third aspect of teaching with integrity is expertise in content; teachers must be fully qualified in the areas they will instruct. Two areas of content expertise related specifically to English learners that are not often required—but should be—are the following: (1) theories and pedagogy relevant to teaching English learners academic literacy; and (2) some degree of proficiency in the primary language of their students.

Given the existing linguistic diversity prevalent in U.S. classrooms, these two areas of expertise are central to the implementation of content knowledge. The widely accepted mythology in the United States that a person can be well educated and remain monolingual is questionable with regard to being "fully qualified" as an educator. The Latino population has become the largest minority in the United States, and educators who are able to augment their teaching using both second-language acquisition principles and Spanish-language skills are increasingly needed.

Maintaining Professional Ethics

Another element of teaching with integrity is ethical teaching. Upholding the morals of the profession of teaching includes believing in the worth and dignity of each human being and recognizing the supreme importance of democratic principles (National Education Association, *Code of Ethics of the Education Profession,* 1975). Ethical teachers understand the importance of professional conduct and are willing to accept a role in protecting the freedom to teach and learn; they work toward providing equal educational opportunity for all.

The NEA's code of ethics frames the teacher's commitment to the student. For example, teachers shall not knowingly distort subject matter relevant to the student's progress; grant advantage or deny benefit on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientations; or use professional relationships with students for private advantage (such as receiving money for privately tutoring after school the same students they teach during the day—which represents a conflict of interest).

Other aspects of ethical behavior address an educator's commitment to the profession, forbidding, for example, misrepresenting one's qualifications, disclosing information about colleagues obtained during the course of professional service, or receiving gifts or favors that might compromise one's professional decisions. *Ethical Issues for ESL Faculty* (Hafernik, Messerschmitt, & Vandrick, 2002) touches on problematic issues that may arise when students come from countries with social norms that are quite different from those in the United States.

Being an Intercultural Educator

A teacher with integrity has an intercultural repertoire. The ability to communicate effectively with people from other cultures is the hallmark of the intercultural educator. A teacher with an intercultural perspective has a repertoire that facilitates face-to-face interactive communication, and shows sensitivity to the different ways in which individuals construct their social reality. The intercultural educator communicates compassionate involvement as a whole person, and commitment to the social context of communication. Intercultural educators recognize that they must work on themselves to progress from ethnocentric to ethnorelative views. An individual's culture provides tools to interpret reality only one way; intercultural educators must move beyond this limitation, as is discussed further in Chapter 10.

Clarity of Vision

The sixth and last facet of integrity is clarity of vision: being able to see clearly the social and political realities surrounding teaching. Teachers of English learners must consider several fundamental questions. Why do some individual students achieve, whereas others fail academically? Why is there disproportionate academic failure among certain groups of students, particularly regarding differences between majority Whites and Blacks, Latinos, English learners, or low-income students, for example? Why do European American, White, monolingual, English-speaking students, including those who come from high-income groups, succeed disproportionately? Thinking teachers interrogate those processes that affect their teaching and professional performance; in turn, they sustain political and ideological insight about the process of schooling and their role as teachers.

This political clarity is important if teachers are to act effectively and facilitate student empowerment. First and foremost, teachers can function as more conscientious professionals when they understand the larger social and political forces that affect their professional lives. With this understanding, teachers can confront these forces with the tools to change those aspects of society that undermine educational success, particularly for low-status student groups such as English learners.

As suggested in the definition of political clarity, teachers must be cognizant that they do not teach in a vacuum, but that instead their work is interconnected with broader social processes that affect their teaching. Commonly accepted belief systems justify and rationalize the existing social order. How do teachers explain the fact that multilingualism is facilitated for the privileged but not encouraged for those students who come from lower socioeconomic backgrounds? The ideology of unexamined beliefs affects teaching and schooling practices at the level of microinteractions in daily classroom life.

Social institutions such as schools play major roles in maintaining and perpetuating processes important to society. Certain groups manage to dominate others and determine how people in positions of privilege maintain those positions with the support and approval of the disempowered—a process Leistyna, Woodrum, and Sherblom (1996) define as *hegemony,* the unexamined acceptance of the social order—even when the social classes in power make decisions that disempower others.

