

Language-Integrated Framework for Teaching (LIFT): A Framework Supporting Multilingual Learners Through Core Teaching Practices

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ABSTRACT

As linguistic diversity within American K–12 classrooms increases, educators need tools to effectively leverage and support the assets of multilingual learners (MLs). MLs face the significant challenge of simultaneously mastering the language of instruction and learning academic content. While core teaching practices are recognized as a research-based, robust approach to fostering student engagement and critical thinking, they often lack a systematic focus on the unique linguistic and cultural needs of MLs. This oversight is compounded by current policy and structural deficiencies in teacher preparation, which frequently fail to require comprehensive training in second language acquisition and culturally responsive teaching for all educators. To address this critical gap, this paper introduces the Language-Integrated Framework for Teaching (LIFT), a theoretical structure for teacher education that embeds a language focus directly into core teaching practices. LIFT brings together the theoretical underpinnings of core teaching practices, content and language integration, and culturally and linguistic responsive pedagogies to enhance MLs’ access to rigorous, grade-level curricula and cultivate a stronger sense of belonging within the general education classroom.

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Introduction

The landscape of American K–12 education is increasingly characterized by linguistic diversity. According to NCES (2024), despite a disruption due to the pandemic, the number of multilingual learners (MLs) in U.S. schools continues to grow rapidly. Thus, it is critical for educators to have the capacity to attend to, leverage, and support MLs’ linguistic and cultural assets. Core teaching practices are a promising approach for building this capacity among educators, given their emphasis on active learning, critical thinking, deepened understanding, and precise language use in classroom discussions (Grossman, 2021). However, although these practices are research-based and effective in improving student achievement (Kane et al., 2011), they traditionally overlook the specific needs of MLs—students who navigate the dual challenge of mastering the language of instruction while learning subject content.

This paper argues for a theoretical framework for teacher education that integrates a language focus into core teaching practices to address the unique challenges faced by MLs and to enhance their access to rigorous, grade-level curricula while supporting their sense of belonging in the general education classroom. I begin by describing the complexity and challenges of preparing teachers to work with MLs—the limitations of current policies and requirements for certification, as well as the quality and depth of the pedagogical content of those certification programs. Next, I review the affordances and limitations of core teaching practices in supporting the success of MLs in schools, particularly the need to embed content and language integration and culturally and linguistic responsive practices. I then propose and outline a framework that integrates language into core teaching practices, with specific examples of how they might be enacted during instruction when working in classrooms where MLs might be present. Finally, I highlight implications for teacher education and professional development design.

Complexity and Challenges in Preparing Teachers to Work With Multilingual Learners¹

Regardless of the educational program that a student attends in the United States, federal and state education policy require that all K–12 students develop English language proficiency. MLs who have not yet achieved the English proficiency level determined by their state, as demonstrated by their performance on a standardized test, are designated as English learners. This designation makes them eligible for additional language services until they reach proficiency. Most programs that English learners attend across the country offer subject matter

¹ In this paper, I use the term multilingual learner to refer to any student enrolled in K–12 education who speaks more than one language. I use the term English learner when referring specifically to a subset of multilingual learners who have been identified using state-approved English language proficiency assessment as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English, as outlined in federal law 20 U.S.C.A. § 6821.

instruction in English; therefore, most English learners face the distinctive challenge of “double the work”—learning a new language alongside the academic content in that language (Short & Fitzsimmons, 2007). This dual task places a significant cognitive, linguistic, and socioemotional load on English learners, which in turns requires that educators possess teaching strategies that explicitly support English learners’ language development and socioemotional wellbeing within the context of subject matter instruction.

Policies

Preparing teachers to address the complexity of teaching MLs presents several policy and structural challenges. One policy challenge relates to how states prepare teachers to work with MLs. Only four states (Arizona, California, Massachusetts, and Nevada) require their teachers to hold an endorsement in sheltered English instruction (Leider et al., 2021). For teachers specifically hired to work with MLs, only 20 states require that they are credentialed in bilingual education or English language development (Leider et al., 2021), and often those states do not differentiate between credentials earned through approved programs and credentials earned through less rigorous, alternative programs (Kim & Morita-Mullaney, 2020).

