# **LEARNER PATHWAY** to Teacher Effectiveness for Language Learning

## How do learners move from language input to output?

TELL 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 sub-criteria from the Teacher Effectiveness for Language Learning (TELL) Framework identify a set of teacher behaviors that result in the identified learner engagement behaviors. These pathways allow teachers to reflect on the degree to which their learners exhibit the engagement behaviors and identify areas of focus for their professional growth.

Learners are immersed in a languagerich environment in which they have frequent opportunities for interpreting meaning in a real-world context. Learners have sufficient time to process language in the interpretive mode before producing language in the interpersonal or presentational mode.

Learners engage in activities that require them to produce language in a meaningful context.

### **LANGUAGE INPUT**

The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.

PL6.b

The teacher uses a variety of verbal and non-verbal strategies to make language comprehensible.

LE3.c

The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.

LE3.e

The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.

LE3.f

The teacher uses a variety of authentic digital and print media to support student understanding of language input.

LT1.b ....

### **LANGUAGE PROCESSING**

The teacher plans to frequently check that students understand the message of written and spoken text.

•••• PL6.d •••

The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.

••• PL7.a

The teacher uses a variety of strategies to allow students to monitor their comprehension.

LE3.d

The teacher ensures students have sufficient time to process in the interpretive mode before producing language.

LE3.g

### **LANGUAGE PRODUCTION**

The teacher plans activities for students to produce language within the range of their proficiency targets.

PL7.b

The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.

LE4.a

The teacher facilitates activities that allow students to share a message with an audience.

LE4.b

The teacher provides students with strategies that enable them to stay in the target language.

LE4.d

The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language.

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**TELL Framework Domains:** 

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

