

1 Key Concepts and Issues in TESOL in K-12

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This handbook presents state-of-the-art research, discussing the latest disciplinary and interdisciplinary issues in the field of Teaching English to Speakers of Other Languages in elementary and secondary education (K-12). The handbook is divided into three major sections which cover a wide variety of topics. It brings together a global team of internationally-renowned scholars and provides a state-of-the-art overview of the origins and evolution, current research, and future directions in TESOL in K-12. Three sections organize its content:

1. Key Issues in Teaching ESOL Students in K-12
2. Pedagogical Issues and Practices in TESOL in K-12 Education
3. School Personnel Preparation for TESOL in K-12

Chapters in each of these sections offer a balanced evaluation of major issues and approaches at this level of teaching and take into account the diverse theoretical foundations, central themes, main findings, and practical applications of TESOL in K-12. This level of instruction has deserved special consideration over the past 20 years or so, with much work having been done in the past 10 years.

To ensure consistency of focus, chapters are divided into four parts:

1. **Overview of Issues and Approaches:** organizes thematically different issues and approaches to the topic of the chapter.
2. **Main Findings from Current Research:** much like a literature review but organized by “findings” or key ideas from current research on the chapter topic.
3. **Practical Applications of TESOL in K-12:** current practices related to the chapter topic and other practice-oriented ideas for teachers.
4. **Future Directions for TESOL in K-12:** future directions as they relate to your chapter topic.

Terminology and Acronyms

The terminology used in research on ESOL in K-12 teaching and learning varies considerably as it relates to the identification of the target student population with whom the authors of each separate chapter address. There is little agreement in the scholarly literature as to what name best describes these students. While each designation has different connotations and problems, different terms are favored by researchers within distinct research traditions

depending upon one's philosophical commitment, sociopolitical orientation, and unique focus. These include emergent to advanced bilingual students (EABs), bi/multilingual students, plurilingual learners, additional language speaker, English language learner (ELL), English learner (EL), Limited English Proficient (LEP), non-native speaker (NNS), L2 speaker, and so on. Authors were free to select whatever terminology they saw best fit the chapter content and focus.

Book Format and Organization

This handbook is divided into three sections. Each section provides insights on various issues, pedagogical practices, and personnel preparation to work in ESOL in K-12 contexts. Combined, these three sets of chapters afford readers a unique opportunity to familiarize themselves with the current state of ESOL teaching and learning in elementary and secondary schools.

The first section "Key Issues in Teaching ESOL Students in K-12" starts with Chapter 2 "Plurilingual Learners and Schooling: A Sociocultural Perspective" by Margaret Hawkins. This chapter provides a sociocultural perspective on schooling, premised on a view of education as a social, humanistic endeavor in which people navigate new languages, knowledge and understandings together through linguistically- and culturally-mediated communications and contexts. Advocating for an asset-based view of plurilingual learners, it offers an "ecology of schooling" lens, in which languages, literacies, and cultures are fully entangled with policies, program design, school environments, pedagogies, and social relations between educators, students and families. It identifies and addresses a range of interdependent issues and factors which, taken together, impact language learning and academic achievement of students who are in the process of learning the language of schooling, and suggests linguistically and culturally responsive approaches and practices.

Chapter 3, "Disciplinary and Interdisciplinary Practices for K-12 ESOL Learners," by Kristen C. Wilcox, Gretchen P. Oliver, Karen M. Gregory, and Lisa (Fang) Yu, addresses the growing body of literature that has highlighted the importance of disciplinary and interdisciplinary language teaching for ESOL learners. With the emergence of new standards, which emphasize the integration of various language skills and competencies across content areas, the need for teachers to understand and be able to effectively teach ESOL learners the unique ways knowledge is communicated within and across disciplinary boundaries is acute. This chapter focuses on disciplinary and interdisciplinary practices for ESOL students in K-12 settings with relevant examples from the authors' own field observations, case studies, and first-hand teaching.