A second, structural challenge involves insufficient or inadequate training in teacher preparation programs, regardless of whether the states have policies for teaching credentials or not. Many teacher preparation programs lack comprehensive coursework and field practices on second language acquisition and culturally responsive teaching (Education Commission of the States, 2014). This gap leaves recently certified teachers underprepared to address the specific linguistic needs of MLs (Lucas et al., 2008; Lucas & Villegas, 2013). Furthermore, after graduating from a teacher preparation program and starting their teaching careers, novice teachers frequently find that their schools lack sufficient resources, such as appropriate instructional materials and access to ESL/bilingual specialists, which are crucial for supporting MLs effectively (Orosco & O’Connor, 2014).

Another critical challenge results from a general teacher shortage. As the need for teachers has increased, alternative routes to teacher preparation have sought to create faster pathways to teacher licensure, resulting in teachers with missed opportunities for mentorship (Grossman & Loeb, 2008; Wilson & Kelley, 2022). Due to limited time, especially in general education programs or even dual certification programs, teachers often do not get enough field-based experience working with MLs during their training, which hinders their ability to effectively apply theoretical knowledge in real classroom settings (Samson & Collins, 2012).

Pedagogical Training

Beyond the policy and structural challenges of teacher preparation, teachers also face pedagogical challenges in supporting MLs. Part of the complexity of teaching MLs is that not only do these students come with different language backgrounds, but they also bring cultures and ways of knowing and being in the world that often differ from those of their peers or their teachers. To understand and leverage those assets, school staff and educators need to develop cultural competence, the ability to recognize and value the diverse linguistic and cultural backgrounds of their students (Gay, 2010). However, developing cultural competence requires

ongoing professional development and reflection, which are often limited in schools because of budgetary and time constraints. Some schools offer bilingual programs for MLs that have the same academic objectives as other programs but also include goals related to becoming bilingual and biliterate, so students learn in and through two languages. In these programs, cultural competence is an integral part of the program, but unfortunately, bilingual programs are not available in all the languages that MLs speak; even when the languages are available, there are not enough spaces in bilingual programs to serve all MLs.

Finally, educators of MLs across the United States face the pressures of assessment and accountability. High stakes testing and accountability measures can limit teachers' flexibility to tailor instruction to meet the needs of MLs, as these tests often do not account for students' language proficiency levels, nor do they include culturally relevant approaches (Menken, 2006). Large-scale accountability assessments are often administered only in English, even in many bilingual programs. English-only instruction and assessment miss opportunities to maximize the linguistic and cultural assets of MLs and to make MLs feel like they can bring their whole selves to their learning.

Supporting the Teaching of Multilingual Learners: Affordances and Challenges of Core Teaching Practices

Core teaching practices, also called high-leverage practices, have been proposed as a robust approach to preparing future and novice teachers because they are grounded in research, which ensures that the strategies employed are effective in promoting student learning (Kane et al., 2011). In addition to being evidence-based, they also provide a common and focused set of practices that can be consistently applied across different contexts, aiding in teacher development and instructional quality (Grossman, 2021). Their approach to centering student thinking and engagement as well as their adaptability help create dynamic and inclusive learning environments that can be tailored to address most students' unique needs. As envisioned by Grossman (2005, 2021), core teaching practices are designed to promote active engagement, critical thinking, and in-depth understanding among all students. They can help bridge the gap between educational theory and practice, offering tangible, learnable teaching moves that new teachers can continue to intentionally develop over their professional life (Grossman et al., 2009). Research shows that teachers benefit from practice-based preparation, where they rehearse and refine specific core practices (Ball & Forzani, 2009). Various organizations (e.g., TeachingWorks, the Core Practice Consortium, and Teacher Education by Design) have conceptualized core practices. Following are a few examples of core practices adapted from the high-leverage teaching practices presented by TeachingWorks (<https://www.teachingworks.org/high-leverage-practices/>). Examples include decompositions of each practice to understand the various elements that constitute the practice:

- **Elicit and interpret student thinking.** Teachers ask questions to help students share their thinking about specific content. To understand students' thinking, including "novel points of view, new ideas, ways of thinking, or alternative conceptions" (TeachingWorks, n.d.), teachers carefully choose questions and tasks and attend closely to what students do and say. This practice is useful to teachers across various

disciplines and grade levels because what teachers learn about their students' thinking can guide their instructional decisions, highlight ideas that will benefit other students, position students as sense-makers, and highlight their contributions as valuable.