Beliefs about language are powerful hegemonic devices, intimately connected to social position. For example, beliefs about second-language acquisition in the United States privileges French above Spanish as a preferred foreign language of study and stigmatizes nonnative speakers of English through actions of English teachers that privilege native speakers. However, at every opportunity, teachers with integrity oppose attitudes based on hegemonic ideas or folk beliefs, upholding professional practices that are substantiated by research or infused with clarity of vision about the all-too-hidden processes that perpetuate unequal power relations and inequality.

Teaching with integrity means wholeness in all that teachers do. This implies a genuine vision of social justice in the classroom. Teachers with integrity are able to sustain their humanity in the face of potentially dehumanizing forces that would reduce teaching and learning to mechanical enterprises devoid of intrinsic interest and personal investment. As suggested earlier, teaching English learners is a challenging and complex task requiring both integrity in teaching and pedagogical skills and knowledge along various dimensions of instruction. Teaching with integrity provides a model for a professional approach that is humane, student-centered, and equitable.

The Professional Preparation of Teachers to Educate English Learners

School districts seeking highly qualified teachers for ELD programs employ teachers with bilingual certification who can deliver primary-language education, in recognition of the fact that these teachers have additional preparation and expertise relevant to the position. These teachers are expected to deliver ELD instruction along with primary-language instruction for literacy as well as content. In states where structured English immersion (content delivery in English without support for primary-language literacy) is the specified model for English learners, teachers use specially designed academic instruction in English (SDAIE) strategies in addition to ELD.

The availability of employment for ELD teachers in the United States depends on local population demographics, the role of ELD teaching in relation to bilingual education, and the local need for teachers qualified for ELD. One fact, however, remains a constant: the current shortage of teachers in U.S. classrooms. The United States was expected to be short 112,000 teachers in 2018, especially in such key areas as special education, science, foreign language, and ESOL (Ostroff, 2017). The teacher shortage is particularly acute in urban areas, where 40 to 50 percent of English learners are found. Almost 8 percent of new teachers leave the profession every year, and the rate is even higher in low-income communities. Districts are setting aside funds for training new teachers, raising starting salaries, and recruiting teachers for bilingual education. The employability outlook has never been better for teachers who specialize in teaching English learners.

Career Preparation for Teachers

To prepare for teaching English learners, an individual can pursue various levels of precareer training, from BA programs with a special emphasis, to post-BA teacher credential programs, to MA programs that include teacher certification. TESOL's website (www.tesol.org) has a link that may help to clarify these terms and the important differences that distinguish preparation programs and levels of career training. Regardless of the widely varying career ladders available to educators, the demand for English-language teaching professionals has steadily grown, not

TABLE 1.3 Teacher Preparation for ESOL in Various States with High English-Learners Populations

State	Preparation Required for Teaching English Learners
California	Minimum of bachelor's degree; must pass Basic Skills Requirement. The Multiple and Single Subject Preliminary Teacher Preparation Programs include content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Multiple Subject and Single Subject Teaching Credential. Other credential requirements apply. Those seeking out-of-state reciprocal credential must earn authorization to teach English learners by one of the following methods: a. Obtain an English learner authorization issued by the Commission authorizing service in English Language Development (ELD) and Specially Designed Academic Instruction delivered in English (SDAIE). b. Submit a copy of an out-of-state credential verifying a full English learner authorization.
Texas	Minimum of bachelor's degree; completion of a university-approved teacher credential program plus completion of approved credential areas ESL Generalist (grade level 4–8); ESL Generalist (GL EC-6); ESL Supplemental; bilingual generalist in three languages at various teaching levels. Candidates applying from out of the United States must submit proof of oral English language proficiency if the degree was earned outside the United States, including territories of the United States.
Florida	Minimum of bachelor's degree; graduates of Florida state-approved teacher preparation programs who have passed all three portions of the Florida Teacher Certification Examination (FTCE), will qualify for a Professional Florida Educator's Certificate; add Academic Endorsement in ESOL.
Illinois	English as a Second Language (ESL) teachers may work with students in grades K–12. The advanced credential issued through the Illinois State Board of Education Division of Educator Licensure for ESL teachers in the state is called the ENL, or English as a New Language endorsement (online at www.eslteacheredu.org/illinois/)
New York	Complete a degree and teacher preparation program in New York. The New York State Education Department (NYSED) offers different pathways leading to TESOL certification, some of which apply to first-time applicants, while others apply to those who already hold a teaching certificate in New York or another state (online at www.eslteacheredu.org/new-york/)
Washington	A bachelor's degree at minimum in TESOL from an approved teacher preparation program. The Professional Educator Standards Board (PESB) has approved a total of 21 schools with the requisite teacher preparation programs (online at www.eslteacheredu.org/washington/)

only in the United States but also throughout the world. Because each state has the authority to set its own certification requirements, professional qualifications for teachers of English learners can vary. Table 1.3 compares the career preparation paths in various states with large demand for teachers of English learners.