In Chapter 4, "A Developmental and Contextual Perspective on Academic Language," Maria Estela Brisk and Zhongfeng Tian review the various perspectives on academic language, including those where there is disagreement. They describe approaches that aim at developing students' language, both oral and written, to engage in the school curriculum. Through a cycle of increasingly demanding tasks, these approaches apprentice students to language use appropriate for academic contexts, mainly in school but also outside schools. Finally, the authors propose that the concept of academic language should be viewed as a developmental stage of language learning, emerging from the context children find themselves once they leave their immediate home environment. For many children, these various contexts include more than one language and language variety.

Chapter 5, "Language Rights and Policy in K-12 TESOL," by Wayne E. Wright discusses educational language policy that has evolved through debates, legal battles, and major legislation over the responsibilities of schools in addressing the linguistic and academic needs of ELLs. This chapter reviews overarching principles of language rights of children as

articulated in United Nations documents, then contrasts these with the realities of language rights in the United States. It then provides an overview of key court cases and the evolution of federal and state policies for ELL education and discusses the implications of the requirements of the new federal Every Student Succeeds Act (ESSA) for ELL students.

In Chapter 6, “Translanguaging as an Act of Transformation: Restructuring Teaching and Learning for Emergent Bilingual Students,” Tatyana Kleyn and Ofelia García focus on translanguaging as the way bilingual individuals naturally communicate through the employment of their full linguistic repertoire. This common practice can be found in many facets of life, yet has been contested in schools where students experience policed language learning spaces. This chapter illustrates the potential of leveraging students’ translanguaging so as to play a transformative role in the education of emergent bilinguals by allowing them to be fully validated, heard, and included in the teaching and learning process.

Chapter 7, “Incorporating Global Englishes in K-12 Classrooms,” Ali Fuad Selvi starts out his chapter by addressing the present-day “messy” sociolinguistic realities of English language in an increasingly superdiverse world and how they have broadened, blurred, and complexified the deeply established notions that underpin English Language Teaching. The chapter discusses the emergence of diverse uses, users, varieties, functions and contexts of English and the implications it holds for educators (collectively known as *Global Englishes*) and how they have recently begun to transcend the realms of applied linguistics, and to transpire into the field of (teacher) education. Departing from this premise, this chapter has two major aims—(a) underscoring the vitality of aligning language pedagogy vis-à-vis the contemporary sociolinguistic realities of the world, and (b) providing sustainable ways of incorporating Global Englishes when teaching ELs in K-12 settings, while being cognizant to sensitivities surrounding curricular aims, learners’ goals and needs, and institutional affordances and constraints.

Section 2, “Pedagogical Issues and Practices in TESOL in K-12 Education” has two sub-sections, 1. Practices and Pedagogies for TESOL in K-12 Education and 2. Teaching Skills and Content Areas. In sub-section 1, authors address various practices and pedagogies that have developed over the years and form the basis of much of the instruction in K-12 classrooms today, especially in the United States.

Chapter 8, “Many Ways to Build a Model: Content-Based ESL Instruction Models and Approaches in K-12,” by Kate Mastruserio Reynolds and Judy O’Loughlin, examines various Content-Based Instruction (CBI) models. This chapter provides an overview of CBI models and instructional strategies associated with them so educators may make informed decisions for their ELs. Choosing the appropriate CBI model for your school or district is best informed through a comparison of CBI models and associated instructional strategies.

In Chapter 9, “Promoting Educational Equity in Assessment Practices,” Margo Gottlieb and Gisela Ernst-Slavit highlight major impediments to the advancement of student achievement that stems from inequities in testing and assessment coupled with the inappropriate, irrelevant, and quite often, invalid use of data. The authors propose how this wrong can be righted through more equitable treatment of assessment practices for multilingual learners. They focus on assessment that impacts the ELL subgroup, those multilingual learners who are in the midst of developing English as an additional language, including ELLs with disabilities.

Chapter 10, “Digital Age Teaching for English Learners,” by Heather Parris and Lisa M. Estrada, provides an overview of current digital age teaching practices for English learners (DATELs). They start by describing how this new frontier for TESOL requires personalized instruction and project-based activities that encourage engagement and interactivity for ELs and discuss the shift to this student-centered DATELs approach as providing opportunities for contextually rich, authentic language practice and fosters the development of the 5Cs of 21st-century learning—critical thinking, communication, collaboration, creativity, and

culture. The authors explain how a digital age learning environment provides engaging access to academic content, while developing the receptive and expressive language skills of listening, speaking, reading, writing, viewing, and visually representing. The authors explain why a DATELs classroom is crucial to an EL's ability to become an informed and engaged participant in our digital age society.