- **Make content comprehensible.** Teachers strategically select times to explain and model to make a wide variety of topics, content practices, and strategies explicit to students that could otherwise remain tacit or invisible. This might include simple explanations or thinking aloud and demonstrating to students how to make their thinking visible (TeachingWorks, n.d.). Regardless of the content or grade level, teachers' ability to make content comprehensible and accessible supports the learning of their students.
- **Facilitate small group work.** Teachers use small group work to help students learn by interacting and collaborating with peers. Small groups require that teachers plan tasks that promote collaboration and that they provide clear directions, so students know how to work together successfully. Across all classrooms, teachers use small groups to various degrees and for different purposes, so it is critical they build the capacity to ensure students are positioned as competent among their peers and that interactions are productive and respectful.
- **Build respectful relationships.** Teachers who build and sustain respectful relationships with students in their classroom increase student participation, engagement, and achievement. Therefore, it is critical for teachers to develop their relationships in all aspects of their teaching, from small individual conversations to nonverbal signals and acknowledgement of students during lessons.

Different organizations highlight different teaching practices depending on the context and the organization's focus areas, methodologies, and specific needs it aims to address in a teacher education program. The state of Michigan, for example, outlines 19 core teaching practices that teacher candidates need to master within their clinical experiences. The Core Practice Consortium does not provide a list but highlights three general practices and three subject-specific practices. I highlighted the four examples above because they are common to the various lists available and while a small sample, they are representative of the nature and scope of teaching practices and of practices that offer opportunities for rich language experiences for students.

Teacher preparation programs that focus on core teaching practices can be more systematic and intentional, while helping candidates navigate the complexity of preparing to be a teacher. This can result in teachers feeling higher levels of self-efficacy in specific core teaching practices. These higher levels of self-efficacy positively impact job satisfaction and reduce burnout, leading to higher teacher retention (Kavanagh & Danielson, 2020). Some researchers have focused on studying teaching practices that cut across content areas (Ball & Forzani, 2009; Calabrese Barton et al., 2020; Grossman & McDonald, 2008, Lampert et al., 2013) while others have focused on the discipline-specific practices for the teaching of subject areas like mathematics (Ghousseini, 2015), science (Windschitl et al., 2012), history (Dinkelman & Cuenca, 2020; Hicks et al., 2012), or language arts (Pearson, 2013).

On the other hand, core practices present unique cultural and linguistic challenges for MLs. Traditional core teaching practices often lack a systematic focus on language and culture, thus failing to fully support the needs of MLs. In the research literature, neither the cross-disciplinary nor the discipline-specific studies have addressed language access or language development explicitly. In fact, the core teaching practice movement has been criticized for not considering students outside the dominant culture (Kane, 2020; Matsumoto-Royo & Ramirez-Montoya, 2021).

One of the largest efforts to assess core practices systematically is the National Observation Teacher Assessment conducted by TeachingWorks, Educational Testing Service (ETS), and Mursion (a private sector mixed-reality company) (Bell, 2016). That project did not account for MLs in its construct definitions of core practices and thus did not account for research on MLs that suggests they need language scaffolds to support content learning (e.g., DelliCarpini & Alonso, 2014; Lee, 2005; Moschkovich, 2018). Despite these and other critiques of core teaching practices (Maldonado et al., 2022; Philip et al., 2018), given our country's demographics, education policies, and teaching shortage situation, we need to prepare all teachers to be able to teach MLs as efficiently as possible. Because core practices are designed to be relevant across grades and subject areas, using them as an entry point to teacher preparation allows for a general approach that can then be tailored to specific contexts as teachers gain expertise and experience. The integration of language into core teaching practices will not only support MLs' meaningful participation in classroom activities but will also benefit all students in the classroom, since all students are learning academic language, that is, the specific ways in which language is used in schools. More explicitly, all students are language learners because the language of school has norms and expectations to which students gain access when teachers use that language and call attention to it deliberately (Cazden, 2001). For MLs, however, this explicit integration of language into core teaching practices fosters an environment where they can thrive academically and linguistically.

Supporting the Teaching of Multilingual Learners: The Importance of Content and Language Integration

As described earlier in this paper, teaching MLs requires supporting their access to content with special attention to language barriers. Simultaneously, because MLs are also developing language and expanding their linguistic repertoire, teachers of MLs need to plan for opportunities to expand the ways in which MLs use language to make meaning of new concepts, ideas, and experiences, to interact with others, and to organize ideas within text (Halliday, 1994). Language development is a dynamic, non-linear process characterized by change and adaptation (Larsen-Freeman, 1997). When MLs develop language, multiple elements—cognitive factors, motivation, socioemotional states, social contexts, cultural identity, and opportunities for language use, to name a few—interact in intricate ways, leading to emergent behaviors and patterns over time. Because language learning is unpredictable and context-dependent, it is important that MLs have multiple opportunities to interact with language across various contexts.

