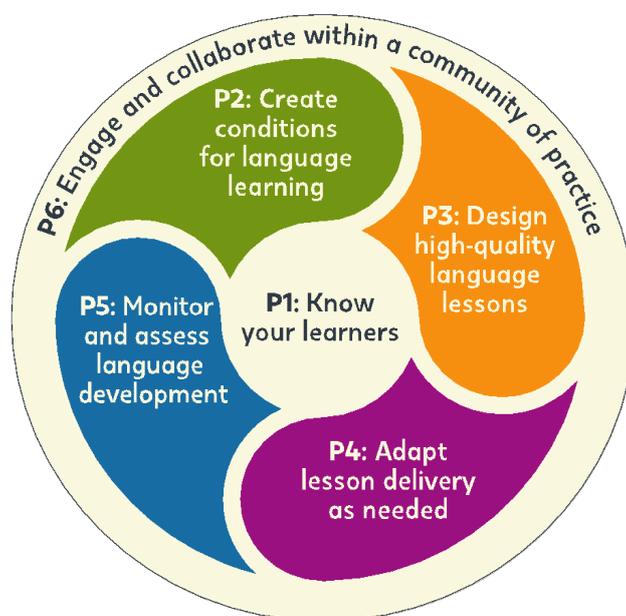


# The 6 Principles<sup>®</sup> for Exemplary Teaching of English Learners



## English Speaking Nation: Secondary Teacher Training Program Uzbekistan

Training of Trainers  
ELT Development Program  
September 2021

1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314 | p: +1 703.836.0774 | f: +1 703.836.7864 | [www.tesol.org](http://www.tesol.org)  
Teachers of English to Speakers of Other Languages

## The 6 Principles® Activity Tracker

Activity	What did we do?	How did we do it?	Why did we do it?	How can I adapt it?

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## The 6 Principles® Scavenger Hunt

