

LEARNER PATHWAYS to Teacher Effectiveness for Language Learning

How does the use of the target language advance student 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. 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 language-rich 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	LANGUAGE PROCESSING	LANGUAGE PRODUCTION
<p>The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials.</p> <p>.... PL6.b</p>	<p>The teacher plans to frequently check that students understand the message of written and spoken text.</p> <p>.... PL6.d</p>	<p>The teacher plans activities for students to produce language within the range of their proficiency targets.</p> <p>.... PL7.b</p>
<p>The teacher uses a variety of verbal and non-verbal strategies to make language comprehensible.</p> <p>.... LE3.d</p>	<p>The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode.</p> <p>.... PL7.a</p>	<p>The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose.</p> <p>.... LE4.a</p>
<p>The teacher facilitates activities that allow students to interpret, analyze, and interact with authentic materials.</p> <p>.... LE3.f</p>	<p>The teacher uses a variety of strategies to allow students to monitor their comprehension.</p> <p>.... LE3.e</p>	<p>The teacher facilitates activities that allow students to share a message with an audience.</p> <p>.... LE4.b</p>
<p>The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text.</p> <p>.... LE3.g</p>	<p>The teacher ensures students have sufficient time to process in the interpretive mode before producing language.</p> <p>.... LE3.h</p>	<p>The teacher provides students with strategies that enable them to stay in the target language.</p> <p>.... LE4.d</p>
<p>The teacher uses a variety of authentic digital and print media to support student understanding of language input.</p> <p>.... LT1.b</p>		<p>The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language.</p> <p>.... LT2.b</p>

TELL Framework Domains:

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



www.pearll.nflc.umd.edu/teacher-effectiveness

Teacher Effectiveness for Language Learning (TELL) is project of the National Foreign Language Center supported by Professionals in Education Advancing Research and Language Learning (PEARLL). © 2022 University of Maryland