In the field of second language acquisition, content and language integration is one approach to supporting MLs' participation in content activities while also developing language; this is not

a new approach in the United States (Perez Vidal, 2005). In 1997, Johnson and Swain developed one of the first frameworks featuring English as the medium of instruction with overt support for students' home language. Mehisto et al. (2008) described the integration of content and language as English being taught through content classes (e.g., math, social studies, and science) with content from the subject areas being used in language-learning classes. This definition of content and language integration has become the cornerstone of various frameworks and programs that have attempted to implement content and language-integrated learning. Some researchers have proposed approaches to the systematic integration of language and content in ways that support the linguistic and cultural assets of MLs, focusing on specific content areas (Goldenberg et al., 2013; Lyon et al., 2017) while others have focused on how to integrate language across content areas (Percy et al., 2022). Goldenberg et al. (2013) proposed a framework to integrate language into English language arts instruction in either self-contained elementary school classrooms, where all students were MLs or classrooms with MLs and non-MLs. The tool they developed, Classroom Qualities for English Language Learners (CQELL), was validated in classrooms where MLs were predominantly Spanish speakers. CQELL was developed primarily for research purposes. While not focused specifically on core teaching practices, the various elements of this language arts framework focused on daily teaching activities and provided strategies attached to those activities. For example, one section focused on the development of objectives; specific indicators were provided to identify critical elements for the development of objectives that included both content and language foci. So, while the indicators were not identified as core practices or elements of core practices, they demonstrated similarities to them.

In conceptualizing how to build the capacity of novice secondary school teachers to provide effective science instruction to MLs, a team of researchers developed the Secondary Science Teaching with English Language and Literacy Acquisition (SSTELLA) framework (Tolbert et al., 2014). SSTELLA highlighted four instructional practices—scientific sense making, scientific discourse, English language and literacy, and contextualized activity—along with anticipated student learning outcomes of *productive use of core science ideas* in authentic scientific practices and texts, and of *productive use of language* while engaging in authentic scientific practices and texts. While it focused on a single discipline, SSTELLA addressed how teachers can leverage language as a mediating tool in engaging in scientific activity and the importance of developing scientific discourse.

Instead of a focus on a particular disciplinary area, Percy and her colleagues (2022) identified six practices for teaching multilinguals that are useful in any content area: 1) knowing students within the context of school and outside of school, and integrating student knowledge, 2) building a positive learning environment, 3) planning and enacting content and language instruction, 4) supporting language and literacy development, 5) assessing in ways that attend to students' language abilities, and 6) developing positive relationships with colleagues, families, stakeholders and self. Their work revolved around the application and contextualization of this framework across various content areas.

Supporting the Teaching of Multilingual Learners: The Importance of Assets-Based Pedagogies

To create effective and inclusive learning environments where MLs feel welcome, it is essential to center the students and their assets in the activity of teaching and learning. When teachers understand their students' backgrounds, interests, strengths, and challenges, they can tailor instruction to meet individual needs, fostering engagement and motivation (Ladson-Billings, 1995; Moll et al., 1992; Paris, 2012). Further, this understanding helps build strong teacher–student relationships, which are critical for a positive classroom climate and academic success (Hamre & Pianta, 2006).

Recognizing MLs' linguistic assets, for example, allows teachers to implement responsive teaching practices, enhancing educational equity and relevance (Gay, 2010). This means learning about MLs' use of language, their language abilities in the language of instruction, and their ways of knowing and living in the world. For example, knowing that verb tenses do not exist in their students' languages, as is the case in Mayan or Hmong, can help teachers pay attention to emphasizing contextual details to connect them to verb conjugation in English. Moreover, knowledge about language patterns can help educators understand how speakers of those languages navigate and attend to phenomena, mathematical problems, or to evidence that supports claims around social issues. Understanding that some students constantly cross linguistic borders between home, community, and school can also help educators recognize the linguistic flexibility and adaptability of MLs. These examples not only provide educators with a better understanding of linguistic differences that students experience daily but also highlight assets that may be leveraged when planning for learning.

I intentionally apply a culturally and linguistically responsive pedagogies lens when conceptualizing how to incorporate language to address critiques related to inequitable systems for MLs in teaching and learning. By integrating culturally and linguistically relevant pedagogies, we disrupt the power differential in the classrooms, which for MLs is often marked by language hierarchies, that is, by which languages or language varieties are privileged in teaching and learning. For many students who had some schooling in a different country and language, we can help them bridge new learning while they learn English by creating opportunities for them to use their home languages. However, because the majority of our MLs are born in the United States (NCES, 2023), the dichotomies of first or home language and second language do not apply to many MLs in our schools in the ways they did a decade ago. MLs born in the United States have most likely interacted since birth in multiple languages across various contexts within their daily lives, and they reflect these linguistic experiences in the ways in which they use language.