In Chapter 11, "Multimodal Literacies in Teaching and Learning English In and Outside of School," Youngjoo Yi, Dong-shin Shin, and Tony Cimasko discuss the changing multimodal literacy practices in which ELs and their teachers in K-12 contexts engage. The authors begin by briefly giving an overview of issues and approaches within major theories informing multimodal literacy research. Then, they discuss the promises of engaging ELs in multimodal literacy practices in and out of school and potential tensions of implementing multimodal literacies into classroom practices. The chapter concludes with implications for research and pedagogy in TESOL in K-12.

The first set of chapters in Sub-section 2 Teaching Skills and Content Areas focuses on the development of oral skills, effective practices in reading instruction, a discourse perspective on writing instruction, vocabulary development, and teaching grammar from a social semiotic perspective. The second set of chapters address the teaching of the content areas to ELs: mathematics, science, English language arts (ELA), social studies, and the arts.

Chapter 12, "Shifting from the Teaching of Oral Skills to the Development of Oracy," by Aida Walqui, reviews the historical development of the teaching of oral skills in ESOL courses to counter propose the development of oracy—alongside literacy—as the goals for the education of English learners. In the process, *quality interaction* is defined as the engine that drives the development of academic practices and the importance of offering students an ecological budget of affordances to notice and use in their growth in school. The chapter includes examples drawn from classroom data as illustration of moments in the development of English learners' oracy.

In Chapter 13, "Effective Practices for Teaching Reading to Emergent Bilinguals (EBs) in K-12 Classes," David Freeman and Yvonne Freeman provide an overview of issues to consider in planning reading instruction for emergent bilinguals. The authors summarize key research in teaching EBs to read. Next, the authors describe two approaches to teaching reading, skills-based and meaning construction focused. They explain how teachers can use a gradual release of the responsibility model of instruction to help students develop literacy. They review key findings from research on teaching reading to EBs and explain several practices for effective teaching of reading, including the use of translanguaging strategies. The chapter concludes with suggestions for future directions for reading instruction for EBs.

Chapter 14, "New Descriptions of Metalanguage for Supporting English Language Learners' Writing in the Early Years: A Discourse Perspective," by Sally L. Humphrey and Jing Hao reports on new descriptions of Systemic Functional Linguistics (SFL) systems "beyond the clause," which have provided valuable ways of talking about knowledge building, using science as an example. TESOL educators working alongside content area teachers have demonstrated the efficacy of metalanguage informed by SFL for supporting ELL disciplinary literacies. They report on the application of this metalanguage in analysis of texts composed by young multilingual learners for text-based science investigation in the early years of schooling, including how this analysis revealed the literacy needs of ELLs. To conclude, they report on how the teacher of these young learners drew on a principled recontextualized "bridging" metalanguage to facilitate productive discussion of scientific writing.

In Chapter 15, "Problematising Current Vocabulary Instruction Frameworks: Where Does Student Knowledge Fit?," Socorro Herrera, Melissa Holmes, and Shabina Kavimandan explore the tensions surrounding vocabulary instruction for ELLs. The chapter highlights what the research and literature tell us about effective practices for vocabulary teaching and

learning, while problematizing current frameworks and approaches to vocabulary instruction for this particular student demographic. Through this chapter, teachers are challenged to investigate commonly held views about vocabulary learning in light of social constructivism, educational neuroscience, and culturally responsive pedagogy. Biography-driven instruction is provided as a student-centered alternative for creating classroom learning conditions that promote vocabulary development, and retention among culturally and linguistically diverse students. Orchestrating instruction by first activating and documenting student knowledge, teachers who implement Biography-Driven Instruction honor students' ways of knowing and use insights from their background knowledge (funds of knowledge, prior knowledge, and academic knowledge) to support vocabulary instruction that is contextualized in the lives of the students as well as the curriculum.

