Standards for English-As-A-Second Language Teacher Candidates

The purpose of English as a Second Language (ESL) instruction in North Carolina is to enable students whose first language is not English to develop the academic and social English they need to access and participate fully in the total school curriculum and society. The focus of an ESL Program is instruction in English language skills and strategies which prepare students to succeed academically and socially with their English speaking peers. ESL teachers must demonstrate a high level of competence as English language models. They must also demonstrate an understanding of research related to second language acquisition and literacy development of limited English proficient students and inform their professional practice with this knowledge. ESL teachers must understand the interaction of culture and language in the education of culturally and linguistically diverse students and affirm that all students can learn English. ESL teachers value diversity in languages (including the varieties of English) and cultures. ESL teachers apply effective and appropriate methods, practices, and strategies in planning, implementing, and managing ESL instruction and assessment.

Standard 1: ESL teacher candidates have knowledge and understanding of the different internal systems of language specific to English. *Internal System of Language*

ESL teacher candidates have a thorough understanding of the structure and function of the English language. This standard focuses on supporting student development of linguistic competence. An understanding of the internal system of English provides teacher candidates with the ability to analyze other languages. ESL teacher candidates are knowledgeable in and able to:

- Apply the principles of phonology and phonetics to help students develop skills and strategies in identifying the differences between the sound system of English and other languages and to recognize the sound-symbol correspondence with respect to literacy development.
- Apply the principles of morphology to help students develop skills and strategies to form words in English, describe similarities and differences between the morphology of English and other languages, and recognize the role of morphology in literacy.
- Apply the principles of syntax and semantics to help students develop skills and strategies to understand how structure contributes to meaning and thereby develop strategies to acquire and monitor spoken and written language for a variety of purposes.

Standard 2: ESL teacher candidates have knowledge and understanding of the interaction between language and culture, and how sociocultural factors impact second language acquisition. *Language and Culture*

ESL teacher candidates have an understanding of how language functions within society. ESL teacher candidates have knowledge of how language varies with respect to non-linguistic variables including region, socio-economic class, and register. This standard focuses on supporting student development of sociolinguistic competence, emphasizing Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). ESL teacher candidates are knowledgeable in and able to:

- Analyze how context affects oral and written language and help students develop strategies and skills to recognize language variation in terms of a variety of pragmatic factors (e.g., politeness, nonverbal communication, colloquial usages, and styles, organization, and conventions of texts.)
- Inform their practice by expanding knowledge about world cultures and languages, including concepts such as cultural diversity, dynamic relativism, universalism, acculturation, and assimilation, and their relationship to English language learners and their families.
• Inform their practice with an understanding of cultural conflicts within the ESL classroom and model positive cross-cultural interaction.
• Design and deliver instruction that supports first language literacy, and cultural values and beliefs.

**Standard 3: ESL teacher candidates have knowledge and understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners. Second Language Acquisition and Theory**

ESL teacher candidates know and understand the theoretical principles of second language acquisition. This standard focuses on understanding the processes of language learning and teaching and the variables involved. ESL teacher candidates are knowledgeable in and able to:

• Inform their practice with major theories, concepts, and current research in the field of second language acquisition to identify and employ effective strategies that support students’ social and academic language.
• Inform their practice with an understanding of the physiological, social and psychological variables that influence language learning.
• Understand the challenges associated with first language literacy, second language literacy, and second language development.
• Evaluate various program models for differing needs of English language learners, and understand their rationales.

**Standard 4: ESL teacher candidates have knowledge and understanding to apply effective methods, best practices, and strategies based on second language acquisition theories and research to plan, implement, and manage the process of language and content instruction. Methodology of teaching and strategies to teach ALL skills**

ESL teacher candidates design and implement learning tasks that enhance the language development of English language learners. This standard focuses on supporting student development of discourse and strategic competence. Teacher candidates apply effective methods, practices, and strategies in planning, implementing, and managing English language development and content instruction appropriate to culturally and linguistically diverse students with differing language proficiency levels. ESL teacher candidates are knowledgeable in and are able to:

• Evaluate, select, and design materials that foster the acquisition of both spoken and written English in a variety of social and academic settings.
• Evaluate, select, and design materials that foster the acquisition of cognitive, metacognitive, and social strategies to develop proficiency in all four modalities – speaking, listening, reading, and writing and lead to learner autonomy.

**Standard 5: ESL teacher candidates have knowledge and understanding of a variety of assessment tools as related to the education of the English Language Learner. Assessment**

ESL teacher candidates demonstrate knowledge of formal and informal assessment tools and strategies appropriate for identifying the educational needs of second language learners with respect to both content and language objectives. They analyze data to facilitate appropriate educational support for English Language Learners throughout the process of placement, monitoring, and exiting programs. They accommodate the needs of special populations of students (gifted, special needs, etc.) within communities of English Language Learners. ESL teacher candidates are knowledgeable in and are able to:

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• Demonstrate understanding of the state accountability system and use a variety of formal and informal language proficiency and diagnostic assessments which are appropriate to language and content instructional objectives to identify, place, monitor, and exit English Language Learners.

• Assess and analyze student proficiency in all four modalities (reading, writing, speaking, and listening) and prescribe any necessary modifications.

• Initiate collaboration with other teachers and support personnel to prepare English Language Learners for statewide assessments.

Standard 6: ESL teacher candidates have knowledge and understanding of current laws, regulations, and policies at the federal, state, and local levels that relate to serving English Language Learners. Legal Issues

ESL teacher candidates have broad knowledge of federal and state legal mandates as they pertain to English Language Learners. ESL teacher candidates are knowledgeable in and are able to:

• Demonstrate knowledge of historical development of laws and regulations which have influenced the educational opportunities of English Language Learners.
• Demonstrate knowledge of current trends and research related to language policy, legislative regulations, and procedures.