Translanguaging, “the process whereby multilingual speakers utilize their languages as an integrated communication system” (García, 2009, p. 140), refers to the fluid and dynamic process of a multilingual individual using and treating the languages they speak as boundless, using all the resources within their unified linguistic repertoire to make meaning, learn, communicate, and be. By incorporating home language or translanguaging as part of culturally and linguistically responsive pedagogies and bringing those ML teaching practices into

conversation with core teaching practices, we center the cultural and linguistic identities of MLs born in the United States between cultures and languages.

In this paper, I build on the work of language education researchers (e.g., Baker et al., 2014; Goldenberg, 2013; Tolbert et al., 2014; Lyon et al., 2016 and Peercy et al., 2022) to conceptualize an integrated framework that aligns language and core teaching practices and that centers MLs' cultural assets.

LIFT: Toward an Integrated Conceptualization of Language and Core Teaching Practices

In conceptualizing how to support future and novice teachers of MLs, I bring into conversation core teaching practices, language and content integration, and assets-based pedagogies to propose the Language-Integrated Framework for Teaching (LIFT). When teachers enact core teaching practices, they create dynamic environments with rich opportunities for students to interact with each other and participate in learning activities. Because core teaching practices are relevant across grade levels and subject areas, the attention to language through core teaching practices naturally offers opportunities for language adaptations that influence future learning. Because language skills emerge from the complex interplay of various factors, including social interactions, cognitive processes, and contextual influences (and not just the accumulation of knowledge), content and language integration across classes provide MLs with opportunities to interact with others to exchange ideas and make meaning together within the classroom dynamic systems (Larsen-Freeman & Cameron, 2008). Integrating language into core teaching practices leverages the dynamic nature of language learning and development while also providing linguistic access to MLs. Inviting MLs' cultural and linguistic assets supports deeper learning and participation in teaching and learning while increasing the sense of belonging of students. As MLs learn and develop language, they also share their unique ways of understanding the world with others, impacting also the learning of other students in the classrooms (Larsen-Freeman, 2017).

The interplay of the three teaching theories within LIFT gives way to three dimensions to which teachers attend when teaching MLs. I argue that these three dimensions have the potential to enrich core teaching practices and create classrooms that are welcoming and productive for MLs.

Dimension 1: Scaffold Language to Provide Access to Complex Content

While core teaching practices create dynamic environments with rich opportunities for interaction and participation, MLs need language support to interact and participate. Therefore, teachers need the capacity to provide structured language support to help MLs access complex content while gradually increasing their language proficiency. This may include the use of visual aids, sentence starters, and models of academic language (Echevarria et al., 2017; Gibbons, 2002). Scaffolding is not inherent in the tools provided to the students, but in the teaching actions and intentions that make use of those tools. Scaffolding language might involve grouping students by language proficiency for certain activities or providing additional language support as needed (Tomlinson, 2001; Fairbairn & Jones-Vo, 2010). The result of scaffolding language during instruction is increased participation of MLs in teaching and learning activities.

Dimension 2: Create Opportunities for Language Development

Every interaction and learning activity can also provide opportunities for learning and practicing new language. Teachers design opportunities to develop language while learning content by engaging students in interactive discussions, vocabulary-building activities, and opportunities for meaningful communication (Gibbons, 2015; Zwiers, 2014). While core teaching practices often include attention to language (i.e., opportunities to speak, listen to others, read, and write), the focus on language development (i.e., learning new vocabulary, language structures, and discourse) is not always intentional. The outcome of the creation of opportunities for language development throughout teaching and learning is a language-rich environment where MLs learn and have opportunities to practice new language.

