

# Appendix C

## Book Discussion Questions

### Chapter 1

1. Consider the reasons given for establishing The 6 Principles. Which reasons are most relevant to your teaching situation? What are some steps that you and your school have taken locally or regionally to address some of these concerns?
2. We refer to students as multilingual learners of English in this book to reflect an asset orientation to teaching and learning. What does your school or program do to harness the assets these learners bring to the classroom? How do you promote multilingualism and multiculturalism and prepare students to become global citizens?
3. Review all of TESOL International Association's vision statements. Which one resonates with you most deeply? Share your thoughts with colleagues.

### Chapter 2

1. All students learn academic English as a new language. In what ways does learning academic English differ for multilingual learners of English compared with 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 your students' levels match up with descriptions in the table?
3. Review the section "Asset-Based Literacy Instruction for Multilingual Learners of English" (p. 28). Which considerations do you take into account when planning instruction? How? Which of the considerations listed are new to you? How can you incorporate them in your teaching?
4. How does language play a role in shaping your own and your students' identities?
5. How do you define social-emotional learning? How do you think students' social-emotional needs influence their language learning?
6. Which of the "obstructive beliefs" have you encountered before? What were your reactions? Are there other beliefs you've heard? How do your own reactions compare with the suggested "constructive responses"?
7. 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?

### Chapter 3

1. The 6 Principles aim to support 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 also consider this a good guiding principle, why is this advice even more significant for teachers of multilingual learners of English?
3. 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?
4. Principle 3 explains methodology for designing high-quality lessons for language and content learning across the grade levels. Which of the eight practices discussed in this section are most

essential for you in your teaching? Are there any specific practices you would like to learn more about? If so, why?

5. Principle 4 indicates that effective teachers often adjust instruction according to learner responses. Teachers may not always be aware that students do not understand instruction. Discuss how these practices can be used routinely in class for all learners. Which practices appear to be most useful for students who are multilingual learners of English? What other techniques for checking comprehension or adjusting your lesson have you used?
6. Principle 5 refers to monitoring and assessment of 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? What assessments give you the most information about your students' language development? How do you use the results of these assessments?
7. 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 their own practice and to sustain your professional learning?
8. Technology plays an increasingly prominent role in language education. What benefits and challenges have you experienced with technology tools in your teaching situation?

## Chapter 4

1. Describe some ways in which you informally share strategies and best practices for working with multilingual learners of English. Discuss how you can support your colleagues in implementing these strategies.
2. What professional development does your school, district, or program provide for teachers who work with multilingual learners of English? Is this professional development accessible to all teachers? Do all participate? Is additional professional development needed? If the current professional development is not sufficient, discuss what professional development you and your colleagues can plan in order to share your collective expertise and learn from one another.
3. Describe procedures for determining if a multilingual learner of English has special needs. What works well? What does not? Are there any actions you can take to further explore this issue or develop or improve the protocols currently in place?
4. In which schoolwide or districtwide committees (e.g., curriculum revision, instructional materials selection, assessment development) do you participate? Are the needs of multilingual learners of English addressed during these committee meetings? Give an example. Think of issues or concerns related to these learners that you might want to bring up the next time you participate on one of these committees.
5. Which role(s) discussed in this chapter do you already carry out? How might information in this chapter be helpful to you?

## Chapter 5

1. In TESOL International Association's vision of effective education, all teachers take responsibility for teaching multilingual learners of English and helping them succeed in school. Do all educators you work with uphold this responsibility and maintain high expectations for these learners? If not, what steps could be taken to generate a shared sense of responsibility?
2. What specific actions does your school or district most need to take to fully implement The 6 Principles? How might the School Improvement Team use this book to form a 3-year action plan to improve services for multilingual learners of English and their families? Keep the spirit of shared responsibility for these students in mind to ensure that the team draws upon the skills of a range of school- or district-based professionals, according to their specializations and roles.

3. How can English language development and bilingual specialists in your district best support the specific personnel discussed in this chapter to implement The 6 Principles?
4. What other ideas emerged as you read this chapter, in terms of additional ways you can assist in fulfilling The 6 Principles?

## Chapter 6

1. Read one vignette that is most similar to your current situation. What did you learn about implementing The 6 Principles? What new ideas do you have?
2. Share your experiences with implementing or learning about The 6 Principles. For example, do you make different instructional decisions for multilingual learners of English now?
3. What are some challenges you face in implementing The 6 Principles? Discuss potential steps to overcome them with others in your group.