Chapter 16, "Paradigm Shifts in the Teaching of Grammar in K-12 ESL/EFL Contexts: A Case for a Social Semiotic Perspective," by Meg Gebhard, Kathryn Accurso, and I An Chen, starts by briefly identifying issues related to the role of grammar teaching in K-12 ESOL contexts. They then compare three approaches to teaching grammar that have shaped the TESOL field: behavioral, psycholinguistic, and social semiotic approaches. The chapter provides a review of current research regarding the use of a social semiotic approach to grammar instruction in K-12 ESOL contexts. Despite the documented challenges of implementing such pedagogies, the authors conclude with evidence-based suggestions for educators interested in approaching English teaching from a social semiotic perspective of language, learning, and social change.

Chapter 17, "Teaching Mathematics to Emergent Bilinguals," by Holly Hansen-Thomas and Anita Bright, discuss how the teaching and learning of mathematics with EBs is a multifaceted construct with unique challenges and opportunities. Because deepening mathematical conceptual understandings can be a potentially challenging task for students acquiring English at the same time they are learning new content, educators must consider a range of pedagogical and practical issues when planning and implementing instruction. The authors discuss various factors, such as prior schooling, age of arrival, native language (L1) and L1 literacy background, as well as age, familial experiences and cultural background that play a role in EBs' mathematics education. Moreover, the language of mathematics itself involves particular challenges due to its complex discursive structure, content specific terminology and expressions, and symbolic language. The authors claim that mathematics teachers of EBs must also have awareness of the nature of the language used in mathematics. As such, mathematics presents multiple opportunities to explore pedagogical issues and established practices that can positively inform instruction.

Chapter 18, "Teaching Science to English Learners: Current Research and Practices in the Field of Science Education," by Alandeom Oliveira, Molly Weinburgh, Effie McBride, Trisha Bobowski, and Rebecca Shea, provides an overview of the science education literature on ELLs. The chapter highlights important trends across recent publications in research, and practitioner journals central to the field of science education. Attention is given specifically to five emergent themes in the recent literature: (a) *teacher knowledge* (what teachers need to know to effectively support ELLs in science); (b) *teacher action* (what teachers can do to effectively support ELLs in science); (c) *student knowledge* (what prior understandings ELLs bring to the science classroom); (d) *student action* (what ELLs can do while engaged with instructional activities in science); and, (e) *student needs* (what types of learning needs ELLs have). The authors identify important research findings and gaps and provide suggestions for future studies. In addition, the chapter describes instructional approaches favored by science practitioners and discusses practical issues raised and informed by current research.

In Chapter 19, "Teaching English Language Arts to Emergent to Advanced Bilinguals: Current Research, Theories, and Pedagogical Practices," Sharon L. Smith and Luciana C. de Oliveira discuss teaching the specific knowledge, strategies, and skills pertaining to ELA,

especially critical to support emergent to advanced bilingual (EAB) students' language, literacy, and content learning. This chapter examines issues and approaches related to ELA instruction that are particularly relevant when teaching this student population and reviews current literature on this topic. This chapter then presents recommendations for effective instructional practices, integrating strategies for working with EABs and literacy instruction. The authors end by highlighting some future directions to take vis-à-vis ELA instruction for EABs.

Chapter 20, "Teaching Social Studies to English Language Learners: Current Research, Theories, and Pedagogical Practices," by Ashley Taylor Jaffee and Paul J. Yoder focuses on teaching social studies for elementary and secondary ELLs. The chapter identifies areas of need for critical attention to students' cultural, linguistic, and civic knowledge and experiences. This chapter introduces issues and themes, explores the research literature, and discusses pedagogical practices for teaching and learning social studies for ELLs. The authors organize the review of the literature and the pedagogical implications around the emergent theoretical framework culturally and linguistically responsive social studies instruction for ELLs. The chapter concludes with suggestions for future directions in the fields of social studies and TESOL education related to classroom practice, teacher education, and research.

