LEARNER PATHWAYS to Teacher Effectiveness for Language Learning

How do students engage with standards-based, thematic units of learning?

Learner Pathways look at effective learning experiences from the perspective of the learner by describing what students do. Each pathway identifies three learner engagement behaviors. Key subcriteria from the Teacher Effectiveness for Language Learning (TELL) Framework identify a set of teacher behaviors that result in the identified learner engagement behaviors.

Learners focus on meaningful and purposeful communication in a context that increases their ability to use language for real-world purposes.	Learners use their language skills and cultural understanding to interact appropriately in a cultural context other than their own.	Learners explore other disciplines and make real-world connections while using the target language.
LANGUAGE	**CULTURE**	**CONTENT**
The teacher uses units that are appropriate for the age and proficiency level of the students. **PL1.a**	The teacher uses units that provide opportunities for students to investigate cultural products, practices, and perspectives to interact appropriately with others. **PL1.d**	The teacher uses units that allow students to build, reinforce, and expand their knowledge of other disciplines. **PL1.e**
The teacher uses units that have clearly identified performance objectives in the three communicative modes. **PL1.b**	The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials. **PL6.b**	The teacher uses units that allow students to use previously acquired language and content in new contexts. **PL1.f**
The teacher determines the vocabulary and structures needed to meet the performance objectives of the unit. **PL1.c**	The teacher uses authentic materials to support student understanding of the perspectives behind the practices of the target culture. **LT3.b**	The teacher facilitates student investigation of and interaction with authentic materials in order to understand the perspectives behind the products of the target culture. **LT3.a**
The teacher designs assessment tasks in the modes of communication. **PL2.a**	The teacher designs the environment to support the unit's language and culture goals. **EN5.a**	
The teacher plans lessons that include learning experiences that are interesting and relevant to students. **PL3.d**		

TELL Framework Domains:

EN: Environment - PL: Planning - LE: Learning Experience - PF: Performance & Feedback - LT: Learning Tools - CO: Collaboration - PR: Professionalism