Principles for Instructed Language Teaching

Principles of Activity Based Teaching and Learning (pp. 27-40, Levine and McCloskey, 2009)

1. Active engagement
2. Cultural relevance
3. Collaboration
4. Learning strategies
5. Comprehensible Input with scaffolding
6. Prior Knowledge
7. Content Integration
8. Differentiation
9. Clear, appropriate goals and feedback

Principles of Instructed Second Language Acquisition (Ellis, 2008)

1. Instruction needs to ensure that learners (INEL) develop both a rick repertoire of formulaic expressions and rule-based competence
2. INEL focus predominantly on meaning.
3. INEL focus on form.
4. Instruction needs to focus on developing implicit knowledge of the second language while not neglecting explicit knowledge.
5. Instruction needs to take into account the learners built-in syllabus.
6. Successful instructed language learning requires extensive second language input
7. Successful instructed language learning also requires opportunities for output.
8. The opportunity to interact in the second language is central
9. to developing second language proficiency.
10. Instruction needs to take account of individual differences in learners.
11. In assessing learners’ second language proficiency, it is important to examine free as well as controlled production.

Methodological Principles of Task-Based Language Teaching (Doughty and Long, 2003)

Activities:

1. Use tasks, not texts, as a unit of analysis.
2. Promote learning by doing.

Input:

1. Elaborate input, do not simplify; do not rely solely on “authentic texts”.
2. Provide rick (not impoverished) input.

Learning Processes:

1. Encourage inductive (“chunk”) learning.
2. Focus on form.
3. Provide negative feedback.
4. Respect “learner syllabuses”/developmental processes
5. Promote cooperative/collaborative learning.

Learners

1. Individualize instruction (according to communicative needs, and psycholinguistially)

Key Principles of Integrated Content and Language Instruction (Sherris, 2008)

1. Clear content and language outcomes are planned for each lesson.
2. Learners are provided with goal oriented opportunities to interact with each other and with the teacher to jointly reflect on and build specific content knowledge and skills.
3. Teachers provide learners with tasks that promote the development of reading, writing, listening and speaking skills within the content areas.
4. Outcomes are reviewed, consolidated , and assessed during lessons.