Dimension 3: Engage in Language and Translanguaging

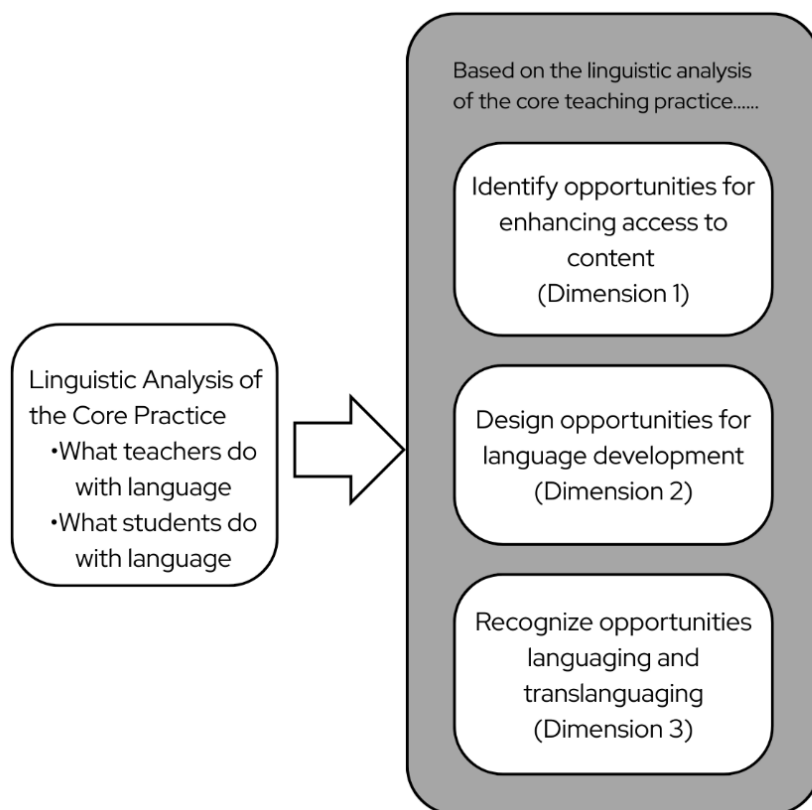
As mentioned earlier, centering students' cultural and linguistic assets helps build their sense of belonging as well as provide more resources. The term "languaging" has been used in applied linguistics and second language acquisition to describe the process of using language to make meaning, solve problems, and reflect on language itself (Swain, 2006). Some researchers have called attention to the importance of using language to make meaning without focusing on errors and instead, focusing on meaning making and on the resourceful, functional, and dynamic ways in which MLs use language (Lee, 2005; Valdés, 2001). "Translanguaging" involves leveraging students' full linguistic repertoires to enhance learning (e.g., García, 2009). This approach recognizes the fluidity of language use among multilingual students, allowing them to draw from all their languages to make meaning and engage with academic content. By encouraging languaging and translanguaging, teachers validate students' linguistic identities and promote deeper understanding and participation. Research has shown that translanguaging can support bilingual students' cognitive development and academic achievement, making it a powerful pedagogical tool (García & Wei, 2014; García, 2009). Languaging and translanguaging also center MLs' ways of using language to learn, connect, and grow.

These dimensions not only meet the criteria of research-based, essential instructional methods that promote effective high-quality instruction and enhance learning for MLs, but they also address the dynamic and complex nature of language learning. In the next section, I provide examples on the integration of these dimensions into core teaching practices.

Language Dimensions in Action

The core teaching practice needs to be analyzed first to determine what affordances for language use and development the practice offers. It is also important to consider socio-cultural factors in teaching and learning, for example, resources available, curriculum, rules and expectations of the classroom and the school, etc. Centering students in the activity of teaching and learning also means having an understanding of their linguistic and cultural assets, their background, school history, interests, strengths, and challenges.

The process for the integration of the language dimensions into core teaching practices is depicted in **Figure 1**.

Figure 1. Integration of the Language Dimensions Into Core Teaching Practices

Tables 1–4 provide examples of the integration of the three proposed language practices with four core teaching practices: elicit and interpret student thinking; make content comprehensible; facilitate small group discussions; and build respectful relationships. I selected these four practices because of the opportunities they offer for language use and as examples for language integration with other practices. Within each table, the first two rows indicate the name and description of the core teaching practice. Then, I indicate what teachers and students do with language during this practice in terms of language functions. A language function refers to the purpose for which language is used in a specific context (WIDA, 2020). Then, based on the language functions identified, sample teaching actions are provided. For Dimensions 1 and 2, the teaching actions correspond to specific language expectations in the WIDA English and Spanish language development standards for language learners (WIDA, 2020; 2023). For Dimension 3, the teaching actions correspond to indicators in the CQELL (Goldenberg et al., 2013) framework and dynamic bilingualism practices from García’s (2017) work on translanguaging.

