

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

Chapter 3

1. The 6 Principles endeavor to assist classroom practitioners in providing a positive learning environment for multilingual learners of English. Which one of the 6 Principles resonates most with your teaching experience, and what makes this principle meaningful for your approach to teaching?
2. Principle 1 is “Know your learners.” Although teachers of students who are proficient in English acknowledge that this is a good guiding principle, why is this advice even more significant for teachers of multilingual learners of English?
3. How has leveraging the assets your learners bring to the classroom added to your instructional repertoire? Tell your colleagues about some of your students’ own resources that you draw on when you teach them.
4. Principle 2 describes ways to create conditions for more effective learning of language and content. What conditions do you (or might you) create to support multilingual learners of English? How can social-emotional learning and culturally responsive teaching practices help?
5. Practice 2C deals with increasing motivation for learning. Which of the practices described here are novel or unfamiliar in your learning community?
6. Principle 3 explains an approach for designing high-quality lessons for language and content learning across the grade levels. Which of the eight practices found in this section are most essential for you in your teaching? Are there any specific practices you would like to learn more about, and if so, why?
7. Practice 3C encourages teachers to elicit language output from students. Some multilingual learners may be hesitant to speak English in front of others. Look at the strategies and suggestions for increasing language output. Which of these could be used with reluctant speakers? Which could be used with students at a variety of language proficiencies?
8. Practice 3G reminds us to teach learning strategies and critical thinking to students. Look at the list of learning strategies. Do you teach most of them to your students and/or give them opportunities to use them? Explain.
9. Principle 4 indicates that effective teachers often adjust instruction according to learner responses. Teachers may not always be aware that students are not understanding instruction. Discuss techniques you have used for checking comprehension or adjusting your lesson.
10. Practice 4B encourages teachers to adjust their talk, classroom task, or instructional materials when students cannot participate effectively in a lesson. Consider the

examples of scaffolds and supports. Which ones appear to be most useful for your multilingual learners of English?

11. Principle 5 refers to monitoring and assessing student language development. Effective feedback and multiple modes of assessment are important components of this principle. Which feedback techniques do you use and how effective do they seem to be?
12. What assessments give you the most information about your students' language development? How do you use the results of these assessments? How do you help colleagues interpret the scores of multilingual learners of English on classroom-based and standardized assessments?
13. Principle 6 suggests that engagement and collaboration within the profession are necessary for effective teaching. Which practices do you engage in to help colleagues improve practice and to sustain your professional learning?
14. Technology plays an increasingly prominent role in language education. What benefits and challenges have you experienced with technology tools in your teaching situation?
15. Chapter 3 offers a wide range of instructional practices. Select three you would like to implement or implement more consistently over the next few months. Draft a plan to incorporate these practices in your instruction and share with your colleagues.