Task Four Exercise Three

TESOL's Position on English-Only Legislation in the United States, and the CREATE Model

Both articles I just read, "English-Only Legislation in the United States" and the "Principles-Based Approach," address language-related policies and their implications. While they focus on different aspects of language education, they share some common points:

1. Both documents express opposition to restrictive language policies. The English-Only paper opposes the imposition of English-only policies, while the PBA one opposes policies that may restrict language learning opportunities.
2. Both documents emphasize the value of linguistic diversity. The first one encourages multilingualism, and the PBA article supports policies that respect the linguistic diversity of learners.
3. Both articles highlight the importance of access to language education. Highlighting the limited access to English education for immigrants, and advocating for policies that provide equitable access to quality language education for all students.
4. Both papers discuss the role of government in language education through government funding and the need for language education policies that can guide government decisions.
5. Both discuss the importance of cultural competence.

While the particular topics and perspectives addressed in these documents may vary, they share a common commitment to supporting inclusive language policies, recognizing the importance of linguistic diversity, and advocating for equitable access to language education should be the goals of language education in the United States. The six principles outlined in the CREATE model could be a first step to get where we want to go in language education, ensuring that students are well prepared for success in a diverse world.

References:

TESOL Position Paper on English-only Legislation in the United States. (2005, June). TESOL.org. Retrieved September 4, 2023, from https://www.tesol.org/media/k40p0qih/english-only.pdf

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