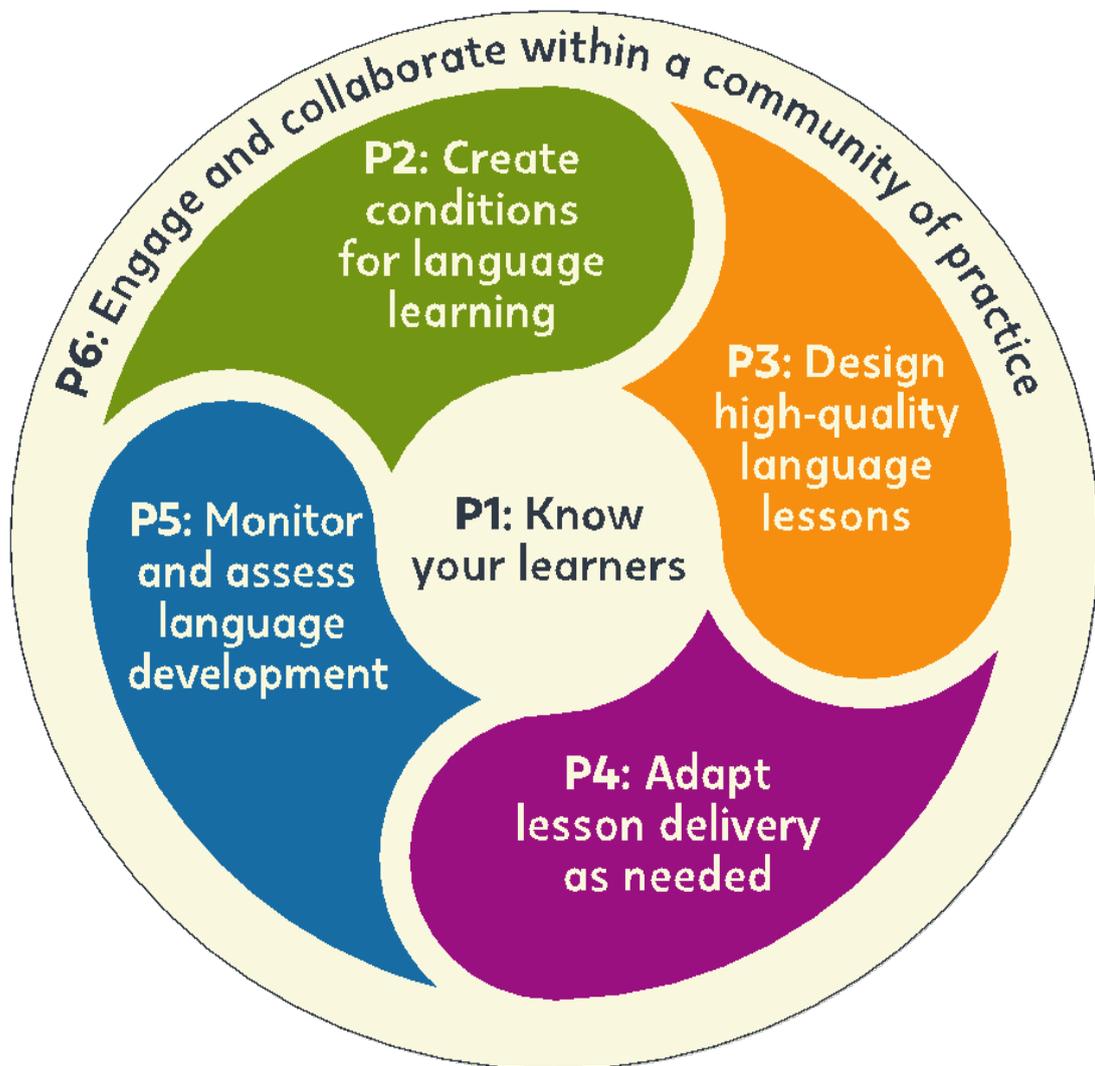
### Directions

1. Look at the vocabulary word in each box.
2. Write a note about the meaning of each vocabulary word that you know.
3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.
4. Sit down when you finish or when I give you a signal.

<b>EFL</b>	<b>TESOL</b>	<b>exemplary</b>	<b>principles</b>
<b>community of practice</b>	<b>resources</b>	<b>learners</b>	<b>conditions</b>
<b>lesson delivery</b>	<b>adapt</b>	<b>create</b>	<b>design</b>
<b>monitor</b>	<b>assess</b>	<b>engage</b>	<b>collaborate</b>

## The 6 Principles®

### Overview of The 6 Principles for Exemplary Teaching of English Learners





**PRINCIPLE 1: Know your learners.**

- Best Practice 1: Teachers collect information about their students.
- Best Practice 2: Teachers plan lessons to collect and use information about students.

**PRINCIPLE 2: Create conditions for language learning.**

- Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.
- Best Practice 2: Teachers demonstrate that they have high expectations of all students.
- Best Practice 3: Teachers plan lessons that motivate students.

**PRINCIPLE 3: Design high-quality lessons for language development.**

- Best Practice 1: Teachers prepare lessons with clear language objectives and share the objectives with their students.
- Best Practice 2: Teachers use oral and written English that students can understand.
- Best Practice 3: Teachers have active classrooms where students can actively practice English with interesting topics.

**PRINCIPLE 4: Adapt lesson delivery as needed.**

- Best Practice 1: Teachers check student understanding often.
- Best Practice 2: Teachers adapt their teaching when it is necessary.

**PRINCIPLE 5: Monitor and assess student language development.**

- Best Practice 1: Teachers take notes of student errors.
- Best Practice 2: Teachers give prompts and specific feedback to students in a positive and effective way.
- Best Practice 3: Teachers use a variety of assessments to inform teaching and improve learning.

**PRINCIPLE 6: Engage and collaborate within a community of practice.**

- Best Practice 1: Teachers regularly do self-reflection.
- Best Practice 2: Teachers regularly participate in professional development.



## The 6 Principles® Response Cards

### Directions

1. Hold your handout up to read "True" when you hear/read a true statement.
2. Turn your handout over to read "False" when you hear/read a false statement.