The field of teaching English learners is equally open to native-English speakers and non-native speakers alike. A speaker of another language who has learned English and has achieved some measure of bilingual competence is uniquely qualified to understand the needs of English learners (see Brutt-Griffler & Samimy, 1999). Those interested in more information on the topic of Nonnative English Speaking Teachers (NNEST) can use this a search engine to locate the TESOL International Association and then enter "NNEST" in TESOL's internal search box.

The Internet can help to provide a broad picture of the possibilities available to those who specialize in teaching English learners. A site hosted by the Center for Multilingual Multicultural Research at the University of Southern California contains links to scholarships and teacher training programs for bilingual paraeducators. Using a search engine to find "ESLteacherEDU" brings up a website that hosts a Career Center for ESL Teachers that includes notices of available teacher preparation stipends and grants.

Professional Organizations for Teachers

Teachers of English learners can choose as their major professional affiliation such organizations as the National Association for Bilingual Education (NABE; www.nabe.org), TESOL International Association (www.tesol.org), National Council of Teachers of English (NCTE; www.ncte.org), the International Literacy Association (ILA; www.ila.org), or state, regional, or local affiliates of these organizations. These groups increasingly include a focus on English learners in their publications and conference sessions. However, NABE and TESOL are the only U.S.-based professional organizations with the teaching of English learners as their central mission.

Information about Teaching English Learners

NCELA's website offers under "Resources" a database of more than 20,000 research articles, reports, curricula multimedia products, and other information pertaining to English learners. Resources for many other languages are equally available. For example, NCELA has archived Palomares's 1991 *The Tagalog*-Speaking Child: A Teacher's Resource, still an invaluable guide to this Filipino population. NCELA's Resources repository is an excellent source for information on minority languages that an ESOL teacher may encounter. The Center for Research on Education, Diversity, and Excellence (CREDE) at the University of California, Santa Cruz, offers a range of resources or teachers of English learners, including research articles, free journal articles, teaching guides, and online games for English learners.

Education Week Teacher offers a webpage entitled, "A Quick-Start Guide for Teaching English-Language Learners" (Pillars, 2017) that features advice on preparing for English learners in the classroom. For ELD teaching, Dave's ESL Cafe (www.eslcafe.com) is a popular site for English learning, featuring chatrooms, an online bookstore, job listings, and sections on slang,

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It is not necessary to be a native-English speaker to teach English learners.

Weedezign/Shutterstock

idioms, and other language-teaching tips. The site also includes thousands of links to other topics (flash cards, multicultural issues, lesson plans, online help, newsgroups, and tongue twisters, to name a few categories).

Those who teach English learners work within a variety of cultural, linguistic, and socioeconomic contexts. They honor the diversity in culture, language, social class, and talents that makes their students unique. The intellectual and pedagogical challenges of teaching in a language-acquisition classroom offer rich opportunities for personal and professional growth. Those who offer cultural understanding receive it; those who offer language exchange expand their language skills; those who offer empathy grow as human beings. No other teaching profession provides such possibilities for intercultural communication, literacy development, creative instruction, and reflective social praxis. Using this text, prospective teachers of English learners can prepare for a successful career and current teachers can update their expertise in teaching English learners.