Table 1. Integration of Language Teaching Practices Into the Core Teaching Practice of Eliciting and Interpreting Student Thinking

| Core Teaching Practice 1: Elicit and interpret student thinking (EIST) | | |
|--|--|---|
| Use strategies to draw out students' ideas, understanding, and reasoning processes. Then, analyze the responses and behaviors of students to understand their conceptual framework and thought processes. The goals of eliciting and interpreting student thinking are to identify misconceptions, gaps in knowledge, and the depth of student understanding. | | |
| What teachers and students do <ul style="list-style-type: none"> Teachers <i>ask questions</i> to encourage students to <i>explain</i> their thinking and reasoning. Students <i>verbalize</i> their thought process while solving a problem. Students <i>discuss</i> with each other and <i>debate</i> their ideas. Students <i>write</i> their understanding and reasoning. Teachers <i>monitor understanding</i> through informal assessments (e.g., exit tickets or concept maps). | | |
| Dimension 1 | Dimension 2 | Dimension 3 |
| Create opportunities for language development during EIST | Scaffold language to provide access to complex content during EIST | Engage in languaging and translanguaging during EIST |
| <ul style="list-style-type: none"> Ask open-ended questions Model and restate students' ideas using specific language they want students to learn Create a safe environment for risk taking with language use Introduce and reinforce key vocabulary | <ul style="list-style-type: none"> Give wait/thinking time Provide or allow information through multiple modalities (e.g., real-life objects, diagrams) Press for clarification and elaboration Pause frequently to check for understanding of students' ideas | <ul style="list-style-type: none"> Encourage multiple modes of expression Build on students' own language Provide resources in various languages Create opportunities for students to think with other students with similar language backgrounds |

Table 2. Integration of Language Teaching Practices Into the Core Teaching Practice of Making Content Comprehensible

| Core Teaching Practice 2: Make content comprehensible (MCC) | | |
|--|--|--|
| Use strategies to ensure students can understand and engage with the learning material. Teachers explain or model practices for making the content, skills or academic practices explicit and visible to students. | | |
| What teachers and students do <ul style="list-style-type: none"> Teachers <i>explain</i> content, skills or practices to highlight core ideas, relationships between elements within a system, or details. Teachers <i>model</i> content, skills or practices to highlight key elements, or demonstrate processes, strategies, or procedures. Teachers <i>use language and representations strategically</i> to support student meaning-making and language development. Students <i>identify</i> main ideas and details to make meaning of new concepts and information. Students <i>interpret</i> oral and visual representations to make connections between them and the problem, text or task, and the teacher explanation. | | |
| Dimension 1 | Dimension 2 | Dimension 3 |
| Create opportunities for language development during MCC | Scaffold language to provide access to complex content during MCC | Engage in languaging and translanguaging during MCC |
| <ul style="list-style-type: none"> Build background knowledge connected to students' experiences. Provide visual supports (e.g., anchor charts). Highlight specific language (e.g., vocabulary, structures, and organizational patterns of the discipline) in context. Promote interaction and output through structured pair or group work and prompts. | <ul style="list-style-type: none"> Provide or allowing information through multiple modalities (e.g., real-life objects, diagrams) Break down complex tasks into smaller manageable steps Pause frequently to check for understanding of content shared Make intentional choices about the teacher's verbal language to match students' language ability in listening comprehension. | <ul style="list-style-type: none"> Incorporate texts, images, and videos in the students' home languages to build content knowledge. Encourage students to use their entire linguistic repertoire (all their languages) to make meaning. Allow students to take notes, discuss ideas, or brainstorm in their home language before, in addition or instead of producing a final product in English. Validate information provided in a different language than English. |

Table 3. Integration of Language Teaching Practices Into the Core Teaching Practice of Facilitating Small Group Discussions