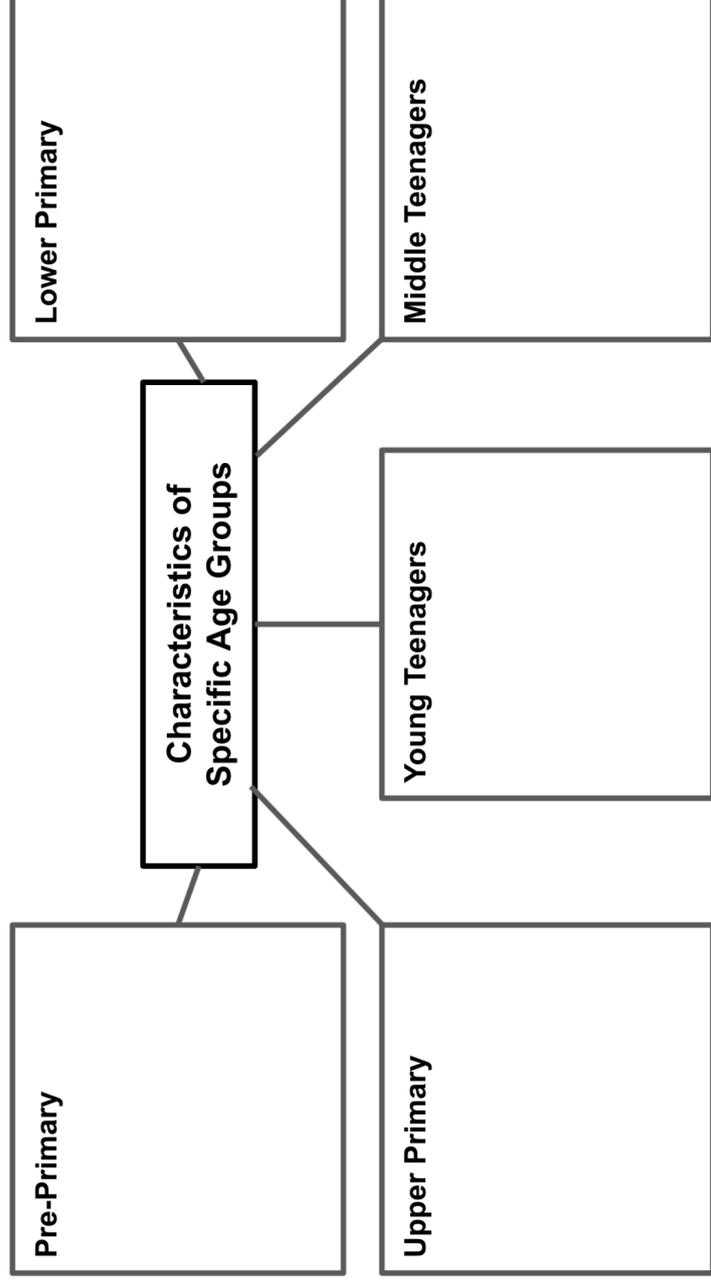
True

False

**The 6 Principles®**  
**Jigsaw Reading – MODELING**

**Directions**

1. Take notes about the physical, cognitive, and social-emotional characteristics of Pre-primary students as your trainer discusses the characteristics.
2. Take notes about your assigned age group.
3. In your table group, take notes about the other age groups as each “expert” explains.





## **The 6 Principles®** **Jigsaw Reading – MODELING**

### **Directions**

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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### **Pre-primary (Pre-K–K)** **2–5 years old**

#### **Physical**

- I like to move. I don't like to sit for a long time.
- I am starting to run, climb, jump, and throw.
- I am starting to draw, color, build with blocks, and cut with scissors.

#### **Cognitive**

- I see the world from my point of view.
- I am developing language and ideas.
- I show pre-logical or semi-logical thinking.
- I use my imagination. I don't always separate fantasy from real life.
- I do one task at a time. I cannot do two or more tasks at the same time.

