

Discussion Questions for *The 6 Principles for Exemplary Teaching of English Learners: K–12, Second Edition*

Chapter 2

1. All students learn academic English as a new language when they go to school. In what ways does learning academic English differ for multilingual learners of English when compared to those for whom English is a home language?
2. Think about three different students you have and compare their English language performance with the English language development levels in Table 2.3. How well do their levels match up with descriptions there? How do the three of them differ in their language use at different levels of English proficiency?
3. Review the section on “Asset-Based Literacy Instruction for Multilingual Learners of English.” Which considerations do you take into account when planning instruction? How? Which ones are new to you? How can you incorporate them in your teaching?
4. What are the advantages of incorporating students’ home languages and culture into the school and the classroom environment and the curriculum?
5. Think about the same three multilingual learners of English in your classes from the earlier question and consider what research shows to be an advantage or positive condition for second language learning. Which advantages do these students have and do the advantages make a difference? Explain.
6. How does language play a role in shaping your own and your students’ identities?
7. How do you define social-emotional learning? How do you think your students’ social-emotional needs influence their language learning?
8. Which of the “obstructive beliefs” listed in Table 2.6 have you encountered before? What were your own reactions? Are there other beliefs you hear? How do your own reactions compare to the suggested “constructive responses”?
9. At present, how do you tell whether a student is making progress with English language proficiency? What else might you do?
10. Which technology practices from Chapter 2 have you applied or plan to apply to your classroom?
11. What have you learned about second language development in Chapter 2 that may change the way you approach the instruction of multilingual learners of English?