

## Commission on Language

*A key issue in language instruction today is teaching English language learners. NCTE has accepted responsibility for educating its membership so that ELL becomes an intentional part of what we do in every realm, such as policy development, conference proposals, materials, [resources](#), surveys, research briefs, and professional development. NCTE is striving to become the major source of assistance to teachers of English Language Learners.*

### **Charge**

- *Examine the various ways English Language Learners are being taught in American schools and identify those that appear to be most effective.*
- *Advise the Executive Committee regarding actions that can be taken to help NCTE realize these research and development goals in the next three years:*
  - *Because of NCTE's efforts in supporting research, scholars will be able to write extensive reviews of literature on research about learners of English as an additional language in classrooms where English is the language of instruction and the dominant language for the teacher and most of the students.*
  - *Help most NCTE members become aware of specific practices for supporting learners of English as an additional language in their classrooms.*
- *Continue to propose convention sessions and publications or other learning experiences for NCTE members on emerging issues in the teaching of language and linguistics.*

**What major actions or projects have been completed by your group pursuant to your charge since July 1, 2009?**

**What projects, initiatives, or studies are “in progress” at this time?**

**Strategic Governance:** Over the past few years, the NCTE Executive Committee has established outcomes and priorities relating to these key topics in our field [Closing the Achievement Gap](#), [NCTE and International Involvement](#), [Reading Research](#), [21<sup>st</sup> Century Literacies](#), and [Attracting, Supporting, and Advancing Early Career Educators](#). Currently, they are working on performance assessment of teachers and student learning. Does your group have research findings or suggestions to contribute that are relevant to on-going work on these strategic governance topics?

Our group is pursuing the deepening and broadening perspectives related to Students' Rights to Their Own Language. We have worked toward this goal diligently for the past few years moving through different dimensions of this concept. For example, we are bringing together different voices (i.e., parents, students, teachers, policy makers, and testing services) having to do with English language policies and their effect on schooling and the education of young immigrant children. In addition, we are examining successful practices regarding English language learners in various grade levels from early childhood to higher education.

*Ana Christina Iddings, Director*