| Core Teaching Practice 3: Facilitate small group discussions | | |
|---|--|---|
| <p>Have students work with peers in small groups to provide opportunities for interaction and collaboration. Teachers need to plan for these groups, including deciding how to group students, how to write directions that will allow students to work independently, and helping them develop the norms and working agreements necessary for students to engage in rich and productive discussions. The goal of a discussion is making meaning while allowing for diverse perspectives to come into the discussion.</p> | | |
| <p>What teachers and students do</p> <ul style="list-style-type: none"> • Teachers <i>provide clear directions and questions</i> to encourage discussion in the small groups. • Teachers <i>verbalize</i> the goals and outcomes for the group work. • Students <i>discuss</i> with each other by eliciting ideas from each other and ensuring everyone's voice is included. • Students <i>make meaning</i> together by including various ideas surfaced through the discussion. • Teachers <i>monitors</i> discussions for student participation, progress toward learning goal, and sharing of diverse ideas; provides feedback and (re)direction when necessary. | | |
| Dimension 1 | Dimension 2 | Dimension 3 |
| Create opportunities for language development during small group discussions | Scaffold language to provide access to complex content during small group discussions | Engage in languaging and translanguaging during small group discussions |
| <ul style="list-style-type: none"> • Plan for strategic, flexible grouping to create opportunities for peer-to-peer language modeling. • Scaffold participation by providing useful language for discussion to all students. • Model academic talk (e.g., how to ask questions, clarify, and expand ideas). • Structure the group work (e.g., assign roles, protocols, and prompts). | <ul style="list-style-type: none"> • Select tasks that require high cognitive engagement (e.g., analyzing evidence, problem-solving, or debating multiple perspectives). • Provide adapted supports embedded in the content (e.g., sentence starters tied to the discipline, glossaries, graphic organizers). • Circulate to prompt deeper engagement (e.g., asking questions, expanding student contributions or prompting elaboration). • Assign roles that make content engagement explicit (e.g., <i>evidence finder</i>, <i>summarizer</i>, <i>connector to real life</i>). | <ul style="list-style-type: none"> • Offer bilingual resources to prepare for small group discussions. • Encourage English learners to process ideas in their home language(s) before sharing in English. • Allow multilingual peers or technology to help bridge understanding • Normalize the use of multiple languages, gestures, and visuals to access and communicate complex ideas. |

Table 4. Integration of Language Teaching Practices Into the Core Teaching Practice of Building Respectful Relationships

| Core Teaching Practice 4: Build respectful relationships | | |
|---|--|--|
| <p>Students who have positive relationships with their teachers tend to be more successful than those who do not. For MLs, who may have been excluded or marginalized in the past, building high-quality relationships with their teachers makes them feel a higher sense of belonging, positioning them for increased participation, academic achievement, and rich learning experiences.</p> | | |
| <p>What teachers and students do</p> <ul style="list-style-type: none"> Teachers <i>establish</i> rapport with students. Teachers and students <i>build</i> mutual trust. Teachers <i>monitor</i> and maintain relationships with students. Teachers <i>examine and manage</i> self in relationship with students. | | |
| Dimension 1 | Dimension 2 | Dimension 3 |
| Create opportunities for language development while building respectful relationships with students | Scaffold language to provide access to complex content while building respectful relationships with students | Engage in languaging and translanguaging while building respectful relationships with students |
| <ul style="list-style-type: none"> Validate students' contributions by paraphrasing or highlighting their ideas. Invite students to share linguistic and cultural resources during discussions or group work. Encourage active listening activities for all students to build both language and interpersonal connections. Invite students to reflect on how communication felt to develop metalinguistic (understanding their use of language) skills. | <ul style="list-style-type: none"> Use students' cultural and linguistic knowledge as assets to connect to new concepts. Engage students in collaborative problem-solving. Design scaffolded but rigorous tasks. Affirm and leverage students' identities. | <ul style="list-style-type: none"> Position students as experts, showing respect for who they are and what they bring. Allow students to use their home languages to brainstorm, annotate texts, or check understanding. Honor linguistic diversity, showing students that their full identities are welcome. Highlight experiences and knowledge from diverse origins and in diverse languages. |

Next Steps in Research on LIFT

The epistemological framing of LIFT relies on the rigor and credibility of well-established theories of content and language integration that focuses on strategic approaches to language in teaching and learning, core teaching practices, and translanguaging. However, further empirical research on the integration of language into core teaching practices is essential to understand the utility and contributions of the proposed framework. Specifically, research on LIFT is needed on:

- **Teacher Practice and Attitudes:** Examine how teachers implement integrated core teaching practices and how teachers perceive their efficacy.
- **Student Engagement and Participation:** Assess the extent to which multilingual learners are actively engaged in classrooms that use integrated core teaching practices.
- **Impact on Student Achievement:** Investigate how the integration of language into core teaching practices affects multilingual learners' academic performance and language proficiency.

LIFT has the potential of reframing core teaching practices to be inclusive of multilingual learners. Through centering students' linguistic assets, LIFT can enhance the equity and inclusivity of practice-based teacher education and guide structured reflection on bias, deficit-thinking, and the role of all teachers in affirming MLs' identities. LIFT addresses the challenge MLs face of learning language and content at the same time, thereby ensuring MLs have access to meaningful and challenging curricula. By developing an integrated framework that incorporates language into core teaching practices, educators can better support the academic and linguistic development of MLs, leading to improved educational outcomes for this growing student population.

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