



# What Do Teachers Do to Support English Language Learning?

- Give students materials and instructions that they can understand.<sup>1</sup>
- Use the social context of classrooms to promote language learning.<sup>2</sup>
- Provide students with continual opportunities to speak, write, and read English.<sup>2</sup>
- Teach the vocabulary students will need for school success.<sup>3</sup>
- Provide students many experiences reading, writing, and speaking with academic vocabulary and sentence structures.<sup>2</sup>
- Design learning experiences that
  - o challenge students' thinking;
  - o ask students to work with others, defending and explaining their ideas using targeted vocabulary;
  - o reflect the real world beyond the classroom and connect to their everyday life, drawing the students' background or "funds of knowledge" into their learning;
  - o require academic work that will allow informal assessment of students' progress in learning language; and
  - o allow the teacher to listen to the students' language and adjust instructional conversation to move their language forward.<sup>4</sup>

Students are learning English well when they produce increasingly more complex written and spoken English that others can understand.<sup>5</sup>



BRIEF

<sup>1</sup> Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Portsmouth: Heinemann.

<sup>2</sup> Lucas, T., Villegas, A.M., & Freedson-Gonzalez, M. (July 2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education Online-First*, published on July 7, 2008 as doi:10.1177/0022487108322110

<sup>3</sup> Carlo, M.S., August, D., McLaughlin, B., Snow, C.E., Dressler, C., Lippman, D.N., Lively, T.J., & White, C.E. (2004). Closing the Gap: Addressing the Vocabulary Needs of English-Language Learners in Bilingual and Mainstream Classrooms. *Reading Research Quarterly*, 39(2), 188–215. doi: 10.1598/RRQ.39.2.3

<sup>4</sup> Hilberg, R. S., Doherty, R. W., Epaloose, G., & Tharp, R. G. (2004). The Standards Performance Continuum: A performance-based measure of the Standards for Effective Pedagogy. In H. Waxman & R.G. Tharp & R. S. Hilberg (Eds.), *Observational Research in U.S. classrooms: New approaches for understanding cultural and linguistic diversity*. Cambridge: Cambridge University Press.

<sup>5</sup> Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development (pp. 235-253). In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition*. Rowley, MA: Newbury House.