Chapter 21, "Arts-based Pedagogy for Teaching English Learners," by Christian Faltis, examines the multiple ways that arts-based pedagogies can promote creative understandings of school, community, and world topics, while at the same time, engage students in a range of language practices that foster language learning. Playing with language, drawing, painting, building science models, and using drama are explored as imaginative spaces for tapping into creativity and for learning to converse with others through the arts.

The final section of the handbook, Section 3 School Personnel Preparation for TESOL in K-12, focuses on the kind of preparation necessary for teachers and leaders to work with ESOL students. Chapters highlight teacher preparation for advocacy, the skills and knowledge that specialist ESOL teachers, content area teachers, teachers who are multilingual themselves need to have to address the needs of ESOL students, and the importance of a whole-school approach for preparing school leaders to support this work.

Chapter 22, "Preparing Teachers to Be Advocates for English Language Learners," by Heather Linville and Diane Staehr Fenner explains the importance of advocacy for ESOL teachers today and the evolving understanding of this role in the profession. The authors define advocacy in relation to English language teaching and suggest advocacy actions that classroom teachers may undertake in support of ELs. They also explore current research on advocacy, focusing on the concept of scaffolded advocacy, developing the skills needed to advocate, and typical ways to advocate for ELs. They conclude by providing a framework for advocacy and critically examine the advocate role.

In Chapter 23, "Preparing ESOL Specialists For K-12 Contexts," Kristen Lindahl and Laura Baecher provide an orientation to the design of teacher education programs that focus exclusively on the preparation of TESOL specialists to work with school-age students, commonly known in the United States as K-12 ESL teachers (kindergarten; ages 5–6) through 12th grade; ages 17–18, English as a Second Language). K-12 TESOL specialists must be prepared to design lessons that meet both language and content goals, collaborate with colleagues, address various language proficiency levels and academic needs, implement appropriate instructional models, and serve as advocates for ELs at their schools. The authors highlight how teacher education programs that prepare TESOL specialists can also ensure that they are connected to worldwide trends in TESOL teacher education, while remaining responsive to unique local needs.

Chapter 24, "Preparing Content Teachers to Work with Multilingual Students," by Kara Mitchell Viesca and Annela Teemant, explores the preparation of content teachers to work with multilingual students via an examination of recent research literature, current issues,

and approaches. The chapter explores promising practical approaches to preparing effective content teachers to work with multilingual students and suggests useful future directions. The empirical and theoretical work to date shows that language matters, culture matters, teacher learning matters, and pedagogy matters. The strongest pedagogies in content classrooms for multilingual students situate learning as social, teaching as assisted and situated performance, and knowledge as cultural and competent participation. Overall, this chapter argues for teacher preparation approaches to embrace and extend multilingualism via the things that matter as well as grounding practice in strong theoretically and empirically supported pedagogies.

In Chapter 25, "Preparing Multicultural and Multilingual Teachers to Work with Diverse Students in K-12 Settings," Lia D. Kamhi-Stein and Anna V. Osipova review research and practices in four areas: rejecting the notion of English-only in the K-12 classroom; implementing culturally responsive teaching; challenging the notion of the idealized native English speaker; and looking into research on language teacher identity. The authors conclude with implications for instruction, the preparation of multilingual teachers, and research.

Chapter 26, "Preparing Teachers for Co-Teaching and Collaboration," by Andrea Honigsfeld and Maria Dove, makes a compelling case for infusing collaboration and co-teaching into both preservice and in-service teacher education. Based on seminal and current research that addresses collaboration and co-teaching for special populations, the authors present several frameworks that support integrated collaborative approaches to serving ELs and offer practical implications for infusing collaboration and co-teaching for TESOL K-12 implementation.

Chapter 27, "Intersecting Leadership and English Learner Specialty: The Nexus of Creativity, Resistance and Advocacy," by Trish Morita-Mullaney, explores the current research in EL leadership within administrator and teacher leadership and analyzes the nexus point between leadership and EL specialty. The intersection between leadership and EL specialty represents qualities of creativity, resistance, and advocacy that hold promise for shaping leadership and teacher preparation programs for ELs. By clearly defining these qualities, teacher and administrator standards and related instruction can be reconceived to be more responsive to the needs and rights of K-12 ELs.

