LEARNER PATHWAY to Teacher Effectiveness for Language Learning
How do learners move from language input to output?

1. A learner pathway identifies learner engagement behaviors that support language development. Use this **feedback form** to reflect on the degree to which learners in your classes exhibit these behaviors.

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.

2. Consider how teacher practices contribute to learner engagement. For each of these learner behaviors, review key sub-criteria from the Teacher Effectiveness for Language Learning (TELL) Framework to identify areas of focus for your professional growth.

The teacher selects resources that allow students to interpret, analyze, and interact with authentic materials. PL6.b	The teacher plans to frequently check that students understand the message of written and spoken text. PL6.d	The teacher plans activities for students to produce language within the range of their proficiency targets. PL7.b
PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME
The teacher uses a variety of verbal and non-verbal strategies to make language comprehensible. LE3.c	The teacher plans opportunities for students to produce language only after ensuring sufficient input in the interpretive mode. PL7.a	The teacher facilitates activities that allow students to interact with others and negotiate meaning for a real-world purpose. LE4.a
PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME
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 allow students to monitor their comprehension. LE3.d	The teacher facilitates activities that allow students to share a message with an audience. LE4.b
PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME
The teacher uses a variety of strategies to frequently check that students understand the message of written and spoken text. LE3.f	The teacher ensures students have sufficient time to process in the interpretive mode before producing language. LE3.g	The teacher provides students with strategies that enable them to stay in the target language. LE4.d
PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME	PART OF MY PRACTICE / A GOAL FOR ME
The teacher uses a variety of authentic digital and print media to support student understanding of language input. LT1.b		The teacher uses a variety of authentic digital and print media as stimuli for learning activities that ask students to produce language. LT2.b
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TELL Framework Domains:
EN: Environment - PL: Planning - LE: Learning Experience - PF: Performance & Feedback - LT: Learning Tools - CO: Collaboration - PR: Professionalism