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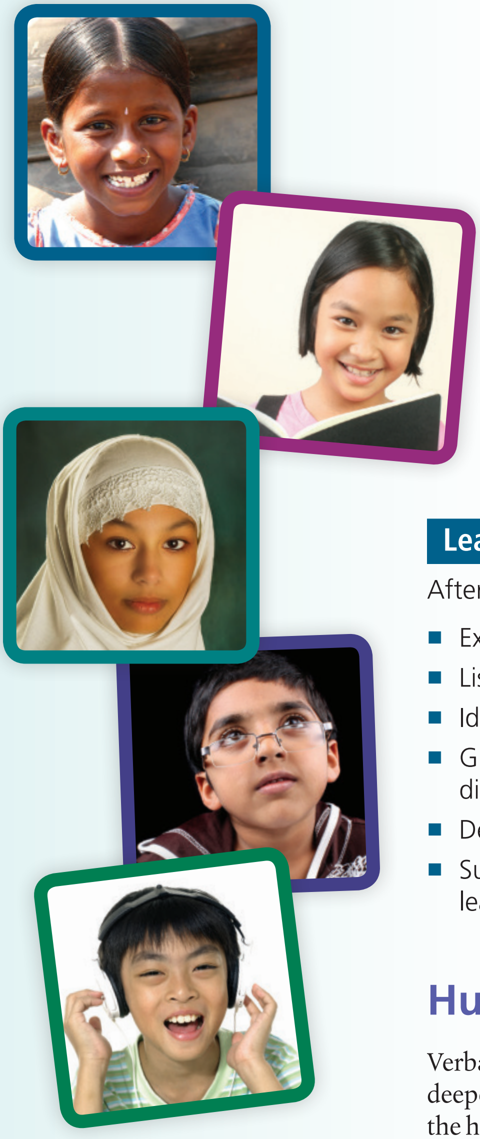

2

Language Structure and Use

Learning Outcomes

After reading this chapter, you should be able to . . .

- Explain how language contributes to human life;
- List the universal features of language;
- Identify key aspects of phonology, morphology, syntax, and semantics;
- Give examples of language functions and features of academic discourse;
- Describe how pragmatics influences verbal language; and
- Survey the ways that dialects and language variation affect English learners.

Human Language

Verbal language is highly developed in human beings. It allows us to express our deepest feelings, our broadest concepts, and our highest ideals. It takes us beyond the here and now, and even beyond the possible—by means of language, we might join the attackers at the siege of Troy or journey through the looking glass with Alice. Language can connect humans as children listen to stories before the fireplace on a cold winter night; or it can, together with culture, divide two peoples into bitter sectarian warfare. Language communicates the heights of joy and the depths of despair. As teachers, we share the responsibility with parents and other caregivers to increase the language skills of our students. There can be no effort more noble or worthwhile.

Linguistics Helps Teachers to Understand English Learners

Understanding language structure and use provides teachers with essential tools to help students learn. All languages share universal features, such as the ability to label objects and to describe actions and events. All languages are divided into various subsystems (phonology, morphology, syntax, semantics, and pragmatics). What is most amazing is that language users learn all these subsystems of their first language without realizing it—native speakers are not necessarily able to explain a sound pattern, a grammatical point, or the use of idiomatic expression. To them, that is "just the way it is." Language, then, is a system that works even without conscious awareness, an inborn competence that unfolds and matures when given adequate stimulation from others. Education about language can help students to sharpen their linguistic knowledge about their first language as they acquire skills in their second language(s).

This chapter explores the various aspects of language and provides suggestions to help English-language development (ELD) teachers identify student needs and provide appropriate instruction. Knowledge about language structure and use also helps teachers recognize the richness and variety of students' skills in both first and second languages. Linguistic knowledge—not only about English but also about the possibilities inherent in other languages—helps teachers view the language world of the English learner with insight and empathy.

Language Creates Both Equality and Inequality

Language equalizes—most preschoolers (those without language difficulties) as well as professors are native speakers of their first language. By the age of five, most children have learned how to make well-formed sentences in their native language and, although they do not have as extensive a vocabulary as they will later in life, can be considered native speakers. Although some students may be shy or their language skills delayed in development, it is incorrect to say that a young child "doesn't have language." Every healthy child—regardless of racial, geographical, social, or economic heritage—is capable of learning any language to which he or she is exposed.

Alternatively, language may reflect inequality—dialect distinctions often demarcate social class. One group of speakers of a language may look down upon others whose dialect differs, and speakers of a dominant language may discriminate against those who speak a minority language. One goal for teachers is sustain equality of language: to respect the language that students bring to class, and to regard students as language experts, full participants in the linguistic world that surrounds them. Whether this participation takes place in the primary or secondary language, each human has access to the linguistic resources that create and sustain culture and give meaning to life. The role of the teacher is to develop these resources.

Language Universals

At last count, 7,099 languages are spoken in today's world (SIL International, 2017). If that seems to be an increase over the figure 6,912 of the year 2000, it may be because the definition of what constitutes a distinct language may have changed. Although not all of these have been intensely studied, linguists have carried out enough investigations over the centuries to posit some universal facts about language.