#### **Social-emotional**

- I am very curious. I use my imagination a lot.
- I like to wear different clothes and pretend to be a different person.
- I understand things through my emotions.
- I understand the world as good or bad, right or wrong, etc.
- I understand the ideas of right and wrong.
- I want to make adults feel happy.



## The 6 Principles® Jigsaw Reading 1

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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### Lower Primary (Grades 1–3) 6–8/9 years old

#### Physical

- I use one side of my body more than the other side.
- I prefer to use either my right hand or left hand most of the time.
- I am improving my ability to run, climb, jump, throw, and dance.
- I love to play physical games like “Tag” and “Catch.”
- My handwriting is improving.
- I enjoy art and music activities.

#### Cognitive

- I can concentrate for a longer time, but I can still get restless and lose interest.
- I can solve specific problems, such as counting and sorting activities.
- I understand new concepts better through activities that let me touch and feel.
- I can recognize other people’s views, but I can’t always understand why they feel that way.
- I am starting to understand cause and effect and consequences.

#### Social-emotional

- I am developing a sense of identity. I am starting to understand who I am.
- I enjoy being with people, including people from different backgrounds.
- I identify more with children of the same gender.
- I need rules to control my behavior and to provide structure and a feeling of safety.
- I am starting to play more games and sports and less fantasy play.



## The 6 Principles® Jigsaw Reading 2

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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### Upper Primary (Grades 4–6) 9–11 years old

#### Physical

- My small and large muscles are getting stronger because I do a lot of physical activities.
- I am very active. I like to ride bikes, run, play soccer, or do gymnastics.
- I am starting to play team sports.
- My small muscles are developing more, and my handwriting is improving.

#### Cognitive

- I can concentrate for a longer time on school assignments and tasks.
- I think logically. I like to work on real tasks which have a goal, such as gardening, taking care of animals, or science experiments.
- I can understand other people’s opinions.
- I am beginning to solve problems and can classify things by rank. I understand that a problem can have more than one solution.

#### Social-emotional

- I am beginning to understand my position in relation to the world.
- I like to be with people. I want to spend more time with my friends than my family.
- I am more independent and can make decisions by myself.
- My relationships with people are more confusing.



## The 6 Principles® Jigsaw Reading 3

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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### Young Teenagers (Grades 7–9) 12–14 years old

#### Physical

- My body and skin are changing a lot (girls develop two years before boys).
- I worry about my appearance, and I think a lot about how other people look.

#### Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

#### Social-emotional

- I think about myself the most.
- I am very emotional.
- I want to belong to the popular group of students.
- My classmates and popular trends influence me.
- I need my classmates to accept me. I am less affectionate to adults. I may seem rude.
- Part of me wants to be independent, and the other part still needs to be dependent.



## The 6 Principles® Jigsaw Reading 4

### Directions

1. Go to your **Numbered Heads Together** group. If your group is too large, you can divide into smaller sub-groups.
2. Read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of your assigned group for 15 minutes.
3. After 15 minutes, return to your table-group as the “expert” of your assigned age group. As the expert, you will summarize the characteristics of your age group while your table-group mates take notes. Be ready to answer and clarify meaning for them.

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### Young Teenagers (Grades 10+) 14–17 years old

#### Physical

- My body stops growing.

#### Cognitive

- I understand that questions have many answers.
- I can work independently.
- I make good plans and better decisions.
- I can manage group work without much help from teachers.
- I understand the results of my actions.

#### Social-emotional

- I focus more on individual friendships and less on groups.
  - I like to spend time with mixed groups of girls and boys.
  - I understand my role in society more.
- I am starting to think about my future (career, beliefs, philosophy, social causes). I think more about the world beyond myself.

## The 6 Principles® Find Someone Who . . .

### Directions

1. Read the statement in each box.
2. When I give you a signal, walk around the room for five minutes. Ask other people questions to see if they fit one of the statements below (e.g., “Have you ever traveled by train?”).
3. Write their name in the appropriate box.
4. Sit down when you finish or when I give you a signal.

<b>I have traveled by train.</b>	<b>I study the history of a new place before I go there.</b>	<b>I have a passport.</b>	<b>I would like to visit the United States.</b>
<b>I like to practice English when I travel.</b>	<b>I have visited the United States.</b>	<b>I like to try new foods when I travel.</b>	<b>I have visited more than five countries.</b>
<b>I like to collect money from different countries.</b>	<b>I don't like to travel.</b>	<b>I have never traveled to a different country.</b>	<b>I like to visit museums.</b>
<b>I enjoy helping visitors learn about Uzbekistan.</b>	<b>I take a lot of pictures when I travel.</b>	<b>I prefer to travel alone.</b>	<b>I want to travel to space.</b>



## The 6 Principles® Personal Inventory

### Directions

1. Read each statement.
2. Rate yourself with the following criteria:
  - A – always or almost always
  - S – sometimes
  - N – never or almost never
3. Put a star (★) next to the three statements you most want to improve on.

- 
1. \_\_\_\_\_ I greet students individually as they enter class.
  2. \_\_\_\_\_ I use community-building tasks regularly.
  3. \_\_\_\_\_ I have a class routine so students know what to expect.
  4. \_\_\_\_\_ I create opportunities for students to learn each other's names.
  5. \_\_\_\_\_ I have a plan for new students in my class.
  6. \_\_\_\_\_ I find ways to communicate with students individually.
  7. \_\_\_\_\_ I know all my students' names.
  8. \_\_\_\_\_ I provide multiple opportunities for my students to have success.
  9. \_\_\_\_\_ I demonstrate respect and cooperation.
  10. \_\_\_\_\_ I show students that I believe they can learn at a higher level.
  11. \_\_\_\_\_ I appear to be a motivated teacher.
  12. \_\_\_\_\_ I praise students for effort and dedication.
  13. \_\_\_\_\_ I use a variety of approaches to appeal to different students.
  14. \_\_\_\_\_ I teach students new study skills and strategies.
  15. \_\_\_\_\_ I show students how to practice English outside class.
  16. \_\_\_\_\_ I help students set challenging but achievable learning goals.
  17. \_\_\_\_\_ I help students make connections from their learning to their own lives.
  18. \_\_\_\_\_ I help students overcome obstacles to learning.
  19. \_\_\_\_\_ I make language learning enjoyable.
  20. \_\_\_\_\_ I create ways for students to be active as soon as they walk in class.

## The 6 Principles® 3–2–1 Uzbekistan!

### Language Objectives

- Answer questions about a region in Uzbekistan.
- Ask questions about other regions in Uzbekistan.

### Helpful Vocabulary

- famous = many people know about it
- landmark = a famous place to visit
- tourist = a person who travels for fun

### Directions

1. Write the name of your assigned region of Uzbekistan.
2. Work with your table-group to add the 3–2–1 information in the boxes.
3. Transfer all of the information to poster paper.
4. Prepare to **answer** questions about your region and **ask** questions about other groups' regions. You can add drawings if you like.

### Why Do People Travel to Uzbekistan?

Region \_\_\_\_\_

What are **THREE** things a tourist can do?

↓

<b>3</b>		
<b>3</b>	<b>2</b>	
<b>3</b>	<b>2</b>	<b>1</b>

What are **TWO** traditions or local foods?

↓

What is **ONE** famous landmark?

↓



## The 6 Principles® PQP Feedback

### Directions

After each group presents their lesson, offer them PQP (Praise–Question–Polish) Feedback by answering these three questions:

- **Praise** – Make at least **one positive comment** about their microteaching.
- **Question** – Ask at least **one question** about their microteaching.
- **Polish** – Make at least **one suggestion** to help them improve their microteaching.

Praise	Question	Polish

## The 6 Principles® Around the Clock

### Directions

1. Write your name and a short note about a favorite take-away from the two-day workshop.
2. Move around the room and ask your colleagues their name and a favorite take-away.
3. Write one colleague's name and take-away next to each hour on the clock.  
IMPORTANT: You cannot repeat a name or a take-away.
4. Move quickly! You only have five minutes to fill your clock.

